Oregon Migrant Education Program

Service Delivery Plan

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Oregon Service Delivery Plan
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Abbreviations and Acronyms

CFR	Code of Federal Regulations
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
EL	English Learner
ELA	English Language Arts
ESD	Education/Educational Service District
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act
FSI	Fidelity of Strategy Implementation
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IHE	Institution of Higher Education
IMEC	Interstate Migrant Education Council
IDRC	Identification and Recruitment Consortium
I^2MPACT	Inspire and Innovate: the Migrant Parent Action Coalition
iSOSY	Instructional Services for Out-of-School Youth
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPEC	Migrant Parent Empowerment Consortium
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education
ODE	Oregon Department of Education
OMESC	Oregon Migrant Education Service Center
OMSIS	Oregon Migrant Student Information System
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PII	Personally Identifiable Information
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
USDE	U.S. Department of Education

Definition of Terms Related to the SDP

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Seven Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Implementation Evaluation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes (MPOs): Outcomes (i.e., objectives) produced by a state's migrant education program (MEP) to meet the identified unique needs of migratory children and to help these children achieve the State's performance targets.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, MEPs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state's challenging academic standards or who have dropped out of school.

Results Evaluation Question: An evaluation question that addresses the level of improvement resulting from a program or strategy.

Service Delivery Plan (SDP): A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A solution that addresses an identified need.

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Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESSA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the migrant education program (MEP).

The SDP is developed from the results of an up-to-date comprehensive needs assessment (CNA) and is a statewide plan that describes the services the SEA will provide directly or through local operating agencies (LOAs) to meet the unique needs of migratory children. Eligible migratory students are entitled to receive supplemental support services from the MEP. Therefore, migrant services offered to eligible migratory students should not supplant basic educational services provided by the school districts and schools. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Oregon MEP conducted an update to the SDP during 2020-21 utilizing the results of the CNA conducted during 2019-20. During the 10 virtual SDP Committee meetings held in 2020-21, Committee members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide MEP implementation beginning in the 2021-22 performance period. Following are the key findings from the SDP meetings.

- Federal, State, and local goals and the needs of migratory children were organized within five goal areas: (1) Language Arts; (2) Mathematics; (3) School Readiness; (4) Graduation/Services to Out-of-School Youth (OSY); and (5) Non-Instructional Support Services.

- There are large achievement gaps on Oregon State English Language Arts (ELA) and Mathematics Assessments between migratory and non-migratory students indicating a need for MEP supplemental reading and math instructional services to increase migratory student skills and support services to eliminate barriers to school success.

- Sixteen (16) service delivery strategies identified by the SDP Committee will be implemented beginning in the 2021-22 performance period.

- Progress toward the 10 MPOs aligned to the strategies will be reported in the 2021-22 evaluation report which will document the evaluation of program implementation and performance results and provide implications for making decisions about the Oregon MEP.

Introduction

Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of the ESEA of 1965 [Section 1306(a)(1)] which was reauthorized in 2015 as ESSA .Under ESSA, states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ is integrated with other federal programs;
- ✓ gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- ✓ specifies measurable program goals and outcomes;
- ✓ encompasses the full range of services that are available for migratory 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 instructional programs under part A of Title III;
- ✓ 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 ESSA.

Further, regulations require the SEA to develop its comprehensive state plan in consultation with the state Migrant Parent Advisory Council (PAC) in a format and language that the parents understand. [34 CFR § 200.83(b)(c)]

Following are the components that are required to be included in a state SDP.

1. **Performance Targets.** Performance targets that the state has adopted for all migratory 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 migratory children. [34 CFR 200.83(a)(1)]

2. **Needs Assessment.** Identification and an assessment of the unique educational needs of migratory children that result from the children's migrant lifestyle; and other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]

3. **Measurable Program Outcomes.** 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 migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.

4. **Service Delivery Strategies.** Strategies for achieving the performance targets and MPOs. Service delivery strategies must address the unique educational needs of migratory children that result from the children's migratory lifestyle, and other needs of migratory students that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]

5. **Evaluation**. Description of how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. [34 CFR 200.83(a)(4)]

Following are recommended sections to ensure that MEP services are targeted and delivered efficiently, and to support local projects in implementing the SDP.

- ✓ **Migratory Children Identified to Receive Priority for Services (PFS).** The state's process for identifying those migratory children most in need of services, including the criteria the state established for prioritizing these students for services and ways to ensure that services are directed toward meeting their unique needs.

- ✓ **Identification and Recruitment (ID&R) Plan.** The process and structure for the ID&R plan including staffing, training, and the types of accountability and quality assurances in place to ensure that sound eligibility determinations are made.

- ✓ **Parental Engagement Plan.** Strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children including information on state and local migratory PACs, supports for migratory parents, and resources.

- ✓ **Exchange of Student Records.** Policies and procedures for sending and receiving records for migratory children through intrastate and interstate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, strategies for cross-state collaboration, and ways the state student information system can assist with record transfer.

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 September 2020.

Description of the Oregon Migrant Education Program

The primary purpose of the Oregon MEP is to help migratory 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 migratory children and youth 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.

Oregon MEP data from the 2019-20 performance period indicates that there were 19,541 eligible migratory children and youth (birth to age 21) with the following demographics:

- 4% were two years old and younger; 11% were 3-5 years old; 36% were in grades K-5; 20% were in grades 6-8; 23% were in grades 9-12, and 6% were dropouts/OSY;
- 16% had a qualifying arrival date (QAD) during the performance period;
- 30% of eligible migratory children ages 3-21 were identified as PFS; and
- 38% of eligible migratory children ages 3-21 were English learners (ELs), predominantly Spanish speakers.

During the 2019-20 performance period, 59% of the 18,839 eligible migratory students ages 3-21 were served; 54% received MEP instructional services; and 43% received MEP support services.

Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Oregon MEP strives to provide an educational experience that can help children reduce the educational disruptions, and other problems that can result from repeated moves. During the regular school year, in areas with large concentrations of migratory children, local projects operate in support of, and in coordination with, the regular school program. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation, or in coordination with summer services provided by the school district.

Collaboration in the MEP takes many forms that include both inter/intrastate collaboration. It is required that local projects collaborate with existing stakeholders and community partners to increase opportunities for migratory students to succeed in ELA/reading, math, school readiness, high school graduation, and completion of a high school diploma. Examples may include such activities as migratory student records transfer, referrals to community agencies, participation in State-designated MEP Consortium Incentive Grant (CIG) activities, and following up with local agencies on coordination and collaboration efforts.

The Oregon MEP provides both site-based and home-based services during the regular school year and summer. All funded regions (see below) are required to have a data specialist, preschool specialist, graduation specialist, and parent engagement specialist. In addition, regions may use teachers, paraprofessionals, and tutors to provide instructional and/or support services.

1. Beaverton School District / Region 23
2. Clackamas Education Service District (ESD) / Region 2
3. Columbia George ESD (Wasco, Gilliam & Sherman Counties) / Region 3
4. Forest Grove School District / Region 5
5. High Desert ESD (Jefferson, Deschutes, Crook, Wheeler Counties) / Region 11
6. Hillsboro School District / Region 8
7. Hood River County School District / Region 9
8. InterMountain ESD (Umatilla, Morrow, Union Counties) / Region 20
9. Lane ESD (Lane and Douglas Counties) / Region 28
10. Multnomah ESD (East Multnomah County) / Region 26
11. Northwest Regional ESD (Clatsop, Columbia, Tillamook, Washington Counties) / Region 6
12. Nyssa/Adrian/Vale School Districts / Region 21
13. Ontario/Annex School Districts / Region 15
14. Portland School District / Region 19
15. Salem-Keizer School District / Region 27
16. Southern Oregon ESD (Jackson, Klamath, Josephine Counties) / Region 10
17. Willamette ESD (Marion, Polk, Yamhill, Linn, Benton, Lincoln Counties) / Region 16

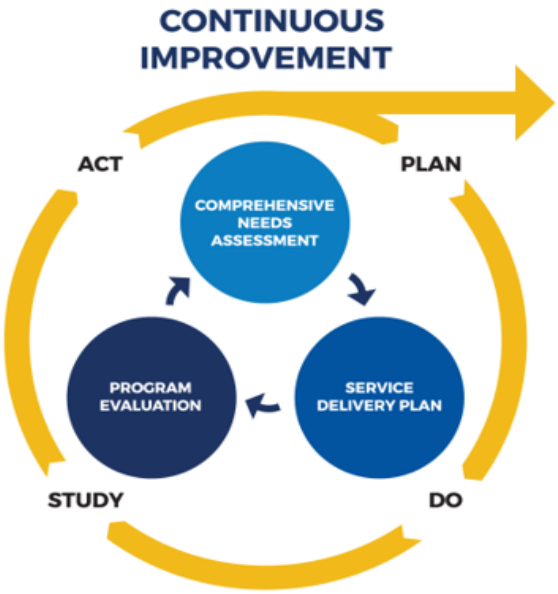
The regions are supported by the Oregon Migrant Education Service Center (OMESC). In collaboration with the Oregon Department of Education (ODE), OMESC provides professional development, technical support, and program planning aligned with the needs of the regional programs serving migratory students. Major technical assistance activities provided by OMESC include ID&R, records exchange, family involvement, binational programming, and training in educational best practices.

Regional projects provide direct services under Title I-C based on applications submitted to the SEA. All Title I-C programs must be designed to address the special educational needs of migratory children in accordance with the State's comprehensive plan for service delivery. The regions provide instructional and support services aligned with the State SDP and CNA within the five goal areas. The primary components of the Oregon MEP include supplemental instructional services, support services, inter/intrastate coordination, ID&R, parent involvement, and professional development. These activities are guided by the program application/sub-granting process, CNA, SDP, and the program evaluation.

Description of the Planning Process

The Oregon MEP follows the Continuous Improvement Cycle (shown below) as recommended by OME at the U.S. Department of Education in its CNA and SDP Toolkits (2018). In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components:

- CNA: A 5-step process involving stakeholders identifying major concerns, gathering data to define needs, and selecting priority solutions.
- SDP: A multi-step process to convene stakeholders to select evidence-based strategies (based on the CNA findings) to meet the needs of migratory 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 project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- Evaluation: Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



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 migratory parents; MEP administrators; ODE; OMESC; and individuals with expertise in language arts, mathematics, graduation/dropout prevention, OSY, family literacy, professional development, ID&R, and early childhood. Many of the SDP Committee also served on the Needs Assessment Committee (NAC) to provide continuity to the comprehensive process carried out to ensure that systems were aligned to meet migratory students' unique educational needs. Refer to the beginning of this document for a list of SDP Committee members.

The Oregon SDP Committee was led through the service delivery planning process by META Associates as guided by the MEP SDP Toolkit (U.S. Department of Education, 2018). In addition, the Committee reviewed the work of the NAC during the CNA process completed in 2019-20. To ensure that all requirements were met, the timelines and activities displayed in the

chart below were set. It should be noted that the original plan was to conduct three (3) one-day face-to-face SDP meetings during a six-month period; however, due to the global pandemic, it was necessary to convene the SDP Committee virtually. Thus, the SDP Committee met nine times with each meeting lasting between 2-3 hours. An additional SDP meeting was held at the conclusion of the other SDP meetings to solicit SDP Committee member feedback on the final strategies and MPOs.

Oregon SDP Timelines

Activity	Timelines
SDP Meeting #1a: Understand the SDP planning cycle and roles and responsibilities of the committee; select goal area groups; identify major MEP instructional strategies; review concerns and proposed solutions from the CNA	10/21/20
SDP Meeting #1b: Identify SDP measurable outcome-based implementation strategies for the MEP to use to address concerns	10/28/20
SDP Meeting #1c: Review and refine strategies; and provide feedback on strategies for all goal area groups	11/12/20
SDP Meeting #2a: Prioritize strategies; and begin identifying ways to implement strategies	01/26/21
SDP Meeting #2b: Review strategies for meeting migratory student needs; review ways to implement the strategies	02/02/21
SDP Meeting #2c: Finalize strategies and ways to implement strategies; begin developing measurable program outcomes (MPOs) for each goal area	02/11/21
SDP Meeting #3aContinue developing MPOs; and review MPOs for all goal areas	04/07/21
SDP Meeting #3b: Review MPOs for all goal areas; and finalize MPOs	04/14/21
SDP Meeting #3c: Identify resources to implement the strategies; review and provide feedback on evaluation strategies/questions and data collection tools; and discuss SDP communication and implementation	04/21/21
Mini SDP Meeting: Review and finalize Strategies and MPOs	05/25/21
Draft the SDP report	07/31/21
Finalize the SDP report	08/15/21

General Framework: Plan Alignment

This section shows the alignment of the required components of the SDP. Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve the Oregon State performance goals and targets.

State Performance Indicators

The State performance targets for migratory students in ELA, math, and graduation work in concert with the priorities and goals for all students established by the State of Oregon as part of its ESSA Consolidated State Plan. The Plan identifies measurements of interim progress toward meeting the long-terms goals (2025) for academic achievement and graduation.

Oregon Interim and Long-Term Goals for Academic Achievement

	2020	2021	2022	2023	2024	2025
English Language Arts	66%	68%	71%	74%	77%	80%
Mathematics	59%	64%	68%	72%	76%	80%
Graduation	80%	82%	85%	86%	88%	90%

Source: Oregon ESSA Consolidated State Plan

Needs Assessment

During 2019-20, the Oregon NAC worked through the process outlined in the MEP CNA Toolkit (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student achievement and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from the Oregon Migrant Student Information System (OMSIS); the ODE assessment database; and via surveys of staff and migratory parents and students. Based on this data, a State data profile was written; possible solutions were identified; and priorities for services based on the data were determined. At the two NAC meetings held in Salem, the group reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Oregon MEP CNA Report.

The Oregon MEP CNA results provided the State with clear direction for planning services to be delivered to migratory children and youth. An SDP Committee was formed by the State with representatives from local education agencies (LEAs) and individuals with content area expertise. The needs assessment results described in the CNA Report were used as a foundation for the services described in this SDP Report. Following is the Oregon Migratory Student Profile contained in the CNA Report using data from 2017-18 that lists the needs identified in numerous categories.

Oregon Migratory Student Profile (Data from 2017-18)

Eligible Migratory Students	21,625 (see table on following page)
Grade Distribution	Ages 0-2 (6%), Ages 3-5 (12%), Grades K-5 (38%), Grades 6-8 (18%), Grades 9-12 (20%), OSY (6%)
Priority for Services	6,533 (32%) of the 20,350 eligible children ages 3-21
English learners	6,480 (32%) of the 20,350 eligible children ages 3-21

Disrupted Schooling	6,373 (29%) of all eligible migratory students had a qualifying arrival date (QAD) within the last 12 months
Migratory students served during the performance period	11,242 (52%)
Migratory students receiving instructional services	9,410 (84% of served, 44% of eligible)
Migratory students receiving reading and math instruction provided by a teacher (not para)	Reading Instruction – 7,608 (68% of served; 35% of eligible) Math Instruction – 7,478 (67% of served; 35% of eligible)
Migratory students receiving support services	9,770 (87% of served; 45% of eligible)
Migratory students receiving counseling services	1,959 (17% of served; 8% of eligible)
Migratory students scoring proficient on State ELA and math assessments	ELA - 30% (56% for non-migratory students) Math - 19% (41% for non-migratory students)
OSY eligible/served	1,293 eligible, 35 (3%) served
High School Graduation Rate	79.4% (77% for PFS; 80% for non-migratory students)

The CNA Report shows the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions created by the NAC for each goal area. The NAC identified possible solutions which the SDP Committee used for the development of service delivery strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. Prioritized solutions from the CNA can be found in the SDP Decisions and Planning Chart kept on file with the Oregon MEP.

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are two strategies for Language Arts, two strategies for Mathematics, three strategies for School Readiness, four strategies for Graduation/Services to OSY, and five strategies for Non-Instructional Support Services. The strategies serve as the foundation for the implementation of the Oregon MEP.

Measurable Program Outcomes

The SDP Committee wrote MPOs to reflect the State performance targets and needs and solutions identified during the 2019-20 CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The CNA/SDP/Evaluation Alignment Chart that follows provides a foundation for the MEP evaluation (see next section of the SDP).

Oregon MEP Alignment Chart (2021-22)

GOAL AREA #1: LANGUAGE ARTS

State Performance Target: In 2021-22, 71% of students will score proficient or above on Oregon Statewide ELA Assessments.

Concern Statement: We are concerned that migratory students are not meeting Language Arts State benchmarks as compared to non-migratory students.

Data Summary: In 2017-18, 30% of migratory students scored proficient on the State ELA Assessment compared to 56% of non-migratory, even though 79% of migratory students received supplemental MEP reading instruction.

Need Statement: The percentage of migratory students scoring proficient on the State ELA Assessment needs to increase by at least 26% to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 1-1: Coordinate/provide grade-level, culturally relevant supplemental instructional services in literacy/language arts for migratory students. **Strategy 1-2:** Actively inform staff who work with migratory students of which migratory students are identified as PFS and/or newcomers and communicate how best to support these students.	**MPO 1A**: By the end of the 2021-22 performance period, 85% of migratory students participating in MEP extended day or summer language arts instructional services will demonstrate growth on a local, culturally responsive language arts assessment.	What percentage of students (PFS & non-PFS) participating in extended day or summer supplemental language arts instructional services demonstrated growth on a local, culturally responsive language arts assessment?	How many migratory students received ELA instruction by the MEP? What types of supplemental instructional services in ELA were provided?

GOAL AREA #2: MATHEMATICS

State Performance Target: In 2021-22, 68% of students will score proficient or above on Oregon Statewide Math Assessments.

Concern Statement: We are concerned that migratory students in grades 3-11 are achieving lower proficiency rates in math compared to non-migratory students.

Data Summary: In 2017-18, the percentage of migratory students scoring proficient on the State Math Assessment was 19% compared to 41% for non-migratory students.

Need Statement: The percentage of migratory students scoring proficient on the State Math Assessment needs to increase by at least 22% to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 2-1: Coordinate/ provide grade-level, culturally relevant supplemental instructional services in math for migratory students. **Strategy 2-2:** Actively inform staff who work with migratory students of which migratory students are identified as PFS and/or newcomers and communicate how best to support these students.	**MPO 2A:** By the end of the 2021-22 performance period, 85% of migratory students participating in MEP extended day or summer math instructional services will demonstrate growth on a local, culturally responsive math assessment.	What percentage of students (PFS & non-PFS) participating in extended day or summer supplemental math instructional services demonstrated growth on a local, culturally responsive math assessment?	How many migratory students received math instruction by the MEP? What types of supplemental instructional services in math were provided?

GOAL AREA #3: SCHOOL READINESS

State Performance Target: The delivery of school readiness services to migratory preschool children is a provision under Title IC. There is no specific Oregon State Performance Target for school readiness.

Concern Statements: We are concerned that migratory students have low rates of proficiency upon entering kindergarten, and there is a low percentage of migratory children ages 3-5 receiving preschool instruction.

Data Summary: In 2017-18, 9% of migratory students entering kindergarten scored proficient compared to 11% of non-migratory students on the Early Math Assessment, and 7% scored proficient compared to 14% of non-migratory students on the Early Literacy Upper Case Letter Names Assessment. Only 38% of migratory preschool-age children received MEP services.

Need Statement: The rates of proficiency on kindergarten readiness needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 3-1: Use the State-developed MEP PK Assessment with all 3-5-year-old migratory children (not in kindergarten). **Strategy 3-2:** Coordinate/ provide targeted supplemental instructional services to migratory preschool-aged children based on the results of a PK Assessment (e.g., the MEP PK Assessment). **Strategy 3-3:** Coordinate/ collaborate with preschool programs to facilitate enrollment of migratory children ages 3-5 (not in kindergarten).	**MPO 3A:** By the end of the 2021-22 performance period, 85% of preschool migratory children receiving MEP services will increase their developmental skills between pre- and post-test as measured by a valid and reliable developmental skills assessment.	What percentage of preschool migratory children receiving MEP services increased their school readiness skills between pre/post-testing on a development skills assessment?	How many preschool migratory children received MEP services? What types of MEP services were provided to preschool migratory children?

GOAL AREA #4: HIGH SCHOOL GRADUATION/SERVICES TO OSY

State Performance Target: By 2021-22, the four-year cohort graduation rate for all students will be 86% and the five-year rate will be 89%.

Concern Statements: We are concerned that…OSY, dropouts, push outs do not receive information about available services and community resources to help them meet educational goals; 5th, 8th, and 12th grade migratory students transitioning to the next grade level are not receiving sufficient support to stay on-track to graduate; migratory students graduate at a lower rate than non-migratory students; migratory students are not meeting State ELA and math essential skills required compared to non-migratory students; and secondary migratory students and OSY are not receiving the support they need for college/career readiness.

Data Summary: In 2017-18, 18% of migratory HS students scored proficient on the State Math Assessment compared to 34% of non-migratory students, and 50% scored proficient on the State ELA Assessment compared to 71% of non-migratory students. The 4-year cohort graduation rate of migratory students was 79.4% (71% PFS students) compared to 80% for non-migratory.

Need Statements: The percentage of migratory HS student scoring proficient on the State Math Assessment needs to increase by at least 16% and the percentage of migratory HS students scoring proficient on the ELA assessment needs to increase by at least 21% to eliminate the gap between migratory and non-migratory students; and the graduation rate of migratory PFS students needs to increase by 9%.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4-1: Coordinate/provide instructional and/or support and wrap around services to migratory OSY/dropouts.	**MPO 4A:** By the end of the 2021-22 performance period, 80% of migratory OSY receiving supplemental instructional and/or support services will report that the services they received helped them achieve their goals.	What percentage of migratory OSY receiving MEP services reported that the services helped them achieve their goals?	What types of instructional and/or support services were offered to OSY?
Strategy 4-2: Coordinate/provide evidence-based, culturally relevant academic and support services for secondary-aged migratory students and OSY to meet graduation requirements and promote college and career readiness. **Strategy 4-3:** Coordinate/develop K-12, post-secondary, and community networks to provide mentors and/or advisors for migratory students to promote college and career readiness.	**MPO 4B:** By the end of the 2021-22 performance period, 80% of students/ dropouts receiving supplemental instructional and/or support services will report that the services they received helped them meet their graduation requirements. **MPO 4C:** By the end of the 2021-22 performance period, 80% of migratory students attending college and career readiness events will indicate the information they received helped them learn about options after high school.	What percentage of migratory students/dropouts receiving MEP instructional and/or support services reported that the services helped them meet their graduation requirements? What percentage of migratory students attending college and career readiness events indicated that the information they received helped them learn about options after high school?	What types of instructional and/or support services were offered for migratory students/dropouts? What types of college and career readiness events were offered to migratory students?

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 4-4: Identify and/or address migratory OSY, secondary student, and family needs to support strong family and school relations relating to graduation, college and career readiness, and career pathways.			

GOAL AREA #5: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: The delivery of support services to migratory students is a provision under Title IC. There is no specific Oregon State Performance Target for support services.

Primary Concern Statements: We are concerned that…MEP staff and community are not knowledgeable in best practices for trauma-informed care and social/emotional learning; there is a lack of knowledge and engagement among migrant educators, to meet the unique needs of migratory students and their families; and migratory parents are not receiving appropriate information, resources, and strategies to support their children in language arts, math, and school readiness.

Data Summary: On needs assessment surveys, 75% of staff responding indicated they need professional development (PD) on involving migratory parents; 44% of migratory parents surveyed indicated they needed assistance with supporting their child with reading/writing and 40% indicated they needed assistance with math; and 60% of migratory parents of preschoolers indicated they need assistance with school readiness.

Need Statements: The percentage of staff indicating a need for PD on involving migratory parents needs to decrease as does the percentage of migratory parents indicating a need for assistance with reading/writing, math, and school readiness.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
Strategy 5-1: Coordinate/provide migratory children and youth with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement. **Strategy 5-2:** Provide evidence-based culturally relevant and responsive transition models to help migratory students move from one education level to another (e.g., preschool to kindergarten, elementary to middle school, middle school to high school).	**MPO 5A:** By the end of the 2021-22 performance period, 65% of migratory children and youth will receive MEP support services.	What percentage of migratory children and youth (PFS and non-PFS) received MEP-funded support services?	What types of support services were offered to migratory children and youth?
Strategy 5-3: Coordinate/provide PD on trauma-informed care and social-emotional learning/mental health to migrant staff who work with migratory children and youth.	**MPO 5B:** By the end of the 2021-22 performance period, 80% of migrant staff that participated in PD related to trauma-informed care and social-emotional learning/mental health will utilize the strategies when providing	What percentage of migrant staff reported utilizing the strategies from PD when providing services to migratory children?	What types of PD related to trauma-informed care and social-emotional learning/ mental health was offered to MEP staff?

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
	services to migratory children and youth.		
Strategy 5-4: Coordinate/provide evidence-based PD to migrant staff on culturally relevant and responsive MEP services for migratory children and youth (e.g., language arts, mathematics, school readiness, high school graduation requirements, college and career readiness).	**MPO 5c**: By the end of the 2021-22 performance period, 80% of migrant staff who participated in MEP-funded PD will indicate that they used the evidence-based, culturally relevant and responsive strategies when providing services to address the unique needs of migratory children and youth.	What percentage of migrant staff participating in MEP PD reported that they used the evidence-based, culturally relevant and responsive strategies when providing services to migratory children and youth?	What types of PD was offered to MEP staff?
Strategy 5-5: Coordinate/provide relevant, evidence-based practices, technology literacy, tools, resources, and information to migratory parents about ways to support and advocate for their child(ren) during forums such as PAC meetings, family engagement events, and one-to-one communications.	**MPO 5D:** By the end of the 2021-22 performance period, 80% of migratory parents who received MEP services will indicate they are better able to support and advocate for their child's learning.	What percentage of migratory parents/family members indicated that they are better able to support and advocate for their child's learning?	What types of parent activities were provided to parents?

Evaluation Plan

Components of the Oregon MEP Statewide Evaluation

The statewide MEP evaluation measures the effectiveness of the Oregon MEP, examining the fidelity between the implementation of the State's service delivery strategies as stated in this SDP, and determining migratory student progress toward the State's MEP MPOs, State performance targets (Performance Goals 1 and 5), and Government Performance and Results Act (GPRA) measures adopted by OME. Following are the overall objectives of the Oregon MEP evaluation.

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance targets related to Performance Goals 1 and 5 (the percentage of students attaining proficiency in reading/language arts and mathematics for each grade, and the percentage of students who graduate from high school), disaggregated for PFS, non-PFS, and non-migratory students. [34 CFR Sections 200.83 and 200.84]
2. Collect, analyze, summarize, and prepare reports that contain performance results data on MEP MPOs established in this SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students. [34 CRF Section 200.83]
3. Collect, analyze, summarize, and prepare reports that contain performance results data on the GPRA measures. [34 CFR Section 80.40]
4. Collect, analyze, summarize, and prepare reports that provide specific implementation results that demonstrate the level of fidelity in the implementation of MEP activities and service delivery strategies contained in this SDP. [34 CRF Section 200.84]
5. Based on data comparing implementation and performance results to performance targets, prepare and report implications and recommendations to inform SEA decision making for the improvement of MEP services (e.g., data needed to collect in an update to the CNA; updated performance targets in the SDP based on overachievement of MPOs). [34 CFR Section 200.85]

The CNA/SDP/Evaluation Alignment Chart in the previous section guides the program evaluation. The Alignment Chart lists the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve State performance goals and targets and guide the evaluation.

States are required to evaluate the effectiveness of the MEP and provide guidance to LEAs on how to conduct local evaluations. OME indicates that evaluations allow SEAs and their LEAs to:

1. determine whether the MEP is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To accomplish this end, OME requires SEAs to conduct an evaluation that examines both program implementation and program results (or outcomes). In evaluating program implementation, the evaluation of the Oregon MEP will address the following questions.

- ✓ How many migratory students received ELA instruction by the MEP?
- ✓ What types of supplemental instructional services in ELA were provided?
- ✓ How many migratory students received math instruction by the MEP?
- ✓ What types of supplemental instructional services in math were provided?
- ✓ How many preschool migratory children received MEP services?
- ✓ What types of MEP services were provided to preschool migratory children?
- ✓ What types of instructional and/or support services were offered to OSY?
- ✓ What types of instructional and/or support services were offered for secondary-aged migratory youth?
- ✓ What types of college and career readiness events were offered to migratory students?
- ✓ What types of support services were offered to migratory children and youth?
- ✓ What types of PD related to trauma-informed care and social-emotional learning/ mental health was offered to MEP staff?
- ✓ What types of PD was offered to MEP staff?
- ✓ What types of parent activities were provided to parents?
- ✓ What types of PD opportunities were offered to staff?

Implementation of the service delivery strategies identified in the Oregon SDP is measured using the Fidelity of Strategy Implementation (FSI) that is anchored to specific implementation-based best practices in designing and implementing effective programs for migratory children and youth. Ratings on the FSI are self-assigned by MEP staff (or by ODE staff during onsite visits) after reviewing evidence and coming to consensus on their ratings. The FSI's ratings are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding".

As part of the performance results evaluation, progress is measured and reported toward the State performance targets, the GPRA measures, and the MEP MPOs to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Questions that will be answered by <u>outcome</u> data follow.

- ✓ What percentage of students (PFS & non-PFS) participating in extended day or summer supplemental language arts instructional services demonstrated growth on a local, culturally responsive language arts assessment?
- ✓ What percentage of students (PFS & non-PFS) participating in extended day or summer supplemental math instructional services demonstrated growth on a local, culturally responsive math assessment?
- ✓ What percentage of preschool migratory children receiving MEP services increased their school readiness skills between pre/post-testing on a development skills assessment?
- ✓ What percentage of migratory OSY receiving instructional and/or support services reported that the services they received helped them achieve their goals?
- ✓ What percentage of migratory students/dropouts receiving MEP instructional and/or support services reported that the services helped them meet their graduation requirements?
- ✓ What percentage of migratory students attending college and career readiness events indicated that the information they received helped them learn about options after high school?
- ✓ What percentage of migratory children and youth (PFS and non-PFS) received MEP-funded support services?

- ✓ What percentage of migrant staff participating in PD related to trauma-informed care and social-emotional learning/mental health reported utilizing the strategies when providing services to migratory children and youth.?
- ✓ What percentage of migrant staff participating in MEP-funded PD reported that they used the evidence-based, culturally relevant and responsive strategies when providing services to migratory children and youth?
- ✓ What percentage of migratory parents/family members indicated that they are better able to support and advocate for their child's learning?

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator (META Associates) in collaboration with Oregon MEP staff. These activities 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, the individual or agency responsible, and the source of the data.

Data element	Who collects?	How collected?	When Collected?
Parent activities provided by ODE/OMESC/ local projects	OMESC, ODE, Regional staff	OMESC/ODE records and FSI	Program year end
Professional development provided by ODE/ OMESC/local projects	OMESC, ODE, Regional staff	OMESC/ODE records and FSI	Program year end
Performance period migratory student counts for each project: number eligible PFS/non-PFS, number served PFS/non-PFS	Regional staff	OMSIS	Program year end
Support services provided to migratory students during the performance period and the number of students receiving each (i.e., transportation, instructional supplies, interpretations)	Regional staff	OMSIS	Program year end
Instructional services provided to migratory students during the performance period and the number of students receiving each (i.e., math instruction, reading instruction, credit accrual)	Regional staff	OMSIS	Program year end
Number of migratory students served during the regular year, number of PFS migratory students served during the regular year, and number of PFS migratory students served during the summer (by grade level)	Regional staff	OMSIS	Program year end
Level of implementation of the strategies	MEP staff	FSI	Program year end

Language Arts MPO	Who collects?	How collected?	When collected?
MPO 1A: By the end of the 2021-22 performance period, 85% of migratory students participating in MEP extended day or summer language arts instructional services will demonstrate growth on a local, culturally responsive language arts assessment.	Program coordinators	Form 1: Assessment Tracking Form	Program year end

Mathematics MPO	Who collects?	How collected?	When collected?
MPO 2A: By the end of the 2021-22 performance period, 85% of migratory students participating in MEP extended day or summer math instructional services will demonstrate growth on a local, culturally responsive math assessment.	Program coordinators	Form 1: Assessment Tracking Form	Program year end

School Readiness MPO	Who collects?	How collected?	When collected?
MPO 3A: By the end of the 2021-22 performance period, 85% of preschool migratory children receiving MEP services will increase their developmental skills between pre- and post-test as measured by a valid and reliable developmental skills assessment.	Program coordinators	Pre/Post Milestones Tool (Service Log)	Program year end

HS Graduation/Services to OSY MPOs	Who collects?	How collected?	When collected?
MPO 4A: By the end of the 2021-22 performance period, 80% of migratory OSY receiving supplemental instructional and/or support services will report that the services they received helped them achieve their goals.	Regional staff distribute survey or link/ QR code to OSY	Form 2: Student/ OSY Survey	Program year end
MPO 4B: By the end of the 2021-22 performance period, 80% of students/dropouts receiving supplemental instructional and/or support services will report that the services they received helped them meet their graduation requirements.	Regional staff distribute survey or link/ QR code to students/ dropouts	Form 2: Student/ OSY Survey	Program year end
MPO 4c: By the end of the 2021-22 performance period, 80% of migratory students attending college and career readiness events will indicate the information they received helped them learn about options after high school.	Regional staff distribute survey or link/ QR code to students	Form 2: Student/ OSY Survey	Program year end

Support Services MPOs	Who collects?	How collected?	When collected?
MPO 5A: By the end of the 2021-22 performance period, 65% of migratory children and youth will receive MEP support services.	ODE	CSPR Data Check Sheet	Program year end

Support Services MPOs	Who collects?	How collected?	When collected?
MPO 5B: By the end of the 2021-22 performance period, 80% of migrant staff that participated in PD related to trauma-informed care and social-emotional learning/mental health will utilize the strategies when providing services to migratory children and youth.	Regional staff distribute link/QR code to staff	Form 3: MEP Staff Survey	Program year end
MPO 5C: By the end of the 2021-22 performance period, 80% of migrant staff who participated in MEP-funded PD will indicate that they used the evidence-based, culturally relevant and responsive strategies when providing services to address the unique needs of migratory children and youth	Regional staff distribute link/QR code to staff	Form 3: MEP Staff Survey	Program year end
MPO 5D: By the end of the 2021-22 performance period 80% of migratory parents who received MEP services will indicate they are better able to support and advocate for their child's learning.	Regional staff distribute surveys (or link/QR code to online survey) to parents	Form 4: Parent Survey	Program year end

Data on migratory students and services will be collected by the State from each of its local projects and regional service centers. Data sources include student assessment results (State ELA and Math Assessments, local reading and math assessments, school readiness assessment; OMSIS; and migrant staff and migratory parents.

Data analysis procedures to be used will include descriptive statistics (e.g., means, frequencies, t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement. For all services, the progress monitoring plan calls for the collection of data on student participation, coordination activities (including inter/intrastate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, program strengths, and areas needing improvement.

Interpreting and Using Evaluation Results

The Oregon MEP supports local projects and regional service centers in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support PD activities among Oregon MEP staff during regional meetings and statewide workshops;
- providing opportunities for projects 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 MEP application asking projects to discuss how evaluation results will be used for program improvement purposes;

- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;
- sharing information among projects 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 projects to use evaluation results to make mid-course corrections and improve MEP services.

Written Evaluation Report

To comply with federal guidelines, the Oregon MEP will perform an annual performance results evaluation in order to inform SEA decision-making and prepare a written evaluation report that contains implementation and performance results data. 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 migratory students are being met by the Oregon MEP.

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating the Oregon MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators have responsibility for:

- creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- collecting and analyzing evaluation data; and
- preparing evaluation reports to determine the extent to which progress was made and objectives were met.

The evaluators will collect and report formative and summative evaluation data to determine the level of implementation of the service delivery strategies contained in the SDP; and determine the extent to which progress was made toward State Performance Goals 1 and 5, the Oregon MEP MPOs, and the GPRA measures.

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to begin the process of identifying ways to implement the service delivery strategies in this SDP and identified resources needed to operationalize the strategies (e.g., staffing, funding, materials). Local projects and regional service centers have flexibility to determine activities from within the options provided to implement the strategies in the SDP and achieve the MPOs.

Language Arts Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 1-1a: Coordinate/ provide grade-level, culturally relevant supplemental instructional services in literacy/ language arts for migratory students. **Strategy 1-1b:** Actively inform staff who work with migratory students of which migratory students are identified as PFS and/or newcomers and communicate how best to support these students.	--Collaborate and coordinate with stakeholders including school staff and community partners to provide culturally relevant opportunities for migratory students to succeed in reading. --Connect ELA instruction to students' home language and culture to promote transferrable literacy and linguistic skills. --Connect with regular school offerings for online options for help with reading and language arts, in order to capitalize on students' familiarity with these programs. --Connect with the Coordinator Promise Program to learn about the Biliteracy Seal. --Coordinate with Title III staff to best identify and serve migratory ELs. --Integrated STEAM reading and language arts. --Progress measured both cumulatively and formatively through comprehension checks, student-created products, questioning and pre- and post-assessments. --Provide meaningful communication on a regular basis to staff about migratory PFS and/or migratory newcomers. --Provide pre-GED services to migratory students, OSY and parents (e.g., INEA). --Provide preK-12 ELA instructional services delivered by highly qualified staff in either a virtual or in-person format. --Provide student support to construct meaning and build academic vocabulary through the access of background knowledge. --Provide technological support, access, and training.	• Bilingual classroom libraries • Binational Migrant Education Initiative • Binational teachers • Books • Café Reading • Curriculum with pre/post assessments • EdReady • Highlight magazines • Highly qualified teachers & assistants • Literacy materials • Materials/supplies • MobyMax • PFS student lists • PLC collaboration • Reading and math specialists • Reading standards • Self-assessment rubric • STRIDE Academy • Support staff • Technology • Transportation • Volunteers

Mathematics Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 2-1a: Coordinate/ provide grade-level, culturally relevant supplemental instructional services in math for migratory students. **Strategy 2-1b:** Actively inform staff who work with migratory students of which migratory students are identified as PFS and/or newcomers and communicate how best to support these students.	--Collaborate with volunteers (e.g., students, parents, community members) to provide math support to students. --Consistently track student data and adjust accordingly. --Create extended learning opportunities (e.g., community partnerships). --Depending on regional context, select and implement a type of supplemental support/ summer school (i.e., virtual, brick & mortar, hybrid). --Identify, assess, and implement supplemental diagnostic online math resources to enhance math instruction (e.g., Khan Academy, Stride, Gooru Navigator, Hippo Campus, K-12, EdReady). --Incorporate strategies from home countries of ways to problem solve. --Integrate and connect to hands-on opportunities such as STEAM. --Maintain the PFS living list by region. --Prioritize services to students with PFS. --Provide and/or collaborate with other agencies to provide resources to migratory students and help them access services. --Use data to inform supplemental services. --Use State and local math assessments (observation, common formative assessment) and parent input to inform services to migratory students. --Utilize math specialists to enhance supplemental math services. --Where possible, hire bilingual, bicultural math staff with grade-level focus.	• Binational Migrant Education Initiative • Binational teachers • Books/materials • Curriculum with pre/ post assessments • EdReady • Highly qualified teachers & assistants • Materials/supplies • Math manipulatives • Math specialists • Math standards • MobyMax • PFS student lists • PLC collaboration • Self-assessment rubric • STRIDE Academy • Support staff • Technology • Transportation • Volunteers

School Readiness Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 3-1a: Use the State-developed MEP PK Assessment with all 3-5-year-old migratory children (not in kindergarten). **Strategy 3-1b:** Coordinate/ provide targeted supplemental instructional services to migratory preschool-aged children based on the results of a PK Assessment (e.g., the MEP PK Assessment). **Strategy 3-1c:** Coordinate/ collaborate with preschool programs to facilitate enrollment of migratory children ages 3-5 (not in kindergarten).	--Assess children's developmental skills using the State-developed MEP PK assessment tool. --Coordinate direct services to migratory preschool children through home-based, evening, summer school, after school, field trips, full-day preschools, and online formats. --Coordinate with local libraries, Early Learning Hubs, migrant preschools, and others to provide direct services. --Increase resources and funding, when possible, where there are additional needs. --Provide services and resources to PK children including personal referrals to preschool, OCDC, and other PK programs, and assistance in navigating those systems. --Utilize MEP preschool specialists to provide instruction to preschool children (e.g., home-based, center-based, regular-year, summer school).	• Age-appropriate supplies for regular year and summer traveling kits • Continuation of the regular and summer school grant • Family Engagement Specialists • Funding for traveling educators • Increased funding • OR MEP PK Assessment • PI CIG resources • Reliable and consistent skills checklists • Traveling kits • Volunteers

HS Graduation/Services to OSY Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 4-1: Coordinate/ provide instructional and/or support and wrap around services to migratory OSY/ dropouts.	--Connect OSY to resources, training, and available services, and support them in navigating the social services in the community. --Coordinate with other programs and/or local community programs to pull-in students who have dropped out/off track to graduation. --Coordinate with partner agencies in providing career, technical education information and/or training in order to join the workforce. --Develop networks and coordinate with other programs and/or local community programs such as GED programs; non-profit agencies (e.g., resources, housing, health, Central Cultural, Adelante Mujeres); Career and Technical Education (CTE) programs, Job Corps; WorkForce Development; Youth Development Division (YDD); teen parent programs; Oregon Health Authority County Contact-Social Service supports.	• 4H Camps • AVID • Binational Migrant Education Initiative/ binational teachers • Career programs • Counselors • CTE programs • Girl Scouts • Graduation Specialist • International conference • iSOSY materials • Mentor program • Risk/dropout prevention academic interventions • Social service agencies

Strategies	Ideas for Strategy Implementation	Resources Needed
	--Provide culturally relevant online opportunities for credit accrual. --Provide services in students' native languages. --Utilize Oregon MEP resources specifically for migratory OSY based on academic needs (e.g., conversational English, basic technology skills).	
Strategy 4-2a: Coordinate/ provide evidence-based, culturally relevant academic and support services for secondary-aged migratory students and OSY to meet graduation requirements and promote college and career readiness. **Strategy 4-2b:** Coordinate/ develop K-12, post-secondary, and community networks to provide mentors and/or advisors for migratory students to promote college and career readiness. **Strategy 4-2c:** Identify and/or address migratory OSY, secondary student, and family needs to support strong family and school relations relating to graduation, college and career readiness, and career pathways.	--Conduct college visits, career fairs, career visits, college admission workshops, financial aid workshops, scholarship information, leadership opportunities, Cesar Chavez conference, OMLI, MSC, Todos Juntos, CAMP. --Coordinate with other programs and/or local community programs for transitions between middle to high school (e.g., Boys and Girls Club, OSU extension, Juntos Project). --Implement retention strategies to keep students on track for graduation. --Provide culturally relevant online opportunities for credit accrual. --Provide evidence-based, extended day, online, summer, and other supplemental services and learning opportunities for migratory students. --Provide mentoring to OSY and secondary students. --Provide programs that focus on secondary students that are research-based. --Support migratory students, especially those who need additional support (PFS being priority).	• 4H Camps • AVID • Binational Migrant Education Initiative/ binational teachers • College/career programs • Contact list for Oregon schools and universities • Counselors • CTE programs • Girl Scouts • Graduation Specialist • International conference • iSOSY materials • Leadership opportunities (OMLI, CELC, middle school camps) • List of evidence-based or research-based programs proven to work with migratory students • Mentor program • One-to-one technology initiatives • Onward Bounds • Outdoor schools • Paths to Scholarships • Programs at colleges and a contact person(s) • Risk/dropout prevention academic interventions • Social service agencies • Student leadership institute

Non-Instructional Support Services Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 5-1a: Coordinate/ provide migratory children and youth with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement. **Strategy 5-1b:** Provide evidence-based culturally relevant and responsive transition models to help migratory students move from one education level to another (e.g., preschool to kindergarten, elementary to middle school, middle school to high school).	--Connect families to community resources. --Provide interpretation/translation services, childcare, and transportation. --Provide migratory students with instructional supplies and materials.	• Directory of social and wellness agencies • Directory of local food banks • School supplies, books, materials, calculators, laptops, hot spots • Transportation • Translation/interpretation services • Transition models • Elementary, middle school, and high school counselors/staff
Strategy 5-2: Coordinate/ provide professional development on trauma-Informed care and social-emotional learning/mental health to migrant staff who work with migratory children and youth.	--Partner with Early Learning HUB/other early learning agencies. --Provide PD focused on SEL, trauma-informed care, mental health, and resources for migratory pre-k children and their families.	• Counselors • SEL/mental health professional development • List of community resources and agencies • Local resource packets • Materials/supplies • Mental health agency staff • Presenters • Translation services • Venues
Strategy 5-3: Coordinate/ provide evidence-based professional development to migrant staff on culturally relevant and responsive MEP services for migratory children and youth (e.g., language arts, mathematics, school readiness, high school graduation requirements, college and career readiness).	--Agree upon and clearly articulate what culturally responsiveness and best practices are. Share, inform and promote these definitions with the general educational staff at large --Actively seek out best practices for equity and how to apply them in the most ethical fashion. --Create structures that promote collaboration and sharing of best practices. --Create videos to share during staff development to support schools to do the best for all their students. --Implement PLCs. --Learn about the unique needs of migratory families to learn the realities and challenges that migratory families have.	• Access to district PD for migrant staff • Aligned PD • CIG resources (PI/I2MAPCT) • Courageous Conversations on Race, anti-bias training, Critical Pedagogy Principles • Critical Theory • Data: student academic and demographic data • Dedicated time for PD, PLC's • Facilities: meeting and PD space • Knowledgeable and energizing presenters • Mapping of statewide capacity of PK program • Materials: resources/ funding, consumables

Strategies	Ideas for Strategy Implementation	Resources Needed
	--Provide information on resources while in quarantine and the worker relief funds. --Provide language-rich, culturally relevant and responsive PD addressing ELA, mathematics, school readiness that includes differentiated teaching strategies. --Provide language-rich, culturally relevant and responsive PD to MEP staff serving secondary-aged migratory students/youth that includes differentiated teaching strategies. --Provide MEP staff opportunities for online continuing education and learning modules. --Provide onboarding for MEP staff on the MEP. Offer similar training to regular staff through forums such as SafeSchools and conferences. --Provide PD on sheltered instruction and scaffolded second language instruction that builds on the structure of first languages and makes the most of cross-linguistic connections. --Provide PD to all summer migrant program staff about the MEP and the migratory lifestyle. --Provide PD to PK MEP staff and leadership on the appropriate administration of the PK assessment.	• PD providers • Targeted PD • Technology: projector, hardware, software, internet access, printer • Time to participate in PD
Strategy 5-4: Coordinate/ provide relevant, evidence-based practices, technology literacy, tools, resources, and information to migratory parents about ways to support and advocate for their child(ren) during forums such as PAC meetings, family engagement events, and one-to-one communications.	--Create videos (YouTube, Zoom, etc.) for parents on how to support their children's learning. --Provide guidance/education about how to use supplies provided. --Provide information/training on technology literacy, tools, and resources. --Provide parent engagement opportunities for the purpose of being informed about instructional strategies and culturally relevant application of mathematics. --Provide parent training on topics such as appropriate components of the developmental stages of their children, referrals, safety, mental health for children, technology, Zoom, e-mail. --Provide parents with virtual and/or in-person access to multiple	• Access to technology • Bilingual classroom libraries • Café Reading • Childcare • EdReady • Family Engagement Specialists • Food • Highlight magazines • Interpreters/translation services • Knowledgeable presenters • Literacy materials • Materials • Math manipulatives • Math materials • Math specialists • Meeting space • MobyMax • Online programs

Strategies	Ideas for Strategy Implementation	Resources Needed
	language resources, trainings, and opportunities. --Provide parents with weekly updates about the MEP. --Provide training to parents to access and practice skills to support their child in ELA, including in technological formats, via parent events during evenings and summer. --Recognize and promote the individual assets migratory parents bring and support their application during CDL. Equip parents to actively engage in their children's learning. --Use different systems for communication such as SMORE and/or the app from Ontario.	• Parent survey • Reading and math specialists • STRIDE Academy • Support staff

Logic Model

The Logic Model on the following page is a visual representation of the intent of the Oregon MEP. The logic model provides the foundation for assessing the effectiveness and progress of the Oregon MEP, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the Oregon MEP.

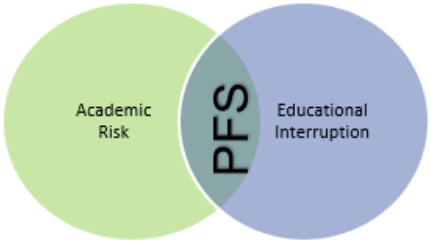
Oregon Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
Systems: -MEP allocation -MEP staff (ODE, OMESC, ESD, local) -State CNA, SDP -Intrastate coordination -Interstate coordination -State MEP initiatives -Collaborators (e.g., other State/federal programs, community agencies, institutions of higher education [IHEs]) **Information:** -PFS determinations -Student records -Demographic data -Assessment data (State and local) -Graduation rates -OMSIS data -MSIX data -Needs assessment data -Evaluation data (results and implementation) **Materials:** -Technology -Evidence-based curriculum -College awareness and HSE/GED materials -Family engagement materials -Professional development materials	**Student services:** -Supplemental instructional services (e.g., literacy/ language, mathematics, school readiness, summer programs, home- or site-based, virtual/hybrid) -Secondary-aged student services (e.g., credit accrual and recovery, leadership activities, college and career readiness activities) -Technology support at home and school -Support services (e.g., dental, medical, mental health, transportation, advocacy) **Family services:** -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Group (Statewide and local) **Staff training:** -MEP staff professional development **Programming** -Continuous Improvement Cycle -SEA monitoring/technical assistance -Identification and recruitment	**Student outputs:** -Participation in MEP supplemental literacy/ language and mathematics instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Enrollment in pre-K programs and school readiness instruction provided -Health screenings completed -Collaborators provide services to migratory students **Family outputs:** -Participation in family engagement and literacy activities **Staff outputs:** -Participation in staff training -Use of evidence-based curriculum and instructional strategies **Programmatic outputs:** -Migratory children identified and recruited -Continuous Improvement Cycle implemented -Programs monitored and receiving technical assistance and support	**Student outcomes:** -Increased number of students receiving MEP services and/or receiving services from other programs for which they are eligible -Increased student language and mathematics skills -More secondary-aged students obtaining high school credits -MEP staff develop relationships with migratory students -Support services help reduce barriers to success in school **Family outcomes:** -Families involved in supporting their children's education -Parents understand and access the services available -Family emergent needs addressed through advocacy **Staff outcomes:** -MEP staff trained -MEP staff have increased knowledge and use of evidence-based strategies to support migratory students **Programmatic outputs:** -Improved ID&R -Evaluation results used to inform programming and services	**Student outcomes:** -Interim performance targets met on the OSAS -Increased percentage of students completing Algebra I by the 11th grade -Increased percentage of students in grades 7-11 that are promoted to the next grade level -Increased percentage of students graduating from high school -Increased academic achievement (reading and math skills, school readiness) -Increased participation in services (school readiness, instructional, support) -Increased student/OSY awareness about credit accrual options **Family outcomes:** -Increased parent skills for supporting their children's education **Staff outcomes:** -Increased MEP staff skills for supporting migratory students **Programmatic outcomes:** -MEP services found effective through the evaluation sustained	**Student outcomes:** -Increased percentage of migratory students scoring proficient or above on the OSAS -Increased number of migratory children entering kindergarten ready for school -Increased high school graduation rates -Decreased number of dropouts -Increased percentage of migratory students that enter and succeed in postsecondary education -Increased percentage of migratory students with the 21st Century skills to be successful in postsecondary education and careers **Family outcomes:** -Advocacy and self-efficiency in the educational environment **Staff outcomes:** -Increased capacity of staff to advocate on behalf of migratory students

Migratory Children Identified to Receive Priority for Services (PFS)

In accordance with the ESEA [Section 1304(d)], MEPs must give PFS to migratory children who meet the following definition:

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 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.



Oregon identifies PFS as students who meet the qualifying criteria below.

1. Student has a ***Qualifying Move*** within the previous 1-year from the ***Enroll/Out-of-school (OOS) Date***;

AND

2. Student has not met ***either*** Reading **OR** Math State Assessments (SBAC)

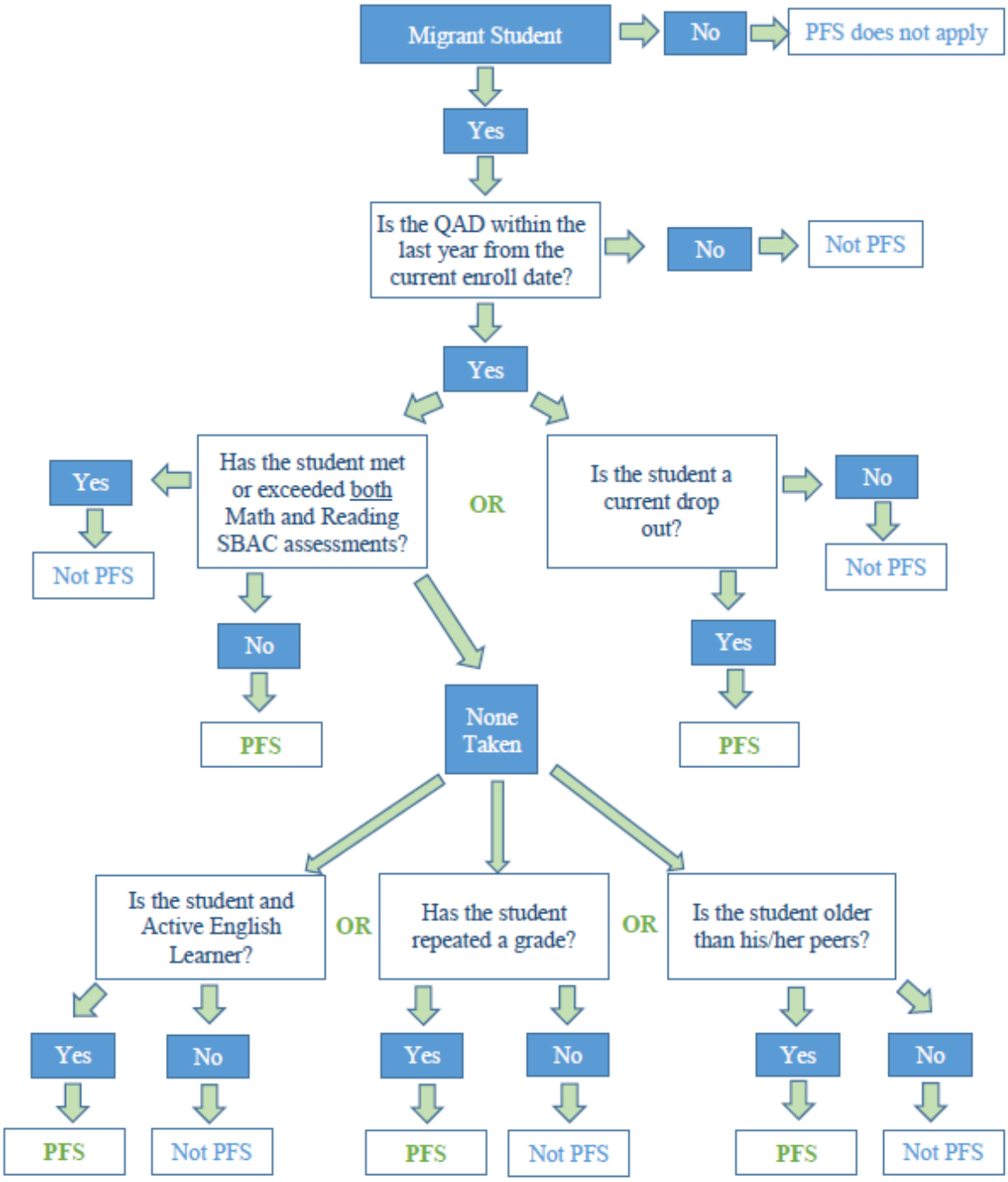
OR

Student has 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 English learner program;
2. Having repeated a grade; **OR**
3. Being older than their school peers

The ESDs and districts 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. OMESC sends out lists of students with PFS who qualify for funding once a year to assist ESDs and districts with the process. The living PFS list ensures that the Oregon MEP focuses their services on their PFS students. The flow chart on the following page is used by the Oregon MEP to ensure they are appropriately calculating PFS for migratory students under ESSA.



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

Identification and Recruitment Plan

The ID&R of eligible migratory children is key to the MEP. “Identification” is the process of determining the location and presence of migratory children. “Recruitment” is defined as making contact with migratory 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).

Children are eligible to receive MEP services if they meet the federal definition of “migratory child” and if the basis for their eligibility is properly recorded on a COE. Determining whether a child meets this definition occurs during an interview with the person responsible for the child, or of the youth, in cases where the youth moves on his or her own. Certification of eligibility depends on the recruiter’s assessment determination of key eligibility information that is followed by certification by staff authorized by the State that the recruiter’s determination is correct.

MEP recruiters are responsible for local ID&R and enrollment of migratory students. Recruiters find, identify, and enroll migratory students; confirm their eligibility; and conduct ongoing data checks designed for quality control. The LEA is responsible for maintaining accurate records and data entry to MOSIS.

The Oregon MEP articulates its ID&R plan through the Recruiter Handbook designed for local and regional recruiters. Local grantees are obligated to follow the requirements established in the Handbook 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 Recruiter Handbook reflects the statutory requirements of ESSA as well as the non-regulatory guidance and the Code of Federal Regulations (CFR) issued by OME.

The Oregon 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 provide training and support for statewide ID&R efforts and review all COEs and oversees the annual re-interview process.
- OMESC staff develop and oversee 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 ID&R 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.

Regulatory Requirements for ID&R Quality Controls

34 CFR § 200.89(d): An SEA must establish and implement a system of quality controls for the proper ID&R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components.

1. Training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP.
2. Supervision and annual review and evaluation of the ID&R practices of individual recruiters.
3. A formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs.
4. An examination of each COE by qualified individuals at the SEA or LOA level to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services.
5. A process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing.
6. Documentation that supports the SEA's implementation of this quality-control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so.
7. A process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal State audit findings and recommendations or monitoring or audit findings of the Secretary.

Parent Engagement Plan

Structures to Support Migratory Parents

Parent and family engagement is a cornerstone of the MEP, and the ODE supports statewide and local opportunities to increase formal and informal parent involvement through its LEAs. Title I supports parent involvement by enlisting parents to help their children do well in school. In compliance with federal requirements, the Oregon MEP requires that LEAs receiving MEP funds consult with parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the local MEP. The State and LEAs are required to establish and consult with PACs in planning, operating, and evaluating MEPs [ESEA Sec. 1304(c)(3)].

The Oregon MEP has an active State MEP PAC. The Oregon MEP, through the OMESC, coordinates activities with the State PAC. The Oregon MEP and migratory parents jointly develop the plan for coordination with the Oregon Migrant State PAC. The State PAC is an advisory group composed of 24 members, with the majority being parents of migratory children. The role of the State PAC is to advise ODE in planning, implementing, and evaluating the State program design to meet the educational needs of migratory children. In advising ODE, the State PAC is invited to comment and make recommendations that are forwarded to the State MEP Director for appropriate action regarding:

- the Oregon Migrant State Plan;
- programs and services offered to migratory children;
- the evaluation of the State migrant programs;
- the quantity and quality of parent involvement; and
- other items that may be appropriate to the role of the State PAC.

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.

Federal guidance defines parent engagement as the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities. These include ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. [Section 9101(32), ESEA]

Some opportunities for program planning in which parents are involved occur through involvement in the CNA and SDP process, participating in the annual MEP evaluation, and participating in local and State PACs. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs highlighting students' educational success. Parents know their children best and can offer insight into their children's strengths and challenges, thereby playing a pivotal role in planning the educational programs in which their children participate. These activities help to build parents' capacity to assist with learning in the home. Through

their participation in the planning process, migratory parents are more likely to become advocates and supporters of the MEP by having knowledge of the program and a greater stake in its success.

Parent Resources

The Oregon MEP offers information and resources for parents for parents on the OMESC website. By accessing this website, migratory parents have access to educational resources, resources to support distance learning, resources about social and emotional wellness, and resources for indigenous languages.

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Exchange of Student Records

Statewide MEP Data Collection and Reporting System

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

OMSIS provides a user-friendly, statewide, web-based application that allows accessibility to authorized users with a valid username and password. The OMSIS application provides real-time student-level data. OMSIS maintains the necessary information on migratory 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 for daily transfer to the national Migrant Student Information Exchange (MSIX) system as mentioned in Section 1308 (b)(1).

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 migratory families. They are kept well informed of the latest eligibility rulings. The Data Specialist also serves as the liaison between OMESC and district recruiters.

Migrant Student Records Exchange (MSIX)

To achieve the goal of facilitating the transfer of education records between states and districts in those states to which migratory children move, Section 1308(b)(1) of the ESEA, as amended, requires the Secretary to "assist states in the electronic transfer of student records and in determining the number of migratory children in each state". Furthermore, Section 1308(b)(2) requires the Secretary, in consultation with the states to "ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students eligible under this part."

Established and administered by a contract with the U.S. Department of Education, MSIX is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

The Oregon MEP and staff involved in school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP have direct access to MSIX. MSIX produces a single "consolidated record" for each migratory child that contains information from each state in which the child was ever enrolled. Upon enrollment in the MEP and/or a change of residence to a new district or state, service providers review the consolidated record for relevant information related to school enrollment, grade and course placements, accrual of high school credits, and participation in the MEP. Contacts from previous enrollments are used if further information is needed.

Oregon is operational in MSIX with OMSIS interfacing successfully to allow the State to complete reports based on inter/intrastate student records. Oregon is able to provide student data, as required, for

the CSPR and to meet other federal/State data requirements. Systems are in place to ensure protection of student information based on the Family Education Rights and Privacy Act (FERPA). Ongoing training is provided to MEP staff on all of these systems.

A key feature of MSIX is the Student Move Alert sent via email. MSIX move alerts contain the following information: MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state, and contact information of the individual sending the alert; and additional comments, if provided. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children/youth coming into the recruitment region. If recruiters receive an MSIX Student Move Alert, they should contact the sender for additional information that would assist them in identifying the family.

Oregon MEP staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff is strongly encouraged to provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the "receiving" program. Staff must be cautious not to enter personally identifiable information (PII) in email messages.

Use of the MSIX Consolidated Record should be fully integrated into the process of enrolling a student in school and in the MEP, appropriately placing that student, and for secondary students, ensuring the student's ability to accrue credits toward high school graduation. The MSIX record is a critical link in exchanging student information across school districts and states to facilitate the ID&R of MEP-eligible students and to enable students to experience continued educational progress. The following procedures should be undertaken by recruiters in utilizing the MSIX record.

- Use the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student's eligibility for the MEP.
- Verify the student's demographic information including the spelling of the student's name, birthplace, and birth date to ascertain if there are any discrepancies between the COE completed, OMSIS, and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.

ESD staff, MEP local administrators, recruiters, parent liaisons, and data entry specialists should make every effort to inform migratory parents/guardians about MSIX and its potential benefits to students. Parents/guardians may be interested, for example, in viewing their child's MSIX Consolidated Student Record and actively using the information it contains when enrolling their child in the next school to assist with grade placement, credit accrual, and to document immunizations and other health information. If a parent/guardian, or a youth himself/herself, recognizes any incorrect or incomplete information in the record, project staff must research the request for change or correction as soon as possible, but no later than 30 days. As soon as a decision is made, project staff should notify the parent/guardian/youth of the outcome and submit any needed data updates to OMSIS/MSIX within four days.

Implementation and Accountability in Local Programs

Communication with Local MEPs about the SDP

The Oregon MEP will provide training to "roll-out" the new SDP to MEP staff, parents, and the community through a series of trainings and meetings. Full implementation of the SDP will begin in the fall of 2021 to follow the work that has been done to align Oregon MEP systems (i.e., the Oregon MEP application, sub-allocation process, the evaluation systems) to the new SDP. The new SDP will be communicated to MEP staff, migratory parents, and other stakeholders through:

- disseminating and discussing the SDP during MEP meetings;
- translating key sections of the SDP into Spanish;
- providing copies of the translated SDP to 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; and
- placing a copy of the SDP report on the Oregon MEP website.

Professional Development and Technical Assistance

The Oregon MEP provides extensive professional development to prepare MEP staff with strategies and skills to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. Local and regional trainings are provided to help teachers learn strategies needed to implement the SDP, with an emphasis on language arts and mathematics, early learning, high school graduation, completion of a high school equivalency diploma, and college and career readiness.

Professional development is part of this SDP and an expectation for local programs and regional service centers. State objectives supporting the professional development of Oregon MEP staff include:

- collaboration with IHEs and other agencies to ensure educators have the preparation and background to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- networks of services providers and educational entities to provide effective practices for highly mobile secondary-aged students; and
- creation of a professional development framework to support sustained, ongoing, instructional improvement.

Within this framework, the Oregon MEP and its LEAs offer and/or participate in professional development activities such as:

- State and regional trainings on ID&R, services, and data collection and reporting;
- Migrant Coordinators' Meetings;
- CNA and SDP Committee meetings;
- ID&R meetings for recruiters and project administrators;
- statewide and regional migrant PAC meetings; and
- Annual MEP Directors' Meetings and New Directors' Orientation at the U.S. Department of Education.

The Oregon MEP ensures that MEP staff and school personnel that work with migratory children have access to local, State, and national professional development resources and opportunities. Following are examples of national resources for professional development.

- The MEP RESULTS Website provides information on legislation and policy, tools and curriculum, a resource library, recent updates about the MEP, information on State MEP Directors, and articles written about the MEP.
- The Interstate Migrant Education Council's (IMEC's) mission is to advocate policies that ensure the highest quality education and other needed services for migratory children. The IMEC Website provides a number of resources on best practices, policy and advocacy, and programs and studies.
- The What Works Clearinghouse (WWC) Website reports on effective educational programs, practices, and products.
- The Migrant Services Directory: Organizations and Resources provides summaries and contact information for major Federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population.
- Instructional Services for Out-of-School and Secondary Youth (iSOSY) is a Consortium Incentive Grant (CIG) funded by OME at the U.S. Department of Education (USDE) to build capacity in States with the growing secondary-aged migratory OSY youth population.
- The Migrant Literacy NET is a website of resources for migratory students and parents developed by the Migrant Parent Empowerment Consortium (MPEC) CIG to increase migratory children's literacy skills.
- The Identification and Recruitment Consortium (IDRC) is a CIG designed to assist states in conducting effective ID&R.
- The Inspire and Innovate: the Migratory Parent Action Coalition (I^2MPACT) CIG established to increase parent engagement and empowerment through an expanded understanding of parent involvement and enhanced parent involvement activities.
- The National Association of State Directors of Migrant Education (NASDME) offers its annual National Migrant Education Conference held in the spring. Oregon typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, ID&R, and program administration.
- The National Center for Families Learning (NCFL) offers information and materials on migrant family literacy.
- The U.S. Department of Education's Office of English Language Acquisition (OELA) provides a Summit for ELs with a strand and sessions for migrant education.
- Colorín Colorado is a bilingual site for families and educators of ELs.
- The High School Equivalency Program (HEP) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of higher education (IHE). The funding supports completion of the first year of studies.
- The Handbook for Educators Working with Children of Mexican Origin provides support to educators working with children of Mexican origin.

Examples of State and regional PD resources that Oregon shares among local projects follow.

- The ODE website provides information for teachers, parents and family.
- The ODE MEP website and the OMESC website provide information and resources for MEP staff and others wanting to learn about the Oregon MEP.

The Oregon MEP intends to build staff capacity to provide services as specified in the SDP by providing MEP-created tools and support related to the rubrics, surveys, evaluation tools, and assessments. The Oregon MEP intends to support and maintain PD for statewide MEP staff through the coordination of

statewide MEP meetings, trainings, and PD activities, as well as provide 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.

State Monitoring Process and Timelines

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 migratory 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.

During monitoring, LEAs address questions about general issues, private school involvement, ID&R, needs assessment, PFS, and continuity of instruction. The Migrant Specialist at ODE monitors the programs of participating districts and ESDs every two to three years. Detailed information and numerous resources projects can use to prepare for monitoring are found on the ODE MEP website.

The goals of the MEP onsite monitoring visit are to examine compliance and programmatic issues based on the federal statute and regulations; review how LEAs are addressing the needs of migratory students through the MEP; and provide technical assistance for program improvement. The MEP onsite monitoring visit includes preparation prior to the onsite monitoring visit, data verification during the onsite monitoring visit, and follow-up.

Prior to the onsite visit, ODE staff review all data and documentation on file regarding the LEA's migrant program. Any issues or questions that arise are discussed with the LEA prior to the onsite visit. During the visit, ODE verifies documentation provided by the LEA to support compliance with the federal rules and regulations. After the visit, ODE provides a written report to the LEA which serves as official notification of any findings and/or recommendations identified through the monitoring process.

Follow-up by ODE staff to provide technical assistance is available to LEAs identified with findings to ensure compliance issues have been verified and/or assist the LEA in implementing the requirements. Follow-up may be provided via email, phone conversations, or conference calls and any technical assistance requested is provided to ensure compliance of the MEP rules and regulations.

Looking Forward

Oregon began the process of a CNA in 2019 and used the results of that CNA as the basis for this SDP. The systematic service delivery planning process used by the Oregon MEP involved many migrant educators, administrators, and MEP staff representing parents and community members who are knowledgeable about migratory students, programs, and services.

The ODE will prepare for full implementation of the new SDP during the 2021-22 program year by implementing the following activities.

- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools as necessary that measure the degree to which the MPOs have been achieved.
- Conduct a full evaluation of the implementation of the new SDP in 2021-22.
- Develop frameworks for professional development and parent engagement to ensure that training includes general and specific information about the new SDP as well as content to carry out the activities of the SDP.
- Review the sub-grantee application and revise it to align with the new MPOs, strategies, and resources.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting new or revised strategies and MPOs.
- Revisit the Oregon MEP monitoring tool to include accountability for progress made toward meeting the MEP MPOs and other aspects of the new SDP.
- Update the FSI to align to the new strategies and put in place procedures for observing and evaluating the implementation of strategies. This activity will help ensure that the data needed for the implementation evaluation is collected each year to include in an annual evaluation report.
- Revise the SDP on an annual basis based on changing migratory student needs; evaluation results; changes to program activities and/or resources; changes to fiscal resources; or as new statutory requirements, regulations, or non-regulatory guidance become available from OME.

As specified in the guidance found in the MEP CNA Toolkit, the Oregon MEP will revisit its CNA every two to three years (or more frequently if there are substantial changes in migratory student demographics or in program services) to update the data and solution strategies as needed and subsequently update the SDP as part of the Continuous Improvement Cycle.