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Executive Summary

The purpose of the Oklahoma Migrant Education Program evaluation is to assess the program’s success in achieving the goals in Oklahoma’s service delivery plan, which is developed to increase the effectiveness of the program in serving migrant students in Oklahoma. Five performance targets with measurable program outcomes related to state assessment scores in reading/language arts and mathematics, early childhood education, high school graduation, and professional learning opportunities were evaluated for the 2014-2015 and 2015-2016 school years. Findings are as follows.

**Reading/Language Arts:**

- Of the migrant students who took the Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) Test in the 2014-2015 and 2015-2016 school years, **59%** showed an increase in language proficiency levels from one school year to the next.

- Of the migrant students who received supplemental services for reading/language arts in the 2015-2016 school year, **20%** showed an increase in their performance level on the Oklahoma Core Curriculum Test (OCCT) for reading/language arts from the 2014-2015 to the 2015-2016 school year.

- Of the migrant students who took the OCCT in reading/language arts in the 2015-2016 school year, **56%** scored at the proficient level or above.

**Mathematics:**

- Of the migrant students who received supplemental services for mathematics in the 2015-2016 school year, **30%** showed an increase in their performance level on the Oklahoma Core Curriculum Test (OCCT) for mathematics from the 2014-2015 to the 2015-2016 school year.

- Of the migrant students who took the OCCT in mathematics in the 2015-2016 school year, **59%** scored at the proficient level or above.

**Early Childhood Education:**

- In the 2015-2016 school year, **33%** of migrant children ages 3 to 5 were enrolled in pre-kindergarten or kindergarten.

- Of the migrant students who were in kindergarten in the 2015-2016 school year, **24%** were younger than 6 years old when they were enrolled.
Results indicate that the Oklahoma Migrant Education Program is successful in many areas, including high school graduation rates and English language proficiency. The data suggest that areas that need improvement include early childhood education and proficiency in reading/language arts and mathematics. Additionally, though all migrant staff and educators surveyed reported participating in professional learning opportunities and/or receiving resources related to migrant education and populations, it is clear from the observational and survey data that there are still gaps in understanding about issues related to maintaining a migrant program and working with migrant students.

**High School Graduation:**

- In the 2015-2016 school year, 90% of migrant students who were eligible for graduation from high school graduated.

- Though there were no out-of-school migrant youth in the 2015-2016 school year, 100% of the migrant programs reported having services and resources available for out-of-school youth.

**Professional Learning Opportunities:**

- Of the migrant program staff and other educators surveyed, 100% reported having participated in at least one professional learning opportunity and/or receiving resources related to migrant education and populations.

Results indicate that the Oklahoma Migrant Education Program is successful in many areas, including high school graduation rates and English language proficiency. The data suggest that areas that need improvement include early childhood education and proficiency in reading/language arts and mathematics. Additionally, though all migrant staff and educators surveyed reported participating in professional learning opportunities and/or receiving resources related to the migrant program, it is clear from the observational and survey data that there are still gaps in understanding about issues related to maintaining a migrant program and working with migrant students.
Migrant workers are generally defined as individuals who leave their permanent residence to seek employment as agricultural workers or fishermen (Branz-Spall, Rosenthal, & White, 2003; Perry, 1997). They typically must make frequent moves during a 12-month period to maintain employment (Romanowski, 2001). The lifestyle of migrant workers presents challenges for the workers and their families.

The children of migrant workers face many difficulties. These children often live in extreme poverty (Commission on Security and Cooperation in Europe, 1993; Green, 2003; López, Scribner, & Mahitivanichcha, 2001), and their parents typically work long hours at labor-intensive jobs, leaving the children to care for themselves and each other (Green, 2003). Due to the low wages most migrant workers earn, children must often work alongside their parents to help provide for the family (Commission on Security and Cooperation in Europe, 1993). A migrant child may work between 16 and 18 hours per week starting at age 12 (North Carolina Council of Churches, 2012). Because migrant children move often, they may attend many different schools in an academic year; for these students, it can take about three years to advance one grade level (North Carolina Council of Churches, 2012). These factors, combined with others common among migrant families, such as poor health, language barriers, and cultural differences, make it difficult for children of migrant workers to attend school regularly and reach the achievement levels of their non-migrant peers (Green, 2003). In fact, an estimated 50% of migrant children eventually drop out of school (North Carolina Council of Churches, 2012).

**Challenges for Migrant Children**

Migrant children face many challenges related to mobility, poverty, family, language, and culture that may cause problems in school, such as difficulty concentrating, getting behind in classes and grade level, lack of social support, and poor school attendance. These challenges include:

- Distrust of schools
- Differing school requirements from one district to another
- Stress from frequently having to acclimate to new schools, peers, and communities
- Working to help support the family
- Malnourishment and poor health
- Poor living conditions
- Responsibility for caring for other siblings while parents work
- Feelings of social isolation
- Difficulty understanding the English language
- Discrimination
- Lack of help with homework
Program Description

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act of 1965, as amended (U.S. Department of Education, 2010), and was developed to address the obstacles that migrant children and their families encounter so that migrant children can have the same educational opportunities as non-migrant students. State MEPs provide services to migrant students to:

- reduce disruptions caused by repeated moves;
- ensure that they are not penalized for state disparities related to academic standards and requirements;
- support them so that they are able to meet the academic standards required by states;
- address the educational needs of migrant students and families; and
- help them overcome cultural and language barriers, feelings of social isolation, health-related problems, and other factors that affect the students and their families (Oklahoma State Department of Education [OSDE], n.d.).

Children are considered migratory and are eligible to receive MEP services if they meet all of the following eligibility criteria (U.S. Department of Education, 2010):

- The child is 21 years of age or younger and has not obtained a GED or completed high school.
- The child is entitled to a free public education through 12th grade and is below the age of compulsory school attendance.
- The child or the child’s parent, spouse, or guardian is a migratory agricultural worker or fisherman.
- The child moved from one school district to another within the preceding 36 months to seek or obtain work or for the child’s parent, spouse, or guardian to seek or obtain work as a migratory agricultural worker or fisherman.

Identification and recruitment efforts are made at the district and state level to identify children who may be eligible for the MEP. When a child is identified, the family is interviewed, and information is obtained to determine eligibility. If the child meets the eligibility criteria, they are issued a Certificate of Eligibility (COE; see Appendix A) to confirm their status as a migrant student so that they may begin to receive services. Without a COE, migrant students are not able to receive MEP services. COEs are valid for three years from the date of issue, but students must be recertified at the beginning of every school year. A new COE must be completed every time a child makes a new qualifying move.
The Oklahoma Migrant Education Program (OMEP) is housed within the Oklahoma State Department of Education (OSDE). The director of the OMEP also serves as the director of Federal Programs for OSDE. Other state OMEP staff include a program specialist and a recruiter. The state recruiter’s time is dedicated entirely to the OMEP, while the program specialist has duties outside the OMEP.

In academic year 2015-2016, there were 13 school districts in Oklahoma with MEPs. The OMEP works with the districts, supporting them and providing guidance and resources to meet the overall goals of the OMEP. Each district has MEP staff consisting of directors, data technicians, recruiters, and other staff members. In many districts, staff members hold multiple roles within the school system and the MEP.

### School Districts in Oklahoma with Migrant Education Programs

![Map of Oklahoma with marked districts](image)

In the 2015-2016 school year, there were 628 eligible migrant children enrolled in 40 schools in the state. This was a decrease from the previous year’s total of 794 migrant children enrolled in 49 schools. This decrease may be attributed to a drought that damaged crops in the southwestern part of the state, resulting in a diminished need for farm workers. Additionally, the OMEP increased quality control efforts to ensure appropriate families were deemed eligible for the program. As a result, several migrant families were found to be ineligible and were removed from the program (U.S. Department of Education, 2017).
In the 2015-2016 school year, the majority of eligible migrant students were located in the cities of Merritt, Frederick, Guymon, and Heavener. Merritt has several farms and cattle ranches, but many migrant workers leave the state to work at other agricultural jobs throughout the year. Frederick has farms and a meat processing plant, Guymon has a pork processing plant, and Heavener has a poultry processing plant. These agricultural opportunities result in a larger migrant population in these districts than in others. Some migrant districts in the state are very small, with as few as one eligible migrant student.

Data is from the WAVE for school years 2014-2015 and 2015-2016. Counts represent students who were in a migrant education program.

### Number of Migrant Students in Each District in School Year 2015-2016

<table>
<thead>
<tr>
<th>District</th>
<th>2014-2015 Count</th>
<th>2015-2016 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altus</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Cache</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Commerce</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Davidson</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Frederick</td>
<td>92</td>
<td>122</td>
</tr>
<tr>
<td>Guymon</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>Heavener</td>
<td>49</td>
<td>72</td>
</tr>
<tr>
<td>Hollis</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Merritt</td>
<td>153</td>
<td>144</td>
</tr>
<tr>
<td>Snyder</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Tahlequah</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Westville</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Yarbrough</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

Data is from the WAVE for school years 2014-2015 and 2015-2016. Counts represent students who were in a migrant education program.

“Every family and every kid needs something different, and so you have to visit with the parents, you have to visit with the teachers to find out how best we can serve our kids and then we have to adjust from there.”

~ Migrant Program Staff Member
The majority of migrant students are White. About half are Hispanic/Latino, and approximately 11% are American Indian. There are very few Asian, Black, and Pacific Islander students in the migrant program.

"Our expectations are no different for migrant students than for any other student. Be kind. Work hard. Finish."
~ Migrant Program Staff Member

### Race of Migrant Students in School Years 2014-2015 and 2015-2016

<table>
<thead>
<tr>
<th>Race</th>
<th>2014-2015 (N = 553)</th>
<th>2015-2016 (N = 530)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Black</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>52%</td>
<td>53%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>White</td>
<td>86%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Data is from the WAVE for school years 2014-2015 and 2015-2016. Counts represent students who were in a migrant education program. Percentages will not equal 100% because students may be represented in more than one race category.
Priority for Services

Migrant students who are most at risk of experiencing academic problems may be given Priority for Services (PFS) status. District MEP staff consider several risk factors when making this determination. For a child to be given PFS status, there must be an interruption of services during the regular school year, and the student must meet one or more of the at-risk criteria (see Appendix B). Students who are not given PFS status may still receive services; the PFS designation is only meant to assist MEP staff in identifying the students who are most in need of services and should receive services first should there be limited MEP resources available. Migrant students are evaluated for PFS status annually. If a student is given PFS status, they are considered PFS for the entire school year in that district. However, if a student moves from a district in which they have PFS status, they must be reassessed in their new district. The new district may or may not grant PFS status.

Number of Migrant Students in Oklahoma in School Years 2014-2015 and 2015-2016

<table>
<thead>
<tr>
<th>Age/Grade</th>
<th>Eligible Students</th>
<th>Priority for Services</th>
<th>Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 3-5</td>
<td>59</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>50</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>1st Grade</td>
<td>92</td>
<td>62</td>
<td>6</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>63</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>49</td>
<td>55</td>
<td>7</td>
</tr>
<tr>
<td>4th Grade</td>
<td>68</td>
<td>37</td>
<td>20</td>
</tr>
<tr>
<td>5th Grade</td>
<td>63</td>
<td>47</td>
<td>11</td>
</tr>
<tr>
<td>6th Grade</td>
<td>62</td>
<td>45</td>
<td>13</td>
</tr>
<tr>
<td>7th Grade</td>
<td>48</td>
<td>42</td>
<td>16</td>
</tr>
<tr>
<td>8th Grade</td>
<td>46</td>
<td>47</td>
<td>7</td>
</tr>
<tr>
<td>9th Grade</td>
<td>56</td>
<td>39</td>
<td>16</td>
</tr>
<tr>
<td>10th Grade</td>
<td>53</td>
<td>49</td>
<td>10</td>
</tr>
<tr>
<td>11th Grade</td>
<td>43</td>
<td>33</td>
<td>14</td>
</tr>
<tr>
<td>12th Grade</td>
<td>42</td>
<td>52</td>
<td>3</td>
</tr>
<tr>
<td>Out-of-school Youth</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>794</td>
<td>628</td>
<td>143</td>
</tr>
</tbody>
</table>

Data is from the Consolidated State Performance Report: Part II for school years 2014-2015 and 2015-2016. Counts represent eligible migrant students across the state, whether or not they resided in a district with a migrant program or received services. Out-of-school youth are defined as children who are eligible for MEP services but are not enrolled in a K-12 institution.
Limited English Proficient

An eligible migrant student may be identified as having a limited English proficiency (LEP) based on the results of the Oklahoma Home Language Survey and/or the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) assessments. Once a student is identified as LEP, the student is placed in a language instruction education program of the district’s choosing. The program should ensure that the student makes progress in learning English, becomes proficient in English, and meets the same academic standards all other students are expected to meet.

In 2015-2016, 32% of the eligible migrant students were LEP. This was an increase from 22% the previous year. No specific reason can be identified for the increase. Most of the LEP students were in elementary school (K-5th grades), while the fewest number of LEP students were in middle (6th-8th grades) and high school (9th-12th grades) had approximately the same number of PFS students.

In 2015-2016, 33% of the eligible migrant students were designated as PFS. This was an increase from 18% the previous year. The increase could be attributed to confusion at the district MEP level about how to identify students who are PFS. Recently, OSDE has worked to educate district MEPs about the importance of identifying students who are PFS and how to document PFS status, which could have contributed to the increase. Most of the PFS students were in elementary school (K-5th grades), while middle (6th-8th grades) and high school (9th-12th grades) had approximately the same number of PFS students.
The Elementary and Secondary Education Act of 1965 (U.S. Department of Education, 2010) requires that state educational agencies conduct a comprehensive needs assessment of the state’s MEP. This needs assessment serves as the foundation for the development of a state service delivery plan, which outlines the performance targets of the program and the intended measurable outcomes. Strategies to improve the effectiveness of the MEP are implemented based on the plan. An evaluation is then conducted to assess the program’s progress toward meeting the performance targets and measurable outcomes set forth in the state service delivery plan. The information provided by the evaluation can be used to modify the state service delivery plan to continue to improve the effectiveness of the MEP.

The most recent revision of the OMEP’s initial Comprehensive Needs Assessment was completed in 2017. This revised Comprehensive Needs Assessment identified three areas of concern through multiple data sources (University of Oklahoma, 2017a):

1. A lower percentage of migrant students score as proficient or above on statewide assessments in reading/language arts and mathematics when compared to their non-migrant peers.
2. Migrant students are not receiving early childhood education/instruction at the appropriate time.
3. Classrooms teachers may lack sufficient knowledge about their migrant population to provide needed support.

The Comprehensive Needs Assessment served as the basis upon which Oklahoma’s Service Delivery Plan was developed (The University of Oklahoma, 2017b). Oklahoma’s Service Delivery Plan addresses each of the identified concerns as performance targets with measurable outcomes and indicators. The OMEP contracted with The University of Oklahoma’s Educational Training, Evaluation, Assessment, and Measurement Department (E-TEAM) to conduct an external evaluation of the OMEP’s success in achieving the performance targets and measurable program outcomes of the Oklahoma State Service Delivery Plan and evaluate program implementation for fidelity. This evaluation report provides data, where available, to address each performance target and measurable outcome and assess the level of fidelity of the OMEP’s program implementation. Recommended strategies are presented for the OMEP to consider in order to continue to improve upon their progress and achieve better outcomes for Oklahoma’s migrant students in the future.

For this report, E-TEAM evaluators examined data from multiple sources, including the MIS2000 database (the data collection system used by MEPs throughout the U.S.), the Consolidated State Performance Report: Part II, information provided by the OMEP, results of the Oklahoma Core Curriculum Tests (OCCTs), results of the ACCESS for ELLs test, and the WAVE (Oklahoma’s student information system) for academic years 2014-2015 and 2015-2016. All 13 migrant directors completed surveys about their programs at the end of the 2015-2016 school year. In addition, four school districts with migrant education programs were visited during the 2016-2017 school year. During these visits, evaluators interviewed migrant program staff members, including four program
directors, three tutors, two recruiters, and a data entry clerk; observed migrant service delivery and Parent Advisory Council (PAC) meetings; and collected survey data from migrant parents, educators, and students. Surveys were also collected from migrant parents, educators, and students in other districts not visited.

“[Migrant] funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs [state education agencies], based on each state’s per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state” (United States Department of Education, 2015).
Performance Target 1: The number of migrant students who score proficient or above on statewide assessments in reading/language arts in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.

Migrant families are highly mobile, with some migrant students attending as many as three schools in one academic year (North Carolina Council of Churches, 2012). Research has shown that high mobility is a major threat to academic achievement (Branz-Spall, Rosenthal, & Wright, 2003; Green, 2003; Isernhagen & Bulkin, 2011; Paik & Phillips, 2002; Perry, 1997; Romanowski, 2001). Students who move frequently have many interruptions in their education and must constantly acclimate to new schools, which often have different academic requirements. These repeated school changes may lead to a cumulative academic lag. A study of Nebraska students showed that highly mobile students consistently scored lower on criterion-referenced assessments than their peers who were not highly mobile (Iserhagen & Bulkin, 2011). This delay in achievement may also result in migrant students being required to repeat a grade (Kerbow, 1996).

An additional complicating factor that many migrant children must overcome is a language barrier. Over 90% of migrant workers speak a language other than English, and 84% speak limited or no English (National Commission of Migrant Education, 1992). Research has shown that students who had at least two to five years of schooling in their primary language and began schooling in English between the ages of 8 and 11 took five to seven years to reach age- and grade-level norms on English language assessments. For students who received little or no schooling in their primary language and began schooling in English in early childhood, it took as many as 10 years to reach age- and grade-level norms (Thomas & Collier, 1997). Because many migrant students are not proficient in English and have not received much, if any, schooling in their native language, it can take much longer for them to reach appropriate age- and grade-level performance. Language obstacles, combined with high mobility and other factors, such as high levels of poverty (Paik & Phillips, 2002), make it extremely difficult for migrant students to reach the same level of academic achievement as non-migrant students.

To address these concerns, the OMEP developed performance targets 1 and 2 and related measurable outcomes in the Oklahoma State Service Delivery Plan.

**Performance Target 1:** The number of migrant students who score proficient or above on statewide assessments in reading/language arts in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.

**Measurable Outcome 1a:** At least 50% of migrant students who took the ACCESS for ELLs Test will show an increase in their language proficiency level in the reporting year as compared to their scores in the previous year.

The ACCESS for ELLs Test is given to students for whom English is not their primary language. The purpose of the test is to monitor student progress in English language proficiency and to determine levels of English language proficiency as compared to English-proficient peers. The test is given annually (University of Washington, 2015).

Students are provided their language proficiency level with their ACCESS for ELLs results. These levels are based on a student’s scaled score and grade level. There are six levels of proficiency, with Level 1 being the lowest and Level 6 being the highest (University of Washington, 2015):
“Players in the Migrant Education Program are families. Unlike some other federal programs, the migrant program truly touches the family and can be the difference both academically and emotionally in the lives of children. The staff at all levels of the Migrant Education Program must be prepared to be advocates and should have an intimate understanding of the needs of our clients.” ~ Migrant Program Staff Member

**Level 1: Entering** – The student knows and uses minimal social language and minimal academic language with visual and graphic support.

**Level 2: Emerging** – The student knows and uses some social English and general academic language with visual and graphic support.

**Level 3: Developing** – The student knows and uses social English with some specific academic language with visual and graphic support.

**Level 4: Expanding** – The student knows and uses social English and some technical academic language.

**Level 5: Bridging** – The student knows and uses social English and academic language working with grade level material.

**Level 6: Reaching** – The student knows and uses social and academic language at the highest level measured by this test.

**Number of Students Scoring at each Proficiency Level on the ACCESS for ELLs Test for School Years 2014-2015 and 2015-2016**
Proficiency level scores are reported as a whole number with a decimal (e.g., 2.4). The whole number is the student’s language proficiency level. The decimal number is the proportion within the proficiency level range that the student’s scale score represents (University of Washington, 2015).

In the 2014-2015 school year, the average proficiency score for migrant students was 4.0 (n = 161). Three students (2%) scored at Level 6. There was a decrease in the average proficiency score in the 2015-2016 school year, with an average score of 3.7 (n = 190). Two students (1%) scored at Level 6 in 2016.

Ninety-six students had scores in both the 2014-2015 and 2015-2016 school years for the ACCESS for ELLs Test. Of those, the proficiency levels for 57 (59%) students was higher in 2016 than in 2015. Thirty-four students (35%) had lower proficiency levels in 2016 than they did in 2015, and five students (5%) showed no change in their proficiency levels from one year to the next.

Program Implementation

Oklahoma’s migrant education programs are diverse in their language needs. In some districts, language is not an issue. For example, two of the districts we visited reported having no ELL students in their migrant programs and stated that language is not an issue for them. In contrast, for some districts, language is a major challenge. For example, respondents in the Guymon school district noted that there are thirty-seven languages spoken, and, in some cases, there are students from the same country who speak different dialects and some who speak languages or dialects that are not written, making interpretation problematic.

Another language-related concern uncovered through interviews is that teachers often misunderstand students’ language challenges. Teachers may believe that their ELL students understand English because they hear the students having conversations with other students in English. What teachers may not realize, explained an interviewee, is that students may be able to communicate socially in English, but may not be able to understand the academic language that they encounter in the classroom and textbooks. Similarly, students may be able to speak and understand English but may not be able to read and write in English. She went on to say that teachers need to be aware of this distinction and adjust coursework and classroom instruction to address these students’ language challenges.

Teachers also need to be cognizant that migrant students may not vocalize when they are struggling. One interview respondent stated that migrant students often feel intimidated and uncomfortable because they do not speak English and they have a different culture and customs than their classmates. These students may not ask questions when they are confused. Often, she says, migrant students will “be quiet and they’ll go through class quiet, and you’ll think they know or they’re current, and they might be behind and you won’t catch it.” Further, in some cultures, it may not be considered appropriate to ask questions of a teacher. Educators need to be aware that students could appear to understand but do not and are reluctant to ask questions. Migrant students who are ELLs may need to be approached when their peers are not present and asked directly if they understand the course material.

Migrant parents often struggle with language barriers, making it difficult for them to participate in their children’s education and assist with homework. One MEP director stated that many of the migrant parents are not literate in their own language, and certainly not in English. In one PAC meeting we attended, there were parents present who spoke different languages. This makes it difficult for migrant program staff to conduct meetings that are meaningful to all parents.
Oklahoma’s migrant programs have implemented many strategies to help migrant families and children with language barriers. All of the migrant programs indicated that they provide services for parents with limited English skills, such as interpreters for meetings and translation of printed materials. Though there may not be materials available in every language spoken in a school district, some districts have bilingual materials in their libraries and migrant resource rooms. One district reported having a high school English teacher who has a degree in English as a second language (ESL) and provides supplemental English classes to students who need extra support. Though the teacher’s time is not paid with migrant funds, migrant students can and do participate. One district refers parents who need English classes to a local church, which offers free English classes; one provides referrals to Great Plains Literacy Program to improve parental literacy skills; and one offers a Language Acquisition class for parents who wish to learn English. In addition to this support, many districts also have migrant resource rooms with various materials available to assist with English language learning, such as computers with software programs to teach English language skills, books, and other learning materials. These resource rooms are available to migrant students and their parents.

Though Oklahoma’s migrant programs are providing many services and supports to address language needs, it is an area in which improvements can be made. Parents, students, and educators stated that they would like to see ESL classes for parents, and educators would like more professional development around working with ELL students and breaking down language barriers. Educators also mentioned a desire to have ELL co-teachers and more ELL options. One respondent stated that teachers often overlook ELL modifications for migrant students, so teachers should be educated about how to modify coursework for these students. Students stated that they believe they can help themselves by taking home worksheets, reading with a partner, reading more at home, and asking for help when they need it. Students believed that teachers could help them by giving them more time on tests, speaking slower, reading the directions on assignments and tests, providing the meaning of difficult words, and giving more one-on-one help. Students felt that tutors and after-school programs can be very helpful with English language development.

**Measurable Outcome 1b: Migrant students who receive supplemental services to help with reading/language arts will show improvements in their grades and/or their performance levels on Oklahoma Core Curriculum Tests (OCCT) in reading/language arts.**

There were 25 migrant students who received supplemental services for reading/language arts in the 2015-2016 school year for whom OCCT scores were available for the 2014-2015 and 2015-2016 school years. The expectation is that students who participated in supplemental services for reading/language arts in the 2015-2016 school year would show an improvement in their performance level for reading/language arts on their OCCT scores from the 2014-2015 to the 2015-2016 school year, thus indicating that the supplemental services these students received may have helped achieve growth or mastery in reading/language arts. Of the 25 migrant students for whom data is available, 5 (20%) showed improvements in their performance level on the OCCTs from the 2014-2015 school year to the 2015-2016 school year, while 20 (80%) showed no change. However, it is important to note that 8 (32%) of the 25 students scored proficient in the 2014-2015 school year, leaving little room for improvement.
Measurable Outcome 1c: At least 70% of migrant students will score at the proficient level or above on Oklahoma Core Curriculum Tests (OCCT) in reading/language arts each year.

In the 2015-2016 academic year, 71% of non-migrant students (n = 374,311) scored at the proficient level or above in reading/language arts on the Oklahoma Core Curriculum Tests (OCCT) compared to 56% of migrant students (n = 283). These percentages show a slight decrease from the previous year in which 72% of non-migrant students (n = 370,471) and 58% of migrant students (n = 290) scored at the proficient level or above in reading/language arts. In every grade, fewer migrant students scored proficient or above in reading/language arts when compared to non-migrant students in both school years.

Overall, the percent of migrant students scoring at the proficient level or above in reading/language arts remains consistent from year to year; however, there is a noticeable variance in these percentages when comparing individual grades from one year to the next. For example, while there was not much difference in the percent of students overall who scored at the proficient level or above in 2015-2016 (56%) as compared to 2014-2015 (58%), the percent of students who scored at the proficient level or above in the 8th grade in 2015-2016 (n = 34) was 44%, which was a substantial decrease from 72% in 2014-2015 (n = 66). This could be due to the fluctuation in the number of migrant students in each grade from year to year.

Percent of Students Scoring at or Above the Proficiency Level in Reading/Language Arts on the OCCTs for School Year 2014-2015

Spring administrations only. End of instruction (EOI) data includes students in all grades who took an EOI test in this subject area. Data includes Oklahoma Alternate Assessment Program (OAAP) test results.
Percent of Students Scoring at or Above the Proficiency Level in Reading/Language Arts on the OCCTs for School Year 2015-2016

Spring administrations only. End of instruction (EOI) data includes students in all grades who took an EOI test in this subject area. Data includes Oklahoma Alternate Assessment Program (OAAP) test results.

Percent of Migrant Students Scoring at or Above the Proficiency Level in Reading/Language Arts on the OCCTs for School Years 2014-2015 and 2015-2016

Spring administrations only. End of instruction (EOI) data includes students in all grades who took an EOI test in this subject area. Data includes Oklahoma Alternate Assessment Program (OAAP) test results.
It is clear from these results that migrant students continue to struggle with reading/language arts. Surveys, interviews, and observations revealed several challenges migrant students face that may impact their performance in this subject area. One problem is the migrant work itself. Parents may not be available to help their children with their homework or read with them, and students themselves may be working before and after school, leaving little time for homework and reading. Moving frequently, as some migrant families in Oklahoma do, may cause students to start the school year late or move during the school year. This can result in students getting behind their grade level and missing important classroom instruction. Once students fall behind, it becomes difficult for them to catch up, particularly for students for whom English is not their primary language.

Though parents expressed that they want their children to excel in school, parents often do not have the knowledge needed to help their children with their schoolwork, or they may be impeded by language barriers. They also may lack Internet service in their homes, making it difficult for students and parents to find help online and access resources, such as Study Island or Star Reading.

Program staff listed many ways in which they provide assistance to students and their parents with reading/language arts. Twelve districts reported that they provide tutoring services for students; some tutoring programs are provided for only migrant students, and some are available to all students, including migrant students. Most tutoring is offered before and after school and was reported as being extremely helpful to students. However, several respondents noted that transportation problems can prevent students from being able to participate. Many students’ parents are at work in the evenings and cannot provide transportation to or from tutoring. Some of the migrant districts are in rural locations with limited public transportation, and school buses do not run in the late afternoon or evenings. To address this problem, one district we interviewed stated that they recently purchased a vehicle for migrant students, which they use to transport students for tutoring and other school-related activities. They also provide transportation to parents so that they, too, can participate in school-related activities. Another problem with after-school tutoring, noted one respondent, is that older students may not take advantage of tutoring if they have other after-school activities they would rather attend.

One district reported that they partner with 21st Century Extended Day Program, which provides academic enrichment opportunities for students in core academic subjects, such as reading/language arts. Four districts reported having family reading nights; six districts reported having small-group reading; five districts reported using progress monitoring programs such as Scholastic Reading Inventory and Alpha Plus; and 11 districts reported using literacy programs such as Scholastic Reading Counts, Literacy First, and Accelerated Reading Program. Districts also reported using other resources, such as MindPlay Virtual Reading Coach, Dolly Parton Imagination Library, Lexia, and Imagine Learning. Many programs also have migrant reading centers or resource centers where parents and students can access learning materials, and six districts reported having books and materials, in addition to the standard textbooks and materials, that students can check out and take home. In one
district, parents are given syllabi for all their children’s classes at the beginning of the school year so they are aware of what their children will be learning. Another stated that they make suggestions to parents about how they can help their children with reading/language arts. One district mentioned that they have developed reading/language arts activities that incorporate music to engage students, and another district uses the Response to Intervention (RTI) approach to help students with reading/language arts.

Students surveyed felt that they could help themselves improve their reading/language arts skills by taking home worksheets, reading with a partner, and reading at home more frequently. They also acknowledged that they should ask for help when they need it, though migrant staff stated that students may be apprehensive about asking for help because they are embarrassed or uncomfortable doing so. Students noted that teachers can help them with reading/language arts by talking more slowly, reading directions on tests and assignments, giving more time for tests, and giving more one-on-one assistance.

Educators stated that they believe having mentors to help students when their parents are unavailable could lead to improvements in reading/language arts. Other suggestions were for teachers to send more reading activities and assignments home and be aware of modifications for students for whom English is not their primary language. One program director stated that it is challenging to find sufficient time to pull students out of class for remediation and extra help, so having a designated time to do so during the school day would be helpful for migrant students.

**Suggested Strategies for Improvement: Reading/Language Arts**

- Provide extended instructional time through multiple programs, such as after-school tutoring and summer school programs.

- Utilize technology as a tool for student academic improvement, providing laptops and iPads with reading/language arts software programs that can be checked out, as well as providing Internet access.

- Provide books, games, and other learning materials to migrant families to help them support student learning at home.

- Implement reading programs for students and their families, such as family reading nights or a small-group reading program for students.

- Implement instructional activities that require reading, such as building a model airplane or researching a topic of interest to the student.
Performance Target 2: The number of migrant students who score proficient or above on statewide assessments in mathematics in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.

Measurable Outcome 2a: Migrant students who receive supplemental services to help with mathematics will show improvements in their grades and/or their performance levels on Oklahoma Core Curriculum Tests (OCCT) in mathematics.

There were 30 migrant students who received supplemental services for mathematics in the 2015-2016 school year for whom OCCT scores were available for the 2014-2015 and 2015-2016 school years. The expectation is that students who participated in supplemental services for mathematics in the 2015-2016 school year would show an improvement in their performance level for mathematics on their OCCT scores from 2014-2015 to the 2015-2016 school year, thus indicating that the supplemental services they received may have helped achieve growth or mastery in mathematics. Of the 30 migrant students for whom data is available, 9 (30%) showed improvements in their performance level on the OCCTs from the 2014-2015 school year to the 2015-2016 school year, while 13 (43%) saw no change and 8 (27%) showed a worsening in their performance level. However, it is important to note that 14 (47%) of the 30 students scored proficient or advanced in the 2014-2015 school year, leaving little room for improvement. Additionally, the worsening of scores could be attributed to the fact that different mathematics exams were taken from one year to the next. For example, one student scored proficient on his Algebra I OCCT in 2014-2015 but scored unsatisfactory on his Geometry OCCT in 2015-2016.
Measurable Outcome 2b: At least 70% of migrant students will score at the proficient level or above on Oklahoma Core Curriculum Tests (OCCT) in mathematics each year.

In the 2015-2016 academic year, 68% of non-migrant students (n = 401,978) scored at the proficient level or above in mathematics on the Oklahoma Core Curriculum Tests (OCCT) compared to 59% of migrant students (n = 322). These percentages show little change from the previous year in which 68% of non-migrant students (n = 398,394) and 62% of migrant students (n = 325) scored at the proficient level or above in mathematics.

It is interesting to note that migrant students’ scores in mathematics are more similar to those of non-migrant students than students’ scores in reading/language arts. In the 2014-2015 school year, the percentage of migrant and non-migrant students who scored at the proficient level or above in 4th and 6th grades and on end-of-instruction (EOI) tests in mathematics was very comparable. In 2015-2016, the percentage of migrant and non-migrant students who scored at the proficient level or above in mathematics in 5th grade and on EOI tests was similar; in fact, in 5th grade, a higher percentage of migrant students (74%) scored at the proficient level or above than non-migrant (70%) students.

Overall, the percent of students scoring at the proficient level or above in mathematics remains fairly consistent from year to year; however, there is a noticeable variance in these percentages when comparing individual grades from one year to the next. For example, while there was not much difference in the percent of students overall who scored at the proficient level or above in 2015-2016 (59%) as compared to 2014-2015 (62%), the percent of students who scored at the proficient level or above in the 5th grade in 2015-2016 (n = 31) was 74%, which was a substantial increase from 55% the previous year (n = 47). This could be due to the fluctuation in the number of migrant students in each grade from year to year.

Percent of Students Scoring at or Above the Proficiency Level in Mathematics on the OCCTs for School Year 2014-2015

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Spring administrations only. End of instruction (EOI) data includes students in all grades who took an EOI test in this subject area. Data includes Oklahoma Alternate Assessment Program (OAAP) test results.
Percent of Students Scoring at or Above the Proficiency Level in Mathematics on the OCCTs for School Year 2015-2016

Spring administrations only. End of instruction (EOI) data includes students in all grades who took an EOI test in this subject area. Data includes Oklahoma Alternate Assessment Program (OAAP) test results.

Percent of Migrant Students Scoring at or Above the Proficiency Level in Mathematics on the OCCTs for School Years 2014-2015 and 2015-2016

Spring administrations only. End of instruction (EOI) data includes students in all grades who took an EOI test in this subject area. Data includes Oklahoma Alternate Assessment Program (OAAP) test results.
As with reading/language arts, it is clear from the results that migrant students continue to underperform in mathematics when compared to their non-migrant peers. Some of the challenges migrant students have with reading/language arts also apply to mathematics. Migrant parents often work long hours and may not be available to help their children with their homework. In addition, the subject matter may be a challenge for parents, as they may not have the knowledge required to help their children and may not have the means to access resources from home. Many migrant students also work in the mornings or after school, leaving little time to study and complete homework. Further, students’ moves may result in a delayed start in the school year, which can put them behind. Once behind, students may have a difficult time catching up.

Program staff shared many ways in which they provide mathematics assistance to students. Twelve districts reported that they provide tutoring services for students; some tutoring programs are available to only migrant students, while others are available to all students, including migrant students. Most tutoring programs are offered before and after school and were reported as being very helpful to students. However, as mentioned previously, transportation problems may prevent students from participating in tutoring programs, and older students may not be motivated to take advantage of tutoring programs, particularly if tutoring interferes with other, more desirable, activities.

One district’s partnership with 21st Century Extended Day Program provides academic enrichment opportunities for students in mathematics. Three districts reported having family math nights; six reported having small-group math; four reported using progress monitoring programs such as Alpha Plus; and three districts reported using other software programs such as Study Island, MathFacts in a Flash, Big Brains Math, and RocketMath. Many programs also have migrant resource centers where parents and students can access learning materials, games, books, and computers. Six districts reported having books and materials, in addition to the standard textbooks and materials, that students can check out and take home. Some districts offer iPads, tablets, and laptops that students can check out, and one district offers scientific and graphing calculators for migrant students to check out and use throughout the year in their math courses. This same district holds a family night where parents can come and learn how to use the technology their children use in school and provides syllabi to parents so that they are aware of what their children will be learning. Another district stated that they make suggestions to parents about how they can help their children with math, while another reported using the RTI approach to help students with math.

Many students stated that they struggle with math, particularly math tests. They believed their math skills could be improved through tutoring and asking for help when they need it. They also stated that teachers could slow down their instruction and speech when explaining math concepts, give more time on tests, and read the directions on assignments and tests.

“Though we are a small school with a small migrant program, we know we are able to go to any teacher within our district to find the needed help for our migrant students. Not all of our teachers are employed through the migrant department, but their love of all children, along with their desire to see each student succeed at every level of education, as well as life, gives our migrant students a winning chance to be the best that they can be.”

~ Migrant Program Staff Member
The skills and abilities that constitute school readiness are debated in the research, and there is no single agreed-upon definition. However, many agree that school readiness is multidimensional and consists of five domains: physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge (Child Trends, 2001). Many factors may influence a child’s school readiness, and research indicates that experiences from early childhood impact performance on standardized tests in kindergarten. These impacts are more apparent in high-risk children, or children from poor and undereducated families (Ramey & Ramey, 2004).

High risk children with an insufficient pre-kindergarten education are likely to be behind when starting kindergarten, with some as many as two or more years behind their peers. Migrant students often fall into this category, as most would be considered high-risk and many do not have educational opportunities or experiences prior to starting kindergarten. Fortunately, the educational development of high-risk children can be positively transformed when they are provided with high-quality early childhood experiences (Ramey & Ramey, 2004). One way to achieve such experiences is to attend a preschool or pre-kindergarten program; however, school readiness must be addressed, not only by the schools, but also by families and communities (Child Trends, 2001; Mathur, 2012; Rhode Island KIDS COUNT, 2005).

To address this concern, the OMEP developed performance target 3 and related measurable outcomes in the Oklahoma State Service Delivery Plan.

**Suggested Strategies for Improvement: Mathematics**

- Provide extended instructional time through multiple programs, such as after-school tutoring and summer school programs.
- Utilize technology as a tool for student academic improvement, providing laptops and iPads with math software programs that can be checked out, as well as providing Internet access.
- Provide books, games, and other learning materials to migrant families to help them support student learning at home.
- Implement math programs for students and their families, such as family math nights or a small-group math program for students.
- Implement instructional activities that incorporate math, such as using math concepts in art projects.

**Early Childhood Education**

The skills and abilities that constitute school readiness are debated in the research, and there is no single agreed-upon definition. However, many agree that school readiness is multidimensional and consists of five domains: physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge (Child Trends, 2001). Many factors may influence a child’s school readiness, and research indicates that experiences from early childhood impact performance on standardized tests in kindergarten. These impacts are more apparent in high-risk children, or children from poor and undereducated families (Ramey & Ramey, 2004).

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To address this concern, the OMEP developed performance target 3 and related measurable outcomes in the Oklahoma State Service Delivery Plan.
Performance Target 3: The number of migrant children attending high-quality early childhood education programs will increase each year until all migrant children participate in a pre-kindergarten program and begin kindergarten before their sixth birthday.

Measurable Outcome 3a: At least 50% of migrant children ages three to five will be enrolled in a pre-kindergarten or kindergarten program each year.

For the 2015-2016 school year, there were 42 eligible migrant children ages 3 to 5. Of those, only 14 (33%) were enrolled in a pre-kindergarten or kindergarten program.

Measurable Outcome 3b: Each year, at least 50% of migrant children entering kindergarten will be younger than six years of age.

For the 2014-2015 school year, there were 46 eligible migrant students enrolled in kindergarten. Only 14 (30%) of the children were younger than six years of age when they were enrolled. The youngest child was 5.0, while the oldest was 7.3; the average age at enrollment was 5.7 years. Four of the enrollees were seven years old.

For the 2015-2016 school year, there were 45 eligible migrant students enrolled in kindergarten. Only 11 (24%) of the children were younger than six years of age when they were enrolled. The youngest child was 5.0, while the oldest was 7.3; the average age was 5.9 years. Nine of the enrollees were seven years old.
Program Implementation

The results for early childhood education among migrant students are troubling. Most migrant children are not starting kindergarten until they are six years old or older, and most have not attended a preschool or pre-kindergarten program prior to entering into kindergarten. This can result in students who are already behind in their skills and abilities when they begin kindergarten.

Preschool and pre-kindergarten programs are available in all school districts with migrant education programs. Eleven programs reported having full-day pre-kindergarten, nine have Head Start programs, and two have half-day pre-kindergarten. Some school districts have a lottery system for pre-kindergarten, so not all students who apply are able to attend. For students who are not eligible for Head Start and do not get into pre-kindergarten, migrant programs reported offering alternatives such as home visits; Parents as Teachers; extended day programs; and Stepping Stones, a home-based literacy program offered for migrant three- and four-year-olds who don’t attend Head Start or pre-kindergarten. Migrant programs also offer educational games, books, and learning resources that are available to families to check out and use at home.

To increase enrollment in preschool and pre-kindergarten programs, and to encourage early kindergarten enrollment, migrant districts assist families with the enrollment process; advertise, particularly at employers of migrant workers; and make home visits.

To assess for kindergarten readiness, 10 districts reported using observational tools, and eight used a pre-kindergarten screening tool. Other tools used include the Star Early Literacy Test for pre-kindergarten; the Developmental Indicators for the Assessment of Learning, Fourth Edition; and an early literacy program.

Suggested Strategies for Improvement: Early Childhood Education

- Conduct home visits to provide cognitive and linguistic developmental activities for children.

- Collaborate with Head Start, Early Head Start, and other local early childhood education programs.

- Strengthen relationships between communities and migrant families, including child-serving and social service agencies, to assist with referrals and recruitment.

- Conduct transition-to-school activities for preschool and pre-kindergarten children.

- Provide activities and materials to families so that they can help their children learn at home.

- Assist families with enrolling their children in kindergarten (at the appropriate age), and in high-quality preschool or pre-kindergarten programs.
High School Graduation

Migrant children are more likely to drop out of school than their non-migrant peers. Migrant students have one of the highest dropout rates in the United States, at over 50%, and only an estimated 13% of migrant workers have completed high school (North Carolina Council of Churches, 2012). Some reasons for the low rate of graduation among migrant students include difficulty transferring earned credits between schools, different graduation requirements between schools, low academic achievement, and the need for some migrant children to work to help support their families (Perry, 1997).

To address this concern, the OMEP developed performance target 4 and related measurable outcomes in the Oklahoma State Service Delivery Plan.

**Performance Target 4: The number of migrant students graduating from high school will increase each year, and identified out-of-school youth will receive services to help them obtain a GED or high school diploma.**

**Measurable Outcome 4a: Each year, at least 85% of migrant students eligible for graduation will graduate from high school.**

In the 2014-2015 school year, eight districts reported having migrant students eligible for graduation. Of the 37 migrant students who were eligible for graduation, 35 (95%) graduated. This was a higher rate of graduation than that of the non-migrant population (n = 45,225), of which 83% (n = 37,321) graduated.

In the 2015-2016 school year, six districts reported having migrant students eligible for graduation. Of the 31 migrant students who were eligible for graduation, 28 (90%) graduated. This was a higher rate of graduation than that of the non-migrant population (n = 47,773), of which 82% (n = 38,990) graduated.

**Measurable Outcome 4b: Each year, 100% of school districts with migrant programs and out-of-school youth who are high school-age will report that they provide services to those out-of-school youth.**

There were no out-of-school youth reported in the migrant program in the 2014-2015 or 2015-2016 school years. However, migrant program directors reported that they employ various strategies to identify out-of-school youth, including the use of social media, correspondence (e.g., newsletters, calendars, flyers, letters), advertising (e.g., marquees, newspapers, posters), phone calls, home visits, and communication with the city clerk’s office and the city library.

Although there were no out-of-school youth reported in the migrant program for the past two school years, all but one district reported that there are services available for out-of-school youth in middle and high school. Available services include GED preparation; Portable Assisted Study Sequence (PASS); night classes; flexible school schedules; virtual school; alternative education programs; and textbooks, technology, and other resources for home use.
Program Implementation

High school graduation does not appear to be a problem for migrant students in Oklahoma. In fact, migrant students graduate at a higher rate than non-migrant students. Migrant program staff reported that they have programs and resources available to students to help them graduate, which has helped them sustain high graduation rates. Some districts reported having alternative school, which allows students to attend school while working. Other districts offer virtual high school or other high school equivalency programs, and one program even reported paying for students’ textbooks for their high school equivalency program. Despite the support for alternative and virtual high school opportunities, some staff voiced concerns about such programs. Confusion about which institution -- the district’s high school or the virtual high school -- awards the high school equivalency credits caused some staff to be leery of referring students to such programs. Another concern was that virtual schools may have normal expectations of students, and, when students are struggling, they may not have direct contact with someone who can help. Additionally, with virtual school programs, students must be self-disciplined or have an adult involved who will hold the student accountable and make sure the student is completing the work and making progress.

Districts also help students prepare for post-graduation, though staff stated that many students plan to work following high school because that is what their families need and want them to do. Several districts offer college planning and mentoring, and one district employs college access specialists who counsel students about their post-secondary plans. Another district pays for ACT tests and preparation and helps with college and scholarship applications.

Every parent surveyed (n = 37) answered that they expect their child to graduate from high school, and all but one expect their child to attend a college or university. All but three students surveyed (n = 35) said they expect to graduate from high school. And, though staff expressed concerns that students will begin migrant work after high school instead of pursuing post-secondary education, all but three (different students) expected to attend a college or university.

Suggested Strategies for Improvement: High School Graduation

- Provide access to virtual programs that provide accelerated credit opportunities.
- Provide laptops and iPads with educational software programs that can be checked out, and provide Internet access.
- Provide books, games, and other learning materials to migrant families to help them support student learning at home.
- Set up small study groups for students.
- Provide coaching/mentoring sessions to ensure students are on track to graduate and have post-secondary plans.
Professional Learning

Research shows a strong correlation between teacher expertise and student achievement across subjects (Rhoton & Stile, 2002). In one study, teacher expertise accounted for more variance in student achievement scores in reading and math than any other variable. In addition, research indicates that sustained, high-quality professional learning opportunities may result in positive changes in teachers’ practices (Kedzior & Fifield, 2004).

Because migrant students have unique circumstances and challenges, it is important for teachers and MEP staff to participate in professional learning opportunities that will aid them in supporting these children. Professional learning opportunities should be focused on teaching ELL students, building healthy and supportive classroom communities (Romanowski, 2001), learning to be flexible in teaching mobile students (Romanowski, 2001), and increasing awareness about the needs of migrant students (Paik & Phillips, 2002). This type of professional learning can help reduce the negative effects associated with high student mobility and living a migrant lifestyle (Paik & Phillips, 2002).

To address this concern, the OMEP developed performance target 5 and the related measurable outcome in the Oklahoma State Service Delivery Plan.

Performance Target 5: Every school year, continuous targeted professional learning opportunities will be provided to administrators, teachers, tutors, recruiters, and other staff working in migrant education programs.

Measurable Outcome 5a: Migrant staff and educators who work with migrant students will attend at least one professional learning opportunity annually and/or will be provided with resources about migrant education and populations.

All migrant staff and educators surveyed and interviewed reported participating in at least one professional learning opportunity and/or being provided resources related to migrant education and populations.
Program Implementation

Migrant staff and educators reported participating in many professional learning opportunities that either relate directly to the migrant student population or are helpful when working with migrant students. The professional learning opportunities mentioned included attending the National Migrant Education Conference, WIDA training, Sheltered Instruction Observation Protocol (SIOP) training, instruction about co-teaching, literacy training and conferences, training with Ruby Payne, and learning opportunities offered through the OSDE. Some of the learning opportunities offered by the OSDE included MIS2000 data entry, which focused on entering migrant data and COEs into the MIS2000 database; migrant application training to train the district staff how to complete their applications; identification and recruitment training (ID&R), which was facilitated by an expert from Kansas and focused on best ID&R practices and proper COE creation; a migrant staff kick-off meeting; and state PAC meetings. Some trainings were offered in person, while others were webinars. Most program directors reported a preference for webinars for professional development, as many live in rural areas that are located a significant distance from areas where trainings are usually held.

When asked to list the types of professional learning activities they would most like to have, survey respondents stated they would like training about how to spend migrant funds appropriately, which they felt would be helpful for school administrators, as well as MEP staff; differentiating instruction for migrant students; ID&R for classroom teachers; challenges associated with being a migrant student and ways in which educators can help; cultural awareness; poverty awareness; parent engagement, outreach, and education; working with ELL students; and providing programs and resources for high school students to improve graduation rates.

Suggested Strategies for Improvement: Professional Development

- Provide professional learning opportunities during the summer and other times that are convenient for MEP staff, and provide training via webinar or other online methods.

- Offer incentives for participation in professional learning opportunities related to migrant education and populations.

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

- Provide workshops on topics such as parental involvement, differentiated instruction, research-based strategies for teaching migrant students, and language development for English learners.

- Distribute materials to support migrant-specific professional learning activities among MEP staff.

District Profiles

The following are profiles for each of the four migrant education programs visited for this evaluation.
Guymon Migrant Education Program

Guymon is a city in the Oklahoma Panhandle with a population of approximately 11,400 (U.S. Department of Commerce, 2012). The city’s economy depends heavily on cattle feedlots, farming and ranching, and the Seaboard pork processing plant (“History of Guymon,” 2017), where many migrant workers are employed.

One of the struggles Guymon Public Schools must deal with is the problem of hiring and retaining teachers. Because of its location, Guymon has a great deal of competition for certified teachers. The city is situated close to the borders of other states, such as Colorado, Kansas, and Texas, where teachers are paid more than teachers in Oklahoma (National Center for Education Statistics, 2013). Further, Guymon is a rural community where the majority of students are non-white. For many of these students, English is their second language, or they may not speak English at all. There are 37 languages spoken in the Guymon school district, making language barriers particularly difficult to overcome. Teachers may choose to live in a more urban location where there are fewer challenges, such as those related to language (Felder, 2016). This impermanence in teaching staff often results in teachers who are not familiar with the challenges that migrant students face. Many may not even know what it means to be a migrant student.

Though Guymon has “big city issues in a small town,” the Migrant Education Program staff attempt to overcome these challenges through resourcefulness, creativity, and dedication. The program employs academic interventionists, who provide one-on-one mentoring and assistance to students; college access specialists, who counsel students about their post-secondary plans; academic tutors, who provide tutoring for students after school; a recruiter; and a data clerk. Two of the program’s academic tutors are former migrant students themselves, giving them a unique perspective and allowing them to relate to these students on a personal level.

Guymon’s Migrant Education Program provides essential resources to migrant students. Due to the nature of the work that the migrant families in Guymon perform, parents often work long hours and are gone in the evening, which usually means the children must care for themselves or stay with others. It is common for these students to have insufficient help with homework. In response to this need, the program has a Family Learning Center where students can go after school to get help with their homework. The center also has games, books in various languages, learning resources, a computer lab, and laptops that the students can check out. The program purchased a Chevrolet Suburban, which allows them to provide transportation for students who choose to visit the center after school.
Because many of the migrant parents are not literate in their native language and most are not literate in English, the program encourages parents and other family members to utilize the Family Learning Center. They can work in the computer lab, read, or use the various learning resources available to improve literacy. In addition, the program provides a Language Acquisition class to help migrant families learn the English language.

Staff of the Guymon Migrant Education Program believe that their job is to “fill the gaps” in migrant students’ lives due to their migratory lifestyle, poverty, language barriers, and other challenges that migrant students face. In response, staff provide transportation for students who need to visit medical professionals, partner with local colleges and universities to help students get into high school equivalency programs and college assistance programs, and collaborate with community members and organizations to fulfill students’ needs.

To get more parents involved in the program, staff communicated with parents about the barriers to involvement and found that meetings were held in the evenings, which staff were surprised to find were inconvenient times for the parents. To accommodate parents, the program moved meetings to the mornings and have seen an increase in parent participation. Staff also found that many migrant families and students may not identify as migrant because they are not what many people think of when they think of migrant workers. Migrant workers are often thought of as working in the field on farms or ranches. While some of the migrant workers in Guymon work in the field, most of the workers are employed at the pork processing plant. The program sees it as their mission to educate parents about the program and get the families the resources they need as migrant workers.

One particularly creative way the program met students’ needs was through the creation of their Math through Art and Math through Photography programs. Staff regularly monitor students’ state testing scores to find areas in which students are struggling. Last year, staff noticed that migrant students were struggling with geometry questions, so they developed programs for 3rd-through 8th-grade migrant students wherein students translated geometry principles into art and photography projects. Each program lasted a week, and at the end of the program, students held an art show at the local library to display their work. Community members and parents attended the art show, and the program was a huge success.
Another innovative program offered by Guymon’s migrant program is their summer S.T.E.A.M. camp, where students in K-6th grades come to learn more about science, technology, engineering, art, and mathematics. The camp goes from 8:00 - 2:30, and free breakfast and lunch are provided by the district’s child nutrition department. The camp employs six teachers, each of whom covers a single lesson that they differentiate for the different grade levels. The lessons include a section on biology, where students learn about the human body; a section on astronomy, where students learn about the earth and the moon; a section on math, where students learn about probability; a section on physics, where students work on electrical circuits; a section on engineering, where students learn about building bridges; and a section on art, where students do “mad science art” by making things such as lava lamps and milk paint. Through these activities, the students are purposefully exposed to a selected academic vocabulary, including words such as reaction, classify, investigate, evidence, argument, prediction, and observation. In addition to these lessons, the school nurse teaches the students about maintaining their health through the summer.

Guymon program staff also act as advocates for the migrant students. Due of their lack of understanding of issues and challenges related to migrant workers and students, many teachers may not be aware of ways in which they can help migrant families. Migrant staff understand that coursework must often be adapted for migrant students and that teachers must differentiate their instruction for them. This often requires that educators view academic success differently for migrant students. Migrant staff at the Guymon Migrant Education Program work to help teachers understand what it means to be a migrant student and how to employ strategies to help migrant students succeed in school.

“I was a reading teacher who never believed that one year’s growth in one year’s time was all I could get out of a student. You have to meet them where they are and take them as far as you can as fast as you can.”

~ Migrant Program Staff Member
Heavener is a small town with a population of approximately 3,400 (U.S. Department of Commerce, 2012) located in southeastern Oklahoma. One of the town’s largest employers is OK Foods, a chicken producer, which employs migrant workers in their hatcheries, farms, feed mills, and processing plant.

Heavener’s Migrant Education Program is relatively small, with fewer than 50 students, and is decreasing due to migrant workers choosing to stay in Heavener. Most of the migrant students do well academically, performing the same as the other students in Heavener. For students who need extra help and resources, the program offers laptops for migrant students to check out and tutoring at the elementary and high schools.

There are no Priority for Services students in the program. Heavener also does not struggle with language barriers like they once did. Migrant residents of Heavener have been more stable in recent years and have learned enough English to be able to communicate with staff at the schools. To help students who are English Language Learners (ELL), Heavener has an English teacher who speaks Spanish and offers supplemental English classes for ELL students, including migrant students. Local churches offer English classes for adults, benefiting the parents of the migrant students.

The former director of Heavener’s migrant program worked diligently to establish trusting relationships with the migrant families. Those relationships have been maintained, and the families work well with school and migrant program staff.
Merritt Migrant Education Program

Merritt is a rural community located in western Oklahoma. Migrant families in Merritt harvest wheat, peanuts, and melons; bale and haul hay; and work on cattle ranches. Merritt’s migrant workers travel to other states to do seasonal work throughout the year. However, during the school year, children usually stay in Merritt with one parent so that they can attend school. In the summers, children often leave the city with their parents to do farm work.

Technology is a big part of the Merritt Public School system. Merritt educators believe that teaching students to use technology provides them with skills they can use once they graduate. The district has a one-to-one iPad program, meaning that every student has their own iPad that they use for all of their coursework. The one-to-one program began with the Merritt Migrant Education Program providing iPads for the migrant students. The program was so successful that it expanded to include the entire school system. The iPads are checked out by the students, and students in 5th grade and up are allowed to take their iPads home. Students create a digital portfolio of their work using their iPads that they add to each school year. These portfolios can be used to show their work to potential employers, trade schools, colleges, and universities.

In addition to their iPads, all Merritt students have access to many other technological resources. The school houses a STEM lab which contains a 3-D printer, a vinyl cutter, a t-shirt press, robotics equipment, and a zSpace virtual computer. Migrant high school students are allowed to enroll in two courses offered only to them, which are focused on video editing and digital media. These students use the “green room,” located in the STEM lab to complete the coursework for these classes. Migrant students also have graphing and scientific calculators available for checkout to use in their courses throughout the year.

Merritt schools also have their Tech Team, which is made up of students who answer IT-related requests throughout the school system. Two of Merritt’s migrant students are currently on the Tech Team. This team functions in lieu of an IT department and allows students to gain experience with customer service, develop confidence, and learn about information technology. When Apple representatives came to visit the school and saw what the students were doing with technology, Tech Team students were invited to travel to Oklahoma City to work at the Genius Bar at
Because the migrant students in Merritt do not move during the school year, attendance is not a problem. Further, there are currently no students who are English language learners in the migrant program at Merritt, so the program does not struggle with language barriers. However, Merritt’s migrant students are not without challenges. Many migrant students struggle with finding assistance with their homework. Migrant parents may not be available to assist with homework, or they may not have the knowledge and skills needed to assist, especially if they are unfamiliar with the technology their children use in school. To address these barriers, the schools host a parent night at the beginning of the school year where parents are given tutorials on how to use iPads and are provided syllabi for all of their children’s courses, so they are able to keep up with what their kids are learning in school.

Tutoring is offered to students before and after school; however, Merritt is a rural community with limited public transportation, making it difficult for students to stay after school to get the help they need. Some migrant students lack access to the Internet at home. To address this, the school is open at 7:30 and stays open until 4:00 every day during the school week so that students can access the school’s Internet.

Merritt Public Schools and the Merritt Migrant Education Program are committed to teaching students a variety of skills that they can use once they leave high school, whatever their post-secondary plans. Teachers and administrators are innovative in their approach, giving students hands-on experience and providing them with the support needed to ensure success.

“Our goal is to put out students who, if they don’t go to college, have a lot of skills that they can use to function in today’s society.”
~ Migrant Program Staff Member

Another resource the Merritt school system offers is a mentoring program that is available for all students. Students are recommended to the mentoring program by teachers, counselors, or administrators. Parents can also request that their child participate. Students and volunteer mentors are “matched” through a questionnaire process with the goal of the student keeping the same mentor throughout their time in school. Mentors provide students with one-on-one assistance with homework, social issues, and post-secondary preparation.
Snyder, located in southwestern Oklahoma, has a population of approximately 1,400 (U.S. Department of Commerce, 2012). The migrant workers in Snyder work on farms, doing work such as agricultural spraying; baling and hauling hay; and harvesting wheat. Migrant families typically have one parent who travels throughout the year doing work across the United States, while the other parent stays in Snyder with the children during the school year so the children can attend school. During the summer months, migrant families often travel together, doing migrant work with the children.

Snyder’s Migrant Education Program is unique because the director of the program is a migrant worker herself and her children are in the program. As with most migrant families in Snyder, the director stays with her children in Snyder during the school year and travels with her children and husband during the summer to do migrant work.

Migrant students in Snyder perform similarly to non-migrant students in academics and on state tests. The program is small, with fewer than 30 students, and there are no English Language Learners or Priority for Service students in the program. The number of migrant students in Snyder has been decreasing because younger generations are choosing not to do migrant work once they graduate from high school.

The migrant program in Snyder offers tutoring for all grades and provides tablets with unlimited data plans, which are available for students to check out and use during the school year and through the summer. Though the program does not have problems with migrant students graduating, they offer assistance with college preparation and applications, and they pay for ACT preparatory courses and the ACT itself. For students who are not able to attend regular high school, Snyder offers an alternative and a virtual high school.

The program also has two migrant resource rooms where students can go to access resources and get assistance with homework, in addition to the work station that the director has in her office for migrant student use. Students are aware that if they need access to the resource room when it is not open or need help with classwork, they can contact the director of the program, who will open the room for them and help them with their work.

Parents are involved in the program and their children’s education, and, because Snyder is a small community, parents and school staff have regular contact.
Conclusions and Recommendations

The OMEP contracted with E-TEAM to evaluate the success of the OMEP in achieving the performance targets established in Oklahoma’s service delivery plan. To address each performance target and measurable outcome, evaluators examined data from state reports, assessment results, student databases, surveys, observations, and interviews. What stood out most is that each migrant program in Oklahoma is unique. Program staff often stated that they felt their program was not a “typical” migrant program. In some cases, that was due to the type of work the migrant families do; “typical” migrant workers often work on farms, but many migrant workers in Oklahoma are “packers, not pickers,” working in meat processing plants. Other differences are seen in the size of the programs; some programs are very small, and their migrant students are dispersed throughout all grades, making it difficult to provide sufficient resources to everyone. Migrant families in other districts are not “typical” in that one parent often stays at home with the children during the school year while the other parent travels to do migrant work, and the entire family only travels together to work during the summer. These many differences in programs make it crucial that the OMEP recognizes these differences and the diverse needs of each program so they can provide the appropriate resources and professional learning opportunities to make each program successful.

Results indicate that the OMEP is succeeding in many areas. The most impressive of these areas is in graduation rates. Migrant students in Oklahoma graduate at a much higher rate than non-migrant students. Another area in which the OMEP shows success is in English language proficiency. The majority of students who took the ACCESS for ELLs Test in 2014-2015 and 2015-2016 showed improvements in their proficiency levels from one year to the next.

Improvements still need to be made in the early childhood education of migrant students, as many eligible migrant students were not enrolled in preschool or pre-kindergarten programs, and many migrant students entered kindergarten much later than is advisable. Another area that needs improvement is in state testing scores. When compared to their non-migrant peers, migrant students are still underperforming in reading/language arts and mathematics as measured by the OCCT.

Through visits with different migrant districts and information gathered through surveys, it became apparent that there was a great deal of confusion among the district migrant education programs about various aspects of maintaining a migrant program. For example, districts had different understandings about how to code supplemental programs in the MIS2000; when they can allow non-migrant students to use resources purchased with migrant funds; and the need to collect annual surveys from parents, students, and educators. The OMEP provided several professional learning opportunities during the 2016-2017 school year for migrant program staff, but it is clear that this is an area that needs more attention.

The re-interview and re-certification process was another area in which there was confusion and concern. Migrant program staff stated that families must re-certify when they have a qualifying move, which may be a move back to their former location. The family may be re-interviewed when state migrant staff do their annual re-interviewing process, and yet again when out-of-state evaluators do re-interviews as required by the federal government. This could result in a family being interviewed up to three times in one school year. Migrant staff stated that oftentimes, families
become suspicious of the process and believe that the migrant program must be doing something wrong to warrant these re-interviews. This may cause families to lose trust in the migrant program and decline to re-certify or participate in the program. Processes should be put in place to minimize the inconvenience to migrant families while still maintaining the program’s integrity.

The OMEP has made significant advancements in the program, despite its issues with staff turnover. In the upcoming school years, the OMEP should focus on educating district migrant program staff on areas of program implementation that are a source of confusion, educating teachers about ways to identify migrant students and help them succeed in school, decreasing the age at which children are enrolled in kindergarten, increasing the number of migrant students ages 3 to 5 participating in a preschool or pre-kindergarten program, and closing the gap between migrant and non-migrant student in achievement in reading/language arts and mathematics.


Appendix A: Certificate of Eligibility

<table>
<thead>
<tr>
<th>School Year:</th>
<th>School District:</th>
<th>National Certificate of Eligibility</th>
<th>Oklahoma Migrant Education Program</th>
</tr>
</thead>
</table>

**I. FAMILY DATA**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>Sex</th>
<th>Race</th>
<th>Birth Date</th>
<th>V Code</th>
<th>Grade</th>
<th>ASC</th>
<th>MB</th>
<th>Birthplace-City State Co</th>
<th>Residency Date</th>
<th>Enrollment Status</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Telephone</th>
</tr>
</thead>
</table>

**II. CHILD/YOUTH DATA**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Suffix</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>Sex</th>
<th>Race</th>
<th>Birth Date</th>
<th>V Code</th>
<th>Grade</th>
<th>ASC</th>
<th>MB</th>
<th>Birthplace-City State Co</th>
<th>Residency Date</th>
<th>Enrollment Status</th>
</tr>
</thead>
</table>

**III. QUALIFYING MOVE & WORK**

1. The children listed above moved from a residence in

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Country</th>
<th>to a residence in</th>
</tr>
</thead>
</table>

2. The children moved (complete both a. and b.):
   a. Yes (check box)
   b. No (check box)

3. The Qualifying Date was

4. The move was economic necessity

5. The qualifying work was (check box)

6. The work was determined to be temporary employment based on:
   a. Yes (check box)
   b. No (check box)

**IV. COMMENTS** (Must include 2b, 4c, 6a, and 6b of the Qualifying Move Section, if applicable)

**V. PARENT/GUARDIAN'S/SPONSOR/WORKER SIGNATURE**

**VI. ELIGIBILITY DATA CERTIFICATION**

Printed On: 08/26/2015 9:01:35 AM

COE ID:
Appendix B: Priority for Services Form

2016-2017
Oklahoma Migrant Education Program ( MEP)
Student Selection and Priority for Services (PFS) Form
(Using Data from the 2015-2016 Regular School Year)

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

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

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year:</td>
</tr>
<tr>
<td>Student’s Name:</td>
</tr>
<tr>
<td>Migrant Student Identification Number:</td>
</tr>
<tr>
<td>State Student Identification Number (SSID):</td>
</tr>
<tr>
<td>Most Current Qualifying Arrival Date (QAD):</td>
</tr>
<tr>
<td>Current School Attending:</td>
</tr>
<tr>
<td>Current Grade Enrolled:</td>
</tr>
<tr>
<td>Priority for Services Student (Yes/No):</td>
</tr>
<tr>
<td>Recipient of MEP Services (Yes/No):</td>
</tr>
<tr>
<td>MEP Administrator Signature:</td>
</tr>
</tbody>
</table>

Table A. Interruption during the Regular School Year
(#1-4: At least one item must have a check.)

<table>
<thead>
<tr>
<th>Check the one that is most recent:</th>
<th>Interruptions Related to Migrant Issues—During Regular School Year</th>
<th>School Year in Which Interruption Occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. QAD of 9/1/15 (or start of regular school year) until end of regular school year in 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Moved from one district to another due to migrant lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Absent for two or more weeks and then returns due to migrant lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table B. At Risk of Failing to Meet State Standards Criteria

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

OR

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

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

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

Guymon Public Schools
Migrant Education Program
PAC Meeting Agenda

Date: November 30, 2016
Time: 10:00 AM
Location: Migrant Family Learning Center
712 N. Academy Street, Room 201
Guymon, Oklahoma 73942

I. Meeting called to Order
II. Welcome
   a. Introduction of Migrant Education Program Staff
      i. Director
      ii. PAC Coordinator/Teacher
      iii. Recruiter
      iv. Academic Interventionist
      v. Data Clerk
      vi. Tutors

III. Business
   a. MEP Mission
   b. Services
      i. Adult Literacy Classes
      ii. Preschool Classes
      iii. After School Tutoring
      iv. Answer Questions
   c. Wengage
      i. Demonstrate and Guide How to Use Wengage
   d. Ask for Parental Input on Services

IV. New Business
V. Set next PAC meeting date
VI. Adjourn Meeting
Guymon Public Schools  
Migrant Education Program  
PAC Meeting Objectives  
Literacy Activity Agenda  

Date: November 30, 2016  
Time: 10:00 AM  
Location: Migrant Family Learning Center  
712 N. Academy Street, Room 201  
Guymon, Oklahoma, 73942  

Objective 1: Parents will understand the Guymon Migrant Education Program’s mission. Parents’ questions will be answered after explanation of mission.  

Objective 2: Parents will learn about the services the Guymon MEP offers.  

Objective 3: Parents will be able how to use the district’s grading system to keep track of their children’s progress and grades. MEP staff will assist parents step by step and answer questions as they are shown how to use program.  

Objective 4: Parents will offer input to the school concerning educational and future migrant programing.
Appendix D: Migrant Education Program Resources

Several district migrant education programs maintain resource lists with community resources and other organizations to which they can refer migrant families, as well as resources for migrant program implementation. The following is a list of the types of organizations that are often included on these resource lists. This is not meant to be an exhaustive list; rather, this list is a starting point for developing resource lists in each district or for adding to existing lists.

American Red Cross - Oklahoma
http://www.redcross.org/local/oklahoma/

Apartments and realtors
https://www.apartments.com/
http://www.realtor.com/

Brown’s Driving School
https://brownsdrivingschools.com/

Catholic Charities of Oklahoma
http://catholiccharitiesok.org/Programs

Churches
Local churches often have clothing closets, social programs, and food assistance

College and universities

County health departments

Domestic crisis services

Elks Lodge
https://www.elks.org/

Feed the Children
http://www.feedthechildren.org/

Fire departments

Food banks

Homeless shelters

Hospitals, urgent care centers, clinics, mental health centers, dentists, optometrists
Housing Authority

Legal Aid Services of Oklahoma
http://www.legalaidok.org/

Lions Clubs of Oklahoma
http://www.oklahomalions.org/

Ministerial Alliance

National Association of State Directors of Migrant Education
https://www.nasdme.org/

Office of Juvenile Affairs
https://www.ok.gov/oja/

Oklahoma Child Abuse Hotline
1-800-522-3511

Oklahoma Department of Human Services
Adult Protective Services: http://www.okdhs.org/services/aps/Pages/default.aspx

Oklahoma Family Network
http://oklahomafamilynetwork.org/okfn/

Oklahoma Migrant Education Identification and Recruitment Guide

Oklahoma Migrant Education Program
http://sde.ok.gov/sde/title-i-part-c

Oklahoma Parent Education Program
http://sde.ok.gov/sde/parent-education-program

Parents as Teachers
http://parentsasteachers.org/

Police departments

Portable Assisted Study Sequence (PASS)
http://www.wipass.org/

Public Transportation

Rotary Club
https://www.rotary.org/

Schools, alternative schools, food services, bus barns
SoonerRide

United States Department of Housing and Urban Development (HUD) - Oklahoma

United States Office of Migrant Education
https://www2.ed.gov/about/offices/list/oese/ome/index.html

Utility companies