

Oklahoma Migrant Education Program State Service Delivery Plan

June 30, 2017

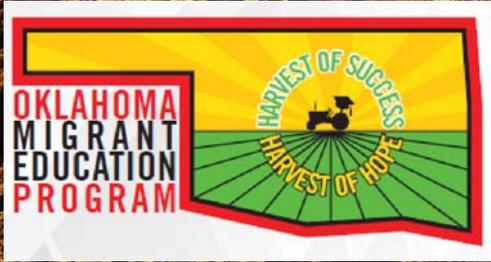


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EXECUTIVE SUMMARY

A 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 Oklahoma Migrant Education Program (OMEP) with the focus on supporting migrant students so that they can achieve high academic standards, thus closing the achievement gap between migrant and non-migrant students.

Outlined below are the plan components required by the Every Student Succeeds Act (ESSA) to be included in the SSDP. Oklahoma has developed additional plan components that will address activities and program functions that are in alignment with the state strategic academic plan.

1) **Service Delivery** [ESSA, Section 1304(b)(1)]

"A description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through –

- (A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- (B) joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under part A or B of title III;
- (C) the integration of services available under this part with services provided by those other programs; and
- (D) measurable program goals and outcomes."

2) **Accountability** [ESSA, Section 1304(b)(2)]

"A description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic standards that all children are expected to meet."

3) **Coordination of Services for Educational Continuity** [ESSA, Section 1304(b)(3)]

"A description of how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year."

4) **State Priority for Services** [ESSA, Section 1304(b)(4)]

"A description of the State's priorities for the use of funds received under this part, and how such priorities relate to the State's assessment of needs for services in the State."

5) **Sub-granting Process** [ESSA, Section 1304(b)(5)]

“A description of how the State will determine the amount of any sub-grants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs.”

6) **Parental Involvement** [ESSA, Section 1304(b)(6)]

“A description of how the State will encourage programs and projects assisted under this part to offer family literacy services if the program or project serves a substantial number of migratory children whose parents do not have a high school diploma or its recognized equivalent or who have low levels of literacy.”

7) **Assurances** [ESSA, Section 1304(c)]

8) **Student Priority for Services** [ESSA, Section 1304(d)]

“In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who –

(A) are failing, or most at risk of failing, to meet the challenging State academic standards; or

(B) have dropped out of school.”

9) **Continuation of Services** [ESSA, Section 1304(e)]

“Notwithstanding any other provisions of this part –

(A) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;

(B) a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and

(C) students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.”

10) **Professional Learning Opportunities**

11) **Evaluation**

SERVICE DELIVERY

ESSA, Section 1304(a)(1) of Title I, Part C requires State Education Agencies (SEAs) and their Local Educational Agencies (LEAs) to identify and address the unique educational needs of migrant children in accordance with a comprehensive plan. The Oklahoma State Department of Education (OSDE) identified and addressed the needs of migratory students in the following ways:

- 1) The migrant regional/local sites 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. Local migrant education programs (MEPs) will maintain autonomy in implementing strategies and services and, therefore, have flexibility in designing services that better fit their district's needs so that they can achieve the targeted outcomes.

Oklahoma selects children with the greatest need for MEP services according to the priority for services criteria and identifies other eligible migrant children with special educational needs who are expected to reside in the area. Oklahoma also determines the educational needs of the children to be served and determines the focus of the program based on a needs assessment.

- 2) The SSDP reflects the work to be done, not only at the state level, but also at the LEA level. Eligible migrant students throughout Oklahoma are entitled to receive supplemental support services from the MEP. Therefore, migrant services offered to eligible migrant students should not supplant basic educational services provided by the school districts and schools. Migrant services include preschool programs, academic home visits, extended day and summer school classes, health referrals, and other services.
- 3) Oklahoma provides the following integration of services available to migrant children:
 - Title I, Part A - Improving the Academic Achievement of the Disadvantaged
 - Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement
 - Individuals with Disabilities Education Act (IDEA)
 - Title IX, Part A - Homeless Education for Children and Youth
 - Summer Food Service Program
 - Head Start Services
 - Foster Care Services

Oklahoma collaborates the planning of the MEP program with the following:

- Stakeholders (parents, teachers, community)
- Parent Advisory Council (PAC)
- Interagency Divisions (21st Century, Office of School Support, Office of Special Education)
- External agencies:
 - Oklahoma Department of Human Services (OKDHS)
 - Committee of Practitioners (COP)
 - Title I & III LEA Consortiums

- Interstate Coordination
 - MiraCORE Consortium (focuses on migrant literacy, created by the Migrant Literacy Net)
 - Kansas Identification and Recruitment (ID&R) team
 - Identification and Rapid Recruitment Consortium (IRRC; focuses on improving ID&R)
- 4) Oklahoma established MEP performance targets and measurable program outcomes with the intention of determining if the state MEP helps LEAs meet the special educational needs of migrant children, and if the State's performance targets were achieved.

ACCOUNTABILITY

Oklahoma's performance targets, measurable program outcomes, and key strategies in the five areas of reading/language arts, mathematics, early childhood education, high school graduation, and professional learning are designed to guide the planning, implementation, and evaluation of the OMEP. The measurable program outcomes reflect the knowledge that the OMEP is a supplementary program that adds value to the other federal, state, and local resources that are provided to migrant children in Oklahoma. 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.

PERFORMANCE TARGET 1: READING/LANGUAGE ARTS

The number of migrant students who score proficient or above on statewide assessments in reading/language arts in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.

| <h1>Reading/Language Arts</h1> | |
|---|--|
| Measurable Program Outcome | Key Strategies |
| <p>1a. At least 50% of migrant students who took the ACCESS for ELLs test will show an increase in their language proficiency level in the reporting year as compared to their scores in the previous year.</p> <p>1b. Migrant students who receive supplemental services to help with reading/language arts will show improvements in their grades and/or their performance levels on Oklahoma Core Curriculum Tests (OCCT) in reading/language arts.</p> <p>1c. At least 70% of migrant students will score at the proficient level or above on Oklahoma Core Curriculum Tests (OCCT) in reading/language arts each year.</p> | <ul style="list-style-type: none"> • Provide training to MEP staff on differentiated instructional strategies for reading/language arts. • Provide information and materials to instructional staff on evidence-based strategies for reading/language arts. • Extend instructional time through programs such as tutoring and summer school programs. • Ensure that sufficient support services are available to facilitate the participation of all migrant students. • Provide parent activities in the school and/or home to help migrant children with reading/language arts and English language development. • Provide parents and students with information about navigating the school system; the parents' role in supporting their child's education; understanding student transcripts, progress reports, and report cards; and preparation for parent-teacher conferences. • Utilize technology as a tool for student academic improvement. • Use students' home languages to build understanding of concepts. • Hire bilingual staff to act as aides, interpreters/translators, parent liaisons, or after-school tutors. • Provide professional development to staff working with ELL migrant students on strategies for working with those students. |

PERFORMANCE TARGET 2: MATHEMATICS

The number of migrant students who 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.

| <h1>Mathematics</h1> | |
|---|---|
| Measurable Program Outcome | Key Strategies |
| <p>2a. Migrant students who receive supplemental services to help with mathematics will show improvements in their grades and/or their performance levels on Oklahoma Core Curriculum Tests (OCCT) in mathematics.</p> <p>2b. At least 70% of migrant students will score at the proficient level or above on Oklahoma Core Curriculum Tests (OCCT) in mathematics each year.</p> | <ul style="list-style-type: none"> • Provide training to MEP staff on differentiated instructional strategies for mathematics. • Provide information and materials to instructional staff on evidence-based strategies for mathematics. • Extend instructional time through programs such as tutoring and summer school programs. • Ensure that sufficient support services are available to facilitate the participation of all migrant students. • Provide parent activities in the school and/or home to help migrant children with mathematics. • Provide parents and students with information about navigating the school system; the parents' role in supporting their child's education; understanding student transcripts, progress reports, and report cards; and preparation for parent-teacher conferences. • Utilize technology as a tool for student academic improvement. • Use students' home languages to build understanding of concepts. • Hire bilingual staff to act as aides, interpreters/translators, parent liaisons, or after-school tutors. • Provide professional development to staff working with ELL migrant students on strategies for working with those students. |

PERFORMANCE TARGET 3: EARLY CHILDHOOD EDUCATION

The number of migrant children attending high-quality early childhood education programs will increase each year until all migrant children participate in a pre-kindergarten program and begin kindergarten before their sixth birthday.

| <h2>Early Childhood Education</h2> | |
|--|---|
| Measurable Program Outcome | Key Strategies |
| <p>3a. At least 50% of migrant children ages three to five will be enrolled in a pre-kindergarten or kindergarten program each year.</p> <p>3b. Each year, at least 50% of migrant children entering kindergarten will be younger than six years of age.</p> | <ul style="list-style-type: none"> • Assist migrant families with enrolling their children in pre-kindergarten programs. • Promote parental awareness of school enrollment requirements and opportunities, and support parents in enrolling their children in kindergarten in a timely manner. • Inform parents about levels of skills expected for kindergarteners enrolled in local schools. • Provide activities, materials, and resources for parents so they can help their children develop skills at home to ensure readiness as they enter kindergarten (e.g., language development, reading, mathematics). • Offer programs in which parents and families participate alongside their children. • Create environments where parents feel empowered to advocate for their children. • Provide parents and students with information about navigating the school system; the parents' role in supporting their child's education; understanding student transcripts, progress reports, and report cards; and preparation for parent-teacher conferences. • Conduct home visits to provide cognitive and linguistic early childhood development activities. • Conduct transition-to-school activities for pre-kindergarten children (e.g., organize 4-6 week summer academies for entering kindergarten students). |

PERFORMANCE TARGET 4: HIGH SCHOOL GRADUATION

The number of migrant students graduating from high school will increase each year, and identified out-of-school youth will receive services to help them obtain a GED or high school diploma.

| <h1>High School Graduation</h1> | |
|--|---|
| Measurable Program Outcome | Key Strategies |
| <p>4a. Each year, at least 85% of migrant students eligible for graduation will graduate from high school.</p> <p>4b. Each year, 100% of school districts with migrant programs and out-of-school youth who are high school-age will report that they provide services to those out-of-school youth.</p> | <ul style="list-style-type: none"> • Extend instructional time through after-school and Saturday classes, intersession classes, and/or standards-based 4-6 week summer school programs. • Provide opportunities for alternative credit accrual, such as the Portable Assisted Study Sequence (PASS), evening classes, flexible schedules, and online classes. • Assign an advisor to students to provide academic conferencing, support, and advocacy. • Provide parents and students with information about graduation requirements; navigating the school system; parent/guardian role in supporting child's education; understanding student transcripts, progress reports, and report cards; and preparation for teacher conferences. • Coordinate services for out-of-school youth to meet education and career goals through adult education classes, Mexican consulate programs, transition-to-college programs, community colleges, Job Corps, GED preparation, life skills courses, and ESL instruction. • Provide services at times and days convenient for out-of-school youth (e.g., evenings, weekends, and summers). • Provide tutoring at home and school with flexible scheduling. |

PERFORMANCE TARGET 5: PROFESSIONAL LEARNING

Every school year, continuous targeted professional learning opportunities will be provided to administrators, teachers, tutors, recruiters, and other staff working in migrant education programs.

| <h1>Professional Learning</h1> | |
|---|--|
| Measurable Program Outcome | Key Strategies |
| <p>5a. Migrant staff and educators who work with migrant students will attend at least one professional learning opportunity annually and/or will be provided with resources about migrant education and populations.</p> | <ul style="list-style-type: none"> • Provide professional learning opportunities during the summer and other times that are convenient for MEP staff, and provide training via webinar or other online methods. • Offer incentives for participation in professional learning opportunities related to migrant education and populations. • Establish local communities of learning or teaching teams that meet regularly to discuss issues related to the MEP and migrant students, and share expertise, strategies, and resources. • Provide workshops on topics such as parental involvement, differentiated instruction, research-based strategies for teaching migrant students, and language development for English learners. • Distribute materials to support migrant-specific professional learning activities among MEP staff. |

COORDINATION OF SERVICES FOR EDUCATIONAL CONTINUITY

The OMEP promotes interstate and intrastate coordination of services for migrant children. This includes the timely transfer of pertinent school records, which improves educational continuity. The State’s web-based migrant information database, the MIS2000, is used to enter Certificates of Eligibility (COE) and information about student enrollment, courses, Priority for Services (PFS), health data, test scores, and MEP supplemental programs for eligible migrant children in Oklahoma.

The local district-level MEP recruiters conduct in-person interviews with potential families, and if they are found to be eligible for the MEP, they create a COE with that information in the MIS2000 system. The COE is then reviewed by a district-level reviewer for accuracy and sent to OSDE through the MIS2000 system for review and approval by both OSDE’s state recruiter and MEP director. If approved, the student becomes eligible for the MEP program and services.

The local MEP is responsible for entering all the information for the COE, as well as enrollment data, student health data, credit accrual data, PFS data, test data, and exit data. Data are continually updated throughout the year to ensure all pertinent data is current. OSDE provides training sessions on the proper way to enter all data.

The U.S. Department of Education (USDE) was mandated by Congress in Section 1308(b) of ESEA, as amended by the No Child Left Behind Act of 2001, to assist states in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, it must ensure the linkage of migrant student record systems across the country.

The USDE has implemented the MSIX to ensure the appropriate enrollment, placement, and accrual of credits for migrant children. The MIS2000 interfaces with the MSIX successfully to allow the State to complete reports on interstate and intrastate student records. OSDE is able to provide student data, as required, for the State Comprehensive State Performance Report (CSPR), and to meet other Federal and State data requirements.

Oklahoma further achieves interstate coordination through membership in two consortiums. The MiraCORE Consortium focuses on improving migrant literacy skills and has created the Migrant Literacy Net website. The IRRRC Consortium focuses on improving ID&R. The IRRRC Consortium is in the process of creating a recruiter skills test, a recruiter certification, and a state ID&R plan template, and is helping states revise and improve their ID&R plans. Oklahoma also uses the Kansas Rapid Response ID&R team to help with director and recruiter trainings and with 3rd party re-interviews.

MEP Data Collection/Tracking/Sharing

The OMEP uses the following data programs to track students' information to improve the continuity of education and coordination of services of migrant students:

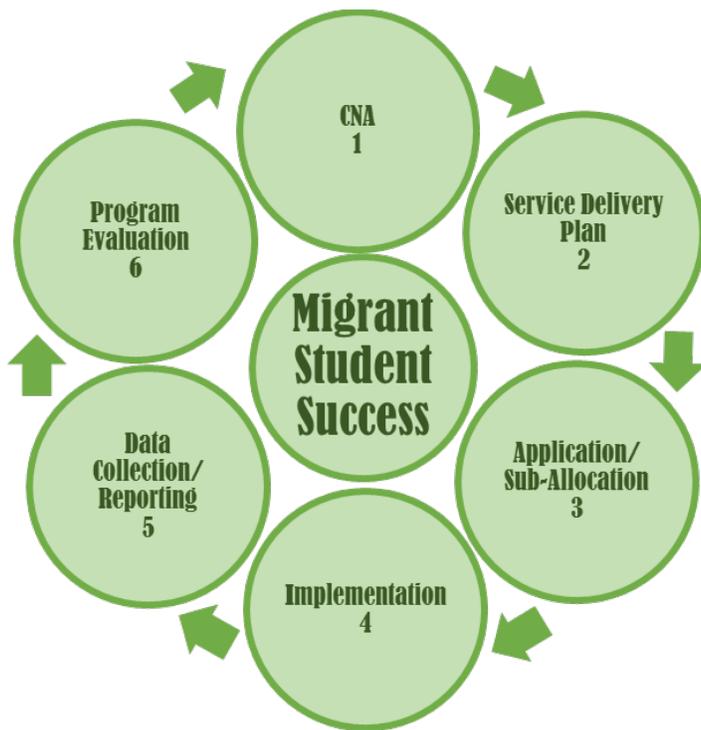
- MIS2000 (state migrant database)
- MSIX (national migrant database)
- WAVE (state database for all students)

These programs help track migrant student data (including credit accrual, health information, migrant eligibility criteria, test scores, and other pertinent student information) and allow for easy transfer of information when a migrant student moves to a new school district.

In order to enhance the continuity of timely transfer of pertinent school records, OSDE is currently exploring the possibility of making the State database for all students (WAVE) interface with the MIS2000. OSDE sees the need to remove duplicative data entry in both systems, which will increase timely intrastate and interstate student data transfer.

STATE PRIORITY FOR SERVICES

Oklahoma's priority for services is based on the statewide Comprehensive Needs Assessment (CNA). The OMEP CNA is the foundation for the SSDP. The OMEP collects data from MEP directors, teachers, students, and parents, in addition to semi-structured interviews with MEP staff and observations of MEPs to determine the components of the SSDP. This data helps determine the current migrant student needs within the MEPs. Oklahoma's CNA was updated in 2017. The relationship between all components of the MEP's accountability and planning process are shown in the following figure.



- Other Components:**
- Professional Development
 - Parent Involvement
 - Alignment with OK State Initiatives
 - Technical Assistance and Monitoring
 - Inter/Intrastate Coordination
 - Migrant Student ID&R
 - Curriculum, Instruction, Assessment

The present SSDP was developed with concerns and goals from the CNA, which are aligned with Oklahoma standards for all students:

- 1) **A lower percentage of migrant students score as proficient or above on statewide assessments in reading/language arts and mathematics when compared to their non-migrant peers.**

Goal: The percent of migrant students who score proficient or above on statewide assessments in reading/language arts and mathematics in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.

- 2) **Migrant students are not receiving early childhood education/instruction at the appropriate time.**

Goal: The number of migrant children attending high-quality early childhood education programs will increase each year until all migrant children participate in a pre-kindergarten program and begin kindergarten before their sixth birthday.

- 3) **Classroom teachers may lack sufficient knowledge about their migrant population to provide needed support.**

Goal: Every year, continuous targeted professional learning opportunities will be provided to administrators, teachers, tutors, recruiters, and other staff working in migrant education programs.

SUB-GRANTING PROCESS

The State of Oklahoma will determine the amount of MEP funds to award to LEAs by collecting the following information that is required by the ESSA, Title I, Part C, Section 1304:

- The number of migratory children eligible to be served (age 3 through age 21 years who have not graduated) with MEP funds.
- The number of migratory children with particular, State-established needs.
- The number of migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and whose education has been interrupted during the regular school year.
- The availability of funds from other Federal, State, and local programs.

Explanation of Factors for Sub-Granting Determinations

The State's MEP sub-granting process includes several categories of well-established information from which coordinated cross-program planning is conducted by the LEA. There are several state-selected factors in addition to the requirements established by the USDE. These are explained below as well as in the sub-granting form in Appendix B.

Number of Eligible Children (25% and 10% of District Allocation)

Provide the number of migratory children age 3 through 21 who have not graduated from high school and who are projected to reside in the LEA for the funding period of the award.

- Those who have resided within the district for **less than** one year.
- Those who have resided within the district for **more than** one year.

Identified Needs (20% of District Allocation)

Provide the number of migratory students with needs listed below. These will be duplicated counts representing any and all applicable needs listed.

- Those who are below the state level of proficiency for reading.
- Those who are below the state level of proficiency for math.
- Those who have less than a 90% attendance rate.

Priority for Services (30% of District Allocation)

Provide the number of migratory students who are both failing or at risk of failing as required under section 1304(d) and whose education is interrupted during the regular year. This two-condition count of children will almost always be far less than the total number of eligible children.

Availability of Funds (15% of District Allocation)

The State requires an LEA to identify Federal, State, and local program funding that is available to potentially benefit migrant students (i.e., Title I, Title III, 21st Century, services for English learners, after-school programs for all students, etc.; see Appendix A).

PARENTAL INVOLVEMENT

Migrant parents and families play an essential role in the MEP. Parents are migrant students' first teachers and can make a major difference in their children's success. Parents can help their children develop strong reading and writing skills by modeling and encouraging reading and writing from an early age.

LEAs with a migrant program are required to have a Parent Advisory Council (PAC) and must implement programs, activities, and procedures that effectively involve migrant parents. The local migrant PAC should be consulted in an organized, ongoing, and timely manner in the planning, review, and improvement of the local MEP. Parent involvement in the planning of the program enables them to better understand the program and have informed conversations with the local MEP and school staff about their children's education. Through the PAC, the local MEP offers information for parents about the MEP and the ID&R process to determine whether their family qualifies for the program, and provides ideas to help their child experience success in school. Each local MEP PAC sponsors family events for sharing information and resources. The LEA MEPs consult with the PAC about the local MEP CNA and also the design of the local service delivery plan.

OSDE conducts two State PAC meetings per fiscal year. At least one representative from each district MEP is required (and more are encouraged) to attend these two meetings. Parent representatives bring concerns and ideas from the migrant districts to share with the State migrant staff. Their input and ideas help the state-level migrant program staff create a program that serves all needs of migrant children in the state.

Several strategies may be employed to ensure that the number of migrant parents who participate in school activities and are involved in their children's education will increase each school year. MEPs will 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 for their own education process;
- 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 in continuing 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;
- assisting schools in building partnerships with MEP parents/families;
- training school staff about the experiences and needs of migrant children and families;
- implementing a home visit program and/or supporting teachers in making home visits;

- hosting regular parent/teacher/student/MEP liaison meetings to monitor student progress;
- establishing funding that MEPs are expected to use for parent involvement activities;
- ensuring PAC participation in the planning, operation, and evaluation of the MEP;
- building collaborative partnerships with parents/families, students, schools, and community agencies to promote student success;
- developing and implementing parent involvement activities and school, family, and community partnership activities by trained staff; and/or
- training parents on how to support their children's education at home.

State PAC Goals and Objectives

- To have an active PAC at every local MEP district in Oklahoma.
- To create a strong PAC network throughout the state.
- To provide parents with knowledge and skills needed to be an effective advocate for their child.
- To train local PAC representatives to become advocates and leaders of their communities.
- To provide parents the opportunities to have a voice in the MEP.
- To provide parents the opportunities to provide support to school programs.
- To help identify areas of need.
- To help identify local PAC goals.
- To discuss timelines and strategies for goals.

Local PACs are supported by the State MEP, but can make decisions about parent involvement at the local level. Local PACs must:

- be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents;
- meet at least twice during the regular school year;
- be provided by LEAs with a meeting location and, with the assistance of the LEA, must plan the time and agenda well in advance;
- schedule meetings convenient for parents that accommodate their work schedules;
- provide meeting agendas, minutes, and other materials in a language and format that parents understand; and
- establish meeting rules that support open discussion.

ASSURANCES

In order to meet the requirements of ESSA, Section 1304(c), OSDE agrees to the following:

- 1) The funds received under this part will be used only in alignment with ESSA law:
 - a. for programs and projects, including the acquisition of equipment, in accordance with section 1306; and
 - b. to coordinate programs and projects with similar programs and projects within the state and, other states, and with other federal programs that can benefit migratory children and their families.

- 2) Programs and projects will be carried out in a manner consistent with the objectives of section 1114, section 1115(b) and 1115(d), section 1118(b) and 1118(c), and part F.
- 3) In the planning and operation of programs and projects at both the state and local agency operating level, there is consultation with parents of migratory children, including PACs, for programs not less than 1 school year in duration, and that all such programs and projects are carried out:
 - a. in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and
 - b. in a format and language understandable to the parents.
- 4) In planning and carrying out programs and projects, there has been, and will be, adequate provision to address the unmet education needs of preschool migratory children and migratory children who have dropped out of school.
- 5) The effectiveness of programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and LEAs under part A.
- 6) To the extent feasible, programs and projects will provide for:
 - a. advocacy and other outreach activities for migratory children and their families, including helping children and families gain access to other education, health, nutrition, and social services;
 - b. professional development programs, including mentoring, for teachers and other program personnel;
 - c. family literacy programs;
 - d. integration of information technology into educational and related programs; and
 - e. programs to facilitate the transition of secondary school students to post-secondary education or employment.
- 7) To assist the Secretary of Education in determining the number of migratory children under section 1303(a)(1).

STUDENT PRIORITY FOR SERVICES

In alignment with ESSA, Section 1304(d), the OMEP has a Priority for Services (PFS) requirement in place to ensure that migrant children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and whose education has been interrupted during the school year are given priority for receiving program services.

OSDE requires LEAs to complete a PFS form for each student who qualifies, and maintain supporting documentation for site or desk monitoring. Required documentation will include, but is not limited to, a:

- list of eligible migrant students;
- list of students identified PFS students;
- list of services available;
- list of students receiving migrant services; and
- individual PFS form for each student receiving migrant services.

The criteria for students to be designated as PFS in Oklahoma are as follows (see also Appendix B):

| Oklahoma Migrant Education Program Priority for Service Criteria |
|--|
| Criterion #1: Students must meet one of the following criteria for an interruption of services during the regular school year. |
| Most current qualifying arrival date of the start of regular school year until the end of the regular school year. |
| Moved from one district to another due to migrant lifestyle. |
| Absent for two or more weeks and then returns due to migrant lifestyle. |
| Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle. |
| Criterion #2: Students must meet at least one (or more*) of the following at-risk criteria. |
| <i>State Assessment Data</i> |
| Scored unsatisfactory or basic on reading assessment. |
| Scored unsatisfactory or basic on mathematics assessment. |
| Scored unsatisfactory or basic on writing assessment. |
| Scored unsatisfactory or basic on science assessment. |
| Scored unsatisfactory or basic on social studies assessment. |
| Scored below proficient on state assessments from other states. |
| Scored below the 50 th percentile on norm-referenced test (reading and/or math). |
| <i>Other At-Risk Criteria</i> |
| Is below grade level on any K-3 rd reading diagnostic assessment. |
| Classified as non-English or limited English proficient on LAS, IPT, LPT, ACCESS for ELLs, or English Language Proficiency Assessment (ELPA). |
| Is behind on accruing credits toward graduation requirements. |
| Placed in a class that is not age appropriate. |
| Has grades indicating below average performance in math and/or language arts at the elementary level. |
| Has grades indicating below average performance in math, language arts, sciences, or social studies at the middle or high school levels. |
| <small>* State assessment data must be considered first for Criterion #2. If there are results for a migrant student, they must be used. If state assessment data is not available, at least two of the at-risk criteria must be met to be considered PFS. If a student is proficient on the state assessments, the student is not considered a PFS student even though he or she may meet the other at-risk criteria.</small> |

CONTINUATION OF SERVICES

In Oklahoma, a child who ceases to be a migratory child during a school term will be eligible for services until the end of the term. A child who is no longer a migratory child may continue to receive

services for one additional school year, but only if comparable services are not available through other programs. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

PROFESSIONAL LEARNING OPPORTUNITIES

The results of the CNA indicated that 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. Several strategies may be employed to ensure that every school year continuous targeted professional development opportunities are provided to administrators, teachers, tutors, recruiters, and others working in or contributing to migrant education programs. OSDE implements the following strategies:

- Providing training about the OMEP guidelines to meet the requirements of the MEP.
- Establishing communities of learning or study groups that provide educators with professional development using technology.
- Distributing materials to support migrant-specific professional learning opportunities among MEP staff.
- Identifying specialists to provide workshops on topics that include:
 - oral language development for English learners ages 3 to 21,
 - 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.
- Increasing the number of professional learning opportunities targeting strategies that address specific issues to improve migrant students' achievement; and
- Offering professional learning opportunities in ID&R and proper COE writing.

Each year, several professional learning opportunities are provided by OSDE for migrant program staff and others working with migrant students. A description of some of these opportunities is provided below.

MIS2000 Data Entry Webinar

District MEPs are required to have a data entry clerk who enters migrant student data from COEs into the MIS2000. This webinar provides training on how this data is to be entered.

Migrant Application Webinar

This webinar provides instruction to district MEP staff on how to complete migrant applications in the Grants Management System (GMS).

Identification and Recruitment Training

This training is an in-person training at OSDE concerning best practices for identification and recruitment and proper COE completion.

Kick-Off Meeting

This meeting is an in-person meeting at OSDE for district MEP staff on how to implement a migrant education program.

Parent Advisory Council Meeting Webinar

This webinar details the purpose, components, and requirements of PAC meetings and how to facilitate a PAC.

MiraCORE Consortium Field Test Webinar

This webinar provides instruction on the field test for MiraCORE, how to conduct the test with students, and what documentation and forms are needed.

State Parent Advisory Council Meeting

This is the state PAC meeting where migrant parents throughout the state come to OSDE for a meeting about the program.

EVALUATION

The OMEP will monitor progress toward achieving the measurable outcomes at the district and state levels. Each local MEP will be held accountable to the outcome measures that focus on raising student achievement, regardless of the service strategies they choose. An evaluation framework will guide the state in evaluating the MEP's effectiveness. The overall goal for the 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. The evaluation examines data from multiple sources, including the MIS2000 database, the CSPR: Part II, results of Oklahoma Core curriculum Tests (OCCTs), results of the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) test, and the WAVE. Data is also obtained from surveys of parents, students, educators, and MEP staff; interviews of MEP staff; and observations. Three questions will guide the performance of the MEP sites throughout Oklahoma:

1. To what extent are programs for migrant students impacting student outcomes?
2. Are migrant programs being implemented with fidelity?
3. What changes and/or improvements need to be made to allow MEPs to achieve outcomes?

| READING/LANGUAGE ARTS | | | |
|--|----------------------|--|-------------------------------------|
| Data Element | Who Collects? | How Collected? | When Collected? |
| At least 50% of migrant students who took the ACCESS for ELLs test will show an increase in their language proficiency level in the reporting year as compared to their scores in the previous year. | LEA/SEA | ACCESS for ELLs test scores | Spring of each school year |
| Migrant students who receive supplemental services to help with reading/language arts will show improvement in their grades and/or their performance levels on Oklahoma Core Curriculum Tests (OCCT) in reading/language arts. | LEA/SEA | Grades, lists of students receiving supplemental services from the MIS2000, OCCT scores in reading/language arts | Fall and Spring of each school year |
| At least 70% of migrant students will score at the proficient level or above on Oklahoma Core Curriculum Tests (OCCT) in reading/language arts each year. | LEA/SEA | OCCT scores in reading/language arts | Spring of each school year |

| MATHEMATICS | | | |
|--|----------------------|--|-------------------------------------|
| Data Element | Who Collects? | How Collected? | When Collected? |
| Migrant students who receive supplemental services to help with mathematics will show improvement in their grades and/or their performance levels on Oklahoma Core Curriculum Tests (OCCT) in mathematics. | LEA/SEA | Grades, lists of students receiving supplemental services from the MIS2000, OCCT scores in mathematics | Fall and Spring of each school year |
| At least 70% of migrant students will score at the proficient level or above on Oklahoma Core Curriculum Tests (OCCT) in mathematics each year. | LEA/SEA | OCCT scores in mathematics | Spring of each school year |

| EARLY CHILDHOOD EDUCATION | | | |
|---|----------------------|---|--------------------------|
| Data Element | Who Collects? | How Collected? | When Collected? |
| At least 50% of migrant children ages three to five will be enrolled in a pre-kindergarten or kindergarten program each year. | LEA/SEA | Enrollment records and migrant information from the MIS2000 | Fall of each school year |
| Each year, at least 50% of migrant children entering kindergarten will be younger than six years of age. | LEA/SEA | Enrollment records and migrant information from the MIS2000 | Fall of each school year |

| HIGH SCHOOL GRADUATION | | | |
|--|----------------------|---|----------------------------|
| Data Element | Who Collects? | How Collected? | When Collected? |
| Each year, at least 85% of migrant students eligible for graduation will graduate from high school. | LEA/SEA | Graduation records and migrant information from the MIS2000 | Spring of each school year |
| Each year, 100% of school districts with migrant programs and out-of-school youth who are high school-age will report that they provide services to those out-of-school youth. | E-TEAM | Local MEP director and educator surveys | Spring of each school year |

| PROFESSIONAL LEARNING | | | |
|--|----------------------|---|----------------------------|
| Data Element | Who Collects? | How Collected? | When Collected? |
| Migrant staff and educators who work with migrant students will attend at least one professional learning opportunity annually and/or will be provided with resources about migrant education and populations. | E-TEAM | Local MEP director and educator surveys | Spring of each school year |

APPENDIX A: SUB-GRANTING ALLOCATION FORM

Sub-granting Allocation Form

State Sub-granting Procedures Worksheet – Local Application

The following sub-grant worksheet should be completed and submitted to the SEA by the established deadline for funding determination.

District _____ County _____ FY _____

Totals:

1. Number of Eligible Children, ages birth to 21 years:

A. District resident for less than 1 year _____

B. District resident for greater than 1 year _____

Subtotal: _____

2. Identified Needs of Migratory Children:

A. Below the state level of proficiency for reading _____

B. Below the state level of proficiency for math _____

C. Less than a 90% attendance rate _____

Subtotal: _____

3. Priority for Services

Subtotal: _____

4. Availability of Funds

Subtotal: _____

Total: _____

APPENDIX B: PRIORITY FOR SERVICES FORM

Oklahoma Migrant Education Program (MEP) Student Selection and Priority for Services (PFS) Form

Oklahoma State Department of Education

INSTRUCTIONS

Every Oklahoma Migrant Education Program (MEP) is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant education services. The eligibility list should indicate whether or not a student is determined to be a PFS student. The Student Selection and PFS Form is intended to serve as documentation for audit purposes and to assist the MEP in determining which migrant students should receive services first.

1. All Oklahoma Migrant Education Programs (MEP) are to have the following documentation:
 - List of eligible migrant students
 - List of students identified as PFS students
 - List of services available
 - List of students receiving migrant services
2. Each district participating in the Migrant Education Program **must complete** the Student Selection and PFS Form **for each PFS student**. For all other migrant students, the form is optional. It is one method for collecting at-risk information. This data is then entered into the Oklahoma Migrant Student Network Database. The completed forms are to be **on file at the district and readily available** when requested by appropriate entities (i.e. auditors, Oklahoma State Migrant Education staff).
3. To be identified as a PFS migrant student, there **must be an interruption of services during the regular school year** AND the student must meet one (#5 thru #11) or 2 or more (#12 - #18) of the at-risk criteria.
 - **State assessment data must be considered first.** If there are State assessment results for a migrant student, they must be used.
 - **If State assessment data is not available, at least two of the at-risk criteria (items 12 thru 18) must be met to be considered as PFS.**
 - **If a student is proficient or above on the State assessments, the student is NOT considered a PFS student** even though he or she may meet the other at risk criteria.
4. The MEP director should work with staff—including recruiters—to determine the procedures and who is responsible for completing the form.

An example of one process for completing the form is to have the recruiters initiate the form when interviewing and completing a Certificate of Eligibility (COE) on a student. The recruiter completes the student's name, date, ID #, school year, USD #, and Table A (Type of Interruption). School staff then completes the remaining information to determine whether or not the student is at risk of failing to meet State standards.

5. Following is additional information on the PFS requirements:
- Interruption during the Regular School Year—the interruption has to occur within the **preceding** 12 months. For **2016-2017**, an interruption during the regular school year would have occurred sometime after the beginning of the **2015-2016** regular school year. Moves occurring during the summer of **2016** do not constitute an interruption of services. (Education of Migratory Children under Title I, Part C of the ESEA of 1965 Guidance, October 2010, page 71, B7)
 - The **interruption has to relate to the migrant lifestyle**. Students going to Mexico for a two-week vacation do not qualify as having an interruption.
 - The **at-risk criteria** have to occur during the current school year or within the **previous two school years**.
 - State assessment results from other States must be verified through school records or through data entered into that State’s migrant student record database system.
 - Norm-referenced tests (NRTs) refer to the nationally normed assessments such as the Iowa Test of Basic Skills (ITBS), California Achievement Test (CAT) or Comprehensive Test of Basic Skills (CTBS). Use the reading and/or mathematics norm-referenced assessment results rather than science or social studies results.
 - K-3 reading screening or diagnostic assessments could include assessments such as the following: Phonological Awareness Literacy Screening (PALS), Early Reading Diagnostic Assessments (ERDA), Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Learning Skills (DIBELS) and the Peabody Picture Vocabulary Test III (PPVT).
 - The Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), and the Language Proficiency Test Series (LPTS) refer to commercial English language proficiency tests.
 - A student is considered to be in a class that is not age appropriate when the student is older than the typical student at that grade. For example, a 12-year old being placed in a third-grade class in which students are usually eight- or nine- years old would be in a class that is not age appropriate.
 - “Has grades below average performance” refers to the student’s grades at the end of a grading period or at the time of withdrawal from a school. These do not refer to the daily grades given in class.
6. If a student is **identified as a PFS** student during the current **regular school year** and **moves into/from another school district** during the same regular school year, the student should **still be considered as PFS** and continue receiving extra educational services *as appropriate and available*.

2016-2017

**Oklahoma Migrant Education Program (MEP)
Student Selection and Priority for Services (PFS) Form
(Using Data from the 2015-2016 Regular School Year)**

The Student Selection and PFS Form is intended to assist the local MEP in determining which migrant students meet the PFS criteria and should receive migrant services first. It also serves as a collection form for the Oklahoma Migrant Student Network Database since at-risk information should be entered into the system whether or not a student is identified as a PFS student. This form must be completed and on file for each PFS migrant student. In addition, the PFS determination **must be verified for accuracy** with a **signature from the district’s MEP administrator**.

Note: Any migrant student who has the appropriate number of boxes checked (as described on page 1) in Tables A and B is a PFS student.

| STUDENT DEMOGRAPHICS | |
|---|--|
| Date: | |
| School Year: | |
| Student’s Name: | |
| Migrant Student Identification Number: | |
| State Student Identification Number (SSID): | |
| Most Current Qualifying Arrival Date (QAD): | |
| Current School Attending: | |
| Current Grade Enrolled: | |
| Priority for Services Student (Yes/No): | |
| Recipient of MEP Services (Yes/No): | |
| MEP Administrator Signature: | |

Table A. Interruption during the Regular School Year

(#1-4: At least one item must have a check.)

| Check the one that is most recent: | Interruptions Related to Migrant Issues—During Regular School Year | School Year in Which Interruption Occurred |
|------------------------------------|--|--|
| | 1. QAD of 9/1/15 (or start of regular school year) until end of regular school year in 2016 . | |
| | 2. Moved from one district to another due to migrant lifestyle | |
| | 3. Absent for two or more weeks and then returns due to migrant lifestyle | |
| | 4. Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle | |

Table B. At Risk of Failing to Meet State Standards Criteria

(#5-11: Only one item must have a check.)

OR

(#12-18: At least two items must have a check if no checks are present in numbers 5-11.)

| Check all that apply | Criteria (Reference boxes to the left) | Year in Which Criteria Occurred |
|-----------------------------|---|--|
| | 5. Scored unsatisfactory or basic on Reading Assessment | |
| | 6. Scored unsatisfactory or basic on Mathematics Assessment | |
| | 7. Scored unsatisfactory or basic on Writing Assessment | |
| | 8. Scored unsatisfactory or basic on Science Assessment | |
| | 9. Scored unsatisfactory or basic on Social Studies Assessment | |
| | 10. Scored below proficient on State assessments from other States | |
| | 11. Scored below 50%tile on norm-referenced test (reading and/or math) | |
| | 12. <i>Is below grade level on any K-3 reading diagnostic assessment</i> | |
| | 13. <i>Classified as non-English or limited English proficient on LAS, IPT, LPT, ACCESS for ELLs, or English Proficiency Assessment (ELPA)</i> | |
| | 14. <i>Is behind in accruing credits toward graduation requirements</i> | |
| | 15. <i>Placed in a class that is not age appropriate</i> | |
| | 16. <i>Has grades indicating below average performance in math and/or language arts at the elementary level</i> | |
| | 17. <i>Has grades indicating below average performance in math, language arts, sciences or social studies at the middle or high school levels</i> | |
| | 18. <i>Repeated a grade level or course</i> | |

****To be identified as a Priority for Services migrant student, there must be an interruption of services during the regular school year and the student must meet one or more of the at-risk criteria. State assessment data must be considered first. If there are results for a migrant student, they must be used. If State assessment data is not available, at least two of the at-risk criteria (#12 – 18) must be met to be considered as priority for services. If a student is proficient on the State assessments, the student is NOT considered a priority for services student even though he or she may meet the other at risk criteria.**

Migrant Services

Student name _____ **School** _____ **Date** _____

Table C. Description of Services Received by Student (optional)

| Description of Services Received | School Year | Comment |
|----------------------------------|-------------|---------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

APPENDIX C: IDENTIFICATION AND RECRUITMENT (ID&R) PLAN

1. Mission Statement

The purpose of the Oklahoma Migrant Education Program (MEP) is to locate migratory children, determine whether they are eligible for the program, and, if they are, provide them with the supplemental instructional and support services they need to succeed in school.

2. Measurable Objectives

- OSDE will provide a minimum of 5 professional development opportunities for recruitment staff and directors during each fiscal year.
- The identification and recruitment of all eligible children enrolled in the MEP will be completed within 90 days of their arrival in Oklahoma's LEA MEPs.
- LEAs will coordinate with receiving and departing LEAs, in and out of state, for the prompt and efficient ID&R of all eligible children arriving or departing to and from their LEA or state. The number of departing forms received plus the number of MSIX online arriving notifications will be equal to 75% or more of the number of MSIX online notifications.
- OSDE will review all COEs submitted by MEP LEAs within 10 days.
- OSDE MEP roster integrity will be measured through a quality-control process with a discrepancy rate within a 95% confidence level during each fiscal year.

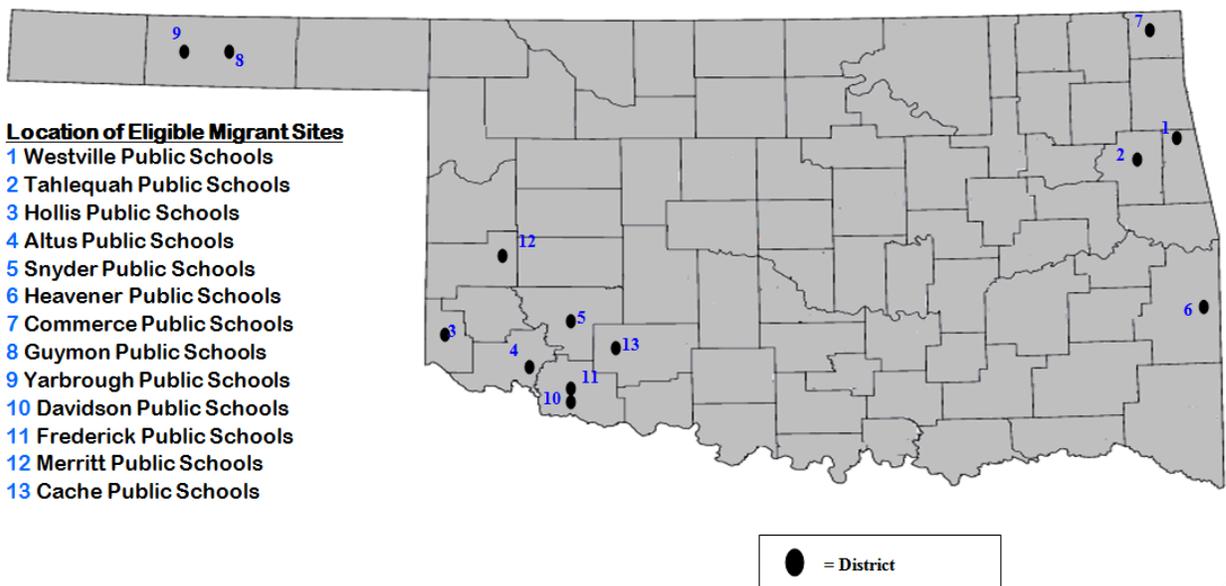
3. Oklahoma Landscape



Oklahoma City is the geographic and administrative hub for Oklahoma Migrant Education Program (OMEP), and for state-wide recruiting purposes, the state is divided into four regions:

- The Northwest region is comprised of the counties in the Panhandle of the state and the counties north of Interstate 40 and west of Interstate 35.
- The Southwest region is comprised of counties south of Interstate 40 and west of Interstate 35.
- The Northeast region is comprised of counties east of Interstate 35 and north of Interstate 40.
- The Southeast region is comprised of counties east of Interstate 35 and south of Interstate 40.

State of Oklahoma Eligible Migrant Local Educational Agencies, 2016-2017



4. Oklahoma ID&R Strategies

These strategies are intended to help the recruiter, supervisor, and other recruitment staff organize and prioritize recruitment activities during crop planting and harvesting seasons, follow up MSIX notifications, and any other referral focused in ID&R. Recruiters should have a recruitment calendar that lists the best times to recruit based on crop cycles, dates of important school events like school enrollment and kindergarten orientation, and when employers do most of their hiring.

See Appendix E (Recruitment calendar, crop calendars, and mobility patterns)

OSDE has a state migrant recruiter to assist with the state ID&R process, and each of the 13 migrant LEAs has a local recruiter working continuously on ID&R in their area. These recruiters implement 3 types of recruitment in Oklahoma:

1. School-based recruitment: When migrant students enroll at school, they are added to the program;
2. Community based recruitment: canvassing neighborhoods, going door-to-door, and attending community gatherings looking for migrant families; and
3. Employer-based recruitment: going to agriculture-related employers and farmers and asking if they have any families they believe are migrant.

When conducting employer-based recruitment, migrant staff should follow this protocol:

- Call the employer to explain the program;
- Mail employer questionnaire;
- Contact employer and ask for an interview or meeting;
- Request employer disperse the employee questionnaire;
- Conduct migrant families interviews if possible;
- Follow up with employer and families with thank you letter or post card; and
- Stay in contact with the employer year-round.

Priority ID&R Strategies:

- Follow up on MSIX notifications as soon as received;
- Follow up on referrals as soon as received;
- Distribute employer questionnaire to local agri-businesses;
- Distribute parental questionnaire in the enrollment packet and during employer hiring process; and
- Distribute community service provider questionnaire (i.e. food pantries, health care providers).

Other ID&R Strategies:

- Place a family questionnaire in district enrollment packets;
- Communicate with the school secretary regularly;
- Check school enrollments for new students;
- Make home visits and phone calls;
- Set up a table at all district events;
- Join forces with child development programs;
- Be available to parents;
- Collaborate with preschools;
- Focus recruiter time and job description on recruitment only;
- Spend as much time as possible recruiting;
- Engage in summer recruitment;
- Schedule time each day to make phone calls;
- Continue to work with parents for referrals;
- Ask parents to let others know about the MEP;

- Provide flex time for evenings/ weekends to reach more families;
- Minimize recruiter's time doing clerical work;
- Inform counselors and all staff of the MEP program and the recruiter's role;
- Give presentations at Adult School, ESL classes, and local companies;
- Call/e-mail/send letters to local organizations;
- Check LEP, free lunch, and Title I enrollment as crossover occurs;
- Present at school staff meetings to raise awareness of the program;
- Research farmers and crew boss names, HR manager, plant owner, etc.;
- Learn seasonal agricultural cycles through census, local agriculture extensions, crop specialists, 4-H leaders, or labor specialists;
- Identify local organizations and individuals who work most closely with the migrant community;
- Find out how and when local employers do their hiring;
- Participate in health, job, and community fairs;
- Contact the farmer or agribusiness to inform them that you will be visiting the area and will stop by; and
- Call farms before 8 p.m. to ask specific questions in regard to workforce information.

5. Oklahoma ID&R Staff

- OSDE MEP Administration
- OSDE State MEP Recruiter
- LEA MEP Recruiter(s)
- LEA MEP Director

OSDE MEP administrative staff members (Executive Director, Program Coordinator, and State Recruiter) are housed in Oklahoma City at OSDE headquarters.

OSDE Federal Programs Executive Director oversees all OSDE MEP functions and procedures.

OSDE MEP Coordinator's responsibilities:

- Collaborate with MEP LEA directors and recruiters;
- Organize statewide migrant meetings/trainings to meet the program requirements such as migrant recruiter training, data entry training, LEA MEP Director meeting, Parent Advisory Committee (PAC) meeting, etc.;
- Provide technical assistance through onsite visitation, videoconference, telephone, or e-mail; and
- Review Certificates of Eligibility (COEs).

OSDE MEP Recruiter's responsibilities:

- Direct the identification and recruitment efforts for the State;
- Identify the training needs of LEA recruiters;
- Review Certificates of Eligibility (COEs);
- Collaborate with LEA recruiters;

- Organize statewide migrant meetings/trainings to meet the program requirements such as migrant recruiter training, data entry training, LEA MEP Director meeting, Parent Advisory Committee (PAC) meeting, etc.; and
- Provide technical assistance through onsite visitation, videoconference, telephone, or e-mail.

LEA MEP Recruiters

LEA MEP recruiters work under the supervision of the MEP LEA director. LEAs participating in the MEP are required to hire at least one recruiter. LEA recruiters are hired by local school districts and are housed in a school or administrative building within the school district. Their primary responsibility is ID&R for the LEA that employs them. LEA recruiters are the ID&R backbone of the MEP and are considered local experts. They are in touch with the people of their community and available resources for migrant families. LEA ID&R are supplemented by the state recruiter.

LEA MEP Director

LEA MEP Director will supervise and oversee all the LEA MEP functions and procedures.

6. OSDE Migrant Student Eligibility

In alignment with USDE eligibility requirements, OSDE has established state requirements for ID&R of migratory children and Out of School Youth (OSY) and expects all migrant LEAs to follow the same guidelines.

OSDE eligibility requirements are:

- a. The migrant child must be at least 3 years of age and under 22 years of age;
- b. The migrant child has not completed high school or a high school equivalency;
- c. The migrant child or family moved between school districts/state/countries within 36 months; and
- d. The work obtained or sought by the parent of a migratory child, or by the child him or herself, was temporary or seasonal agriculture or fishing related.

Once the MEP student eligibility is determined, a Certificate of Eligibility (COE) is written and submitted for local review, then sent to OSDE for final review and approval using the state migrant database MIS2000. To ensure that each MEP student meets the eligibility requirements, OSDE migrant staff verifies the COEs for accuracy and approves or rejects them as needed. Each COE record is maintained in the MIS2000 database for 3 years to document student eligibility for this period. If there is a new qualifying move, there will be a new COE written, and the student is eligible to receive migrant services for 3 additional years.

7. Professional Development

OSDE migrant staff receives professional development opportunities including but not limited to:

- MiraCORE consortium;
- IRRC consortium;
- ESCORT ID&R conference;

- OMEP Migrant Directors Meeting in Washington, DC;
- NASDME conference; and
- Interstate coordination.

LEA migrant staff receives professional development opportunities including but not limited to:

- OSDE trainings;
- Webinars;
- Video conferences;
- LEA site visits by OSDE migrant staff;
- NASDME conference;
- ESCORT ID&R conference;
- MiraCORE consortium;
- IRRRC consortium; and
- Interstate and intrastate coordination.

New recruiters are required to complete training in ID&R practices, program terminology, and the decision-making process that leads to successful ID&R activities. This initial training is completed at the Oklahoma State Department of Education and is comprised of a full-day session that provides all the necessary background, regulatory, and practical knowledge that new recruiters will need to begin ID&R activities in their district.

Some of the initial training topics are:

- Proper eligibility determinations - understanding the guidelines regulating the MEP;
- Recruiting migrant children - effective strategies most commonly used to make proper eligibility determinations;
- Knowledge of the program - services provided by the program and/or the local district
- COEs - proper documentation and completion;
- Cultural and language considerations - working with families who may have other languages and cultural customs; and
- Personal safety.

Due to the complex nature of ID&R activities, it is necessary for all recruiters and directors to attend scheduled videoconferences, webinars, state conferences, and migrant-specific trainings offered by OSDE throughout the year. Additional technical assistance and training can be provided by OSDE to LEAs as needed.

8. Quality Control

Certificate of Eligibility (COE)

As stated in the Title I, Part C, Non-Regulatory Guidance (CH.II, M10) and the Federal Register published July 27, 2008, states are required to establish quality control procedures for the proper identification and recruitment of eligible migratory children that include ensuring that a “qualified individual . . . reviews each national COE to verify that the information supports a proper determination of eligibility.”

OSDE’s MEP COE quality control procedures are as follows:

- LEA recruiters must submit the completed national COEs to another LEA migrant staff for review;
- Staff must examine each national COE to verify the written documentation is sufficient and based on the recorded data, the child is eligible for MEP services. The person should review the information for accuracy within one week. After verification, LEA personnel submit the national COE to OSDE for review and approval; and
- Two OSDE MEP personnel review the national COE and approve the information.

All information obtained to fill out the national COE must be recorded on an interview/log sheet by the recruiter. Recruiters then base their determination of whether or not the worker qualifies for agricultural work. If the recruiter is not absolutely certain the worker qualifies, the recruiter will contact the OSDE MEP to resolve the eligibility issue. Final eligibility determinations will be made at the state level. If OSDE is unable to answer the question, the case will be referred to the United States Department of Education (USDE) Office of Migrant Education (OME). The family will not be considered eligible until the LEA receives an official response from OSDE.

The OSDE MEP requires the parent or guardian to sign the national COE for the following reasons:

- A parent signature allows the parent or guardian to attest that the information he or she provided is accurate;
- A parent signature identifies who provided the information. This can be verified at a later date; and
- A parent signature may be used to confirm that the recruiter informed the parent or guardian about the MEP and explained the Family Educational Rights and Privacy Act (FERPA).

The OSDE MEP requires the district or state recruiter to sign the national COE for the following reasons:

- The signature certifies that the children are eligible for the MEP;
- The information upon which the recruiter based the eligibility determination is correct to the best of his or her knowledge; and
- The parent or guardian agrees to allow the child to participate in the MEP, unless permission is withdrawn.

Re-interviews

Another component of quality control in the OSDE MEP is the re-interview process. Each year the OSDE state recruiter will re-interview a random sampling of the currently active COEs. Every 3 years, in accordance with 34 CFR 200.89 (b)(2), OSDE hires an outside party (intrastate coordination) to conduct tri-annual third-party re-interviews on a random sampling of COEs. The random sample sizes will be based on the overall number of eligible migrant students in the state. The re-interviewing will be conducted by independent re-interviewers trained to conduct personal interviews and to understand and apply program eligibility requirements.

The sampling plan is based on the process approved for re-interviews by the USDE MEP. The sample size will be based on the overall number of eligible migrant students in the state.

Three factors will be used to determine the sample size:

- 1) Margin of error;
- 2) Confidence level; and
- 3) An estimation of the proportion of the sample who would be available for re-interview. The sample will include only the students who still reside in Oklahoma. USDE OME does not require states to re-interview students who are no longer in their state.

In addition, the sampling plan will take replacements into account. The simplest way of doing this will be to increase the sample size based on the expectation regarding the contact rate. OSDE MEP contracts with a third-party re-interviewer to conduct, at a minimum, 50 re-interviews. The re-interviewer will be required to attempt to contact each family a minimum of three times before considering the family from the sample as not available. If the re-interviewer does not meet the required 50 interviews, it may be necessary to increase the random sample number.

OSDE re-interview protocol is based on the recommendations by USDE OME. The protocol is required to be used by the re-interviewer with each family in order to complete the process. After the completion of the re-interview, the re-interviewer will have copies of each student's original COE, provided by the OSDE MEP, to be used as a comparison. If a student is found to be ineligible, reasons must be provided and included on each form.

Once an original random sample is identified, OSDE sorts the sample list by LEA. OSDE provides the re-interviewer with contact names for each LEA, and LEAs provide the re-interviewer with the current address and telephone number of the family to be re-interviewed. The OSDE MEP office informs each MEP LEA of the re-interviewing process. When the re-interviewing process is complete, the re-interviewer will report the results to OSDE MEP. A copy of the report will be submitted to USDE OME for approval.

Re-Interviewing Sample Protocol

GENERATING NUMBERS

- 1) From MIS2000, print a list of all students currently enrolled in the Migrant Program. Be sure the list includes NOTE DELETION students' COE number, name, and school district.
- 2) Enter all of the mentioned COE information onto an Excel spreadsheet to create a master list. Print and save this document.
- 3) Remove the student and district names from the Excel spreadsheet, leaving only the COE numbers in Column A.
- 4) In Column B, next to the first ID number in column A, type "=rand()".
- 5) Copy this formula down Column B until the end of the ID numbers in Column A. As the formula is copied down Column B, random numbers between 0 and 1 will appear. (See example table below.)
- 6) Select and copy all of Column B.
- 7) Right-click in the first cell of Column B and select "Paste Special" from the drop-down list that appears.
- 8) From the "Paste" list that appears next, select "Values and Number Formats." (This will stop the random list from changing every time something is typed.)
- 9) Select the whole worksheet by clicking in the upper left corner. From the menu across the top, select "Data," and then select "Sort" from the drop-down list that appears.
- 10) When the "Sort" box appears, select "Column B" in the first "Sort by" box. This will sort the list by the random numbers created, randomizing the list.
- 11) To pick a random sample, take the number of ID numbers needed from Column A, in order. (For example, if a random sample of 100 children is needed, copy the first 100 ID numbers on a newly sorted list.)
- 12) Match the numbers selected on the second spreadsheet to the master spreadsheet to identify the names of the students whose family will be re-interviewed.

| After Step 2 | |
|--------------|----------|
| Column A | Column B |
| 1 | =rand() |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |

| After Step 6 | |
|--------------|-----------|
| Column A | Column B |
| 1 | 0.953661 |
| 2 | 0.6413544 |
| 3 | 0.2106772 |
| 4 | 0.4473499 |
| 5 | 0.464038 |
| 6 | 0.5637379 |
| 7 | 0.3295354 |
| 8 | 0.3733802 |
| 9 | 0.0823468 |
| 10 | 0.5218166 |
| 11 | 0.9297205 |
| 12 | 0.451448 |
| 13 | 0.3095542 |
| 14 | 0.6614191 |
| 15 | 0.6521351 |
| 16 | 0.3127508 |
| 17 | 0.7368449 |
| 18 | 0.379918 |
| 19 | 0.9918014 |
| 20 | 0.3646715 |

| After Step 8 | |
|--------------|-----------|
| Column A | Column B |
| 9 | 0.0823468 |
| 3 | 0.2106772 |
| 13 | 0.3095542 |
| 16 | 0.3127508 |
| 7 | 0.3295354 |
| 20 | 0.3646715 |
| 8 | 0.3733802 |
| 18 | 0.379918 |
| 4 | 0.4473499 |
| 12 | 0.451448 |
| 5 | 0.464038 |
| 10 | 0.5218166 |
| 6 | 0.5637379 |
| 2 | 0.6413544 |
| 15 | 0.6521351 |
| 14 | 0.6614191 |
| 17 | 0.7368449 |
| 11 | 0.9297205 |
| 1 | 0.953661 |
| 19 | 0.9918014 |

Re-interview Procedures

Preparing for the Re-interview

- Prepare as much of the questionnaire as possible ahead of time.
- Notify the LEA MEP staff members of the names of the families to be interviewed.
- **DO NOT** call the family ahead of time to prearrange a time for the interview.
- Review the list of families with the LEA MEP staff member for current address/phone numbers.
- If the family is **NOT** home, check the appropriate box on the questionnaire and proceed to the next family on the list. (Make at least **3 ATTEMPTS** before removing family from the sample.)
- If the family is home, proceed with the interview.
- If the family has moved, check the appropriate box on the questionnaire.

Conducting the Re-interview

- Proceed with a self-introduction, or have the LEA MEP staff member perform this introduction to the interviewee.
- Explain the purpose of the visit and any risks to the interviewee. For example:
The purpose of this visit is to ask you a few questions that will be used to improve the Migrant Education Program in Oklahoma, and to make sure that your children are eligible to receive migrant services. Your family was randomly selected for this interview. May we visit with you?
- The interviewee may decline the interview. In this case, say thank you and move on to the next interview.
- Follow the questionnaire in the order it appears.
- **DO NOT** leave any part of the questionnaire blank. If the family does not wish to respond, write **DID NOT RESPOND** in the space provided.

Concluding the Re-interview

- Thank the family for their cooperation and participation in the re-interview process.

After the Re-interview

- Examine a copy of the family's COE from the sealed envelope and compare the answers from the re-interview.
- Prepare the final report and submit it to OSDE.
- OSDE will notify the LEA of any inconsistencies or differences between the original interview and the re-interview by sending a letter to the LEA and informing them about the ineligible migrant students.

Appeal Process

- After the re-interview, if a student is determined to be ineligible for the MEP program, the LEA may contest the decision by submitting an appeal letter and supporting documentation to OSDE MEP.
- OSDE examines the submitted evidence by the LEA, and may require an external evaluator to re-interview the families of the students being appealed.
- OSDE will make a final determination and notify the LEA in writing of the decision.

APPENDIX D: CROP/HARVEST CALENDARS

January

What: planting or replanting, pecan trees

Harvesting: greenhouse products and pecans

Employers hiring and MSIX notifications, if applicable, will be a year-round activity.

Where: Statewide with emphasis in Bixby, Howe, and Stratford

February

What: planting cabbage, carrot, cauliflower, Swiss chard, kohlrabi, lettuce (head), lettuce (leaf), green peas, onions, and Irish potato

Harvesting: greenhouse products

MSIX notifications follow-up

Where: statewide with emphasis in Hydro, Stratford, Woodall, and Bixby

March

What: planting asparagus, beets, broccoli, cabbage, carrots, cauliflower, Irish potato, radishes, Swiss chard, kohlrabi, lettuce (leaf), lettuce (head), onions, and green peas

Harvesting: greenhouse produced lettuce, radishes, and Swiss chard

MSIX notifications follow-up

Where: statewide with emphasis in Hydro, Stratford, Woodall, and Bixby

April

What: planting tomatoes, soybeans, asparagus, radishes, cucumber, eggplant, okra, peppers, pumpkin, and summer squash

Harvesting: Swiss chard, brussels sprouts, beets, broccoli, cauliflower, cucumber, greens, green beans, green peas, greenhouse products, lettuce, onions, plums, Irish potato, radishes, strawberries, summer squash, and turnips

MSIX notifications follow-up

Where: statewide with emphasis in Stilwell, Blanchard, Mustang, Claremore, Sapulpa, and San Springs

May

What: planting watermelon, sweet potatoes, peanuts, cotton, soybeans, asparagus, cantaloupes, and winter squash

Harvesting: Swiss chard and turnip

MSIX notifications follow-up

Where: statewide with emphasis in Stilwell, Marlow, Chickasha, Claremore, Edmond, and Liberty-Mounds

June

What: planting sweet potatoes, peanuts, cotton, and soybeans

Harvesting: beets, blackberries, blueberries, broccoli, cauliflower, cucumbers, greens, green beans, greenhouse products, lettuce, okra, onions, peaches, plums, Irish potato, strawberries, summer squash, sweet corn, Swiss chard, tomatoes, watermelons, and winter wheat

MSIX notifications follow-up

Where: Erick, Mustang, Fort Towson, Sapulpa, Bennington, Okmulgee, Harrah, and Hannah

July

What: planting soybeans

Harvesting: potatoes, onions, cucumbers, peaches, cantaloupes, pecans, apples, beets, blackberries, blueberries, green beans, greenhouse products, lettuce, okra, peppers, plums, Irish potatoes, pumpkins, summer squash, sweet corn, watermelons, winter squash, winter wheat, and tomatoes

MSIX notifications follow-up

Where: Erick, Mustang, Hydro, Bennington, Stratford, Tulsa, Porter, and Muskogee

August

What: harvesting apples, beets, cantaloupes, cucumbers, greenhouse products, okra, peaches, pears, peppers, pumpkins, summer squash, sweet corn, tomatoes, watermelons, winter squash

MSIX notifications follow-up

Where: Hydro, Stratford, Norman, Webbers Falls, and Rush Springs

September

What: planting Winter wheat and asparagus

Harvesting: apples, beets, cantaloupe, cucumbers, greenhouse products, okra, peaches, pears, peppers, pumpkins, radish, summer squash, tomatoes, watermelons, winter squash, peanuts, and soybeans

MSIX notifications follow-up: Oklahoma City, Tulsa, Turpin, Elk City, and Enid

Where: Marlow, Muskogee, Okmulgee, Cleveland, and Fort Gibson

October

What: planting Winter wheat and asparagus

Harvesting: apples, beets, broccoli, Brussels sprouts, cantaloupe, cauliflower, cucumber, greens, green beans, green peas, greenhouse products, lettuce, pears, pecans, peppers, pumpkins, radish, summer squash, Swiss chard, tomatoes, turnip, watermelons, winter squash, peanuts, and soybeans

MSIX notifications follow-up

Where: Webber Falls, Madill, Bixby, Miami, and Howe

November

What: planting Winter wheat and asparagus

Harvesting: beets, Brussels sprouts, greens, greenhouse products, pears, pecans, peppers, Irish potatoes, pumpkins, radish, Swiss chard, turnip, winter squash, peanuts, and soybeans.

MSIX notifications follow-up

Where: Cleveland and Tahlequah vicinity

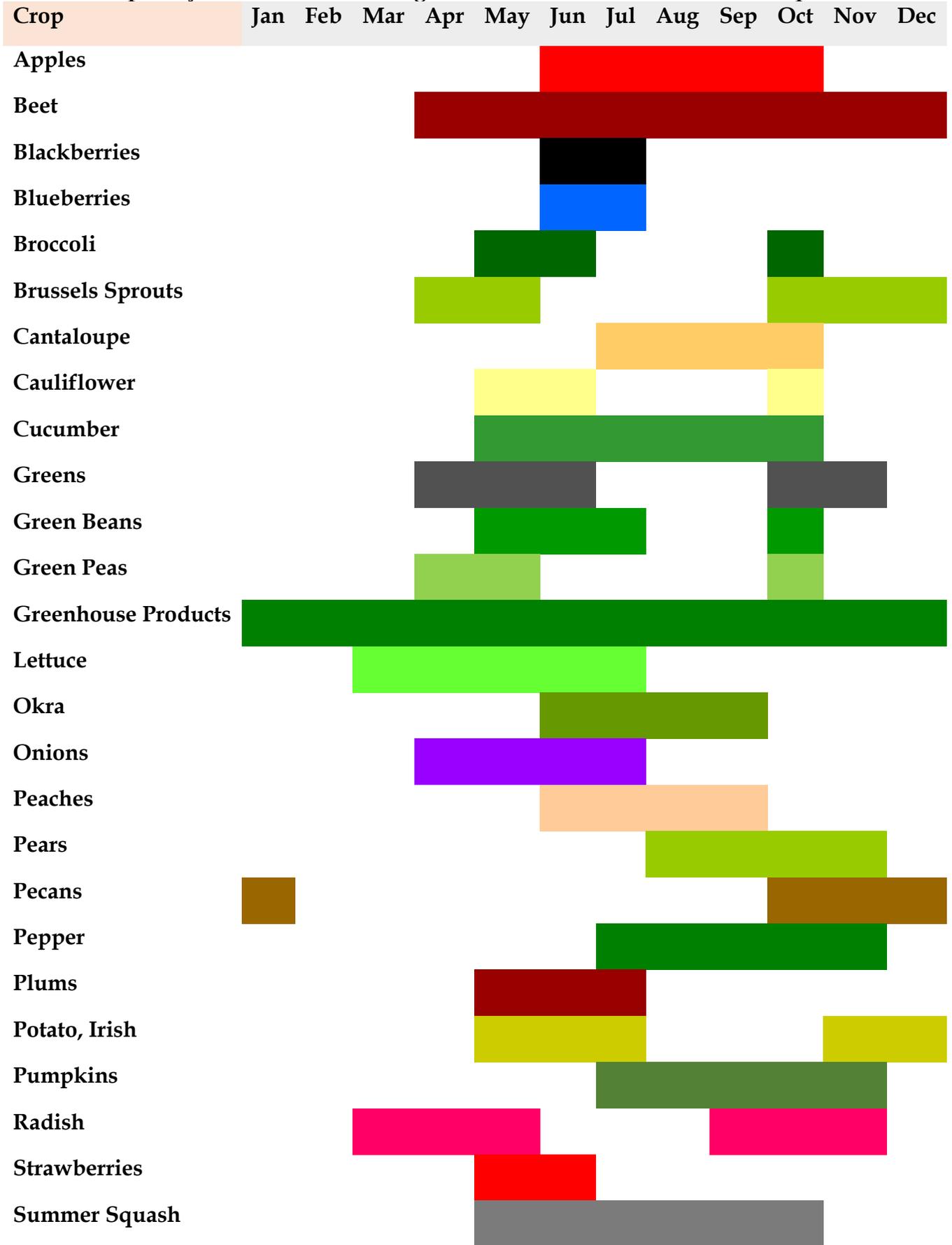
December

What: harvesting Beets, Brussels sprouts, greenhouse products, pecans, Irish potatoes, soybeans, and cotton

MSIX notifications follow-up

Harvest Calendar of Crops Grown in Oklahoma

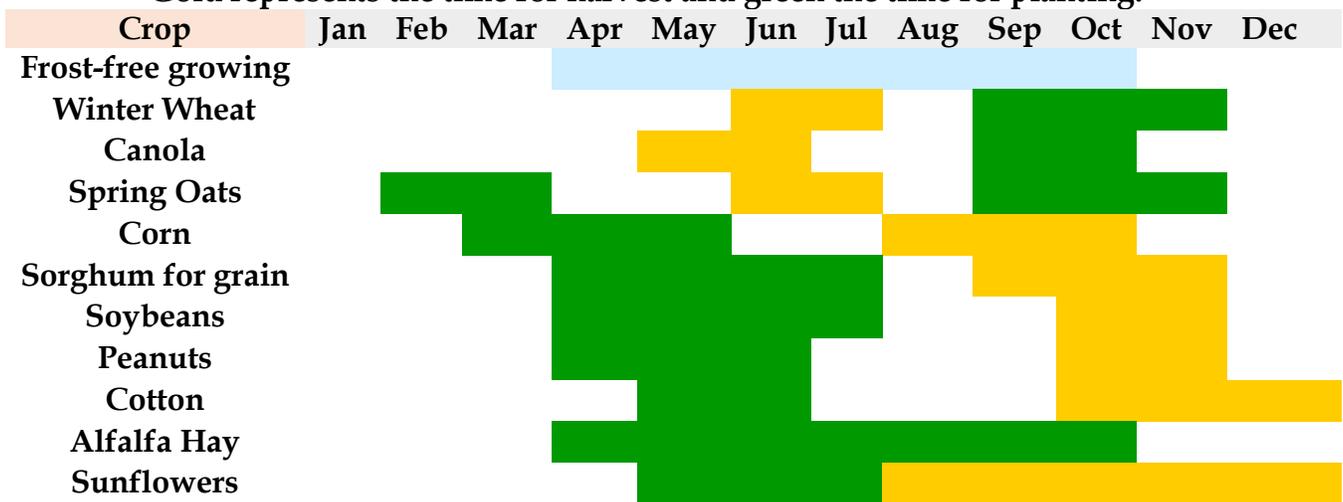
Note: Some crops maybe available for a longer season if season-extension techniques are used.



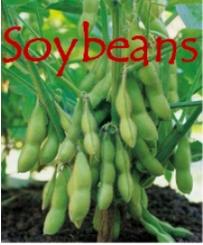
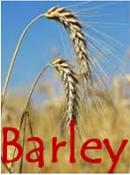


Calendar with seasonal crop activities

Gold represents the time for harvest and green the time for planting.



Crops by Counties

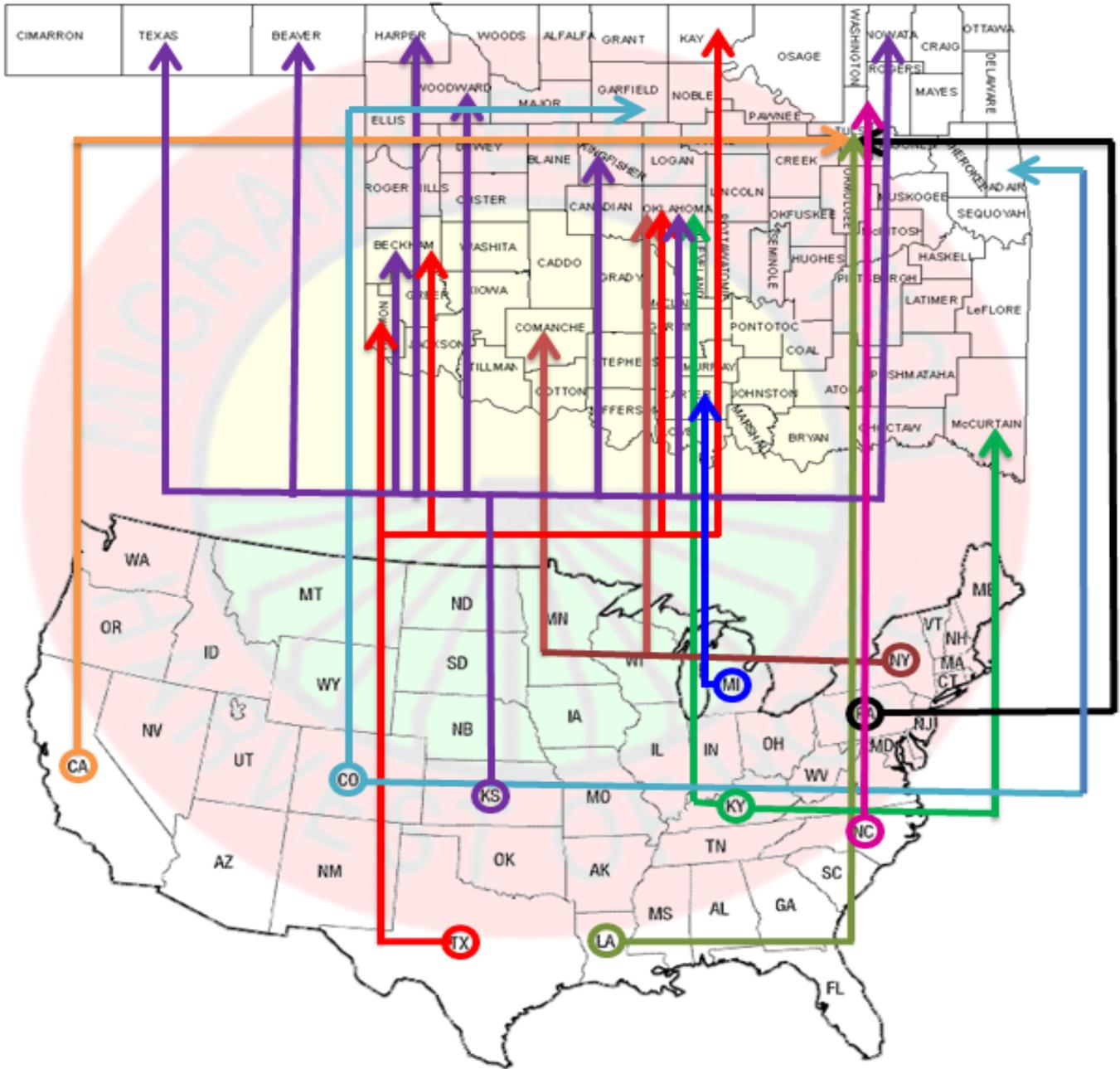
| Crop | County | Crop | County |
|---|--|--|--|
|  Wheat | Grant, Garfield, Alfalfa, Texas, Kiowa, Woods, Kay, Kingfisher, Custer, Washita, Jackson, Canadian |  Soybeans | Kay, Wagoner, Grant, Muskogee, Noble, LeFlore, Ottawa |
|  Peanut | Beckham, Love, Harmon, Greer, Washita, Jackson, Tillman, Caddo, Bryan, Hughes |  Oats | Kingfisher, Nowata, Major, Grant, Rogers, Ottawa, Craig, Logan, Cotton |
|  Cotton | Jackson, Harmon, Tillman, Washita, Grant, Kay, Beckham, Greer |  Barley | Cimarron, Kay, Texas, Canadian, Ellis |
|  Grass Hay | Muskogee, Delaware, Pittsburg, Craig, Atoka, LeFlore |  Alfalfa Hay | Grady, Alfalfa, Canadian, Garvin, McClain, Washita |
|  Grain Sorghum | Cimarron, Texas, Grant, Kay, Garfield, Beaver, Craig, Ottawa |  Corn | Texas, Cimarron, Beaver, McCurtain, Sequoyah, Ellis, Major, Comanche, Muskogee |
|  Vegetables | Haskell, Caddo, Custer |  Fruits | Adair, Wagoner, Garvin |
|  Pecans | Okmulgee, Tulsa, Ottawa |  Timber | McCurtain, Pushmataha, Choctaw, LeFlore, Latimer |

Oklahoma: Usual Planting and Harvesting Dates, by Crop

| Crop | Usual Planting Dates | | | Usual Harvesting Dates | | |
|--|----------------------|----------------------|--------|------------------------|---------------|--------|
| | Begin | Most Active | End | Begin | Most Active | End |
| Barley, Fall | Sep 12 | Oct 3 - Oct 29 | Nov 21 | Jun 6 | Jun 17-30 | Jul 10 |
| Corn for Grain | Mar 25 | Apr 18 - May 4 | May 15 | Aug 25 | Sep 8-Oct 1 | Oct 20 |
| Corn for Silage | Mar 25 | Apr 18 - May 4 | May 15 | Aug 25 | Sep 8-Oct 1 | Oct 20 |
| Cotton | May 6 | May 20-Jun 12 | Jun 29 | Oct 11 | Nov 4-29 | Dec 15 |
| Hay, Alfalfa | | | | Apr 23 | | Oct 13 |
| Hay, Other | | | | Apr 23 | | Aug 20 |
| Oats, Fall | Sep 12 | Oct 1 - Nov 1 | Nov 30 | Jun 6 | Jun 17-Jul 2 | Jul 12 |
| Peanuts | May 7 | May 19-Jun 14 | Jun 29 | Sep 29 | Oct 14-Nov 8 | Nov 28 |
| Rye | Sep 5 | Sep 5 - Oct 15 | Oct 15 | Jun 10 | Jun 10-Jun 15 | Jun 15 |
| Sorghum Grain | Apr 30 | May 27-Jun 17 | Jul 5 | Sep 21 | Oct 23-Nov 17 | Dec 6 |
| Sorghum Silage | Apr 30 | May 1 - Jul 5 | Jul 5 | Aug 5 | Aug 5-Sep 10 | Sep 15 |
| Soybeans | Apr 20 | May 18 - Jun 22 | Jul 9 | Sep 17 | Oct 14-Nov 17 | Dec 9 |
| Winter Wheat | Sep 3 | Sep 22 - Oct 12 | Nov 2 | Jun 5 | Jun 15-Jun 25 | Jul 5 |
| Vegetable Garden Planning Guide | | Time to Plant | | Days to Harvest | | |
| Cool Season | | | | | | |
| Asparagus | | Fall or Spring | | -- | | |
| Beet | | March | | 50-70 | | |
| Broccoli | | March | | 80-90 | | |
| Cabbage | | Feb 15 to March 10 | | 60-90 | | |
| Carrot | | Feb 15 to March 10 | | 70-90 | | |
| Cauliflower | | Feb 15 to March 10 | | 70-90 | | |
| Chard, Swiss | | Feb 15 to March 10 | | 40-60 | | |
| Kohlrabi | | Feb 15 to March 10 | | 50-70 | | |
| Lettuce, Head | | Feb 15 to March 10 | | 60-90 | | |
| Lettuce, Leaf | | Feb 15 to March 10 | | 40-70 | | |
| Onion | | Feb 15 to March 10 | | 60-120 | | |
| Peas, Green | | Feb 15 to March 10 | | 60-90 | | |
| Potato, Irish | | Feb 15 to March 10 | | 90-120 | | |
| Radish | | March 1 to April 15 | | 25-40 | | |
| Rhubarb | | Fall or Spring | | -- | | |

| | | |
|---------------------------|-----------------------------|----------------|
| Spinach | Feb 15 to March 10 | 50-70 |
| Turnip | Feb 15 to March 10 | 50-60 |
| Warm Season | | |
| Bean, Lima | April 15-30 | 90-120 |
| Bean, Green or Wax | April 10-30 | 50-60 |
| Bean, Pole | April 10-30 | 60-90 |
| Cantaloupe | May 1-20 | 80-100 |
| Cucumber | April 10-30 or later | 50-70 |
| Eggplant | April 10-30 | 80-90 |
| Okra | April 10-30 or later | 60-70 |
| Pepper | April 10-30 or later | 90-110 |
| Pumpkin | April 10-30 or later | 90-120 |
| Southern Pea | May 1- June 10 | 85-100 |
| Squash, Summer | April 10-30 or later | 40-60 |
| Squash, Winter | May 15-June 15 | 110-125 |
| Sweet Corn | Mar. 25-April 30 | 80-100 |
| Sweet Potato | May 1- June 10 | 100-120 |
| Tomato | April 10-30 | 70-90 |
| Watermelon | May 1-20 | 90-120 |

APPENDIX E: MIGRANT WORKER MOBILITY PATTERNS



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