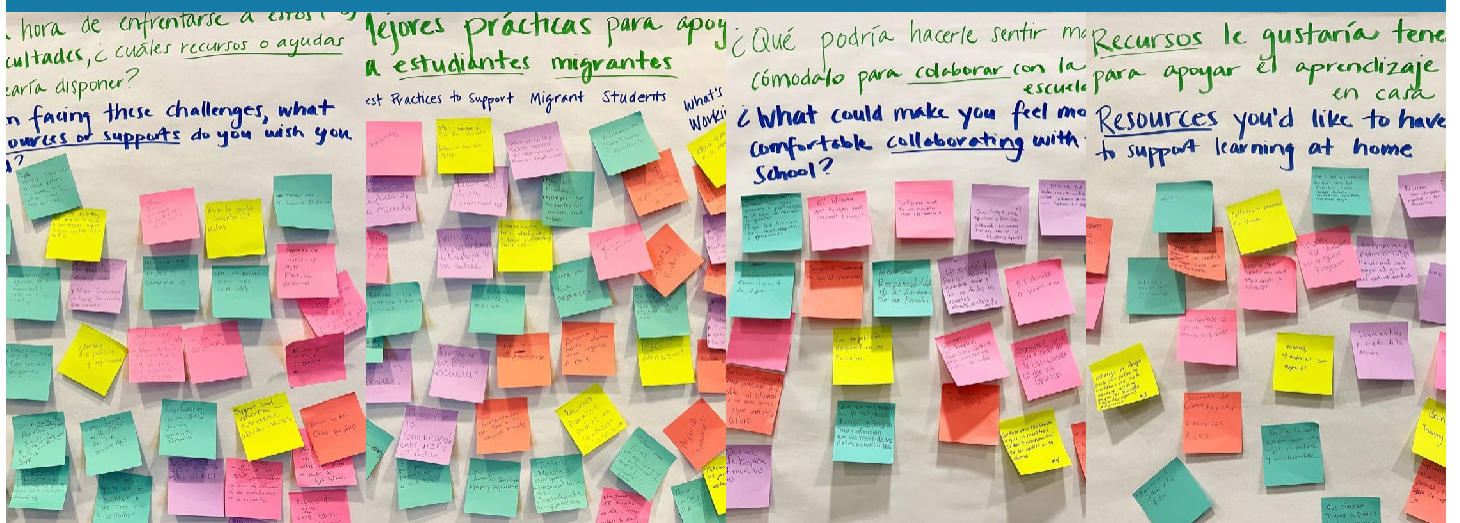


March 2024

OREGON MIGRANT EDUCATION PROGRAM

Comprehensive Needs Assessment



Prepared by



OREGON
DEPARTMENT OF
EDUCATION



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List of Abbreviations

CIC	Continuous Improvement Cycle
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
ED	Department of Education
ESD	Education Service District
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
ESSER III	Elementary and Secondary School Emergency Relief Fund III
FAFSA	Free Application for Federal Student Aid
GED	General Equivalency Diploma
ID&R	Identification and Recruitment
IEP	Individual Education Plan
IHE	Institution of Higher Education
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MME	Multilingual and Migrant Education

MOU	Memorandum of Understanding
MPO	Measurable Program Outcome
NAC	Needs Assessment Committee
ODE	Oregon Department of Education
OME	Office of Migrant Education
OMESC	Oregon Migrant Education Service Center
OMLI	Oregon Migrant Leadership Institute
OMSIS	Oregon Migrant Student Information System
OSY	Out-of-School Youth
PAC	Parent Advisory Committee
PD	Professional Development
PFS	Priority for Service
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering, and Mathematics
SY	School Year

OVERVIEW

Introduction

What are the Migrant Education Program and a Comprehensive Needs Assessment?

Oregon's Migrant Education Program (MEP) is federally funded under Title I, Part C for migrant education. The purpose of the program is to ensure that migratory youth in the state of Oregon have the same opportunity as their non-migratory peers to benefit from a free and public education.¹ The two primary goals of this program are for migratory youth to receive a high-quality education while achieving high academic standards and to graduate with a high school diploma; attaining these goals should position migratory youth for post-secondary success. The Oregon MEP provides supplemental services for migratory youth and their families to create pathways to education. These services are divided into two categories: instructional services and support services; they are supplementary to other federal education programs and operational services already provided by Oregon's school districts.

The Service Delivery Plan (SDP) drives the actions and activities of the MEP. It lays out the goals for the MEP, what steps need to be taken to get there, and how progress will be measured. Prior to the creation of an SDP, a comprehensive needs assessment (CNA) must take place. The CNA is an analysis of current strengths and areas for growth for migratory youth and their families in the state of Oregon. The purpose of the CNA is to provide a concrete picture of the realities of migratory youth and families and to use this information to set goals and create an action plan for the MEP in the coming years.

¹ Oregon Migrant Education Program (n.d.). *Title I-C migrant education*. <https://www.oregon.gov/ode/schools-and-districts/grants/esea/migrant/pages/default.aspx>

Who leads the CNA and how?

A statewide Needs Assessment Committee (NAC), which is composed of key participants in the MEP including students, families, and staff, leads the CNA process. The Oregon NAC (member names found in Appendix A) worked with the Multilingual and Migrant Education (MME) team of the Oregon Department of Education (ODE), and RTI International, an independent nonprofit research institution. These groups worked together to drive the overall design of the statewide MEP based on a thorough analysis of qualitative (descriptive evidence) and quantitative (numerical evidence) data. The NAC followed a defined series of phases set by the federal Office of Migrant Education (OME). These phases help determine areas of focus and need, examine their natures and pinpoint their root causes, and subsequently set priorities for future actions. Over 70 NAC members representing all 19 regions met eight times beginning on June 26, 2023; their final meeting took place on March 11, 2024. Purposes, descriptions, notes, and outcomes of these meetings can be found in Appendix B.

The Oregon NAC centered the need for asset-based language as language can often be used from a deficit-based perspective toward migratory families and youth. It can be interpreted as pointing out what is currently “wrong” with students and their achievements instead of what “can be” with the right services and supports in place. For the continuity with OME, the CNA terms “Concern Statement,” “Need Indicator,” and “Need Statement” are used in the description of the five steps in the Overview section; however, these terms are revised beginning in the [Methodology](#) section to reflect asset-based thinking and planning. Concern Statement is Focus Area Statement; Need Indicator is Growth Indicator; and Need Statement is Growth Statement.



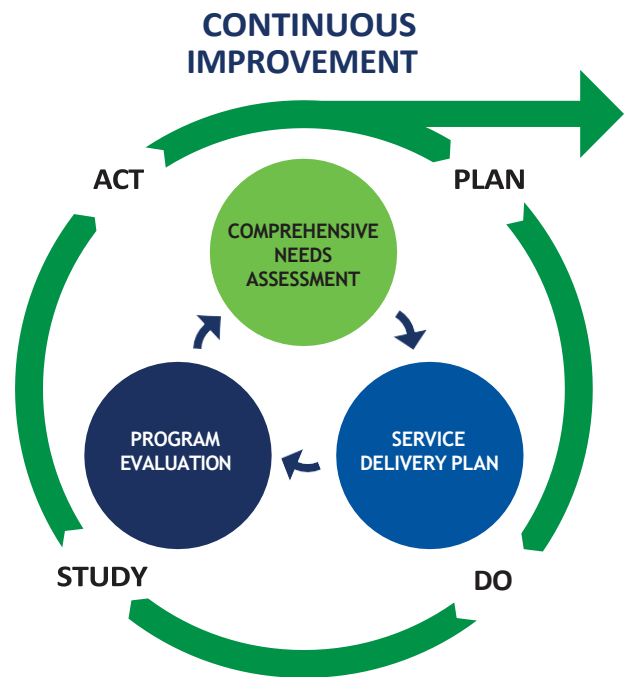
What is the purpose of the CNA and how frequently does it take place?

The purpose of the CNA is to focus on MEP outcomes in Oregon. It presents data and provides analyses of data sources, including qualitative data (focus groups, surveys, interviews, feedback from NAC members) and quantitative data (achievement data, demographic data, service log data). It uses these analyses to set priorities for the MEP and determines how the specific solutions to those priorities will be measured. Most importantly, it leads to actions that will improve MEP programs, services, organizational structure, and/or operations.

All states, including Oregon, perform a CNA once every 3 to 5 years. The last CNA was created in the 2019–2020 school year (SY 2019–20). The objective of the CNA is to improve program results that tend to focus on increasing students' proficiency in language arts and mathematics, improving graduation rates of migratory students, reducing dropout rates of migratory students, and other goals determined by the state. All Oregon MEP instructional and support services are supplemental services to the basic education programs that Education Service Districts (ESDs) offer, and they must be aimed toward reaching these goals.

What is the Continuous Improvement Cycle?

The CNA is the first step of a three-step continuous improvement cycle (CIC), which is a process to make incremental changes to improve services and outcomes of the program. There are three steps to the cycle, and once the cycle is complete, it begins again. As previously mentioned, the CNA precedes and informs the SDP, which is the second component of the CIC and includes an action plan with solutions for the MEP. Finally, the third piece of the CIC is the Program Evaluation, which analyzes both the implementation of the SDP and the performance results of the MEP. This evaluation data, in conjunction with additional quantitative and qualitative data, is used to inform the next CNA in the cycle.



CNA Process: Overview of Five Steps

The Oregon MEP followed a five-step model outlined in the U.S. Department of Education’s (ED) Migrant Education Program Comprehensive Needs Assessment Toolkit. Each step builds upon the previous with the intention to maintain the alignment and cohesiveness of the findings and results. The five steps are driven by the creation, exploration, and operationalization of Concern Statements, Need Indicators, and Need Statements.

Preliminary work takes place during Step 1 (detailed below). In Step 2, Concern Statements are created based on the work in Step 1. Concern Statements (Focus Area Statements) are defined as “clear and consistent interpretations of the points that the NAC discussed that should be used to guide the development of the CNA...;[they] identify areas that currently require special attention for migratory children.”² These are followed by the creation of Need Indicators, which help measure the Concern Statements. Need Indicators (Growth Indicators) are “a measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.”³ Once data collection is complete, Step 3 involves creating a Need Statement (Growth Statement) that aligns with the Concern Statement and defines what should be given the current situation of migratory youth across the state. This is defined as “the difference between ‘what is’ and ‘what should be’ and may also be referred to as a gap.”⁴ Steps 4 and 5 include the finalization of the CNA, its distribution, and the transition to the SDP.

Step 1

Step 1 is to conduct preliminary work. In this first step, ODE’s MME team and RTI International

- reviewed requirements of the CNA;
- developed a management plan to set the project’s general timeline and activities, including identifying the individuals and teams needed to accomplish each phase;
- established a NAC to reflect the broad perspectives to provide thoughtful guidance to the process; and
- developed a profile that provides baseline data on the state’s migratory youth population.

Step 2

Step 2 is to explore “what is”—or answer the question “what are the realities of migratory children and families in the MEP?” In this second step, the NAC

- reviewed existing data and the current MEP program evaluation, identified concerns about migratory youth and families, and developed Concern Statements; and
- developed Need Indicators and suggested areas for data collection that confirmed or challenged the NAC’s underlying assumptions about identified concerns.

² Office of Migrant Education. (n.d.). *Comprehensive needs assessment toolkit: Terms and definitions related to the migrant education program comprehensive needs assessment, service delivery plan, and program evaluation*. <https://results.ed.gov/cna-toolkit/section/terms-and-definitions-related-to-the-mep-cna-sdp-and-program-evaluation/terms-and-definitions-related-to-the-mep-cna-sdp-and-program-evaluation>

³ Ibid.

⁴ Ibid.

Step 3

Step 3 is to gather and analyze data. In this third step,

- ODE's MME team coordinated data collection that measured the identified needs and gaps between migratory youth and their non-migratory peers;
- the NAC organized and analyzed that data; and
- the NAC created a set of Need Statements and prioritized them.

Step 4

Step 4 is to make decisions. In this fourth step, the NAC

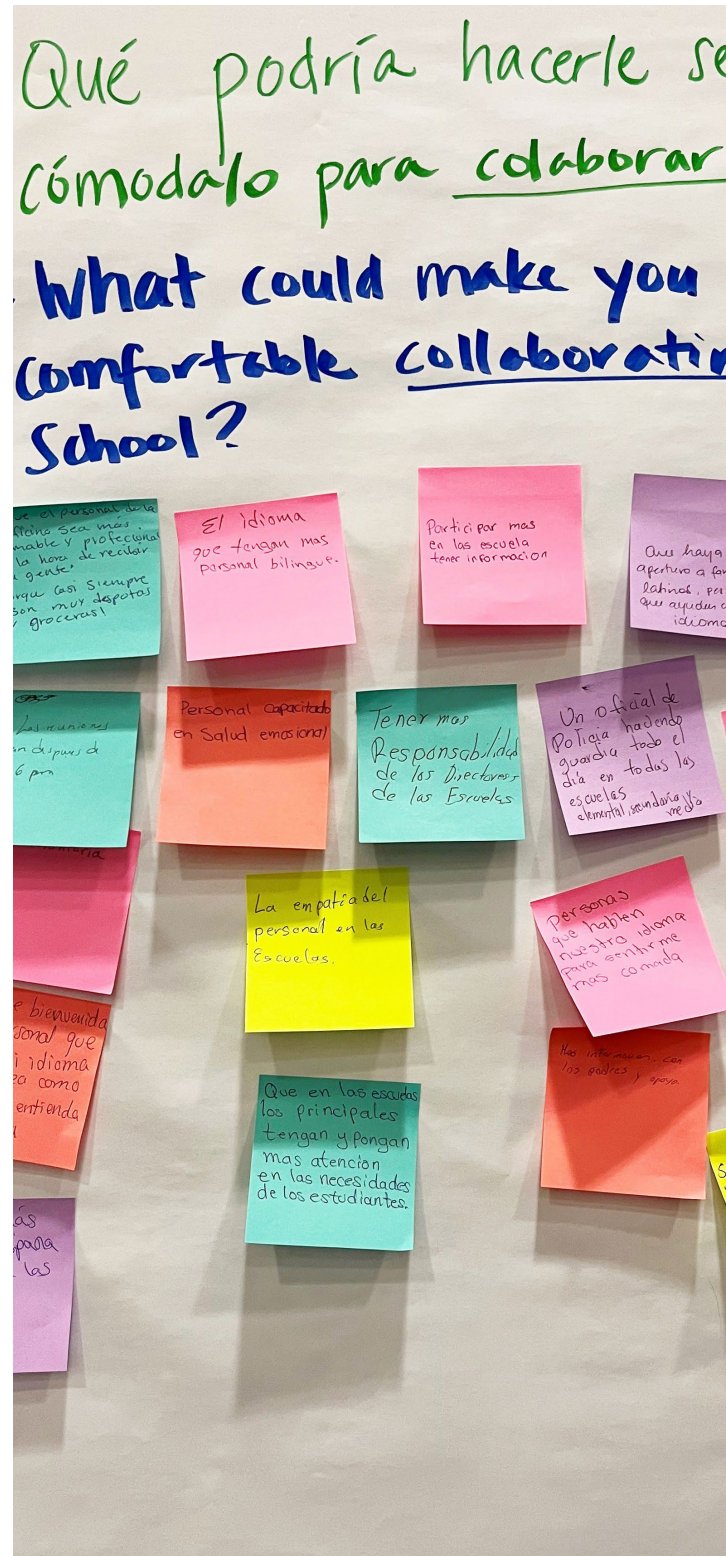
- reviewed the prioritized Need Statements and proposed evidence-based solutions to support growth for migratory youth in school; and
- prioritized those solutions.

Step 5

Step 5—the final step—is to transition to the development of the SDP. In this last step,

- the final CNA report was written, which documents the CNA process and findings;
- ODE's MME will share the CNA with partners and administrators at the state education agency (SEA) and local education agency (LEA) levels; and
- ODE's MME will use the CNA as the basis for initiating the SDP planning process.

These five steps were completed by March 2024. A timeline of these steps can be found in Appendix C.



Statutes, Regulations, and Non-regulatory Guidance

Statutes, regulations, and non-regulatory guidance are the three main sources that inform and guide the creation of CNAs and SDPs.

The Statutes

Under Title I, Part C of the Elementary and Secondary Education Act (ESEA), Sec. 1306(a)(1) requires SEAs and their LEAs to identify and address the unique needs of migratory youth in accordance with a comprehensive plan for the delivery of services with the following:

- are integrated with other federal programs, particularly those authorized by the Every Student Succeeds Act (ESSA);
- provide migratory youth an opportunity to meet the same challenging state academic standards that all youth are expected to meet;
- specify measurable program goals and outcomes;
- encompass the full range of services that are available to migratory youth from the appropriate local, state, and federal educational programs;
- are the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, *Early Childhood Programs*; and Title III, Part A or B, *Language Instruction Programs*;
- provide for the integration of services under Title I, Part C with services provided by the other programs.

The Regulations

[34 CFR § 200.81–200.89](#) contains regulations related to the CNA and SDP. Specifically, 34 CFR § 200.83 sets forth the responsibilities of SEAs to implement projects based on the findings and recommendations of a CNA

followed by a comprehensive state plan for service delivery or the SDP. The regulation for the CNA—34 CFR § 200.83(a)(2)—indicates that the plan must include an identification and assessment of the unique educational needs of migratory youth and families as well as other needs of migratory students that must be met to receive the full benefits of a free and public education.

Non-regulatory Guidance

Title I, Part C of the ESEA—*Education of Migratory Children*—addresses the CNA and SDP. The non-regulatory guidance indicates six key items the CNA must include to be successful:

1. Define the terms “need,” “needs assessment,” and “comprehensive.”
2. Explain the purpose of the NAC and its stakeholders.
3. Explain target groups and define “special needs” of migratory youth.
4. Explain the benefits of conducting a CNA.
5. Provide additional detail to the three-phase CNA model.
6. Provide the frequency with which states should develop a CNA.

CONTEXT

Trabajar en la clínica para tener experiencia y aprender más medicina. Después de 2 años quiero ir a Willamette University para ser doctor, y que mi familia se sienta orgullosa de mi. Pero necesito más apoyo económico para pagar los 13 años de carrera de medicina.”

- Oregon Migrant Education Program Student



Oregon Migrant Education Program



The purpose of the Oregon MEP is to ensure that migratory youth in the state of Oregon have the same opportunity as their non-migratory peers to benefit from a free and public education. Migratory youth and their families experience unique considerations due to their migratory status. The MEP intends to provide a consistent education experience to migratory youth and their families despite their location or the time they have spent in that location. It aims to help youth and families transition into schools and the education system, keep them on grade level and on track for graduation, access the benefits and services of a public education, and create education pathways by removing barriers to education like transportation or access to health care. To accomplish this goal, the program uses Title I-C funds to provide supplementary instructional and support services to migratory youth and their families during the regular school year and the summer session. The summer session includes opportunities for migratory students such as Oregon Migrant Leadership Institutes (OMLI). OMLI and the Oregon MEP collaborate with institutions of higher education (IHEs) across the state to host programming to help high school migratory students develop their leadership skills. It also exposes them to the college environment and helps them prepare for their post-secondary futures.



The Oregon MEP is part of ODE’s MME team. ODE leads the 170 individuals who support the MEP in the 19 education regions across the state of Oregon. ODE coordinates with the Oregon Migrant Education Service Center (OMESC) to support the MEP through providing “professional development, technical support, and program planning consistent with the needs of the regional programs serving eligible migrant students.”⁵ MEP staff members include program coordinators, graduation specialists/liaisons, pre-K specialists/liaisons, family engagement specialists/liaisons, data specialists, administrative specialists, and recruiters. Oregon MEP staff members will be referred to as “MEP staff” throughout the entirety of this report. MEP staff provide both instructional and support services.

EXHIBIT 1

MEP Supplemental Services⁶

INSTRUCTIONAL SERVICES 	SUPPORT SERVICES 
<ul style="list-style-type: none">• Tutorial English second language• Tutorial bilingual program• High school credit accrual• Preschool• Vocational/career education• Work study• Tutorial GED• Reading/language arts• Mathematics• Health education/safety• Technology/distance learning• At-risk prevention• Science• Tutorial social studies	<ul style="list-style-type: none">• Multicultural activities• Special activities• Nutrition• Pupil transportation• Guidance/counseling• Social work/outreach/advocacy• Health services• Leadership• Individual/family necessities

⁵ Oregon Migrant Education Service Center. (n.d.). *Oregon migrant education service center*. <https://www.wesd.org/departments/omesc>

⁶ OMSIS. (2023). *Oregon migrant education program service logs*. [Unpublished raw data]. Oregon Department of Education.

COVID-19 Pandemic

To fully capture the realities of migratory youth and families in this assessment, it is important to take into account both the positive and negative impacts of the COVID-19 pandemic. Beginning in March of 2020, the coronavirus disease impacted the health and learning of all youth across the United States and Oregon. During this period, instruction took place through a mixture of direct instruction, remote instruction, and hybrid learning. Students across the country were negatively impacted with a devastating loss of learning; the Brookings Institution (2022) notes that it will take up to 4 years for students to get back on track with their learning. In addition, “school districts experienced severe staff shortages, increased student absenteeism and quarantines, rolling school closures, mental health challenges, violence, and other misbehavior.”⁷ The National Center for Farmworker Health (2022) points out that agricultural workers were disproportionately impacted by the pandemic, including poor housing and working conditions, discrimination, and barriers to health care⁸. Many of these challenges persist and must be considered within the context of the CNA, the SDP, and the solutions, goals, and measurements the Oregon MEP sets.

Consequently, the Oregon MEP was unable to deliver some instructional and support services during the pandemic. The MEP reduced services that included home visits or face-to-face interactions, such as in-home literacy instruction and in-person eligibility screenings. Many other services went virtual, including parent activities and workshops; for example, both instructional and support services to students and families decreased during this period. Current migratory student math and language arts achievement data has not rebounded quickly to pre-pandemic levels. Language arts scores dropped by at least 9% from SY 2018–19 to SY 2022–23 (from 29% to 20%). Math scores dropped by at least 8% from SY 2018–19 to SY 2022–23 (from 19% to 11%).

A positive outcome of the pandemic is that ODE received Elementary and Secondary School Emergency Relief Fund III (ESSER III) funding. ESSER III funding established ODE’s MME team and provided additional grant resources to migrant education summer programs. While the longer-term impacts of the pandemic are still unknown, especially on learning loss and other factors like students’ mental health, the Oregon MEP sees the CNA as an opportunity to propel migratory students forward and make a stronger impact on their academic and personal successes. It is an opportunity to leverage some of the resulting adaptations and outcomes, such as the use of technology, virtual meetings, online resources, and summer programming.

⁷ Kuhfeld, M., Soland, J., Lewis, K., & Morton, E. (2022). *The pandemic has had devastating impacts on learning. What will it take to help students catch up?* Brookings Institution. <https://policycommons.net/artifacts/4142038/the-pandemic-has-had-devastating-impacts-on-learning/4950739/>

⁸ National Center for Farmworker Health, Inc. (2022). *Covid-10 impact on agricultural workers* [Fact sheet]. <https://www.ncfh.org/uploads/3/8/6/8/38685499/covid-19factsheetv2q1.pdf>

Who are migratory youth and families?

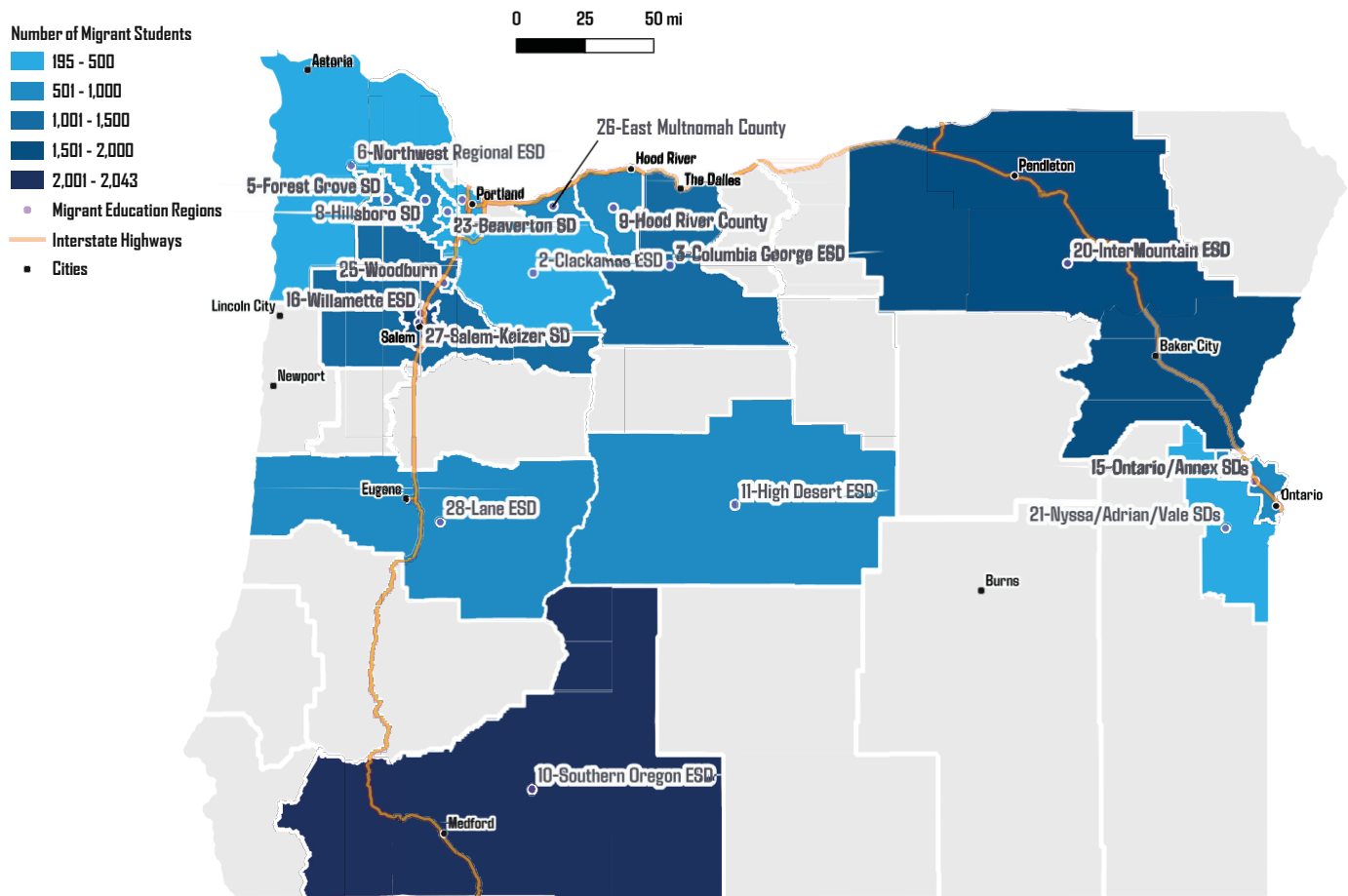
A migratory youth is eligible for MEP services if

1. they are aged 3–21 and have not yet received a high school diploma or its equivalent;
2. they have moved in the last 36 months due to economic reasons as a migratory agricultural worker/fisher, or did so to join a parent/guardian or spouse who is a migratory worker/fisher; and
3. they have (1) moved from one school district to another; (2) moved from one administrative area to another within a state that comprises a single school district; or (3) reside in a school district of more than 15,000 square miles and migrate 20 miles or more to a temporary residence.

The Oregon MEP identified 15,160 youth who qualified for services in SY 2022–23. It further identified 7,481 families. A breakdown of migratory youth by region is in **Exhibit 2** (actual numbers are included in the [MEP Student Profile](#) and Appendix D.)

EXHIBIT 2

Migratory Youth by Region⁹



Within the designation of migratory youth, there is a subset who are considered “priority for service” (PFS). PFS students are those migratory youth who both

1. have a school interruption during the regular school year; and
2. are failing, or most at risk of failing, to meet the state’s challenging academic standards.

Of the 15,160 total identified migratory youth, 4,808 (32%) are PFS. 7,927 (52%) of all migratory youth received MEP services. Of the 4,808 PFS youth, 2,832 (59%) received MEP services, with the majority receiving services in K–6. In SY 2022–23, the MEP

provided instructional services to 6,210 students (41% of all migratory youth) and support services to 7,553 (50% of all migratory youth.) The most common instructional services provided were reading/language arts and mathematics, followed by science, technology/distance learning, tutorial bilingual, and tutorial English as a Second Language (ESL). The most common support services provided were special activities and nutrition, followed by multicultural activities and pupil transportation. These services are provided by LEAs and local operating agencies (LOAs) in the 19 regions. A breakdown of youth and families per specialists and liaisons providing services in each district can be found in **Exhibit 3**.

⁹ OMSIS. (2023). *Migratory children by region*. [Unpublished raw data]. Oregon Department of Education.

EXHIBIT 3

Migratory Students and Families per Specialists and Liaisons by Region¹⁰

Average Number of Students and Families per Specialist and Liaisons, School Year 2022– 23*			
Region	Pre-K Students per Specialist/ Liaison	K-12 Students per Specialist/ Liaison	Families per Specialist/ Liaison
Clackamas ESD	33	164	155
Columbia Gorge ESD	84	1,468	892
Forest Grove SD	21	101	456
Northwest Regional ESD/Carlton SD	54	530	285
Hillsboro SD	19	179	364
Hood River County	88	250	306
Southern Oregon ESD	56	1,178	675
High Desert ESD/ Wheeler Counties	70	244	249
Ontario/Annex SDs	71	311	297
Willamette ESD/Linn/Benton/Lincoln/Polk	165	483	549
Portland SD	31	212	107
InterMountain ESD	102	1,633	1,163
Nyssa SD	44	352	166
Beaverton SD	64	243	264
Woodburn	37	787	260
East Multnomah County	46	493	240
Salem-Keizer SD	46	202	1,056
Lane ESD/Douglas County	123	370	436
Adrian/Vale SDs	0	44	72
Statewide	57	348	442

Source: Oregon Migrant Student Information System (OMSIS), school year 2022-23 and MEP Directory. These numbers slightly change throughout the year, given the turnout rates in some positions.

*Weighted averages to account for specialists who occupy more than one MEP position and serve a larger proportion of students and families (w = occupied positions / Staff Members).

¹⁰ OMSIS. (2023). *Students and families per specialists and liaisons by regions*. [Unpublished raw data]. Oregon Department of Education.

The experiences that migratory families and youth have are distinct and represent a vibrant, passionate, and dedicated community. Families desire to be more engaged with their children’s education, want to openly communicate with schools and MEP staff, and hope that their children will have happy and successful futures facilitated by their education. Students love their friends and families, wish to have successful careers and futures, and hope to one day give back to their families and communities. MEP staff care about their students and families, work to see them succeed, and help them navigate the challenges of the public education system. The needs assessment revealed significant improvement in 4-year graduation rates for migratory students and graduated at higher rates than their non-migratory peers, more migratory students are on track to graduate than previous years, and more services were delivered to migratory youth. Additionally, a higher percentage of PFS students were served in SY2022-23 than in SY2021-22. Data collection will reveal distinct educational challenges for the migratory population. However, these challenges equally present opportunities for growth, creation of new pathways, and collective enrichment of the community. A summary of these challenges and opportunities can be found in the [Results Summary](#) section.



METHODOLOGY

This section explains the processes used to create data collection protocols and guide data collection, as well as the types of methods used to analyze that data for the CNA. OME specifies Concern Statements, Need Indicators, and Need Statements as the drivers for data collection and the structure for CNA findings. A data management team designed and conducted data collection tools, methodologies, and analyses through an equity lens, leveraging a growth mindset and asset-based thinking. As a result of this lens, the CNA team modified terminology to reflect asset-based thinking. Concern Statements changed to Focus Area Statements, Need Indicators changed to Growth Indicators, and Need Statements changed to Growth Statements.



Focus Area Statements, Growth Indicators, and Growth Statements

As part of the CNA process, the NAC and RTI jointly created Focus Area Statements (Concern Statements) and Growth Indicators (Need Indicators) prior to and during the data collection phase to guide the specific types and sources of data to be collected. Following data collection, the team generated Data Summaries and Growth Statements (Need Statements). These three terms represent the data collected and the analysis of those results. The methods for identifying Focus Area Statements, Growth Indicators, and Growth Statements are outlined below.

ODE and RTI produced an MEP Student Profile prior to the first NAC meeting in June, using the SY 2017–18 profile as a reference. The MEP Student Profile data (in the next section) were obtained from state data sources including Oregon Migrant Student Information System (OMSIS) and the U.S. Department of Education Consolidated State Performance Report (CSPR). The MEP Student Profile was designed to be easily accessible and interpreted by individuals on the NAC, regardless of their data background. The NAC used OME’s Common Areas of Concern¹¹ in conjunction with the profile to make observations about the realities of migratory youth in Oregon, including their strengths and areas for growth, during their first meeting. The facilitation team framed data to NAC members as neither good nor bad, but rather points of reference

for growth and areas that the CNA and SDP can address. These areas for growth are captured in Focus Area Statements, or Concern Statements. As referenced in previous sections, Concern Statements guide the CNA process and are “areas that require additional attention for migratory children.”¹² Concern Statements are henceforth referred to as Focus Area Statements.

Following the creation of Focus Area Statements, the NAC prioritized and refined them based on the MEP Student Profile and their collective experience with the program and population. Need Indicators were created after Focus Area Statements. Need Indicators are the measures that help identify the gap between “what is” and “what should be”.¹³ Need Indicators are henceforth referred to as Growth Indicators. Each Focus Area Statement has at least one Growth Indicator that can be measured to represent aspects that the MEP will improve. Growth Indicators inform the types of data that should be collected, as well as the types of questions or protocols used in surveys and focus groups. The NAC and RTI updated Focus Area Statements and Growth Indicators several times throughout the process to reflect additional/more recent data that were collected, themes that emerged from the data collection, as well as voices from the committee about data relevance.



¹¹ Office of Migrant Education. (n.d.). *Comprehensive needs assessment toolkit: Terms and definitions related to the migrant education program comprehensive needs assessment, service delivery plan, and program evaluation.* <https://results.ed.gov/cna-toolkit/section/terms-and-definitions-related-to-the-mep-cna-sdp-and-program-evaluation/terms-and-definitions-related-to-the-mep-cna-sdp-and-program-evaluation>

¹² Office of Migrant Education. (n.d.). *Comprehensive needs assessment toolkit: Step 2: Explore what is.* <https://results.ed.gov/cna-toolkit/article/2-a-identifying-concerns/generating-concern-statements-overview>

¹³ Ibid.

The CNA team then developed Data Summaries and Growth Statements (Need Statements) for each Focus Area Statement. Need Statements represent “what should be” and identify specific, feasible measurements to achieve growth. Need Statements are henceforth referred to as Growth Statements. Each Focus Area Statement has at least one Growth Indicator, a Data Summary, and a Growth Statement. They are organized into four major goal areas, with subgoals. The process to define these goals and subgoals is described in the following section.

Data Collection Plan and Process

Data collection kicked off in July of 2023, piloting a set of questions and protocols based on the MEP Student Profile and Common Areas of Concern. Data collection included the use of focus groups and surveys for migratory families and students. The MME team and RTI International collaborated with NAC members to create questions in Spanish and English for both focus groups and surveys. Questions delved deeper into participant experiences working with the MEP, the quality and quantity of services provided by the MEP, and the efficacy of MEP services. Migratory students and families completed surveys in Spanish or English using Google Forms. MEP staff and graduation specialists conducted 225 surveys for migratory students; the MME team conducted 42 ethnosurveys with migratory families¹⁴. An ethnosurvey is a multimethod research tool that combines surveys with interviews and is specifically designed to conduct research with migratory communities.

EXHIBIT 4

Survey Respondents

Respondent Group	Total
Student Respondents	225
Family Respondents	42

MME conducted focus groups with migratory families and students, and MEP staff members across the 19 education service districts in both Spanish and English. Two bicultural/bilingual individuals facilitated family focus groups on five different sites and student focus groups on nine different sites. This includes a set of focus groups with migratory families, students, and MEP staff during the annual Oregon Migrant Education Conference in October 2023. The facilitators guided focus groups in a culturally responsive manner and paid close attention to community norms. Facilitators spoke in English, Spanish, or a mix of these languages to establish community. They adjusted the protocols as necessary to create trust and safety for participants to share their realities. Participants first wrote on posters with post-its responding to a series of questions. They then discussed the questions as a group. Each focus group followed the same process.

¹⁴ Massey, D. S. (1987). The ethnosurvey in theory and practice. *International Migration Review*, 21(4), 1498. <https://doi.org/10.2307/2546522>

EXHIBIT 5

Focus Group Participants

Participant Group	Total
Student Participants	94
Family Participants	100
Staff Participants	50

Surveys created a baseline for understanding, and focus groups provided a deeper contextual understanding of the MEP that quantitative data cannot necessarily reveal. The use of surveys and focus groups provided opportunities to learn and understand the opinions and ideas of migratory students (grades 6–12) and migratory families (grades pre-K through 12). Understanding lived experiences that quantitative data may not capture is integral to achieving the MEP’s purpose: supporting the educational success of migratory families and youth in Oregon.

Following the completion of data collection, RTI used quantitative and qualitative data analysis methods. The quantitative survey results illuminated focus areas that will appear in the data summaries in the next section. RTI used NVivo, a qualitative data analysis software, to code qualitative survey and focus group data. Coding is a qualitative text data analysis process to pull apart data and categorize it in a meaningful way.¹⁵ First, RTI utilized a priori coding for the four MEP Performance Measures for Title I-C (for example, reading/language arts, math, graduation/promotion). Second, RTI utilized bilingual emergent coding to identify additional goal areas and subgoals. This synthesis, outlined below, identified common themes, trends, and language, and generated the goal areas and subgoals. The NAC iteratively provided feedback, appropriate language use, feasibility, and possible solutions for the goal areas and subgoals. An overview and analyses of these data are summarized below; when coupled with the MEP Student Profile, they create a more holistic understanding of the MEP, its strengths, and its areas for growth. Each goal has a series of subgoals, with one Focus Area Statement, at least one Growth Indicator, a Data Summary, one Growth Statement, and a list of Possible Solutions.

¹⁵ Creswell, J. W., & Báez, J. C. (2020). *30 essential skills for the qualitative researcher*. Sage Publications.

RESULTS SUMMARY

This section shares the data collected into the MEP Student Profile, and the data gathered using surveys and focus groups. The MEP Student Profile was the first step to data analysis. It is a point of reference and comparison with the qualitative data collected. In conjunction, the MEP Student Profile and the Results Summary create a comprehensive and deeper understanding of the experiences of migratory families and youth, as well as MEP staff. To ground the approach of the findings, this section begins with the dreams and motivations of migratory students and families.

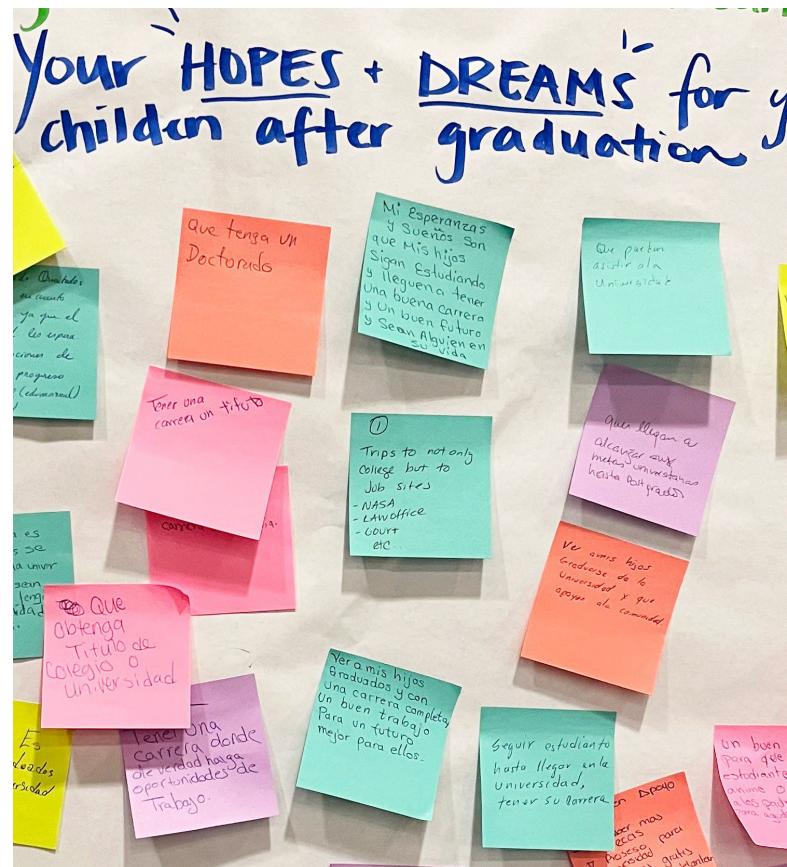


Dreams and Motivations of Migratory Students and Families

Focus groups and surveys provided a safe place for students and families to share their emotions, dreams, motivations, and interests. These dreams and motivations are the drivers of this work. Migratory students in Oregon are proud of their families and themselves. They are aspiring pediatricians, chefs, and lawyers, strong athletes, and enjoy hanging out with their friends. They have dreams of having “una buena educación que me lleve a tener un trabajo que me apasiona y poder cumplir los sueños de mi familia”¹⁶ and want to “go to a prestigious school and graduate in criminal law. I plan that in the future I will be able to improve my country Peru and fix its political corruption.”¹⁷ They identify their strengths as “being understanding of situations and being able to stay honest in trying to help others/my family,”¹⁸ “el poder hablar dos idiomas,”¹⁹ and “I have a 4.0 GPA and am always looking for a challenge. I have already planned to take 10 AP classes by the time I graduate. I am also good at public speaking.”²⁰ They want to travel the world, own homes, and grow up and give back to their families, as their families have given to them.

Migratory families in Oregon aspire for their children to achieve their dreams and be happy in their lives. Families hope that their children “se gradúen de la universidad que sean felices y que tengan una estabilidad financiera”²¹ and “que sean líderes de su comunidad.”²² They want to see their children go to “la universidad y que apoyan a la comunidad” and to have “opciones de elegir el progreso profesional (educacional) (laboral).”²³ For themselves, families hope for more “equidad: que hubiese más recursos y acceso a más información para los padres y que en muchas ocasiones los jóvenes no acceden porque la información no llega a los padres”²⁴ and to have the opportunities, information, resources, and knowledge to support their children in their education.

They want to see more opportunities to have their culture reflected at school and in the community through dance, music, art, and cooking classes. They want to celebrate and share their cultures in all aspects. Migratory children and their families, despite the challenges they may face, are proud of themselves and wish for happiness and future success.



“

“...se gradúen de la universidad que sean felices y que tengan una estabilidad financiera.”

“

“...a universidad y que apoyan a la comunidad.”

¹⁶ Oregon Migratory Student. 2023

²¹ Oregon Migratory Student, 2023

¹⁷ Oregon Migratory Student, 2023

²² Oregon Migratory Student, 2023

¹⁸ Oregon Migratory Student. 2023

²³ Oregon Migratory Student. 2023

¹⁹ Oregon Migratory Student. 2023

²⁴ Oregon Migratory Student. 2023

²⁰ Oregon Migratory Student. 2023

MEP Student Profile

En Español

Los datos CSPR agregados y desidentificados compartidos por el ODE se utilizaron para crear visualizaciones de datos en las siguientes categorías:



Demografía y número de estudiantes



Matemáticas



Literatura



Graduación



Servicios de instrucción



Servicios de apoyo

Estos datos se utilizaron para apoyar las siguientes cinco áreas de objetivos de Oregon:

- Graduación y preparación profesional
- Servicios de instrucción (Literatura/Matemáticas)
- Servicios de apoyo
- Pre-escolar
- OSY

Cada visualización de datos va acompañada de un resumen en español e inglés. Todos los datos se incluyen en los apéndices de cada visualización

In English

Aggregate and de-identified CSPR data shared by ODE was utilized to create data visualizations in the following categories:



Demographics & Student Counts



Mathematics



Language Arts



Graduation



Instructional Services



Support Services

These data are utilized to support the following Oregon's five goal areas:

- Graduation and Career Readiness
- Instructional Services (Language Arts/Math)
- Support Services
- Pre-K
- OSY

Each data visualization has an accompanying data highlight in Spanish and English. All data are included in the appendix for each visualization.

Student Profile at a Glance

	Student Count	Percentage	Description with Denominator
Migratory Youth Total Eligible (All students)	15,160		
Migratory Youth Total Served	7,927	52%	Total Served/Total Eligible (All Students)
Students Served - Instructional Services	6,210	41%	Total Served Instructional Services/Total Eligible (All Students)
Students Served - Support Services	7,553	50%	Total Served Support Services/ Total Eligible (All Students)
Students Eligible to Receive MEP Language Arts and Math Services	13,147		Grades K - 12, OSY
Students Served - MEP Language Arts	3,721	28%	Total Served/ Students Eligible for MEP Language Arts and Math Services
Students Served - MEP Mathematics	3,752	29%	Total Served/ Students Eligible for MEP Language Arts and Math Services
Priority for Service - Total Eligible	4,808	32%	PFS Total Eligible/Total Eligible (All Students)
PFS Total Served	2,832	59%	PFS Total Served/PFS Total Eligible
PFS Served - Instructional Service	2,177	45%	PFS Served-Instructional Service/PFS Total Eligible
PFS Served - Support Service	2,724	57%	PFS Served- Support Service/ PFS Total Eligible
Out-of-School Youth Total Eligible	1,509	10%	OSY Total Eligible/Total Eligible (All Students)
Out-of-School Youth Total Served	148	10%	OSY Served/OSY Total Eligible
OSY Served - Instructional Service	80	5%	OSY Served - Instructional Service/OSY Total Eligible
OSY Served - Support Service	143	9%	OSY Served - Support Service/OSY Total Eligible
Pre-K Total Eligible	2,013	13%	Pre-K Total Eligible/Total Eligible (All Students)
Pre-K Children Total Served	1,007	50%	Pre-K Total Served/ Pre-K Total Eligible
Pre-K Children Served - Instructional Service	949	47%	Pre-K Served - Instructional Services/ Pre-K Total Eligible
Pre-K Children Served - Support Service	879	44%	Pre-K Served - Support Services/ Pre-K Total Eligible
Graduates - 4-Year Cohort	647 of 779	83%	Total Students Graduated/Total Students in 4-Year Cohort
Graduates- 5-Year Cohort	23 of 82	28%	Total Students Graduated/Total Students in 5-Year Cohort
Language Arts Proficiency		20%	Percent Average of all Eligible Grade-Levels
Mathematics Proficiency		11%	Percent Average of all Eligible Grades-Levels

	Student Count	Percentage	Description with Denominator
Migratory English Learners Eligible for MEP Services	6,538		
Migratory English Learners Served	3,771	58%	MLL Total Served/MLL Total Eligible
Migratory English Learners Students Served - Instructional Service	2,976	46%	MLL Served - Instructional Service/MLL Total Eligible
Migratory English Learners Students Served - MEP Math	2,276	35%	MLL Students Served - MEP Math/MLL Total Eligible
Migratory English Learners Students Served - MEP Language Arts	2,288	35%	MLL Students Served - MEP Language Arts/MLL Total Eligible
Migratory English Learners Students Served - Support Service	3,608	55%	MLL Students Served - Support Services/MLL Total Eligible

FIGURE 1A



Migratory Student and Service Counts by Grade Level (Pre-K - OSY), School Year 2021-22

Grade Level	Total Eligible	Total Served	Percentage	Total PFS	PFS Total Served	Percentage
Pre-K	1,297	1,036	80%	0	0	0%
KG	786	417	53%	317	170	54%
1	909	463	51%	422	232	55%
2	912	475	52%	391	221	57%
3	1,011	531	53%	447	253	57%
4	982	520	53%	442	239	54%
5	1,021	543	53%	462	243	53%
6	1,122	585	52%	512	293	57%
7	1,080	489	45%	501	241	48%
8	1,108	510	46%	508	241	47%
9	1,021	511	50%	465	220	47%
10	1,038	506	49%	458	221	48%
11	926	482	52%	401	196	49%
12	1,006	571	57%	416	237	57%
OSY	2,653	184	7%	*	*	0%
Total	16,872	7,823	46%	5,742	3,007	52%

Students served % is out of total students eligible per grade. PFS served % is out of all PFS Students Eligible per grade

En Español

El 46% de los estudiantes migratorios de Oregon recibieron servicios en 2021-22. De todos los estudiantes PFS, solo el 52% recibió servicios. A través de los grados de kinder hasta el 12o grado, hay una distribución más o menos igual entre los estudiantes migrantes, los estudiantes PFS, los estudiantes migrantes que reciben servicios, y los estudiantes PFS que reciben servicios. Los grados del middle school tienen los números más altos de estudiantes migrantes. Se nota una distinción entre el número de estudiantes migrantes y los que reciben servicios, y aún más grande la diferencia entre el número de estudiantes migrantes y el número de estudiantes PFS que reciben servicios.

In English

46% of Oregon's migratory students received MEP services in 2021-22. Of all PFS students, only 52% were served. There is a fairly even distribution of migrant students, PFS students, migrant students served, and PFS students served across kindergarten through twelfth grades. The grades with the most migrant students are middle school grades. There is a large gap noted between all migrant students and all migrant students served, and an even larger gap between all migrant students and PFS students served.

See Appendix D Table 1 for all data

FIGURE 1B



Migratory Student Counts and Students Served by Grade Level (Pre-K-OSY), School Year 2022-23

Grade Level	Total Eligible	Total Served	Percentage	Total PFS	PFS Total Served	Percentage
Pre-K	2,013	1,007	50%	1	1	-
KG	766	456	60%	324	184	57%
1	784	478	61%	315	208	66%
2	848	497	59%	351	214	61%
3	857	504	59%	357	204	57%
4	915	538	59%	370	230	62%
5	909	534	59%	382	245	64%
6	890	551	62%	354	227	64%
7	984	629	64%	405	265	65%
8	990	572	58%	431	248	58%
9	1,025	561	55%	418	225	54%
10	913	509	56%	345	184	53%
11	925	512	55%	398	217	55%
12	832	431	52%	344	171	50%
OSY	1,509	148	10%	13	9	69%
Total	15,160	7,927	52%	4,808	2,832	59%

Students served % is out of total students eligible per grade. PFS served % is out of all PFS Students Eligible per grade

En Español

Había un aumento del número de estudiantes migrantes en el OR MEP durante el año escolar 2022-23 (941 estudiantes). Sigue la distinción entre los estudiantes migrantes, los estudiantes migrantes que reciben servicios, y los estudiantes PFS que reciben servicios. Se nota una gran distinción entre estos datos para los estudiantes de prekínder y los OSY. Solo se atendió al 50% de los estudiantes migrantes de Pre-K y al 10% de los estudiantes migrantes de OSY.

In English

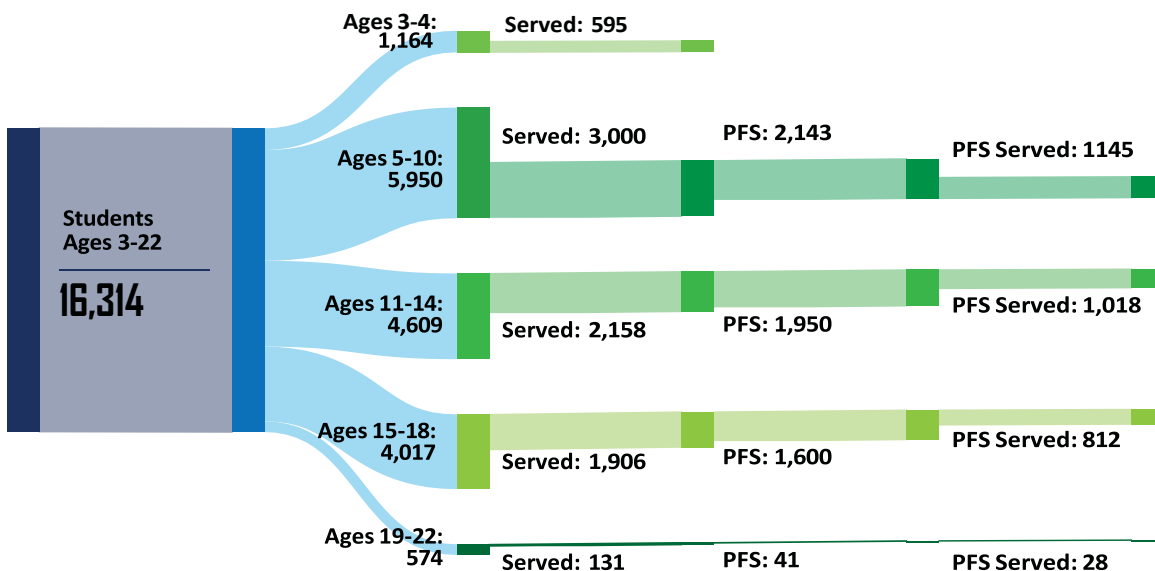
For the 2022-23 school year, there is a slight increase (941 students) in overall migrant students in the OR MEP. There continues to be large gaps between migratory students, migratory students served, and PFS students served. Especially notable is the extreme gap for preschoolers and out-of-school youth. Only 50% of eligible Pre-K migratory students were served and 10% of eligible OSY migratory students were served.

See Appendix D Table 2 for all data.

FIGURE 2A



Migratory Student Count by Age, School Year 2021-22



En Español

Hay una distribución más o menos igual del número de estudiantes migrantes, dividido en grupo de edad del elementary, middle y high school. No recibe servicios ni la mitad de cada grupo, con excepción los estudiantes de elementary (de quienes 50.4% reciben servicios). Se nota un porcentaje similar entre los estudiantes PFS y los estudiantes PFS que reciben servicios.

In English

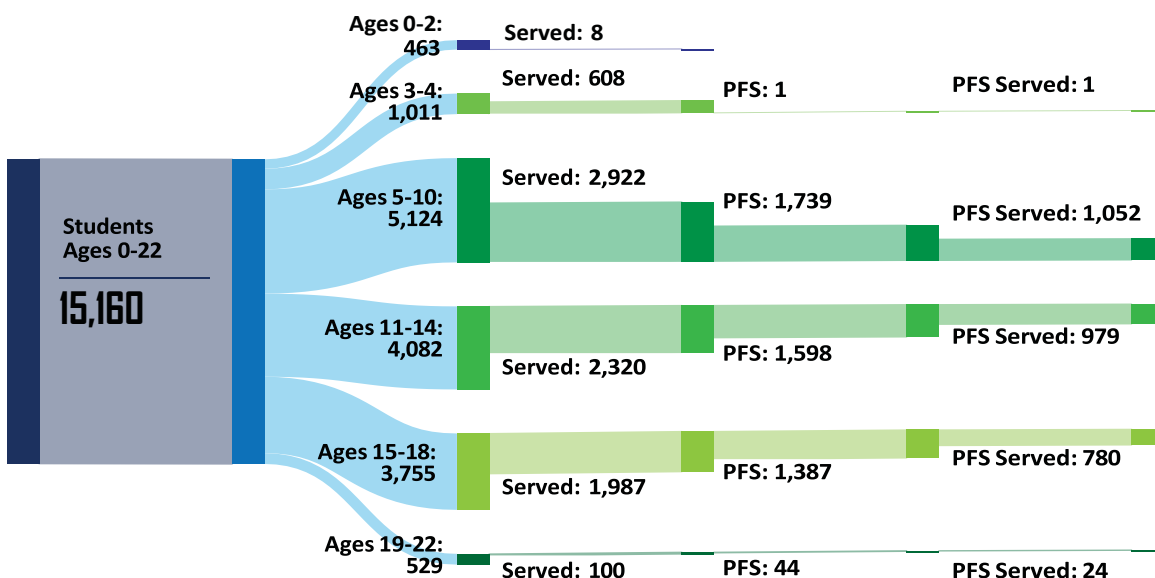
Between the presumed ages for elementary, middle, and high school groupings, there are a fairly even number of migrant students. Fewer than half of each age group were provided with services, with the exception of elementary-aged students (of which 50.4% received services). Similar percentages are noted amongst PFS students and PFS students served.

See Appendix D Table 4 for all data.

FIGURE 2B



Migratory Student Count by Age, School Year 2022-23



En Español

Los estudiantes migrantes que asisten a la escuela sirven como la mayoría de la población de estudiantes migrantes del OR MEP durante el año escolar 2022-23. Los estudiantes de elementary forman la mayoría de los estudiantes (44%). **De todos los estudiantes que asisten a la escuela, entre 53-57% reciben servicios, dependiendo del grado del estudiante.** Los niveles de servicio aumentaron un poco (~4%) de 2021-22 a 2022-23.

In English

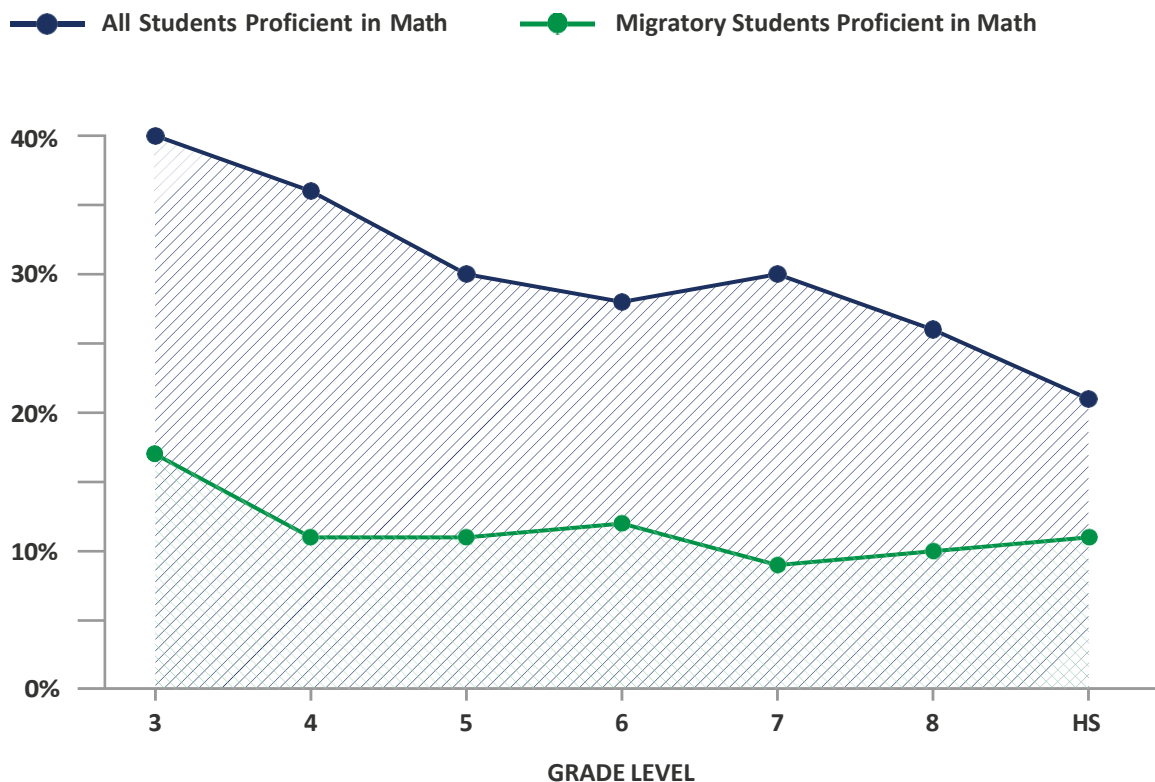
School-aged migratory students make up the majority of the OR MEP's population for the 2022-23 school year, with the main demographic being elementary-aged students (44%). **Of the school-aged children in the OR MEP, between 53-57% of these students received services, depending on the grade level.** Service levels increased somewhat (~4%) from 2021-22 to 2022-23.

See Appendix D Table 5 for all data.

FIGURE 3A



Math Proficiency for All Students and Migratory Students in Grades 3 through High School, School Year 2021-22



En Español

En general, en 2021-22, el 12% de los estudiantes migratorios son competentes en matemáticas. Entre todos los estudiantes de Oregón, el 31% son competentes en matemáticas. El número de estudiantes inmigrantes que obtienen buenos resultados en matemáticas se mantiene estable, a pesar de que en general los niveles de competencia son inferiores a los de los estudiantes no migrantes.

In English

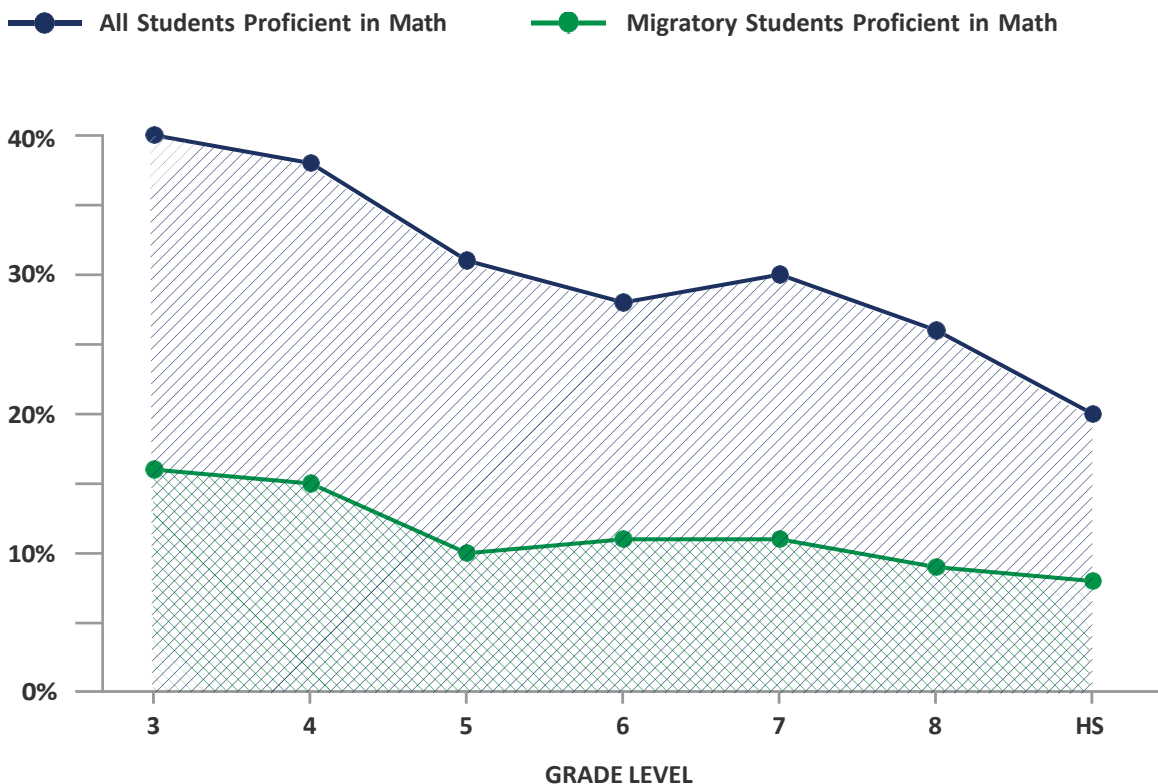
Overall in 2021-22, 12% of migratory students are proficient in math. Across all students in Oregon, 31% are proficient in math. The number of migrant students scoring proficient in math are holding steady, despite overall lower proficiency levels than non-migrant students.

See Appendix D Table 7 for all data.

FIGURE 3B



Math Proficiency for All Students and Migratory Students in Grades 3 through High School, School Year 2022-23



En Español

En general, en 2022-23, el 11% de los estudiantes migratorios son competentes en matemáticas comparable al año anterior. Entre todos los estudiantes de Oregón, el 30% son competentes en matemáticas. Durante el año escolar 2022-23, los niveles de competencia son más bajos en middle school y high school. Para los estudiantes migrantes, se baja el nivel al 5º grado, pero después se queda más o menos igual. Sin embargo, hay una gran distinción entre los niveles de alta habilidad con los estudiantes migrantes y sus colegas no migrantes.

In English

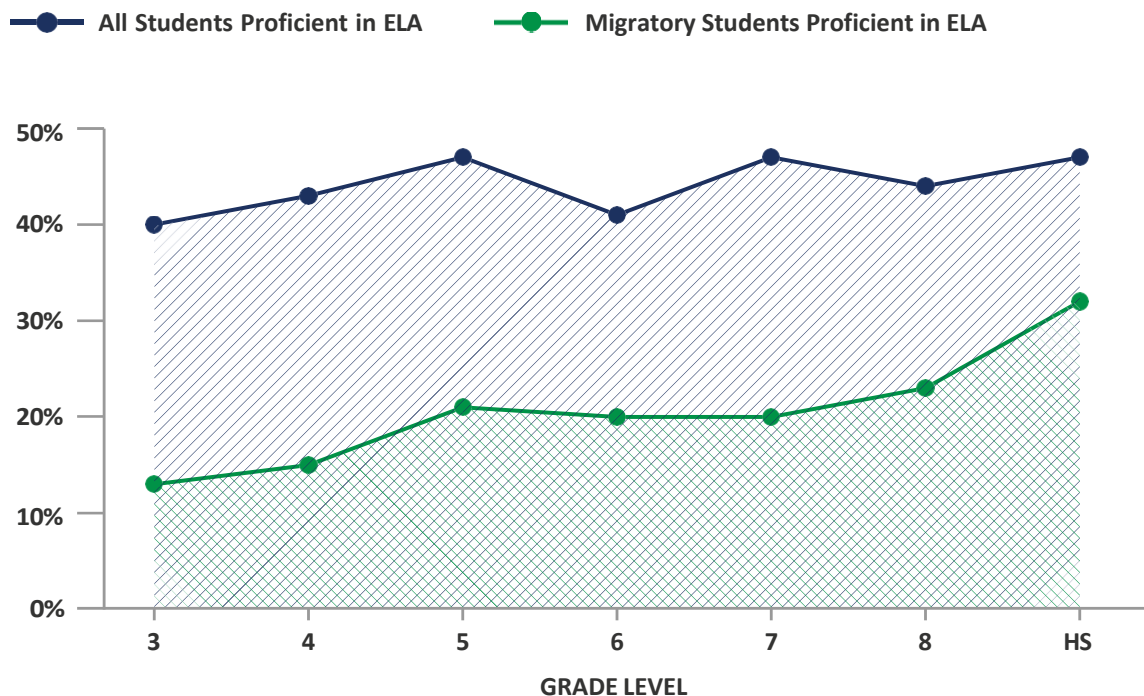
Overall in 2022-23, 11% of migratory students are proficient in math comparable to previous year. Across all students in Oregon, 30% are proficient in math. For non-migrant students during the 2022-23 school year, proficiency levels are lower in middle and high school. For migratory students, the proficiency levels see the sharpest decrease with 5th graders and then remain relatively stable throughout student matriculation. However, it is clear to see the sharp distinction between migratory and non-migratory students in the overall proficiency levels.

See Appendix D Table 8 for all data.

FIGURE 4A



Language Arts Proficiency for All Students and Migratory Students in Grades 3 through High School, School Year 2021-22



En Español

En general, el 20% de los estudiantes migrantes son competentes en artes del lenguaje. Los estudiantes migrantes en la escuela secundaria tienen niveles ligeramente más altos de competencia en artes del lenguaje que los estudiantes en los grados 3-8. Sin embargo, hay menos estudiantes migratorios que alcanzan el nivel de competencia en comparación con sus compañeros no migratorios.

In English

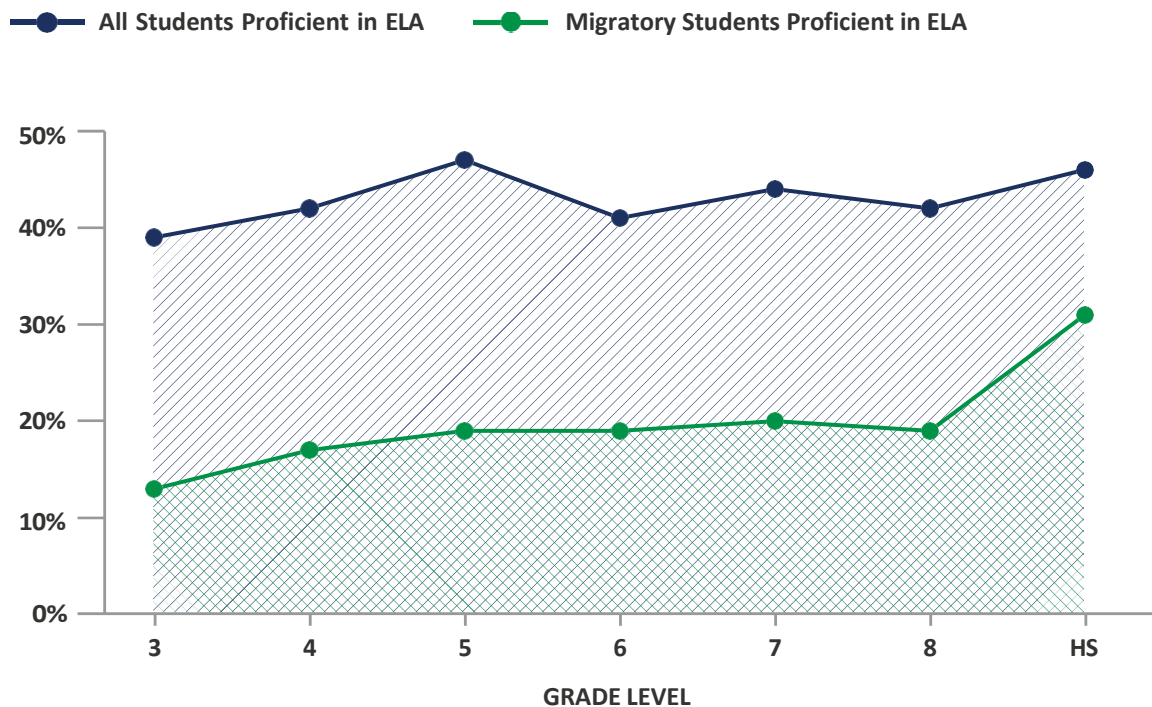
Overall, 20% of migrant students are proficient in language arts. Migrant students in high school have slightly higher levels of language arts proficiency than students in grades 3-8. Nonetheless, there are fewer migratory students achieving proficiency compared to non-migratory peers.

See Appendix D Table 9 for all data.

FIGURE 4B



Language Arts Proficiency for All Students and Migratory Students in Grades 3 through High School, School Year 2022-23



En Español

En general, el 20% de los estudiantes migrantes siguen siendo competentes en lengua y literatura. Durante el año escolar 2022-23, seguimos observando que hay un mayor rendimiento en los grados de la high school para los estudiantes migratorios. Cabe notar la alta movilidad de los estudiantes migratorios que probablemente no permanezcan en el K-12 de Oregon. Sin embargo, todavía hay una brecha notable entre los niveles de competencia de los estudiantes migrantes y sus compañeros no migrantes.

In English

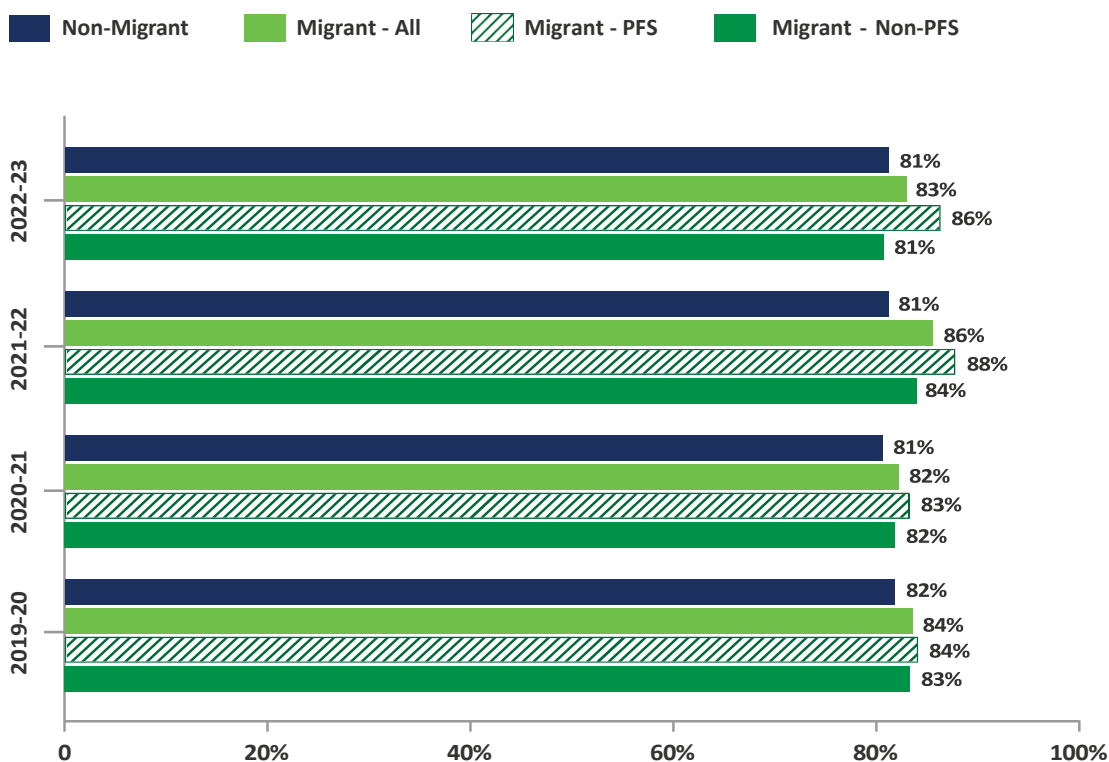
Overall, 20% of migratory students continue to be proficient in language arts. During the 2022-23 school year, we continue to note that there is higher achievement in high school grades for migratory students. Of note is the high mobility of migratory students who are unlikely to remain in Oregon K-12. However, there is still a notable gap between proficiency levels for migrant students and their non-migrant peers.

See Appendix D Table 10 for all data.

FIGURE 5



4-Year Cohort Graduation Rate, School Years 2019-20 to 2022-23



Percentage of total graduates out of total students within each cohort
Four-Year Migratory Student Cohort Total, SY 2022-23: 779

En Español

En 2022-23, el 83% de los estudiantes inmigrantes se graduaron en la cohorte de cuatro años. Más estudiantes migrantes se gradúan que los demás estudiantes. Estos niveles incluyen los estudiantes migrantes PFS y los que no son PFS. Esta información incluye todos los tipos de diplomas.

In English

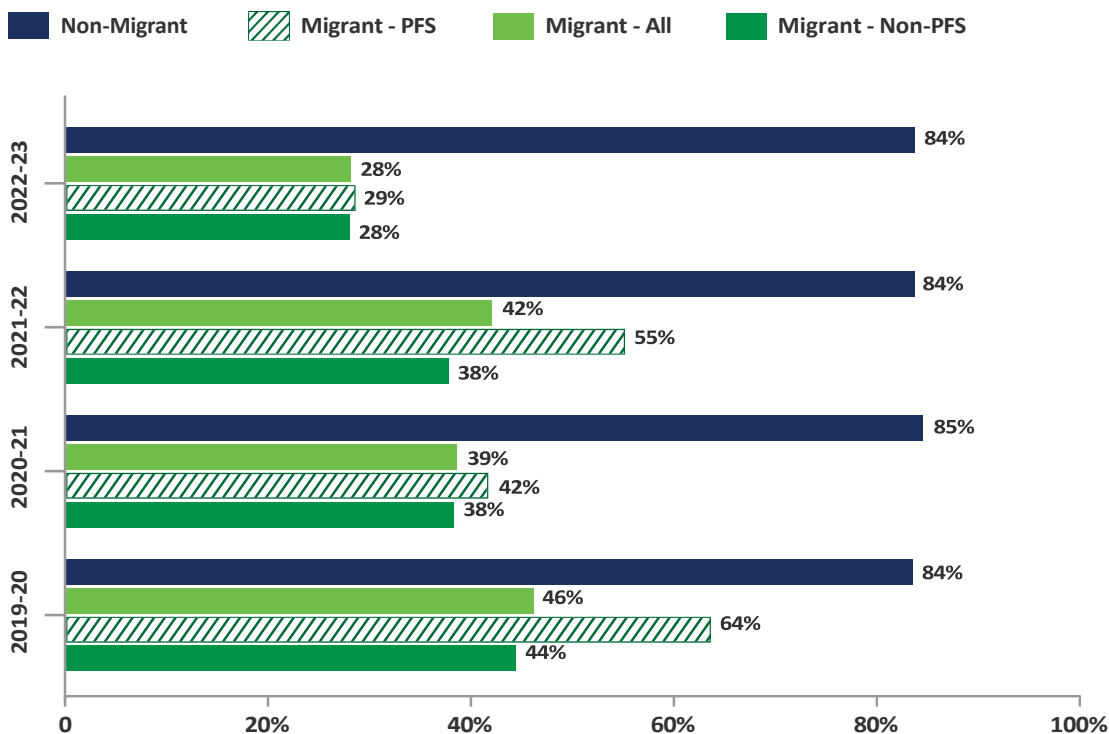
In 2022-23, 83% of migratory students graduated in the four year cohort. Migrant students, both PFS students and non-PFS students, graduate at higher rates than non-migrant students. This graph includes all diploma types.

See Appendix D Table 11 for all data.

FIGURE 6



5-Year Cohort Graduation Rate, School Years 2019-20 to 2022-23



Percentage of total graduates out of total students within each cohort

Five-Year Migratory Student Cohort Total, SY 2022-23: 82

En Español

En la cohorte de graduación de 5 años, se gradúan muchos menos estudiantes migrantes que sus compañeros no migrantes. Por ejemplo, en 2022-23 en la cohorte de 5 años, el 28% de los estudiantes migratorios se gradúan en comparación con el 84% de sus compañeros no migratorios.

In English

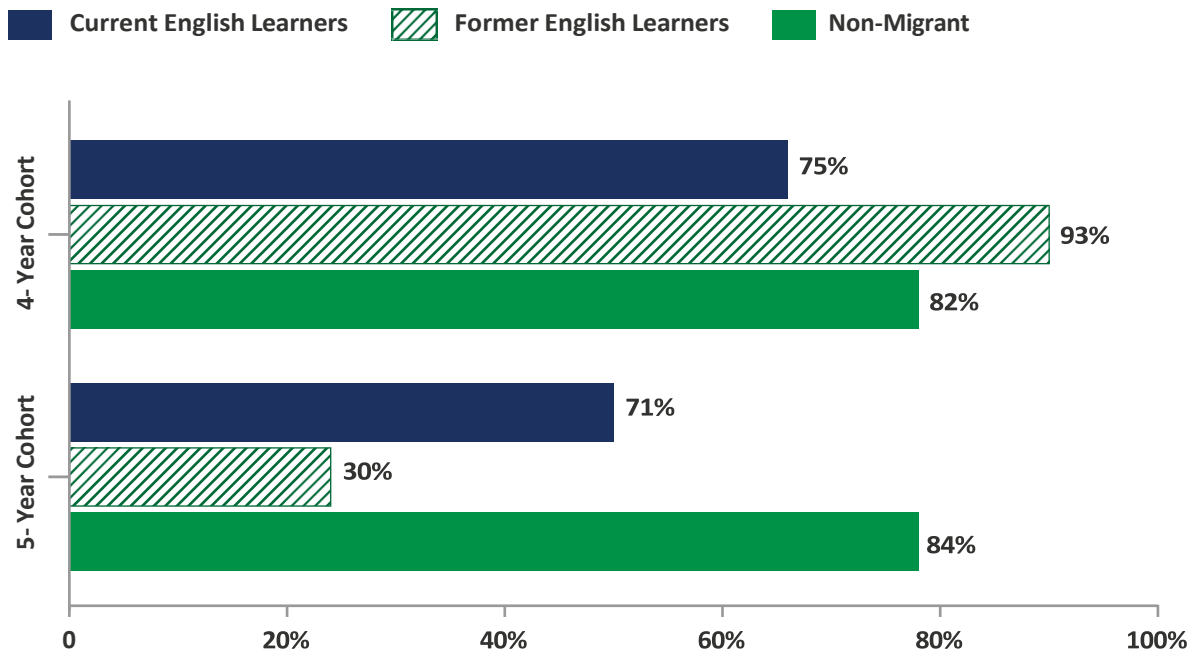
Among the 5-year graduation cohort, significantly fewer migratory students graduated than their non-migratory peers. For example, in 2022-23 in the 5 year cohort, 28% of migratory students graduate compared to 84% of their non-migratory peers.

See Appendix D Table 12 for all data.

FIGURE 7A



English Learner Graduation Rate by Regular Diplomas Compared to Non English Learners: 4-Year and 5-Year Cohort, School Year 2021-22



Percentage of total graduates out of total students within each cohort

Four-Year English Learner Cohort Total, SY 2021-22: 748

Five-Year English Learner Cohort Total, SY 2021-22: 61

En Español

En el año escolar 2021-22, los estudiantes que actualmente estaban aprendiendo inglés se graduaron con menos frecuencia que los demás estudiantes no multilingües. Los que fueron EL se graduaron con la proporción más alta entre la cohorte de 4 años.

In English

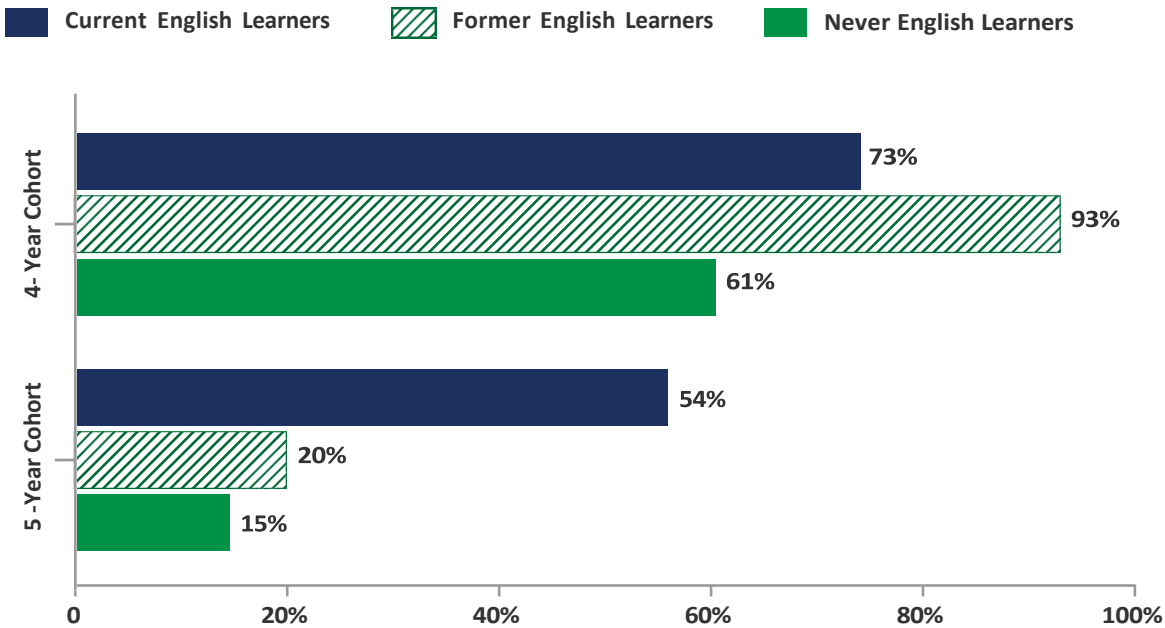
In the 2021-22 school year, English learners graduated less frequently than their peers who were never English learners. Former ELs graduated at the highest rate among the 4-year cohort.

See Appendix D Table 13 for all data.

FIGURE 7B



Graduation Rates of Current and Former English Learners in Title I-C: 4-Year and 5-Year Cohort, School Year 2022-23



Percentage of total graduates out of total number of English Learner students within each cohort

Four-Year English Learner Cohort Total, SY 2022-23: 680

Five-Year English Learner Cohort Total, SY 2022-23: 41

En Español

Durante el año escolar 2022-23, más estudiantes multilingües migratorios que antes habían estudiado el inglés se graduaron que los demás estudiantes que no son multilingües. Se demuestra también en la cohorte de 5 años una alta nivel de consecución de los estudiantes migratorios que actualmente están estudiando el inglés que los demás estudiantes.

In English

During the 2022-23 school year, more former English Language Learner migratory students graduated than their peers who were never English learners. Current migratory English learners also demonstrate a higher attainment level than their peer groups in the 5-year cohort.

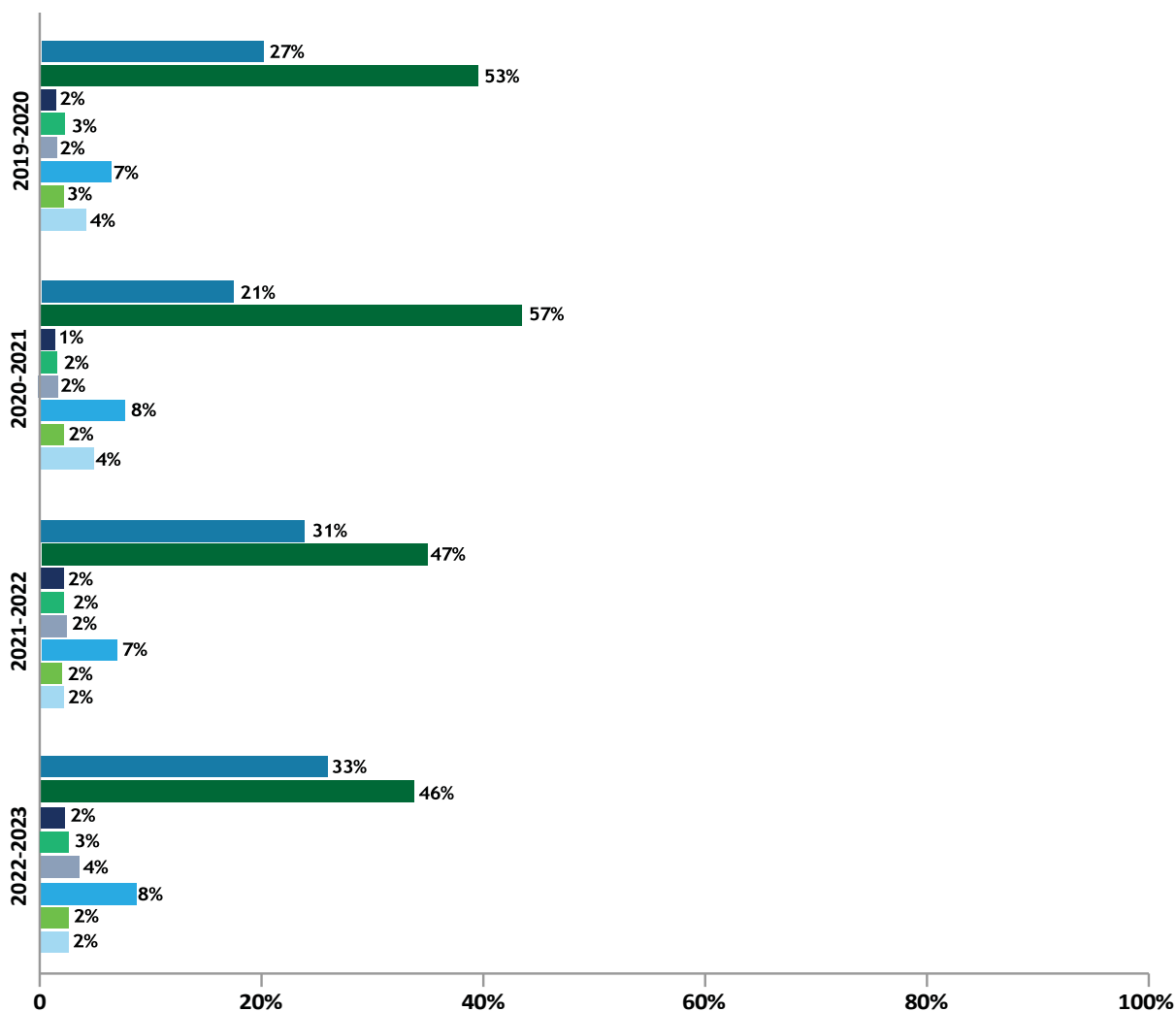
See Appendix D Table 14 for all data.

FIGURE 8



4-Year Diploma Types by Migratory Non-PFS and PFS Students, School Years 2019-20 to 2022-23

- Regular High School Diploma, MEP PFS
- Regular High School Diploma, Non-PFS
- Modified High School Diploma, MEP PFS
- Modified High School Diploma, Non-PFS
- Non-Completers/Dropouts, MEP PFS
- Non-Completers/Dropouts, Non-PFS
- Continuing Enrollment, MEP PFS
- Continuing Enrollment, Non-PFS



Percentage of Non-PFS graduates receiving each diploma type out of total number of migratory students per each cohort
Percentage of PFS graduates receiving each diploma type out of total number of migratory students per each cohort

En Español

La mayoría de los estudiantes migrantes se graduó con el diploma de high school.

See Appendix D Table 15 for all data.

In English

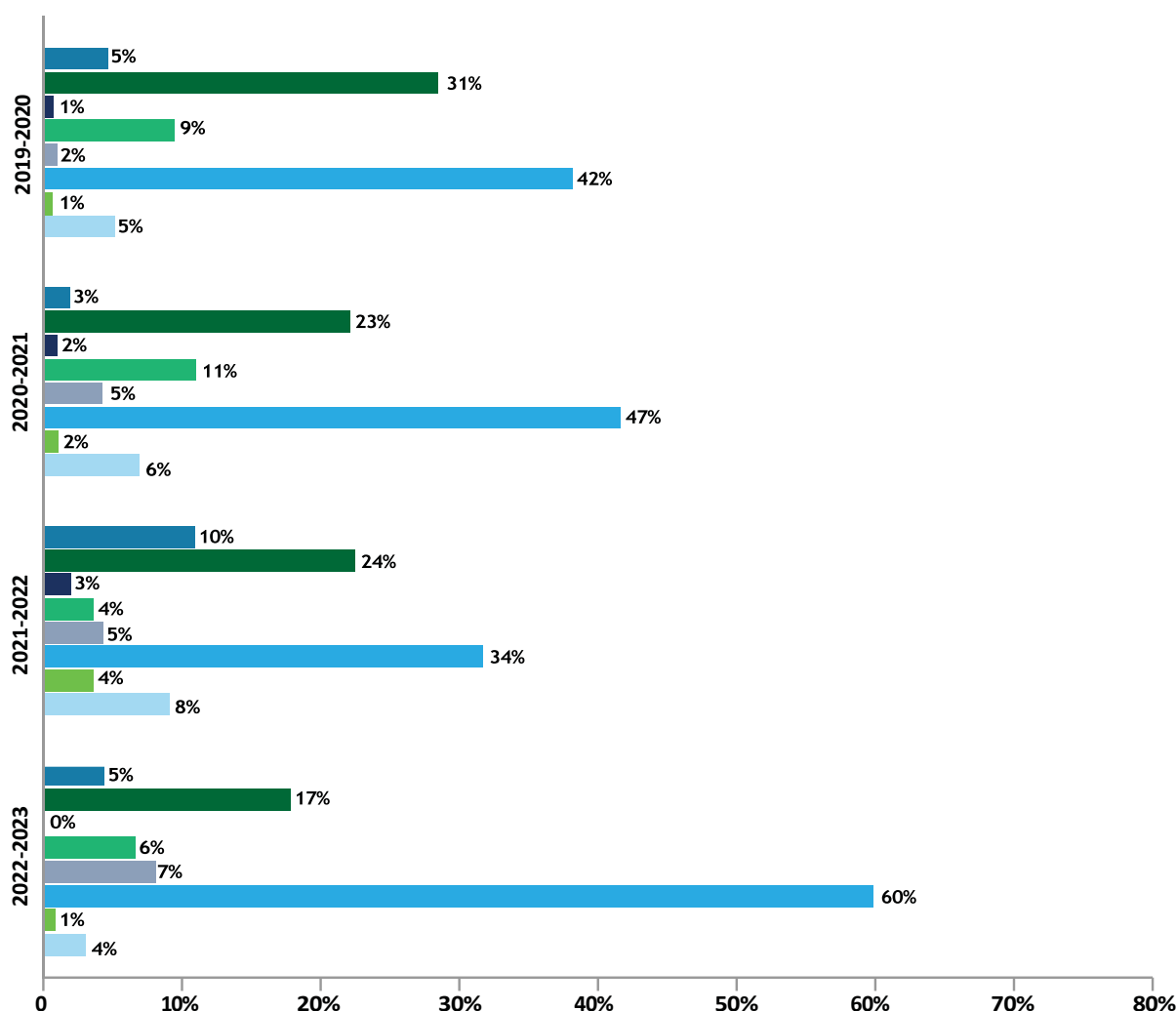
The majority of migrant students graduated with a regular high school diploma.

FIGURE 9



5-Year Diploma Types by Migratory Non-PFS and PFS Students, School Years 2019-20 to 2022-23

- Regular High School Diploma, MEP PFS
- Non-Completers/Dropouts, MEP PFS
- Regular High School Diploma, Non-PFS
- Non-Completers/Dropouts, Non-PFS
- Modified High School Diploma, MEP PFS
- Continuing Enrollment, MEP PFS
- Modified High School Diploma, Non-PFS
- Continuing Enrollment, Non-PFS



Percentage of Non-PFS graduates receiving each diploma type out of total number of migratory students per each cohort
 Percentage of PFS graduates receiving each diploma type out of total number of migratory students per each cohort

En Español

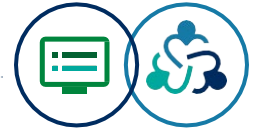
En la cohorte de graduación de 5 años, son más los estudiantes migrantes que se salen de la escuela que los que obtienen un diploma normal, un diploma modificado, el GED o mantienen la matrícula.

See Appendix D Table 16 for all data.

In English

In the 5-year graduation cohort, more migratory students are dropping out than earning a regular diploma, modified diploma, GED, or maintaining enrollment.

FIGURE 10A



Percentage of Served Migratory Students by Grade Level and Service Type, School Year 2021-22

Grade Level	Total Eligible	Total Served	Percentage	Instructional Services	% Instructional Services	Support Services	% Support Services
Pre-K	1297	1036	80%	673	52%	363	28%
KG	786	417	53%	229	29%	188	24%
1	909	463	51%	214	24%	261	29%
2	912	475	52%	224	25%	239	26%
3	1,011	531	53%	250	25%	281	28%
4	982	520	53%	242	25%	278	28%
5	1,021	543	53%	229	22%	314	31%
6	1,122	585	52%	227	20%	358	32%
7	1,080	489	45%	149	14%	340	31%
8	1,108	510	46%	135	12%	375	34%
9	1,021	511	50%	157	15%	354	35%
10	1,038	506	49%	161	16%	345	33%
11	926	482	52%	124	13%	358	39%
12	1,006	571	57%	153	15%	418	42%
OSY	2,653	184	7%	68	3%	116	4%
Total	16,872	7,823	46%	3,236	19%	4,590	27%

Percentage of each service provided per grade-level by total number of eligible students per grade-level

En Español

Los estudiantes aprovechaban más de los servicios de apoyo que los servicios de instrucción, aparte de los estudiantes preescolares y kindergarten.

In English

Support services were accessed by migrant students at a higher rate than instructional services in all grades except Pre-K and kindergarten.

See Appendix D Table 20 for all data.

FIGURE 10B



Number of Served Migratory Students by Grade Level and Service Type, School Year 2022-23

Grade Level	Total Eligible	Total Served	Percentage	Instructional Services	% Instructional Services	Support Services	% Support Services
Pre-K	2,013	1,007	50%	949	47%	879	44%
KG	766	456	60%	405	53%	428	56%
1	784	478	61%	443	57%	461	59%
2	848	497	59%	441	52%	477	56%
3	857	504	59%	460	54%	488	57%
4	915	538	59%	482	53%	509	56%
5	909	534	59%	479	53%	506	56%
6	890	551	62%	429	48%	535	60%
7	984	629	64%	491	50%	601	61%
8	990	572	58%	389	39%	542	55%
9	1,025	561	55%	351	34%	547	53%
10	913	509	56%	299	33%	499	55%
11	925	512	55%	305	33%	509	55%
12	832	431	52%	207	25%	429	52%
OSY	1,509	148	10%	80	5%	143	9%
Total	15,160	7,927	52%	6,210	41%	7,553	50%

Percentage of each service provided by total number of eligible students per grade-level

En Español

Los estudiantes aprovechaban más de los servicios de apoyo que los servicios de instrucción en grados K-8, aparte de los estudiantes preescolares. Los estudiantes aprovechaban más de los servicios de apoyo que los servicios de instrucción en la high school.

See Appendix D Table 21 for all data.

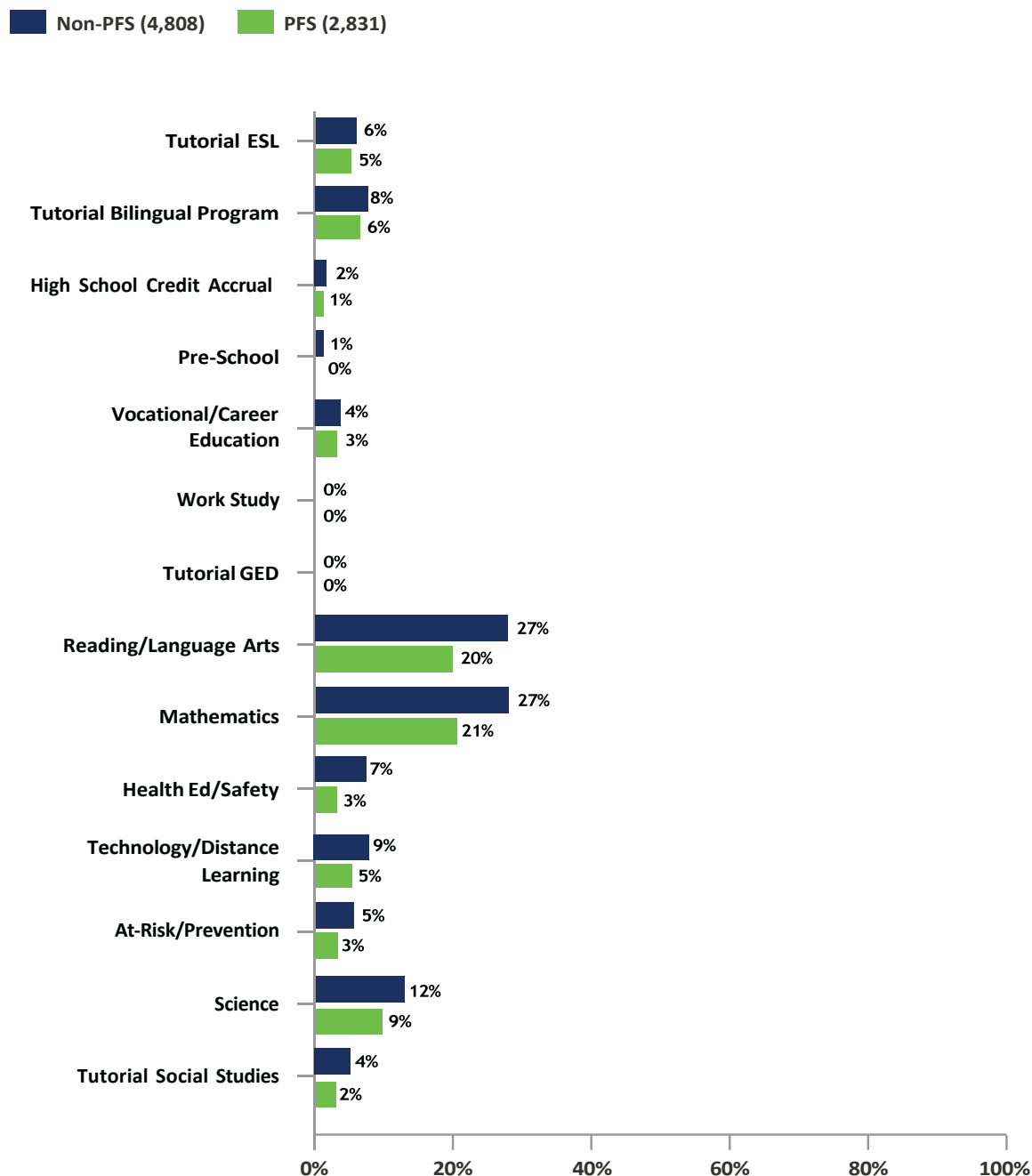
In English

A slightly higher number of support services were accessed than instructional services in elementary and middle school (with the exception of pre-K) and accessed at higher numbers than instructional services in high school.



FIGURE 11

Percentage of Instructional Services* for Non-PFS and PFS K-12 and OSY Migratory Students, School Year 2022-23



Both % of PFS and % of Non-PFS out of Total Eligible Students (13,147)

*Pre-K students are not eligible for these services and are not included in counts

En Español

Un porcentaje más alto de estudiantes PFS recibió servicios de instrucción para la mitad de los servicios disponibles.

See Appendix D for all data

In English

A higher percentage of PFS students received instructional services for half of the services available.

FIGURE 12



Percentage of K-12 and OSY Migratory Students Who Received Reading/Language Arts and Mathematics Compared to the Student Count by Grade Level, School Year 2022-23

Grade Level	Student Count*	Reading/ Language Arts	Percentage	Mathematics	Percentages
KG	766	381	50%	373	49%
1	784	414	53%	411	52%
2	848	416	49%	417	49%
3	857	444	52%	437	51%
4	915	459	50%	456	50%
5	909	443	49%	454	50%
6	890	313	35%	357	40%
7	984	325	33%	329	33%
8	990	196	20%	206	21%
9	1,025	99	10%	103	10%
10	913	73	8%	67	7%
11	925	87	9%	85	9%
12	832	35	4%	22	3%
OSY	1,509	36	2%	35	2%
Total	13,147	3721	28%	3752	29%

Percentage of total eligible for MEP Language Arts and Math Services (13,147)

*Pre-K children do not receive Mathematics or Language Arts Instructional Services

En Español

El número de estudiantes atendidos con tutorías de matemáticas y lectura disminuye en los grados de la high school. Se accede más a las tutorías de matemáticas y lectura en K-8 que en secundaria. En cada grado, la mitad o más de los estudiantes que reúnen los requisitos no reciben servicios de enseñanza de lectura o matemáticas.

In English

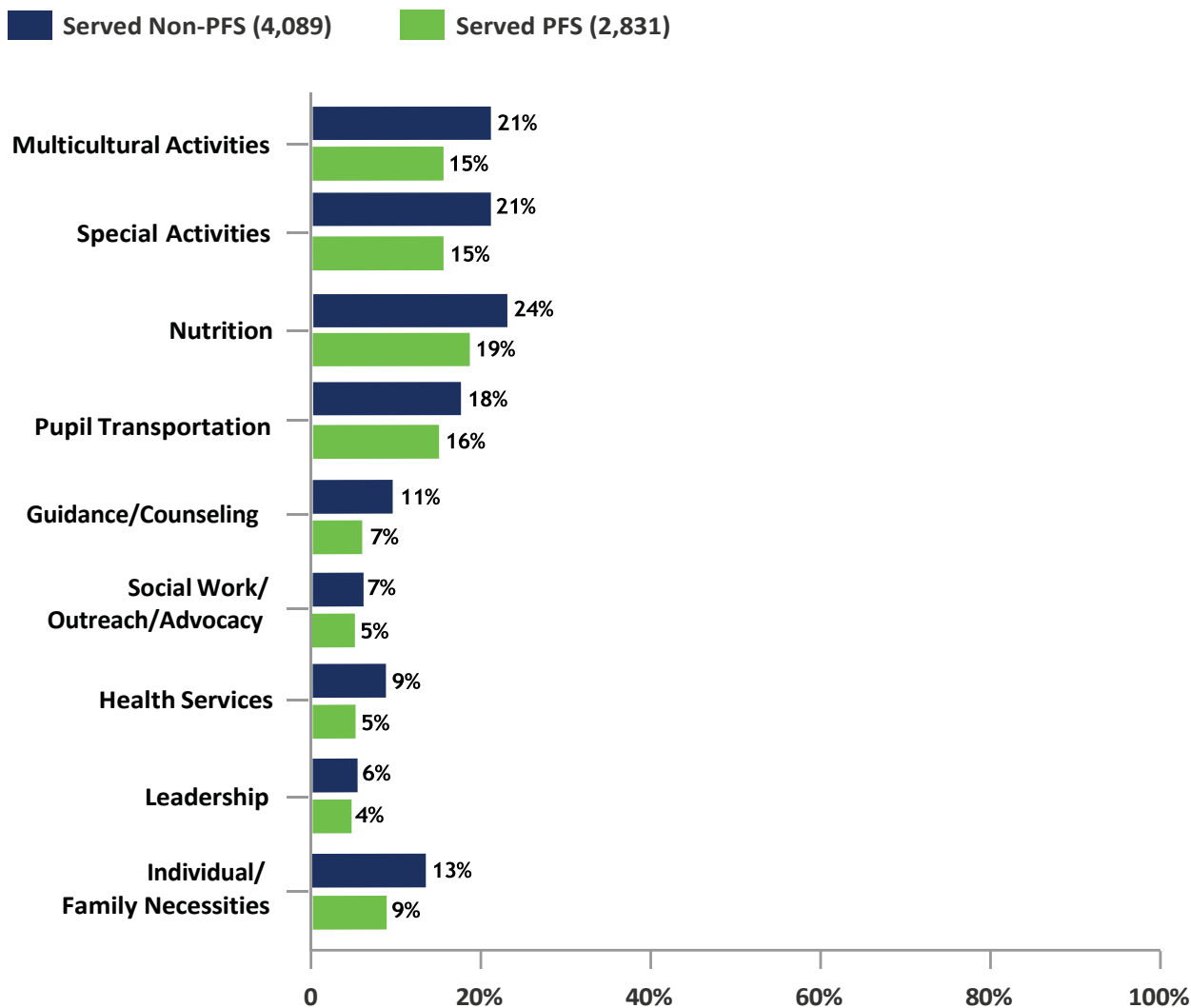
The number of students served with math and reading tutoring decreases in high school grades. Math and reading tutoring are being accessed more in K-8 than in high school. Half or more of eligible students in each grade level are not receiving reading or math instructional services.

See Appendix D Table 25 for all data.

FIGURE 13



Percentage of Served Non-PFS and PFS Migratory Students in Pre-K-12 and OSY Who Received Support Services, School Year 2022-23



Both % of PFS and % of Non-PFS out of Total Eligible Students (15,160)

En Español

El mayor porcentaje de estudiantes del SFP recibió servicios de nutrición, transporte, actividades especiales y actividades multiculturales.

In English

The highest percentage of PFS students received services for nutrition, transportation, special activities, and multicultural activities.

See Appendix D for all data.

Results Summary

An overview of results from focus groups and surveys are provided to summarize key themes and outcomes. More complete versions of the results can be found in the Appendices. An analysis of these key themes follows this section.

Student Survey Results

The full results of the survey can be found in Appendix E.

Graduation and Post-Secondary Success

A majority (90%) of students shared they would like to attend college after they graduate from high school, and that their teachers or counselors encourage them to do so. A majority (73%) of students also shared that the MEP could support them by providing information about opportunities following graduation, with an additional 66% sharing that they desire support for preparing for college applications. A total of 78 students responded to a question regarding whether they knew the number of credits they needed to graduate from high school; of those, only 14 were able to respond with the correct number (24 credits).

Language Arts and Math Classes and Support

Survey results revealed that 60% of students struggle in language arts, especially with reading and writing and would desire instructional services more specifically for homework, reviewing previous materials, and preparing for language arts exams. In comparison, an overwhelming number (more than 90%) indicated that they struggle “understanding” their math classes and frequently feel lost. Similar to their struggles with language arts, students indicated a desire for additional instructional support for homework, studying for tests, and reviewing materials, with more than one-

third wanting summer math programs and support. **Students shared the need for more flexible supports like on-call tutoring, virtual tutoring, and other flexible methodologies for both language arts and math.**

Sense of School Belonging and Culture

78% (67 of 85) of students affirmed that they have something at school that makes them feel like they belong. On a sense of belonging scale of 1 (lowest) to 5 (highest), 53% of students marked 4 (“somewhat true”) or higher when asked if they feel like they belong at school. Of the nine questions about belonging, a higher percentage of students responded negatively to the question “I see my culture represented in my school.” In a similar theme, 30% of students indicated that they would like to experience more activities associated with their culture or learn more about their culture. Students were asked an open-ended question about what aspects make them feel like they belong. Below is a sampling of those responses:²⁵



“...Because some teachers are

understanding as well as very welcoming to the clubs they have.”



“When there is other people especially people belonging to a minority group present.”

²⁵ Oregon Migratory Students, 2023



“There is a lot of Latino programs in my school.”

“Personas con mi misma cultura.”

“I get along with friends and I’m treated with respect and kindness.”

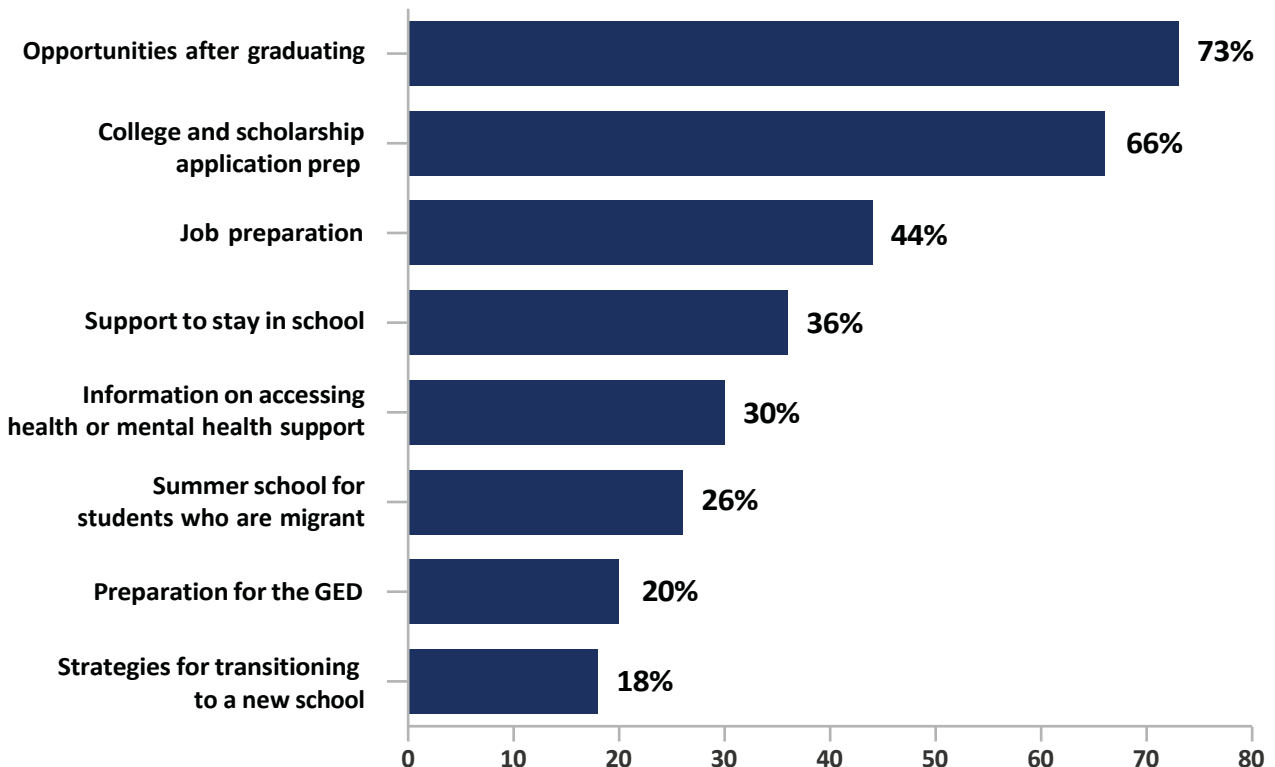
“La cantidad de personas que se parecen a mi.”

Migrant Education Program Supports

When asked “How could your Migrant Education Program best support you?” most students (73%) indicated that they would like **support related to graduation and post-secondary opportunities**, only 18% desired strategies for transitioning to a new school. A summary of those services is below in **Exhibit 6**.

EXHIBIT 6

How Could Your Migrant Education Program Support You?



Student Focus Group Results

Graduation and Post-Secondary Success

Focus groups revealed that most students have goals to go to college and find a fulfilling career.

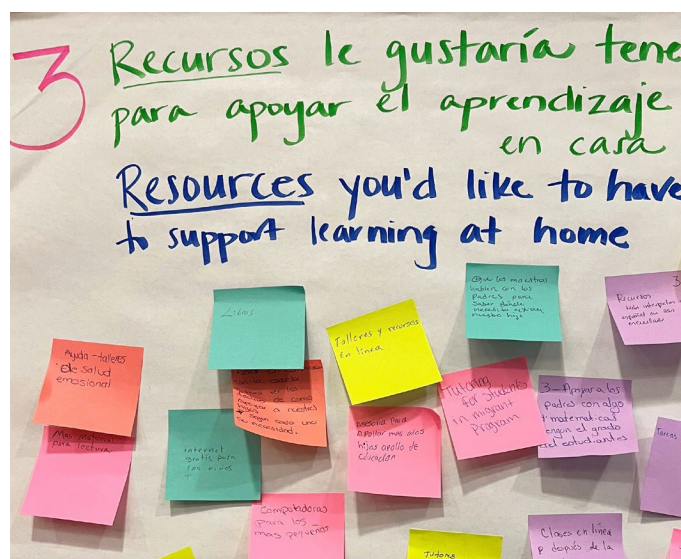
One student shared, “[My] dream and my goal is to go to college, especially Stanford to study to be a doctor and get a master’s degree...helping kids, little kids.”²⁶ Another student shared, “I want to go to college for something, but I want to study abroad to study another language, I want to get a good job to pay my parents back for all their help and support.”²⁷ A different student shared, “Trabajar en la clínica para tener experiencia y aprender más medicina. Después de 2 años quiero ir a Willamette University para ser doctor, y que mi familia se sienta orgullosa de mi. Pero necesito más apoyo económico para pagar los 13 años de carrera de medicina.”²⁸

School Supports to Achieve Graduation and Post-Secondary Success

All students referenced needing some type of support or guidance to stay on-track to graduate and achieve post-secondary success. The types of supports students mentioned included mentors; finding and applying for scholarships; assistance with credit accrual; general support from teachers and their school; more information about careers, colleges, and visiting colleges, including how to prepare for a career or college; as well as information about scholarships. **Students were able to identify the types of support they need to graduate and enter a post-secondary opportunity, but it was unclear whether they knew where they could receive that support.**

Student Communication and Engagement with Teachers and Schools

Student responses varied across all regions in relation to communication and engagement with their schools and teachers. Several students referenced negative interactions with teachers and school staff, or that they felt they did not belong. For example, “teachers behave and treat students differently,”²⁹ “school staff have favorite students and allow [some] students to be racists and bullies,”³⁰ and “Maestros no hacen caso a los estudiantes que no son sus favoritos.”³¹ Other students shared positive interactions. For example, “I like my teacher, she would help me a lot, I was getting below a C and I started getting all As, she would explain things right, she let me sit in the front, she mainly helped me in math, from an F to an A in every class,”³² and “She’s really good about answering questions that the students have, and she could help any time. When I am missing work, she lets me go after school to finish it, and she helps me in class too.”³³ One student acknowledged, “I think that there are some teachers that really do try to help you, like after school with your work or to get you to a passing grade, but some teachers really don’t care if you are passing or failing, they just want you to do the work.”³⁴ **Some students feel very supported by their teachers and schools, while others do not.**



²⁶ Oregon Migratory Student, 2023

²⁷ Oregon Migratory Student, 2023

²⁸ Oregon Migratory Student, 2023

²⁹ Oregon Migratory Student, 2023

³⁰ Oregon Migratory Student, 2023

³¹ Oregon Migratory Student, 2023

³² Oregon Migratory Student, 2023

³³ Oregon Migratory Student, 2023

³⁴ Oregon Migratory Student, 2023

Language Arts and Math Classes and Supports

Students were asked what they liked and disliked about language arts and math classes. Students shared that they like language arts and math classes when they play games, are rewarded for positive outcomes, work in groups, have time to ask questions, and understand previous material. Many students (60%) felt engaged in class when they felt respected by their teachers and represented in the materials, and when they believed their teachers had a genuine interest in their well-being.

When asked what they did not like about their language arts or math classes, 50% of students referenced feeling like they did not understand, that they felt lost or did not have time to catch up, and that they felt they were not allowed to ask questions. In some cases, students felt their teachers completely disregarded them. One student referenced their teacher as “she’s just there...she doesn’t care. If we have a question she seems so annoyed, she’s always so rude about it.”³⁵ Another student mentioned that teachers do not have patience to explain what is going on, and that they have said to that student, “You should know better, I have already taught this.”³⁶

More than 50% of students referenced wanting support services in language arts and math, as well as multicultural support. One student mentioned, “School needs more events, books, and activities about immigration. It is for others, not about us. Only have things about cowboys, nothing like día de muertos.”³⁷ **Overall prominent themes among students in their language arts and math classes include challenges with understanding the content, a desire for instructional services, and a need for more culturally relevant materials.**



³⁵ Oregon Migratory Student, 2023

³⁶ Oregon Migratory Student, 2023

³⁷ Oregon Migratory Student, 2023

Family Survey Results

The full results of the family survey can be found in Appendix F.

Migratory families identified the grade/age level of youth in their households (**Exhibit 7**).

EXHIBIT 7

Grade/Age-Level of Migratory Children in Households

Grade Level	Number of Students
Birth–2	1
Age 3–5	5
K–3	6
4–5	10
6–8	23
9–12	26
Total	71

Hopes and Dreams for their Children’s Futures and Desired Supports

As previously referenced, **all families hope their children have successful post-secondary opportunities**. Almost all families (92%) hope their children pursue a post-secondary degree and the remaining hope for their children to have a full-time or part-time job. When asked about the additional services that would most help their children in graduating, 57% of respondents indicated they would like support in understanding opportunities after high school and 64% would like support in preparing for college applications. Anecdotally, parents shared that they would like to see opportunities for students to visit universities and to have mentors who can help them explore post-secondary options, understand the steps, and receive help that will motivate their children to apply for jobs and universities.

Language Arts and Math Supports

Many parents indicated they would like support for their children in math (62%), reading (57%), and writing (55%). **When asked what is most challenging about supporting their child’s learning in language arts and math classes, 50% of respondents shared that language differences are a challenge:** “Necesito aprender más inglés”³⁸ and “Lo más difícil es que yo no hablo inglés, entonces poder apoyarlo es más difícil.”³⁹ Several parents also indicated that math is a challenge for them to support. One parent shared anecdotally that their spouse is good at math and they can arrive at the same answer as their children, but that the methods of arriving there are different. Half (55%) of parents indicated they would like support in helping their student with reading and math at home: “A veces llega la tarea a casa y ellos no saben y a nosotros nos enseñaron de forma diferente o no sabemos porque no llegamos a esos niveles de escuela. Necesitamos saber cómo los enseña los maestros para poder ayudarle. O que nos expliquen el curriculum.”⁴⁰ Half of respondents said they would like support for helping their child with homework/school assignments.

Family Communication and Engagement with Teachers and Schools

Families receive information about their students through various channels, including calls/texts, written correspondence, among others. Families most frequently receive written communication. When asked if they understood communication from the school districts or schools, 64% of parents responded “yes” and 36% responded “sometimes.” Parents shared that partnerships between families and schools or school districts can be improved through better and more frequent communication. One parent said the best way to improve this relationship is increasing communication specifically between teachers and parents: “Más que nada, comunicación. Mandan comunicación general pero son pocos los maestros que tengan comunicación constante. Hay uno que constantemente me dice oiga a este niño le falta esta tarea, pero muchos no.”⁴¹ Other parents suggested that partnerships could be improved by having people

³⁸ Oregon Migratory Family Member, 2023

⁴⁰ Oregon Migratory Family Member, 2023

³⁹ Oregon Migratory Family Member, 2023

at the school who better understood the parents (i.e., who spoke their language and/or related to their experiences); by having school leadership more accessible; by receiving more opportunities for parent participation and volunteering; and by working together to help support students.

Several parents mentioned they would feel more comfortable or welcome at schools if they received help from an interpreter or were provided with information in Spanish. One parent shared that they feel very comfortable at school because they communicate in Spanish and are in constant communication with staff at the school. This same parent added about the school, “Ellos me hacen sentir parte de ellos, y ellos parte de mi.” To improve the partnership between families and schools, many family members suggested “que hubiera siempre alguien que nos pudiera ayudar en nuestro idioma. Yo si hablo inglés, pero yo se que hay mamás que no hablan inglés y por lo tanto no van a la escuela si algo está pasando.”⁴² Because many schools do not have translators available, family members feel unwelcome or out of place. Other family members commented that they would feel more comfortable if they knew their opinions mattered, “que nos tomen en cuenta nuestras preguntas y opiniones.”⁴³ **Overall, there is a desire for better, more consistent, and more thorough communication from the school.**

Migrant Education Program Family Supports

Out of all the parent activities offered by the MEP, families found cultural, social, or health activities and reading activities very helpful. Several families anecdotally shared that they would like to see more cultural experiences for their children as well as more engagement with their culture at school and in the community. On the other hand, 50% of families found math activities to be either “somewhat helpful” or “not at all helpful.” More than one-third (38%) of families agreed that parent involvement activities and Migrant Parent Advisory Committee (PAC) activities are helpful in supporting their students’ success in school. **Exhibit 8** displays the ranking of MEP services families would find helpful.

⁴¹ Oregon Migratory Family Member, 2023

⁴³ Oregon Migratory Family Member, 2023

⁴² Oregon Migratory Family Member, 2023

EXHIBIT 8

Desired Services to Families

Service	Percent Response
Helping my child with reading/math at home	52%
Helping my child with homework/school assignments	50%
Counseling (related to credit accrual)	43%
Technology classes	41%
Parent involvement activities	38%
Translation and interpretation	38%
Meetings with parents/teachers	36%
Mentors	33%
Family literacy and language	33%
Food pantry	33%
Migrant PAC	31%
Information on health issues during childhood	29%
Support for extracurricular activities	29%
Education materials for home	24%
Information on accessing health, dental, or vision care, or mental health care	24%
Transportation information	21%
Finding preschool programs	19%
Parenting education programs	17%
Preparing children for pre-K	14%

Family Focus Group Results

School Monolingualism and Challenges to Participation for Families

Family focus groups revealed several challenges or barriers to families' participation in their children's education. These challenges varied from region to region and school to school and seemed dependent upon the perceived quality of school and/or MEP staff. **The most common challenge for 80% of families was communication difficulties; families noted a lack of translators or bilingual speakers at schools, with communications from schools frequently provided only in English.** Several families indicated they would like to be more involved in school, but do not feel comfortable because everything is in English. One family member commented that she arrived at school for a meeting but was unable to communicate because there was no translator. A family member shared that “hay intérpretes, pero no están siempre disponibles.”⁴⁴ Families indicated that, at times, they don't feel like they have a voice and are treated as outsiders.

Accessing Resources for Supporting Students

The theme of communication difficulties and monolingualism carried over into accessing resources for opportunities (e.g., scholarship information, pre-K services), supporting students in homework and classwork (supporting grammar or reading at home), and not understanding the school system itself. At least one family member in each focus group shared that they struggle to understand the education system. One family member shared that they did not understand that their child could not be out of school for 10 days; another was unclear about the rules for attending graduation in person during the pandemic; and another commented on not understanding the services available to a child with autism. Family members desired “estrategias de apoyo curso para padres en materias de math, reading, writing, y que el sistema educativo aquí es diferente” and “talleres familiares sobre el sistema educativo.”⁴⁵

Challenges with Schools and School Staff

More than half of family members also shared concerns associated with school staff overlooking or dismissing their children. One individual noted that a teacher became angry with their child after that child corrected the teacher in Spanish. The teacher then punished the student without discussing it with the parent, and the parent noted that the school administration did not “back up” the parent when they complained. Another family member shared that the school attempted to give their senior student a modified diploma despite having all As. The school asked that family member to sign a form agreeing to the modified diploma without explaining the reason. The individual was able to access a family advocate to help them say “no.” They noted, however, that many family members would have just signed the form without understanding it and moved

⁴⁴ Oregon Migratory Family Member, 2023

⁴⁵ Oregon Migratory Family Member, 2023

on. While MEP staff was helpful in the latter scenario, some families shared that their MEP staff member does not communicate with them frequently, needs more training, or has trouble entering onto school campuses to tutor students.

Positive Experiences with MEP Staff

Several family members shared their positive experiences, especially with the MEP staff, of receiving help navigating the system and feeling like they can benefit from the opportunities provided by schools and districts. In one specific region, 100% of families indicated that they had strong and positive experiences with the MEP and were appreciative of its support. They shared their gratitude for the help their children received in enrolling in supplemental programs and attending college/university visits or trips to Washington state; for having an advocate at the school to navigate the school and the system; and for providing services to support their children at home. **These, and several other families, shared they feel comfortable at school because there are individuals in the school that represent and understand their community.**

MEP Services and Supports to Families

All parents (100%) desired more services and support from the MEP, including supplemental support like transportation, food pantry, and clothing, and instructional support like tutors, resources for homework, and English classes. All parents desired workshops and activities for themselves or their children, with a focus on cultural and community gatherings. Some examples of parent workshops included cultural activities like music, dance, and art; celebrations of culture; language classes; mental health resources for children and families; leadership classes for parents and children; sports and recreation; technology classes and computer classes; and others.

Staff Focus Group Results

Best Practices to Support Migratory Families and Students

When asked about best practices that support migratory families and multilingual learners, some common themes that arose included **a need for more bilingual or Spanish-speaking staff, workshops for parents and students together, resources for parents on the education of their students, and consistent communication between parents and the school or MEP.** Families and students both shared their concerns about multilingual communications and access to multilingual resources. Recommendations from MEP staff focused on a desire for better communication, and included diversifying communication channels, updating resources

regularly, having monthly group meetings to share resources, and connecting with local agencies and community groups for those resources. Anecdotally, several participants shared that it can be difficult to reach all parents and bring them together, especially in rural districts.

Disconnects Between the Migrant Education Program and Schools/Districts

A majority of staff (70%) shared that there is a disconnect between schools/districts and the MEP, especially in data sharing; a lack of collaboration and coordination across services and staff; and a general lack of awareness of the MEP. Staff indicated challenges with data and information sharing with schools and districts—e.g., the school may not know which students are migratory students or what their academic statuses are. There were also concerns about the lack of coordination across the different service programs and school staff to better support students and one another. One participant shared that they were hoping to help a student and their family in seeking support through the McKinney–Vento Act program, but they had challenges in working with the social worker at school. Another participant struggled to connect with a student’s Individual Education Plan (IEP) case manager to help the parent understand the services available to them and their student.

Finally, all participants reported a general lack of awareness about the MEP among school and district staff, and concern about their lack of awareness of the migratory population. One staff member shared that “a veces no tenemos respuestas de la escuela cuando pedimos ayuda o apoyo en español.”⁴⁶ Another staff member recalled not being allowed on campus because the school simply did not know who they were and what the MEP did. Notably, family members shared similar experiences, about a lack of coordination and collaboration across the MEP and schools and districts. **Overall, there seems to be a lack of systems and structures to support coordination and enrich engagement across schools/districts and the MEP.**

Ideals for the Migrant Education Program

When asked what would be their ideal for the MEP, several staff shared that they wish they had more time, knowledge, professional development (PD), and resources to support families and youth. One participant stated that their ideal is for the MEP to be “a place where our MEP families can feel safe to find the resources they need, and [have] questions answered.”⁴⁷ They desired for MEP students to participate in advanced classes and career exploration, to have more opportunities in Science, Technology, Engineering, and Mathematics (STEM), and to take advantage of the MEP program. When asked about their ideal MEP, staff shared their passion for supporting migratory youth and their families and for helping them seek the resources, opportunities, and knowledge they need to be successful.

⁴⁶ Oregon MEP Staff Member, 2023

⁴⁷ Oregon MEP Staff Member, 2023

Key Themes

The following are the key themes that emerged when analyzing the collected data. These themes are applied throughout the identified goals and subgoals.

Regional, District, and School Differences

There is a clear discrepancy in the types and quality of experiences across the state for families, students, and MEP staff. MEP staff in rural districts, for example, shared completely different interactions and experiences with families and students than those in more urban or metropolitan areas due to factors like population density and sprawl. In rural districts, for example, activities like family nights are challenging due to geographical distances and transportation resulting in low attendance or requiring multiple events. In urban districts, by comparison, MEP staff host only one family night with high attendance due to proximity to a site and the availability of public transportation. There is also variability in the time used and frequency of conducting home or school visits; MEP staff in rural districts reported more challenges due to geographical distances with this activity than MEP staff in urban districts. Equally, the experiences of migratory students and families varied from school to school, and district to district—some overwhelmingly positive and others negative. Experiences for migratory students and families were impacted by factors including school/district policies and rules, educator and staff expertise or proficiency, and the communications and resources available to them.

Cross-Functional Coordination and Knowledge Sharing

Despite the comprehensive collection of data by OMSIS, there is a gap between school districts and the MEP when it comes to data sharing and knowledge management. Several MEP staff reported barriers to service provision because the school failed to share information or respond to requests for data (e.g., PFS data). Additionally, there is a lack of coordination and knowledge sharing among the various services, including other federal services and those that school districts provide—services that could help many migratory families or youth. This impacts migratory youth and families' ability to equitably access services.

Professional and Skill Development

Capacity-building and skill development of MEP staff and school district staff was an emergent theme. MEP staff desired more PD and opportunities for training from their MEP regions. They self-reported wanting more knowledge, resources, and skills on topics like family engagement, reading and math instructional resources, engaging out-of-school youth (OSY)/PFS, among others. School and district staff could also benefit from PD and training about the MEP and the unique needs and experiences of migratory families and youth. MEP staff, migratory families, and students alike reported challenges associated with a general lack of knowledge,

understanding, and culturally responsive pedagogies from school and district staff about their experiences. MEP staff shared that schools and district staff do not understand the MEP, what it is, who the staff are, and the supports they provide.

Communication Strategies and Structures

Challenges with communication and information sharing was one of the largest themes that emerged from the CNA for all parties—migratory students, families, and MEP staff. MEP staff desired stronger communication with ODE, school personnel and districts, other MEP staff, and migratory students and families. Migratory families desired more interaction with their MEP staff, as well as school leadership and staff with the assistance of a translator. They equally desired more consistent, thorough, and easily accessible communications, especially in their home language. Migratory students desired clearer communications and information in English and Spanish from their teachers, and desired more information about post-secondary opportunities, including information on graduation and college applications. Families and MEP staff alike advocated for clear and consistent communication, in various modes, and in their home language.

Access to Helpful Resources

While there is not a dearth of resources available to MEP staff and migratory families and youth, there was consistent confusion about what resources existed and how or where to access them. The types of resources varied from instructional or mental health resources to support youth and families, to evidence-based resources to support MEP staff in themes like goal setting, reaching OSY, and family engagement. Additionally, many of the resources that are available may not be easily understood, especially by migratory families and youth. This could be because they are not available in their home language or because of the use of unfamiliar terminology. All parties desired access to and information about current resources to assist in appropriately supporting migratory families and youth.

Access to MEP Services

Migratory families and youth alike asked for more access to MEP instructional and support services. The highest requested services were for language arts and math achievement like tutoring, study skills, and instruction at home. Additional services included pre-K services, mental and health services, and cultural activities. It was unclear if families and students understood where and how they could access the available services. The MEP Student Profile justifies the need for more MEP services, demonstrating the low rates at which many services are accessed by migratory families and youth.

IDENTIFIED GOAL AREAS AND SUBGOALS

[My] dream and my goal is to go to college, especially Stanford to study to be a doctor. and get a master's degree. Helping kids, little kids."

- Oregon Migrant Education Program Student



The results of the data collection and subsequent synthesis led to the identification of common themes and areas of growth. Four common goals emerged that the MEP should specifically address in the coming years:

1.

School readiness for early childhood education
2.

Graduation and OSY
3.

Instructional services
4.

Support services

Each goal area has a set of subgoals based on identified focus areas. Subgoals begin with a **Focus Area Statement** (Concern Statement) and are aligned with **Growth Indicators** (Need Indicators), a **Data Summary**, and a **Growth Statement** (Need Statement).

1.1 - Family Engagement



Focus Area Statement

We are concerned that MEP tools and resources focused on Early Childhood Education for pre-K (ages 3-5) are not accessible to migratory families due to either linguistic differences or ineffective communication.

Growth Indicators

- 1. The qualitative and quantitative results from migratory families with pre-K children who described the amount of Early Childhood Education resources and support services they received in SY 2022–23.
- 2. The qualitative and quantitative results from migratory families with pre-K children who described the quality and accessibility level of communication about resources in SY 2022–23.

Data Summary

- 1. In a SY 2022–23 Needs Assessment family survey, 100% of participants with children ages 3-5 (not in kindergarten) indicated that they would like additional preschool resources or support to help their child be “on track” for kindergarten.
- 2. In a SY 2022–23 Needs Assessment family focus groups, 80% of participants, including pre-K families, indicated they are not receiving effective communications from schools or programs about resources or services. Fifty percent of participants in family surveys indicated they are receiving communications, but do not understand them. Ninety percent of participants indicated they would like communications in their home language.

Growth Statement

Eighty percent or more of families with pre-K (ages 3-5) MEP children will access MEP resources and tools focused on Early Childhood Education that are linguistically, culturally, and developmentally appropriate for migratory children.

Possible Solutions

- 1.1a:** The Oregon MEP will provide multilingual, developmentally appropriate, culturally responsive MEP resources about strategies to support children’s development for families in pre-K. The Oregon MEP will make these resources available through Oregon MEP regions, MEP parent meetings, and via the ODE website.
- 1.1b:** The Oregon MEP will design and implement an engagement and outreach program to improve effective communication and increase contact/meetings with families of migratory children in pre-K (ages 3-5), with a focus on home visits.

1.2 - Early Learning and Support Services



Focus Area Statement

We are concerned that almost half of migratory children in pre-K (ages 3-5) and their families do not have access to MEP early learning and support services.

Growth Indicators

1. The percentage of migratory children in pre-K who received instructional services during the school year.
2. The percentage of migratory children in pre-K who received a support service during the school year.

Data Summary

1. In SY 2022–23, there were 2,013 migratory children in pre-K, of which 1,007 (50%) received services. Among the eligible students in pre-K, 949 (47%) received instructional services.
2. In SY 2022–23, there were 2,013 migratory children in pre-K, of which 1,007 (50%) received services. Among the eligible students in pre-K, 879 (44%) received support services.

Growth Statement

Seventy percent or more of pre-K children (ages 3-5) will access MEP early learning services and the support services that are essential to access early learning opportunities.

Possible Solutions

1.2a: The Oregon MEP will strengthen connections with Early Childhood Education providers and provide evidence-based, linguistically, culturally, and developmentally appropriate resources to regional MEP Early Childhood Education specialists.

1.2b: Oregon MEP regions will meet with and increase their communication with early childhood intervention providers, such as HeadStart and Oregon Child Development Coalition, to coordinate additional support and resources, prioritizing access to services for students who may need early identification.

1.2c: Oregon MEP regions will collaborate with other federal, state, and community programs to increase access to support services.

1.2d: Oregon MEP pre-K programs will provide high-quality developmentally appropriate learning experiences to migratory children.

1.2e: The Oregon MEP will provide pre-K special learning opportunities during the summer term, including summer school, home visits, and learning kits for at-home use.

2.1 - College and Career Readiness - Diploma Type



Focus Area Statement

We are concerned that migratory students are not graduating with a regular high school diploma at higher rates.

Growth Indicators

- 1. The percentage of graduating migratory students, receiving a regular diploma, in the 4-year and 5-year cohort.
- 2. The percentage of migratory students in the 4-year and 5-year cohort who did not complete graduation requirements.

Data Summary

- 1. In SY 2022–23, 83% of migratory students in the 4-year cohort and 23% of migratory students in the 5-year cohort graduated with a regular high school diploma.
- 2. In SY 2022-23, 12% of migratory students in the 4-year cohort and 64% of migratory students in the 5-year cohort did not complete graduation requirements.

Growth Statement

Ninety-five percent of Oregon migratory students who graduate high school will graduate with a regular diploma.

Possible Solutions

2.1 a: Oregon MEP graduation specialists will review attendance, discipline, course grade, and assessment data to monitor progress of students and identify those in need of targeted support.

2.1 b: Oregon MEP graduation specialists will participate in PD that focuses on effective student engagement and retention strategies for migratory students, and specifically early intervention and indicator systems.

2.1 c: Oregon MEP graduation specialists will meet at least once a marking period with school counselors and high school success coordinators to coordinate actions to support migratory students to be on track to graduate.

2.1 d: Oregon MEP graduation specialists will increase home visits with middle and high school migratory students, with specific focus on PFS students.

2.1 e: The Oregon MEP will leverage OMLI summer programs to offer credit opportunities to migratory students in credit-bearing courses for graduation (e.g., Science, Math).

2.1 f: Oregon MEP graduation specialists will join school wide ninth grade success teams and meet regularly to review ninth grade academic, behavioral, and attendance data.

2.2 - College and Career Readiness - Access to Services



Focus Area Statement

We are concerned that MEP instructional and support services targeting academic and career development are delivered at low rates to high school migratory students.

Growth Indicators

- 1. The percentage of migratory students, grades 8–12, who received MEP high school credit accrual services.
- 2. The percentage of migratory students, grades 8–12, who received MEP guidance counseling services.
- 3. The percentage of high school migratory students who received MEP vocational and career services.

Data Summary

- 1. In SY 2022–23, 10% of migratory students, grades 8–12, received MEP high school credit accrual services.
- 2. In SY 2022–23, 34% of migratory students, grades 8–12, received MEP guidance counseling services.
- 3. In SY 2022–23, 16% of high school migratory students received MEP vocational and career services.

Growth Statement

Seventy-five percent or more of migratory students in high school will access at least one MEP instructional service and at least one MEP support service specifically for academic and career development.

Possible Solutions

- 2.2 a:** Oregon MEP regions will increase post-secondary development activities for migratory students to increase their knowledge of and access to post-secondary opportunities, with specific focus on FAFSA completion, scholarship applications, college visits, and career mentoring.
- 2.2 b:** Oregon MEP staff will connect high school migratory students with online or in-person tutoring opportunities to support their achievement in credit-bearing courses.
- 2.2 c:** The Oregon MEP will leverage OMLI summer programs to access services and activities for academic and career development (e.g., credit recovery classes, one-on-one career counseling, and culturally responsive restorative circles).



Focus Area Statement

We are concerned that OSY are not consistently or regularly receiving MEP services.

Growth Indicators

The percentage of all OSY students who received MEP services in SY 2022-23.

Data Summary

In SY 2022–23, there were 1,509 identified OSY, and 148 (10%) of them received instructional or support services from the program.

Growth Statement

At least 30% of OSY will receive one or more MEP instructional or support service designed to encourage engagement with the MEP and access to educational pathways.

Possible Solutions

- 2.3 a: Oregon MEP graduation specialists will receive PD that is based on evidence-based practices for engaging more OSY and providing resources and support to OSY (e.g., goal setting, ID&R, career pathways, instructional support for life skills, among others⁴⁸).
- 2.3 b: Oregon MEP recruiters will increase field-based recruitment efforts at work sites to reach more OSY.
- 2.3 c: Oregon MEP will collaborate with High School Equivalency Programs (HEP) to increase participation and high school completion.
- 2.3d: Oregon MEP graduation specialists will facilitate one-on-one or group (as available) goal setting sessions with OSY, using resources like the goal setting assessment rubric, the goal setting student self-evaluation, and the Personal Learning Plan, to assist students in mapping their personal pathways⁴⁹.
- 2.3e: Oregon MEP graduation specialists will share relevant instructional resources to build both life and academic skills with OSY (e.g., ACRES or personal finance) and increase their instructional support to students based on individual need.

⁴⁸ iSOSY. (2024). Innovative strategies for OSY and secondary youth. <https://www.osymigrant.org/>

⁴⁹ Ibid

3.1 - Math - Access to Services, Opportunities, and Achievement



Focus Area Statement

We are concerned that insufficient MEP instructional services in math are provided to migratory students in grades 3–8 and high school.

Growth Indicators

- 1. The percentage of migratory students, grades 3–8 and high school, who received a designation of proficient or above in the content area of mathematics in SY 2022–23 in comparison to their non-migratory peers.
- 2. The percentage of migratory students who received an MEP instructional service in mathematics in SY 2022-23.
- 3. The qualitative and quantitative results of a student survey describing the quality of engagement in math courses and the type of MEP instructional supports for math achievement.

Data Summary

- 1. The percentage of migratory students, grades 3–8 and high school, who were proficient or higher in the content area of mathematics in SY 2022–23 was 11%, as compared to a proficiency rate of 30% for non-migratory students.
- 2. During SY 2022–23, 29% of migratory students received MEP instructional services in mathematics.
- 3. In a 2023 Needs Assessment student survey, 90% of respondents indicated they struggle with “understanding math.” When asked about support they needed to succeed in math: 30% of students desired tutoring during the school day in math, out of 225 students: 29% wanted tutoring before or after school, 42% wanted support studying for tests, 45% wanted support with homework, and 38% wanted help reviewing materials from previous classes.

Growth Statement

At least 75% of migratory students not meeting proficiency in math in grades 3-8 and high school will receive at least 25 hours of MEP-sponsored instructional services in math.

Possible Solutions

- 3.1 a:** Oregon MEP staff will coordinate with school staff to provide access to relevant math materials and tutoring programs that can be accessed easily online. These materials and programs will be shared with migratory students and families to support math instruction at home.
- 3.1 b:** Oregon MEP staff will coordinate with school staff about math enrichment and intervention activities for migratory students, including prioritizing students for summer activities and after-school tutoring.
- 3.2 c:** Oregon MEP staff will prioritize access to high-dosage tutoring for migratory students who have not yet mastered math standards, with at least 10 hours of instructional time per pupil.

3.2 - Language Arts – Access to Services, Opportunities, and Achievement



Focus Area Statement

We are concerned that insufficient MEP instructional services in language arts are provided to migratory students in grades 3–8 and high school.

Growth Indicators

1. The percentage of migratory students, grades 3–8 and high school, who received a designation of proficient or above in the content area of language arts in SY 2022–23 in comparison to their non-migratory peers.
2. The percentage of migratory students who received an MEP instructional service in language arts in SY 2022–23.
3. The qualitative and quantitative results of a student survey and focus groups describing the quality of engagement in language arts courses and the quality and type of instructional supports for language arts achievement.

Data Summary

1. The percentage of migratory students who received a designation of proficient or higher in the content area of language arts in SY 2022–23 was 20%, as compared to a proficiency rate of 43% for non-migratory students.
2. During SY 2022–23, 28% of migratory students received MEP instructional services in language arts.
3. In 2023 Needs Assessment student focus groups, more than half of participants indicated that they struggled with reading, writing, or both in their language arts courses. When asked in a 2023 Needs Assessment student survey about support they needed to succeed in language arts, out of 225 students: 31% students desired tutoring during the school day in language arts, 28% wanted tutoring before or after school, 40% wanted support studying for tests, 38% wanted support with homework, and 42% wanted help reviewing materials from previous classes.

Growth Statement

At least 75% of migratory students not meeting proficiency in language arts in grades 3-8 and high school will receive at least 34 hours of MEP-sponsored instructional services in language arts.

Possible Solutions

3.2a: Oregon MEP staff will coordinate with school staff to provide access to relevant language arts materials and tutoring programs that can be accessed easily online. This will be shared with migratory students and families to support instruction at home.

3.2b: Oregon MEP staff will coordinate with school staff about language arts enrichment and intervention activities for migratory students, including prioritizing students for summer activities and after school tutoring.

3.2 c: Oregon MEP staff will advocate for students in ESDs and within districts to ensure equitable processes are upheld for migrant-specific language arts concerns, such as credit transfer from non-U.S. coursework, access to literature courses taught in languages other than English, among others.

3.2 d: Oregon MEP staff will prioritize access to high-dosage tutoring for migratory students who have not yet mastered reading standards, with at least 10 hours of instructional time per pupil.

3.3 - Instructional Support Services – Family Engagement



Focus Area Statement

We are concerned that culturally-responsive instructional support resources, services, training, and ongoing support from the MEP are not sufficiently available, accessible, or appropriate for migratory families.

Growth Indicators

1. The percentage of family members who rate the efficacy of MEP provided math and reading training (parent activity or meeting) “Not at All Helpful” and “Somewhat Helpful” on a 4-point Likert scale in a family survey.
2. The quantitative analysis of qualitative results from family focus groups and family surveys of instructional supports for math, language arts, and study skills that are desired.
3. The number of MEP math and language arts workshops or training provided to families in SY 2022–23.

Data Summary

1. In a 2023 Needs Assessment family survey, family members answered a question that measured the effectiveness of MEP provided math and reading training, and 50% of parents rated both the math and reading training’s efficacy as “Not at All Helpful” or “Somewhat Helpful.”
2. Sixty-one percent of family members in the 2023 Needs Assessment family survey indicated that they desired additional math and language arts support for their students; 61% of family members also indicated they would like support with study skills.
3. The number of math and language arts workshops or training provided to families in SY 2022–23 varied substantially across regions.

Growth Statement

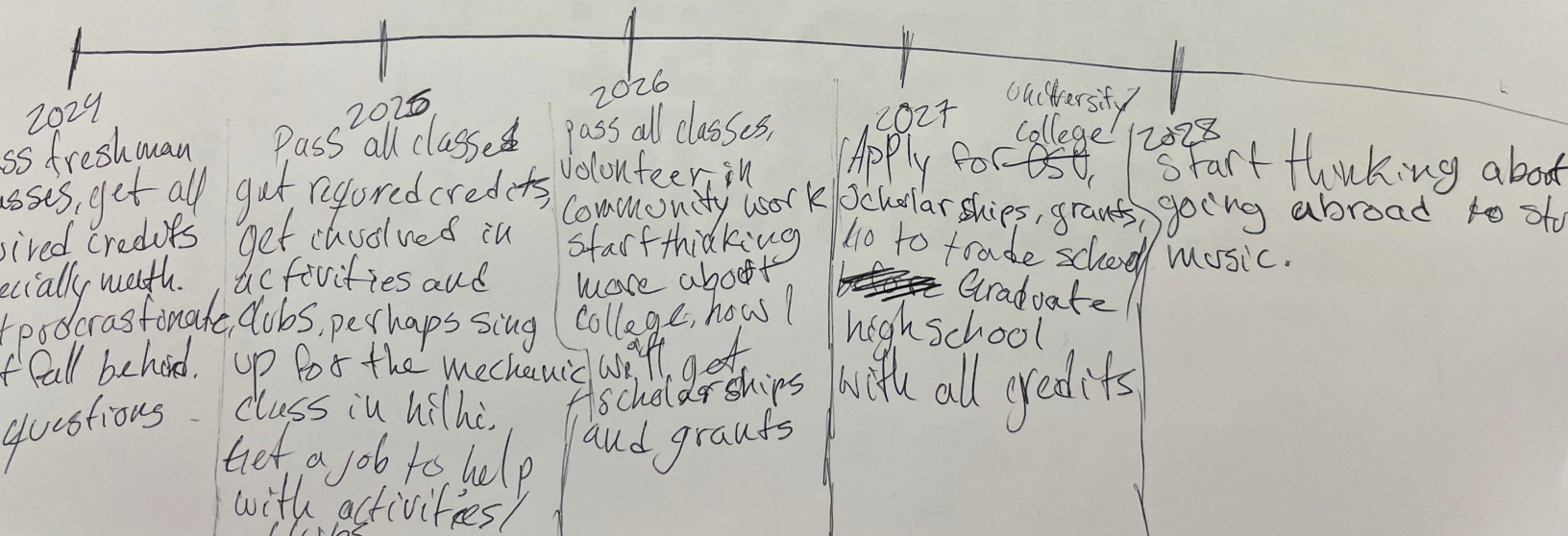
At least 50% of migratory families will access at least one culturally-responsive family activity, workshop, training, or resource, provided by the Regional MEP Staff, focused on instructional and academic support aligned to ODE Standards and the academic needs of migratory students.

Possible Solutions

3.3 a: The Oregon MEP will provide at least two statewide training/activities with families about providing instructional and academic support for migratory students including supporting regular attendance, homework completion, and academic study skills.

3.3 b: The Oregon MEP will host experts in leveraging evidence-based practices to support migratory families in understanding the U.S. education system and to advocate for their children.

3.3 c: The Oregon MEP will create a culturally responsive resource toolkit/playlist for families that can be used at home to support the differing levels of math and language arts abilities and include a multilingual glossary.



3.4 - Access to Services – Priority for Service



Focus Area Statement

We are concerned that MEP regions do not deliver MEP instructional services at a higher frequency to students identified as PFS.

Growth Indicators

- 1. The percentage of PFS students who received MEP services in SY 2022–23.
- 2. The number of PFS students who received instructional services in SY 2022-23.
- 3. Anecdotal evidence from focus groups and NAC meetings about identifying and supporting PFS students.

Data Summary

- 1. During SY 2022–23, PFS students represented 32% (4,808) of all eligible students. Fifty-nine percent of PFS students received any type of MEP services.
- 2. During SY 2022–23, of the 2,832 PFS students who received any service, 45% received instructional services.
- 3. Reports from all 19 regions during 2023 Needs Assessment MEP Staff focus groups and NAC meetings demonstrated that identifying and working with PFS is a challenge due to inflexible systemic and structural obstacles. For instance, restrictions from schools and districts inhibit access to student data and inhibit the ability to meet in-person with students.

Growth Statement

Oregon MEP regions need to increase its instructional services to PFS, so that a minimum of 85% of PFS students receive instructional services.

Possible Solutions

- 3.4a:** The Oregon MEP will coordinate with SDs and ESDs to grant regional data specialists access to student data and student flags already created by Synergy/PowerSchool, provide automatic PFS calculations for migratory students, and create and implement a plan using that data to improve identification of PFS students.
- 3.4b:** Oregon MEP regions will create and implement a plan to target services for PFS, leveraging evidence-based strategies to build positive connections and relationships with PFS students.
- 3.4c:** Oregon MEP staff will use evidence-based interventions to support PFS students, including high-dosage tutoring, mentoring, and vocational and career counseling.

4.1 - MEP Structures and Systems



Focus Area Statement

We are concerned that regional MEP staff and their school and district administrators lack structures and systems for cross-functional collaboration to support and advocate for MEP youth and families.

Growth Indicators

1. An analysis of the results of staff focus groups describing the quality of cross-functional collaborations including district collaboration, collaboration with teachers, and school staff.
2. An analysis of the results of staff focus groups describing the quality of current systems and structures for communication, data sharing, and information sharing.
3. An analysis of the results of family, student, and staff focus groups describing the quality of engagement among migratory families, youth, and schools.

Data Summary

1. Reports from all 19 regions during 2023 Needs Assessment MEP staff focus groups demonstrated the need for cross-functional collaboration including with district-level staff and teachers.
2. Reports from all 19 regions during 2023 Needs Assessment MEP staff focus groups demonstrated the need for additional systems and structures for communication, data sharing, and information sharing.
3. Reports during 2023 Needs Assessment family, student, and staff focus groups described the quality of engagement among migratory families, youth, and their schools as uneven, inconsistent, and potentially negative.

Growth Statement

One hundred percent of public schools with enrolled migratory students will demonstrate collaboration with regional MEP staff.

Possible Solutions

4.1a: Oregon MEP regions will create and deploy an annual engagement and communications plan, including follow-up support structures, with School/SD/ESD administrators to include knowledge and resource sharing systems.

4.1b: Signed Memoranda of Understanding (MOUs) between the districts and the Oregon MEP that detail collaboration, adherence to minimum communication, and data sharing.

- 4.1 c:** ODE staff will provide annual training and ongoing communications for school and district staff about the MEP and its services.
- 4.1 d:** ODE staff will work collaboratively with Oregon MEP, SD, and ESD staff in all districts/ regions, ensuring equity of voice across positions.
- 4.1 e:** ODE will create job profiles of the different MEP regional positions to help local coordinators and staff define their roles and responsibilities.
- 4.1 f:** The Oregon MEP will create an informational training video for school and district staff about the MEP, its services, and migratory youth and families.

4.2 - Access to Services - Health and Social-Emotional/Mental Health



Focus Area Statement

We are concerned about the availability of training and resources for staff in the areas of health, health education (e.g., mental health, social-emotional health), and safety to appropriately connect migratory families and youth to these MEP support services.

Growth Indicators

1. The percentage of migratory students who received MEP health support services during the school year.
2. The percentage of migratory students who received MEP health education and safety instructional service during the school year.

Data Summary

1. In SY 2022–23, among the migratory students served in K–12, 31% received health support services.
2. In SY 2022–23, among the migratory students served in K–12, 18% received health education and safety instructional service.

Growth Statement

Oregon MEP Graduation Specialists and relevant liaisons will attend at least two statewide professional training sessions that provide support and resources related to health, health education (mental health, social-emotional health, etc.), and Title IX for migratory students to offer services that meet the unique health and social-emotional health needs of migratory youth.

Possible Solutions

4.2 a: Oregon MEP regions will create and implement a community engagement plan to increase the awareness of health and mental health services for migratory youth and their families according to the regional needs, with guidance from the Oregon MEP.

4.2 b: The Oregon MEP will provide staff training and PD on the programs that are currently being used by districts to support health, social-emotional health, and safety.

4.2 c: Oregon MEP regions will consider “Health Navigators” and “Care Specialists” roles on Family Engagement teams to connect families with local and state health resources.

4.2d: The Oregon MEP will consider the creation of a Migrant Education Health Program to increase migratory youth’s ability to engage academically.

CONCLUSIONS AND NEXT STEPS

I like my teacher, she would help me a lot, I was getting below a C and I started getting all As, she would explain things right, she let me sit in the front, she mainly helped me in math, from an F to an A in every class...”

- Oregon Migrant Education Program Student



Conclusions

The data collected during the CNA will guide the creation of the SDP, determine how resources will be distributed and harnessed, and influence what and how MEP services are delivered. The four goal areas and subsequent subgoals represent the areas of greatest opportunity for growth and those that can be addressed through the SDP. A clear theme, however, has emerged from the analysis of the data collected, which should be considered for the second phase: there is a need to focus on the systems, resources, and structures that support the MEP to improve continuity in the delivery of services and to increase knowledge for all members of the community. While there are structures, systems, and resources in place in the 19 regions, they are not institutionalized or consistent, which can account for the uneven delivery of services across the state and the uneven experiences shared by migratory families and youth. The goal of the SDP should be to aggregate, create, formalize, and establish systems, structures, and resources to serve as the foundation of the MEP, and the SDP should be used to fit the unique needs of each region. With this foundation in place, it is believed that the goals of the MEP can be more effectively met in the long-term.

The following are the additional key themes that should be considered when creating the SDP and help improve the delivery of services:

Regional, District, and School Differences

The wide differences in quality and types of experiences identified across the regions, districts, and schools themselves, including the capacity of MEP staff, should be considered when creating strategies and solutions for the SDP. Solutions and metrics should be flexible enough so they can be tailored to the individual needs of each region, knowing that one region may excel in an area while another region may need to improve.

Data Sharing and Knowledge Management

A lack of data sharing and knowledge management systems are a current barrier to the delivery of services by MEP staff, particularly in regard to districts and schools sharing student information to the MEP. SDP solutions and metrics cannot be met without proper data sharing and collection, and it is recommended that this be a priority for the SDP in its first year.

Professional and Skill Development

In the previous CIC, there was a call for more PD of MEP staff to improve the delivery of services. However, the evaluation demonstrates that only half of the regions provided PD, and that some PDs had as few as one individual attending. Creating a culture of opportunity and skill growth through PD and training should be considered, with PD being one of many potential solutions.

Effective Communication Strategies and Structures

One of the most important needs is for increased engagement with migratory youth and families, and for that communication to be clear, consistent, and accessible (language, education-level, mode of communication) to all of those involved. A set of effective and culturally responsive communication and engagement strategies can ease many of the challenges and needs presented in the CNA.

Resources and Usable Knowledge for MEP Services

There is a need for a centralized toolkit for the Oregon MEP that includes a collection of resources for instruction and supplemental services. Building out these resources will help with challenges with knowledge transfer and knowledge management, will take some of the weight off MEP staff who feel they do not have sufficient time, and will help provide migratory families and students with consistent information and practices across educational experiences.

Next Steps

The next step of the CIC is the SDP. As part of the transition to the SDP, the NAC, ODE, and RTI will prioritize all the possible solutions for each subgoal, choose the most feasible and impactful, and set the Measurable Program Outcome (MPO). Each MPO measures the desired outcomes of solutions and strategies. MPOs become the foundation for measuring solutions and for the third step of the CIC—the Program Evaluation.

Once the CNA is completed, it will be distributed to all relevant parties. It will be communicated in various ways, but the key will be to provide sensemaking sessions so that all key groups understand the outcomes and what it means for the MEP.

The goal of the SDP is to “ensure that migratory children receive full and appropriate opportunities to meet the same challenging state and academic standards that all children are expected to meet.”⁵¹ The SDP will

- review the solutions and strategies proposed in the CNA;
- finalize the MPOs, which are “the foundation for determining the direction of the MEP and establishing accountability;”⁵²
- create an aligned action plan that includes strategies, structures, and technical assistance to support the MPOs; and
- “develop and use evaluation questions to determine the extent to which the MPOs are achieved and to which the SDP is implemented.”⁵³

⁵¹ Office of Elementary and Secondary Education. (2021). Migrant education program (Title I, Part C) – state grants. <https://oese.ed.gov/offices/office-of-migrant-education/migrant-education-program/>

⁵² Office of Migrant Education. (n.d.). Service and delivery toolkit: Section d: The general framework of the service delivery plan. <https://results.ed.gov/sdp-toolkit/article/d-5-evaluation-plan/mep-evaluation-overview>

⁵³ Ibid.