

OKLAHOMA MIGRANT EDUCATION PROGRAM



SERVICE DELIVERY PLAN

Service Delivery Plan Components

- **A Comprehensive Needs Assessment addresses migrant students' unique educational needs.**
- **Performance Targets, aligned with the *No Child Left Behind* Performance Goals, *Oklahoma Core Curriculum Tests*, and the *Oklahoma Academic Performance Index Accountability Program*, provide inter- and intrastate coordination to enhance student performance and graduation.**
- **Statewide Measurable Program Outcomes ensure accountability.**
- **Strategies match Performance Targets and Measurable Program Outcomes.**
- **Systematic Evaluation procedures help determine to what degree the Oklahoma Migrant Education Program is effective.**

Oklahoma Migrant Education Program

The general purpose of the Oklahoma Migrant Education Program (OMEPE) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the OMEPE helps local operating agencies address the special educational needs of migrant children to better enable migrant children to succeed academically. More specifically, the purposes of the OMEPE are:

- Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and State academic content and student achievement standards;
- Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migrant children receive full and appropriate opportunities to meet Oklahoma's academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- Ensure that migrant children benefit from State and local systemic reforms.

Needs assessment planning helps the Oklahoma Migrant Education Program ensure accountability; focus its resources to improve services and programs for migrant students; target migrant students most in need of services; and address identified needs through MEP services. Needs are assessed through:

- **Surveys** - Needs assessment surveys are conducted for teachers, paraprofessionals, administrators, parents, community and recruiters.
- **Interviews** - Interviews are conducted with educators, parents and community members, administrators, and service providers to determine needs and satisfaction with the program. Focus groups will occur beginning in the Fall, 2007.
- **Language Proficiency Assessment** – Under Title I (Section 111(b)(1) and Title III (Section 3116) of NCLB, all English Language Learners are required to be annually assessed for English language proficiency in the domains of listening, speaking, reading and writing, using the state adopted Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELL).
- **State Academic Assessments** - Oklahoma relies on the use of valid measures of achievement in reading, math, language arts, writing, and other content areas. Scoring below the Proficient Level on the Oklahoma Core Curriculum Tests (OCCT) constitutes need. In addition, local districts use benchmark assessments to determine migrant student need.
- **Assessment of Achievement Using Alternative Assessments** - Oklahoma is a member of the *MAPAS Consortium*. OMEP staff will be trained on MAPAS reading assessment to determine student mastery in reading.
- **Determining the Number of Pre-School Migrant Children** – The Migrant Education Program recruiters, in collaboration with schools, social services agencies, and other service providers, document the number of migrant-eligible pre-school children from birth through five years old on Certificate of Eligibility (COE).

Priority 1 Eligible migrant children between the ages of 3-21 who have experienced an educational disruption during the regular school year (by having made a move or by extended absences) *and* who are at risk of academic failure.

Priority 2 Eligible migrant children between the ages of 3-21 who have experienced an educational disruption (by having made a move or by extended absences) during the regular school year within the past 2-3 years *and* who are most at risk of academic failure.

Oklahoma’s State performance targets in reading, math, high school graduation, and highly qualified teachers are listed in the Oklahoma State Plan in compliance with 34 CRF 200.83(a)(1) of the *Elementary and Secondary Education Act* as amended by the *No Child Left Behind Act of 2001*.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency in reading/language arts and mathematics.

Performance Indicators: Reading and Mathematics Proficiency

1.1 Schools with students scoring below proficient level must enter into a school improvement plan. Each district’s scores on the state assessments must improve by 10% each year until all students score at the proficient level or above in reading.

1.2 Schools with students scoring below proficient level must enter into a school improvement plan. Each district’s scores on the state assessments must improve by 10% each year until all students score at the proficient level or above in mathematics.

Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Indicators: Reading and Mathematics Proficiency for LEP Students

2.1 LEP students will improve by 10% each year until all students score at the proficient level or above in reading.

2.2 LEP students will improve by 10% each year until all students score at the proficient level or above in mathematics.

Performance Goal 3: All students will be taught by highly qualified teachers.

Performance Indicator: Highly Qualified Teachers for Migrant Students

3.1 All students will be taught by highly qualified teachers. In schools serving migrant students through MEPs, migrant teachers and migrant paraprofessionals will be highly qualified. Teachers maintain, review and analyze criterion-referenced test result data and any other data available on each migrant student receiving services to construct an individualized academic plan for all scoring below proficient. Paraprofessionals will provide instruction under the direction of a certified classroom teacher.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Indicator: Support Services for Migrant Students

4.1 The number of migrant students receiving Support Services shall be identified and provided based on Comprehensive Needs Assessment surveys of parents, students, administrators, teachers and teacher assistants.

Performance Goal 5: All students will graduate from high school.

Performance Indicators: High School Graduation

5.1 The percentage of migrant students who complete high school shall increase 5% each year.

5.2 The percentage of migrant students who drop out of school after entering in Grades 7 through 12 will decrease by 5% each year.

The Oklahoma Migrant Education Program (OMEP) Application outlines the specific areas for which local projects can use Migrant Education Program funds. Each area is described below along with measurable program outcomes.

1. Early Childhood Education - For 3-5 year old migrant children to participate in a developmentally appropriate skill-based program that emphasizes language development, fine and gross motor development, social skills, reasoning and problem solving, and literacy readiness.

- All preschool children participating in MEP services for 9 months will increase their developmental skills between pre and post tests by at least 50% as measured by a reliable and valid developmental skills checklist. The Oklahoma Parents as Teachers Program provides connections with parents of early childhood children.
- The parents of all preschool children will be contacted to determine if their eligible children are enrolled in a preschool program. Home preschool instruction will be provided to a limited number of eligible children on a needs basis and documented on service logs, COEs, and/or agency records.

2. Priority for Services - Focused on how the Districts will identify and give priority of services to migratory children who are making qualifying moves and are failing or most at-risk of failing to meet the Oklahoma’s challenging academic content standards and student performance standards, and whose education has been interrupted during the regular school year.

- Migrant districts will give priority to migrant students who meet both qualifications.
- One category of migrant district subgranting is based on Priority for Services.

3. Content Area Instruction (Reading, Math, Language Arts, Other Content) – District Migrant Education Program staff provide tutoring support to migrant students beyond that provided through the general school program to help migrant students meet district content standards.

- All students in the State participate in the Oklahoma School Testing Program criterion-referenced tests for students in grades 3 through 8 and end-of-instruction tests for high school students. Districts will increase student performance as indicated by the performance targets for Adequate Yearly Progress. Migrant student records will track assessment results for students tested. The percent of migrant percent students at the proficiency level will increase 10% from 2005-2006.

4. Professional Development – Professional development supports staff who provide instructional and support services designed to meet the program objectives. It includes attending academies and workshops; receiving technical assistance; visiting other programs; mentoring; and attendance at local, regional, and national conferences.

- Based on a professional development evaluation, MEP staff will report that OMEP-sponsored professional development has helped them to more effectively perform MEP instructional and support services.
- Based on a professional development evaluation, MEP staff will report that MEP-sponsored technical assistance and/or consultation has been valuable in helping them to perform MEP instructional and support services duties more effectively.

5. Health Coordination – Health coordination services are provided to migrant students to assist them to be better able to succeed in school. MEP staff work with health care providers and agencies to support migrant students and families with issues related to health, immunizations and records updates, physical/dental exams, etc.

- Based on surveys, at least 80% of MEP staff will report that MEP health services have been helpful to migrant student school success.
- Based on surveys, at least 80% of MEP staff will report that technical assistance and/or consultation on health coordination has been valuable in helping them to perform MEP instructional/support services duties effectively.

6. Identification and Recruitment – The SEA coordinate identification and recruitment, which is overseen and conducted by MEP staff, LEAS, and the SEA. Information on Certificate of Eligibility forms (COEs) is obtained by local recruiter for eligible students and transmitted to the SEA for storage and retrieval.

- Based on a staff survey, MEP staff will report that identification and recruitment activities have been of sufficient scope and quality.
- Prior to submitting information to the state database, all COEs will be certified by both the district and OMEP to be accurate.
- The SEA and MEP staff will monitor and/or re-interview for accuracy and completeness a random sample of the COEs documenting student eligibility.
- All recruiters will be trained through professional development and technical assistance.

7. Inter/Intrastate Data Collection, Transfer, and Maintenance – Coordination is focused on data collection, transfer, and maintenance through year round Identification and Recruitment, and participating in consortiums, attending interstate meetings, and transferring education and health data.

- Based on a staff survey, at least 80% of MEP staff will report that interstate and intrastate coordination activities have been of sufficient scope and quality.
- Interstate/intrastate coordination activities will result in increased services to migrant students each year.
- All MEP staff will be provided with needs-based staff development and technical assistance focused on inter/intrastate coordination activities.

8. Parent Involvement Activities – The involvement of parents in the education of their children has a positive influence on student achievement. Parent involvement is facilitated through communication initiated by the school.

- Based on a staff survey, at least 70% of Migrant Education Program staff will report that parent involvement activities have been of sufficient scope and quality.
- Fifty percent of migrant parents will participate in parent activities sponsored by the school.
- All migrant parents will receive communication from the MEP in a language that they understand.
- Twenty-five percent of migrant parents will participate in workshops, classes, parent training, or in helping the school with planning, reviewing, or improving school programs.

1.0 Early Childhood Education (ECE) Programs

- 1.a Parents will be contacted by Migrant Education Program (MEP) staff to assure that all eligible preschool children are registered in MEP programs and enrolled in a preschool.
- 1.b Parents of preschool children will be provided assistance in enrolling their children in a preschool program operated by a collaborating agency.
- 1.c Preschool services will be provided to young children that emphasize research-based developmentally appropriate skills in literacy, social, language, cognitive, and motor development.

2.0 Secondary Credit Accrual

- 2.a Migrant staff or a designee will contact all migrant students in grades 9-12 to identify any deficiencies that would prevent high school graduation.
- 2.b Migrant staff will assist high school aged migrant students to prepare a high school graduation plan.
- 2.c Migrant staff will work with district to ensure that high school aged migrant students are receiving appropriate tutoring and other education support.

3.0 English as a Second Language Instruction

- 3.a A certified teacher will deliver instructional services for 15-50 minutes daily for at least 3 days a week to Limited English Proficient students.
- 3.b Instructional materials used for English language learners (ELL) may include textbooks, kits, games, reference and programmed materials, teacher/tutor-made and commercial materials, audio-visual materials, software, etc.
- 3.c Scientifically-based researched ELL methods and best practices for LEP students will be used such as Sheltered Instruction Observation protocol (SIOP), Total Physical Response (TPR), puzzles, cooperative learning, webbing, theme-based learning.

4.0 Recruiters and Academic Services

- 4.a Migrant Education Program (MEP) staff will work with migrant students' parents/guardians as well as with school staff to help ensure that students maintain acceptable school attendance and reach high academic performance.
- 4.b MEP staff will work with the school and the home to provide information resources on health programs, school supplies and materials, and other items needed for students to be successful in school.
- 4.c MEP staff will monitor academic needs of migrant students.
- 4.d MEP staff will provide in-school or after-school tutorial services to migrant students with the greatest needs that were identified through assessment results classroom grades, teacher or parent referral, and/or poor attendance.

5.0 Reading, Math, Language Arts, and Other Content Area Instruction

- 5.a A certified teacher will deliver supplementary content area instruction to help meet migrant student learning needs.
- 5.b Instructional materials used may include textbooks, kits, games, reference and programmed materials, teacher/tutor-made and commercial materials, etc.
- 5.c Scientifically-based researched methods and best practices in helping students to read and be successful in other content areas will be used by the instructor.

6.0 Professional Development

- 6.a Professional development and technical assistance/consultation will be based on needs assessment results and other program needs to help the staff effectively meet MEP instructional and support services outcomes. Topics may include: instructional methods in content areas, parent education and involvement, English Language Learner Sheltered Instruction Observation Protocol (SIOP) methodology, knowledge of the Priority Academic Student Skills (PASS) standards, and agency collaboration.
- 6.b Scientifically-based researched methods and best practices will guide the design and delivery of professional development.

7.0 Health Coordination

- 7.a Provide health screening to migrant student.

8.0 Identification and Recruitment (ID&R)

- 8.a The Migrant Education Program directors will monitor COEs for accuracy.
- 8.b The State Recruiter will coordinate Identification and Recruitment efforts statewide.
- 8.c Districts will conduct field recruitment, industrial recruitment, and minority language recruitment with assistance from Migrant Education Program staff.

9.0 Inter/Intrastate Data Collection, Transfer, and Maintenance

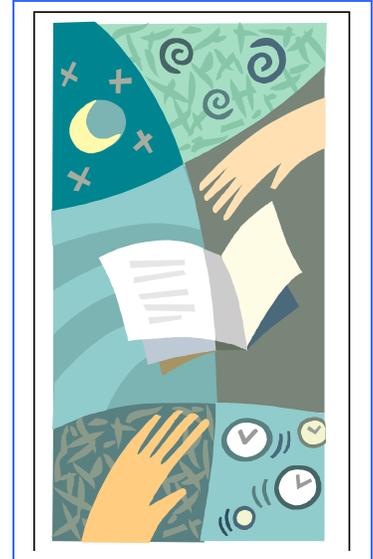
- 9.a Counsel students and parents on the importance of getting an education.
- 9.b Train parents on school culture, and parents rights.
- 9.c Provide information to migrant families on the 800 Migrant Hotline used for Identification and Recruitment and advocacy.
- 9.d Provide advance notification to other states of migrant students and families that will be arriving to help coordinate education and support services.
- 9.e Participate in interstate collaboration consortium activities.

10.0 Parent Involvement Activities

- 10.a Parents will be invited to participate in joint planning with schools and other local, state, and federal programs.
- 10.b Family literacy programs will use successful, research-based models.
- 10.c Home/school/community partnerships, ways for parents to support the education of their children, will be training topics sponsored by districts for migrant parents.
- 10.d Districts will provide opportunities for participating in local Parent Advisory Council (PAC).

For **program improvement** purposes and in accordance with the **evaluation requirements** provided in 34 CRF 200.83(a)(4), the evaluation data described below will be collected, compiled, analyzed, and summarized each year by the Oklahoma Migrant Education Program. These activities will help Oklahoma determine the degree to which the Oklahoma Migrant Education Program is effective in relation to our performance targets and measurable outcomes.

The evaluation will be completed with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, and the Oklahoma MEP. The evaluation will methodically collect information to improve the program and make decisions about the program merit. Specifically, the evaluation will look at **implementation** and **outcomes** (results) with respect to the performance targets and measurable outcomes described in the Oklahoma Service Delivery Plan.



Implementation data will answer questions such as:

- Was the project implemented as described in the approved project application? If yes, what worked and why? If not, what didn't work and why not?
- What challenges were encountered by the project? What was done to overcome these challenges?
- What adjustments can be made to the project to improve curriculum, instruction, staffing, coordination/collaboration, professional development, and parent involvement?

Outcome data will answer questions such as:

- To what extent did students who received curriculum services increase their content mastery in reading and math?
- Did migrant students who are Limited English Proficient (LEP) receive supplementary services and gain proficiency in English?

For All Programs and Services

- Number of eligible students recruited
- Documentation of Certificates Of Education accuracy
- Number of students enrolled in preschool, school, and out-of-school programs, by age
- Number of students who received services through teachers, liaisons, and tutors
- Number of students served through interstate and intrastate coordination
- Logs and records on interstate and intrastate collaboration activities
- Number of parents involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits; and Parent Advisory Council
- Home-school communication documentation
- Number of staff enrolled in professional development programs and specifics on training
- Completed evaluation surveys and questionnaires from staff and parents
- Documentation on Technical Assistance Review and Reporting Instrument findings

For Early Childhood Education Services

- Determination of student gains between pre- and post assessment on developmental skills checklists aligned with the Early Childhood Education curriculum
- Determination of the number of young children who successfully achieve stated performance standards on the instruments used by the District or collaborating partner agency.

For Services in Reading, Math, Language Arts, and Other Content Areas

- Documentation on the number of students who received services in supplementary reading, math, language arts, and/or other content areas
- Assessment results on the Oklahoma School Testing Program criterion-referenced tests and end-of-instruction tests and alternative assessments

For Priority for Services

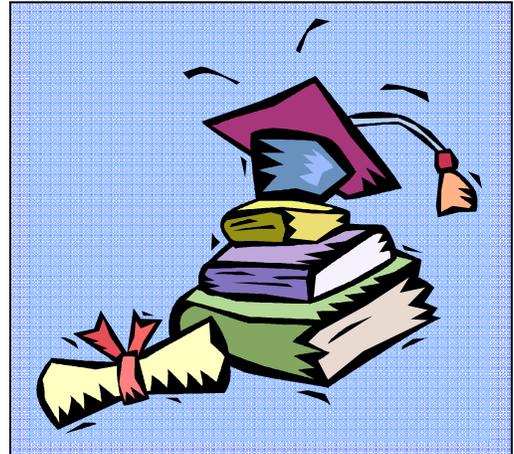
- Procedures to establish that priority services are given to migratory children who are failing, or most at risk of failing (greatest need), to meet the state’s challenging content and student performance standards AND whose education has been interrupted during the regular school year.

For Health Coordination Services

- List and number of students receiving health coordination services
- Monthly coordination logs documenting Migrant Education Program health coordination activities and services provided by other agencies on behalf of migrant students
- Migrant health records
- Logs of visits and technical assistance on health services provided to Districts by the SEA

Examples of Programs and Services Provided by the Oklahoma Migrant Education Program

- Preschool
- Secondary Credit Accrual and Graduation
- Tutoring in Reading, Mathematics, and Language Arts
- English as a Second Language Services
- Health Services
- Summer School/Services
- Professional Development



FOR MORE INFORMATION

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