MIGRANT EDUCATION EVALUATION
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Migrant Education Evaluation
for the Oklahoma State Department of Education

University of Oklahoma
Educational Training, Evaluation, Assessment and Measurement (E-TEAM)
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Designer: Milton Collier
http://eteam.ou.edu
# Migrant Education Evaluation

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</table>
MIGRANT EDUCATION EVALUATION

Acknowledgements

Thanks to Educational Training, Evaluation, Assessment & Measurement’s (E-TEAM) Geneva Streich, Kelly Phillips and Sharon Strait for their work in helping to edit the report and to E-TEAM’s Milton Collier for the report design.

Educational Training, Evaluation, Assessment & Measurement (E-TEAM) would also like to thank Rosie Garcia-Belina, who currently serves as the South Central Comprehensive Center (SC3) English Language Learner (ELL) and Migrant Education Technical Assistance (TA) Coordinator. Without her expertise in language acquisition, bilingual education, multiculturalism, migrant education, early childhood education and parental involvement, we would not have been able to create this in-depth analysis of the Oklahoma State Migrant Education Program.

We gratefully acknowledge Dr. Belinda Biscoe-Boni, Associate Vice President, University Oklahoma Outreach, and Director of Educational Training, Evaluation, Assessment & Measurement (E-TEAM), for providing leadership and guidance for this work throughout the last decade.
Executive Summary

The purpose of the Oklahoma State Department of Education Migrant Education Program evaluation was to assess its success in achieving the goals in the Oklahoma State Service Delivery Plan, a plan developed to increase the effectiveness of the program in serving migrant students in Oklahoma. Five goals related to early childhood development, state assessment scores, professional learning opportunities, parental involvement, and data disaggregation were evaluated for the 2012-2013 and 2013-2014 school years.

Goal 1: The number of preschool migrant children attending high-quality early childhood education programs will increase each year until all migrant students enter school with the necessary skills with the same frequency as non-migrant students.

- In the 2013-2014 school year, 36% of eligible migrant children were enrolled in a preschool or pre-kindergarten program. This was a decrease from 62% the previous year.
- While the Oklahoma State Department of Education (OSDE) offers a Kindergarten Developmental Checklist and the Oklahoma Priority Academic Student Skills for Kindergarten to assist teachers in determining children’s readiness for kindergarten, there is currently not a mandated kindergarten readiness assessment given statewide that can be used to determine whether migrant students entering kindergarten have the skills and knowledge necessary to be successful.
- In the 2013-2014 school year, 32% of migrant children entering kindergarten were 6 years of age or older. This was an increase from 30% the previous year.

Goal 2: The number of migrant students that score proficient or above on statewide assessments in reading and math in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed.

- In 2014, 91% of migrant students who took the ACCESS (Assessing Comprehension and Communication in English State-to-State) for ELLs (English language learners) English Proficiency Test scored higher than they did in 2013. This is similar to the results of the previous year, with 92% scoring higher in 2013 than they did in 2012.
- The average English language proficiency score was 4.02 in 2014, an
increase from 3.97 the previous year.

- In the 2013-2014 school year, 58% of the migrant students scored at the proficient level or above in reading/language arts, an increase from 53% the previous year.
- In the 2013-2014 school year, 63% of the migrant students scored at the proficient level or above in math, an increase from 59% the previous year.

**Goal 3: Every school year, continuous targeted professional development opportunities will be provided to administrators, teachers, tutors, recruiters, and advocates working in migrant education programs.**

- The OMEP provided several professional learning opportunities to educators, district staff, and administrators. These opportunities included webinars, presentations, and video conferences.
- The OMEP staff attended professional learning opportunities, including conferences, webinars, meetings, and status calls.
- District Migrant Education Program (MEP) staff attended professional learning opportunities, including workshops, trainings, conferences, and seminars.

**Goal 4: The number of migrant parents who participate in school initiatives in order to become involved in their children’s education will increase each school year.**

- State MEP staff have developed a plan to re-establish a state Parent Advisory Council (PAC) in the fall of 2015.
- District MEPs offered opportunities for parent involvement that included migrant families, such as conferences, open houses, and parent nights.
- District MEPs used many strategies to promote parent involvement, such as correspondence, advertising, offering meetings at times convenient for parents, and making home visits.

**Goal 5: Disaggregated data will be collected for migrant students’ status in the areas of graduation rate and out-of-school youth.**

- Seventy-four percent of migrant students who were high school seniors graduated in 2014.
- In the 2013-2014 school year, there were 23 out-of-school youth, an increase from 17 the previous year.

Results indicate that many improvements have been made to the OMEP during the 2013-2014 school year, especially in the areas of state assessment scores. The data suggest that in the upcoming school year, the program would further benefit from focusing on early childhood education, providing more professional learning opportunities, increasing parental involvement, and improving data collection and storage.
Migrant workers are generally defined as individuals who leave their permanent residence to seek employment as agricultural workers or fishermen (Branz-Spall & Rosenthal, 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). 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 (see Figure 1) 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 faced by migrant children and the problems those challenges create for migrant children’s education.](image-url)
The Migrant Education Program (MEP) is authorized under Title I, Part C of the No Child Left Behind Act of 2001 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 to 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.).

Identification and recruitment efforts are made to locate children who may meet MEP requirements. When a child is identified as one who may meet MEP requirements, their family is interviewed and necessary information is obtained to determine eligibility. If the child meets the requirements, they are issued a Certificate of Eligibility (COE) to confirm their status as a migrant students so that they may begin to receive services. Without a COE, migrant students are not able to receive MEP services.

The Oklahoma Migrant Education Program (OMEP) is housed within the Oklahoma State Department of Education (OSDE). The director of the program also serves as the bilingual director for the state. About 40% of the director’s time is spent on the OMEP. Other state 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. Approximately 30-40% of the program specialist’s time is dedicated to the OMEP.

In academic year 2013-2014, there were 15 districts (see Figure 2) with MEPs in Oklahoma. 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, and recruiters. However, in 2013-2014, not every district had dedicated MEP staff members for all three positions, and in some districts, staff members held multiple roles.
Section 1306 of the No Child Left Behind Act of 2001 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 goals of the program and the intended 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 goals 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 OMEP revised its initial comprehensive needs assessment in 2011. Through multiple data sources, including interviews with stakeholders, the OMEP identified five areas of concern (OSDE, 2011):

1. Migrant preschool children are significantly underperforming on indicators of school readiness when compared with their non-migrant peers.
2. Migrant students have significant gaps in reading, math, graduation, and school readiness when compared to their non-migrant peers.
3. An increased number of highly qualified education professionals need to be employed in or contribute to migrant programs in areas such as planning, programming, and training of MEP staff.
4. Migrant parents tend not to participate in school activities as frequently as parents, in general, do.
5. Migrant student data, both demographic and achievement, is difficult to collect. Additionally, data is often in aggregate form, making it difficult to break down by categories.

The Oklahoma Comprehensive Needs Assessment served as the basis upon which Oklahoma’s State Service Delivery Plan (OSDE, Migrant Education Office, n.d.) was developed. The Oklahoma State Service Delivery Plan addresses each of the five identified needs as goals and provides performance targets with measurable outcomes and indicators. The OSDE Migrant Education Office contracted with the University of Oklahoma’s Educational Training, Evaluation, Assessment, and Measurement (E-TEAM) department to conduct an external evaluation of the OMEP’s success in achieving the goals of the Oklahoma State Service Delivery Plan. This evaluation report provides data, where available, to address each goal and measurable outcome. Recommended strategies are presented for the OMEP to consider in order to continue to improve upon their progress and achieve better outcomes for the OMEP in the future.

For this report, E-TEAM evaluators examined data from multiple sources, including the MIS2000 database, the Consolidated State Performance Report: Parts I and II, information provided by the OMEP, results of the Oklahoma Core Curriculum Tests (OCCTs), results of the ACCESS (Assessing Comprehension and Communication in English State-to-State) for ELLs (English language learners) assessments, questionnaires from OMEP district staff, and the WAVE for academic years 2012-2013 and 2013-2014.
Demographics

Figure 2: Map of Districts in Oklahoma with Migrant Education Programs
In the 2013-2014 school year, there were 793 eligible migrant children in the state. This was an increase from the previous year’s total of 732 children. This increase may be attributed to the statewide recruiter’s efforts and the general movement patterns of migrant families (U.S. Department of Education, 2015). Of the eligible students, 244 (31%) received MEP services in 2013-2014 compared to 385 (53%) in 2012-2013. There is no clear reason for the decrease in the percent of eligible students served.

The majority of eligible migrant children were located in the cities of Merritt, Guymon, Frederick, and Heavener (see Figure 3). Merritt has several farms and cattle ranches, Guymon has a large pork processing plant, Frederick has farms and a meat processing plant, and Heavener has a poultry processing plant. Other districts were relatively small, some with as few as five eligible migrant students. The median number of eligible migrant students for 2013-2014 was 27.

Three districts offered summer programs for migrant students in 2014 with 58 migrant students enrolled, a decrease from the 102 enrolled in 2013 (see Table 1). This decrease could be attributed to the increased move-

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4 Forgan had only five eligible migrant students in 2013-2014 and no longer has a migrant program.

5 This number excludes eligible migrant students not living in a district with a MEP.

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### Table 1. Eligible Migrant Students by Grade/Age Category and Term for Academic Years 2012-2013 and 2013-2014

<table>
<thead>
<tr>
<th>Grade/Age Category</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular Term</td>
<td>Summer Term</td>
</tr>
<tr>
<td>3 to 5</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>K</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>66</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>51</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>49</td>
<td>12</td>
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<tr>
<td>5</td>
<td>53</td>
<td>15</td>
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<td>6</td>
<td>37</td>
<td>4</td>
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<td>7</td>
<td>48</td>
<td>6</td>
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<td>8</td>
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<td>8</td>
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<tr>
<td>9</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>47</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>46</td>
<td>4</td>
</tr>
<tr>
<td>OSY</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>732</td>
<td>102</td>
</tr>
</tbody>
</table>

Note. Counts represent eligible migrant students, whether or not they received services.

Note. The enrollment numbers for the summer program are for migrant summer programs only. Migrant students may be enrolled in regular summer school, offered to all students; those students are not included in these counts.

Note. Out-of-school youth (OSY) are defined as children who are eligible for MEP services but are not enrolled in a K-12 institution.
Demographics

In 2013-2014, the majority of eligible migrant students were Hispanic and/or Caucasian (see Table 2). Most students were children aged three to five and those in kindergarten and fifth grade (see Figure 4). The fewest number of eligible migrant students were in 3rd and 6th grades.

Table 2. Eligible Migrant Students by Ethnicity/Race for Academic Year 2013-2014

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>8</td>
<td>1.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>18</td>
<td>2.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>1.4%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>312</td>
<td>39.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>428</td>
<td>53.6%</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>2.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Note. Total will not equal the total eligible migrant students because students may be represented in more than one ethnicity/race category.
**Priority for Service**

Migrant students who are most at risk of experiencing academic problems may be given Priority for Service (PFS) status. District MEP staff consider several risk factors when making the determination as to whether a child should be designated as PFS. 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 A). 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 on an annual basis. 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.

In 2013-2014, 7% of the eligible migrant students were designated as PFS. This was a decrease from 12% the previous year. No specific reason can be identified for the decrease. Most of the PFS students were in high school (10th grade, 19%; 12th grade, 13%) in 2013-2014 as compared to the majority being in elementary school (kindergarten, 18%; 3rd grade, 13%) the previous year (see Table 3).

**Limited English Proficient**

An eligible migrant student may be determined to have limited English proficiency (LEP) based on the results of the Oklahoma Home Language Survey and the WIDA-ACCESS Placement Test. 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 2013-2014, 7% of the eligible migrant students were LEP. This was a decrease from 18% the previous year. No specific reason can be identified for the decrease. Most of the LEP students were in kindergarten (19% in 2013-2014; 14% in 2012-2013) and 1st grade (15% in 2013-2014; 14% in 2012-2013) in both school years. Of the 54 LEP students in 2013-2014, 36 (67%) received MEP services, while 91 (70%) of the 130 LEP students received services in 2012-2013 (see Table 4).

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**Table 3. Eligible Migrant Students with Priority for Service Status for Academic Years 2012-2013 and 2013-2014**

<table>
<thead>
<tr>
<th>Grade/Age Category</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 to 5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>K</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>4</td>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<td>11</td>
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<td>5</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>OSY</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

**Table 4. Eligible Migrant Students with Limited English Proficiency for Academic Years 2012-2013 and 2013-2014**

<table>
<thead>
<tr>
<th>Grade/Age Category</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 to 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>K</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>7</td>
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<td>3</td>
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<tr>
<td>OSY</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>130</strong></td>
<td><strong>54</strong></td>
</tr>
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</table>
The following are the goals and related measurable outcomes as they were outlined in Oklahoma’s State Service Delivery Plan. Related findings are discussed and suggested strategies for improvement are provided for each outcome.

Goal 1: The number of preschool migrant children attending high-quality early childhood education programs will increase each year until all migrant students enter school with the necessary skills with the same frequency as non-migrant students.

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, 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 experience is to attend a preschool or pre-kindergarten program; however, school readiness must be addressed not only by the schools, but by families and communities as well (Child Trends, 2001; Mathur, 2012; Rhode Island KIDS COUNT, 2005).

In Oklahoma, district MEP staff reported several strategies they use to improve school readiness and early childhood services for migrant children. Strategies included:

- offering enrollment assistance to parents for pre-kindergarten and kindergarten programs;
- providing tutoring, in-class, and support outside of class to students, starting in pre-kindergarten;
- making materials (e.g., games, books, tablets) available to migrant families for use at home;
- administering reading and literacy programs; and
- advertising for early childhood programs in locations frequented by migrant families.

Measurable Outcome 1: The percentage of eligible migrant preschool children receiving a high-quality early childhood education will increase annually toward the statewide target. 6

Findings

Many MEP districts in Oklahoma do not have enough preschool-age migrant students to warrant having pre-kindergarten programs specifically for these

6 At the time the State Service Delivery Plan was developed, Oklahoma had a system of accountability that differs from its current system. While the previous system had specific growth targets, the current system requires that students must score higher than they did the previous year. In this report, the current system is used to evaluate measurable outcomes.
students. However, migrant students may still attend regular pre-kindergarten classes or other specialized preschool or pre-kindergarten programs.

In school year 2012-2013, there were 52 eligible migrant children aged three to five. Of these, 32 (62%) were enrolled in a pre-kindergarten program. Six districts reported that they did not have any eligible migrant students enrolled in a pre-kindergarten program. Six districts had migrant students enrolled in regular pre-kindergarten programs, two districts reported having Head Start programs, and two districts had home-based preschool programs7.

In school year 2013-2014, there were 66 eligible children, of which 24 (36%) were enrolled in a pre-kindergarten program. Seven districts reported that they did not have any eligible migrant students enrolled in a pre-kindergarten program. Four districts had migrant students enrolled in regular pre-kindergarten programs, one district reported having a Head Start program, one district had a 21st Century Community Learning Center, and one had a home-based preschool program8.

**Recommendations**

There was a drastic decrease in the percentage of eligible children who were enrolled in a pre-kindergarten program from 2012-2013 to 2013-2014. There is no clear indication of why such a decrease may have occurred. The low percentage of eligible migrant children enrolled in pre-kindergarten suggests that OMEP staff should increase their efforts to ensure that these children are enrolling in and attending preschool or pre-kindergarten.

**Suggested Strategies for Improvement**

- Assist families with enrolling their children in high-quality preschool or pre-kindergarten programs.
- Provide additional activities and materials to families so that they can help their children learn at home.
- Conduct home visits to provide cognitive and linguistic development activities for children.
- Collaborate with Head Start, Early Head Start, and other local early childhood education programs.
- Provide translation services for parents for whom English is a second language (ESL).
- Advertise enrollment dates and information in locations frequented by migrant families and in the appropriate language.
- Strengthen relationships between communities and migrant families, including child-serving and social service agencies, to assist with referrals and recruitment.

**Measureable Outcome 2:** The percentage of children in MEP-funded centers or home-based programs who are ready for kindergarten by age five will increase by 5% each year.

**Findings**

Currently, there are no mandatory state assessments that measure kindergarten readiness in Oklahoma. Many schools assess children in pre-kindergarten and in kindergarten, but schools are free to choose which assessment to use and chosen assessments may measure different skills and abilities. As a result, there is not a standardized test that is given uniformly across the state. The OSDE offers the Kindergarten Developmental Checklist and the Oklahoma Priority Academic Student Skills for Kindergarten as a tool to assess for kindergarten readiness; however, the assessment does not provide an overall score to indicate the level of kindergarten readiness and it is not a mandatory assessment.

**Recommendations**

To assess for kindergarten readiness, the OMEP should review and analyze kindergarten readiness assessment tools to determine the most appropriate assessment and implement a statewide mandatory requirement for the test to be administered to migrant students in preschool or pre-kindergarten programs. Test data should be collected and made available to the OMEP for annual review.

**Suggested Strategies for Improvement**

- Select a standardized assessment for kindergarten readiness and require its use for all migrant students in preschool or pre-kindergarten programs.
- Conduct transition-to-school activities for preschool and pre-kindergarten children.
- Organize summer academies for entering kindergarten students.
- Provide additional activities and materials to families so that they can help their children learn at home.
- Conduct home visits to provide cognitive and linguistic development activities for children.

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7 One district offered the Oklahoma Parents as Teachers (OPAT) program, which is a program that helps parents work with their children ages birth to three to prepare them for school.
8 This district offered the OPAT program.
linguistic development activities for children.
  • Collect information on level of skills expected by local school districts for entering kindergarteners.

**Measurable Outcome 3:** The percentage of migrant kindergarteners who enroll in kindergarten after the age of 5.9 years will decrease annually toward the statewide target.

**Findings**

For the 2012-2013 school year, there were 60 eligible migrant students in kindergarten. Birth dates were available for 56 of those students. Of those, 17 (30%) children were older than 5.9 years of age when they enrolled in kindergarten.9

For the 2013-2014 school year, there were 75 eligible migrant students in kindergarten. Birth dates were available for 50 of those students. Of those, 16 (32%) children were older than 5.9 years of age10 when they enrolled in kindergarten, a slight increase from the previous year.

**Recommendations**

Data indicates that slight improvements have been made in getting children ready for and enrolled in kindergarten prior to their sixth birthday. However, the percentage of children enrolling in kindergarten after 5.9 years of age is still high. Efforts should be made to decrease the number of children enrolling late by focusing on getting preschool-age children ready for kindergarten and enrolled at the appropriate age.

**Suggested Strategies for Improvement**
  • Promote parental awareness of school enrollment requirements and opportunities for kindergarten through advertising in areas frequented by migrant families and in the appropriate language.
  • Assist parents with enrolling their children in kindergarten in a timely manner.
  • Provide additional activities and materials to families so that they can help their children learn at home.
  • Conduct home visits to provide cognitive and linguistic development activities for children.
  • Provide translation services for ESL parents.
  • Conduct transition-to-school activities for preschool and pre-kindergarten children.
  • Organize summer academies for entering kindergarten students.
  • Collect information on level of skills expected by local school districts for entering kindergarteners.

**Goal 2:** The number of migrant students that score proficient or above on statewide assessments in reading and math 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 continual school changes lead to a cumulative academic lag, resulting in students who may be required to repeat a grade (Kerbow, 1996). These students may not be motivated or able to compensate for their knowledge gap because the gap increases with each move. 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).

An additional complicating factor that 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 ESL 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 haven’t 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 the high mobility of these students and other factors, such a high levels of poverty (Paik &

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9 These data reflect the age at which the child enrolled in kindergarten, not the age at which they started kindergarten.
10 Two students’ data were removed from the totals due to erroneous birth dates.
Phillips, 2002) make it extremely difficult for migrant students to reach the same level of academic achievement as non-migrant students.

District MEP staff reported several strategies that they used to address these barriers faced by migrant students and provide language support and help students improve reading and math skills (see Table 5).

**Measurable Outcome 1:** Using the baseline of scores in the state standardized assessments, the percentage of migrant English learners moving from one proficiency level to the next (or making progress) will increase at a rate which is above the target for English learners statewide.

**Findings**

The ACCESS for ELLs English Language Proficiency Test\(^{11}\) 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.

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\(^{11}\) ACCESS for ELLs scaled scores were used to determine changes in students’ scores, as is recommended in the ACCESS for ELLs: Interpretive guide for score reports (University of Washington, 2015).
This test is given annually (University of Washington, 2015).

Ninety-three migrant students had scores in 2012 and 2013 for the ACCESS for ELLs English Language Proficiency Test. Of those, 86 (92%) scored higher in 2013 than they did in 2012. The average difference in scores was an increase of 24 points. One student’s score did not change and six students’ scores decreased.

Seventy-seven students had scores in 2013 and 2014 for the ACCESS for ELLs English Language Proficiency Test. Of those, 70 (91%) scored higher in 2014 than they did in 2013. The average difference in scores was an increase of 24 points. One student’s score did not change and six students’ scores decreased.

**Recommendations**

From these data, it is clear that the majority of migrant English learners are showing improvements in English proficiency from one year to the next. The average increase remains consistent at 24 points. Though this is an area in which the OMEP appears to be doing well, efforts should continue to be made to maintain or increase the percentage of migrant English learners who progress in English language proficiency each year.

**Suggested Strategies for Improvement**

- Emphasize language-based content instruction in classrooms.
- Use students’ home languages to build understanding of concepts.
- Utilize technology as a tool for student academic improvement.
- Extend instructional time through multiple programs, such as after-school programs, tutoring, and summer school programs.
- Offer family literacy opportunities to parents for home support.
- Provide professional learning opportunities to MEP staff and teachers concerning ways to support ELL students.
- Coordinate with primary teacher and/or ESL teacher to establish a plan for the student and involve parents in the plan.
- Hire paraprofessional to provide individualized instruction to ELL students.
- Have family nights for ELL students and their families to provide additional information and support.

**Measurable Outcome 2: Using the baseline of the Oklahoma state assessment scores, the percentage of migrant English learners who would be expected to achieve English proficiency at Level 6 will increase at a rate at or above the target for the same group of English learners statewide.**

**Findings**

Students are provided their language proficiency level with their ACCESS for ELLs English Language Proficiency Test 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):

- **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.

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 as indicated above. The decimal number is the proportion within the proficiency level range that the student’s scale score represents (University of Washington, 2015). In 2013, the average proficiency score for migrant students was 3.97 (n = 134). Only two (1%) students scored at Level 6. There was an increase in the average proficiency score in 2014, with an average score of 4.02 (n = 79). Eleven students (14%) scored at Level 6.

Very few migrant students reached the highest level of English proficiency in 2013 (see Figure 5). There was a drastic increase in the percentage of students
reaching Level 6 in 2014. However, intervening variables make it difficult to compare proficiency scores from one year to the next. Age, grade level, and level of English proficiency of students taking the assessment may vary considerably from year to year due to the high mobility of these students. As such, any annual comparisons should be made with caution. Further, one should not make comparisons of proficiency levels from one year to the next at the student level, as is advised in the ACCESS for ELLs: Interpretive Guide for Score Reports (University of Washington, 2015).

**Suggested Strategies for Improvement**

- Provide intensive summer activities to support English language learning.
- Provide staff professional learning in working with ELL students.
- Emphasize language-based content instruction in classrooms.
- Use students’ home languages to build understanding of concepts.
- Utilize technology as a tool for student academic improvement.
- Extend instructional time through multiple programs, such as after-school programs, tutoring, and summer school programs.
- Offer family literacy opportunities to parents for home support.
- Coordinate with primary teacher and/or ESL teacher to establish a plan for the student and involve parents in the plan.
- Hire paraprofessional to provide individualized instruction to ELL students.
- Have family nights for ELL students and their families to provide additional information and support.
- Have more frequent parent/teacher conferences with parents of ELL students.

**Measurable Outcome 3:** The percentage of migrant students who score at the proficient level or above in English language arts will be consistent with the state growth target.

**Findings**

In the 2013-2014 academic year, 69% of the entire student population in Oklahoma, including migrant students, scored either at the proficient level or above in reading/language arts on the Oklahoma Core Curriculum Test (OCCT; see Figure 6). This is a slight decrease from 70% the previous school year (see Figure 7). Fifty-eight percent of the migrant students scored at the proficient level or above in 2013-2014, an increase from 53% the previous year (see Figure 8). While there’s still a large disparity between scores for the population as a whole and those of migrant students, the percent of migrant students scoring at the proficient level or above has increased, while the percent of the overall population scoring at the proficient level or above has decreased. It should be noted, however, that the number of migrant students is small, making it difficult to make direct comparisons between the two populations.

There are no clear trends or patterns that emerge for the entire population or for migrant students when looking at the assessment results by grade. However, it does appear that students may score higher in later grades, especially on end-of-instruction assessments.
Recommendations

It is evident that migrant students are making greater gains in levels of proficiency in reading/language arts than the overall population. While these results are promising, migrant students are still underperforming in this area. Continued attention should be paid to increasing the levels of proficiency in reading/language arts for migrant students.

Suggested Strategies for Improvement

- Provide training to MEP staff on differentiated instructional strategies for English language arts.
- Offer family literacy opportunities to parents for home support.
- Research different models of literacy instruction and pilot successful models.
- Provide books, games, and other learning materials to migrant families to help them support student learning at home.
- Implement a small-group reading program for students.
- Extend instructional time through multiple programs, such as after-school programs, tutoring, and summer school programs.
- Utilize technology as a tool for student academic improvement.
- Implement instructional strategies that activate prior knowledge and build vocabulary.
- Monitor individual progress in reading/language arts.
- Provide high-quality curriculum aligned with tools for assessment and progress monitoring.
- Hire paraprofessionals to provide individualized instruction outside the classroom.
- Have family nights and/or family game nights for migrant students and their families to increase reading/language arts skills and knowledge.

Measurable Outcome 4: The number of migrant students in grades 3-12 who are proficient in math will be consistent with Oklahoma’s growth targets.

Findings

In the 2013-2014 academic year, 66% of the entire student population in Oklahoma, including migrant students, scored either at the proficient level or above in math on the OCCT (see Figure 9), a decrease from 70% the previous school year (see Figure 10). Sixty-three percent of the migrant students scored at the proficient level or above in 2013-2014, an increase from 59% the previous year (see Figure 11).

As with the reading/language arts test, there are no clear trends or patterns that emerge when looking at
math assessment results by grade. It is interesting to note, however, that a great deal more migrant students scored at the proficient level or above in high school in the 2013-2014 school year (86%) than they did in the 2012-2013 (51%) school year.

**Recommendations**

Though migrant students scored lower than the state, overall, the gap between the entire student population and migrant students shows signs of closing. Again, the number of migrant students is small, making it difficult to make direct comparisons between the two populations. The OMEP and district MEPs should continue to work to make improvements in this area.

**Suggested Strategies for Improvement**

- Provide training to MEP staff on differentiated instructional strategies for math.
- Use culturally relevant materials to improve understanding of math concepts.
- Analyze assessment data to identify students who need additional help to meet the math standards and provide interventions for these students.
- Provide books, games, and other learning materials to migrant families to help them support student learning at home.
- Implement a small-group math program for students.
- Extend instructional time through multiple programs, such as after-school programs, tutoring, and summer programs.
- Utilize technology as a tool for student academic improvement.
- Implement instructional strategies that activate prior knowledge.
- Monitor individual progress in math.
- Provide high-quality curriculum aligned with tools for assessment and progress monitoring.
- Incorporate manipulatives and hands-on activities to support the development of math concepts.
- Hire paraprofessionals to provide individualized instruction outside the classroom.
- Have family nights and/or family game nights for migrant students and their families to increase math skills and knowledge.

**Measurable Outcome 5:** The number of migrant students who score at the proficient or advanced level in math in grades 3-12 will increase by at least five percentage points annually.

**Findings**

The percent of migrant students who scored at the proficient level or above in math on the OCCT increased from 59% in 2012-2013 to 63% in 2013-2014. This is an increase of 6.8%.

**Recommendations**
As previously mentioned, it appears that migrant students are making advancements in this area. The OMEP and district MEPs should continue to work to make additional improvements.

**Suggested Strategies for Improvement**

- Provide training to MEP staff on differentiated instructional strategies for math.
- Use culturally relevant materials to improve understanding of math concepts.
- Analyze assessment data to identify students who need additional help to meet the math standards and provide interventions for these students.
- Provide books, games, and other learning materials to migrant families to help them support student learning at home.
- Implement a small-group math program for students.
- Extend instructional time through multiple programs, such as after-school programs, tutoring, and summer programs.
- Utilize technology as a tool for student academic improvement.
- Implement instructional strategies that activate prior knowledge.
- Monitor individual progress in math.
- Provide high-quality curriculum aligned with tools for assessment and progress monitoring.
- Incorporate manipulatives and hands-on activities to support the development of math concepts.
- Hire paraprofessionals to provide individualized instruction outside the classroom.
- Have family nights and/or family game nights for migrant students and their families to increase math skills and knowledge.

**Goal 3: Every school year, continuous targeted professional development opportunities will be provided to administrators, teachers, tutors, recruiters, and advocates working in migrant education programs.**

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 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 receive professional learning that will aid them in supporting these children, in particular. 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).

**Measurable Outcome 1: High-quality targeted professional development on migrant issues (culture, language acquisition, parental involvement, etc.) will be provided to administrators, teachers, tutors, recruiters, advocates, and volunteers before the beginning of the school year.**

**Findings**

In the 2013-2014 academic year, the OMEP staff encouraged district staff to attend the National Migrant Education Conference, held meetings for the Professional Learning Community where issues related to MEPs were discussed, and provided several webinars, presentations, and video conferences (see Table 6). District MEP staff provided feedback about the types of professional learning opportunities they would like to receive and ways to improve the MEPs. Some of the topics mentioned were:

- strategies for working with ELL students,
- reading interventions,
- training on the Sheltered Instruction Observation Protocol,
- supplemental reading and math software available for use by teachers,
- instructional techniques,
- recruitment strategies,
- supporting small MEPs, and
- community training about poverty.

District staff requested read-only access to the MIS2000 database, an updated version of the MIS2000 database, online COEs, and regular email updates concerning federal laws, policies, and reforms related to MEPs. They reported that they prefer to receive professional learning through webinars and conferences. Teleconferences and online courses were also given preference. Classroom training was the least preferred method of receiving professional learning. Staff also listed district-level training and
emails with supplemental information as ways they would like to receive professional learning.

**Recommendations**

Though some professional learning opportunities were available to MEP staff, an effort should be made to increase the number and availability of those opportunities. Maintaining frequent contact with district MEP staff and keeping them apprised of research, legislation, and other developments related to MEPs is critical.

**Suggested Strategies for Improvement**

- Establish local communities of learning or teaching teams that meet regularly to discuss issues related to the MEP and migrant students.
- Provide educators with professional learning opportunities using technology.
- Distribute materials to support migrant-specific professional learning activities among MEP staff.
- Identify content or methods specialists in a variety of high-need areas to provide workshops on topics such as parental involvement, differentiated instruction, research-based strategies for teaching migrant students, and language development for English learners.
- Establish a professional learning community

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**Table 6. Professional Development Opportunities Offered by State MEP in 2013-2014**

<table>
<thead>
<tr>
<th>Title</th>
<th>Location</th>
<th>Attendees</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Doors: The Migrant Education</td>
<td>OSDE Vision 20/20 Conference</td>
<td>Recruiters, school administrators, and educators</td>
<td>History, purpose, and goals of the MEP; allowable grant expenditures &amp; student eligibility requirements; and methods to identify &amp; recruit students</td>
</tr>
<tr>
<td>Migrant Literacy Net (MLN)</td>
<td>Webinar</td>
<td>Federal programs directors, MEP coordinators, and migrant education teachers</td>
<td>Instructional online resources; individual learning plans &amp; graduation plans; tutorials on migrant students' needs; test scores in student success plan; and transferring student success plans</td>
</tr>
<tr>
<td>MEP Videoconference</td>
<td>Videoconference</td>
<td>Federal programs directors, recruiters, and records clerks</td>
<td>Summer school plan; application &amp; allowable expenditures; credit accrual &amp; end-of-year reports; and National Certificate of Eligibility</td>
</tr>
<tr>
<td>Migrant Grant Program Administrative Issues</td>
<td>Webinar</td>
<td>Federal programs directors, recruiters, and records clerks</td>
<td>Sub-grant procedures; FY14-15 application information; allowable expenditures; and Certificate of Eligibility updates</td>
</tr>
<tr>
<td>Netbook Training</td>
<td>OSDE Building</td>
<td>District MEP staff</td>
<td>Using a netbook; completing an electronic Certificate of Eligibility; troubleshooting netbook issues</td>
</tr>
</tbody>
</table>
of teachers of migrant students across the state to foster collaborative learning and allow participants to share expertise, strategies, and resources.

Measurable Outcome 2: Both MEP staff and district staff will participate in professional development opportunities to ensure that regional and local planning and implementation of programs and services are aligned to the State Service Delivery Plan’s performance targets and measurable outcomes.

Findings

State MEP staff attended the National Identification and Recruitment Forum, OSDE’s Vision 20/20 Conference, and the National Migrant Education Conference during the 2013-2014 school year. State staff also participated in the Tier II States MEP Evaluation webinar, the Oklahoma Education Plan for ELLs meeting, and a status call concerning the OMEP.

District MEP staff reported attending or participating in the following professional learning opportunities:

- State-offered workshops
- National Migrant Education Conference
- Training on working with ELLs
- Book studies with staff
- WIDA Consortium trainings
- Local training related to federal regulations, identification and recruitment, quality control, and community outreach
- Literacy training
- Training on the Sheltered Instruction Observation Protocol
- MEP-related seminars at education conferences (e.g., OSDE’s Vision 20/20 Conference)

In addition, staff worked with consultants to gain assistance with instructional strategies for math and reading, and training was provided to teachers. One district reported conducting regular needs assessments of the schools, then incorporating those needs into staff development days.

Recommendations

State and district MEP staff participated in varied professional learning opportunities in 2013-2014 in a variety of formats. Staff should continue to seek out and participate in professional learning in diverse areas that will assist them in supporting migrant students. Resources, tools, and lessons learned should be shared and opportunities for professional learning should be disseminated among MEP staff. Additionally, district MEP staff should maintain records of the professional learning opportunities they receive and state MEP staff should audit those records to ensure appropriate levels and quality of professional learning are being received for all district MEP staff.

Suggested Strategies for Improvement

- Establish a professional learning community of teachers of migrant students across the state to foster collaborative learning and allow participants to share expertise, strategies, and resources.
- Provide educators with professional learning opportunities using technology.
- Distribute materials to support migrant-specific professional learning activities among MEP staff.
- Encourage MEP staff and teachers to attend PAC meetings and school events.

Goal 4: The number of migrant parents who participate in school initiatives in order to become involved in their children’s education will increase each school year.

Research shows that a high correlation exists between the academic success of students and parent involvement (López, Scribner, & Mahitivanichcha, 2001). For migrant families there are many barriers to participation that they must overcome. Long work hours, limited access to transportation, and language barriers are only a few of the reasons that migrant families may not participate in their children’s education. Research suggests that to increase parent involvement, the basic needs of migrant families must first be addressed. This requires that MEP and teaching staff be aware of migrant families’ needs and services available in the community to help meet those needs (López, Scribner, & Mahitivanichcha, 2001; Paik & Phillips, 2002). Only then can programs begin to increase migrant parent participation.

Measurable Outcome 1: Each school year, MEP parents/guardians, schools, and staff/volunteers will increase the use of research-based partnership practices in the education of students.
Findings

While some districts are able to offer opportunities for parent involvement specific to migrant parents, many districts have a low number of migrant families. These districts provide parent involvement opportunities to all families, but encourage the migrant families to attend. District MEP staff reported many of these types of events. Those included:

- Open houses, summer socials, and back-to-school nights
- Parent/teacher conferences
- Parent Advisory Council (PAC) meetings
- Migrant Parent-Teacher Organization and Parent-Teacher Organization meetings
- Banquets and programs
- Parent literacy nights, math nights, and computer nights
- Carnivals, festivals, and family fun nights
- Book fairs

State MEP staff have developed a plan to re-establish a state PAC in the fall of 2015 and promote attendance at meetings. The plan includes an outline of the meetings that will be held, as well as a plan to develop a State PAC Sustainability Manual and establish a state PAC liaison.

Recommendations

District MEP staff should continue to encourage parent participation from migrant families in all school events. Staff should also offer activities specifically for migrant families if they are able. In the upcoming years, the state should work on implementation of the plan to establish a state PAC and strategies to promote participation.

Suggested Strategies for Improvement

- Regularly provide outreach and build collaborative partnerships with parents/families, students, schools, and community agencies to promote student success.
- Train school staff about the experiences and needs of migrant children and families and how to partner effectively with parents and families.
- Provide learning opportunities and support to parents and families.
- Assist schools in building partnerships with parents and families.
- Implement a home-visit program.
- Ensure PAC participation in the planning, operation, and evaluation of MEPs.
- Establish programs to promote parent involvement in the education of their children and support families as partners in education.
- Encourage parent participation in district PACs and the state PAC by advertising in appropriate languages and in locations frequented by migrant families, holding meetings at times that are convenient for migrant parents, and providing transportation and child care.
- Advertise PAC meetings and other school events in locations frequented by migrant families and in their primary language.

Measurable Outcome 2: MEP programs and staff/volunteers will work with parents to reduce identified barriers to parent involvement in the education of their children each year by 10 percent.

Findings

One district reported that to address the difficulties they have experienced with getting parents involved, they contacted a consultant from ESCORT, a language and literacy development center that works with educators to develop effective approaches to staff development. Based on what they learned, the district has plans for MEP staff to attend every elementary parent involvement activity that is offered. The MEP will offer transportation to migrant parents to encourage their participation in the activities, as
well. At the conclusion of the activities, staff will hold debriefing sessions with the migrant parents to obtain feedback about the activities and assist these parents in learning to provide feedback in meetings and advocate for their children. These interactions will also build familiarity between migrant parents and staff. The focus of the district’s strategy will initially be on elementary levels because parents are more likely to attend school events for younger students, and elementary schools often have more events than middle and high schools. If this strategy is successful, the district will expand their strategy to include the other schools.

**Recommendations**

District MEPs are using a variety of strategies to engage migrant families and encourage participation. District MEP staff should collaborate and share successful strategies so that all MEPs may benefit from them.

**Suggested Strategies for Improvement**

- Provide support services such as transportation and childcare to migrant families.
- Provide information to parents in the appropriate language.
- Implement a home-visit program and/or support teachers in making home visits.
- Ensure PAC participation in the planning, operation, and evaluation of the MEP.
- Advertise PAC meetings and other school events in locations frequented by migrant families and in their primary language.

**Goal 5: Disaggregated data will be collected for migrant students’ status in the areas of graduation rate and out-of-school youth.**

Migrant families are at risk of developing serious illnesses due to poor living and working conditions. In addition, most migrant families do not have health insurance and are not eligible for Medicaid. Infant mortality and mortality rates for migrant children are much higher than the general population (U.S. General Accounting Office, 1998) and the average life expectancy of migrants is 49 years (López, Scribner, & Mahitivanichcha, 2001). Migrant children are more likely to be exposed to pesticides, be malnourished, and have dental disease and are less likely to be fully immunized than other children (North Carolina Council of Churches, 2012). These health issues can lead to poor school attendance and difficulty concentrating in class.

Migrant children are also more likely to drop out of school than their non-migrant classmates. 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 that migrant students have a low rate of graduation include difficulty transferring earned credits among schools, different graduation requirements among schools, low academic achievement, and the need to work to help support their families (Perry, 1997).

**Measurable Outcome 1:** MEPS will have available data and include such information in their reports to OSDE that shows the status of migrant students in the areas of graduation rate and out-of-school youth.

**Findings**

The OMEDP has experienced difficulties in collecting accurate graduation data, though it is requested bi-annually. Staff had identified this as something that needs to be addressed and are in the beginning stages of planning ways to improve the existing system. In 2013-2014, eight districts reported having students eligible for graduation. Of the 35 migrant students who were eligible for graduation, 26 (74%) were reported as having graduated. This is greater than the estimated graduation rates of migrant students in the research.

Out-of-school youth (OSY) are eligible migrant children who are not currently enrolled in a K-12 institution. There are many reasons why an eligible student may not be enrolled. Many have dropped out of school, some are working on a GED elsewhere, and some work full time to help support themselves and their families. OSY are extremely difficult for OSDE to identify. The statewide recruiter has made improvements and contributed to the increased number of OSY, but the local recruiters do not attempt to identify and recruit OSY because their focus is on students they can more likely get enrolled in school. The OMEDP has identified this as a problem, but does not currently have a plan to deal with the issue.

**Recommendations**

There is very little data that exists to address the issues of low graduation rates and OSY in Oklahoma’s MEP.
Collecting data on graduation rates should be made a priority and a reliable system should be put in place to ensure this data is obtained. To address the problems with OSY, local recruiters should be encouraged to identify and recruit these children. Professional learning around ways in which to recruit this population may be beneficial in improving recruiters’ ability to identify OSY.

**Suggested Strategies for Improvement**
- Provide district MEPs with a checklist that details the documentation needed to be in compliance with U.S. Office of Migrant Education guidelines.
- Develop a data collection system or modify existing data collection systems to include collection of data related to graduation rates and out-of-school youth.

**Measurable Outcome 2: Report on additional support initiatives that result from the analysis of the disaggregated data obtained in the areas of graduation rates and services for out-of-school youth.**

**Findings**

Due to the limited available data, additional support initiatives have not been developed for the areas of graduation and out-of-school youth. These are areas that need to be made a priority for state and district MEPs.

**Suggested Strategies for Improvement**
- Provide district MEPs with a checklist that details the documentation needed to be in compliance with U.S. Office of Migrant Education guidelines.
- Develop a data collection system or modify existing data collection systems to include collection of data related to graduation rates and out-of-school youth.
Identification and Recruitment Efforts
Identification and Recruitment Efforts

In academic year 2013-2014, the OMEP made great improvements in the area of identification and recruitment (ID&R) of migrant students. A state migrant recruiter was hired in June, 2013 to support recruitment activities across the state. The recruiter conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the OMEP that included the following areas: recruitment efforts, availability of data, resources, plans, and state-qualifying activities. From there, a strategic plan was developed that includes a statewide snapshot to determine the reason for the decline in the number of eligible migrant students, interstate and intrastate migrant mobility patterns, and employers or migrant workers. As part of the strategic plan, the following items were developed to improve the OMEP:

- MEP introduction package to be distributed to school districts, employers, and community organizations like churches, chambers of commerce, and non-profit agencies, which includes a program introduction and authorization letter, a bilingual program informational brochure, a sample of the program parental questionnaire, WAVE requirements for migrant students, and a suggested uses of MEP funds page for school districts
- Profile of identified employers, local organizations, and individuals who work closely with the migrant community
- Recruitment map that shows areas where migrant families are likely to live and work, receive services, and send their children to school
- Recruitment calendar
- Easel binder presentation
- Employer, service organization, and community surveys
- Family resource referral form
- Documentation of the regions of the state with the most population density and seasons having the most migrant influx
- Planting and harvesting calendar
- List of migrant farms and workers by county

The state migrant recruiter canvassed areas where concentrations of migrant children and their families are likely to be found (e.g., migrant labor camps, major local employers) to identify and enroll students. The state recruiter also attended community meetings, MEP PAC meetings, coalition meetings, professional learning, national forums, and other related meetings and conferences.

Currently, the state migrant recruiter is working on the State Integrated Action Plan, which integrates the State Action Plan, Project District Plans, and the Migrant Recruiter Individual Plan. The statewide ID&R Individual Plan has been recently updated.

Transition to Electronic Certificates of Eligibility

Another area of improvement the OMEP made during the 2013-2014 school year was a transition from paper to electronic COEs. This change increased the speed and efficiency with which COEs were processed and to decrease errors. Electronic COEs are easier to locate and easier to store. In addition, with electronic COEs, loss or misplaced COEs are no longer a problem.

In April, 2014, the process to move from paper to electronic COEs began. Netbooks were acquired, staff received training, and district MEPs were issued netbooks and user’s manuals. The OMEP stopped accepting paper COEs on September 1, 2014. While paper re-certifications are still accepted, the OMEP is in the process of phasing them out. District MEPs have responded positively to the transition from paper to electronic COEs. They are provided technical assistance through online training or through contact with the state’s migrant program specialist. In addition, a refresher training and a re-certification training were offered via webinar in May, 2015.
Conclusion

The OMEP contracted with the E-TEAM to evaluate their success in achieving the goals established in the Oklahoma State Service Delivery Plan. To address each goal and related measurable outcome, evaluators examined data from state reports, assessment results, student databases, and questionnaires.

Results indicate that the OMEP has made progress in many areas. The greatest improvements were seen in test scores for English proficiency and math. Migrant students showed improvements from 2013 to 2014 on the ACCESS for ELLs English Language Proficiency Test and more students reached the highest level of proficiency in 2014 than in 2013. Additionally, while migrant students still underperformed in reading/language arts and math, they improved at a higher rate than the overall population, and the gap between math scores for migrant students and the entire population was almost absent. Other improvements to the OMEP included hiring a state migrant recruiter who has made gains in the identification and recruitment efforts across the state and making the transition from paper to electronic COE, which has improved the efficiency, accuracy, and accessibility of these documents.

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 late. Additional areas the OMEP should focus on are offering and attending professional learning opportunities, continuing to increase parental involvement, and improving the data collection system. Further, though the OMEP now has a state recruiter whose time is devoted entirely to the duties of the OMEP, the director and program specialist each spend less than half of their time on the program due to their responsibilities for other programs. Having additional staff or staff who can devote all of their time to the OMEP may help make the program more effective.
References


Appendix A

2014-2015
Oklahoma Migrant Education Program (MEP)
Student Selection and Priority for Services (PFS) Form
(Using Data from the 2013-2014 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>STUDENT DEMOGRAPHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<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

<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 9/1/13 (or start of regular school year) until end of regular school year in 2014.</td>
<td>2. Moved from one district to another due to migrant lifestyle</td>
<td></td>
</tr>
<tr>
<td>3. Absent for two or more weeks and then returns due to migrant lifestyle</td>
<td>4. Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle</td>
<td></td>
</tr>
</tbody>
</table>
### Table B. At Risk of Failing to Meet State Standards Criteria

<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></td>
<td>5. Scored unsatisfactory or basic on Reading Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Scored unsatisfactory or basic on Mathematics Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Scored unsatisfactory or basic on Writing Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Scored unsatisfactory or basic on Science Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Scored unsatisfactory or basic on Social Studies Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Scored below proficient on State assessments from other States</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Scored below 50thile on norm-referenced test (reading and/or math)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Is below grade level on any K-3 reading diagnostic assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. 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></td>
<td>14. Is behind in accruing credits toward graduation requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. Placed in a class that is not age appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. Has grades indicating below average performance in math and/or language arts at the elementary level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. 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></td>
<td>18. 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 even though he or she may meet the other at risk criteria.**