

MEP Evaluation Plan

A culturally responsive and inclusive
evaluation of the Oregon Migrant
Education Program

September 2025



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Evaluation Background and Goals

This is a formative and culturally responsive evaluation that focuses on the extent to which our services are delivered as intended, and its results aim to overcome the program's barriers and increase support. Throughout the needs assessment and service delivery planning processes, Oregon has already made numerous decisions about what services to provide for migratory students and how to implement them. For example, members of the Needs Assessment Committee considered the greatest needs of migratory students in our state and evidence-based strategies for meeting those needs. The SDP planning committee then decided how best to deliver these services, balanced with their knowledge of the practicalities of providing these services to a specific group of people.

The Oregon Department of Education completed its CNA in March 2024 and its SDP in October 2024. ODE now follows a 5-year timeline, with the Program Evaluation taking place throughout its implementation process. This timeline aims to ensure that programs and services are fully implemented, observe and assess the impact, and make necessary adjustments to both programming and measurement outcomes.

Oregon's MEP evaluation aims to help us understand the strengths and barriers that regional programs face when planning and implementing services and describe how we are progressing toward our shared goals migratory students and family and successful MPOs. It is separate from program monitoring, although some monitoring data informs evaluation findings.

The goals of the evaluation are to:

- Show a compelling story of the progress and success of our program
- Help us understand and communicate the value of Oregon's MEPs
- Provide insights to help us reach our goals
- Identify successful strategies and support regional MEPs through challenges

This evaluation plan has seven sections:

- [Stakeholder feedback process for a culturally responsive and inclusive evaluation](#). The evaluation design, data collection, analysis, and reporting should reflect the culture, language, and values of MEP stakeholders, including staff and families. This section specifies a process for gathering input and responding to feedback.
- [Logic model](#). The logic model provides an overview of the MEP's key strategies and outcomes.
- [Evaluation questions](#). The evaluation questions are tied to the logic model. Addressing them will allow us to understand regional approaches for implementing strategies, measure the progress make toward our goals, and demonstrate the value of MEPs.
- [Measures and data sources](#). This section defines our approach for addressing the evaluation questions.
- [Data collection plan](#). The data collection plan details how information about the measures will be gathered from data sources.
- [Data collection instruments](#). This section describes the protocols and tools used to collect and synthesize data.
- [Evaluation timeline](#). A timeline displays when stakeholder review, data collection, analysis, and reporting activities will be conducted.

Stakeholder Feedback Process for a Culturally Responsive and Inclusive Evaluation

Our vision is to design and implement the evaluation in a culturally responsive and inclusive manner. To achieve this, we invite broad participation from MEP stakeholders, including coordinators, educators, family education specialists, graduation specialists, data specialists, parents, family members, and students, to provide ideas and feedback throughout the process.

There are many options to participate, including **staying informed** (receiving information about what's happening), **reviewing materials** (reading documents and providing feedback through your preferred method), and participating in an **advisory group** that provides thought partnership and opportunities to co-create materials. We encourage people to participate as they are able and honor choices to opt in or out at any point.

- *Have an advisory group that meets regularly to discuss evaluation plans and implementation.* Gather stakeholder input before evaluation activities begin and offer regular opportunities to provide input on data collection, data interpretation, and messaging the findings.
- *The advisory group includes many perspectives.* Key voices include MEP Coordinators, Family Education Specialists, Early Childhood Educators, Graduation Specialists, State Parent Advisory Committee (SPAC) members, and migratory students and families. Participants represent all regions.
- *Provide multiple modalities for people to participate.* Examples include virtual meetings, time on other regular meeting agendas (e.g., quarterly coordinator meetings, FES), asynchronous (e.g., through email), one-on-one phone calls, etc.
- *Provide multiple on- and off-ramps for participation.* Allow stakeholders to contribute to the parts of the process they feel they are most qualified for and/or interested in. Allow them to step up or bow out based on availability.
- *Meetings should be facilitated in a way that gathers the best feedback from each stakeholder group.* Some may be better with advance “homework,” like reviewing documents, and a facilitated discussion for providing input. Others may be more productive if the content were presented first during the meeting and participants are allowed to weigh in on the spot and afterwards. Parent meetings would be more effective if kept to a small number of participants or one-on-one. They should be given multiple options to participate in different activities; short one-on-one phone calls may be the most successful given prior experience.

Stakeholder Recruitment

Stakeholders should be provided with information about options to participate in the evaluation advisory group each year.

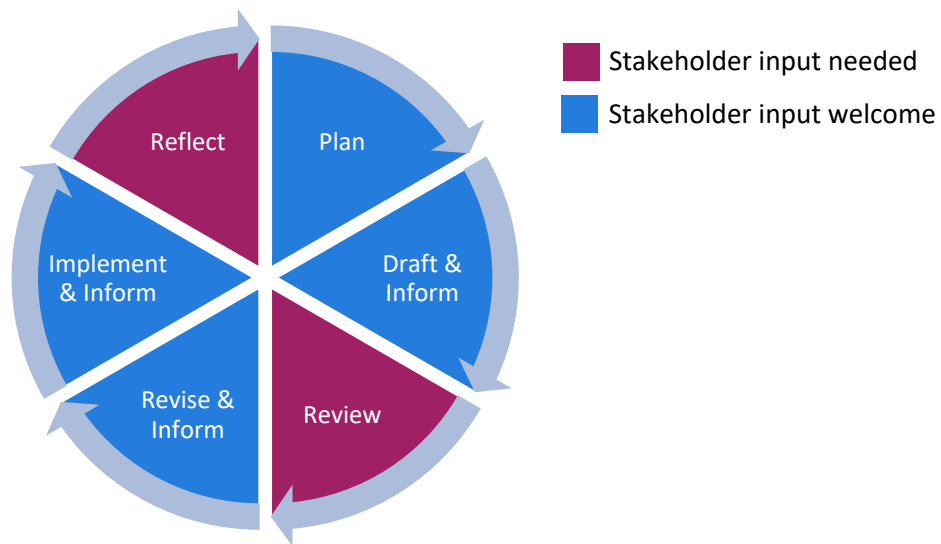
- *Timing.* Conduct recruitment for the advisory group in May.
- *Strategies:*
 - Use regular meetings in May to share information and recruit advisory group members.

- Ask attendees to recommend themselves and/or others who might be interested in participating.
 - Include a newsletter item to send directly to migrant program leaders. Link to a simple interest form that asks whether they are interested in being part of an advisory group, would like to review materials but not meet as a group, or would like only to remain informed.
 - Co-construct what the advisory group looks like after conducting the activities above. Follow up with stakeholders who agreed to participate to allow them to voice how they would like to be involved and contacted.
- *Stakeholder groups:*
The advisory group should bring multiple perspectives from their roles and experiences with the Oregon MEP:
 - Oregon MEP service center
 - EL/ML advisory group (at least at stay informed level)
 - Coordinators
 - Early Childhood Educators
 - Family Education Specialists
 - Graduation Specialists
 - Data Specialists
 - Parents and family members (SPAC) (Co-facilitate with Yuliana)
 - Students and families

Evaluation Plan Development and Implementation Feedback Process

The state MEP team will plan and draft evaluation materials, send information about the evaluation to stakeholders, incorporate stakeholder feedback, implement the evaluation, and reflect upon the implementation and findings with stakeholders from Oregon's MEP community (Figure 1).

Figure 1. Stakeholder feedback process



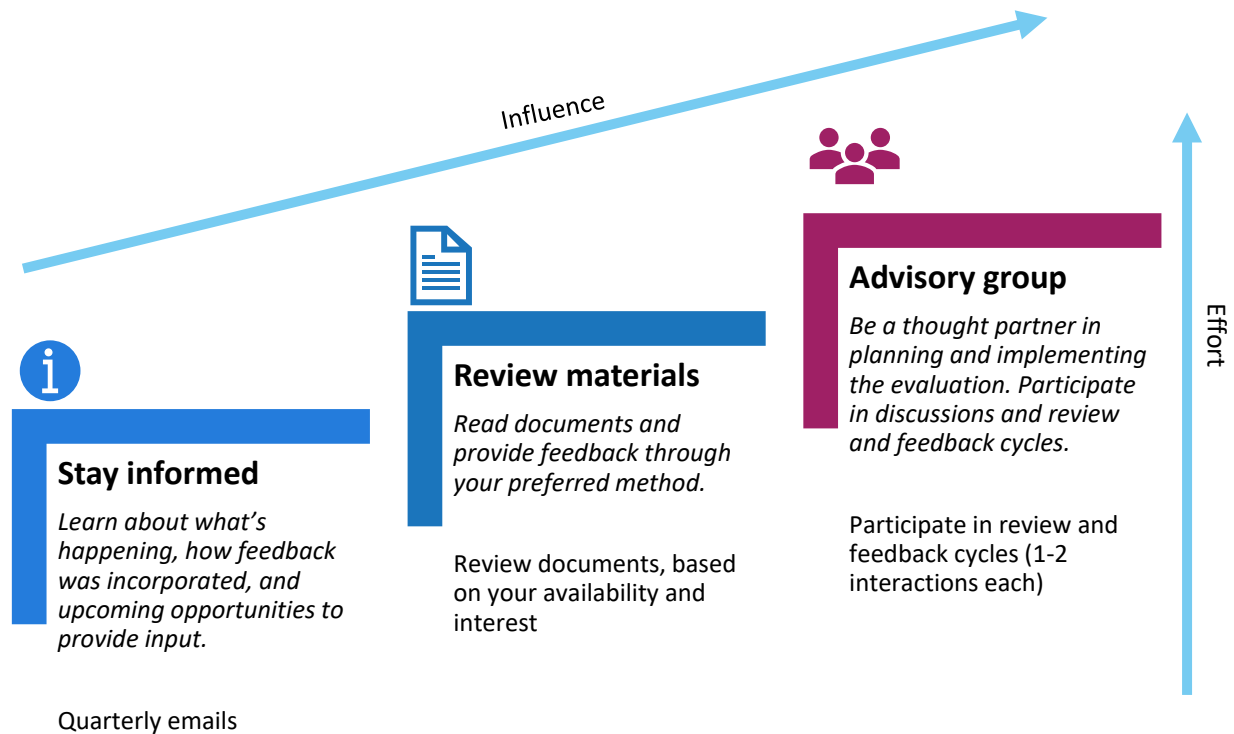
There are six stages of evaluation plan development and implementation:

- *Plan*: ODE designs evaluation materials based on prior reflections, feedback, and guidance.
- *Draft & Inform*: ODE drafts evaluation materials for stakeholder review. ODE communicates its progress and invites a review of the materials.
- *Review*: ODE facilitates reviews of draft materials, including providing background information and guiding questions. ODE gathers input through 1:1 phone calls, meetings, and emails.
- *Revise & Inform*: ODE finalizes evaluation materials using stakeholder feedback. ODE communicates its progress and how it incorporated stakeholder feedback into finalized materials.
- *Implement & Inform*: ODE implements the evaluation and communicates activities and progress to stakeholders. ODE invites stakeholders to reflect on implementation at key stages, such as after data collection or when interpreting findings.
- *Reflect*: ODE gathers feedback from stakeholders about evaluation implementation and findings, including providing background information and guiding questions. ODE gathers input through 1:1 phone calls, meetings, and emails.

Options for stakeholders to contribute

There are several ways that MEP stakeholders could provide input and feedback into the evaluation plan. They can change their involvement based on their availability and interest (Figure 2).

Figure 2. Options for participating in the stakeholder feedback process.



Logic Model

Regional MEPs are complex. They have multiple workstreams to address the needs of migratory students, families, and out-of-school youth (OSY). They implement multifaceted strategies, providing resources and services to improve outcomes across five goal areas: 1) early childhood education, 2) graduation and college and career readiness, 3) OSY, 4) instruction, and 5) health. Logic models help organize complex programs into a road map that unifies strategies and outcomes. An overarching logic model is presented in Table 1. Logic models for each of the five goal areas are in Appendix A.

Table 1. Oregon MEP logic model

Strategies	Outputs	Short-term outcomes (1 year)	Medium-term outcomes (1-5 years)	Long-term outcomes (More than 5 years)
ODE provides training and tools for regional MEP staff	# trainings and participants	MEP staff, schools, community organizations, and migratory families and students improve knowledge and skills through access to training and resources	Migratory students, their families, and OSY receive the supports they need to succeed academically, maintain good health, complete secondary school, thrive in college and careers, and advocate for themselves in education and health care systems	MEP supports help optimize outcomes for early childhood education, academic achievement, secondary completion, college and career readiness, and health for migratory students, families, and OSY
Regional MEPs form and strengthen partnerships with education agencies and community organizations	# / types of partnerships # / types of resources	Regional MEPs effectively use tools and guidance to strengthen partnerships and improve access to services		
Regional MEPs and partners facilitate training and distribute resources for migratory students, families, and OSY	# / types of services #/% migratory families and students receiving services	Regional MEPs increasingly identify, promote, and provide evidence-based, culturally responsive, and culturally inclusive resources and services		
Regional MEPs and partners provide evidence-based, culturally responsive, and culturally inclusive services		Increasing numbers and percentages of migratory students, families and OSY receive services		
Regional MEPs and partners improve access to services		Increasing numbers and percentages of high-needs, at-risk, and PFS students receive		
Regional MEPs prioritize services for high-needs, at-				

risk, and PFS students and their families		individualized, high-dosage, and evidence-based services		
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Evaluation Questions

The evaluation includes nine evaluation questions. Six questions are focused on **implementation**. These guide our efforts to tell the story of the activities that we plan and do, how we approach the work, the successful strategies we have identified, the challenges we encountered, and our lessons learned for the future. The implementation questions are connected to the **strategies** in the logic model.

The implementation evaluation questions are:

1. How many MEP staff participated in training, technical assistance, and support?
2. How effective was the training, technical assistance, and support provided to regional MEP staff members?
3. What types of services did migratory families, pre-K children, students, and OSY receive?
4. To what extent were the services regional MEPs and their partners delivered evidence-based, culturally responsive, and culturally inclusive?
5. How did regional MEPs form and strengthen partnerships? What activities did regional MEP partners do?
6. How did regional MEPs identify and engage migratory students, families, and OSY?

In addition, three questions seek to understand the **outcomes** of our work. These are important for helping us connect the activities that we have done to the progress we are making toward our goals. The outcomes questions are connected to the **short- and medium-term outcomes** in the logic model. The evaluation does not measure long-term outcomes.

The outcomes evaluation questions are:

7. How many and what percentage of migratory students, families, and OSY received services?
8. To what extent did the services migratory students, families, and OSY received meet their intended goals?
9. To what extent did Oregon MEP provide supplemental support to core instruction for migratory students and contribute to their progress on the OME National Performance Measures?

Measures and Data Sources

We identified key measures and data sources needed for addressing the evaluation questions. We rely on existing data collections where possible to minimize the administrative burden of evaluation activities for regional MEP staff. As such, most data sources are part of existing program requirements. In some cases, we modified or added guidance to existing tools to better align the information they collect with the evaluation questions. New data collections include year-end reflection surveys for MEP coordinators, MEP staff, and

families, as well as focus groups with MEP staff and families. We revised guidance and/or questions included in budget narratives, the summer evaluation tool, post-training surveys, and family event surveys. Table 2 presents the measures and data sources we identified.

Table 2. Measures and data sources

Evaluation Questions	Measures	Data Sources
1. How many MEP staff participated in training, technical assistance, and support?	- Number of participants	- Registration and attendance logs
2. How effective was the training, technical assistance, and support provided to regional MEP staff members?	- Self-reported participant knowledge, competencies, and learning	- Post-training surveys** - MEP staff end-of-year reflection survey*
3. What types of services did migratory families, pre-K children, students, and OSY receive?	- Descriptions of services (goal area, topic, venue, duration, intended participants, partners, etc.) - Migratory student, family, and OSY perceptions	- Budget narratives** - Summer applications (Building form 1) - Summer evaluation tool** - Family reflection survey* - Family focus groups* - MEP year-end coordinator survey* - MEP staff year-end reflection survey* - MEP staff year-end reflection focus groups*
4. To what extent were the services regional MEPs and their partners delivered evidence-based, culturally responsive, and culturally inclusive?	- Descriptions of services (content, materials, activities, languages, etc.) - Migratory student, family, and OSY perceptions	- Budget narratives** - Summer applications (Building form 1) - Summer evaluation tool - Family reflection survey* - Family focus groups* - MEP year-end coordinator survey* - MEP staff year-end reflection survey*
5. How did regional MEPs form and strengthen partnerships? What activities did regional MEP partners do?	- Descriptions of partnerships (types and purposes of partnerships, partner roles and activities)	- Budget narratives** - Summer applications (Building form 1) - MEP year-end coordinator survey*

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Evaluation Questions	Measures	Data Sources
	<ul style="list-style-type: none"> - MEP staff perceptions about partnerships 	<ul style="list-style-type: none"> - MEP staff year-end reflection survey*
6. How did regional MEPs identify and engage migratory students, families, and OSY?	<ul style="list-style-type: none"> - Descriptions of outreach and engagement activities - MEP staff perceptions about outreach and engagement - Migratory family and OSY perceptions about outreach and engagement 	<ul style="list-style-type: none"> - Budget narratives** - Identification and Recruitment Plan - Family reflection survey* - Family focus groups* - MEP year-end coordinator survey* - MEP staff year-end reflection survey*
7. How many and what percentage of migratory students, families, and OSY received services?	<ul style="list-style-type: none"> - Numbers and percentages of migratory children, students, families and OSY receiving services - Numbers and percentages of high-needs, at-risk, and PFS children, students, and families receiving services 	<ul style="list-style-type: none"> - ODE enrollment data - OMSIS services data - Summer evaluation tool** - Family event form**
8. To what extent did the services migratory students, families, and OSY received meet their intended goals?	<ul style="list-style-type: none"> - MEP staff perceptions - Migratory family and OSY perceptions - Expanded access to services - Increased participation in services - Migrant student, family and OSY outcomes 	<ul style="list-style-type: none"> - Family reflection survey* - Family focus groups* - Family event form** - MEP year-end coordinator survey* - MEP staff year-end reflection survey* - MEP staff year-end reflection focus groups* - OMSIS services data - Summer evaluation tool** - ODE enrollment data - ODE accountability measures
9. What percentages of migratory students achieved the national performance outcomes, including receiving full credit for Algebra I before 11th grade, grade level promotion and graduation rates between 7th and 12th grade, and proficiency in mathematics and	<ul style="list-style-type: none"> - Numbers and percentages of migratory students receiving full credit for Algebra I or its equivalent before 11th grade - Numbers and percentages of migratory students in grades 7–12 who are promoted to the next grade level or graduate from high school 	<ul style="list-style-type: none"> - ODE enrollment data - ODE high school completion data - ODE accountability measures

Evaluation Questions	Measures	Data Sources
reading/language arts between 3rd and 12th grade?	- Numbers and percentages of migratory students in grades 3–12 who are at or above the proficient level in annual state language arts and mathematics assessments	

* New data collection for the evaluation. All other data sources are available through existing data collections.

** Revised tool or guidance to provide better-aligned information.

Data Collection Plan

ODE will gather qualitative and quantitative data to address the evaluation questions. Quantitative measures include ODE’s administrative data, services data stored in OMSIS, and attendance records from staff trainings and summer programs. Qualitative data include documents, such as budget narratives and summer applications (Building Form 1), as well as focus groups with MEP staff and family. Surveys provide a mix of quantitative and qualitative information through closed- and open-ended questions. ODE collects data throughout the year (Table 3).

Table 3. Data collection plan

Data source	Data collection instruments	Sample	Method	Resources
Surveys				
MEP coordinator survey	Survey protocol	All coordinators	Online survey administered in April and May	Online survey platform
MEP staff survey	Survey protocol	Early Childhood Education (ECE) specialists, Family Engagement Specialists (FES), Graduation specialists, and liaisons working directly with students	Online survey administered in April and May	Online survey platform

Data source	Data collection instruments	Sample	Method	Resources
Family survey	Survey protocol	5% of Families receiving regional MEP services	Online survey	Online survey platform
Event form	Form	MEP staff	Online form submitted after each event	Online survey platform
Family event form	Form	Families attending regional MEP events	Regional MEP staff administer a paper-based form and submit a summary to ODE annually	N/A
Training surveys	Survey protocols	MEP staff who participate in ODE/OMESC trainings and webinars	Online surveys administered monthly at the conclusion of trainings and webinars	Online survey platform
Summer evaluation form	Form	MEP coordinators	Online form submitted in September. Data are collected throughout summer programs.	Online survey platform
<i>Focus groups</i>				
MEP staff	Focus group protocol	MEP staff	Virtual focus groups, two or three conducted per year	Video-conferencing software
Families	Focus group protocol	Migrant families recruited with the support of the SPAC	ODE holds three family focus groups per year, in spring and /or fall, with a virtual and in-person option	Video-conferencing software Travel* Audio recording device for in-

Data source	Data collection instruments	Sample	Method	Resources
				person focus groups
<i>Documents</i>				
Budget narrative	Checklist	All regional MEPs	MEPs submit budget narratives in November. ODE uses a checklist to identify relevant information	N/A
Summer application (Building form 1)	Summer evaluation form Evidence summary tool	All regional MEPs	Regional MEPs submit applications in April and May. ODE summarizes relevant information in an evidence summary tool	N/A
Summer program attendance	ODE attendance forms or regional MEP forms as approved	All regional MEPs	Regional MEPs submit summer program attendance data in September.	N/A
Tutoring program materials and attendance	Tutoring attendance data	All regional MEPs, if available	Data specialists submit information about tutoring program (e.g., regular or high-dosage, tutor credentials) and tutoring attendance reports in late May or June	N/A

Data source	Data collection instruments	Sample	Method	Resources
Administrative data				
ODE enrollment, high school completion and accountability data	N/A	State data	ODE queries state databases; data are available in January	N/A
OMSIS enrollment and services data	Regional MEP submissions	All regional MEPs	Regional MEPs submit services data in June and August. ODE summarizes relevant information	N/A

* The availability of in-person focus groups depends on family preferences and is contingent on budget.

Data Collection Instruments

As identified in Table 2, ODE will use several instruments to collect data for the evaluation. These instruments are designed to align with the logic model and evaluation questions. They were developed based on prior tools as well as the 2023–2024 Comprehensive Needs Assessment (CNA) and 2024–2029 Service Delivery Plan (SDP) report. The tools were reviewed by the evaluation stakeholder advisory group using the feedback process defined above.

Each data collection instrument is described below. Survey and focus group protocols are included in the appendix.

Survey Protocols

MEP Coordinator Survey. ODE will administer this survey to regional MEP coordinators annually in **May**. The survey primarily includes closed-ended items, focusing on collaboration with partners to deliver services and strategies, as well as activities used to expand services to migratory students, families, and OSY connected to the SDP. The survey includes questions about all five goal areas and is expected to take about 30 minutes to complete. Regional MEP coordinators are required to complete the survey. The survey most directly addresses evaluation questions 3, 5, and 6.

MEP Staff Survey. ODE will administer the staff survey to ECE Specialists, FES, Graduation Specialists, and liaisons working directly with students in April. The survey primarily includes closed-ended items, focusing on 1) the usefulness of trainings and tools provided to regional MEPs; 2) collaboration with partners to deliver services; and 3) strategies and activities used to expand services to migratory students, families, and OSY related to the SDP. Regional MEP staff in these roles are required to complete the survey. However, they will only be shown questions in the goal area(s) that are relevant to their role. The survey is expected to take about 10 minutes to complete. It most directly addresses evaluation questions 2, 3, 4, 5, and 6.

Family survey. ODE and regional MEPs will administer family surveys in person at regional family events and by phone. To gain an understanding of how well services are meeting their goals, the survey asks family members which services they received and how helpful they were for improving their and their children's knowledge, skills, opportunities, and outcomes related to SDP goal areas. The survey also measures perceptions about the cultural responsiveness and inclusivity of services and resources, how families found out about the services, and how easy it was to access them. The survey is optional, and family members will only be shown questions relevant to them and their children based on their children's ages and grade levels. The survey primarily includes closed-ended items and is designed to take about 10 minutes to complete. The survey most directly addresses evaluation questions 3, 4, 6, and 8.

Event forms. Regional MEPs will submit a short form after each local event they host with Title I-C funds. The form asks basic questions about the event, such as its target goal area, type, topic, target audience, and number of attendees. The event form is required and should take five minutes to complete. It most directly addresses evaluation questions 3 and 7. It provides supplemental evidence for evaluation questions 4, 5, and 6. Additionally, MEP staff collect feedback from parents at the end of events they host. A protocol asks parents two closed-ended questions about the event, which most directly address evaluation questions 3 and 8.

Family event evaluation. Consistent with existing practice, regional MEP staff (i.e., family engagement specialists) will administer a paper-based survey to attendees at MEP-hosted family events, summarize the results, and report them to ODE in an annual summary. While procedures remain consistent with existing practices, the family event form and summary template were adjusted to provide helpful information for the evaluation. The event form asks family members to reflect on whether the event helped build their understanding and capacities related to the event objective, and whether they will use what they learned related to the event's objective. The annual summary asks MEP staff to state each event's objectives, the goal areas they are connected to, the number of attendees, and the number of attendees who marked "agree" or "strongly agree" with each of the questions on the family event form. The family event form and annual summary provide information that most directly addresses evaluation questions 7 and 8.

Training surveys. ODE will administer surveys to participants in OMESC trainings and workshops at the end of each training. The purposes of the surveys are to evaluate the quality of trainings and workshops, measure whether they met their intended goals, and plan for future supports and workshops. The surveys should take approximately five minutes to complete and are required for training participants. The training surveys most directly addresses evaluation question 1.

Summer evaluation form. ODE will administer the summer evaluation form to MEP coordinators by August with submission expected in September. The goal of the summer evaluation form is to understand the features of services delivered during summer programs, the migratory students and families they served, the successes they achieved, and the barriers they faced. The summer evaluation form contributes to an annual report that demonstrates the value of MEP summer services. It most directly addresses evaluation questions 3, 4, 5, 6, 7, and 8.

Focus group protocols

MEP staff focus groups. ODE will administer virtual one-hour focus groups to MEP staff. Focus groups will take place shortly after the MEP staff surveys and build upon the insights from the surveys. ODE will conduct six staff focus groups per year, three for staff from ESD-based regional MEPs and three for staff from school district-based regional MEPs. Each focus group will include staff serving certain roles (Table 4). The topics include promising strategies for reaching the intended goals of outreach and services, partnerships, challenges and strategies for addressing them, and lessons learned. Participating in a focus group is required. MEP staff focus groups most directly address evaluation questions 3, 4, 5, 6, and 8.

Table 4. Staff focus group timing, topics, and participants

Focus group timing	Topic/Goal area	Participants
March and April	Goal area 1: Early childhood education	Early Childhood Education Specialists, Family Education Specialists, Data Specialists
March and April	Goal area 4: Instructional services, summer programs, and extended learning	Staff coordinating instructional services, summer programs, and extended learning, data specialists
June	Goal areas 2 and 3: graduation, college and career readiness, and OSY	Graduation Specialists, staff working with out-of-school youth, data specialists

Family focus groups. ODE will administer three one-hour family focus groups per year, either in person or virtually, depending on the feasibility of in-person discussions and the preferences of focus group participants, and contingent on the budget. The focus groups build upon insights from the family survey to gain a deeper understanding of how families accessed services, why they thought the services were helpful or not, whether there were any barriers to participating in these services, and the extent to which they

believed the services were culturally responsive and inclusive. Family engagement specialists and the SPAC will assist in recruiting participants for the focus groups. Family focus groups most directly address evaluation questions 3, 4, 6, and 8.

Other data collection tools

Budget narrative checklist. The budget narrative checklist is a tool to simplify summaries of regional MEP plans, establishing an understanding of regional approaches to implementing the strategies outlined in the SDP so that they can meet the MPOs. There is a short list of items for each goal area that corresponds to the guidance found in the budget narrative template. ODE is responsible for providing budget narrative guidance that is aligned with the items in the checklist and for completing the checklist annually. The checklist most directly addresses evaluation questions 3, 4, 5, and 6.

Evidence summary tool. The evidence summary tool provides a method for ODE to synthesize information across quantitative and qualitative data sources, including surveys, focus groups, and documents, such as the summer application (Building form 1) and summer evaluation forms. It aims to help ODE understand how each region is making progress toward effective strategy implementation and achieving the goals specified in the MPOs. Embedded in the budget narrative checklist, it provides ODE with an easy way to view how each region's plans for service delivery pair with the progress it is making. The tool can highlight areas of success to showcase the value of MEPs. Likewise, it can identify areas where ODE could provide additional support. Completed annually, the evidence summary tool most directly addresses evaluation questions 2, 3, 4, 5, 6, and 8.

Administrative data. Annually, ODE will analyze administrative data, including OMSIS services data, ODE student indicator and accountability measures, program attendance data, and training attendance data. The goal of this analysis is to understand progress toward short- and medium-term outcomes, including those specified in the MPOs. Administrative data can most directly address evaluation questions 1, 7, 8, and 9.

Note: ODE evaluation staff should work with regional coordinators to gather contact information for people responsible for collecting and submitting program attendance data. ODE should provide these individuals with guidance for submitting attendance data directly to ODE through a secure file transfer method and not through email. Communication with people submitting program attendance data should begin in October.

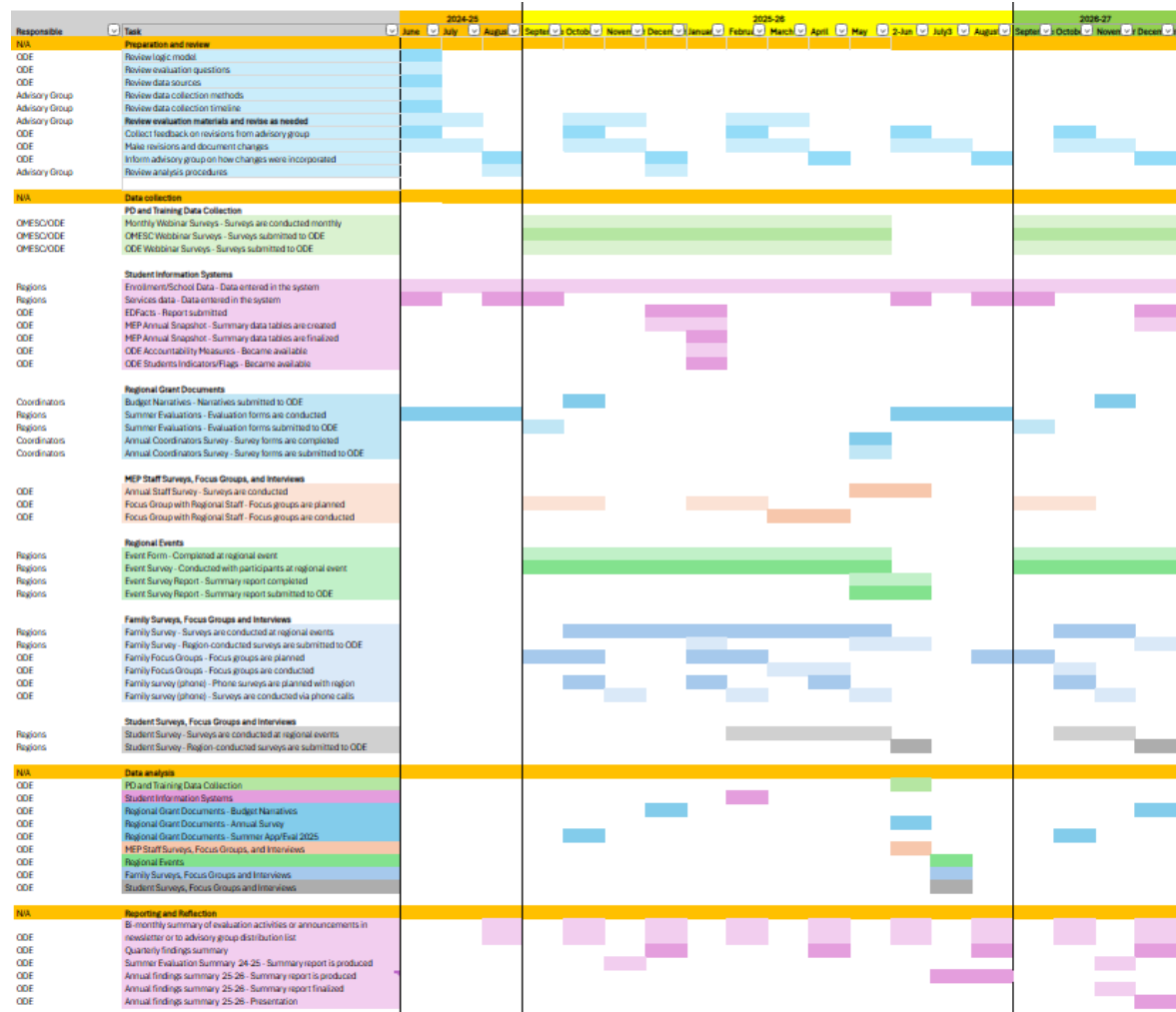
Evaluation Timeline

The following timeline integrates all activities and data submission that will center on collecting and communicating data related to the Program Evaluation. It is essential to note that there are many additional activities required for monitoring and providing services by Oregon MEP, but are not explicitly outlined in this timeline. The data collection plan was designed to maximize current local practices and reduce the number of additional evaluation-related activities. Therefore, many of the components listed in the table below are current practices among local programs, such as completing event forms, Budget Narratives for grant

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management, and the Summer Evaluation tool. The timeline also integrates components for reviewing and sharing data in the form of small communication briefs and written reports.

Table 5. Data Collection and Evaluation Timeline



The regular communication briefs aim to maintain consistent engagement with MEP's community and stakeholders. The first mid-term report in the timeline focused on the 2025 Summer Evaluation tool, which is submitted to ODE by the local programs in September 2025. The second mid-term report is the MEP Annual Snapshot, which is produced in January 2026 after ODE submits its final federal reports. Finally, the first Evaluation Report is scheduled to be written during the summer of 2026, utilizing student performance data from the 2024-25 academic year, the 2025 Summer Evaluation, and Evaluation surveys from the 2025-26 academic year. Oregon Statewide calendars provide links, resources, and reminders for events and data submissions. Additionally, Oregon MEP's handbooks and professional training offer information to local programs, helping them stay on track with the evaluation process.

MEP Evaluation Plan

There are several evaluation activities throughout the regular year and summer that require more work and coordination between ODE and the local programs. The table below shows a summarized list of activities and submissions.

A full version of this timeline can be found on this link: https://docs.google.com/spreadsheets/d/1BM5r5Mb-1CLg8CIAg_74_F_DLbYeM4Kp/edit?usp=sharing&ouid=114373099259278653580&rtpof=true&sd=true

Table 6. Summarized Data Collection Timeline

Completed by	Activity	Timeline
MEP Staff Surveys, Focus Groups, and Interviews		
ODE	Focus Group with Regional Staff - Focus groups are planned	Sep - Oct, Jan - Feb
ODE	Focus Group with Regional Staff - Focus groups are conducted	Mar - Apr
ODE	Annual Staff Survey - Surveys are conducted	May - Jun
Regional Events		
Regions	Event Form - Completed at regional event	Oct - Jun
Regions	Event Survey - Conducted with participants at regional event	Oct - Jun
Regions	Event Survey Report - Summary report completed	May - Jun
Regions	Event Survey Report - Summary report submitted to ODE	May - Jun
Family Surveys, Focus Groups and Interviews		
Regions	Family Survey - Surveys are conducted at regional events	Oct - Jun
Regions	Family Survey - Region-conducted surveys are submitted to ODE	Jan, May - Jun
ODE	Family Focus Groups - Focus groups are planned	Sep - Oct, Jan - Feb
ODE	Family Focus Groups - Focus groups are conducted	Mar - Apr
ODE	Family survey (phone) - Phone surveys are planned with region	Oct, Jan, Apr
ODE	Family survey (phone) - Surveys are conducted via phone calls	Nov, Feb, May
Student Surveys, Focus Groups and Interviews		
Regions	Student Survey - Surveys are conducted at regional events	Feb - May
Regions	Student Survey - Region-conducted surveys are submitted to ODE	Jun
Student Information Systems		
Regions	Enrollment/School Data - Data entered in the system	Sep - Aug
Regions	Services data - Data entered in the system	Jul - Sep
Regional Grant Documents		
Coordinators	Budget Narratives - Narratives submitted to ODE	Oct - Nov
Regions	Summer Evaluations - Evaluation forms are conducted	Jul - Sep
Regions	Summer Evaluations - Evaluation forms submitted to ODE	Sep
Coordinators	Annual Coordinators Survey - Survey forms are completed	May
Coordinators	Annual Coordinators Survey - Survey forms are submitted to ODE	May
PD and Training Data Collection		
Regions/OMESC	Monthly Webinar Surveys - Surveys are conducted monthly	Sep - May

Appendix A. Goal area logic models

Goal 1: Early Childhood Education

Strategies	Outputs	Short-term outcomes
<p>ODE provides training on topics related to early childhood education, including equity, early learning strategies for dual-language learners, and culturally responsive family engagement</p> <p>Regional MEPs make plans to provide services that meet children's and families' needs and prioritize services for high-needs children and families</p> <p>Regional MEPs build and strengthen local partnerships to support outreach to families and provide services</p> <p>Regional MEP staff and partners provide evidence-based, culturally responsive, and culturally inclusive early childhood education services related to Oregon's Early Learning Standards</p> <p>Regional MEPs and partners provide families with linguistically, culturally, and developmentally appropriate individual and group instruction on early learning resources</p> <p>Regional MEPs and partners provide or connect families to workshops on rights to translation and interpretation services, civil and educational rights, developing a child's primary language, strategies to support early learning at home, understanding the U.S. education system, transitioning to kindergarten, and social-emotional learning</p> <p>Regional MEPs prioritize in-person services for high-needs children to model activities, provide relevant resources, and offer guidance on navigating the general education system</p> <p>Regional MEPs refer high-needs children to pediatric and other services according to their needs</p>	<p># of trainings and participants</p> <p># / types of partnerships</p> <p># / types of outreach activities</p> <p># / types of services provided</p> <p># referrals for services</p> <p># children and families receiving services</p> <p># high-needs children and families receiving in-home or in-person services</p>	<p>Regional MEP staff improve their knowledge about providing culturally responsive and inclusive services</p> <p>Regional MEP staff know how to organize and prioritize their work and collaborate with partners to improve access to services within resource constraints, particularly for high-needs children</p> <p>Regional MEP staff effectively use intake tools to identify children and their needs and to coordinate services with partners</p> <p>Regional MEPs collaborate with multiple community partnerships to identify and increase access to evidence-based, culturally responsive, and culturally inclusive services based on Oregon's Early Learning Standards</p> <p>Families understand how to support their children's development at home and navigate the U.S. educational system</p> <p>Increasing numbers and percentages of migrant preschool-aged children and their families receive services</p> <p>Increasing numbers and percentages of high-needs children receive individualized, in-person services</p> <p>Increasing numbers of high-needs children receive at least one referral per year</p>

Goal 2: Graduation and College and Career Readiness

Strategies	Outputs	Short-term outcomes	Medium-term outcomes	Long-term outcomes
<p>ODE provides training to regional MEP staff on topics related to secondary completion, postsecondary education, and careers</p> <p>Regional MEPs build and strengthen partnerships with education agencies, institutions of higher education, and college/career access programs</p> <p>Regional MEPs collaborate with schools and school districts to communicate with students in grades 9-12 and their families about Oregon's graduation and attendance requirements, as well as how to track their progress toward on-time graduation.</p> <p>Regional MEPs connect students to services, including alternative pathways to credit accrual, credit recovery, dual enrollment programs, and postsecondary awareness and exploration activities</p> <p>Regional MEPs ensure migratory students know of leadership opportunities, such as the ODE English Learners Advisory Group, Oregon Migrant Leadership Institute, summer leadership programs, and MEP Youth Institute</p> <p>Regional MEPs work with school and district staff to identify students at risk of not graduating using Oregon's Early Indicator and Intervention System, review</p>	<p># trainings and participants</p> <p># / types of partnerships</p> <p># / types of services</p> <p>#/% students receiving services</p> <p>#/% PFS students receiving individualized services</p>	<p>Regional MEP staff understand resources and strategies to support MEP students with secondary completion and college and career readiness</p> <p>Regional MEPs, local school districts, and community partners collaborate to identify students who need support and provide access to services.</p> <p>Regional MEPs connect students to evidence-based, culturally responsive, and culturally inclusive services aligned with ODE guidance and state and national policy</p> <p>MEP students in grades 9-12 and their families know Oregon's graduation and attendance requirements and how to track their progress toward on-time graduation</p> <p>Migratory students complete summer and academic year leadership opportunities</p> <p>Increasing numbers and percentages of migratory students access and participate in programs offering alternative pathways to credit accrual, credit recovery, and dual enrollment</p> <p>Increasing numbers and percentages of migratory students access supplemental services that support their ability to graduate high school on</p>	<p>75% of migratory students in grades 8-12 receive two or more services aimed at increasing credit accrual, academic achievement, and/or school attendance to remain on track for graduation with a regular diploma</p> <p>50% of migratory students in grades 8-12 receive at least one MEP service related to college and career development</p>	<p>Migratory students are on track to graduate high school</p> <p>Migratory students graduate from high school</p> <p>Migratory students are prepared to pursue college and careers</p> <p>Migratory students successfully transition to college and/or careers</p>

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<p>their Education Plans and Profiles, and ensure their access to MEP services</p> <p>Regional MEPs provide individualized supports and case management to at-risk and PFS students and ensure access to programs and resources, and to create an individualized postsecondary transition plan and goals with action steps</p>		<p>time and pursue college and careers</p> <p>Increasing numbers and percentages of at-risk and PFS migratory students receive case management and services that support their ability to graduate high school on time and pursue college and careers</p>		
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Goal 3: Out-of-School Youth (OSY)

Strategies	Outputs	Short-term outcomes	Medium-term outcomes	Long-term outcomes
<p>ODE provides training to regional MEP staff on identifying and engaging OSY</p> <p>ODE creates an OSY Student Profile to help regional MEPs identify OSY and connect them to services</p> <p>Regional MEP staff use the Student Profile form to support OSY identification and recruitment</p> <p>Regional MEPs implement engagement and tracking plans with OSY interested in returning to school or pursuing alternative pathways to secondary completion</p> <p>Regional MEPs partner with community agencies to provide services to OSY, including life skills, content-based instructional services, work-related skills, and English proficiency skills</p> <p>Regional MEP staff collaborate with HEP and GED programs to help OSY access options to further their education and careers</p>	<p># trainings and participants</p> <p># partnerships</p> <p># collaborations with HEP and GED programs</p> <p># OSY identified</p> <p># OSY receiving outreach</p> <p>#/% OSY receiving services</p>	<p>Regional MEP staff use tools, resources, and data to support OSY identification and engagement</p> <p>Regional MEP staff can correctly classify OSY within 72 hours of the Certificate of Eligibility being approved</p> <p>Partnerships and improved outreach strategies identify more migratory OSY</p> <p>Increasing numbers of OSY receive individualized outreach and support that helps them understand their options and access services</p> <p>At least 25% of identified OSY receive MEP services on 1) return to school/alternative ed programs, 2) postsecondary opportunities, 3) career advancement, and/or 4) life skills</p>	<p>Increasing percentages of migratory OSY access and participate in MEP services to support their education and careers (up to 50% or more by the fifth year of implementation)</p>	<p>Migratory OSY access and receive services that align with their education and career needs before their next migratory move</p> <p>OSY enroll in school or alternative education pathways to complete secondary school</p> <p>OSY use career counseling and job training services to meet job qualifications and maintain employment</p>

Goal 4: Instructional Strategies

Strategies	Outputs	Short-term outcomes	Medium-term outcomes	Long-term outcomes
<p>ODE provides resources, guidance, and training on tiered tutoring interventions and strategies to support math and language arts achievement</p> <p>Regional MEPs provide year-round math and language arts instructional services through tiered tutoring interventions and summer learning opportunities.</p> <p>Regional MEPs advocate for and ensure migratory students access summer learning and high-dosage tutoring opportunities</p> <p>Regional MEPs plan and implement tiered tutoring interventions that prioritize high-dosage tutoring by licensed teachers for PFS and at-risk students</p> <p>Regional MEPs use PFS status and early warning indicators to identify and prioritize students for tiered tutoring interventions</p> <p>Regional MEPs partner with community organizations to engage families in their student's academic learning</p> <p>Regional MEPs provide trainings and resources for migratory families on how to support their children's academic</p>	<p># trainings and participants</p> <p># / type of tiered tutoring interventions</p> <p># / type other instructional services provided</p> <p># / types of partnerships</p> <p>#/% migratory students receiving math and language arts instructional services (all and PFS)</p> <p>#/% migratory students receiving high-dosage math and language arts tutoring (all and PFS)</p> <p>#/% migrant families receiving related services</p>	<p>Regional MEP staff have the tools and knowledge to select and provide evidence-based, culturally responsive, and culturally inclusive math and language arts instructional services</p> <p>Regional MEPs increase access to tiered tutoring interventions for migratory students</p> <p>100% of regional MEPs provide tiered tutoring services</p> <p>Increasing numbers and percentages of migratory students receive math and language arts tiered tutoring interventions</p> <p>Increasing numbers and percentages of at-risk and PFS students receive high-dosage tutoring services</p> <p>Increasing numbers of migratory families receive resources and services related to supporting their children's math, reading, and language development at home, and advocating for their civil rights in education</p>	<p>100% of regional MEPs implement tiered tutoring interventions provided by licensed teachers and trained paraprofessionals</p> <p>80% of all migratory families participate in at least one academic activity and/or access one resource in their home language for their child's math and language arts achievement</p>	<p>Migratory students improve math and language arts assessment scores</p> <p>Migratory students achieve proficiency in math and language arts assessments</p> <p>Migratory students close achievement gaps with non-migratory students</p>

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success, promote multilingualism, and understand civil rights and advocacy in education				
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Goal 5: Health Services

Strategies	Outputs	Short-term outcomes	Medium-term outcomes	Long-term outcomes
<p>ODE provides MEP staff with training relevant to migrant and farmworker health</p> <p>Regional MEPs partner with schools and community agencies to create and/or identify a list of resources for community and mental health</p> <p>Regional MEPs provide migratory families and OSY with at least one workshop on physical, mental, and social-emotional health topics</p> <p>Regional MEPs provide migratory families with at least one workshop on health care-related civil rights and resources for advocacy within health care systems</p>	<p># trainings & participants</p> <p># lists of resources</p> <p># regional MEP workshops</p> <p># youth and families receiving services</p>	<p>Regional MEP staff understand topics related to migrant and farmworker health and appropriately prioritize services based on local needs</p> <p>Schools, community agencies, and regional MEPs have a comprehensive list of health resources and know how to refer migratory families and children to services</p> <p>Migratory families and OSY understand health topics and where to find resources to support their physical, mental, and emotional health</p> <p>Migratory families and OSY understand civil rights and advocacy within health care systems</p>	<p>40% of migratory families and OSY receive an MEP service related to health and MEP service related to health</p> <p>100% of regional MEPs provide a health resource list to migratory families</p>	<p>Migratory families can recognize discriminatory practices in health care systems and advocate for themselves and their communities for access to health care.</p> <p>Migratory families, children, and OSY receive the health services they need</p> <p>Migratory families, children, and OSY have equitable access to health services</p>