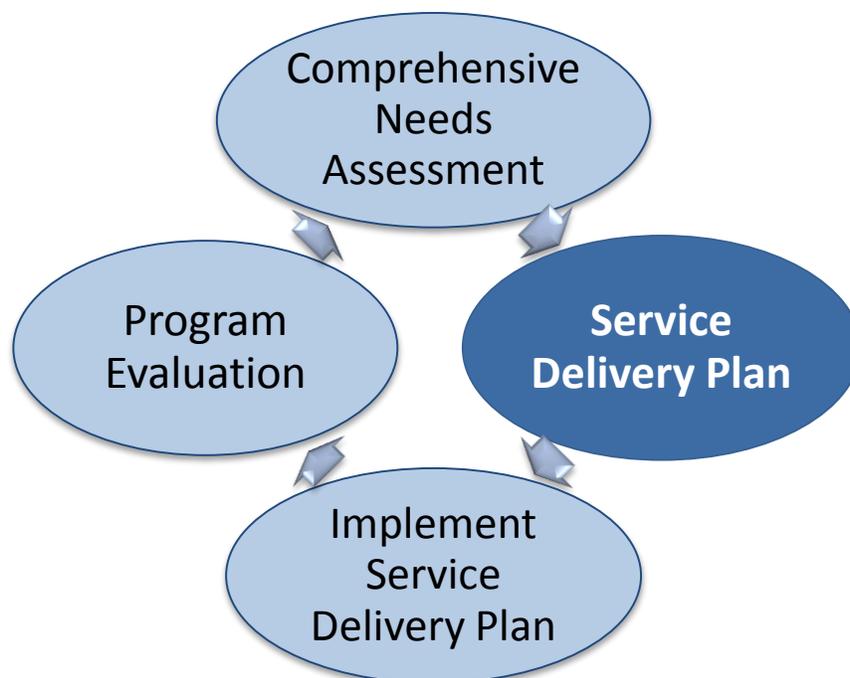




Migrant Education Program Service Delivery Plan



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Abbreviations and Acronyms

AMO	Annual Measurable Objectives
BMEI	Binational Migrant Education Initiative
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
EL	English Learners
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESD	Education Service District
FSI	Fidelity of Strategy Implementation
CIG	Consortium Incentive Grant
HS	High School
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
MDE	Minimum Data Elements
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OACE	Oregon Association for Comprehensive Education
ODE	Oregon Department of Education
OME	Office of Migrant Education (of the U.S. Department of Education)
OMESC	Oregon Migrant Education Service Center
OMLI	Oregon Migrant Leadership Institute
OMSIS	Oregon Migrant Student Information System
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PI	Preschool Initiative
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SBAC	Smarter Balance Assessment Consortium
SD	School District
SDP	Service Delivery Plan
SEA	State Education Agency (Oregon Department of Education)
SPAC	State Parent Advisory Committee

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Part 1 – Introduction

Congressional Mandate for Service Delivery Planning

The Migrant Education Program (MEP) is authorized under Title I, Part C of the *Elementary and Secondary Education Act* (ESEA) of 1965 Section 1306(a)(1) of Title I, Part C which was reauthorized as the *Every Student Succeeds Act* (ESSA) of 2015, Title I Part C, Section 1304(1) and 2(2). Under ESSA, states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other programs under ESEA/ESSA and may be submitted as part of the state consolidated application;
- provides that migratory children will have an opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migrant children from appropriate local, state, and Federal educational programs;
- is the product of joint planning among local, state, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs;
- provides for the integration of available MEP services with other Federal-, state-, or locally-operated programs; and
- is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA/ESSA.

Section 200.83(b) of the regulations requires the state education agency (SEA) to develop its comprehensive State Service Delivery Plan (SDP) in consultation with the State Migrant Education Parent Advisory Council. (PAC) in a format and language that the parents understand.

The components that are required by statute to be included in a State SDP are:

1. *Performance Targets*. The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts.; school readiness if adopted by the SEA; and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1))
2. *Needs Assessment*. The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2))
3. *Measurable Program Outcomes (MPOs)*. The plan must include the MPOs that the MEP will produce statewide through specific educational or educationally-related services (1306(a)(1)(D)). MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment (CNA). The MPOs should also help achieve the State's performance targets.
4. *Service Delivery*. The plan must describe the SEA's strategies for achieving the performance targets and MPOs described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's

migrant lifestyle, and (2) other needs of migrant students that must be met to participate effectively in school. (34 CFR 200.83(a)(3))

5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4))

Other information that Oregon addresses in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- *Priority for Services (PFS).* A description of how, on a statewide basis, the State will give priority to migrant children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school
- (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.
- *Parent Involvement.* A description of the SEA's consultation with parents in a format and language that the parents understand.
- *Identification and Recruitment (ID&R).* A description of the State's plan for identification and recruitment activities and its quality control procedures.
- *Student Records.* A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.
- *Secondary Project.* Describes statewide secondary services that include inter- and intra-state collaboration for credit accrual, technical assistance to local operating agencies (LOAs), secondary course development, and consortium incentive grant (CIG) coordination.
- *Quality Control.* A comprehensive description of Oregon' quality control procedures is available on file at the SEA.

In compliance with the guidance provided by the Office of Migrant Education (OME), Oregon will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the new CNA that was completed in 2017.

Description of the Oregon Migrant Education Program

The primary purpose of the Oregon MEP is to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Oregon MEP must give PFS to migrant children and youth who migrant children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school. Migrant students bring a rich variety of experience and knowledge to the classroom; however, the purpose of this report is to identify the needs of migrant students so that ultimately services can be targeted for the greatest impact.

The 2016-17 Consolidated State Performance Report (CSPR) shows that there were 20,707 eligible migratory children and youth in Oregon with the following demographics:

- 5% were age birth through two years old; 12% were 3-5 years old; 39% were in grades K-5; 18% were in grades 6-8; 20% were in grades 9-12, and 6% were out-of-school youth (OSY);
- 35% were identified as PFS;
- 34% were English learners (ELs), predominantly Spanish speakers;
- 26% had a qualifying arrival date (QAD) during the performance period, with 72% having a QAD during the regular school year; and
- 53% of all eligible migrant students were served during the performance period (32% during the summer).

The Oregon Department of Education (ODE) provides technical assistance, program development, parent engagement, binational teacher exchange, records transfer systems, graduation, resources to teachers serving migrant students, assistance with ID&R, graduation specialist support, and preschool support through the Oregon Migrant Education Service Center (OMESC).

In order to address the needs of the migrant student population, the Oregon MEP funds year-round projects located within regions. Exhibit 1 illustrates the regions in Oregon and Exhibit 2 defines the list of regions that provide migrant services in Oregon. According to the 2016-17 CSPR Report, there were 19 year-round projects.

Exhibit 1: Map of Regions in Oregon



Exhibit 2: Regions in Oregon that Provide Migrant Services

1. Beaverton School District (SD) / Region 23	10. Multnomah ESD (East Multnomah County) / Region 26
2. Clackamas Education Service District (ESD) / Region 2	11. Newberg SD / Region 31
3. Columbia George ESD (Wasco, Gilliam & Sherman Counties) / Region 3	12. Northwest Regional ESD (Clatsop, Columbia, Tillamook, Washington Counties) / Region 6
4. Forest Grove SD / Region 5	13. Nyssa/Adrian/Vale SDs / Region 21

5. High Desert ESD (Jefferson, Deschutes, Crook, Wheeler Counties) / Region 11	14. Ontario/Annex SDs / Region 15
6. Hillsboro SD / Region 8	15. Portland SD / Region 19
7. Hood River County SD / Region 9	16. Salem-Keizer SD / Region 27
8. InterMountain ESD (Umatilla, Morrow, Union Counties) / Region 20	17. Southern Oregon ESD (Jackson, Klamath, Josephine Counties) / Region 10
9. Lane ESD (Lane and Douglas Counties) / Region 28	18. Willamette ESD (Marion, Polk, Yamhill, Linn, Benton, Lincoln Counties) / Region 16

Developers of the Oregon MEP Service Delivery Plan Update

The Oregon MEP SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in this report.

The SDP Committee was composed of individuals representing the community; migrant parent representatives; MEP administrators; the SEA; and individuals with expertise in reading, mathematics, graduation/dropout prevention, OSY, family literacy, professional development, ID&R, and early childhood. Several members of the SDP Committee also had served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migrant students' unique needs.

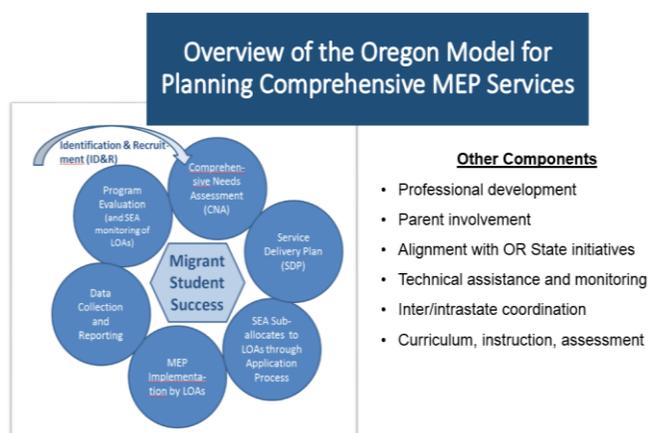
Description of the Planning Process

The Oregon SDP Committee was led through the service delivery planning process by META Associates using the *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (2012). In addition, the Committee reviewed the work of the members of the NAC during the CNA update process completed during 2016 and 2017.

The Oregon MEP follows the Continuous Improvement Cycle recommended by OME that includes:

- CNA: A three-phase model to identify major concerns, gather data to define needs, and select priority solutions.
- SDP: A multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migrant children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability.
- Implementation of SDP: Information dissemination and training to align site services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- Evaluation: Measures the extent to which strategies were

Exhibit 3 – Continuous Improvement Cycle



implemented with fidelity and the impact of those strategies on migrant student achievement.

The Oregon MEP convened a planning committee for the SDP comprised of key stakeholders from migrant education as well as content area experts; some members also served on the NAC for the CNA process, ensuring continuity from one phase of the Continuous Improvement Cycle to the next. (Refer to beginning of this document for a list of SDP Planning Committee members.) During the 2017-18 school year, the Committee met three times in person to provide input on SDP requirements. All aspects of the MEP were considered including the CNA, SDP, application, and evaluation tools to ensure continuity as illustrated in Exhibit 3. Exhibit 4 highlights the process through the various meeting objectives and outcomes.

Exhibit 4: SDP Planning Committee Meetings

Dates	Objectives	Outcomes
12/01/17	<ol style="list-style-type: none"> 1) Understand how the program planning process interacts with the State SDP 2) Create strategies for meeting migrant student needs 3) Prioritize strategies and identify required and optional strategies 4) Review and decide on next steps toward determining the major components of the SDP 	<ul style="list-style-type: none"> • Reviewed the findings from the CNA process • Established workgroups for: Reading; Mathematics; High School Graduation/OSY; and School Readiness • Using recommended solutions from the CNA, workgroups revised language to incorporate into strategies for the SDP; full group discussed workgroup recommendations
02/09/18	<ol style="list-style-type: none"> 1) Refine and finalize strategies for meeting migrant student needs 2) Develop MPOs 3) Identify resources needed to address the strategies 4) Discuss next steps in developing the SDP 	<ul style="list-style-type: none"> • Discussed process (or program implementation) objectives and outcomes (performance) • Created MPOs for each of the strategies
05/18/18	<ol style="list-style-type: none"> 1) Finalize strategies, MPOs, and resources 2) Determine evaluation planning and tools to measure MPO progress 3) Develop strategies for communicating the updated SDP to LEAs 4) Understand the logic model 5) Discuss next steps in developing the SDP 	<ul style="list-style-type: none"> • Finalized the MPO language and added needed resources to complete the SDP planning chart • Discussed professional development needs for MEP staff to implement priorities • Identified strategies to include meaningful parent input into the SDP • Developed strategies for communicating the updated SDP to the field

The Oregon MEP process also included vetting the SDP draft with migrant parents to get their feedback on planned services and accountability measures. Additionally, migrant parents attended two of the three meetings and their input was included for planning purposes.

Purpose of the SDP Update

The Continuous Improvement Process, as shown in Exhibit 3, was designed to help ensure that students participating in the Oregon MEP benefit from a planning process that involves stake holders from across the State who possess various perspectives about migrant student needs. The guidance provided by OME calls for updating the SDP about every three years, and Oregon has maintained this cycle over the past nine years.

Oregon has followed a logic model for planning MEP services that details the inputs, strategies, output, and outcomes/impact of the services. Exhibit 5 below shows three phases of the model: Planning, Implementation, and Evaluation.

Exhibit 5 – Logic Model for Planning Oregon MEP Services

	Inputs →	Strategies →	Outcomes →	Impact
Planning	<ul style="list-style-type: none"> -MEP funds -Instructional staff -Administrative leadership - OMESC staff -Instructional supplies/materials -Technology -Quality control in ID&R 	<ul style="list-style-type: none"> -Prof. development -Family engagement -Instructional strategies -Counseling, graduation, and career planning -Support services -Coordination with community agencies 	<ul style="list-style-type: none"> -Progress made toward meeting MPOs and State performance targets -Parents involved -Staff trained -Students engaged in school 	<ul style="list-style-type: none"> -Higher rates of HS graduation -Increased student reading and math achievement -Increased capacity of parents to provide learning support in the home
Implementation	<ul style="list-style-type: none"> Timeliness, quantity, appropriateness, and availability of resources Instructional and administrative support 	<ul style="list-style-type: none"> Monitor and ensure high levels of strategy implementation Fidelity of Strategy Implementation (FSI) tool 	<ul style="list-style-type: none"> Number and percent achieving outcomes; progress toward meeting MPOs, graduation; fewer dropouts; staff w/strategies 	<ul style="list-style-type: none"> Academic achievement, HS graduation, high quality services, postsecondary and career ready students
Evaluation	<ul style="list-style-type: none"> <i>Qualitative:</i> Observations, FSI rubric completion, survey responses <i>Quantitative:</i> Raw data, survey ratings, assessment results, graduation/dropout rates 	<ul style="list-style-type: none"> <i>Qualitative:</i> FSI review, review of program services, trend analysis <i>Quantitative:</i> Means/frequencies, descriptive statistics, inferential statistics 	<ul style="list-style-type: none"> <i>Qualitative:</i> Narrative descriptions, trend analysis <i>Quantitative:</i> Descriptive statistics, t-tests, statistical means and gains 	<ul style="list-style-type: none"> <i>Qualitative:</i> Conclusions for program improvement <i>Quantitative:</i> Progress toward MPOs and State performance indicators

Overview of the SDP Update

In accordance with OME’s SDP Toolkit, this report contains **Part 1, Introduction**, and **Part 2, Building on the Comprehensive Needs Assessment**, which outlines the process Oregon undertook to analyze data on migrant students, and how needs were identified to determine possible solution strategies for the various service areas.

Part 3, General Framework: Plan Alignment, spells out how performance targets/goals meet the identified needs and priorities set by the State. The objectives are stated for which the State and its local operating agencies will be held accountable in the areas of reading, mathematics, school readiness, and high school graduation/services to OSY. Also, progress indicators are specified. **Part 4, Priority for Services**, specifies how Oregon designates migrant students having the highest PFS.

The plan for monitoring and technical assistance is specified in **Part 5, Implementation and Accountability Plan** clarifying the role in this process of the State, its local operating agencies,

and outside experts. **Part 6**, *Professional Learning Plan for Staff*, clarifies the systematic plan for providing professional learning for Oregon educators, administrators, recruiters, clerks, and migrant families.

The plan for services to parents is included in **Part 7**, *Family Engagement Plan*. This section considers the various roles of parents and how the State plans address parent needs. In **Part 8**, *Identification and Recruitment Plan*, the role and responsibilities of recruiters are specified with the Oregon plan for quality control in recruitment.

Part 9, *Evaluation Plan*, contains the State plan for evaluating the implementation of the SDP based on performance targets and measurable program outcomes. Systems for data collection and reporting are specified along with the how Oregon will use the evaluation results for making mid-course corrections and improvement. **Part 10**, *Exchange of student Records*, offers information on the exchange of migrant student records. Finally, **Part 11**, *Looking Forward*, discusses how the SDP will be communicated to local projects and other stakeholders and the next steps. This section sets the stage for the implementation and evaluation of MEP services.

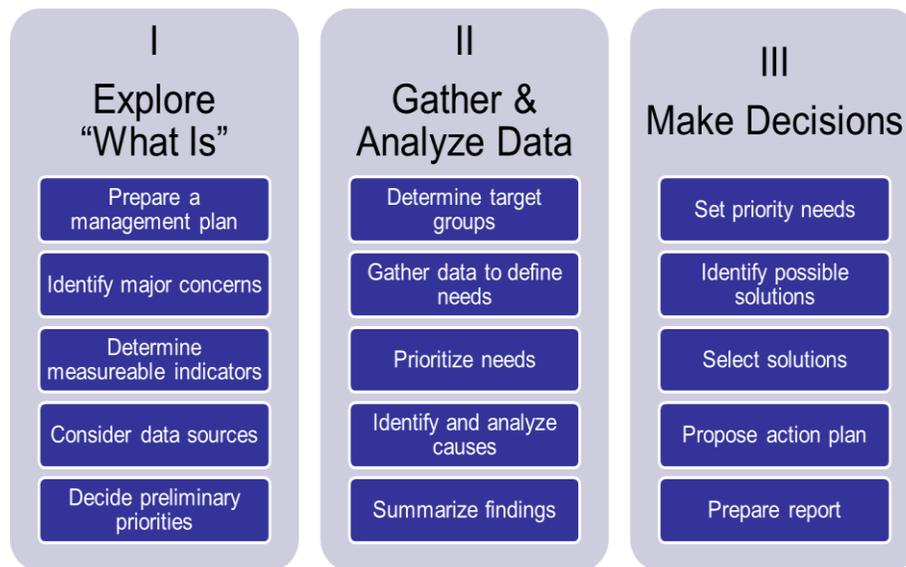
The *Appendices* are found at the end of the report and include the Oregon MEP Alignment Chart.

Part 2 – Building on the Comprehensive Needs Assessment

The CNA Process in Oregon

During the 2016-17 school year, the Oregon NAC worked through the process outlined in the Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors (2012). A consultant from META Associates experienced in guiding teams through the CNA process facilitated the NAC through the process following OME’s Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment? Phase II: Gathering and Analyzing Data; and Phase III: Decision Making*. Exhibit 6 below shows the planning process. Exhibit 6 illustrates the activities for each of the phases.

Exhibit 6
Three-phase Model for CNA



Data on migrant student achievement and outcomes were used by the NAC to develop Concern Statements during the first meeting. The draft concern statements were reviewed based on additional data requested, and finalized after they were edited by the State MEP staff.

Over the course of the 2016-17 school year, additional data were collected as needed through the Oregon Migrant Student Information System (OMSIS) and via surveys of parents, students, and staff; a data profile was written; possible solutions were identified; and priorities for services based on the data were determined. At NAC meetings held in Salem, Oregon, the group reached consensus about the decisions on how to proceed in determining needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migrant student needs.

At the final meeting of the NAC, the direction to ensure continuity with the planning process for the SDP was determined. This CNA process resulted in the development of the Oregon MEP CNA report which is on file at the ODE and available on the OMESC’s website (www.wesd.org).

Using CNA results to inform the Service Delivery Planning Process

The Oregon MEP CNA results provided clear directions allowing the State to move ahead with planning services to be delivered to migrant children and youth. A SDP committee was formed by the State with representatives from various regions serving migrant students (e.g., large and small schools, school districts, regional service centers). In addition, migrant parent representatives attended as well as individuals with content expertise in reading, mathematics, graduation/dropout prevention, OSY, early childhood education (ECE), professional development, ID&R, and parent involvement.

Section 3 of this report contains a chart of the CNA and SDP decisions made through the CNA process and in accordance with the State Goals. The areas of greatest need were identified as reading, mathematics, school readiness, and high school graduation/services to OSY.

Aligning CNA Results to State Systems and Resources

Members of the SDP Committee represented project coordinators representing all regions serving migrant students in Oregon, as well as ODE and OMESC staff to incorporate research-based practices in the content focus areas and to ensure alignment with State priorities beyond the MEP.

Along with surveys and outcome data, data included student performance on the Oregon State assessment exams in order to create CNA need statements. Those need statements informed the development by the SDP Committee of MPOs as part of the SDP process.

The ODE has initiatives in place to which MEP services have been aligned. Oregon will put the majority of its resources into supplementing existing services and resources in reading and mathematics, as well as school readiness and high school graduation/services to OSY.

Part 3 – General Framework: Plan Alignment

This section shows the alignment of the required components of the SDP (State performance targets, needs assessment, service delivery strategies, and MPOs). Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migrant students to achieve State performance goals and targets.

State Performance Indicators

The State Performance Targets for migrant students in reading, math, and graduation work in concert with the priorities and goals established by the State of Oregon as part of its ESSA Consolidated State Plan (https://www.oregon.gov/ode/rules-and-policies/ESSA/Documents/APPROVED%20OR_ConsolidatedStateplan8-30-17.pdf). The requirement to report subgroup performance against Annual Measurable Objectives (AMOs) remains. Beginning with the 2012-13 school year, ODE no longer produced separate AMO reports. Instead, AMO reporting became a component within newly redesigned School and District Report Cards. Information about the AMO targets for achievement in the areas of reading and math, as well as for graduation, attendance, and participation in assessments is described on the ODE website <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Documents/amosummary1516.pdf>.

Needs Assessment

The needs assessment results described in the Oregon MEP CNA Report (2017) have been used as a foundation for the services described in the Service Delivery Plan.

Grades 3-11: The Smarter Balance Assessment Consortium Assessment (SBAC) is administered to students in grades 3-11. The data included in the CNA (2017) show that the percent of migrant students scoring proficient or above in reading was 30% compared to 56% for all students—a deficit of 26%. There were even greater differences for students with PFS. In mathematics, migrant students scoring proficient or above in math is 19% compared to 43% for all students which is a deficit of 25%.

Preschool Students: The Oregon MEP tracks the number of migrant children ages 3-5 receiving instructional services in mathematics and/or reading, the number receiving general support services, and the number receiving counseling services. The CNA reported CSPR data showing that only 32% of migrant children ages 3-5 received migrant-funded instructional services. Further, staff report low parent involvement and a lack of resources and strategies that support education in the home.

Secondary Students and OSY: Migrant students are not graduating at the same rate as non-migrant students (74% versus 84%). Six percent (6%) of the total migrant child count in Oregon was represented by OSY. Of the 1,206 OSY eligible to receive services, only 3% were served.

Exhibit 7 details the concern statements, data sources, need indicators, and need statements the NAC identified during this Continuous Improvement Cycle.

Exhibit 7 – Comprehensive Needs Assessment Chart

Goal Area 1: Reading			
1.1 We are concerned that migrant students are not meeting English Language Arts (ELA) state benchmarks as compared to non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
SBAC data	30% of migrant students are scoring proficient on the state ELA state assessment compared to 56% of non-migrant.	The percentage of migrant students scoring proficient on the ELA state assessment needs to increase by at least 26%.	1.1a) For pre-kinder (PK)-elementary students, provide MEP Reading Nights that include strategies for carrying ages and academic levels which provide modeling for parents as well as inclusion of parents contributions and experiences. For middle and high school, provide student-led nights with a focus on a variety of genres with a focus on non-fiction and inclusion of multi-media formats. 1.1b) Provide Stride Academy, Vroom, EdReady and others 1.1c) Provide summer school. After school tutorials, bilingual books/materials
1.2 We are concerned that in some cases the highest level of resources yield the lowest levels of results (for example, in grade 3 reading services was 97%; however, reading proficiency was only 20%).			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data	The percentage of students receiving instruction services in reading in 79%; however, the percentage of migrant students scoring proficient in ELA was 30%.	The percentage of students scoring proficient in ELA needs to increase by at least 49%.	1.2a) Delivery of services provided by experienced reading instructors well-versed in highly engaging reading strategies (e.g., teachers trained in SIOP, GLAD, ESOL-endorsed) 1.2b) Provide engaging and culturally relevant reading activities and activities.
1.3 We are concerned that migrant students do not receive sufficient supplemental services in reading.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
OR Parent Needs Assessment Survey CSPR 2014-2015 Data	63% of migrant parents responding to the survey indicated that their child needed more instruction in reading.	The percentage of parents who indicate their child needs more help with reading needs to reduce by at least 20%.	1.3a) Provide training and reading strategies for parents of specific age groups of children. 1.3b) Provide training, modeling and materials to parents and follow up. 1.3c) Provide ongoing communication to parents regarding what the MEP is doing to serve their children.
1.4 We are concerned that the MEP and district/school staff do not provide sufficient information, resources, and strategies to parents to support their children.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
OR Parent Needs Assessment Survey	57% of migrant parents responding to the survey indicated they needed assistance to be able to help their child with reading, math, and writing.	Parents need access to information, resources, and practice strategies to support their children with math, especially after 4 th grade.	1.4a) Provide clear and concrete communication to parents about the delivery of supplemental tutorials in reading. 1.4b) Include parents in the delivery of services especially for ECE and families of PFS students at any level.

Goal Area 2: Mathematics			
2.1 We are concerned that migrant students in grades 3-11 are achieving lower proficiency rates in math compared to non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR 2014-2015 Data SBAC	The percentage of migrant students scoring proficient	The percentage of migrant students scoring proficient on the state math	2.1a) Target services to students who are not meeting proficiency in math.

	on the state math assessment is 19% compared to 43% for non-migrant.	assessment needs to increase by at least 24%.	2.1b) Use SBAC and other data sources to inform where to emphasize support services. 2.1c) Hire math specialists with an elementary focus to target migrant students.
2.2 We are concerned that the MEP and district/school staff do not provide sufficient information, resources, and practice strategies to parents to support their children.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
OR Parent Needs Assessment Survey	57% of migrant parents responding to the survey indicated they needed assistance to be able to help their child with reading, math, and writing.	Parents need access to information, resources, and practice strategies to support their children with math, especially after 4 th grade.	2.2a) Provide instructional workshops for parents in their native language with information, practice strategies, and resources (including online resources). 2.2b) Promote parent engagement with LEA staff regarding math. 2.2c) Provide parents with math resources at their homes (e.g., math homework support, math games, math real activities, Stride Academy).
2.3 We are concerned that there is a lack of knowledge and engagement among educators to meet the unique needs of migrant students and families.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Informed experts (The NAC Goal Group) composed of State, regional, and local MEP staff	The NAC goal groups indicated low levels of knowledge and engagement among educators regarding the unique needs of migrant students and families.	Collaboration and professional development among educators who work with migrant students must increase to allow for increased knowledge and engagement about the unique needs of migrant students and families.	2.3a) Provide professional development to educators about the unique needs of migrant students and families. 2.3b) Promote collaboration and provide opportunities so that educators can meet the needs of migrant students and families. 2.3c) Identify commonalities in difficult concepts and provide specifics, and targeted staff training to include differentiated teaching strategies.
2.4 We are concerned that migrant students do not receive sufficient supplemental services in math.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
OR Parent Needs Assessment Survey CSPR 2014-2015 Data	64% of migrant parents responding to the survey indicated that migrant summer school would most help their child(ren). 66% of migrant students received math instruction as compared to 79% of students receiving reading instruction.	Students need access to summer school services. The percentage of migrant students receiving math instruction needs to increase by 13%.	2.4a) Coordinate supplemental services for students outside of class time (e.g., before/after school, summer school, Saturday, lunchtime) 2.4b) Provide resources to students to help them access services (e.g., transportation, school supplies, nutrition services). 2.4c) Increase math instruction during summer migrant programs, including integrated math programs like ATEM, STEAM, CTE, etc. 2.4d) Offer more MEP-funded summer school opportunities. 2.4e) Provide instructional materials for migrant students participating in MEP-funded supplemental services (e.g., math manipulatives that belong to the MEP).

Goal Area 3: School Readiness

3.1 We are concerned that migrant students have low rates of proficiency upon entering kindergarten.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
Kinder Assessments Pre-k growth assessments	Migrant kindergarten students averaged 3.6 (out of 5) in Approaches to Learning; 7.1 average number correct (out of	The Statewide Migrant Entrance to Kindergarten Scores need to increase by 10%.	3.1a) Provide tools for parents to work with their child(ren), e.g. training, modeling, follow-up. 3.1b) Ensure PK students are enrolled in a PK program or Head Start.

	16) in Early Mathematics; and 7.4 correct (out of 100) in Early Literacy		3.1c) Provide professional development for preschool educators.
3.2 We are concerned that there is a low percentage of migrant students that receive pre-k services (regardless of the funding sources).			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data	Only 32% of the migrant pre-k students identified receive services, compared to 56% of migrant students in grades K-12 who receive services.	The percentage of migrant pre-k students who receive services needs to increase by at least 24%.	3.2a) Establish agreements with other agencies to give priority enrollment to migrant students. 3.2b) Provide transportation and parent specialists to provide continuous push-in/pull-out PK services (e.g., home classes, traveling preschool teachers). 3.2c) Increase funding to provide more direct services (e.g., year-round preschool programs).
3.3 We are concerned that migrant parents need additional tools and resources about child development and support services for pre-k students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
OR Parent Needs Assessment Results	20% of migrant parents responding to the survey indicated they needed more information to prepare young children for school.	The percentage of migrant parents indicating they need more information on preparing young children for school needs to decrease by at least 20%.	3.3a) Provide training to migrant parents on various aspects of child development (e.g., cognitive, physical, social/emotional, literacy, math, hierarchy).
3.4 We are concerned that identified migrant students are not adequately served with MEP-funded interventions.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data	Only 32% of the migrant pre-k students identified receive services, compared to 56% of migrant students in grades K-12 who receive services.	The percentage of migrant pre-k students who receive services needs to increase by at least 24%.	3.4a) Provide interactive activities to engage parents to work with their students (e.g., cooking classes). 3.4b) Train parents to use Stride Academy, Vroom, or any other program that will help parents work with their children. 3.4c) Provide PK classes in summer school.

Goal Area 4: High School Graduation and Services to OSY			
4.1 We are concerned that migrant students are not meeting state language arts and math essential skills required to graduate compared to non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
SBAC data	13% of migrant HS students scored proficient on the state math assessment compared to 32% of non-migrant students. 44% of migrant HS students scored proficient on the state ELA assessment compared to 69% of non-migrant students.	The percentage of migrant HS student scoring proficient on the state math assessment needs to increase by at least 19%. The percentage of migrant HS students scoring proficient on the ELA assessment needs to increase by at least 25%.	4.1a) Increase services offered to students, including in L1, to develop essential skills. 4.1b) Provide summer school, before and after school tutoring, credit accrual, etc.
4.2 We are concerned that migrant parents and students are not aware or are uninformed of post-secondary processes and options for their child.			

Data Sources	Need Indicator	Need Statement	Solution Strategies
OR Parent Needs Assessment Survey OR Secondary Youth Needs Assessment Survey	49% of migrant parents responding to the survey indicated their child needs college and career counseling. 51% of migrant parents responding to the survey indicated their child needs information about opportunities after graduating high school (HS). 64% of migrant secondary students indicate they would like help with learning about preparing for college and 62% indicated they wanted information about learning about career options.	The percentage of parents and students indicating they need information about post-secondary options needs to decrease by 20%.	4.2a) Increase sustainable and ongoing workshops to learn about graduation requirements and college readiness for parents and students. 4.2b) Provide all students and parents with career planning support and college visitation opportunities. 4.2c) Provide training on financial aid, scholarships, etc.
4.3 We are concerned that the percentage of students receiving credit and/or graduation counseling services is low.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data (Services Provided)	Only 50% of migrant students in grades 9-12 are receiving counseling services.	The percentage of migrant students in grades 9-12 who receive counseling services needs to increase by at least 25%.	4.3a) Hire graduation support specialists. 4.3b) Increase guidance and direct services to MEP students. 4.3c) Offer a mentor program for high school students. 4.3d) Collaborate with high school counselors to help them meet the unique needs of migrant students.
4.4 We are concerned that OSY students do not receive information about available services and community resources to help them graduate.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
CSPR Data (All Services)	Only 3% of the OSY students identified were served during the program year.	The percentage of OSY students served during the program year needs to increase by at least 22%.	4.4a) Expand networks and partner with organizations to provide wrap-around services to OSY. 4.4b) Distribute resource booklets to OSY and/or OSY-designated advocates. 4.4c) Coordinate with HEP and CAMP to provide outreach to OSY.
4.5 We are concerned that migrant students graduate at a lower rate than non-migrant students.			
Data Sources	Need Indicator	Need Statement	Solution Strategies
4-year, 5-year graduation rates	For the 4-year cohort, the graduation rate of migrant non-PFS students was 84% and for PFS it was 56%, compared to 74% for non-migrant.	The graduation rate of migrant PFS needs to increase by 21%.	4.5a) Hire graduation specialists to check with middle and high schools students to monitor attendance, ensure students are on track to graduate, etc. 4.5b) Increase guidance and direct services to MEP students.
4.6 We are concerned that 9th grade migrant students are not on track to graduate.			
Data Sources	Need Indicator	Need Statement	Solution Strategies

Student Profile (include historical)	The dropout rate of migrant PFS students is 7.43% and migrant non-PFS students is 2.75. The dropout rate of non-migrant students is 4.24%. There is a difference of 3.19% between migrant-PFS and non-migrant students.	The dropout rate of migrant-PFS needs to decrease by 3.19%.	4.6a) Provide services to middle school students. 4.6b) Provide ongoing academic skill development and academic counseling to 9 th graders. 4.6c) Provide middle school migrant students information about high school credits and graduation through a middle school camp. 4.6d) Offer a summer school transition for students moving from 8 th grade to 9 th grade at the high school building.
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Service Delivery Strategies, Measurable Program Outcomes, and Resources

The Service Delivery Strategies identified by the SDP Committee are aligned with the needs of migrant children and youth as identified by the NAC. The chart on the pages that follow shows the alignment between migrant student needs, program implementation strategies, MPOs, and resources needed for each of the goal areas of reading, mathematics, school readiness, and high school graduation and services to OSY. How the progress toward meeting the MPOs is measured along with the extent to which the strategies are implemented is discussed in the *Evaluation Plan, Part 9*.

Oregon MEP Service Delivery Plan (SDP) Planning Chart

GOAL AREA 1: READING

Concern Statements: 1.1) We are concerned that migrant students are not meeting ELA state benchmarks as compared to non-migrant students.; 1.2) We are concerned that in some cases the highest level of resources yield the lowest levels of results (for example, in grade 3 reading services was 97%; however, reading proficiency was only 20%); 1.3) We are concerned that migrant students do not receive sufficient supplemental services in reading.; and 1.4) We are concerned that the MEP and district/school staff do not provide sufficient information, resources, and strategies to parents to support their children.			
<u>Solution identified in the CNA</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>1.1a) For PK-elementary students, provide MEP Reading Nights that include strategies for ages and academic levels which provide modeling for parents as well as inclusion of parents' contributions and experiences. For middle and high school, provide student-led nights with a focus on a variety of genres with a focus on non-fiction and inclusion of multi-media formats.</p> <p>1.1b) Provide Stride Academy, Vroom, EdReady and others</p> <p>1.1c) Provide summer school, after school tutorials, bilingual books/materials</p> <p>1.2a) Delivery of services provided by experienced reading instructors well-versed in highly engaging reading strategies (e.g., teachers trained in SIOP, GLAD, ESOL-endorsed)</p> <p>1.2b) Provide engaging and culturally-relevant reading activities and activities.</p> <p>1.3a) Provide training and reading strategies for parents of specific age groups of children.</p> <p>1.3b) Provide training, modeling, and materials to parents and follow up.</p> <p>1.3c) Provide ongoing communication to parents regarding what the MEP is doing to serve their children.</p> <p>1.4a) Provide clear and concrete communication to parents about the delivery of supplemental tutorials in reading.</p>	<p>1-1) Provide evidence-based training for migrant staff on instructional services and equitable practices to increase student achievement in reading.</p>	<p>1a) By the end of the 2018-19 program year and each year thereafter, 85% of migrant staff that participated in PD related to culturally- relevant reading instructional strategies for MEP students will use the strategies when providing supplemental reading instruction as recorded on a staff training survey.</p>	<ul style="list-style-type: none"> • PLC collaboration • targeted PD • access to district-wide PD for migrant staff • space for training • time to participate in PD • presenters • materials • self-assessment rubric • STRIDE Academy • EdReady • MobyMax • bilingual classroom libraries • Café Reading • literacy materials • reading and math specialists • Highlight magazines • Binational Migrant Education initiative • binational teachers
	<p>1-2) Provide evidence-based family engagement opportunities and equitable practices in a language they understand to develop awareness of reading strategies to support migrant students in reading.</p>	<p>1b) By the end of the 2018-19 program year and each year thereafter, 80% of migrant parents that participated in parent activities related to reading will indicate an increase in understanding of reading expectations and strategies to support reading in the home as measured by a pre-/post-survey.</p>	<ul style="list-style-type: none"> • meeting space • food • childcare • support staff • materials • access to technology • knowledgeable presenters • pre/post survey • STRIDE Academy • EdReady • MobyMax • bilingual classroom libraries • Café Reading

<p>1.4b) Include parents in the delivery of services, especially for ECE and families of PFS students at any level.</p>			<ul style="list-style-type: none"> • literacy materials • reading and math specialists • Highlight magazines
	<p>1-3) Provide evidence-based, extended day, online, summer, and other supplemental services and learning opportunities for migrant students.</p> <p>1-4) Collaborate and coordinate with stakeholders including school staff and community partners to provide culturally-relevant opportunities for migrant students to succeed in reading.</p>	<p>1c) By the end of the 2018-19 program year and each year thereafter, 85% of migrant <u>students</u> participating in extended day or summer supplemental reading instructional services that attended 75% of the time will demonstrate growth on a local reading assessment.</p>	<ul style="list-style-type: none"> • highly qualified teachers & assistants • support staff • books • Family Engagement Specialists • literacy materials • supplies • technology • reading standards • transportation • nutrition • community partnerships • volunteers • curriculum with pre/post assessments • STRIDE Academy • EdReady • MobyMax • classroom libraries (bilingual) • Café Reading • literacy materials • reading and math specialists • Highlight magazines

<p>2.4e) Provide instructional materials for migrant students participating in MEP-funded supplemental services (e.g., math manipulatives purchased with MEP funds).</p>	<p>2-3) Provide evidence-based, extended day, online, summer, and other supplemental services and learning opportunities for migrant students.</p>	<p>2c) By the end of the 2018-19 program year and each year thereafter, 80% of migrant <u>students</u> participating in extended day or summer supplemental math instructional services that attended 75% of the time will demonstrate growth on a local math assessment.</p>	<ul style="list-style-type: none"> • highly qualified teachers and assistants, support staff • technology: projector, hardware, software, internet access, printer • curriculum and assessments, pre- and post-assessments • community partnerships, volunteers, non-profits, other title programs • materials: resources/funding, consumables • enrichment access: robotics, camps, field trips • data: access to students' academic and demographic data • school climate/sharing best practices around similar cultures • local math assessment • lead/guidance/motivation • collaboration w/stakeholders • surveys/evaluations
	<p>2-4) Collaborate and coordinate with stakeholders including school staff and community partners to provide culturally-relevant opportunities for migrant students to succeed in math.</p>		

GOAL AREA 3: SCHOOL READINESS

Concern Statements 3.1) We are concerned that migrant students have low rates of proficiency upon entering kindergarten; 3.2) We are concerned that there is a low percentage of migrant students that receive pre-k services (regardless of the funding sources); 3.3) We are concerned that migrant parents need additional tools and resources about child development and support services for pre-k students; and 3.4) We are concerned that identified migrant students are not adequately served with MEP-funded interventions.

<u>Solution identified in the CNA</u>	<u>Strategy</u>	<u>MEP Measureable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>3.1a) Provide tools for parents to work with their child(ren), e.g., training, modeling, follow-up. 3.1b) Ensure PK students are enrolled in a PK program or Head Start. 3.1c) Provide professional development for preschool educators. 3.2a) Establish agreements with other agencies to give priority enrollment to migrant students. 3.2b) Provide transportation and parent specialists to provide continuous push-in/pull-out PK services (e.g., home classes, traveling preschool teachers). 3.2c) Increase funding to provide more direct services (e.g., year-round preschool programs). 3.3a) Provide training to migrant parents on various aspects of child development (e.g., cognitive, physical, social/emotional, literacy, math, hierarchy). 3.4a) Provide interactive activities to engage parents to work with their students (e.g., cooking classes). 3.4b) Train parents to use Stride Academy, Vroom, or any other program that will help parents work with their children. 3.4c) Provide PK classes in summer school.</p>	<p>3-1) Provide evidence-based PK programs through the regular school, summer school, and/or traveling migrant staff to help prepare migrant children to enter kindergarten ready to learn.</p>	<p>3a) By the end of the 2018-19 program year and each year thereafter, 85% of preschool migrant children participating in summer school or supplemental regular school year services will increase their developmental skills between pre- and post-test as measured by a valid and reliable developmental skills assessment.</p>	<ul style="list-style-type: none"> • increased funding • Family Engagement Specialists • funding for traveling educator • traveling kits • age-appropriate supplies for regular year and summer traveling kits • continuation of the regular and summer school grant • volunteers • reliable and consistent skills checklists • PI CIG resources
	<p>3-2) Provide and model evidence-based tools to prepare parents to progress monitor their children's readiness for kindergarten.</p>	<p>3b) By the end of the 2018-19 program year and each year thereafter, on a rubric of parent involvement, 75% of migrant parents participating in activities related to kindergarten readiness will use one of the following strategies at least monthly with their child: reading with their child and/or practicing the skills on the pre-k checklist/brochure that addresses kinder readiness skills.</p>	<ul style="list-style-type: none"> • meeting space • food • childcare • support staff • materials (e.g., copies of standards) • access to projector • pre-K brochure • knowledgeable presenters • snacks • rubrics/tools for parents working with their children that contain pre/post ratings • aligned materials across the state • PI CIG resources

			<ul style="list-style-type: none"> • Binational Migrant Education Initiative • binational teachers
	<p>3-3) Provide evidence-based PD for migrant staff including developmentally-appropriate strategies and equitable practices to help preschool children in literacy, math, social-emotional, and motor skills.</p>	<p>3c) By the end of the 2018-19 program year and each year thereafter, 90% of migrant staff that provide support and/or instructional services to preschool children will be trained on developmentally appropriate strategies that are culturally relevant.</p>	<ul style="list-style-type: none"> • technology: projector, hardware, software, internet access, printer • facilities: meeting/PD space • professional development: knowledgeable and energizing presenters, dedicated time for PD, PLC's • materials: resources/ funding, consumables • data: access to students' academic and demographics data • mapping of statewide capacity of PK program • aligned PD • PI CIG resources
	<p>3-4) Collaborate with stakeholders and community partners to ensure the success of all migrant children through increased attendance in the programs and the alignment with appropriate standards and curriculum.</p>		

GOAL AREA 4: HIGH SCHOOL GRADUATION/SERVICES TO OSY

Concern Statements: 4.1) We are concerned that migrant students are not meeting state language arts and math essential skills required to graduate compared to non-migrant students; 4.2) We are concerned that migrant parents and students are not aware or are uninformed of post-secondary processes and options for their child; 4.3) We are concerned that the percentage of students receiving credit and/or graduation counseling services is low; 4.4) We are concerned that OSY students do not receive information about available services and community resources to help them graduate; 4.5) We are concerned that migrant students graduate at a lower rate than non-migrant students; and 4.6) We are concerned that 9th grade migrant students are not on track to graduate.			
<u>Solution identified in the CNA</u>	<u>Strategy</u>	<u>MEP Measureable Program Outcome (Objective)</u>	<u>Resources Needed</u>
4.1a) Increase services offered to students, including in L1, to develop essential skills. 4.1b) Provide summer school, before and after school tutoring, credit accrual, etc. 4.2a) Increase sustainable and ongoing workshops to learn about graduation requirements and college readiness for parents and students. 4.2b) Provide all students and parents with career planning support and college visitation opportunities. 4.2c) Provide training on financial aid, scholarships, etc. 4.3a) Hire graduation support specialists. 4.3b) Increase guidance and direct services to MEP students. 4.3c) Offer a mentor program for high school students. 4.3d) Collaborate with high school counselors to help them meet the unique needs of migrant students. 4.4a) Expand networks and partner with organizations to provide wrap-around services to OSY. 4.4b) Distribute resource booklets to OSY and their designated advocates. 4.4c) Coordinate with HEP and CAMP to provide outreach to OSY. 4.5a) Hire graduation specialists to check with middle and high school students to monitor attendance, ensure students are on track to graduate, etc. 4.5b) Increase guidance and direct services to MEP students. 4.6a) Provide services to middle school students.	4-1a) Offer evidence-based academic and support services for secondary-aged migrant students to meet graduation requirements and promote college and career readiness including college visits. 4-1b) Provide culturally-relevant opportunities and support secondary-aged migrant students to develop skills and their desire to achieve college and career goals (e.g., college admission, financial aid, scholarship information, connection to leadership opportunities, Cesar Chavez conference, OMLI, MSC).	4a) By the end of the 2018-19 program year and each year thereafter, 85% of migrant <u>students/OSY</u> participating in MEP-funded academic and/or support services responding to a survey will report that the services they received helped them meet their graduation requirements and/or increase career and college readiness. 4b) By the end of the 2018-19 program year and each year thereafter, there will be a 2% gain from the baseline (2016-17 baseline = 10%) in the number of OSY/ dropouts receiving instructional and/or support services. (Baseline CSPR 2016-17 OSY/dropouts as defined by the CSPR is 70 served out of 700 total).	<ul style="list-style-type: none"> • Graduation Specialist • mentor program • counselors • college/career programs • Avid • risk/dropout prevention academic interventions • leadership opportunities (OMLI, CELC, middle school camps) • CTE programs • social service agencies • outdoor schools • list of evidence based or research based programs proven to work with migrant students • student leadership institute • contact list for Oregon schools and universities • programs at colleges and a contact person • one-to-one technology initiatives • 4H Camps • Onward Bounds • International conference • Girl Scouts • Paths to Scholarships • Binational Migrant Education initiative • binational teachers

<p>4.6b) Provide ongoing academic skill development and academic counseling to 9th graders. 4.6c) Provide middle school migrant students information about high school credits and graduation through a middle school camp. 4.6d) Offer a summer school transition for students moving from 8th grade to 9th grade at the high school building.</p>	<p>4-3) Offer evidence-based and culturally- relevant training, tools, and resources to migrant parents in a language they understand to support their children in achievement of the accrual of high school credit, high school graduation, and postsecondary and/or career readiness (e.g., college applications, financial aid, OSY, retention, CTE, information about HEP/CAMP).</p>	<p>4c) By the end of the 2018-19 program year and each year thereafter, 80% of parents that participated in parent activities related to secondary education and/or college/career readiness will indicate increased understanding of graduation requirements, high school equivalency programs and/or college/career readiness options as measured by a pre/post survey for each activity.</p>	<ul style="list-style-type: none"> • meeting space • food/snacks • childcare • support staff • materials (e.g., copies of standards) • access to projector • knowledgeable presenters • Standardized parent survey/rubric/questionnaire • translated documents
	<p>4-4) Provide evidence-based training and equitable practices for migrant staff to support students toward graduation and college/career readiness.</p>	<p>4d) By the end of the 2018-19 program year and each year thereafter, 90% of migrant staff that participated in PD related to graduation and college/career readiness will use strategies during supplemental instruction as recorded on a staff training rubric.</p>	<ul style="list-style-type: none"> • technology: projector, hardware, software, internet access, printer • facilities: meeting and PD space • professional development: knowledgeable and energizing presenters, dedicated time for PD, PLC's • materials: resources/funding, consumables • Courageous Conversations on Race • anti-bias training, Critical Pedagogy Principles • Critical Theory
	<p>4-4) Coordinate and collaborate with districts and agencies to provide services for OSY.</p>		

Part 4 – Priority for Services

Migrant student Priority for Services (PFS) is determined according to a Federal definition and guidance. Under the most recent guidance, Section 1304(d) PRIORITY FOR SERVICES states, “In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous one-year period and who made a qualifying move within the previous one year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Oregon identifies PFS as students who meet both of the qualifying criteria:

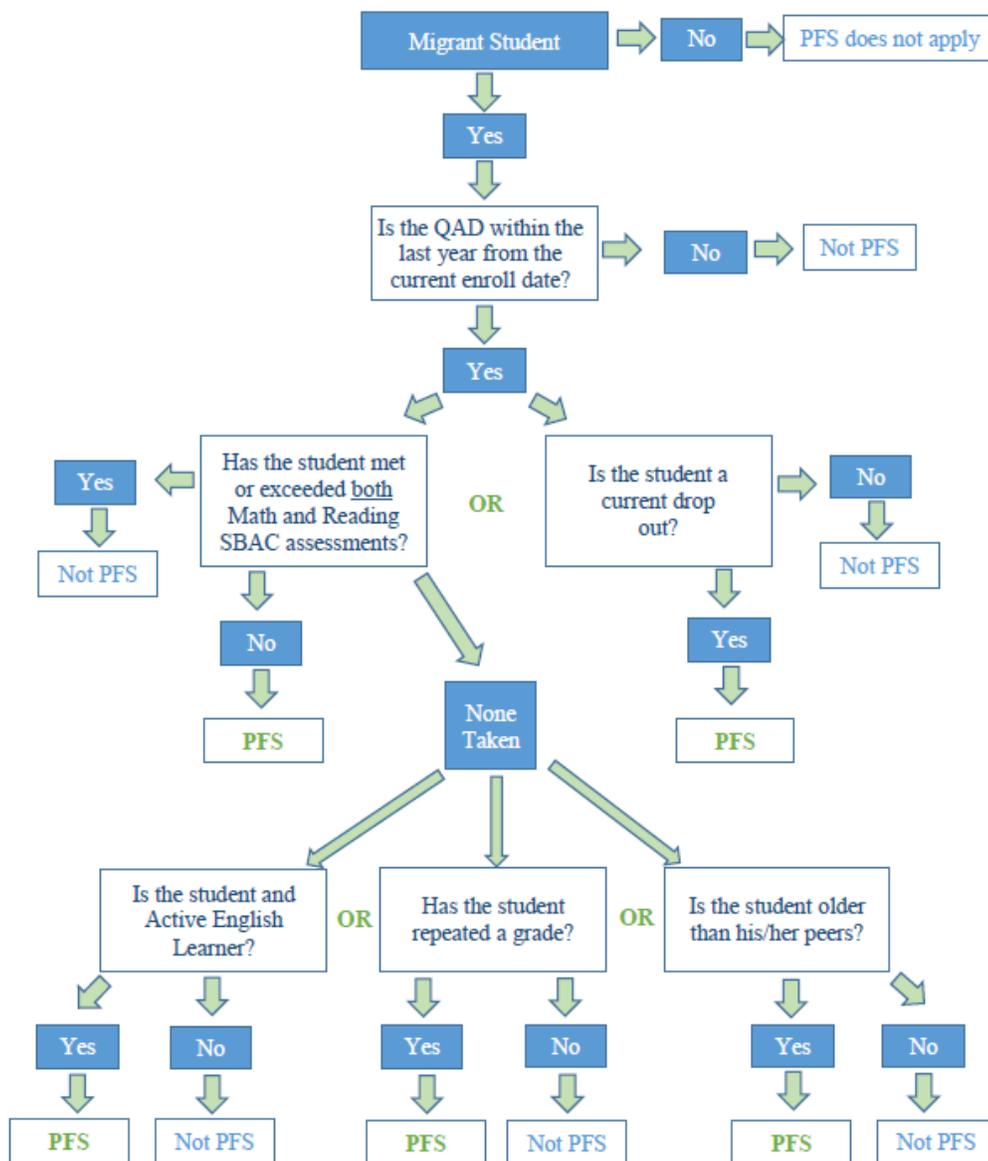
1. They have a **Qualifying Move** within the previous 1-year from the **Enroll/Out-of-school (OOS) Date**;
- AND**
2. They have not met **either** Reading **OR** Math state assessments (SBAC)
OR
Have dropped out of school at any time and is still considered a dropout in the current resident district.

For students who don't have state assessment data, one of the following criteria will qualify them for at-risk of failing, criteria #2:

1. Participating in the ELL program;
2. Having repeated a grade; **OR**
3. Being older than their school peers

The ESDs and district produce and maintain a living list of PFS students. If students pass the state assessments or are no longer moving, they get removed from the living PFS list. The OMESC send out lists of PFS students who qualify for funding once a year to assist ESDs and districts with the process. The living PFS lists ensures that the Oregon MEP focuses their services based on their PFSA students. Exhibit 8 depicts the flow chart the Oregon MEP uses to ensure they are appropriately calculating PFS for migrant students under ESSA.

Exhibit 8



Calculating Priority For Services (PFS) for Migrant Students under ESSA

Part 5 – Implementation and Accountability Plan

Local Level Communication and Collaboration

Oregon’s plan for communication about the SDP with local MEPs is predicated on the system of service regions within the state. Each regional director has the responsibility of ensuring communication about the SDP with administrators, instructors, recruiters and clerks, other MEP staff, as well as migrant parents.

Ongoing local coordination meetings with MEP staff, local PAC meetings, and regional meetings and trainings provide opportunities for communication. Further, the State MEP offers professional development for recruiters and instructional staff through the OMESC.

Collaboration in the MEP takes many forms that include both inter/intrastate collaboration. It is required that local sites collaborate with existing stakeholders and community partners to increase opportunities for migrant students to succeed in reading, math, school readiness, and high school graduation. Examples may include such activities as migrant student records transfer, referrals to community agencies, participation in State-designated MEP Consortium Incentive Grant activities, and following up with local agencies on credit accrual.

Local Level Professional Development and Technical Assistance

Professional development (PD) for MEP staff is a critical component of successful implementation of the state’s SDP. A technical assistance plan for local programs should offer resources and training opportunities accessible to every local program director and staff. The SDP should provide a list of professional development opportunities for local projects that will be provided from the state MEP, as well as those that may be available through other programs.

The SDP Planning Committee discussed PD during SDP Meeting #3 and articulated specific PD challenges, solutions, and necessary collaborations. The SDP Committee indicated that a challenge they foresee for local implementation of the SDP is that a need exists for purposeful coordination from regions to share information. Consistency in ensuring that all stakeholders are involved also is a focus. The SDP Committee intends to counter those challenges by providing statewide training for data specialists and recruiters. Additionally, they will bring in OMESC staff to provide an opportunity for local case managers, counselors, and instructional coaches to go over program requirements and needs. They also will have local staff attend the statewide training and return to the projects to train at the local level. Lastly, the information will be disseminated at the November MEP Symposium and Parent Institute, as well as the Oregon Association for Comprehensive Education (OACE) Winter Conference.

The Oregon MEP intends to build staff capacity to provide services as specified in the SDP by providing migrant-created tools, and support related to the rubrics, surveys, evaluation tools, and assessments. The Oregon MEP intends to support and maintain professional development for statewide MEP staff through the OMESC. The OMESC coordinates statewide MEP meetings, trainings, and professional development activities, as well as provides technical support via online platforms and direct support to ensure new and existing MEP stakeholders are trained.

Sub-granting Process

The Oregon MEP sub-granting process is managed through 18 regions in Oregon. Sub-grants are provided to the LEAs or ESDs. The State sub-grants to the LEAs/ESDs go out in the summer for the Regular Year and Preschool allocations and in January for the summer allocation. Applications are reviewed shortly thereafter with sub-grant awards administered in the summer and spring. The state oversees the grants that are awarded by the local MEP sites.

Monitoring and Accountability

In addition to monitoring for compliance with Federal and State requirements, local migrant programs are accountable for achieving the MPOs and must implement the strategies identified in the SDP, unless they can provide data from a needs assessment to show that migrant students in their community do not have a need for a particular strategy. The local granting process and the elements of the project application in particular are ways to ensure accountability for local implementation of the SDP. State monitoring of local projects should be viewed as a part of a continuum of technical assistance.

The SDP Planning Committee discussed strategies for discussion and dissemination of the SDP to local grantees to ensure that they are aware of the statewide strategies and MPOs and to help them consider how best they can be implementing them. The SDP Planning Committee first discussed what plan should be in place for helping local programs improve services if they do not meet MPOs. The committee indicated that the OMESC should be contacted and then networking and collaboration with other programs and/or HEP programs likely would occur. The OR MEP will collect feedback data and pre/post-satisfaction data to be used for program planning and improvement. Additionally, the Oregon MEP will consider other resources for improvement such as tools for improvement planning, alignment with other Title programs, and including migrant issues on the state Continuous Improvement Process.

Part 6 – Professional Learning Plan

Examples of **national** resources available for Oregon migrant educators and others who work with migrant students and families include:

- The OME administers grant programs that provide academic and supportive services to eligible migrant students. Resources are found at <http://results.ed.gov>.
- Interstate Migrant Education Council's (IMEC) mission is to advocate policies that ensure the highest quality education and other needed services for migrant children. Resources are found at <http://imec-migrated.org/>.
- The Geneseo Migrant Center houses resources useful in the classroom to understand and teach migrant children and youth. See www.migrant.net.
- The *Migrant Services Directory: Organizations and Resources* provides contact information for Federal programs and national organizations that serve migrant farmworkers. See www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf.
- The What Works Clearinghouse (WWC) reports on effective educational programs, practices, and products. For more information, see www.ies.ed.gov/ncee/wwc/.

Professional learning opportunities for Oregon migrant staff include attendance at the National Migrant Education Conference held annually, at OME-sponsored events such as the MEP Annual Directors' Meeting, and the Preschool Initiative (PI) Consortium meetings and training-of-trainer events.

Professional learning will be migrant-specific, responding to the identified needs of staff providing services to meet the unique needs of migrant children and youth. The strategies for professional learning will be aligned with the Oregon MEP Service Delivery Plan. Webinars, workshops, web-based documents, and training-of-trainers will be utilized.

Part 7 – Family Engagement Plan

The involvement of parents in the SDP planning process and in the determination of services to migrant children and youth is a critical component of the MEP. The SDP Planning Committee discussed the important role migrant parents play in the SDP process in Oregon with parents actively providing input on the draft SDP as well as working to implement strategies. The Oregon MEP has an active State MEP PAC and the SDP Committee indicated that the State MEP PAC should take a leadership role in the planning and drafting of strategies and that State and local PACs should be actively involved. The committee also indicated that MEP staff should work with families and inform them of the proposed services to allow parents opportunities to help determine which services they perceive would be most effective. The Oregon MEP, through the OMESC, coordinates activities with the State Parent Advisory Committee (SPAC).

Mission of the Oregon MEP SPAC

It is the mission of the Oregon Migrant Education State Parent Advisory Committee to lead, serve, and motivate educational agencies in Oregon to promote high-quality, efficient educational programs, and to empower and advocate for migrant parents, so migrant students develop, to the highest degree possible, the language, academic, and social skills necessary to participate fully in all aspects of American life.

The SDP Committee discussed the types of activities/strategies to meet migrant children and youth's identified needs to help ensure family engagement in their children's education and in Oregon MEP decision making. The committee expressed the importance of providing regularly-scheduled parent training on specific situations, themes, and/or issues. The committee also indicated the importance of local PAC Focus Group discussions. Another suggestion was to provide a system for parents' participation in school decision making.

The SDP Committee also discussed ways the MEP can coordinate with other programs or community resources to coordinate parent involvement activities. These include collaborating with local faith-based organizations, community health fairs and job fairs, local festivals, adult education providers, employers (i.e., agri-business partners), and community-based organizations. Additionally, the OMESC sponsors a fall Symposium and Parent Institute for parents; however, the suggestion was to offer an additional Symposium and Parent Institute in the spring.

Part 8 – Identification and Recruitment Plan

Identification and recruitment (ID&R) of eligible migrant children is key to the MEP.

“Identification” is the process of determining the location and presence of migrant children.

“Recruitment” is defined as making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a Certificate of Eligibility (COE).

The Oregon MEP articulates its ID&R plan through its ID&R Manual designed for local and regional recruiters. Local grantees are obligated to follow the requirements established in the Manual for: identifying and recruiting eligible children and youth into the program, completing documentation accurately, maintaining high standards of quality control, and network building. The Oregon ID&R Manual reflects the statutory requirements of ESSA as well as the non-regulatory guidance (March 2017) and the Code of Federal Regulations issued July 2017 by OME. A copy of the Manual is found in the Oregon Migrant Education Program Resource Notebook.

The ID&R staffing structure is as follows:

- SEA MEP Director assures all program mandates and systems ensure excellence.
- SEA MEP Director along with the OMESC staff provides leadership, consultation, and direct technical assistance to school district personnel and contractors related to ID&R and student databases (OMSIS, MSIX), in addition to other MEP requirements.
- OMESC staff provides training and support for statewide ID&R efforts and reviews all COEs and oversees the annual re-interview process.
- OMESC staff develops and oversees ID&R and data management at the State and Federal level, serving as the primary liaison for communicating with ODE staff.
- Local/Regional Recruiters have the primary mission to locate potentially-eligible children and youth and enroll them into the OMSIS with completion of required documentation.
- The SEA and regional directors ensure that the ID&R Plan and data management are implemented.

The local MEP uses a balanced ID&R approach, working with school districts as well as employers and community agencies and businesses to ensure that collaboration results in a wider ID&R effort.

Part 9 – Evaluation Plan

Plan for Evaluating Project Implementation and MPO Results

The evaluation of the Oregon MEP will be completed by the State with the assistance of an external evaluator knowledgeable about the MEP, evaluation design, Federal reporting requirements and OME guidelines, and the Oregon MEP. The evaluation will systematically collect information to inform the program and to help the State make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the State performance targets, strategies, and MPOs in reading, mathematics, school readiness, and high school graduation/services to OSY have been addressed and met (see the Oregon MEP Alignment Chart in Appendix A).

Implementation of all strategies identified in this SDP will be measured using a Fidelity of Strategy Implementation (FSI) tool that is anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth. FSI data will be gathered by local MEPs and presented as evidence during onsite monitoring visits, classroom observations, and structured interviews with MEP staff. The FSI will utilize a 5-point rubric that measures the degree of implementation from non-evident to highly effective.

Questions answered by the implementation evaluation include the examples below.

- *In what ways did local projects tailor reading and math instruction to meet the needs of individual students?*
- *What types of parent activities were provided by local sites? How effective were they perceived by those participating?*
- *What types of PD was offered by local sites? How effective was PD perceived by those participating?*
- *What types of parent training activities were provided by local sites to model kindergarten readiness? How effective was training perceived by those participating?*
- *What types of summer school or supplemental regular term services were provided to preschool migrant children by the local sites?*
- *What collaborations occurred with school- and community-based service providers?*
- *What barriers did students face in working toward or completing secondary courses?*
- *What types of college/career readiness, leadership, and HS equivalency exam preparation activities were implemented?*

Questions answered by outcome/results evaluation include the examples below.

- *What percentage of students (PFS and non-PFS and binational students) receiving supplemental instruction services demonstrated sufficient growth on local reading and math assessments?*
- *What percentage of migrant parents/family members that attended parent activities increased their knowledge of reading and math standards and strategies?*
- *What percentage of migrant staff participating in PD indicated that they used strategies learned or gained knowledge of the topics presented?*

- *What percentage of migrant parents participating in activities related to progress monitoring and modeling for kindergarten readiness used the strategies learned for promoting their children’s kindergarten readiness?*
- *What percentage of migrant preschool children participating in services at least 50% of the time increased their developmental skills?*
- *What percentage annual increase in student pre-K enrollment was there between baseline and 2018-19?*
- *What percentage of migrant secondary students enrolled in college/career readiness activities, leadership, and HS equivalency exam preparation made progress toward the activity requirements?*
- *What percentage of migrant parents participating in parent activities related to secondary services indicated increased knowledge of graduation requirements, HS equivalency programs, and college/career readiness options?*

Data on migrant students and services will be collected by the State from each of its local projects. Data sources include: student assessment results from OPI and MEP databases; preschool enrollment documented in OMSIS; and migrant staff, recruiters/ advocates, and administrators; migrant parents, and migrant secondary students. Data will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State system). Data analysis procedures will include descriptive statistics based on Oregon migrant student demographics, program implementation, and student and program outcomes. Means and frequencies, trend analyses, and inferential statistics will be applied as appropriate.

To comply with Federal guidelines, Oregon will perform an annual performance results evaluation in order to inform SEA decision-making, and prepare a written evaluation report annually. Implementation and performance results data also will be summarized. The written report will include implications and recommendations for improving MEP services based on implementation and performance results to help ensure that the unique educational needs of migrant students are being met.

Student Assessment and Progress Monitoring Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in Section 3 of this SDP will be compiled, analyzed, and summarized by the external evaluator in collaboration with Oregon MEP staff. These activities will help the State determine the degree to which the MEP is effective in relation to the State performance targets, strategies, and MPOs.

Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible.

Statewide MEP Data Collection

In the area of **reading and mathematics**, measurement tools used to determine progress include student scores that are reported based on performance levels with specified performance targets (progress indicators) on the Oregon Smarter Balanced Assessment Consortium (SBAC) in English Language Arts (ELA) and Mathematics. To collect information for

each MPO, Exhibit 9 that follows lists the data element, who is responsible for collecting the data, the mean used for data collection, and the time period when it is collected.

Exhibit 9 – Evaluation Data Collection and Reporting

Data element	Who collects?	How collected	When collected?
Number of eligible students identified	LEA staff	OMSIS	Daily updates
Documentation of COE accuracy	COE approval team; re-interview process	Reviewer checks COE at time of writing; approval team at submission and on COEs data entry. Also during re-interview.	Immediately at submission for supervisor review and then at approval team level. Annual re-interview process.
Number of students, by age/grade, enrolled in preschool, school, OSY programs, summer programs	LEA staff	OMSIS	Daily updates
Number of students receiving services by teachers	LEA staff	OMSIS	Year end
Number and type of intra- and interstate coordination activities	LEA & SEA staff	Records kept by SEA & LEA staff	At time of activity
Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	LEA staff	Records kept by LEA staff	At time of function
Home-school communication documentation	LEA staff	Records kept by projects	Ongoing
Number of staff enrolled in staff development programs and specifics on training	LEA, MESC & SEA staff	Records kept by OMESC, SEA & LEA staff	Immediately after programs or functions
Completed evaluation surveys from staff, students, and parents	LEA & SEA staff	Records kept by SEA & LEA staff	Ongoing
Documentation on monitoring and technical assistance review findings	SEA staff	Onsite visits Monitoring tool	After visit
Number/% of families with 3-4 year old PK children who receive educational services through the MEP	LEA staff	OMSIS	Summer end
Number and percent of students in grades K-8 who receive supplemental, content-based instructional services	LEA staff	OMSIS	Ongoing
Number and percent of high school students who receive supplemental, content-based instructional services	LEA staff	OMSIS	Ongoing
Number and percent of migrant students who graduate from high school	LEA staff	OMSIS	Year end
Number and percent of migrant students that score proficient or above in ELA/math on the State assessment	SEA staff	ODE	Summer end

Reading MPOs	Who collects?	How collected	When collected?
MPO 1a: By the end of the 2018-19 program year and each year thereafter, 85% of migrant staff that participated in PD related to culturally- relevant reading instructional strategies for MEP students will use the strategies when providing supplemental reading instruction as recorded on a staff training survey.	SEA/ OMESC staff	Staff Training Evaluations	After each training
MPO 1b: By the end of the 2018-19 program year and each year thereafter, 80% of migrant parents that participated in parent activities related to reading will indicate an increase in understanding of reading expectations and strategies to support reading in the home as measured by a pre-/post-survey.	LEA staff	Parent Training Evaluations	After each training/ activity
MPO 1c: By the end of the 2018-19 program year and each year thereafter, 85% of migrant students participating in extended day or summer supplemental reading instructional services that attended 75% of the time will demonstrate growth on a local reading assessment.	LEA staff	Reading Growth Charts	Year end

Mathematics MPOs	Who collects?	How collected	When collected?
MPO 2a: By the end of the 2018-19 program year and each year thereafter, 85% of migrant staff that participated in PD related to culturally-relevant math strategies for MEP students will use the strategies when providing supplemental math instruction as recorded on a staff training survey.	SEA/ OMESC staff	Staff Training Evaluations	After each training
MPO 2b: By the end of the 2018-19 program year and each year thereafter, 80% of migrant parents that participated in parent activities related to math will indicate an increase in understanding of math expectations and strategies to support math in the home as measured by a pre-/post-survey.	LEA staff	Parent Training Evaluations	After each training/ activity
MPO 2c: By the end of the 2018-19 program year and each year thereafter, 80% of migrant students participating in extended day or summer supplemental math instructional services that attended 75% of the time will demonstrate growth on a local math assessment.	LEA staff	Math Growth Charts	Year end

School Readiness MPOs	Who collects?	How collected	When collected?
MPO 3a: By the end of the 2018-19 program year and each year thereafter, 85% of preschool migrant children participating in summer school or supplemental regular school year services will increase their developmental skills between pre- and post-test as measured by a valid and reliable developmental skills assessment.	LEA staff	Pre-K Growth Charts	Year end
MPO 3b: By the end of the 2018-19 program year and each year thereafter, on a rubric of parent involvement, 75% of migrant parents participating in activities related to kindergarten readiness will use one of the following strategies at least monthly with their child: reading with their child and/or practicing the skills on the pre-k checklist/brochure that addresses kinder readiness skills.	LEA staff	Parent Training Evaluations	After each training/ activity

School Readiness MPOs	Who collects?	How collected	When collected?
MPO 3c: By the end of the 2018-19 program year and each year thereafter, 90% of migrant staff that provide support and/or instructional services to preschool children will be trained on developmentally appropriate strategies that are culturally relevant.	SEA/ OMESC staff	Staff Training Evaluations	After each training

Graduation/Services to OSY MPOs	Who collects?	How collected	When collected?
MPO 4a: By the end of the 2018-19 program year and each year thereafter, 85% of migrant students/OSY participating in MEP-funded academic and/or support services responding to a survey will report that the services they received helped them meet their graduation requirements and/or increase career and college readiness.	LEA staff	Student Survey	Year end
MPO 4b: By the end of the 2018-19 program year and each year thereafter, there will be a 2% gain from the baseline (2016-17 baseline = 10%) in the number of OSY/dropouts receiving instructional and/or support services. (Baseline CSPR 2016-17 OSY/dropouts as defined by the CSPR is 70 served out of 700 total).	LEA staff, OMESC staff	OMSIS	Year end
MPO 4c: By the end of the 2018-19 program year and each year thereafter, 80% of parents that participated in parent activities related to secondary education and/or college/career readiness will indicate increased understanding of graduation requirements, high school equivalency programs and/or college/career readiness options as measured by a pre/post survey for each activity.	LEA staff	Parent Training Evaluations	After each training/ event
MPO 4d: By the end of the 2018-19 program year and each year thereafter, 90% of migrant staff that participated in PD related to graduation and college/career readiness will use strategies during supplemental instruction as recorded on a staff training rubric.	SEA/ OMESC staff	Staff Training Evaluations	After each training

Interpreting and Using Evaluation Results

For all programs and services, the progress monitoring plan calls for the collection of data on ID&R, student participation, coordination activities (including interstate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement. Determining progress and making adjustments in the MEP is focused on increasing migrant student achievement and other outcomes. The Oregon SEA will support local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- ✓ distributing materials to support professional development activities among Oregon MEP staff during regional meetings and statewide workshops;
- ✓ providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- ✓ reviewing program monitoring results and actions for the use of evaluation results for improvement;

- ✓ sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- ✓ including language in the local MEP sub-application asking sites to discuss how evaluation results will be used for program improvement purposes;
- ✓ coordinating with the outside evaluator to review processes, procedures, and supports provided to local MEPs;
- ✓ sharing information among local MEPs from State and national reading, math, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- ✓ offering training-of-trainers sessions for MEP coordinators to support their efforts in assisting local MEPs to use evaluation results to make mid-course corrections and improve MEP programs and services.

Part 10 – Exchange of Student Records

Statewide MEP Data Collection and Reporting Systems

The Oregon MEP is responsible for promoting inter- and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. To assist with this task, Oregon utilizes the Oregon Migrant Student Information System (OMSIS). The system is a web-based application that captures and stores Oregon's migrant student records designed to help and assist with educational continuity for migrant children/youth. Every local Oregon MEP project must enter all relevant data on this system.

OMSIS maintains the necessary information on migrant students as identified in Section 1308 (b)(2)(A) of ESSA; and can accommodate new data elements as mentioned in Section 1308 (b)(B). OMSIS incorporates all of the required Minimum Data Elements (MDEs) for daily transfer to the national Migrant Student Information Exchange (MSIX) system as mentioned in Section 1308 (b)(1).

OMSIS provides a user-friendly, statewide, web-based application that allows accessibility to authorized users with a valid user name and password. The OMSIS application provides real-time student-level data.

School districts or ESDs who receive Title I-C funds from ODE must have a Data Specialist who is responsible for maintaining migrant student data on the OMSIS system. The Data Specialist also works closely with the IT Department in their district for information sharing and exchange.

Data Specialists play an important role in the MEP. They handle all OMSIS migrant education information; and establish communication between school secretaries, recruiters, coordinators, and migrant families. They are kept well informed of the latest eligibility rulings. The Data Specialist is also the liaison between the OMESC and their district recruiters.

Migrant Student Records Exchange (MSIX)

The U.S. Department of Education was mandated by Congress, in Section 1308 (b) of ESEA, as amended by the ESSA Act of 2015, to assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each State. Furthermore, it must ensure the linkage of migrant student record systems across the country. In accordance with the mandate, the Department has implemented the *Migrant Student Information Exchange* ([MSIX](#)) initiative whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.

Oregon is compliant with MSIX ODE requirements. Oregon is able to provide data as required by the Federal and State government.

Part 11 – Looking Forward

Communicating the SDP to Local Projects and Other Stakeholders

The updated SDP will be communicated to local MEP directors, regional directors, migrant parents, and other stakeholders through:

- Dissemination and discussion during the Oregon MEP directors' meetings;
- Translation of key sections of the SDP report into Spanish and other languages, as feasible;
- Providing copies of the translated SDP to local PACs and the State PAC;
- When requested of the ODE, sending an electronic or paper copy of the SDP to stakeholders;
- Sharing a copy of the report with key collaborators (e.g., HEP and CAMP programs, Oregon's OME project officer); and
- Placing a copy of the SDP report on the State website at www.oregon.gov and the OMESC website at www.wesd.org.

Next Steps

The SDP update will be implemented beginning in the fall of 2018. The strategies and MPOs will be added to the local sub-application language in in the summer of 2018, with technical assistance and training delivered as outlined in the Accountability Plan section of this SDP.

The Oregon MEP will continue its annual evaluation during the 2018-2019 school year incorporating the new strategies and MPOs. Data from that effort will inform program improvement and planning. As specified in the guidance found in OME's CNA Toolkit (2012), the Oregon MEP will revisit its CNA in three years (or more frequently if there are substantial changes in student demographics or in program services) to update the data and solution strategies as needed, and will revise the SDP accordingly as part of the Continuous Improvement Cycle.

Appendix A Oregon MEP Alignment Chart

GOAL AREA #1: READING

State Performance Target: The AMOs are to be determined.

Concern Statements: 1) Migrant students are not meeting ELA state benchmarks as compared to non-migrant students; 2) in some cases the highest level of resources yield the lowest levels of results (for example, in grade 3 reading services was 97%; however, reading proficiency was only 20%); 3) migrant students do not receive sufficient supplemental services in reading; and 4) the MEP and district/school staff do not provide sufficient information, resources, and strategies to parents to support their children.

Data Summary: In 2015-16, 30% of migrant students are scoring proficient on the state ELA state assessment compared to 56% of non-migrant. The percentage of students receiving instruction services in reading in 79%; however, the percentage of migrant students scoring proficient in ELA was 30%.

Need Statement: The percentage of migrant students scoring proficient on the ELA state assessment needs to increase by at least 26%.

Strategy 1-1: Provide evidence-based training for migrant staff on instructional services and equitable practices to increase student achievement in reading.

Strategy 1-2: Provide evidence-based family engagement opportunities and equitable practices in a language they understand to develop awareness of reading strategies to support migrant students in reading.

Strategy 1-3c: Provide evidence-based, extended day, online, summer, and other supplemental services and learning opportunities for migrant students.

Strategy 1-4: Collaborate and coordinate with stakeholders including school staff and community partners to provide culturally-relevant opportunities for migrant students to succeed in reading.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 1a: By the end of the 2018-19 program year and each year thereafter, 85% of migrant staff that participated in PD related to culturally-relevant reading instructional strategies for MEP students will use the strategies when providing supplemental reading instruction as recorded on a staff training survey.</p>	<p>1.1.1 What percentage of migrant staff participating in professional development related to culturally-relevant reading instructional strategies indicated they used strategies learned?</p>	<p>1.1.2 What types of professional development was offered by local sites?</p>

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 1b: By the end of the 2018-19 program year and each year thereafter, 80% of migrant <u>parents</u> that participated in parent activities related to reading will indicate an increase in understanding of reading expectations and strategies to support reading in the home as measured by a pre-/post-survey.</p>	<p>1.2.1 What percentage of migrant parents/family members that attended parent activities related to reading indicated an increase in understanding of reading expectations and strategies to support reading in the home?</p>	<p>1.2.2 What types of parent activities were provided by local sites?</p>
<p>MPO 1c: By the end of the 2018-19 program year and each year thereafter, 85% of migrant <u>students</u> participating in extended day or summer supplemental reading instructional services that attended 75% of the time will demonstrate growth on a local reading assessment.</p>	<p>1.3.1 What percentage of students (PFS & non-PFS) receiving participating in extended day or summer supplemental reading instructional services that attended 75% of the time demonstrated growth on a local reading assessment?</p>	<p>1.3.2 How did local projects tailor instruction to meet the needs of individual students?</p>

GOAL AREA #2: MATHEMATICS

State Performance Target: The AMOs are to be determined.

Concern Statement: 1) Migrant students in grades 3-11 are achieving lower proficiency rates in math compared to non-migrant students; 2) MEP and district/school staff do not provide sufficient information, resources, and practice strategies to parents to support their children; 3) there is a lack of knowledge and engagement among educators to meet the unique needs of migrant students and families; and 4) migrant students do not receive sufficient supplemental services in math..

Data Summary: The percentage of migrant students scoring proficient on the state math assessment is 19% compared to 43% for non-migrant.

Need Statement: The percentage of migrant students scoring proficient on the state math assessment needs to increase by at least 24%.

Strategy 2-1: Provide evidence-based training for migrant staff on instructional services and equitable practices to increase student achievement in math.

Strategy 2-2: Provide evidence-based family engagement opportunities and equitable practices in a language they understand to develop awareness of instructional strategies to support migrant students in math.

Strategy 2-3: Provide evidence-based, extended day, online, summer, and other supplemental services and learning opportunities for migrant students.

Strategy 2-4: Collaborate and coordinate with stakeholders including school staff and community partners to provide culturally-relevant opportunities for migrant students to succeed in math.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 2a: By the end of the 2018-19 program year and each year thereafter, 85% of migrant <u>staff</u> that participated in PD related to culturally-relevant math strategies for MEP students will use the strategies when providing supplemental math instruction as recorded on a staff training survey.	2.1.1 What percentage of migrant staff participating in professional development related to culturally-relevant math strategies indicated they used strategies learned?	2.1.2 What types of professional development was offered by local sites?
MPO 2b: By the end of the 2018-19 program year and each year thereafter, 80% of migrant <u>parents</u> that participated in parent activities related to math will indicate an increase in understanding of math	2.2.1 What percentage of migrant parents/family members that attended parent activities related to math indicated an increase in understanding of math expectations	2.2.2 What types of parent activities were provided by local sites?

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
expectations and strategies to support math in the home as measured by a pre-/post-survey.	and strategies to support reading in the home?	
MPO 2c: By the end of the 2018-19 program year and each year thereafter, 80% of migrant <u>students</u> participating in extended day or summer supplemental math instructional services that attended 75% of the time will demonstrate growth on a local math assessment.	2.3.1 What percentage of students (PFS & non-PFS) receiving participating in extended day or summer supplemental math instructional services that attended 80% of the time demonstrated growth on a local math assessment?	2.3.2 How did local projects tailor instruction to meet the needs of individual students?

GOAL AREA #3: SCHOOL READINESS

State Performance Target: Targets and services align to the Head Start Child Development and Learning Framework.

Concern Statement: 1) Migrant students have low rates of proficiency upon entering kindergarten; 2) there is a low percentage of migrant students that receive pre-k services (regardless of the funding sources); 3) migrant parents need additional tools and resources about child development and support services for pre-k students; and 4) identified migrant students are not adequately served with MEP-funded interventions.

Data Summary: In 2015-16, migrant kindergarten students averaged 3.6 (out of 5) in Approaches to Learning; 7.1 average number correct (out of 16) in Early Mathematics; and 7.4 correct (out of 100) in Early Literacy. Only 32% of the migrant pre-k students identified receive services, compared to 56% of migrant students in grades K-12 who receive services.

Strategy 3-1: Provide evidence-based PK programs through the regular school, summer school, and/or traveling migrant staff to help prepare migrant children to enter kindergarten ready to learn.

Strategy 3-2: Provide and model evidence-based tools to prepare parents to progress monitor their children’s readiness for kindergarten.

Strategy 3-3: Provide evidence-based PD for migrant staff including developmentally-appropriate strategies and equitable practices to help preschool children in literacy, math, social-emotional, and motor skills.

Strategy 3-4 Collaborate with stakeholders and community partners to ensure the success of all migrant children through increased attendance in the programs and the alignment with appropriate standards and curriculum.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 3a: By the end of the 2018-19 program year and each year thereafter, 85% of preschool migrant <u>children</u> participating in summer school or supplemental regular school year services will increase their developmental skills between pre- and post-test as measured by a valid and reliable developmental skills assessment.</p>	<p>3.1.1 What percentage of migrant preschool children increased their development skills?</p>	<p>3.1.2 What types of summer school or supplemental regular term services were provided to preschool migrant children by the local sites?</p>
<p>MPO 3b: By the end of the 2018-19 program year and each year thereafter, on a rubric of parent involvement, 75% of migrant <u>parents</u> participating in activities related to kindergarten readiness will use one of the following strategies at least monthly with their child: reading with</p>	<p>3.2.1 What percentage of migrant parents/family members used the strategies for promoting kindergarten readiness?</p>	<p>3.2.2 What types of parent training activities were provided by local sites to model kindergarten readiness using strategies such as reading with children, using the pre-k</p>

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
their child and/or practicing the skills on the pre-k checklist/brochure that addresses kinder readiness skills.		checklist, and/or using the brochure for migrant skills?
<p>MPO 3c: By the end of the 2018-19 program year and each year thereafter, 90% of migrant staff that provide support and/or instructional services to preschool children will be trained on developmentally appropriate strategies that are culturally relevant.</p>	<p>3.3.1 What percentage of migrant staff that provide support and/or instructional services to preschool children were trained on developmentally appropriate strategies that are culturally?</p>	<p>3.3.2 What types of professional development was offered by local sites?</p>

GOAL AREA #4: HIGH SCHOOL GRADUATION

State Performance Target: By 2017-2018, the four year cohort graduation rate for all students will be 81% and the five year rate will be 84%.

Concern Statement: 1) Migrant students are not meeting state language arts and math essential skills required to graduate compared to non-migrant students; 2) migrant parents and students are not aware or are uninformed of post-secondary processes and options for their child; 3) percentage of students receiving credit and/or graduation counseling services is low; 4) OSY students do not receive information about available services and community resources to help them graduate; 5) migrant students graduate at a lower rate than non-migrant students; and 6) 9th grade migrant students are not on track to graduate.

Data Summary: In 2015-16, 13% of migrant HS students scored proficient on the state math assessment compared to 32% of non-migrant students and 44% of migrant HS students scored proficient on the state ELA assessment compared to 69% of non-migrant students. For the 4-year cohort, the graduation rate of migrant non-PFS students was 84% and for PFS it was 56%, compared to 74% for non-migrant.

Need Statements: 1) Percentage of migrant HS student scoring proficient on the state math assessment needs to increase by at least 19%; 2) percentage of migrant HS students scoring proficient on the ELA assessment needs to increase by at least 25%; and 3) graduation rate of migrant PFS needs to increase by 21%.

Strategy 4-1a: Offer evidence-based academic and support services for secondary-aged migrant students to meet graduation requirements and promote college and career readiness including college visits.

Strategy 4-1b: Provide culturally-relevant opportunities and support secondary- aged migrant students to develop skills and their desire to achieve college and career goals (e.g., college admission, financial aid, scholarship information, connection to leadership opportunities, Cesar Chavez conference, OMLI, MSC).

Strategy 4-2: Collaborate/coordinate with other programs and/or local community programs to provide instructional/ support services to OSY/dropouts.

Strategy 4-3: Offer evidence-based and culturally- relevant training, tools, and resources to migrant parents in a language they understand to support their children in achievement of the accrual of high school credit, high school graduation, and postsecondary and/or career readiness (e.g., college applications, financial aid, OSY, retention, CTE, information about HEP/CAMP).

Strategy 4-4a: Provide evidence-based training and equitable practices for migrant staff to support students toward graduation and college/career readiness.

Strategy 4-4b: Coordinate and collaborate with districts and agencies to provide services for OSY.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 4a: By the end of the 2018-19 program year and each year thereafter, 85% of migrant <u>students/OSY</u> participating in MEP-funded academic and/or support services responding to a survey will report that the services they received helped them meet their graduation requirements and/or increase career and college readiness.</p>	<p>4.1.1 What percentage of migrant students/OSY (PFS and non-PFS) participating in MEP-funded academic and/or support services indicated that the services they received helped them meet their graduation requirements and/or increase career and college readiness?</p>	<p>4.1.2 What types of academic and/or support services were offered by the local sites?</p>
<p>MPO 4b: By the end of the 2018-19 program year and each year thereafter, there will be a 2% gain from the baseline (2016-17 baseline = 10%) in the number of <u>OSY/dropouts</u> receiving instructional and/or support services. (Baseline CSPR 2016-17 OSY/dropouts as defined by the CSPR is 70 served out of 700 total).</p>	<p>4.2.1 What was the percentage gain from the baseline of 10% in the number of OSY/dropouts (PFS and non-PFS) receiving instructional and/or support services?</p>	<p>4.2.2 What types of instructional and/or support services were offered for OSY by the local sites?</p>
<p>MPO 4c: By the end of the 2018-19 program year and each year thereafter, 80% of <u>parents</u> that participated in parent activities related to secondary education and/or college/career readiness will indicate increased understanding of graduation requirements, high school equivalency programs and/or college/career readiness options as measured by a pre/post survey for each activity.</p>	<p>4.3.1 What percentage of migrant parents/family members indicated increased understanding of graduation requirements, high school equivalency programs and/or college/career readiness options?</p>	<p>4.3.2 What types of parent activities related to secondary services were offered by the local sites?</p>
<p>MPO 4d: By the end of the 2018-19 program year and each year thereafter, 90% of migrant <u>staff</u> that participated in PD related to graduation and college/career readiness will use strategies during supplemental instruction as recorded on a staff training rubric.</p>	<p>4.4.1 What percentage of migrant staff participating in professional development related to graduation and college/career readiness indicated they used strategies learned?</p>	<p>4.4.2 What types of professional development was offered by local sites?</p>