

OKLAHOMA SERVICE DELIVERY PLAN

EXECUTIVE SUMMARY

The State Service Delivery Plan (SSDP) is mandated by federal law for all migrant programs, and it marks an important step forward in meeting the needs of migrant students. The Elementary and Secondary Education Act (ESEA) outlines the requirements for the plan's content. The purpose of the plan is to provide guidance for the work of the Migrant Education Program (MEP) in Oklahoma for the next five years with the focus of supporting migrant students to achieve high academic standards, thus closing the achievement gap between migrant and non-migrant students.

The State Service Delivery Plan represents the guideline to plan the work to be done not only at the state level but also at the regional and local levels. Eligible migrant students throughout Oklahoma are entitled to receive supplemental support services from the migrant education program. As a result, services offered by school districts and school sites should not supplant. Services provided may range from preschool programs to academic home visits, extended day and summer school classes, and health referrals among other activities. The basis of the SSDP is the Migrant Comprehensive Needs Assessment (CNA), which was originally conducted in 2007 and more recently updated in 2011. The Oklahoma MEP based the development of this plan on the results of the CNA together with the participation of the SC Comprehensive Center experts, migrant staff, students and parents.

The present service delivery plan was developed following the specific performance targets and recommendations aligned with Oklahoma Standards for all students resulting from the Comprehensive Needs Assessment, as follows:

- 1. Migrant preschool children are significantly underperforming when compared with their non-migrant peers on indicators of school readiness.**

Recommendation: Parents need to be trained on how to develop the necessary skills in their pre-kindergarten children to ensure they are prepared to enter kindergarten.

- 2. Migrant students have significant gaps when compared to their non-migrant peers in reading and math.**

Recommendation: English language development is critical for academic success. Many migrant students have a home language other than English. Migrant programs must find avenues to supplement the difficulties faced by migrant students in their English language proficiency levels in order to improve their academic achievement in reading and math.

- 3. An increased number of highly qualified education professionals must be employed in or contribute to migrant programs in areas such as planning, programming, and training of migrant staff.**

Recommendation: Provide professional development opportunities to administrators, teachers,

tutors, and advocates working in migrant education programs to improve their instructional practices to migrant students.

4. Migrant parents do not participate in school activities as frequently as parents in general do.

Recommendation: It is important to provide parents with workshops specifically tailored to the migrant population that inform migrant parents about the different aspects of the school system, as well as parenting skills, to support their children's education at home.

5. Demographic and achievement migrant student data, is often difficult to collect and in many databases it has not been possible to identify information about migrant students' health, graduation rate and out of school status.

Recommendation: It is fundamental that data be disaggregated to identify the when and the where of migrant students' eligibility for specific services and support. The comprehensive needs assessment process developed awareness at the state and local programs level of the need to closely review all database systems. In some instances health and out-of-school youth status is not a required field when collecting data.

The indicators included in the SSDP are intended to support educators as they make decisions about how best to facilitate student learning in their schools. The migrant region and local school districts are expected to implement programs and services aligned with the statewide standards. The implementation of the SSDP is based on a cycle of continuous improvement. By federal law, the MEP must provide services first to **Priority for Service (PFS)** students, defined as those whose education has been interrupted due to mobility and/or who are at risk of failing.

The SSDP addresses the areas of concern identified through the updated Comprehensive Needs Assessment; the measurable program outcomes reflect the intended improvement in each of the identified needs of the migrant students and families, aligned with the Office of Migrant Education's Seven Areas of Concern. Measurable outcomes for each performance target are focused on the percentages of:

- a) migrant students who meet the annual proficiency target in reading as measured by their scores in the standardized State Assessments.
- b) migrant students who meet the annual proficiency target in mathematics as measured by their scores in the standardized State Assessments.
- c) migrant students who improve in their English language proficiency as measured by the ACCESS for ELLs performance assessment.
- d) preschool migrant students that enter early childhood programs with the necessary school readiness skills, as measured by the Oklahoma Early Childhood Program Skills Development Checklist

In each area, the SSDP identifies a performance target, two or three measurable outcomes, indicators, and suggested strategies to reach the performance target. The ultimate goal of the performance targets and measurable outcomes will support Oklahoma's efforts to close the achievement gap between migrant and non-migrant students.

Local MEPs will maintain autonomy in implementing strategies and services and therefore, have flexibility in

designing their services that better fit with their district needs and resources in achieving the targeted outcomes. The Oklahoma MEP will monitor progress towards achieving the measurable outcomes at the district, regional, and state levels. Each local MEP will be held accountable through the outcome measures that focus on raising student achievement no matter how and what they choose to deliver in terms of service strategies. An evaluation framework will guide the state in evaluating the MEP's effectiveness. The overall goal for evaluation is to have effective strategies in place that provide information regarding the best use of MEP funds to achieve the performance goals and outcomes detailed in the present SSDP. Two questions will guide the performance of the MEP sites throughout the State of Oklahoma:

1. Are the programs being implemented, and if so, to what extent?
2. To what extent are programs for migrant students impacting student outcomes?
3. What changes and/or improvements need to be made to facilitate program success achieve its goals?

The next section describes the goals and strategies considered for improving the Oklahoma migrant education program.

SERVICE DELIVERY PLAN OF ACTION

Goal 1: School Readiness

Need: Migrant children lack readiness skills such as language, literacy, and social and motor development to effectively participate in Early Childhood programs.

Performance Target 1.1. The number of preschool migrant children attending high-quality early childhood education programs will increase each year until all migrant children enter school with the necessary skills with the same frequency as non-migrant students.

<p>Measurable Outcome 1.1 The percentage of the eligible migrant preschool children receiving a high-quality early childhood education will increase annually toward the statewide target.</p>	<p>Indicator 1.1 The MEP will identify the number of migrant children designated as attending early childhood programs as evidenced by migrant enrollment records.</p>
<p>Measurable Outcome 1.2 The percentage of children in MEP-funded-centers or home-based programs who are ready for kindergarten by age 5 will increase by 5 % each year.</p>	<p>Indicator 1.2 Each school year the program will identify the number of migrant children who are eligible to enter kindergarten the following year and designated as ready for kindergarten as measured by the Oklahoma Early Childhood Program Skills Development Checklist.</p>

<p>Measurable Outcome 1.3 The percentage of migrant kindergartners who enroll in kindergarten after the age of 5.9 years will decrease annually toward the statewide target.</p>	<p>Indicator 1.3 Each school year, the program will identify the number of migrant children who enroll in kindergarten after 5.9 years of age as measured by district records analyzed by the migrant program,</p>
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Suggested Strategies:

- Assist families enrolling their children in center-based preschool programs.
- Promote parental awareness of school enrollment requirements and opportunities, and support parents enrolling their children in kindergarten in a timely manner.
- Provide activities and materials on child development for parents and guardians so that they can help their children learn at home (e.g., language development, reading, and mathematics readiness).
- Hire qualified program staff who reflect the ethnic, cultural, and linguistic diversity of the children in the program.
- Conduct in-home visits to provide cognitive and linguistic development activities for children.
- Conduct transition-to-school activities for preschool children.
- Organize 4-6 week summer academies for entering kindergarten students.
- Offer programs in which parents and families participate alongside their children.
- Create environments where parents feel empowered to advocate for their children.

Goal 2. Proficiency in Reading and Math.

Need: There are substantial gaps on the reading state assessments results between migrant students and non-migrant students.

Performance Target 2.1: The number of migrant students that score proficient or above on statewide assessments in reading in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.

<p>Measurable Outcome 2.1.1 Using the baseline of scores in the state standardized assessments, the percentage of migrant English learners moving from one proficiency level to the next (or making progress) will increase at a rate which is above the target for English learners statewide.</p>	<p>Indicator 2.1.1.1 Documentation on district/school activities intended to influence migrant student improvement of their English language proficiency as measured with the ACCESS for ELLs Test results (AMAO 1)</p>
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<p>Measurable Outcome 2.1.2 Using the baseline of the Oklahoma state assessment scores the percentage of migrant English learners who would be expected to achieve English proficiency at Level 6 will increase at a rate at or above the target for the same group of English learners statewide</p>	<p>Indicator.2.1.2.2 The program will identify the percentage of migrant English learners that meet the requirements for the AMAO 2 according to their ACCESS for ELLs scores.</p>
<p>Measurable Outcome 2.1.3 The percentage of migrant students who score at the proficient level or above in English-language arts will be consistent with the State growth target.</p>	<p>Indicator2.1.3.1 The program will identify the number of migrant students who score proficient or above on the Oklahoma Core Criterion Tests (OCCTs) in English-language arts. (AMA03)</p>

Performance Target 2.2: The number of migrant students that score proficient or above on statewide assessments in Mathematics in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed

<p>Measurable Outcome 2.2.1 The number of migrant students in grades 3-12 who are proficient in math will be consistent with Oklahoma's growth targets.</p>	<p>Indicator 2.2.1.2 The program will identify the number of migrant students scoring proficient or advanced on the OCCTs in mathematics.</p>
<p>Measurable Outcome2.2.2 The number of migrant students who score at the proficient or advanced level in math 3-12 will increase by at least 5 percentage points annually.</p>	<p>Indicator 2.2.2.1 The program will identify the number of migrant students who score proficient or advanced on the OCCTs.</p>

Suggested strategies:

- Provide training to MEP staff on differentiated instructional strategies for reading and math.
- Provide information and materials to instructional staff on scientifically-based teaching strategies.
- Provide high quality curriculum aligned with tools for assessment and progress monitoring.
- Provide individual and small group strategic, content-based tutoring.
- Monitor individual progress in the areas identified as needing development per an individual needs assessment for each migrant student.
- Emphasize language-based content instruction.
- Utilize technology as a tool for student academic improvement.
- Extend instructional time through multiple programs such as after school programs, Saturday classes, intersession classes, and/or standards-based 4-6 week summer school programs.
- Hire highly qualified teachers for summer academies and extended instructional time.
- Provide immediate feedback for students as they are learning.

- Use student’s home languages to build understanding of concepts.
- Use culturally relevant materials to improve understanding of concepts.
- Offer family literacy opportunities to parents for home support.

Goal 3. Professional Development

Need: An increased number of highly qualified education professionals need to be employed in or contribute to migrant programs in areas such as planning, programming, and training of migrant staff.

Performance Target 3.1: Every school year, continuous targeted professional development opportunities will be provided to administrators, teachers, tutors, recruiters, and advocates working in migrant education programs.

<p>Measurable Outcome 3.1.1 High quality targeted professional development on migrant issues (culture, language acquisition, parental involvement, etc.) will be provided to administrators, teachers, tutors, recruiters, advocates, and volunteers before the beginning of the school year</p>	<p>Indicator 3.1.1.1 Documents to be used as proof of the number of hours and/or professional development opportunities in which the target audience has participated (agendas, materials, sign-in sheets, evaluations, etc.)</p>
<p>Measurable Outcome 3.1.2 Both MEP staff and district staff will participate in professional development opportunities to ensure that regional and local planning and implementation of programs and services are aligned to the SSDP’s performance targets and measurable outcomes.</p>	<p>Indicator 3.1.2.1 The program will survey educators working with migrant students to identify the impact of the professional development opportunities offered through the MEP.</p>

Suggested strategies:

- Provide training during the summer about the OME guidelines to meet the requirements of the MEP.
- Establish communities of learning or study groups that provide educators professional development using technology.
- Distribute materials to support migrant-specific professional development activities among MEP staff.
- Identify content or methods specialists in a variety of high-need areas to provide workshops on topics that include but are not limited to:
 - Oral language development for English learners ages three-twenty one;
 - Best uses of primary language development for English learners;
 - Family literacy activities;
 - Use of data to inform instruction and program planning;
 - Differentiated Instruction;
 - Parental involvement; and
 - Cultural differences and the impact of culture in education.

Goal 4. Parent Involvement

Need: Oklahoma Migrant parents do not participate in school activities as frequently as parents in general do.

Performance Target 4.1 The number of migrant parents who participate in school initiatives in order to become involved in their children’s education will increase each school year.

<p>Measurable Outcome 4.1.1 Each school year, MEP parents/guardians, schools, and staff/volunteers will increase the use of research-based partnership practices in the education of students.</p>	<p>Indicator 4.1.1.1 The program will survey parents and MEP staff on research-based involvement practices, and results will be correlated with student success measures available.</p>
<p>Measurable Outcome 4.1.2 MEP programs and staff/volunteers will work with parents to reduce identified barriers to parent involvement in the education of their children each year by 10 percent.</p>	<p>Indicator 4.1.2.1 The program will survey parents, school, and MEP staff on barriers to parent involvement, and results will be correlated with student success measures available.</p>

Suggested Strategies:

- Establish programs to promote both parent involvement in the education of their children and support families as partners in education by:
 - Providing opportunities for families to build awareness about their roles and responsibilities as partners in their children’s education.
 - Providing opportunities to help students develop responsibility with their own educational progress.
 - Providing training opportunities and direct one-on-one support to parents/families.
 - Providing support services such as transportation, home visits, childcare, and referrals to additional services.
 - Supporting families to continue their education through collaboration with outside providers.
 - Connecting parents/families to community resources to eliminate barriers and build resiliency.
 - Helping families to honor, share, and celebrate their different backgrounds and build support networks.
- Assist schools in building partnerships with MEP parents/families by:
 - Training school staff about the experiences and needs of migrant children and families and how to partner effectively with parents and families.
 - Implementing a home visit program and/or support teachers in making home visits.
 - Hosting regular parent/teacher/student/MEP liaison meetings to monitor student progress.
- Establish a base of funding level that MEPs are expected to use for parent involvement activities.
- Assure Parent Advisory Council participation in the planning, operation and evaluation of the MEP.
- Regularly provide outreach and build collaborative partnerships with parents/families, students, schools, and community agencies to promote student success.

- Develop and implement a repertoire of parent involvement and school, family, and community partnerships activities by trained staff.
- Train parents on how to support their children 's education at home.

Goal 5. Data Disaggregation

Need: Migrant student data, both demographic and achievement, is difficult to collect. In many databases it is not possible to identify information about migrant students' health, graduation rate, and out of school status.

Performance Indicator 5.1. Disaggregated data will be collected for migrant students' status in the areas of health, graduation rate, and out-of- school youth.

<p>Measurable Outcome 5.1.1 MEPs will have available data and include such information in their reports to OSDE that shows the status of migrant students on the areas of health, graduation rate, and services for out-of-school youth</p>	<p>Indicator 5.1.1.1 Reports submitted to OSDE MEP detailing the status of students in the mentioned areas of concern</p>
<p>Measurable Outcome 5.1.2 Report on additional support initiatives that result from the analysis of the disaggregated data obtained on the areas of health, graduation rate, and services for out-of-school youth</p>	<p>Indicator 5.1.2.1 Detailed report of the strategies provided to migrant students as the result of the data on the areas herewith mentioned.</p>

Suggested strategies:

- Adjust the existing databases to include status of migrant students on specific topics that include health, graduation rate, and status of out-of-school youth.
- Provide training to regional and local MEPs to have available such data and include measurable objectives in their SDP which will provide targeted support in the areas mentioned above to eligible migrant students.
- Provide each MEP in the state with a checklist that details the documentation needed to be in compliance with OME guidelines.

Once the data is disaggregated, some additional suggested strategies to provide services to migrant students in the area of health are:

- Provide health care resource materials and health education for parents and families.
- Conduct needs assessments to determine migrant students' health needs and insurance eligibility, whenever possible within 30 days of the student's enrollment.
- Assist families in obtaining health insurance.
- Ensure that migrant students participate in health screenings provided by the LEA or other health agency.
- Coordinate and collaborate with health, social, and welfare agencies to ensure access to appropriate services.
- Provide health care referrals appropriate to identified needs.
- Provide emergency medical, dental, and other health services.

- Provide early intervention services, such as counseling and mentoring, support groups, and student assistance programs.

Additional suggested strategies to support migrant students to graduate from high-school:

- Extend instructional time through after school programs, Saturday classes, intersession classes, and/or standards-based 4-6 week summer school programs
- Assign an advisor for migrant students most in need to provide academic conferencing, support, and advocacy.
- Provide parents and students with information about 1) graduation requirements; 2) navigating the school system; 3) parent/guardian role in supporting child's education; 4) understanding student transcripts, progress reports, and report cards; and 5) preparation for teacher conferences.
- Provide academic conferencing for students at risk of not graduating.
- Provide individual and small group tutoring.
- Provide instruction in note-taking and study skills.
- Provide options for alternative credit accrual, as the Portable Assisted Study Sequence (PASS)

Additional suggested strategies to support out-of-school migrant youth (OSY):

- Employ a case management staff to coordinate services to students and families.
- Hire qualified staff who possess strong bilingual and case management skills and who are familiar with the service area and have experience in working with young adults.
- Ensure that data is entered into the migrant database and update as required.
- Provide services at times and days convenient for the OSY (e.g., evenings, weekends, and summers).
- Provide access to adult education classes, high school credit classes, Mexican consulate programs, transition to college programs, community colleges, and Job Corps.

EVALUATION PLAN

The purpose of the evaluation is to answer the following implementation and outcome questions.

1. Are the programs being implemented appropriately, and if so, to what extent?
2. To what extent are programs for migrant students impacting student outcomes?
3. What changes and/or improvements need to be made to facilitate program success for the migrant students?

The evaluation of the MEP will be both formative and summative in nature. Formative evaluation will provide data that will, in turn, better enable program development, improve service delivery, and/or enhance program outcomes through timely feedback. The formative evaluation will document regional/local implementation of programs and services in the SSDP at least twice a year at the end of each school semester.

The evaluation will provide information and evidence on progress toward the implementation of programs and services and quality indicators as mentioned in the SSDP, identifying challenges and obstacles and describing the local context of service delivery. It will analyze student outcome data as delineated annually by SSDP indicators to gauge progress toward SSDP performance targets, identifying trends in academic achievement and non-academic measures for migrant students, and highlighting performance targets of concern. With this information MEP staff and other key stakeholders will be able to make "mid-course"

decisions both about service delivery and the evaluation's focus.

Summative evaluation provides information on whether a program has met its goals or objectives and informs decisions about the continuation, modification, or expansion of a program. The summative evaluation will provide an assessment of the SSDP's impact on the academic achievement and non-academic development of migrant children. It will highlight trends in factors affecting the implementation of programs and services. The information will assist the MEP, regions, LEA administrators, and parents to understand factors affecting service delivery and outcomes. Identifying these factors will enable key stakeholders to address obstacles to service delivery. These stakeholders will also be able to make informed decisions regarding maintenance, expansion, modification, and termination of specific services and programs. Student outcome data will provide a basis for program accountability to local, state, and federal stakeholders. Evaluation findings and accompanying data will provide MEP staff, region/ local administrators, LEA administrators, and parents' information about the effectiveness of programs and services for migrant children.

The evaluator will employ quasi-experimental, mixed-methods, objective-driven approaches. The approach is quasi-experimental (i.e. not using treatment or control groups as in true experiments) because, although there are various categories of migrant student participants, they are not randomly assigned to groups or interventions. The approach is mixed-methods, meaning it will employ both qualitative and quantitative data collection and analytic methods to evaluate SSDP implementation and outcomes. Finally, the approach is objective-driven because it is assessing attainment of program objectives. This approach has proved to be more reliable to answering the evaluation questions, as it takes advantage of varying sources and types of data, yet focuses on the extent to which regional priority strategies have been implemented and objectives have been achieved.

In addition, the evaluator will examine other factors related to program services. These factors may include the benefit of specific program services, such as advocacy, safety net services, and enrichment activities; timely enrollment for qualified moves; any mismatch between diagnosis (need) and services provided; differences in instruction among different districts and schools; and differences in service delivery systems. Research shows that the family's role is critical to a child's learning, so the evaluation will collect and analyze data related to MEP family services and migrant parents' involvement in their children's education.