



OKLAHOMA
Education

2018-2019 Evaluation Report



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2018-2019 Evaluation of the Oklahoma Migrant Education Program (MEP)

Prepared for:

**Oklahoma State Department of Education
Office of Federal Programs
Migrant Education Program
2500 N Lincoln Blvd, Ste 311
Oklahoma City, OK 73105**

Prepared by:



**9620 South Dover Way
Littleton, CO 80127
(720) 339-5349**

www.metaassociates.com

**Marty Jacobson, Evaluator
marty@metaassociates.com**

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Acronyms/Abbreviations

CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
GED	General Education Diploma
GPRA	Government Performance and Reporting Act
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
OME	Office of Migrant Education (of the U.S. Department of Education)
OSDE	Oklahoma State Department of Education
OSTP	Oklahoma School Testing Program
OSY	Out-of-School Youth
P/A	Proficient or Advanced
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering, and Math
Ung	Ungraded

1. Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as amended in 2015 by the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

This report presents the results of the evaluation of the Oklahoma MEP in 2018-19. Data from the 2018-19 Consolidated State Performance Report (CSPR) process includes demographics, services, and migratory student progress toward Oklahoma's 2019 State Performance Goals 1 and 5. Local project data includes implementation evaluation results as well as progress toward the MEP measurable program outcomes (MPOs). Implementation of program services was evaluated through surveys, interviews, and a rubric-based protocol that examined the level of implementation of the strategies as outlined in the Oklahoma MEP Service Delivery Plan (SDP).

The Oklahoma MEP provided services to migratory children/youth in nine site-based projects: Altus, Commerce, Frederick, Guymon, Heavener, Merritt, Miami, Tahlequah, and Westville. Projects provided both regular term and summer services aligned with the State SDP that was developed after identifying needs in the Comprehensive Needs Assessment (CNA) including reading and math instruction, support services, services to preschool-age children and out-of-school youth (OSY), and secondary credit accrual. Projects also provided opportunities to migratory parents to engage them in the education of their children through parent meetings and parent training/activities/events.

During the 2018-19 performance period, Oklahoma had 524 eligible migratory children/youth ages 3-21 (44% of which had priority for services [PFS], and 49% were identified as being English learners [ELs]). Thirty-four percent (34%) of all eligible migratory children/youth (541 students) had a Qualifying Arrival Date (QAD) occurring within 12 months from the last day of the performance period (8/31/19). During 2018-19, 91% of all eligible students were served during the performance period with 26% served during the summer. Ninety-eight percent (98%) of those served received instructional services and 19% received support services.

The following chart shows that 7 (70%) of the 10 MPOs were met demonstrating the impact of the Oklahoma MEP on reading and math skills, early learning skills, secondary student and OSY achievement, and staff knowledge. The MPOs that were not met related to the scope of the provision of reading and math services and achievement on MiraCORE tutorials.

Oklahoma MEP MPOs	MPO Met?	Evidence
Reading/Languages Arts		
1a. By the end of the 2018-19 program year, 50% of eligible migratory students in grades K-12 will receive MEP-funded reading/language arts instruction (4% increase over the 2017-18 baseline of 46%).	No	34% received MEP reading/language arts instruction
1b. By the end of the 2018-19 program year, 65% of migratory students that used the MiraCORE Reading Tutorials will demonstrate a gain of 15% on Tutorial pre/post-tests.	No	63% made a gain of 15%
1c: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students increased their reading/language arts skills as a result of receiving MEP supplemental reading/language arts instruction.	Yes	All (100%) staff responding reported services helped students increase skills
Mathematics		
2a. By the end of the 2018-19 program year, 50% of eligible migratory students in grades K-12 will receive MEP-funded mathematics instruction (3% increase over the 2017-18 baseline of 47%).	No	36% received MEP math instruction
2b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students increased their mathematics skills as a result of receiving MEP supplemental mathematics instruction.	Yes	95% of staff responding reported services helped students increase skills
Early Childhood Education		
3a. By the end of the 2018-19 program year, 50% of migratory children ages 3-5 will be enrolled in a pre-kindergarten program.	Yes	71% enrolled in a pre-kindergarten program
3b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory preschool children increased their school readiness as a result of receiving MEP supplemental school readiness instruction.	Yes	94% of staff responding reported services helped students increase skills
Graduation and OSY Achievement		
4a. By the end of the 2018-19 program year, 40% of eligible migratory students in grades 9-12 and OSY will receive MEP-funded services (5% increase over the 2017-18 baseline of 35%).	Yes	87% received MEP services
4b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students in grades 9-12 made progress toward high school graduation as a result of receiving MEP services.	Yes	All (100%) of staff responding reported services helped students make progress toward graduation
Professional Learning		
5a. By the end of the 2018-19 program year, 80% of migrant staff that attended MEP-funded professional development will report that PD increased their skills for meeting the needs of migratory students.	Yes	89% of MEP staff responding that attended training reported it increased their skills

Other key findings/trends revealed in the 2018-19 evaluation follow.

- Eight projects completed the Fidelity of Strategy Implementation (FSI) tool to determine the level of implementation of each of the strategies in the Oklahoma MEP SDP. Mean ratings approached proficiency on one (7%) of the 15 strategies—Strategy 4.1. Half (50%) or more of the districts were proficient on eight strategies – Strategy 1.1, Strategy 1.2, Strategy 2.1, Strategy 2.2, Strategy 3.1, Strategy 3.2, Strategy 3.3, and Strategy 4.1. The mean rating for all 15 strategies combined was 3.3 out of 5.0.

- There are gaps in the percentage of migratory and non-migratory students scoring proficient or advanced on 2019 State assessments in English language arts (ELA) and mathematics, with non-migratory students outperforming migratory students overall. However, migratory students outperformed non-migratory students at some grade levels.

In summary, during 2018-19, the Oklahoma MEP offered individualized, needs-based, student-centered services to migratory students to help them improve their learning and academic achievement. In addition, parents were provided services to improve their skills and increase their involvement in their child's education; local MEP staff were trained to better serve the unique needs of migratory students and their parents; and community resources and programs helped support migratory students.

2. Purpose of the Evaluation

The ESEA governs all Federally funded educational programs. The reauthorization language of this law was built on decades of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, ELs, and other students placed in at-risk situations. The ESEA requires local operating agencies (LOAs) to provide comprehensive services through the coordination of, and collaboration with, locally- and Federally-funded programs.

The Office of Migrant Education (OME) provides funds to state education agencies (SEAs) to provide supplemental instruction and support services to children of migratory farmworkers and fishers in 46 of the 50 states in the U.S. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA, as amended, Sections 1301-1309.

Supplementary MEP funds must be used to meet the identified needs of migratory children as well as the intent and purpose of the MEP, by supplementing and not supplanting other local and state funding to address migratory students' unique educational and educationally-related needs. The Oklahoma State standards support Title I, Part C, Section 1301 of ESEA to ensure that migratory students have the opportunity to meet the same challenging State content standards that all children are expected to meet.

States are required to evaluate the effectiveness of the MEP and provide guidance to LOAs on how to conduct local evaluations. OME indicates that evaluations allow SEAs and their LOAs to:

1. determine whether the program is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To accomplish this end, OME requires SEAs to conduct an evaluation that examines both program implementation and program results (or outcomes).

EVALUATION QUESTIONS (IMPLEMENTATION)

In evaluating program implementation, this evaluation addresses the following questions.

- ✓ *Was the program implemented as described in the approved project application? If not, what changes were made?*
- ✓ *What problems did the program encounter? What improvements should be made?*
- ✓ *What worked in the implementation of the Oklahoma MEP?*
- ✓ *What types of supplemental reading and mathematics instruction did projects provide?*
- ✓ *What instructional programs were used to teach reading and mathematics?*
- ✓ *What types of supplemental instruction was provided to migratory preschool children?*
- ✓ *What opportunities for parent engagement did projects provide?*
- ✓ *What types of parent activities were provided to parents?*
- ✓ *What types of professional development were provided to regional MEP staff?*

EVALUATION QUESTIONS (RESULTS)

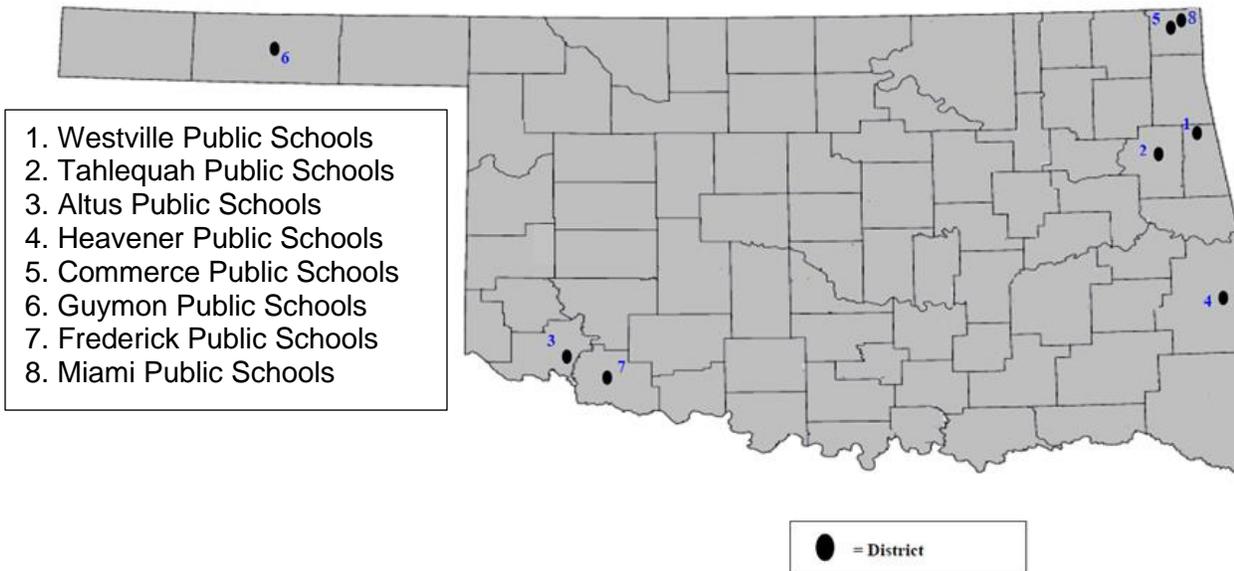
In evaluating program results, this evaluation addresses the following questions.

- ✓ *What percentage of eligible migratory students (K-8) received MEP-funded reading/language arts instruction?*
- ✓ *What percentage of migratory students using MiraCORE Reading Tutorials demonstrated a 15% gain between pre- and post-tests?*
- ✓ *What percentage of MEP staff reported that migratory students increased their reading/language arts skills as a result of MEP supplemental instruction?*
- ✓ *What percentage of eligible migratory students (K-8) received MEP-funded mathematics instruction?*
- ✓ *What percentage of MEP staff reported that migratory students increased their math skills as a result of MEP supplemental instruction?*
- ✓ *What percentage of migratory children ages 3-5 and not in kindergarten were enrolled in a pre-kindergarten program?*
- ✓ *What percentage of MEP staff reported that migratory children ages 3-5 increased their school readiness as a result of MEP supplemental instruction?*
- ✓ *What percentage of migratory students grades 9-12 and OSY participated in MEP supplemental services?*
- ✓ *What percentage of MEP staff reported that migratory students in grades 9-12 made progress toward high school graduation as a result of MEP supplemental instruction?*
- ✓ *What percentage of MEP staff reported that MEP-funded professional development increased their skills for meeting the needs of migratory students?*

3. Program Context

The primary components of the Oklahoma MEP include regular year and summer supplemental instruction, support services, professional development, parent engagement, inter/intrastate coordination, and identification and recruitment (ID&R). These activities are guided by the program applications/sub-granting process, CNA, SDP, and the results from the program evaluation. Oklahoma provides sub-grants to nine school districts as shown in Exhibit 1 and listed below.

**Exhibit 1
Map of Oklahoma Showing the MEP Projects**



Projects provided instructional and support services aligned with the Oklahoma SDP and the CNA within the five goal areas of reading, mathematics, school readiness, high school graduation/OSY achievement, and professional learning.

Migratory families in Oklahoma are involved in various agricultural and meat packing activities. The 2017 CNA indicates that currently identified migratory children are primarily home-based in Oklahoma and make summer seasonal moves for qualifying work. For many migratory families, the impact of mobility is missing summer programs and activities while the family is away from home for seasonal work.

INSTRUCTIONAL SERVICES - Local programs provide migratory students with a wide array of instructional services that include those listed below.

Instructional Services	
Supplemental math instruction	Academic summer program
Supplemental science instruction	High school credit accrual
Supplemental social studies instruction	Preschool
Supplemental reading/language arts instruction	Tutorial support for English learners (ELs)

Instructional Services	
Other tutoring	Vocational education
Bilingual instructional support	Agriculture education
Career education	Arts
Computer literacy	Health & physical education
Individual education plan (IEP) support	Algebra I support
Limited English proficiency (LEP) support	Student enrichment-STEM
Multicultural Education	Health education/safety

SUPPORT SERVICES - Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support focuses on leveraging existing services during the summer. Support services are provided directly by the local MEP as well as through collaboration with other agencies and referrals of migratory children to programs and community services. The needs-based support services provided to migratory students in Oklahoma are listed in the chart below.

Support Services	
Nutrition	Advocacy
Guidance counseling	Health referrals
Transportation	Necessary school supplies

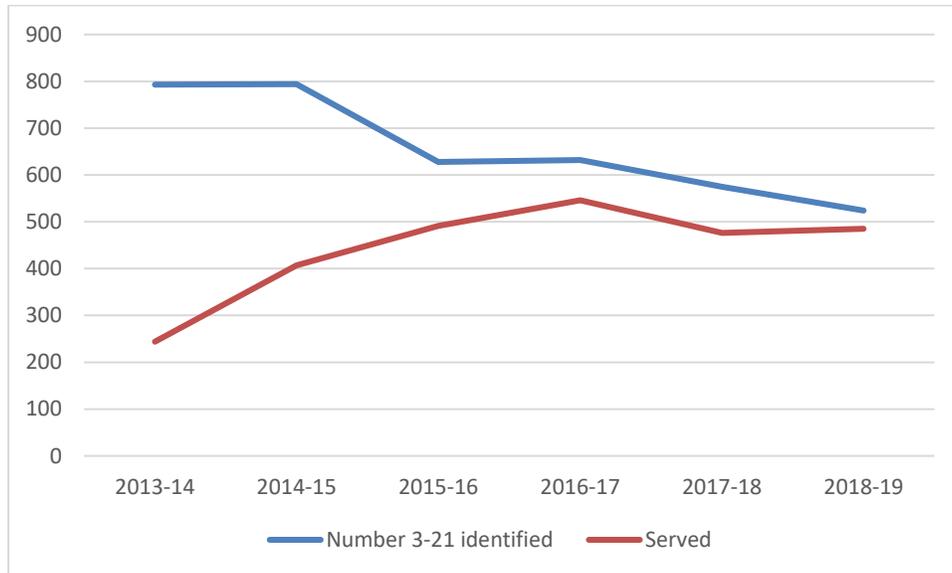
INTER/INTRASTATE COORDINATION - Because migratory children/youth move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. MEPs also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Oklahoma, inter/intrastate collaboration includes the following activities:

- providing year-round ID&R;
- coordinating with other states for the ID&R of migratory students;
- coordinating secondary education coursework;
- coordinating secondary credit accrual with counselors and educators in other states;
- participating in the Migrant Student Information Exchange (MSIX) to transfer education and health data; and
- attending inter/intrastate MEP meetings such as OME's Annual Directors Meeting and the National Association of State Directors of Migrant Education (NASDME) Conference.

IDENTIFICATION AND RECRUITMENT - The Oklahoma MEP is responsible for the proper and timely ID&R of all eligible migratory children/youth in the State and for implementing procedures to ensure that migratory children/youth are both identified and determined as eligible for the MEP. The goal of the Oklahoma MEP is to identify all MEP-qualifying children birth to age 21, who reside within the State. All recruiter eligibility determinations, as recorded on Certificates of Eligibility (COEs), are reviewed and approved by the Oklahoma State Department of Education (OSDE). During 2018-19, the Oklahoma MEP began an extensive reinterviewing process and review of ID&R procedures. Initial findings from this effort showed substantial need for improvement to ID&R for identifying all eligible children residing in the State. The State immediately put in place changes to improve ID&R including improved training, greater monitoring, and plans for restructuring of recruiters and projects. Progress will be reported in the 2019-20 evaluation report.

MIGRATORY STUDENT DEMOGRAPHICS - Exhibit 2 provides a longitudinal snapshot of the total number of migratory children/youth identified and served from birth to age 21 over the past six years. Statewide, 541 migratory children were eligible for MEP services (ages 0 to 21) during 2018-19, which is an 8% decrease from 2017-18, and continues a trend of decreasing numbers identified; however, the number of migratory students receiving services has increased. Despite the 8% decrease in number identified, there was a 2% increase in the number served in 2018-19 compared to 2017-18.

Exhibit 2
Eligible Migratory Students/Youth by Grade Level and Program Year



Source: CSPR Part II School Years 2013-14 through 2018-19

In making decisions about sub-allocations to the local projects, the OSDE takes into account several factors including the number of eligible students, the number of students who were designated as having PFS, the needs of migratory students, and the availability of other services. Priority for services is given to migratory children who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Additional criteria for “failing, or most at risk of failing, to meet the challenging State academic standards” set by Oklahoma for students that do not have Oklahoma State assessment results follow.

- Scored below proficient on State assessments from other States
- Scored below the 50% percentile on a norm-referenced test (reading and/or math)
- Is below grade level on any K-3 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 in 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

- Repeated a grade level or course

Exhibit 3 shows the migratory student demographics for 2018-19. The table shows that of the 524 eligible migratory students/youth ages 3-21, 44% were categorized as PFS and 49% were identified as being ELs. In addition, of all eligible migratory students (541 students), 10% were identified as having a disability through the Individuals with Disabilities Education Act (IDEA) and 34% had a QAD occurring within 12 months from the last day of the performance period (8/31/19). The highest percentages of students identified as PFS were in the sixth and ninth grades (62%), not including the one ungraded student identified as PFS as well. The lowest percentages were OSY and preschool students at 0% and 22% respectively.

**Exhibit 3
2018-19 Demographics of Migratory Students/Youth by Grade Level**

Age/ Grade	# Eligible Students	PFS		EL		IDEA		QAD in 2018-19	
		#	%	#	%	#	%	#	%
0-2yrs	17	--	--	--	--	0	0%	6	35%
3-5yrs	49	11	22%	18	37%	1	2%	19	39%
K	35	14	40%	23	66%	3	9%	11	31%
1	46	22	48%	28	61%	8	17%	16	35%
2	38	16	42%	18	47%	6	16%	11	29%
3	46	18	39%	26	57%	3	7%	11	24%
4	39	21	54%	21	54%	6	15%	16	41%
5	40	17	43%	20	50%	5	13%	18	45%
6	34	21	62%	18	53%	1	3%	11	32%
7	34	19	56%	16	47%	3	9%	12	35%
8	29	14	48%	15	52%	4	14%	11	38%
9	34	21	62%	20	59%	4	12%	10	29%
10	34	16	47%	13	38%	4	12%	16	47%
11	24	6	25%	9	38%	4	17%	8	33%
12	31	11	35%	9	29%	3	10%	5	16%
Ung	1	1	100%	1	100%	0	0%	0	0%
OSY	10	0	0%	2	20%	0	0%	5	50%
Total	541	228	44%*	257	49%*	55	10%	186	34%

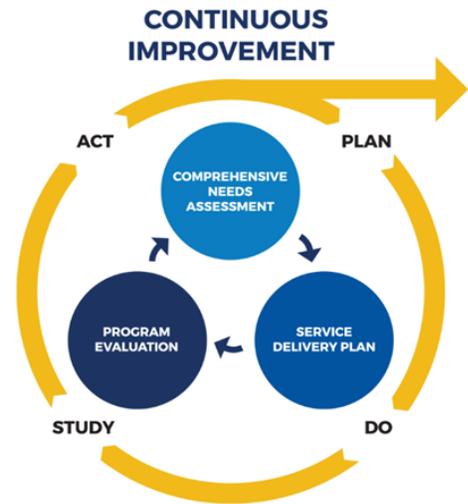
Source: CSPR Part II, 2018-19

*Percentage of eligible students ages 3-21 (n=524)

4. Evaluation Methodology

The Oklahoma MEP evaluation is part of the State MEP Continuous Improvement Cycle (as shown to the right) recommended by OME in the [Service Delivery Plan Toolkit \(2018\)](#) that includes:

- **CNA**: a five-step model to identify major concerns, gather data to define needs, and select priority solutions;
- **SDP**: a multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability;
- **Implementation of the SDP**: information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability; and,
- **Evaluation**: measures to determine the extent to which the strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



As required, the evaluation of the Oklahoma MEP includes both implementation and results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff and parent stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Oklahoma MEP.

An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating the Oklahoma MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluator and/or State MEP staff had responsibility for:

- maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- facilitating face-to-face and virtual evaluation planning meetings and summarizing results;
- collecting data on program implementation; and
- preparing an evaluation report to determine the extent to which progress was made and objectives were met.

Data analysis procedures used in this report include descriptive statistics (e.g., means, frequencies, percentages); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement.

To gather information about the outcomes and effectiveness of the services provided to students in the Oklahoma MEP, the evaluator collected formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent

to which progress was made toward the State Performance Goals for reading and math achievement, and graduation and dropout rates; and the extent to which progress was made toward the 10 Oklahoma MEP MPOs listed below.

Reading/Language Arts

1a. By the end of the 2018-19 program year, 50% of eligible migratory students in grades K-12 will receive MEP-funded reading/language arts instruction (4% increase over the 2017-18 baseline of 46%).

1b. By the end of the 2018-19 program year, 65% of migratory students that used the MiraCORE Reading Tutorials will demonstrate a gain of 15% on Tutorial pre/post-tests.

1c: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students increased their reading/language arts skills as a result of receiving MEP supplemental reading/language arts instruction.

Mathematics

2a. By the end of the 2018-19 program year, 50% of eligible migratory students in grades K-12 will receive MEP-funded mathematics instruction (3% increase over the 2017-18 baseline of 47%).

2b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students increased their mathematics skills as a result of receiving MEP supplemental mathematics instruction.

Early Childhood Education

3a. By the end of the 2018-19 program year, 50% of migratory children ages 3-5 will be enrolled in a pre-kindergarten program.

3b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory preschool children increased their school readiness as a result of receiving MEP supplemental school readiness instruction.

Graduation and OSY Achievement

4a. By the end of the 2018-19 program year, 40% of eligible migratory students in grades 9-12 and OSY will receive MEP-funded services (5% increase over the 2017-18 baseline of 35%).

4b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students in grades 9-12 made progress toward high school graduation as a result of receiving MEP services.

Professional Learning

5a. By the end of the 2018-19 program year, 80% of migrant staff that attended MEP-funded professional development will report that PD increased their skills for meeting the needs of migratory students.

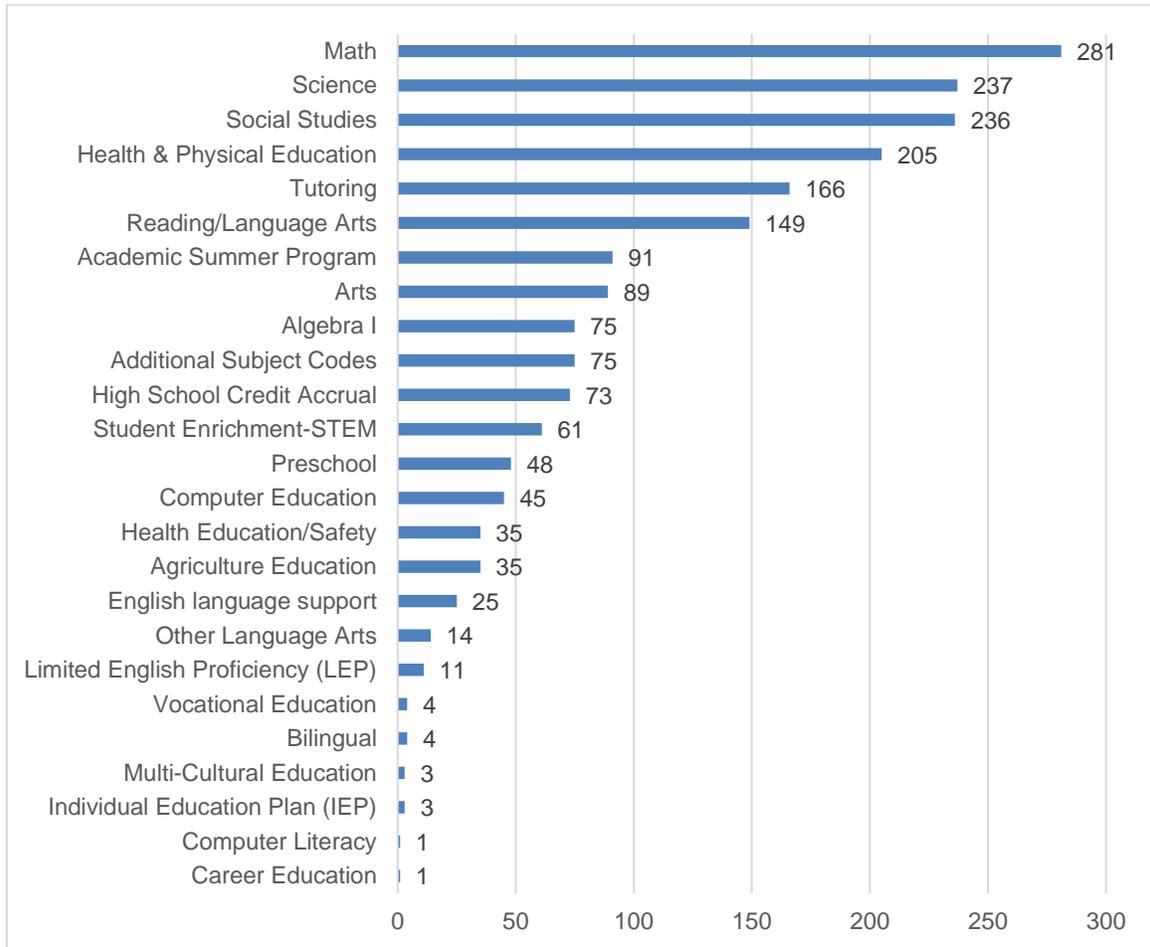
5. Implementation Evaluation Results

This section provides a description of the type and scope of instructional and support services provided by MEPs across Oklahoma and an evaluation of the extent to which services were implemented with fidelity to the SDP. Local projects apply for grants to provide MEP services and indicate in their applications which strategies from the SDP they will implement. The OSDE collects implementation results and outcomes according to the evaluation plan in the SDP.

MEP SERVICES

Exhibit 4 shows the different types of instructional services received by migratory students during the 2018-19 performance period. The largest number of students received math, science, and social studies instruction. Students also received health and physical education, other types of tutoring, and reading/language arts instruction.

Exhibit 4
Instructional Services Received by Migratory Students during 2018-19

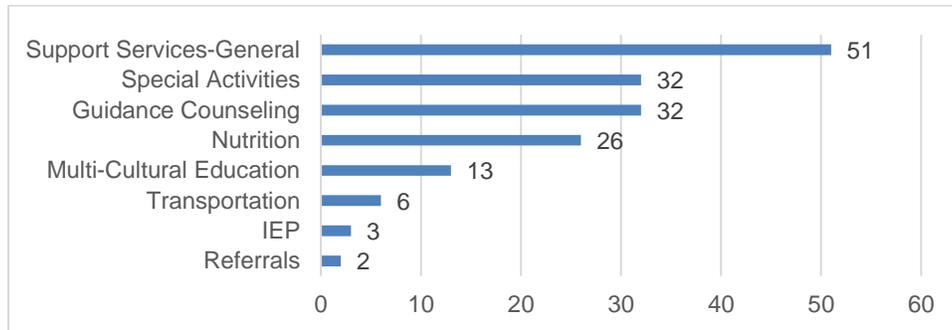


Source: MIS2000

Oklahoma places an emphasis on meeting the academic needs of migratory students, and as such, more students received instructional services than support services as displayed in

Exhibit 5. The largest number of support services were labeled as general support services following by special activities and guidance counseling.

Exhibit 5
Support Services Received by Migratory Students during 2018-19



Source: MIS2000

Exhibit 6 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2018-19 performance period (regular year and summer). Results show that **91%** of the 524 eligible migratory students (ages 3-21) were served during the 2018-19 performance period. **All** identified PFS students participated in services. During the summer, 26% of identified migratory students received services. Percentages served in the summer ranged from 0% of eighth graders to 49% of fourth graders.

Exhibit 6
Migratory Students/Youth Served during the 2018-19 Performance Period

Grade	All Eligible	Served During Performance Period		Served During the Summer 2019		PFS Identified	PFS Served	
		N	%	N	%		N	%
Age 3-5	49	35	71%	14	29%	11	11	100%
K	35	33	94%	10	29%	14	14	100%
1	46	46	100%	15	33%	22	22	100%
2	38	38	100%	16	42%	16	16	100%
3	46	44	96%	18	39%	18	18	100%
4	39	37	95%	19	49%	21	21	100%
5	40	36	90%	8	20%	17	17	100%
6	34	34	100%	12	35%	21	21	100%
7	34	31	91%	2	6%	19	19	100%
8	29	27	93%	0	0%	14	14	100%
9	34	32	94%	8	24%	21	21	100%
10	34	32	94%	5	15%	16	16	100%
11	24	22	92%	3	13%	6	6	100%
12	31	27	87%	3	10%	11	11	100%
Ung	1	1	100%	0	0%	1	1	100%
OSY	10	3	30%	3	30%	0	0	--
Total	524	478	91%	136	26%	228	228	100%

Source: CSPR Part II

Exhibit 7 shows that in 2018-19, **98%** of all eligible migratory students who received a service, received instructional service. Thirty-five percent (35%) of those served received math instruction, and 33% received reading instruction. Note that these numbers differ from the MIS200 records because to be counted as receiving reading or math instruction in the CSPR, the service must be from a certified teacher. Nineteen percent (**19%**) of all eligible migratory students served received support services, and 9% received counseling services.

Exhibit 7
Migratory Students/Youth Receiving Instructional and Support Services

Grade	# Served	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Breakout of Counseling	
		#	%*	#	%	#	%	#	%	#	%
Age 3-5	35	29	83%	2	6%	2	6%	5	14%	1	3%
K	33	32	97%	12	36%	8	24%	4	12%	1	3%
1	46	45	98%	16	35%	9	20%	6	13%	2	4%
2	38	38	100%	23	61%	20	53%	1	3%	0	0%
3	44	43	98%	22	50%	21	48%	6	14%	3	7%
4	37	37	100%	20	54%	18	49%	3	8%	1	3%
5	36	36	100%	21	58%	20	56%	6	17%	1	3%
6	34	34	100%	18	53%	18	53%	5	15%	1	3%
7	31	31	100%	12	39%	18	58%	11	35%	10	32%
8	27	27	100%	8	30%	12	44%	8	30%	6	22%
9	32	32	100%	1	3%	8	25%	12	38%	7	22%
10	32	32	100%	3	9%	5	16%	6	19%	3	9%
11	22	22	100%	0	0%	6	27%	9	41%	4	18%
12	27	27	100%	0	0%	3	11%	7	26%	1	4%
Ung	1	1	100%	0	0%	1	100%	0	0%	0	0%
OSY	3	3	100%	0	0%	0	0%	0	0%	0	0%
Total	478	469	98%	158	33%	169	35%	89	19%	41	9%

Source: CSPR Part II

Exhibit 8 shows that in 2018-19, all migratory students in grades 9-12 participating in services received high school credit accrual. Migratory high school students are provided with an academic advisor who monitors their progress and assists in the completion of high school credits.

Exhibit 8
Migratory Students Receiving High School Credit Accrual

Grade	# Served	Served with High School Credit Accrual	
		#	%
9	32	32	100%
10	32	32	100%
11	22	22	100%
12	27	27	100%
Total	113	113	100%

Source: CSPR Part II

On a year-end staff survey, respondents were asked to provide stories of the impact of MEP services on a student, group of students, or migratory families. The following are selected responses showing the impact of MEP services on academic and support services needs.

- *I work with preschool and kindergarten migratory students. I can see so much progress in the language acquisition throughout the year. I really feel like I am helping them feel comfortable and ready for school.*
- *I believe the migrant program is effective because it has helped our migratory students who came here knowing no English feel confident and the support of knowing someone is there for them has eased their minds.*
- *Science camp really puts HUGE smiles on our little ones' faces!*
- *Most of the families who come to our area are Hmong. They are hardworking, very family oriented, and education is of the utmost importance. Sometimes it's a bit difficult to get them involved with activities due to their work schedules. We are now seeing these students becoming active in Robotics, Spelling B's, and after-school music programs. The parents are beginning to see how their children are opening up and becoming a part of the school and community.*
- *We have a student that was flunking five classes as a junior in high school. Due to our intervention efforts, he is passing all but two of the daily seven he attends in just three weeks. Also, we have families that we have helped through the family needs assessment and gotten the help to get the services they needed from the community or state.*
- *Most of the families who have moved into our area are Hmong. Our migrant program works very hard to invite and involve migratory families in school and community programs. One of our young men was so shy and scared when he came to our district. We made contact with him each day, gave him words of encouragement, and a special snack now and then to make him smile. With the help of his teachers and classmates, he is now an active and outgoing student. He has joined our Robotics program and is a team leader. His younger brother loves going to the meets with them and can't wait until he can be a part of a program like Robotics.*
- *Right now we are very much at the beginning of the migrant program. Our goal is to build relationships with the families so that we can help them.*
- *The MEP was instrumental in orchestrating care for a student and family that experience trauma.*
- *We had a family living in a three-sided lean-to with four children and an expectant mother. The MEP team connected the family to community services for housing assistance, a car seat, and food.*
- *A MEP student was failing his courses. The MEP interventionist met with teachers to determine a course of action to help the boy. The interventionist sat with him and provided one-on-one support so that the boy could pass and get credit.*
- *One migratory student attended summer school this previous summer after being retained in the third grade. With summer school and EL classes, he has already passed third grade tests this year and will be going to fourth grade next year.*

FAMILY ENGAGEMENT - The Oklahoma MEP values parents as partners in the education of their children. As a result, parents take part in regular and ongoing parent activities and events. The Statewide Parent Advisory Committee met four times in 2018-19 via webinar, and all districts were invited to nominate parents to the PAC. Six districts had parents who were able to participate at various times throughout the year.

Exhibit 9
Oklahoma MEP Parent Meetings/Events during the Summer 2019

Date	Statewide Meeting	# Districts Participating
10/4/2018	State PAC meeting (Videoconference)	2
2/28/2019	State PAC Meeting (Videoconference)	3
3/28/2019	Fall State PAC Meeting	3
5/14/2019	Nomination of State PAC Officers	8
5/14/2019	Migrant State PAC Spring Meeting	4

Source: District and State reports

In addition to Statewide PAC meetings, districts conducted their own parent involvement activities. There were 42 local parent engagement events across the districts. Titles of events included local PAC meetings, teacher conferences, migrant family nights, open houses, and summer school parent meetings. Topics at the meetings included emotional intelligence, healthy relationships, positive education, reading, math, university visits, family literacy, science, technology, engineering, and math (STEM), health and fitness, and an overview of the national migrant education conference.

PROFESSIONAL DEVELOPMENT - Professional development supports staff that provide instructional and support services to migratory students. All regional and State MEP staff participate in professional learning opportunities, allowing them to serve migratory students more effectively and efficiently. In addition, OSDE provided statewide, regional, and online training in ID&R and training for records clerks in MIS2000 and MSIX. Oklahoma MEP staff also attended the national migrant education conference. Following is a list of the seven statewide professional development opportunities provided to regional MEP staff during 2018-19.

Exhibit 10
Statewide Professional Development and ID&R Training

Date(s)	Title/Topic	# Districts Participating
8/9/2018	Migrant Administrative Overview/Allowable Use of Funds webinar	N/A
8/16/2018	MIS2000 Data Entry & General Overview	3
8/23/2018	Migrant ID&R Training and ESSA Changes webinar	N/A
9/5-6/2018	OMEF Kick-Off Meeting- ID&R Training and Q&A	8
9/25/2018	Webinar: MSIX	7
9/26/2018	Migrant recruiter training at OSDE	N/A
12/5-8/2018	Regional ID&R training	6

Source: OSDE Records and District Reports

Local projects provided additional professional development to ensure MEP educators had the skills to implement strategies in the SDP, communicate about project logistics, and provide information about the needs of migratory students. There were 18 local professional development sessions regarding differentiated instruction, migrant program orientations and updates, ID&R, local software and curriculum, homelessness among migratory children, child abuse and mandated reporting, responding to health emergencies, ethics for migrant employees, and academic language for migratory ELs.

STRATEGY IMPLEMENTATION - The determination of the various types of instruction and programs delivered to migratory children is addressed by a focus on the strategies employed during program implementation. The Fidelity of Strategy Implementation (FSI) tool is used to evaluate the level of implementation of the strategies in the SDP. District coordinators (and in some instances with MEP staff) were tasked with completing the FSI. The strategies identified in the SDP serve as the anchor indicators for the rubric-based FSI. FSI ratings are based on a 5-point rubric where 1=not evident, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. A rating of succeeding is considered “proficient”. The tool also includes examples of evidence used to determine ratings of each strategy (see the appendix for a copy of the tool).

Exhibit 11 shows the mean ratings assigned by the Regional Coordinators for the level of implementation of each of the 15 service delivery strategies in the Oklahoma SDP. Mean ratings approached proficiency on one (7%) of the 15 strategies—Strategy 4.1 indicating that district coordinators were most confident that migratory high school students had an advisor to assist with academic support. Half (50%) or more of the districts were proficient on eight strategies – Strategy 1.1, Strategy 1.2, Strategy 2.1, Strategy 2.2, Strategy 3.1, Strategy 3.2, Strategy 3.3, and Strategy 4.1. Lowest rated was Strategy 4.3 (mean rating of 2.8) addressing the provision of services to OSY. The mean rating for all 15 strategies combined was 3.3 out of 5.0.

**Exhibit 11
Mean Ratings on the Fidelity of Strategy Implementation (FSI)**

Strategies	# Districts Implementing	Mean Rating	% Succeeding or Exceeding
Reading/Language Arts			
1.1 Provide extended instructional time in reading/ language arts through programs such as tutoring and summer school programs.	8	3.6	63%
1.2 Provide parent activities in the school and/or home to help migratory children with reading/language arts and English language development.	8	3.3	50%
1.3 Provide professional development (PD) to staff working with migratory ELs on strategies for working with those students in reading/language arts.	8	3.1	25%
Mathematics			
2.1 Provide extend instructional time in mathematics through programs such as tutoring and summer school programs.	8	3.5	63%
2.2 Provide parent activities in the school and/or home to help migratory children with mathematics.	8	3.3	50%
2.3 Provide professional development (PD) to staff working with migratory ELs on strategies for working with those students in mathematics.	8	3.1	38%
Early Childhood Education			
3.1 Promote parental awareness of school enrollment requirements and opportunities, and support parents in enrolling their children in kindergarten in a timely manner.	8	3.6	63%
3.2 Inform parents about levels of skills expected for kindergarteners enrolled in local schools.	8	3.5	63%
3.3 Conduct transition-to-school activities for Pre-Kindergarten (PreK) children (e.g., organize 4-6 week summer academies for entering KG students).	8	3.3	63%

Strategies	# Districts Implementing	Mean Rating	% Succeeding or Exceeding
High School Graduation and OSY Achievement			
4.1 Assign an advisor to students to provide academic conferencing, support, and advocacy.	7	3.9	86%
4.2 Coordinate services for OSY to meet education and career goals through adult education classes, Mexican consulate programs, transition-to-college programs, community college, Job Corps, GED preparation, life skills courses, and ESL instruction.	6	3.3	33%
4.3 Provide services at times and days convenient for OSY (e.g., evenings, weekends, and summers).	6	2.8	33%
Professional Learning			
5.1 Provide professional learning (PL) opportunities during the summer and other times that are convenient for MEP staff, and provide training via webinar or other online methods.	8	3.3	38%
5.2 Establish local communities of learning or teaching teams that meet regularly to discuss issues related to the MEP and migratory students, and share expertise, strategies, and resources.	8	3.0	38%
5.3 Provide workshops on topics such as parental involvement, differentiated instruction, research-based strategies for teaching migratory students, and language development for English learners.	8	3.0	25%

Source: Oklahoma MEP FSIs

In addition to FSI ratings, projects provided information about how strategies were implemented and indicated the types of documentation they kept onsite about implementation. In general, projects rated “succeeding” on the FSI implemented strategies with more progress monitoring, multiple academic approaches, and more parent engagement than projects that rated themselves developing or lower. See the recommendations section for additional discussion. Exhibit 12 displays the implementation methods all projects employed and the methods that were more often employed by projects rating the strategy as succeeding (implementation of these methods was employed in succeeding projects 50%+ more often compared to projects rated “developing” or lower).

Exhibit 12 Implementation and Documentation of Strategies

Strategy #	Implementation/documentation employed by all projects rating the strategy	Implementation/documentation employed more often in projects assigning ratings of succeeding or exceeding
Reading/Language Arts		
1.1	After-school support Collaboration with other programs Direct instruction provided by certified staff Enrollment documentation Student needs assessment data	Benchmark assessments Culturally relevant literature Differentiated instruction Formative assessments Leveled literacy intervention Lexia Reading Mastery Student progress shared with parents Vocabulary development Wordless books Writing journals/samples

Strategy #	Implementation/documentation employed by all projects rating the strategy	Implementation/documentation employed more often in projects assigning ratings of succeeding or exceeding
1.2	Collaboration with other programs Interpreters PAC meeting attendance records PAC meeting agendas	Parent/child homework activities
1.3	MEP facilitator training Staff meeting/training State conferences/meetings/trainings Training evaluations	Training materials Training schedules, agendas and sign-in sheets
Mathematics		
2.1	Collaboration with other programs Direct instruction provided by certified staff After school support Enrollment documentation Math manipulatives Small group math support Student needs assessment data	Benchmark assessments Curriculum documents Differentiated instruction Documentation of staff providing services Formative assessments Math routines Meaningful discourse Number talks Paraprofessionals providing support Progress monitoring STEM program Strategies to build math skills Student progress shared with parents
2.2	Collaboration with other programs Interpreters	Examples of materials provided to parents Math academic materials Math manipulatives Parent/child homework activities
2.3	MEP facilitator training Training materials	NASDME Conference State conferences/meeting/trainings Training evaluations Training schedules, agendas & sign-in sheets
Early Childhood Education		
3.1	Collaboration with early childhood providers Collaboration with IDEA for special Ed, Title I, Title III, Gifted Ed, Child Find Documentation of enrollment	Collaboration with early childhood providers & community action agendas Collaboration with public libraries Description of services provided Educational field trips
3.2	Collaboration with preschool programs/services Enrollment documentation Student progress shared with parents Vocabulary development	Culturally relevant literature Curriculum documents Daily reports of student progress Differentiated instruction Direct instruction provided by certified staff Documentation of staff providing services Formative assessments Paraprofessionals providing support Student needs assessment data Student records Student work Writing samples (student)
3.3	Family engagement schedules, agendas, and sign-in sheets Family nights	Documentation of services provided during family engagement trainings Documentation of collaboration with other early learning programs Family engagement training materials Family engagement training evaluations Information, strategies, and resources for parents to use at home Migrant Parent Conferences/Meetings

Strategy #	Implementation/documentation employed by all projects rating the strategy	Implementation/documentation employed more often in projects assigning ratings of succeeding or exceeding
High School Graduation and OSY Achievement		
4.1	Career/college information packets Online credit options Secondary credit accrual	After-school tutoring Alternative secondary school site Collaboration with other programs College/career readiness activities Curriculum documents Fees paid for migratory students to attend credit retrieval program High school counselor credit evaluations Leadership programs Lists of services provided Onsite Algebra class Progress monitoring Summer programming University recruiter to assist with FSFSA/WASFA
4.2	Collaboration with other programs Enrollment documentation Student conferences to determine need Student records	College/career readiness activities Curriculum documents Dropout reports High school counselor credit evaluations Lists of services provided Progress monitoring Student monitoring by MEP staff Student participation records Student work
4.3	Credit accrual analysis Credit recovery program	Health care support/services Lists of services provided Monitoring by MEP staff Participation records Reengagement in school Referrals to adult education programs Workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights)
Professional Learning		
5.1	MEP facilitator training	NASDME Conference Training evaluations Workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights)
5.2	N/A	Evidence of meetings Webinars/workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights)
5.3	Webinars/workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights)	Evidence of attending professional development meetings

Source: Oklahoma MEP FSIs

Staff responding to the year-end survey provided suggestions for improvement. Themes in suggestions included providing statewide webinars for professional development and providing additional technical assistance for ID&R and record keeping. Selected suggestions follow.

- *To improve the MEP, I feel that all who work in this area should be properly trained and well educated to work with these students. There should be more training so that those working with migratory students can know what to do and expect. Everyone working in MEP should be on the same page and we can only do that if we all know who and how a student qualifies.*

- *I would like to hear from others that have about the same number of migratory students that we have, things they have tried that help migratory students. Projects with large programs typically speak but they have a huge budget and we can't begin to provide the things they can.*
- *I think the MEP would be improved by better communication. With only 8 districts that qualify for the program, I think we could have meetings via Zoom or through webinars to update on current information. Also, It is very hard to attend workshops because many of the migrant directors are also tasked with multiple programs that require you to be at your site or attend meetings. If we could do digital meetings, I would be able to attend from anywhere and not lose time in travel.*
- *I think we could have more information on the MIS2000 program. It is not at all user-friendly and it works how it is supposed to half of the time.*
- *I would like to be able to find more OSY and speak with them about migrant services available to them. I think this is a very difficult group of kids to reach because many times they are working, and often unwilling to participate in education.*
- *OSDE needs to add another person to the OMEP team and dedicate the OMEP team full time to the administration of the program. The full-time team could be working with MIS2000 to set up the reports needed by the field teams as well as approving COEs, providing service examples, attending federal trainings, and work to simplify field data collection.*
- *The mission of the MEP is to diminish the barriers created by the migratory lifestyle so that migratory students meet the same academic challenges that other students meet. All levels of the MEP should be working solely toward the mission of the MEP.*

6. Outcome Evaluation Results

This section provides a summary of Oklahoma MEP results on State Performance Goals 1 and 5, the Government Performance and Reporting Act (GPRA) measures, and the MEP MPOs. Sources of data include student assessment results, data from MIS2000 and the OSDE database, staff survey responses, and a review of Oklahoma MEP records.

Note: Per guidance from OME, the Oklahoma MEP State performance, GPRA, and MPO results do not need to be disaggregated by PFS status due to the fact that Oklahoma qualifies as a “small” state with less than an average of 30 students per grade level assessed on State assessments in 2018-19.

STATE PERFORMANCE GOALS AND GPRAS

Performance Goal 1: Proficiency in Reading and Math

During 2018-19, ELA and Mathematics academic achievement of students attending public school in Oklahoma was assessed through the Oklahoma School Testing Program (OSTP). The four proficiency levels for the Forward Assessments are from lowest to highest: Below Basic, Basic, Proficient, and Advanced.

Following are the 2019 results in ELA and mathematics for migratory students, compared to the State Performance Targets for all students as indicated in the Oklahoma ESSA State Plan, and compared to non-migratory students. Tables show the number of migratory students assessed, the number and percent of migratory students scoring proficient or advanced (P/A) on 2019 ELA and mathematics assessments, the State Performance Targets for 2018-19, the difference in the percentage of migratory students scoring P/A compared to the State Performance Targets, and the non-migratory student proficient rates.

Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in ELA.

**Exhibit 13
Migratory Students Scoring P/A on 2019 OSTP ELA Assessments Grades 3-8**

Grade Level	# Tested	% Migratory Students Scoring P/A	2019 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	37	41%	40%	+1%	39%
4	35	26%	39%	-13%	30%
5	37	38%	39%	-1%	35%
6	33	30%	39%	-9%	36%
7	32	19%	36%	-17%	29%
8	29	21%	36%	-15%	30%
Total	203	30%	--	--	33%

Source: State records

Migratory students identified as having PFS scored proficient or above at a lower rate than non-PFS students (13% compared to 49%). Note that failing to meet standards on a state assessment is one of the factors used to determine if a student has PFS, so it is expected that the percent of students with PFS who score proficient would be lower than non-PFS students.

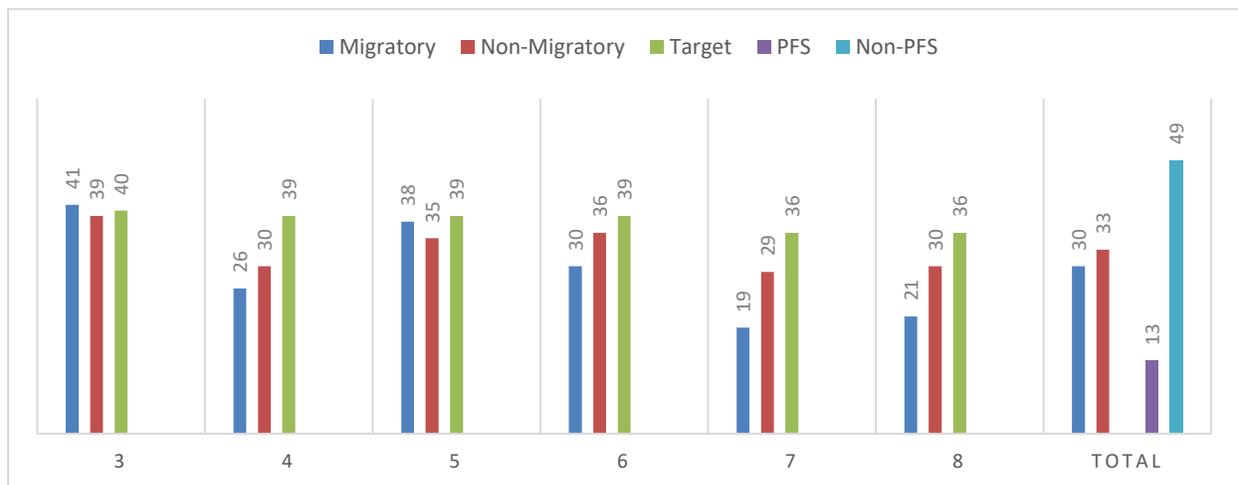
Exhibit 14
Migratory Students in Grades 3-8 and High School Scoring P/A on 2019 OSTP ELA Assessments by PFS Status

PFS Status	# Tested	% Migratory Students Scoring P/A
PFS	97	13%
Non-PFS	127	49%
All*	224	33%

Source: State records
 *Includes high school students

Oklahoma migratory students were proficient on OSTP ELA Assessments at a slightly lower rate than non-migratory students (30% proficient compared to 33%). State Performance Targets are set by grade level, and migratory students in the third grade exceeded the target by one percentage point. At all other grade levels, migratory student proficiency was below the target, ranging from 1% below in the fifth grade to 17% below in the seventh. Migratory student proficiency was higher than non-migratory students in the third and fifth grades and lower in the other grades. Below is a graphic display of the differences in the percentage of migratory and non-migratory students scoring P/A.

Exhibit 15
Graphic Display of OSTP ELA Assessment Results (Percentage of Students Scoring P/A)



Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

Exhibit 16
Migratory Students Scoring P/A on OSTP Math Assessments

Grade Level	# Tested	% Migratory Students Scoring P/A	2019 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	37	32%	46%	-14%	43%
4	35	40%	41%	-1%	38%

Grade Level	# Tested	% Migratory Students Scoring P/A	2019 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
5	37	32%	36%	-4%	31%
6	33	30%	34%	-4%	30%
7	32	25%	34%	-9%	33%
8	29	24%	24%	0%	23%
Total	203	31%	--	--	33%

Source: State records

Migratory students identified as having PFS scored proficient or above at a lower rate than non-PFS students (19% compared to 48%) on the math assessment. The same stipulation regarding factors used to determine PFS status applies to both ELA and math assessments.

Exhibit 17
Migratory Students in Grades 3-8 and High School Scoring P/A on 2019 OSTP Math Assessments by PFS Status

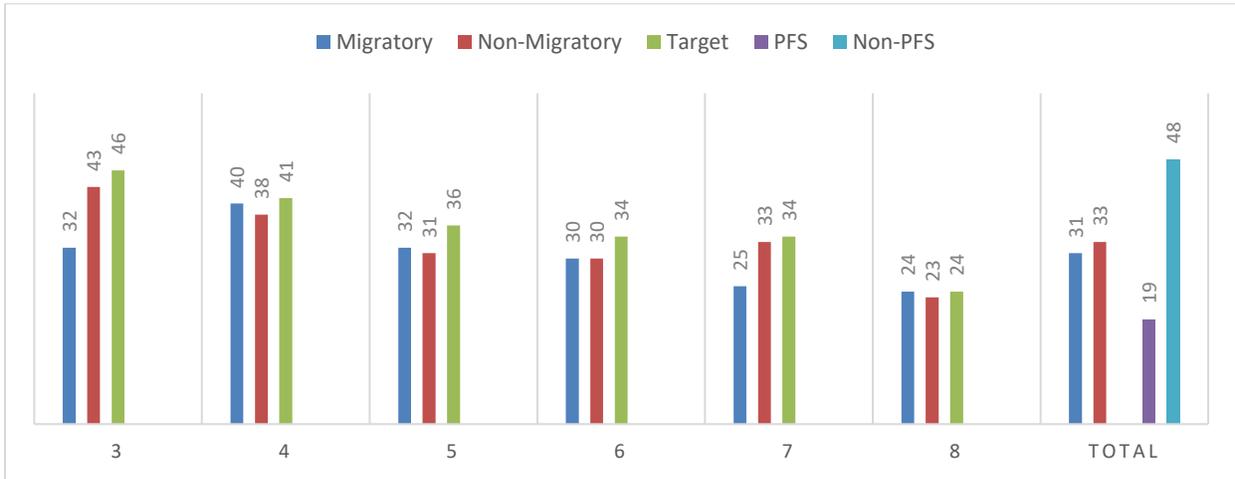
PFS Status	# Tested	% Migratory Students Scoring P/A
PFS	97	19%
Non-PFS	127	48%
All*	224	35%

Source: State records

*Includes high school students

Oklahoma migratory students were proficient on OSTP Mathematics Assessments at a slightly lower rate than non-migratory students (31% proficient compared to 33%). State Performance Targets are set by grade level, and migratory students in the eighth grade met the target. At all other grade levels, migratory student proficiency was below the target, ranging from 1% below in the fourth grade to 14% below in the third. Migratory student proficiency was higher than non-migratory students in the fourth, fifth, and eighth grades, even in the sixth, and lower in the other grades. Below is a graphic display of the differences in the percent of migratory and non-migratory students scoring P/A on OSTP Mathematics Assessments.

**Exhibit 18
Graphic Display of OSTP Math Assessment Results
(Percentage of Students Scoring P/A)**

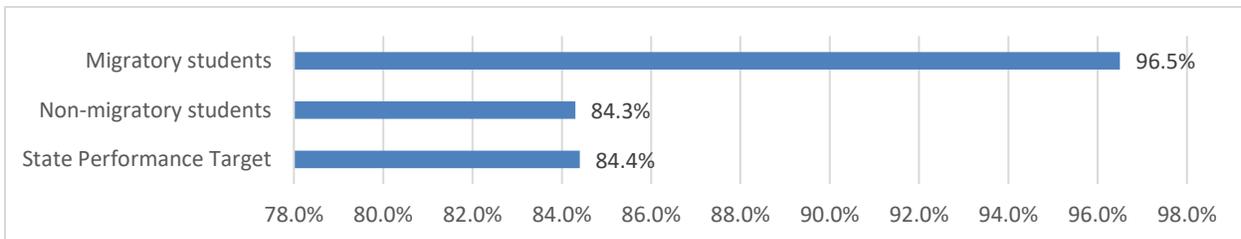


Performance Goal 5: High School Graduation

Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.

The 2018-19 Oklahoma State Performance Target for high school graduation was 84.4%. Exhibit 20 shows that in 2018-19, the graduation rate for migratory students was 96.5% (11.1% above the target), exceeding the non-migratory student graduation rate by 11.2%.

**Exhibit 19
Graduation Rates for Migratory and Non-Migratory Students**

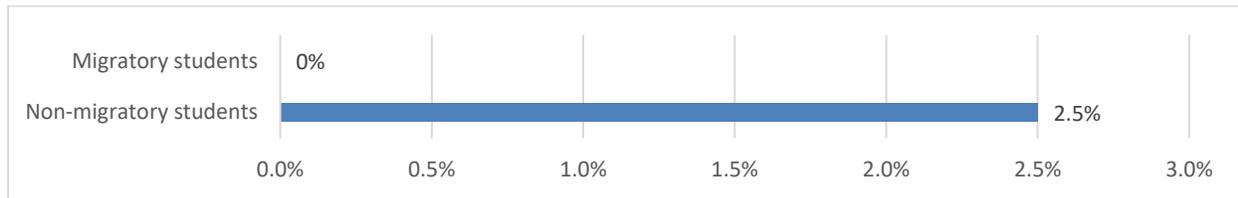


Source: State records

Performance Indicator 5.2: The percentage of students who drop out of school each year.

Oklahoma does not have a State Performance Target for dropout rate. Exhibit 20 shows that the 2018-19 dropout rate for Oklahoma migratory students was 0% compared to the non-migratory student dropout rate of 2.5%.

Exhibit 20
Dropout Rates for Migratory and Non-Migratory Students



Source: State records

Data related to State Performance Goals should be interpreted with caution. First, the number of migratory students assessed or with graduation/dropout rate is very small compared to the non-migratory student numbers. Second, while percentages of migratory students that are proficient and graduating from high school provide a useful measure of the overall educational progress of migratory students, there is little that can be said about MEP instructional services based on these data. State assessments are designed to measure student attainment of knowledge and skills outlined in State standards that are set for all students. It should be noted that since the MEP is supplemental in nature and cannot supplant the instruction provided by State and Federal funds, the services provided by the MEP are aligned with State standards *but* cannot replace what students are provided through other means. It is not possible to isolate the extent to which proficiency and non-proficiency on State assessments are associated with MEP supplemental instruction versus other instruction provided to migratory and non-migratory students. Other assessments that are aligned with the supplemental services offered through the MEP provide the most appropriate accountability measurement of the outcomes and effectiveness of MEP services.

GPRA 3: Number of eligible migratory students in grades 7-12, and the number that were promoted to the next grade level or graduated

Exhibit 21 shows migratory students in Grades 7-12 that were promoted to the next grade level or graduated in the 2018-19 school year. Migratory students graduated or were promoted to the next grade level at a rate of 88%. By grade level, student promotion rates ranged from 83% in the eighth and eleventh grades to 100% in the tenth grade.

Exhibit 21
Migratory Student Graduation and Grade Level Promotion

Grade Level 2018-19	# Eligible Migratory Students 2018-19	# (%) 2018-19 Students Promoted compared to their grade level in 2017-18	# (%) Students graduated in 2018-19
7	34	29 (85%)	
8	29	24 (83%)	
9	34	29 (85%)	
10	34	34 (100%)	
11	24	20 (83%)	
12	31	--	28 (90%)
Total	186	164 (88%)	

Source: State records

GPRA 4: Number of migratory students in the 11th grade who received full credit for Algebra I

Exhibit 22 shows the number of 11th grade migratory students in 2018-19 completing Algebra I in any previous year. Twenty-three migratory students were in the 11th grade for whom course history data was available, and 19 (83%) had completed a full credit of Algebra I.

Exhibit 22
Migratory Students Completing Algebra I by the 11th Grade

# Eligible Migratory 11 th Grade Students 2018-19	# (%) Migratory Students in the 11 th Grade that Received Full Credit for Algebra I in any previous year
23	19 (83%)

Source: State records

MEASURABLE PROGRAM OUTCOMES (MPO) RESULTS

This section provides a summary of progress toward the MEP MPOs. Sources of data include student assessment results, demographic data, MEP staff surveys, parent training evaluations, and documentation of secondary credit accrual.

READING

MPO 1a. By the end of the 2018-19 program year, 50% of eligible migratory students in grades K-12 will receive MEP-funded reading/language arts instruction (4% increase over the 2017-18 baseline of 46%).

Exhibit 23 shows that of the 464 eligible migratory students in grades K-12, 34% received MEP reading instruction, which **does not meet** the MPO. By grade level, the MPO was met more often in elementary grades (grades 2, 4, 5, and 6). The State noted in the CSPR that districts decided the interventions to provide students based on identified student needs and that the decrease in the number of migratory students receiving reading/language arts instruction may be due to a reduction in the need for this type of instruction.

Exhibit 23
Migratory Students Receiving MEP Reading/Language Arts Instruction

Grade	# Eligible	Reading Instruction		MPO met?
		#	%	
K	35	12	34%	No
1	46	16	35%	No
2	38	23	61%	Yes
3	46	22	48%	No
4	39	20	51%	Yes
5	40	21	53%	Yes
6	34	18	53%	Yes
7	34	12	35%	No
8	29	8	28%	No

Grade	# Eligible	Reading Instruction		MPO met?
		#	%	
9	34	1	3%	No
10	34	3	9%	No
11	24	0	0%	No
12	31	0	0%	No
Total	464	156	34%	No

Source: CSPR Part II, 2018-19

MPO 1b. By the end of the 2018-19 program year, 65% of migratory students that used the MiraCORE Reading Tutorials will demonstrate a gain of 15% on Tutorial pre/post-tests.

Migratory students in grades K-10 were assigned MiraCORE reading tutorials based on needs identified through an online screener. Exhibit 24 shows 177 students with assessment results. Because of the mobility of migratory students, obtaining matched pre/post scores can be difficult. However, Oklahoma MEP staff were able to collect 88 matched results (matched results also exclude students scoring 100% on the pretest). Across the grade levels, the mean pretest score was 53% and the mean posttest score was 73%, a 20% gain in the mean. Fifty-five students (63%) met the target gain of 15%, but this **did not meet the MPO** target of 65%. By grade band, students in grades K-2 did not meet the target, but students in grades 3-5 and 6-10 did meet the MPO target.

**Exhibit 24
MiraCORE Reading Tutorial Pre/Post Assessment Results**

Grade	# Assessed	# Matched Pre/Post	Mean Pre	Mean Post	Mean Gain	# (%) Gaining 15%	MPO met?
K-2	85	44	50%	65%	+15%	24 (55%)	No
3-5	15	12	45%	77%	+32%	10 (83%)	Yes
6-10	77	32	61%	82%	+21%	21 (66%)	Yes
Total	177	88	53%	73%	+20%	55 (63%)	No

Source: Migrantliteracy.net records

In addition, Exhibit 25 displays the usage report for MiraCORE materials. MEP instructors assigned over 400 reading screeners to determine reading instruction needs. Based on those needs, there were 365 reading tutorials assigned and 167 completed. Note that tutorials are a duplicated count as students may be assigned more than one tutorial, depending on the needs identified by the screener.

**Exhibit 25
MiraCORE Reading Instructional Material Usage Report**

Users	Logins	Student Success Plans	Reading Screeners Assigned	Reading Screeners Completed	Reading Tutorials Assigned	Reading Tutorials Completed
417	1,821	291	413	401	365	167

Source: Migrantliteracy.net records

1c: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students increased their reading/language arts skills as a result of receiving MEP supplemental reading/language arts instruction.

On a year-end survey, MEP instructional staff were asked to report the extent to which MEP instruction helped migratory students increase their reading/language arts skills. Staff provided ratings on a 4-point scale: not at all, very little, somewhat, and a lot. A rating of somewhat or a lot satisfies the criteria in the MPO. Exhibit 26 shows all 21 staff (100%) rating the impact of MEP reading/language arts instruction reported that it helped migratory students improve their skills, **meeting the MPO**.

Exhibit 26
Staff Ratings of the Impact of MEP Instruction on Reading/Language Arts Skills

Survey item	N	Not at all	Very little	Some-what	A lot	% Somewhat and a lot	MPO met?
To what extent did MEP instruction help migratory students improve their reading/language arts skills?	21	0 (0%)	0 (0%)	5 (24%)	16 (76%)	100%	Yes

Source: Staff survey

MATHEMATICS

2a. By the end of the 2018-19 program year, 50% of eligible migratory students in grades K-12 will receive MEP-funded mathematics instruction (3% increase over the 2017-18 baseline of 47%).

Exhibit 27 shows that of the 464 eligible migratory students in grades K-12, 36% received MEP math instruction, which **does not meet** the MPO. By grade level, the MPO was met more often in middle school and elementary grades (grades 2, 5, 6, and 7). The State noted in the CSPR that districts decided the interventions to provide students based on identified student needs and that the decrease in the number of migratory students receiving mathematics instruction may be due to a reduction in the need for this type of instruction.

Exhibit 27
Migratory Students Receiving MEP Mathematics Instruction

Grade	# Eligible	Math Instruction		MPO met?
		#	%	
K	35	8	23%	No
1	46	9	20%	No
2	38	20	53%	Yes
3	46	21	46%	No
4	39	18	46%	No
5	40	20	50%	Yes
6	34	18	53%	Yes
7	34	18	53%	Yes
8	29	12	41%	No

Grade	# Eligible	Math Instruction		MPO met?
		#	%	
9	34	8	24%	No
10	34	5	15%	No
11	24	6	25%	No
12	31	3	10%	No
Total	464	169	36%	No

Source: CSPR, Part II

2b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students increased their mathematics skills as a result of receiving MEP supplemental mathematics instruction.

On a year-end survey, MEP instructional staff were asked to report the extent to which MEP instruction helped migratory students increase their math skills. Staff provided ratings on a 4-point scale: not at all, very little, somewhat, and a lot. A rating of somewhat or a lot satisfies the criteria in the MPO. Exhibit 28 shows 95% of the 21 staff rating the impact of MEP math instruction reported that it helped migratory students improve their skills, **meeting the MPO**.

Exhibit 28
Staff Ratings of the Impact of MEP Instruction on Math Skills

Survey item	N	Not at all	Very little	Some-what	A lot	% Somewhat and a lot	MPO met?
To what extent did MEP instruction help migratory students improve their math skills?	21	0 (0%)	1 (5%)	7 (33%)	13 (62%)	95%	Yes

Source: Staff survey

SCHOOL READINESS

3a. By the end of the 2018-19 program year, 50% of migratory children ages 3-5 will be enrolled in a pre-kindergarten program.

Exhibit 29 shows that 71% of the 49 migratory children ages 3-5 participated in MEP instruction or were enrolled in a district early learning program, **meeting the MPO**. Fifty-nine percent (59%) received MEP instruction and 12% enrolled in a district program. MEP instruction included early learning skills related to reading and math, enrichment activities, and bilingual activities. District programs included reading and math early learning, music, and physical education.

Exhibit 29
Migratory Preschool Children Enrolled in Pre-Kindergarten (PK) Programs

# Eligible Age 3-5	Received MEP Instruction		Enrolled in District PK Instruction		Total Enrolled in PK Instruction		MPO met?
	#	%	#	%	#	%	
49	29	59%	6	12%	35	71%	Yes

Source: CSPR Part II, and MIS2000 records

3b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory preschool children increased their school readiness as a result of receiving MEP supplemental school readiness instruction.

On a year-end survey, MEP instructional staff were asked to report the extent to which MEP instruction helped migratory students increase their school readiness skills. Staff provided ratings on a 4-point scale: not at all, very little, somewhat, and a lot. A rating of somewhat or a lot satisfies the criteria in the MPO. Exhibit 30 shows 94% of the 17 staff rating the impact of MEP school readiness instruction reported that it helped migratory children prepare for school, **meeting the MPO**.

Exhibit 30
Staff Ratings of the Impact of MEP Instruction on School Readiness Skills

Survey item	N	Not at all	Very little	Some-what	A lot	% Somewhat and a lot	MPO met?
To what extent did MEP instruction help preschool migratory children prepare for school.?	17	0 (0%)	1 (6%)	6 (35%)	10 (59%)	94%	Yes

Source: Staff survey

HIGH SCHOOL GRADUATION AND SERVICES TO OSY

4a. By the end of the 2018-19 program year, 40% of eligible migratory students in grades 9-12 and OSY will receive MEP-funded services (5% over the 2017-18 baseline of 35%).

Exhibit 31 shows that of the 133 eligible migratory students in grades 9-12 and OSY, 87% received MEP services, **meeting the MPO**. By grade level, the MPO was met in grades 9-12 but not for OSY. However, baseline data were not available for OSY in 2017-18 because no OSY were identified that year.

Exhibit 31
Migratory Secondary Students and OSY Receiving MEP Services

Grade	All Eligible	Served During Performance Period		MPO met?
		N	%	
9	34	32	94%	Yes
10	34	32	94%	Yes
11	24	22	92%	Yes
12	31	27	87%	Yes
OSY	10	3	30%	No
Total	133	116	87%	Yes

Source: CSPR Part II

4b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students in grades 9-12 made progress toward high school graduation as a result of receiving MEP services.

On a year-end survey, MEP instructional staff were asked to report the extent to which MEP instruction helped migratory secondary students make progress toward graduation. Staff provided ratings on a 4-point scale: not at all, very little, somewhat, and a lot. A rating of somewhat or a lot satisfies the criteria in the MPO. Exhibit 32 shows all 19 staff (100%) rating the impact of MEP secondary instruction reported that it helped migratory students make progress toward graduation, **meeting the MPO**.

**Exhibit 32
Staff Ratings of the Impact of MEP Instruction on Graduation Progress**

Survey item	N	Not at all	Very little	Some-what	A lot	% Somewhat and a lot	MPO met?
To what extent did MEP instruction help migratory secondary students make progress toward graduation?	19	0 (0%)	0 (0%)	5 (26%)	14 (74%)	100%	Yes

Source: Staff survey

PROFESSIONAL LEARNING

5a. By the end of the 2018-19 program year, 80% of migrant staff that attended MEP-funded professional development will report that PD increased their skills for meeting the needs of migratory students.

On a year-end survey, MEP instructional staff were asked to report the extent to which MEP training increased their skills for meeting the needs of migratory children. Staff provided ratings on a 4-point scale: not at all, very little, somewhat, and a lot. A rating of somewhat or a lot satisfies the criteria in the MPO. Exhibit 33 shows 89% of the 19 staff rating the impact of MEP sponsored training reported that it increased their skills, **meeting the MPO**.

**Exhibit 33
Staff Ratings of the Impact of MEP Training**

Survey item	N	Not at all	Very little	Some-what	A lot	% Somewhat and a lot	MPO met?
To what extent did training sponsored by the MEP increase your skills for meeting the needs of migratory children?	18	0 (0%)	2 (11%)	6 (33%)	10 (56%)	89%	Yes

Source: Staff survey

7. Implications

This section of the report provides recommendations for action based on the data collected for the evaluation of the 2018-19 Oklahoma MEP. Recommendations are summarized based on observations, surveys, results of student assessments, FSI results, and interviews with State MEP staff. Recommendations are provided for program implementation as well as for improving services to achieve the State Performance Goals and MEP MPOs.

PROGRESS ON PREVIOUS RECOMMENDATIONS

Because of the length of time between the previous evaluation and the current one, and changes to the SDP, it would not be productive to address the inferences that were posited as recommendations. However, the new evaluation design will annually review the strategies and MPOs, and has a process in place for determining progress made toward their attainment. This component will be included in the 2019-20 Evaluation Report.

2018-19 SUMMARY AND IMPLICATIONS – IMPLEMENTATION EVALUATION

Family Engagement: Parents participated in a variety of family engagement opportunities at the State and local levels according to project reports. There were four SDP strategies related to family engagement:

- 1.2 Provide parent activities in the school and/or home to help migratory children with reading/language arts and English language development.
- 2.2 Provide parent activities in the school and/or home to help migratory children with mathematics.
- 3.1 Promote parental awareness of school enrollment requirements and opportunities, and support parents in enrolling their children in kindergarten in a timely manner.
- 3.2 Inform parents about levels of skills expected for kindergarteners enrolled in local schools.

Overall, family engagement strategies were rated at the succeeding level 56% of the time with mean rating of 3.4 on the 5-point scale. All projects maintained collaboration with some partners, provided interpreters at meetings when needed, maintained meeting agendas and attendance records, and documented the enrollment of students in programs. The projects that reported more successful implementation engaged in activities and maintained documentation distinct from projects that rated the implementation of strategies lower. The more successful implementation included the following:

- Collaboration with early childhood providers, community action agencies, and libraries
- Culturally-relevant literature for the home
- Daily reports of student progress and formative assessment results provided to parents
- Descriptions of services provided
- Examples of materials provided to parents
- Math academic materials for the home
- Math manipulatives for the home
- Paraprofessionals providing support
- Parent/child homework activities
- Student needs assessment data

Professional Development: MEP staff participated in a variety of professional learning activities at the national, State, and local levels. State-level professional development included some instructional strategies at the MEP kick-off meeting and additional activities for ID&R, administration, and record keeping throughout 2018-19. The Oklahoma SDP places an emphasis on professional learning to ensure that instructional and support service providers have the skills necessary to meet the needs of migratory children. Professional learning activities were described in the five strategies that follow.

1.3 Provide professional development (PD) to staff working with migratory ELs on strategies for working with those students in reading/language arts.

2.3 Provide PD to staff working with migratory ELs on strategies for working with those students in mathematics.

5.1 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.

5.2 Establish local communities of learning or teaching teams that meet regularly to discuss issues related to the MEP and migratory students, and share expertise, strategies, and resources.

5.3 Provide workshops on topics such as parental involvement, differentiated instruction, research-based strategies for teaching migratory students, and language development for ELs.

Overall, professional learning and development strategies were rated at the succeeding level 33% of the time with mean a rating of 3.1 on the 5-point scale. All projects provided and/or participated in MEP facilitator training, State meetings and trainings, conferences, and webinars or workshops on various topics. The projects that reported more successful implementation engaged in activities and maintained documentation distinct from projects that rated the implementation of strategies lower. The more successful implementation included the following:

- Attendance at the NASDME conference
- Other evidence of training participation including travel records and reports
- Substantial documentation regarding training (notes, sign-in sheets, agendas, evaluations)

MEP Instructional Services: Migratory students received comprehensive instructional services in order to reduce barriers to academic success including math, science, social studies, health and physical education, tutoring, and reading/language arts. Even though Oklahoma has seen reductions in the number of migratory children identified, the number of children receiving services has continued to increase resulting in a six-year high of 91% participating in services. Not only are a high proportion of students receiving services, but the services are concentrated in instructional services with 98% of students served receiving instruction. The Oklahoma SDP contains six strategies for providing instruction:

1.1 Provide extended instructional time in reading/language arts through programs such as tutoring and summer school programs.

2.1 Provide extend instructional time in mathematics through programs such as tutoring and summer school programs.

3.3 Conduct transition-to-school activities for Pre-Kindergarten (PreK) children (e.g., organize 4-6 week summer academies for entering KG students).

4.1 Assign an advisor to students to provide academic conferencing, support, and advocacy.

4.2 Coordinate services for OSY to meet education and career goals through adult education classes, Mexican consulate programs, transition-to-college programs, community college, Job Corps, GED preparation, life skills courses, and ESL instruction.

4.3 Provide services at times and days convenient for OSY (e.g., evenings, weekends, and summers).

Overall, instructional services strategies were rated at the succeeding level 58% of the time with a mean rating of 3.4 on the 5-point scale. All projects provided or maintained documentation for after-school support, collaboration with other programs, direct instruction provided by certified staff, small group support, enrollment documentation, family engagement activities, college and career information, credit accrual, and student needs assessment data. The projects that reported more successful implementation engaged in activities and maintained documentation distinct from projects that rated the implementation of strategies lower. The more successful implementation included the following:

- Benchmark assessments
- Culturally-relevant literature
- Differentiated instruction
- Documentation of family engagement (materials, agendas, sign-in sheets, notes)
- Documentation of services provided to OSY
- Dropout reports
- Fees paid for migratory students to attend credit retrieval programs
- Formative assessments
- Health care support and services for OSY
- High school counselor credit evaluations
- Information, strategies, and resources for parents to use at home
- Leadership programs
- Leveled literacy intervention
- Lexia
- Math routines
- Meaningful discourse
- Number talks
- Reading Mastery
- Secondary student monitoring and progress reports
- STEM programs
- Student progress shared with parents
- Summer programming
- Vocabulary development
- Wordless books
- Writing journals/samples

2018-19 SUMMARY AND IMPLICATIONS – RESULTS EVALUATION

Reading and Mathematics: Projects provided extensive reading and math instruction to migratory students during the regular school year and summer. The Oklahoma MEP SDP includes five MPOs related to reading and mathematics services and achievement:

1a. By the end of the 2018-19 program year, 50% of eligible migratory students in grades K-12 will receive MEP-funded reading/language arts instruction (4% increase over the 2017-18 baseline of 46%).

1b. By the end of the 2018-19 program year, 65% of migratory students that used the MiraCORE Reading Tutorials will demonstrate a gain of 15% on Tutorial pre/post-tests.

1c: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students increased their reading/language arts skills as a result of receiving MEP supplemental reading/language arts instruction.

2a. By the end of the 2018-19 program year, 50% of eligible migratory students in grades K-12 will receive MEP-funded mathematics instruction (3% increase over the 2017-18 baseline of 47%).

2b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students increased their mathematics skills as a result of receiving MEP supplemental mathematics instruction.

During 2018-19, two of the five MPOs were met. Staff reported that MEP instruction helped migratory students improve their reading and math skills; however, the percentage of students receiving reading and math services decreased in 2018-19, and the percentage target for gains on MiraCORE reading materials was not met overall even though it was met in two of the three grade level bands. The SEA noted in the CSPR that decreases in reading and math instruction may be due to greater emphasis on matching services to needs. In addition, the decrease may relate to data reporting for math. While MIS2000 shows that 281 students received math support, the CSPR showed 169 students receiving math instruction. This may be due to differences in reporting requirements as the CSPR requires that “math instruction” be provided by certified staff. Numbers from MIS2000 and the CSPR were similar for reading instruction.

Early Childhood Education: Local projects provided direct instruction to migratory preschool children and collaborated with preschool service providers to ensure that migratory children received quality preschool services. The Oklahoma MEP SDP includes two MPOs related to school readiness:

3a. By the end of the 2018-19 program year, 50% of migratory children ages 3-5 will be enrolled in a pre-kindergarten program.

3b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory preschool children increased their school readiness as a result of receiving MEP supplemental school readiness instruction.

Both MPOs were met with 94% of MEP staff indicating that migratory children improved school readiness as a result of MEP students and 71% of migratory children ages 3-5 enrolled in a pre-kindergarten program.

Graduation and Services for OSY: Secondary students and OSY are provided with services and resources designed to support their efforts to graduate from high school. The Oklahoma MEP SDP includes two MPOs related to graduation and services to OSY.

4a. By the end of the 2018-19 program year, 40% of eligible migratory students in grades 9-12 and OSY will receive MEP-funded services (5% over the 2017-18 baseline of 35%).

4b: By the end of the 2018-19 program year, 80% of migrant staff responding to surveys will report that migratory students in grades 9-12 made progress toward high school graduation as a result of receiving MEP services.

Both MPOs were met with all staff reporting the MEP services assisted migratory students in making progress toward graduation and the percentage of migratory secondary youth and OSY increasing to 87% (a 52% increase over baseline).

Professional Learning: The Oklahoma MEP places an emphasis on providing staff with the knowledge and skills necessary to meet the needs of migratory children and improve academic achievement. The SDP contains one MPO related to professional learning.

5a. By the end of the 2018-19 program year, 80% of migrant staff that attended MEP-funded professional development will report that PD increased their skills for meeting the needs of migratory students.

The MPO was met with 89% of staff responding reporting that MEP training increased their skills for meeting the needs of migratory children.

EVALUATOR RECOMMENDATIONS

The Oklahoma MEP is commended for meeting 7 of the 10 (70%) MPOs in 2018-19 including all MPOs related to school readiness, high school graduation and services for OSY, and professional learning. The Oklahoma MEP also is commended for increasing the scope of services despite decreases in the number of migratory children identified. FSI results show that projects made substantial efforts to meet the needs of migratory children and made great strides in collaborating with partners serving similar populations. Efforts that led to these successes should be continued. Recommendations for continued improvement based on implementation and performance results evaluations are provided below.

- 1. Provide and analyze the results of academic assessments aligned to MEP instructional services.** The scope of instructional services reported is impressive for a small state such as Oklahoma with 98% of the 91% of eligible migratory children participating in services receiving instruction. However, there is only one MPO with assessment results related to the impact of MEP instruction in reading and no MPOs in math, school readiness, or high school graduation. The percentage of migratory students proficient in ELA and Math on the OSTP is close to non-migratory students and State Performance Targets; however, grade level results show additional room for improvement. FSI results show that projects documenting and using benchmark and formative assessments were more successful in strategy implementation than projects that did not employ this method. The State needs additional information about the impact of MEP instructional services to improve their quality and show how services benefitted migratory children.
- 2. Continue family engagement efforts with an emphasis on helping migratory parents navigate school systems and support children's learning at home.** FSI results related to parent and family engagement show that more successful projects communicated more with parents and maintained more documentation about family engagement activities. At the time of the completion of this report, Oklahoma was in the middle of the COVID-19 pandemic, and with school buildings closed and instruction moved online, migratory parents need additional support. Support may include providing parents assistance with understanding school expectations, advocating for the needs of

migratory children learning from home with school staff, and information about how to set up effective home learning environments.

3. **Provide more statewide opportunities for professional learning regarding the needs of migratory children and effective strategies for meeting needs.** Staff who attended professional development in 2018-19 reported that training they received built their skills for meeting the needs of migratory children as documented in MPO 5a. However, the strategies related to professional learning (1.3, 2.3, and 5.1 through 5.3) were implemented inconsistently across projects and received the lowest mean ratings of the strategies on the FSI. Staff comments on surveys also indicated that statewide professional development was needed. Additional professional learning offered at the State level (in person or via webinar) would assist small districts whose funding is insufficient to provide their own professional learning with opportunities to collaborate, learn new skills, and learn from peers about successful strategies.
4. **Review and make adjustments to procedures and practices for providing services to OSY.** While the 10 OSY identified is relatively small compared to other grade levels, these students have few other resources for improving academic achievement than the services provided through the MEP. According to the CSPR, 30% of OSY received services compared to the other grade levels that were in the upper 80s and lower 90s for the percent receiving services. In addition, the two strategies related to services for OSY were rated lower on the FSI compared to the strategy for providing secondary services (3.3 and 2.8 compared to 3.9). Projects with identified OSY should review the successful practices employed at all projects and implement those that meet the needs of this group of students. In addition, the OSY Consortium has developed tools and materials designed for migratory OSY that have been proven effective in working with this group of students. Materials are free of charge and available at osymigrant.org.
5. **Provide training regarding the documentation of reading and math instruction, and make adjustments to MPOs related to the scope of MEP reading and math instruction.** The reductions in the scope of reading and math instruction documented in the CSPR may be due to decreasing needs. However, inconsistencies in data reveal that tracking and documenting these services may also play a role. The State should examine procedures, provide training based on feedback, and make appropriate adjustments to MPO targets, as necessary.
6. **Review the SDP considering support services needs of migratory children.** The primary focus of the MEP is to assist migratory children in meeting the academic standards that all other children are expected to meet. Oklahoma has made great strides toward this goal with the emphasis on direct instruction in the SDP and documented in the CSPR; however, migratory students may experience barriers in addition to gaps in knowledge that affect their performance. Currently, the State has no MPOs or strategies relating to support services, and only 17% of eligible migratory children ages 3-21 received support services in 2018-19. A review of the SDP should include consideration of support services needs, documentation of the impact of needs, and strategies and MPOs related to addressing needs for advocacy, access, and assistance in meeting basic health needs. These services may be even more poignant in light of the closing of school buildings and transition to online and distance education during the pandemic.

7. **Provide additional focus on identification and recruitment of all eligible migratory children, with additional focus on identifying OSY.** Oklahoma has made improvements to ID&R through additional training and improvements to quality control processes. These improvements will help ensure that only eligible children are identified. However, the number of migratory children has continued to decrease. Some of this decrease is attributable to national trends in the reduction in the need for agricultural labor and fears over immigration control. Other elements of the decrease may have to do with the structure of ID&R. Additional efforts to identify preschool children, OSY, and children only present during summer months may help ensure that Oklahoma is identifying all eligible children. The IRRC has identified several resources and practices that can assist states in improving ID&R. These resources are freely available at <https://www.idr-consortium.net/>.

During 2018-19, the Oklahoma MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills and helped them earn high school credits. In addition, parents were provided services that improved their skills and increased their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students; and community agencies and programs helped support migratory students by providing direct instructional and support services.

Appendix: Data Collection Tools and FSI

Oklahoma Migrant Education Program 2019-2020 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

MIGRANT PROGRAM/DISTRICT: _____

DATE: _____

Purposes:

1. To measure the level of implementation of each MEP **Strategy** listed in the Oklahoma Migrant Education Program (MEP) Application that aligns with the Oklahoma MEP State Service Delivery Plan.
2. To address the implementation evaluation of the Oklahoma MEP as required by the U.S. Department of Education, Office of Migrant Education.
3. To determine the extent to which MEP services are delivered with fidelity.
4. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 4 Goal Areas: 1) Reading/Language Arts, 2) Mathematics, 3) Early Childhood, 4) High School Graduation/Services to OSY, and 5) Professional Learning.

Directions:

- For each Strategy, rate your project's level of implementation during 2019-20. Gather a group of key staff to discuss each Strategy. During your discussion, highlight the evidence that is relevant to your project, and cite additional evidence not covered in the rubric. After reaching consensus, place a checkmark in the rating assigned. *Please note that delivery models are only asked to have on file examples of evidence listed under each Strategy. It is not required for projects to have copies of all documentation on all students, parents, events, communication/collaboration, enrollment/participation, etc., unless specified in the desk/site monitoring process.*
- If a Strategy is not applicable to your delivery model, please place a checkmark in the box and indicate the reason.
- Ratings are based on a 5-point scale where 1=Not Aware, 2-Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where a rating of Succeeding is considered "proficient".
- Questions? Contact Erin Clapper, Program Specialist, at erin.clapper@sde.ok.gov call (405) 522-8354

GOAL AREA 1: READING/LANGUAGE ARTS (LA)

Strategy 1.1	IMPLEMENTATION LEVEL							
	Not Aware	Aware	Developing	Succeeding	Exceeding			
1.1 Provide extended instructional time in reading/language arts through programs such as tutoring and summer school programs.	<ul style="list-style-type: none"> •No provision of regular or summer session LA support using the methods listed in Strategy 1.1 •No progress monitoring to determine student LA needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of regular or summer session LA support using the methods listed in Strategy 1.1 •Limited progress monitoring to determine student LA needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of regular or summer session LA support using the methods listed in Strategy 1.1 •Some progress monitoring to determine student LA needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of regular or summer session LA support using the methods listed in Strategy 1.1 •Sufficient progress monitoring to determine student LA needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of regular or summer session LA support using the methods listed in Strategy 1.1 •Extensive progress monitoring to determine student LA needs •Extensive student participation •Comprehensive record keeping 			
Check (√) the evidence relevant to your delivery model								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> After-school support (sign-in sheets) <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I) <input type="checkbox"/> Culturally-relevant literature <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Daily reports of student progress <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Enrollment documentation (student rosters) </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Family literacy nights <input type="checkbox"/> Formative assessments <input type="checkbox"/> Leveled Literacy Intervention (LLI) <input type="checkbox"/> Leveled readers <input type="checkbox"/> Lexia <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Paraprofessionals providing support <input type="checkbox"/> Pre/post-testing <input type="checkbox"/> Reading Mastery </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Small group instruction <input type="checkbox"/> STAR 360 – Reading/Test <input type="checkbox"/> STEM Activities <input type="checkbox"/> Strategies to build reading skills <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student progress shared with parents <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Student work <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Wordless books (picture books) <input type="checkbox"/> Writing Journals/Samples (student) </td> </tr> </table>						<input type="checkbox"/> After-school support (sign-in sheets) <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Collaboration with other programs (e.g., 21 st CCLC, Title I) <input type="checkbox"/> Culturally-relevant literature <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Daily reports of student progress <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Enrollment documentation (student rosters)	<input type="checkbox"/> Family literacy nights <input type="checkbox"/> Formative assessments <input type="checkbox"/> Leveled Literacy Intervention (LLI) <input type="checkbox"/> Leveled readers <input type="checkbox"/> Lexia <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Paraprofessionals providing support <input type="checkbox"/> Pre/post-testing <input type="checkbox"/> Reading Mastery	<input type="checkbox"/> Small group instruction <input type="checkbox"/> STAR 360 – Reading/Test <input type="checkbox"/> STEM Activities <input type="checkbox"/> Strategies to build reading skills <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student progress shared with parents <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Student work <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Wordless books (picture books) <input type="checkbox"/> Writing Journals/Samples (student)
<input type="checkbox"/> After-school support (sign-in sheets) <input type="checkbox"/> Balanced literacy <input type="checkbox"/> Benchmark assessments <input type="checkbox"/> Collaboration with other programs (e.g., 21 st CCLC, Title I) <input type="checkbox"/> Culturally-relevant literature <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Daily reports of student progress <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Direct instruction provided by certified staff <input type="checkbox"/> Documentation of staff providing services <input type="checkbox"/> Enrollment documentation (student rosters)	<input type="checkbox"/> Family literacy nights <input type="checkbox"/> Formative assessments <input type="checkbox"/> Leveled Literacy Intervention (LLI) <input type="checkbox"/> Leveled readers <input type="checkbox"/> Lexia <input type="checkbox"/> One-on-one tutoring <input type="checkbox"/> Paraprofessionals providing support <input type="checkbox"/> Pre/post-testing <input type="checkbox"/> Reading Mastery	<input type="checkbox"/> Small group instruction <input type="checkbox"/> STAR 360 – Reading/Test <input type="checkbox"/> STEM Activities <input type="checkbox"/> Strategies to build reading skills <input type="checkbox"/> Student needs assessment data <input type="checkbox"/> Student progress shared with parents <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Student work <input type="checkbox"/> Vocabulary development <input type="checkbox"/> Wordless books (picture books) <input type="checkbox"/> Writing Journals/Samples (student)						
Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

GOAL AREA 1: READING/LANGUAGE ARTS (LA), Cont.

Strategy 1.2	IMPLEMENTATION LEVEL						
	Not Aware	Aware	Developing	Succeeding	Exceeding		
1.2 Provide parent activities in the school and/or home to help migrant children with reading/language arts and English language development.	<ul style="list-style-type: none"> •No provision of parent LA support using the methods listed in Strategy 1.2 •No progress monitoring to determine student LA needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of parent LA support using the methods listed in Strategy 1.2 •Limited progress monitoring to determine student LA needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of parent LA support using the methods listed in Strategy 1.2 •Some progress monitoring to determine student LA needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of parent LA support using the methods listed in Strategy 1.2 •Sufficient progress monitoring to determine student LA needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of parent LA support using the methods listed in Strategy 1.2 •Extensive progress monitoring to determine student LA needs •Extensive student participation •Comprehensive record keeping 		
Check (√) the evidence relevant to your delivery model							
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual teachers <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I) <input type="checkbox"/> Documentation of educational services provided to parents and families <input type="checkbox"/> Documentation of parent participation <input type="checkbox"/> Examples of materials provided to parents <input type="checkbox"/> Family literacy nights/events <input type="checkbox"/> Home visits focusing in parent/child lessons <input type="checkbox"/> Interpreters <input type="checkbox"/> Materials distributed during home visits <input type="checkbox"/> Math academic materials <input type="checkbox"/> Newsletters distributed to migrant parents and families </td> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meeting agendas <input type="checkbox"/> Parent advocate/liaison <input type="checkbox"/> Parent training agendas, sign-in sheets, materials <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent/child homework activities <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Student files documenting tools/resources provided <input type="checkbox"/> Student progress shared with parents </td> </tr> </table>						<ul style="list-style-type: none"> <input type="checkbox"/> Bilingual teachers <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I) <input type="checkbox"/> Documentation of educational services provided to parents and families <input type="checkbox"/> Documentation of parent participation <input type="checkbox"/> Examples of materials provided to parents <input type="checkbox"/> Family literacy nights/events <input type="checkbox"/> Home visits focusing in parent/child lessons <input type="checkbox"/> Interpreters <input type="checkbox"/> Materials distributed during home visits <input type="checkbox"/> Math academic materials <input type="checkbox"/> Newsletters distributed to migrant parents and families 	<ul style="list-style-type: none"> <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meeting agendas <input type="checkbox"/> Parent advocate/liaison <input type="checkbox"/> Parent training agendas, sign-in sheets, materials <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent/child homework activities <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Student files documenting tools/resources provided <input type="checkbox"/> Student progress shared with parents
<ul style="list-style-type: none"> <input type="checkbox"/> Bilingual teachers <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I) <input type="checkbox"/> Documentation of educational services provided to parents and families <input type="checkbox"/> Documentation of parent participation <input type="checkbox"/> Examples of materials provided to parents <input type="checkbox"/> Family literacy nights/events <input type="checkbox"/> Home visits focusing in parent/child lessons <input type="checkbox"/> Interpreters <input type="checkbox"/> Materials distributed during home visits <input type="checkbox"/> Math academic materials <input type="checkbox"/> Newsletters distributed to migrant parents and families 	<ul style="list-style-type: none"> <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meeting agendas <input type="checkbox"/> Parent advocate/liaison <input type="checkbox"/> Parent training agendas, sign-in sheets, materials <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent/child homework activities <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Student files documenting tools/resources provided <input type="checkbox"/> Student progress shared with parents 						
Cite additional evidence here:							
Comments/Follow-up:							
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:							

GOAL AREA 1: READING/LANGUAGE ARTS (LA), Cont.

Strategy 1.3	IMPLEMENTATION LEVEL							
	Not Aware	Aware	Developing	Succeeding	Exceeding			
1.3 Provide professional development (PD) to staff working with ELL migrant students on strategies for working with those students in reading/language arts.	<ul style="list-style-type: none"> •No provision of needs-based PD for staff •No documentation of staff needs and PD opportunities provided •No staff participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of needs-based PD for staff •Limited use documentation of staff needs and PD opportunities provided Limited staff participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of needs-based PD for staff •Some documentation of staff needs and PD opportunities provided •Some staff participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of needs-based PD for staff •Sufficient documentation of staff needs and PD opportunities provided •Sufficient staff participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision needs-based PD for staff •Extensive documentation of staff needs and PD opportunities provided •Extensive staff participation •Comprehensive record keeping 			
<p>Check (√) the evidence relevant to your delivery model</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> MEP facilitator training (local, state & national) <input type="checkbox"/> MEP staff attendance at conferences/trainings <input type="checkbox"/> NASDME Conference <input type="checkbox"/> OSY Listserves </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Staff meetings/trainings <input type="checkbox"/> State conferences/meetings/trainings <input checked="" type="checkbox"/> Training evaluations </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Training materials <input type="checkbox"/> Training schedules, agendas and sign-in sheets <input type="checkbox"/> Webinars </td> </tr> </table>						<input type="checkbox"/> MEP facilitator training (local, state & national) <input type="checkbox"/> MEP staff attendance at conferences/trainings <input type="checkbox"/> NASDME Conference <input type="checkbox"/> OSY Listserves	<input type="checkbox"/> Staff meetings/trainings <input type="checkbox"/> State conferences/meetings/trainings <input checked="" type="checkbox"/> Training evaluations	<input type="checkbox"/> Training materials <input type="checkbox"/> Training schedules, agendas and sign-in sheets <input type="checkbox"/> Webinars
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Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

GOAL AREA 2: MATHEMATICS

Strategy 2.1	IMPLEMENTATION LEVEL																																		
	Not Aware	Aware	Developing	Succeeding	Exceeding																														
2.1 Provide extend instructional time in mathematics through programs such as tutoring and summer school programs.	<ul style="list-style-type: none"> •No provision of regular or summer term math support using the methods listed in Strategy 2.1 •No progress monitoring to determine student math needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of regular or summer term math support using the methods listed in Strategy 2.1 •Limited progress monitoring to determine student math needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of regular or summer term math support using the methods listed in Strategy 2.1 •Some progress monitoring to determine student math needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of regular or summer term math support using the methods listed in Strategy 2.1 •Sufficient progress monitoring to determine student math needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of regular or summer term math support using the methods listed in Strategy 2.1 •Extensive progress monitoring to determine student math needs •Extensive student participation •Comprehensive record keeping 																														
Check (√) the evidence relevant to your delivery model																																			
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> After school support (sign-in sheets)</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Formative assessments</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Pre/post-testing</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Benchmark assessments</td> <td style="border: none;"><input type="checkbox"/> Group projects</td> <td style="border: none;"><input type="checkbox"/> Progress monitoring</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I)</td> <td style="border: none;"><input type="checkbox"/> Math instructional coaches</td> <td style="border: none;"><input type="checkbox"/> Small group math support</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Curriculum documents</td> <td style="border: none;"><input type="checkbox"/> Math manipulatives</td> <td style="border: none;"><input type="checkbox"/> STEM program</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Daily reports of student progress</td> <td style="border: none;"><input type="checkbox"/> Math routines</td> <td style="border: none;"><input type="checkbox"/> Strategies to build math skills</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Differentiated instruction</td> <td style="border: none;"><input type="checkbox"/> Meaningful discourse</td> <td style="border: none;"><input type="checkbox"/> Student needs assessment data</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Direct instruction provided by certified staff</td> <td style="border: none;"><input type="checkbox"/> Number talks</td> <td style="border: none;"><input type="checkbox"/> Student progress shared with parents</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Documentation of staff providing services</td> <td style="border: none;"><input type="checkbox"/> One-on-one tutoring</td> <td style="border: none;"><input type="checkbox"/> Student self-assessments</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Enrollment documentation (student rosters)</td> <td style="border: none;"><input type="checkbox"/> Paraprofessionals providing support</td> <td style="border: none;"><input type="checkbox"/> Student work</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Family math nights</td> <td></td> <td style="border: none;"><input type="checkbox"/> Supplemental intervention classes</td> </tr> </table>						<input type="checkbox"/> After school support (sign-in sheets)	<input type="checkbox"/> Formative assessments	<input type="checkbox"/> Pre/post-testing	<input type="checkbox"/> Benchmark assessments	<input type="checkbox"/> Group projects	<input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Collaboration with other programs (e.g., 21 st CCLC, Title I)	<input type="checkbox"/> Math instructional coaches	<input type="checkbox"/> Small group math support	<input type="checkbox"/> Curriculum documents	<input type="checkbox"/> Math manipulatives	<input type="checkbox"/> STEM program	<input type="checkbox"/> Daily reports of student progress	<input type="checkbox"/> Math routines	<input type="checkbox"/> Strategies to build math skills	<input type="checkbox"/> Differentiated instruction	<input type="checkbox"/> Meaningful discourse	<input type="checkbox"/> Student needs assessment data	<input type="checkbox"/> Direct instruction provided by certified staff	<input type="checkbox"/> Number talks	<input type="checkbox"/> Student progress shared with parents	<input type="checkbox"/> Documentation of staff providing services	<input type="checkbox"/> One-on-one tutoring	<input type="checkbox"/> Student self-assessments	<input type="checkbox"/> Enrollment documentation (student rosters)	<input type="checkbox"/> Paraprofessionals providing support	<input type="checkbox"/> Student work	<input type="checkbox"/> Family math nights		<input type="checkbox"/> Supplemental intervention classes
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Cite additional evidence here:																																			
Comments/Follow-up:																																			
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:																																			

GOAL AREA 2: MATHEMATICS, Cont.

Strategy 2.2	IMPLEMENTATION LEVEL							
	Not Aware	Aware	Developing	Succeeding	Exceeding			
2.2 Provide parent activities in the school and/or home to help migrant children with mathematics.	<ul style="list-style-type: none"> •No provision of summer math support using the methods listed in Strategy 2.2 •No progress monitoring to determine student math needs •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of summer math support using the methods listed in Strategy 2.2 •Limited progress monitoring to determine student math needs •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of summer math support using the methods listed in Strategy 2.2 •Some progress monitoring to determine student math needs •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of summer math support using the methods listed in Strategy 2.2 •Sufficient progress monitoring to determine student math needs •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of summer math support using the methods listed in Strategy 2.2 •Extensive progress monitoring to determine student math needs •Extensive student participation •Comprehensive record keeping 			
Check (√) the evidence relevant to your delivery model								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Bilingual teachers <input type="checkbox"/> Collaboration with other programs (e.g., 21st CCLC, Title I) <input type="checkbox"/> Documentation of educational services provided to parents and families <input type="checkbox"/> Documentation of parent participation <input type="checkbox"/> Examples of materials provided to parents <input type="checkbox"/> Family math nights <input type="checkbox"/> Group projects </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Home visits focusing in parent/child lessons <input type="checkbox"/> Interpreters <input type="checkbox"/> Materials distributed during home visits <input type="checkbox"/> Math academic materials <input type="checkbox"/> Math instructional coaches <input type="checkbox"/> Math manipulatives <input type="checkbox"/> Newsletter for migrant preschool <input type="checkbox"/> Number talks </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Parent training agendas, sign-in sheets, materials <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent/child homework activities <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Student files documenting tools/resources provided </td> </tr> </table>						<input type="checkbox"/> Bilingual teachers <input type="checkbox"/> Collaboration with other programs (e.g., 21 st CCLC, Title I) <input type="checkbox"/> Documentation of educational services provided to parents and families <input type="checkbox"/> Documentation of parent participation <input type="checkbox"/> Examples of materials provided to parents <input type="checkbox"/> Family math nights <input type="checkbox"/> Group projects	<input type="checkbox"/> Home visits focusing in parent/child lessons <input type="checkbox"/> Interpreters <input type="checkbox"/> Materials distributed during home visits <input type="checkbox"/> Math academic materials <input type="checkbox"/> Math instructional coaches <input type="checkbox"/> Math manipulatives <input type="checkbox"/> Newsletter for migrant preschool <input type="checkbox"/> Number talks	<input type="checkbox"/> Parent training agendas, sign-in sheets, materials <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent/child homework activities <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Student files documenting tools/resources provided
<input type="checkbox"/> Bilingual teachers <input type="checkbox"/> Collaboration with other programs (e.g., 21 st CCLC, Title I) <input type="checkbox"/> Documentation of educational services provided to parents and families <input type="checkbox"/> Documentation of parent participation <input type="checkbox"/> Examples of materials provided to parents <input type="checkbox"/> Family math nights <input type="checkbox"/> Group projects	<input type="checkbox"/> Home visits focusing in parent/child lessons <input type="checkbox"/> Interpreters <input type="checkbox"/> Materials distributed during home visits <input type="checkbox"/> Math academic materials <input type="checkbox"/> Math instructional coaches <input type="checkbox"/> Math manipulatives <input type="checkbox"/> Newsletter for migrant preschool <input type="checkbox"/> Number talks	<input type="checkbox"/> Parent training agendas, sign-in sheets, materials <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent/child homework activities <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Student files documenting tools/resources provided						
Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

GOAL AREA 2: MATHEMATICS, Cont.

Strategy 2.3	IMPLEMENTATION LEVEL				
	Not Aware	Aware	Developing	Succeeding	Exceeding
2.3 Provide professional development (PD) to staff working with ELL migrant students on strategies for working with those students in mathematics.	<ul style="list-style-type: none"> •No provision of needs-based PD that include the methods listed in Strategy 2.3 •No documentation of staff needs and PD opportunities provided •No parent participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of needs-based PD that include the methods listed in Strategy 2.3 •Limited documentation of staff needs and PD opportunities provided •Limited parent participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of needs-based PD that include the methods listed in Strategy 2.3 •Some documentation of staff needs and PD opportunities provided •Some parent participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of needs-based PD that include the methods listed in Strategy 2.3 •Sufficient documentation of staff needs and PD opportunities provided •Sufficient parent participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of needs-based PD that include the methods listed in Strategy 2.3 •Extensive documentation of staff needs and PD opportunities provided •Extensive parent participation •Comprehensive record keeping
Check (√) the evidence relevant to delivery model					
<input type="checkbox"/> MEP facilitator training (local, state & national)		<input type="checkbox"/> Staff meetings/trainings		<input type="checkbox"/> Training materials	
<input type="checkbox"/> MEP staff attendance at conferences/trainings		<input type="checkbox"/> State conferences/meetings/trainings		<input type="checkbox"/> Training schedules, agendas & sign-in sheets	
<input type="checkbox"/> NASDME Conference		<input type="checkbox"/> Training evaluations		<input type="checkbox"/> Webinars	
<input type="checkbox"/> OSY listservs					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL AREA 3: EARLY CHILDHOOD EDUCATION

Strategy 3.1	IMPLEMENTATION LEVEL						
	Not Aware	Aware	Developing	Succeeding	Exceeding		
3.1 Promote parental awareness of school enrollment requirements and opportunities, and support parents in enrolling their children in kindergarten in a timely manner.	<ul style="list-style-type: none"> • No provision of school readiness training to PK and KG parents • No documentation of parent needs and training opportunities provided • No parent participation in training 	<ul style="list-style-type: none"> • Inadequate provision of school readiness training to PK and KG parents • Limited documentation of parent needs and training opportunities provided • Limited parent participation in training 	<ul style="list-style-type: none"> • Some provision of school readiness training to PK and KG parents • Some documentation of parent needs and training opportunities provided • Some parent participation in training 	<ul style="list-style-type: none"> • Sufficient provision of school readiness training to PK and KG parents • Sufficient documentation of parent needs and training opportunities provided • Sufficient parent participation in training 	<ul style="list-style-type: none"> • Extensive provision of school readiness training to PK and KG parents • Extensive documentation of parent needs and training opportunities provided • Extensive parent participation in training 		
Check (√) the evidence relevant to your delivery model							
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> Collaboration with early childhood providers & community action agendas <input type="checkbox"/> Collaboration with early childhood providers (e.g., Head Start, Early Head Start, Migrant and Seasonal Head Start, Family Literacy programs, local programs) <input type="checkbox"/> Collaboration with IDEA for Special Ed, Title I, Title III, Gifted Ed, Child Find <input type="checkbox"/> Collaboration with public libraries </td> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> Description of services provided <input type="checkbox"/> Documentation of coordination activities (e.g., emails) <input type="checkbox"/> Documentation of support services provided (e.g., family literacy, health, materials, resources, transportation) <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational field trips </td> </tr> </table>						<input type="checkbox"/> Collaboration with early childhood providers & community action agendas <input type="checkbox"/> Collaboration with early childhood providers (e.g., Head Start, Early Head Start, Migrant and Seasonal Head Start, Family Literacy programs, local programs) <input type="checkbox"/> Collaboration with IDEA for Special Ed, Title I, Title III, Gifted Ed, Child Find <input type="checkbox"/> Collaboration with public libraries	<input type="checkbox"/> Description of services provided <input type="checkbox"/> Documentation of coordination activities (e.g., emails) <input type="checkbox"/> Documentation of support services provided (e.g., family literacy, health, materials, resources, transportation) <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational field trips
<input type="checkbox"/> Collaboration with early childhood providers & community action agendas <input type="checkbox"/> Collaboration with early childhood providers (e.g., Head Start, Early Head Start, Migrant and Seasonal Head Start, Family Literacy programs, local programs) <input type="checkbox"/> Collaboration with IDEA for Special Ed, Title I, Title III, Gifted Ed, Child Find <input type="checkbox"/> Collaboration with public libraries	<input type="checkbox"/> Description of services provided <input type="checkbox"/> Documentation of coordination activities (e.g., emails) <input type="checkbox"/> Documentation of support services provided (e.g., family literacy, health, materials, resources, transportation) <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational field trips						
Cite additional evidence here:							
Comments/Follow-up:							
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:							

GOAL AREA 3: EARLY CHILDHOOD EDUCATION, Cont.

Strategy 3.2	IMPLEMENTATION LEVEL																						
	Not Aware	Aware	Developing	Succeeding	Exceeding																		
3.2 Inform parents about levels of skills expected for kindergarteners enrolled in local schools.	<ul style="list-style-type: none"> •No provision/facilitation to parents of 3-5-year-old migrant children •No progress monitoring to determine parent's needs •No parent participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision/facilitation to parents of 3-5-year-old migrant children •Limited progress monitoring to determine parent's needs •Limited parent participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision/facilitation to parents of 3-5-year-old migrant children •Some progress monitoring to determine parent's needs •Some parent participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision/facilitation to parents of 3-5-year-old migrant children •Sufficient progress monitoring to determine parent's needs •Sufficient parent participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision/facilitation to parents of 3-5-year-old migrant children •Extensive progress monitoring to determine parent's needs •Extensive parent participation •Comprehensive record keeping 																		
Check (√) the evidence relevant to your delivery model																							
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> Collaboration with preschool programs/services</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Documentation of staff providing services</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Student records</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Culturally-relevant literature</td> <td style="border: none;"><input type="checkbox"/> Enrollment documentation</td> <td style="border: none;"><input type="checkbox"/> Student work</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Curriculum documents</td> <td style="border: none;"><input type="checkbox"/> Formative assessments</td> <td style="border: none;"><input type="checkbox"/> Vocabulary development</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Daily reports of student progress</td> <td style="border: none;"><input type="checkbox"/> Paraprofessionals providing support</td> <td style="border: none;"><input type="checkbox"/> Writing samples (student)</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Differentiated instruction</td> <td style="border: none;"><input type="checkbox"/> Student needs assessment data</td> <td></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Direct instruction provided by certified staff</td> <td style="border: none;"><input type="checkbox"/> Student progress shared with parents</td> <td></td> </tr> </table>						<input type="checkbox"/> Collaboration with preschool programs/services	<input type="checkbox"/> Documentation of staff providing services	<input type="checkbox"/> Student records	<input type="checkbox"/> Culturally-relevant literature	<input type="checkbox"/> Enrollment documentation	<input type="checkbox"/> Student work	<input type="checkbox"/> Curriculum documents	<input type="checkbox"/> Formative assessments	<input type="checkbox"/> Vocabulary development	<input type="checkbox"/> Daily reports of student progress	<input type="checkbox"/> Paraprofessionals providing support	<input type="checkbox"/> Writing samples (student)	<input type="checkbox"/> Differentiated instruction	<input type="checkbox"/> Student needs assessment data		<input type="checkbox"/> Direct instruction provided by certified staff	<input type="checkbox"/> Student progress shared with parents	
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<input type="checkbox"/> Direct instruction provided by certified staff	<input type="checkbox"/> Student progress shared with parents																						
Cite additional evidence here:																							
Comments/Follow-up:																							
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:																							

GOAL AREA 3: EARLY CHILDHOOD EDUCATION, Cont.

Strategy 3.3	IMPLEMENTATION LEVEL													
	Not Aware	Aware	Developing	Succeeding	Exceeding									
3.3 Conduct transition-to-school activities for Pre-Kindergarten (PreK) children (e.g., organize 4-6 week summer academies for entering KG students).	<ul style="list-style-type: none"> •No provision of PreK transition strategies that include the methods listed in Strategy 3.3 •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of PreK transition strategies that include the methods listed in Strategy 3.3 •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of PreK transition strategies that include the methods listed in Strategy 3.3 •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of PreK transition strategies that include the methods listed in Strategy 3.3 •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of PreK transition strategies that include the methods listed in Strategy 3.3 •Extensive student participation •Comprehensive record keeping 									
Check (√) the evidence relevant to your delivery model														
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> Birth to 5 Parent Engagement Series</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Family engagement schedules, agendas, and sign-in sheets</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Family nights</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Documentation of services provided during family engagement trainings</td> <td style="border: none;"><input type="checkbox"/> Family engagement training materials</td> <td style="border: none;"><input type="checkbox"/> Information, strategies, and resources for parents to use at home</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Documentation of collaboration with other early learning programs</td> <td style="border: none;"><input type="checkbox"/> Family engagement training evaluations</td> <td style="border: none;"><input type="checkbox"/> Migrant Parent Conferences/Meetings</td> </tr> </table>						<input type="checkbox"/> Birth to 5 Parent Engagement Series	<input type="checkbox"/> Family engagement schedules, agendas, and sign-in sheets	<input type="checkbox"/> Family nights	<input type="checkbox"/> Documentation of services provided during family engagement trainings	<input type="checkbox"/> Family engagement training materials	<input type="checkbox"/> Information, strategies, and resources for parents to use at home	<input type="checkbox"/> Documentation of collaboration with other early learning programs	<input type="checkbox"/> Family engagement training evaluations	<input type="checkbox"/> Migrant Parent Conferences/Meetings
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Cite additional evidence here:														
Comments/Follow-up:														
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:														

GOAL 4: HIGH SCHOOL GRADUATION/SERVICES TO OSY

Strategy 4.1	IMPLEMENTATION LEVEL							
	Not Aware	Aware	Developing	Succeeding	Exceeding			
4.1 Assign an advisor to students to provide academic conferencing, support, and advocacy.	<ul style="list-style-type: none"> •No provision of supplemental instructional services to secondary migrant students/OSY •No progress monitoring to determine learning needs •No student/youth participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of supplemental instructional services to secondary migrant students/OSY • Inadequate progress monitoring to determine learning needs •Limited student/youth participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of supplemental instructional services to secondary migrant students/OSY • Some progress monitoring to determine learning needs •Some student/youth participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of supplemental instructional services to secondary migrant students/OSY •Sufficient progress monitoring to determine learning needs • Sufficient student/youth participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of supplemental instructional services to secondary migrant students/OSY •Extensive progress monitoring to determine learning needs • Extensive student/youth participation •Comprehensive record keeping 			
<p>Check (√) the evidence relevant to your delivery model</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> After-school tutoring <input type="checkbox"/> Alternative secondary school site <input type="checkbox"/> Career/college information packets <input type="checkbox"/> Collaboration with other programs (e.g., districts, vocational high school) <input type="checkbox"/> Collaboration with workforce development <input type="checkbox"/> College/career readiness activities <input type="checkbox"/> Computer program work packets <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Direct instruction to secondary students/OSY <input type="checkbox"/> Dropout reports <input type="checkbox"/> Enrollment in ESL or GED classes without being placed on a waiting list <input type="checkbox"/> Fees paid for migrant students to attend credit retrieval programs </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Field trips <input type="checkbox"/> High school counselor credit evaluations <input type="checkbox"/> Leadership programs <input type="checkbox"/> Lists of services provided <input type="checkbox"/> Online credit options <input type="checkbox"/> Onsite Algebra class <input type="checkbox"/> Progress monitoring </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Secondary credit accrual <input type="checkbox"/> Student conferences to determine need <input type="checkbox"/> Student monitoring by MEP staff <input type="checkbox"/> Student participation records <input type="checkbox"/> Student records <input type="checkbox"/> Student work <input type="checkbox"/> Summer home visit program <input type="checkbox"/> Summer programming <input type="checkbox"/> Transportation <input type="checkbox"/> University recruiter to assist with FAFSA/WASFA </td> </tr> </table>						<input type="checkbox"/> After-school tutoring <input type="checkbox"/> Alternative secondary school site <input type="checkbox"/> Career/college information packets <input type="checkbox"/> Collaboration with other programs (e.g., districts, vocational high school) <input type="checkbox"/> Collaboration with workforce development <input type="checkbox"/> College/career readiness activities <input type="checkbox"/> Computer program work packets <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Direct instruction to secondary students/OSY <input type="checkbox"/> Dropout reports <input type="checkbox"/> Enrollment in ESL or GED classes without being placed on a waiting list <input type="checkbox"/> Fees paid for migrant students to attend credit retrieval programs	<input type="checkbox"/> Field trips <input type="checkbox"/> High school counselor credit evaluations <input type="checkbox"/> Leadership programs <input type="checkbox"/> Lists of services provided <input type="checkbox"/> Online credit options <input type="checkbox"/> Onsite Algebra class <input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Secondary credit accrual <input type="checkbox"/> Student conferences to determine need <input type="checkbox"/> Student monitoring by MEP staff <input type="checkbox"/> Student participation records <input type="checkbox"/> Student records <input type="checkbox"/> Student work <input type="checkbox"/> Summer home visit program <input type="checkbox"/> Summer programming <input type="checkbox"/> Transportation <input type="checkbox"/> University recruiter to assist with FAFSA/WASFA
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<p>Cite additional evidence here:</p>								
<p>Comments/Follow-up:</p>								
<p><input type="checkbox"/> This Strategy is not applicable to our project - Reason:</p>								

GOAL 4: HIGH SCHOOL GRADUATION/SERVICES TO OSY, Cont.

Strategy 4.2	IMPLEMENTATION LEVEL							
	Not Aware	Aware	Developing	Succeeding	Exceeding			
4.2 Coordinate services for out-of-school (OSY) to meet education and career goals through adult education classes, Mexican consulate programs, transition-to-college programs, community college, Job Corps, GED preparation, life skills courses, and ESL instruction.	<ul style="list-style-type: none"> •No provision of migrant student graduation support and advocacy that includes the methods in Strategy 4.2 •No student participation •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of migrant student graduation support and advocacy that includes the methods in Strategy 4.2 •Limited student participation •Inadequate record keeping 	<ul style="list-style-type: none"> •Some provision of migrant student graduation support and advocacy that includes the methods in Strategy 4.2 •Some student participation •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of migrant student graduation support and advocacy that includes the methods in Strategy 4.2 •Sufficient student participation •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of migrant student graduation support and advocacy that includes the methods in Strategy 4.2 •Extensive student participation •Comprehensive record keeping 			
Check (√) the evidence relevant to your deliver model								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Collaboration with other programs (e.g., districts, vocational high school) <input type="checkbox"/> College/career readiness activities <input type="checkbox"/> Computer program work packets <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Dropout reports </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Enrollment documentation <input type="checkbox"/> Field trips <input type="checkbox"/> High school counselor credit evaluations <input type="checkbox"/> Lists of services provided <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Student conferences to determine need </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Student monitoring by MEP staff <input type="checkbox"/> Student participation records <input type="checkbox"/> Student records <input type="checkbox"/> Student work <input type="checkbox"/> Summer home visit program <input type="checkbox"/> Summer programming <input type="checkbox"/> Transportation provided <input type="checkbox"/> University recruiter to assist with FAFSA/WASFA </td> </tr> </table>						<input type="checkbox"/> Collaboration with other programs (e.g., districts, vocational high school) <input type="checkbox"/> College/career readiness activities <input type="checkbox"/> Computer program work packets <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Dropout reports	<input type="checkbox"/> Enrollment documentation <input type="checkbox"/> Field trips <input type="checkbox"/> High school counselor credit evaluations <input type="checkbox"/> Lists of services provided <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Student conferences to determine need	<input type="checkbox"/> Student monitoring by MEP staff <input type="checkbox"/> Student participation records <input type="checkbox"/> Student records <input type="checkbox"/> Student work <input type="checkbox"/> Summer home visit program <input type="checkbox"/> Summer programming <input type="checkbox"/> Transportation provided <input type="checkbox"/> University recruiter to assist with FAFSA/WASFA
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Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

GOAL 4: HIGH SCHOOL GRADUATION/SERVICES TO OSY, Cont.

Strategy 4.3	IMPLEMENTATION LEVEL							
	Not Aware	Aware	Developing	Succeeding	Exceeding			
4.3 Provide services at times and days convenient for out-of-school youth (e.g., evenings, weekends, and summers).	<ul style="list-style-type: none"> •No support/provisions provided to OSY that includes methods in Strategy 4.3. •No OSY served •No record keeping 	<ul style="list-style-type: none"> •Inadequate support/provisions provided to OSY that includes methods in Strategy 4.3 •Limited number of OSY served •Inadequate record keeping 	<ul style="list-style-type: none"> •Some support/provisions provided to OSY that includes methods in Strategy 4.3 •Some OSY served •Some record keeping 	<ul style="list-style-type: none"> •Sufficient support/provisions provided to OSY that includes methods in Strategy 4.3 •Sufficient number of OSY served •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive support/provisions provided to OSY that includes methods in Strategy 4.3 •Extensive number of OSY served •Comprehensive record keeping 			
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<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Credit accrual analysis <input type="checkbox"/> Credit recovery program <input type="checkbox"/> Dual credit support <input type="checkbox"/> Health care support/services <input type="checkbox"/> Job training support <input type="checkbox"/> Lists of services provided </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Monitoring by MEP staff <input type="checkbox"/> Participation records <input type="checkbox"/> Reengagement in school <input type="checkbox"/> Referrals to adult education programs <input type="checkbox"/> Referrals to GED preparation programs <input type="checkbox"/> Referrals to high school equivalency programs </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Referrals to rehabilitation programs <input type="checkbox"/> Referrals to the DMV for driver's licenses, ID, or education <input type="checkbox"/> Transportation provided <input type="checkbox"/> Workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights) </td> </tr> </table>						<input type="checkbox"/> Credit accrual analysis <input type="checkbox"/> Credit recovery program <input type="checkbox"/> Dual credit support <input type="checkbox"/> Health care support/services <input type="checkbox"/> Job training support <input type="checkbox"/> Lists of services provided	<input type="checkbox"/> Monitoring by MEP staff <input type="checkbox"/> Participation records <input type="checkbox"/> Reengagement in school <input type="checkbox"/> Referrals to adult education programs <input type="checkbox"/> Referrals to GED preparation programs <input type="checkbox"/> Referrals to high school equivalency programs	<input type="checkbox"/> Referrals to rehabilitation programs <input type="checkbox"/> Referrals to the DMV for driver's licenses, ID, or education <input type="checkbox"/> Transportation provided <input type="checkbox"/> Workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights)
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Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

GOAL 5: PROFESSIONAL LEARNING (PL)

Strategy 5.1	IMPLEMENTATION LEVEL							
	Not Aware	Aware	Developing	Succeeding	Exceeding			
5.1 Provide professional learning (PL) opportunities during the summer and other times that are convenient for MEP staff, and provide training via webinar or other online methods.	<ul style="list-style-type: none"> •No PL opportunities that includes methods in Strategy 5.1 •No MEP staff served •No record keeping 	<ul style="list-style-type: none"> •Inadequate PL opportunities that includes methods in Strategy 5.1 •Limited number of MEP staff served •Inadequate record keeping 	<ul style="list-style-type: none"> •Some PL opportunities that includes methods in Strategy 5.1 •Some MEP staff served •Some record keeping 	<ul style="list-style-type: none"> •Sufficient PL opportunities that includes methods in Strategy 5.1 •Sufficient number of MEP staff served •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive PL opportunities that includes methods in Strategy 5.1 •Extensive number of MEP staff served •Comprehensive record keeping 			
Check (✓) the evidence relevant to your delivery model								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <input type="checkbox"/> MEP facilitator training (local, state & national) <input type="checkbox"/> MEP staff attendance at conferences/trainings <input type="checkbox"/> NASDME Conference <input type="checkbox"/> OSY listservs </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Staff meetings/trainings <input type="checkbox"/> State conferences/meetings/trainings <input type="checkbox"/> Training evaluations <input type="checkbox"/> Training materials <input type="checkbox"/> Training schedules, agendas & sign-in sheets <input type="checkbox"/> Webinars </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights) </td> </tr> </table>						<input type="checkbox"/> MEP facilitator training (local, state & national) <input type="checkbox"/> MEP staff attendance at conferences/trainings <input type="checkbox"/> NASDME Conference <input type="checkbox"/> OSY listservs	<input type="checkbox"/> Staff meetings/trainings <input type="checkbox"/> State conferences/meetings/trainings <input type="checkbox"/> Training evaluations <input type="checkbox"/> Training materials <input type="checkbox"/> Training schedules, agendas & sign-in sheets <input type="checkbox"/> Webinars	<input type="checkbox"/> Workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights)
<input type="checkbox"/> MEP facilitator training (local, state & national) <input type="checkbox"/> MEP staff attendance at conferences/trainings <input type="checkbox"/> NASDME Conference <input type="checkbox"/> OSY listservs	<input type="checkbox"/> Staff meetings/trainings <input type="checkbox"/> State conferences/meetings/trainings <input type="checkbox"/> Training evaluations <input type="checkbox"/> Training materials <input type="checkbox"/> Training schedules, agendas & sign-in sheets <input type="checkbox"/> Webinars	<input type="checkbox"/> Workshops (accessing community resources, financial literacy, life skills, English language development, legal services/rights)						
Cite additional evidence here:								
Comments/Follow-up:								
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:								

GOAL 5: PROFESSIONAL LEARNING, Cont.

Strategy 5.2	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
5.2 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.	<ul style="list-style-type: none"> •No PL opportunities that includes methods in Strategy 5.2 •No staff served •No record keeping 	<ul style="list-style-type: none"> •Inadequate PL opportunities that includes methods in Strategy 5.2 •Limited number of staff served •Inadequate record keeping 	<ul style="list-style-type: none"> •Some PL opportunities that includes methods in Strategy 5.2 •Some staff served •Some record keeping 	<ul style="list-style-type: none"> •Sufficient PL opportunities that includes methods in Strategy 5.2 •Sufficient number of staff served •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive PL opportunities that includes methods in Strategy 5.2 •Extensive number of staff served •Comprehensive record keeping
Check (✓) the evidence relevant to your delivery model					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of meetings (agenda, sign-in sheets, meeting notes) <input type="checkbox"/> Evidence of district MEP staff meeting with community stakeholders </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Webinars/Workshops (accessing community resources, language financial literacy, life skills, English development, legal services/rights) </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL 5: PROFESSIONAL LEARNING, Cont.

Strategy 5.3	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
5.3 Provide workshops on topics such as parental involvement, differentiated instruction, research-based strategies for teaching migrant students, and language development for English learners.	<ul style="list-style-type: none"> •No PL opportunities that includes methods in Strategy 5.3 •No staff served •No record keeping 	<ul style="list-style-type: none"> •Inadequate PL opportunities that includes methods in Strategy 5.3 •Limited number of staff served •Inadequate record keeping 	<ul style="list-style-type: none"> •Some PL opportunities that includes methods in Strategy 5.3 •Some staff served •Some record keeping 	<ul style="list-style-type: none"> •Sufficient PL opportunities that includes methods in Strategy 5.3 •Sufficient number of staff served •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive PL opportunities that includes methods in Strategy 5.3 •Extensive number of staff served •Comprehensive record keeping
Check (✓) the evidence relevant to your delivery model					
<input type="checkbox"/> Evidence of attending professional development meetings <input type="checkbox"/> Webinars/Workshops (accessing community resources, language, financial literacy, life skills, English development, legal services/rights)					
<input type="checkbox"/> Evidence of district MEP staff trainings					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

**Oklahoma Migrant Education Program (OMEP)
STAFF SURVEY**



Please mark your location:

- Altus Commerce Frederick Guymon
 Heavener Miami Tahlequah Westville

Please respond to the questions below that apply to you in your role with the MEP. If you cannot comment on the extent to which the group(s) of students improved, please mark "not applicable."	Not applicable	Not at all	Very little	Somewhat	A lot
OMEP supplemental instruction was effective in...					
1. Meeting migratory students' <u>academic needs</u> .	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
2. Helping migratory students improve their <u>reading/language arts skills</u> .	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
3. Helping migratory students improve their <u>math skills</u> .	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
4. Helping preschool migratory children <u>prepare for school</u> .	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
5. Helping migratory secondary students make progress toward <u>graduation</u> .	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

For the statement below, complete only if you attended MEP-sponsored training. Examples of MEP-sponsored training include statewide trainings, local training regarding the MEP, and national trainings such as the national migrant conference (NASDME).	Not applicable	Not at all	Very little	Somewhat	A lot
Training sponsored by the MEP ...					
6. Increased my skills for meeting the needs of migratory students.	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="checkbox"/> Not applicable because I did not attend MEP-sponsored training.					
<input type="checkbox"/> Not applicable because I do not provide services for migratory students.					

7. How would you rate the **overall quality** of OMEP services for migratory students?
 Poor Average Good Exemplary

8. Do you have any stories that demonstrate the impact of the migrant program on a particular student, group of students, or family?

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9. What are your suggestions to improve/enhance the MEP, or other comments you'd like to share?

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