

# Oregon Migrant Education Program

2024 – 2029 Service Delivery Plan

Updated January 2025



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## **Introduction**

### **What is the Migrant Education Program?**

Oregon's Migrant Education Program is federally funded under Title I, Part C, of the federal Elementary and Secondary Education Act (ESEA) for migrant education administered by the Oregon Department of Education (ODE). The program aims to ensure that migratory youth in the state of Oregon have the same opportunity as their non-migratory peers to benefit from a free and public education. The two primary goals of this program are for migratory youth to receive a high-quality education while achieving high academic standards and to graduate with a high school diploma. Attainment of these goals will better position migratory youth for postsecondary success in college, career, and life. The Oregon MEP provides supplemental services for migratory youth and their families to create pathways to education. These supports fall into two categories: instructional services and support services. Together, these supports supplement state and federal education programs and operational services provided by Oregon's local education agencies (LEAs).

### **Who is responsible for the Migrant Education Program?**

Together, ODE and the Multilingual and Migrant Education (MME) team administer the Oregon MEP. ODE's role is to support the 19 MEP regions in Oregon through grant management and technical assistance, provide oversight through program monitoring and evaluation, and ensure alignment of implementation strategies and approaches. ODE provides leadership and oversight to the 170 individuals who support the MEP, referred to as "MEP staff" throughout this plan, across the state. MEP staff members include program coordinators, graduation specialists/liaisons, pre-K specialists/liaisons, family engagement specialists/liaisons, data specialists, administrative specialists, and recruiters. Included in MEP staff are teachers from Mexico who participate in the Binational Teacher Exchange Program (BTEP) to support migrant summer programs.

MEP staff deliver both instructional and support services through targeted assistance and resources to migratory youth and families year-round. ODE and MEP staff facilitate summer leadership programs, creating opportunities for institutions of higher education across the state to host high school migratory student leadership skill development programming. ODE partners and collaborates with the Oregon Migrant Education Service Center (OMESC) to support MEP staff by providing "professional development, technical support, and program planning consistent with the needs of the regional programs serving eligible migrant students" (OMESC, 2024).

## **What is the Binational Teacher Exchange Program?**

The BTEP is a partnership among ODE, Mexico's Secretaría de Relaciones Exteriores (Secretary of Foreign Relations), Secretaría de Educación Pública (Secretary of Public Education), the Mexican Consulates, and participating Migrant Education districts in the United States. This program brings teachers from Mexico to spend approximately six weeks participating in summer school activities in the United States for migrant students. The exchange aims to foster a better understanding of the Mexican and U.S. educational systems, enhancing the educational experience for students from both countries through professional development and multicultural collaboration.

During their exchange, Mexican teachers share their knowledge of Mexican history, culture, values, and traditions with students of Mexican origin living in the United States, helping to strengthen their cultural identity while improving educational quality. They also collaborate with Oregon teachers, administrators, and parents to enhance pedagogical strategies in K-12 migrant summer programs. Their contributions include teaching subjects such as mathematics, reading, science, history, and Mexican culture, all in response to the needs of the school district (SD) or educational service district (ESD), the MEP's Service Delivery Plan (SDP), and the Memorandum of Understanding between the Mexican and U.S. governments.

The Oregon MEP benefits significantly from the BTEP by advancing the education opportunities and support services delivered to migratory children. Binational teachers from Mexico bring valuable cultural and educational perspectives, enrich bilingual and multicultural instruction, and collaborate with MEP educators and paraprofessionals to offer targeted academic support in mathematics, reading, and science. They also provide students with a deeper connection to their Mexican heritage through lessons in culture and history.

## **Who are Oregon's migratory youth?**

The Oregon MEP identified 15,160 youth and 7,481 families who qualified for services in the 2022–2023 school year (SY 2022–23), the school year during which the CNA took place. The full student count includes students who are eligible for pre-K services, enrolled in school, current and former multilingual learners (MLs), and qualify as out-of-school youth (OSY). A migratory youth is eligible for MEP services if the following conditions are met:

1. They are 3–12 years old and have not yet received a high school diploma or its equivalent.
2. They have moved in the last 36 months due to economic reasons as a migratory agricultural worker/fisher or did so to join a parent/guardian or spouse who is a migratory worker/fisher.

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3. Either (1) they have moved from one SD to another; (2) they have moved from one administrative area to another within a state that comprises a single SD; or (3) they reside in an SD of more than 15,000 square miles and migrate 20 miles or more to a temporary residence (ODE, 2024b).

Migratory youth receive services across 19 regions. A breakdown of the total count of migratory youth by region is in **Exhibit I**.

### **Exhibit I. Oregon Migratory Youth Count by Region in SY 2022–23**

Region Number	Region Name	Student Count
2	Clackamas ESD	320
3	Columbia Gorge ESD	1,476
5	Forest Grove SD	709
6	Northwest Regional ESD/Carlton SD	407
8	Hillsboro SD	677
9	Hood River County	515
10	Southern Oregon ESD	2,059
11	High Desert ESD/ Wheeler Counties	557
15	Ontario/Annex SDs	693
16	Willamette ESD/Linn/Benton/Lincoln/Polk	1,130
19	Portland SD	203
20	InterMountain ESD	1,615
21	Nyssa SD	396
23	Beaverton SD	472
25	Woodburn	734
26	East Multnomah County	539
27	Salem-Keizer SD	1,908
28	Lane ESD/Douglas County	706
32	Adrian/Vale SDs	44
<b>Total</b>		<b>15,160</b>

Of important note, 89% of migratory youth are multilingual students who have been designated as current or former English learners (ELs) by ODE. The Oregon MEP SDP embeds strategies that support migratory youth who are MLs as they enrich schools with diverse perspectives, fostering dialogue, collaboration, and cultural understanding. The Oregon MEP is aligned with



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the 2023 U.S. Department of Education’s (ED) “Raise the Bar: Pathways to Multilingualism” initiative, which prioritized providing pathways to multilingualism. The MEP ensures that MLs have access to comprehensive educational opportunities, such as high-quality teachers, rigorous coursework, and strong school–family partnerships (ED, 2023). Oregon’s regional MEPs aim to maintain home languages and help students grow in bilingualism to the highest level, while positioning MEP staff to leverage these strengths and interrupt misconceptions around language learners. Multilingualism is treated as a “superpower” and is a vital component of the state’s educational approach. The plan also highlights the economic competitiveness bilingualism offers, a core goal of the MEP. By affirming cultural and linguistic identities and promoting initiatives like Oregon’s Seals of Biliteracy,<sup>1</sup> the Oregon MEP ensures that MLs and their families receive the support they need to thrive.

### What is the Continuous Improvement Cycle for the Oregon MEP?

The MEP uses a Continuous Improvement Cycle (CIC) to ensure incremental improvement in services and outcomes of the program. The SDP is the second step of a three-step cycle.<sup>2</sup> The SDP drives the actions and activities of the MEP team and staff. It lays out goal areas for the Oregon MEP, the strategies and resources necessary to achieve those goals, as well as how to measure progress. The SDP is informed by the first step, the CNA, that identifies current strengths and areas of growth for service supports for migratory youth and their families in the state of Oregon. The third and final step of the CIC is the Program Evaluation, which analyzes both the implementation of the SDP and the performance results of the MEP to refine overall program goals and hone implementation strategies for ongoing improvement and continued success.

The MME team leads the CIC for the MEP. ODE created the MME team as one of the state’s key strategic investments funded through the Elementary and Secondary School Emergency Relief Fund III (ESSER III), which significantly bolstered ODE’s capacity to serve migrant students and families. This team has grown out of statewide and community efforts to advance not only equity for multilingual and migrant students but also advocacy for policy changes to expand access to culturally and linguistically inclusive programs and services statewide.

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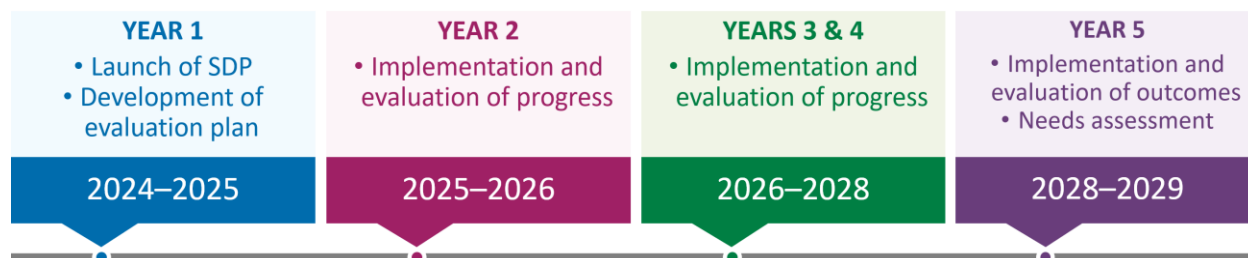
<sup>1</sup> The State School Board created the Oregon State Seal of Biliteracy to recognize and value the native language/s students speak and bring to their English academic studies, to value language programs in schools, and to encourage students in the study of languages. This award recognizes student proficiency in reading, writing, listening, and speaking in two or more languages (ODE, 2024).

<sup>2</sup> Step 1 is the Comprehensive Needs Assessment. Step 3 is the Program Evaluation.

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ODE completed its CNA in March 2024 and its SDP in October 2024. ODE will follow a 5-year CIC, with a Program Evaluation taking place throughout its implementation process. The purpose for this timeline is to ensure that MEP services are fully implemented, to observe and assess their impact, and make necessary adjustments to both programming and measurement outcomes. An overview of the 5-year timeline is shown in **Exhibit II** below. The regulatory and non-regulatory guidance for the CIC can be found in [Appendix I](#).

### Exhibit II. 5-Year Oregon MEP SDP Timeline



## SDP Framework

The components outlined in this section represent the various elements that collectively drive and make up the SDP. As recommended by Title I, Part C, and the U.S. Department of Education (ED), the SDP is informed by the Office of Migrant Education’s (OME) National Performance Measures and Oregon’s State Performance Targets and Measurements of Interim Progress (MIPs). These measures guide program outcomes and the MEP evaluation, whereas the SDP, its goal areas, and core strategies are anchored in the insights and outcomes of the CNA, prioritizing the voices and experiences of Oregon’s migratory population. The SDP framework is the basis for which regional MEPs create, plan, and implement their strategies for their local migratory populations, ensuring that services are tailored to meet unique needs. In addition to the SDP, the Oregon MEP provides guidance and information on [identification and recruitment \(ID&R\)](#), the [Migrant Student Information eXchange](#) (MSIX, a records transfer system), and effective [family engagement](#). Additional information for these initiatives can be found on [ODE’s Migrant Education Program webpage](#). The SDP is a living document that will evolve with the program; adjustments will be made to goals, strategies, resources, and progress measures as needed throughout the process.

## National Performance Measures, State Performance Targets, and Measurements of Interim Progress

Under Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to ED the long-term goals and MIPs designed to improve the academic achievement of all children in the state. SEAs report performance measures for student achievement in their [consolidated state plans](#). Additionally, the OME lays out a set of [national performance measures](#)<sup>3</sup> for migratory students:

1. The percentage of MEP students who scored at or above proficient on the Oregon language arts assessments in grades 3–8.
2. The percentage of MEP students who scored at or above proficient on the Oregon math assessment in grades 3–8.
3. The percentage of MEP students enrolled in grades 7–12 who graduated or were promoted to the next grade level.
4. The percentage of MEP students who entered eleventh grade who had received full credit for algebra I or its equivalent.

ODE uses OME’s national performance measures to inform services delivered and data gathered by regional MEPs.

ODE also creates a set of state performance targets; these are the results that educators and education policymakers seek to achieve for *all* Oregon students statewide. These measures include student proficiency rates on state standardized tests for LA<sup>4</sup> and math, high school graduation rates, the number of 9th-grade students on track to graduate, and English language proficiency for ELs.

The measurements in **Exhibit III** include OME’s academic goal areas for migratory students, ODE’s academic goals for all students across Oregon, and highlight Oregon MEP student progress toward those goals.<sup>5</sup> MEP youth are held to the same academic standards as their non-migratory peers. It is expected that when MEP supplemental services are appropriately delivered and the unique educational needs of migratory youth are met, students can achieve

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<sup>3</sup> The OME formerly referred to National Performance Measures as Government Performance and Results Act (GPRA) measures; slide 18 of the linked presentation provides information on OME’s National Performance Measures (OME, 2024).

<sup>4</sup> The SEA refers to language arts as English Language Arts (ELA).

<sup>5</sup> All data is from SY 22-23 and SY 21-22 because not all data was approved at the time the report was created.

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these academic standards. The SDP Planning Committee developed SDP's Measurable Program Outcomes (MPOs) in consideration of these measures, ensuring that the SDP aligns with the state's goals and standards along with federal national performance measures.

### Exhibit III. Comparison of OME MEP National Targets, Oregon State Performance Measures, and Oregon Migratory Youth Performance

Broad Goal Area	OME MEP National Target 2024	All Students (Oregon) SY 22-23	Migratory Students (Oregon) SY 22-23	Oregon Long-Term Goal
Language Arts Proficiency	33%	43%	20%	80%
Math Proficiency	33%	31%	11%	80%
4-Year Graduation	N/A	81%	82%	90%
5-Year Completion	N/A	84%	84%	97%
Ninth Grade On-Track	N/A	84%	80%	95%
On-Track to English Proficiency (EL students only)	N/A	45%	75%	90%
Algebra 1 Credit	39%	N/A	16%	N/A

Source: [Oregon 2022-23 Statewide Report Card](#), [Office of Migrant Education](#), and The Oregon Migrant Student Information System (OMSIS)

### Consolidated State Plan Accountability Note

Due to the Coronavirus (COVID-19) epidemic, ED encouraged SEAs to apply for a waiver to exclude certain accountability requirements for SY 2019–20 and 2020–21. As such, there is a gap in the implementation of accountability measures during this period. ODE submitted its COVID-19 [State Plan Addendum](#) to ED, which included the following modifications:

- Revision of long-term goals and MIPs, shifting forward the following timelines by 2 years:
  - Academic Achievement
  - Graduation Rate
  - Progress in Achieving English Language Proficiency
- Revision of state indicators to determine accountability during fall 2022:
  - Academic Achievement Indicator
    - Accountability will be based on the SY 2021–22 proficiency rates, or the average of SY 2018–19 and SY 2021–22 proficiency rates (whichever is higher)

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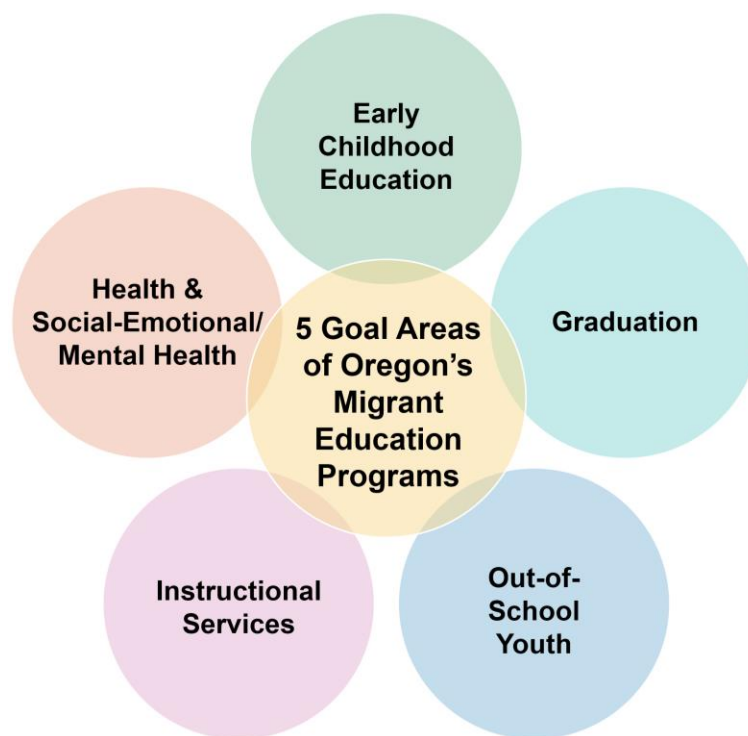
- Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator)
  - ODE’s student-level growth model for assessments (which provides growth percentiles for students in grades 4 through 8 based on past and current test scores) will be replaced with measurements of pandemic impacts on statewide assessment results.
- Progress in Achieving English Language Proficiency (ELP) Indicator
  - ODE’s On-Track to English Language Proficiency (OTELP) indicator will base performance on data from SY 2018–19 and SY 2021–22, rather than 3 consecutive years of data.
- School Quality or Student Success Indicator(s)
  - ODE’s indicators for Regular Attenders and 9th Grade On-Track will use data from SY 2018–19 and SY 2021–22, rather than 3 consecutive years of data.

Oregon’s COVID-19 State Plan Addendum additionally provides justification and rationale for the modification of its system of meaningful differentiation, along with weights of indicators, and the identification and provision of targeted support to schools (ODE, 2021).

### Alignment to the CNA

The research, findings, and results of the CNA inform the development of Oregon’s MEP. During SY 2023–24, ODE and the Needs Assessment Committee (NAC) worked closely with RTI International (RTI), studying MEP student data and listening to the dreams and motivations of migratory students and families. Using state data sources, including OMSIS and the ED Consolidated State Performance Report, along with key stakeholder data gathered through student surveys, student focus groups, family focus groups, and staff focus groups, ODE and RTI produced a comprehensive understanding of the current state of the Oregon MEP. Through the collection and analysis of this data, ODE established five Goal Areas, each with a series of Subgoals. The five Goal Areas of the Oregon MEP are below in **Exhibit IV**.

**Exhibit IV. Five Goal Areas of Oregon's Migrant Education Programs**



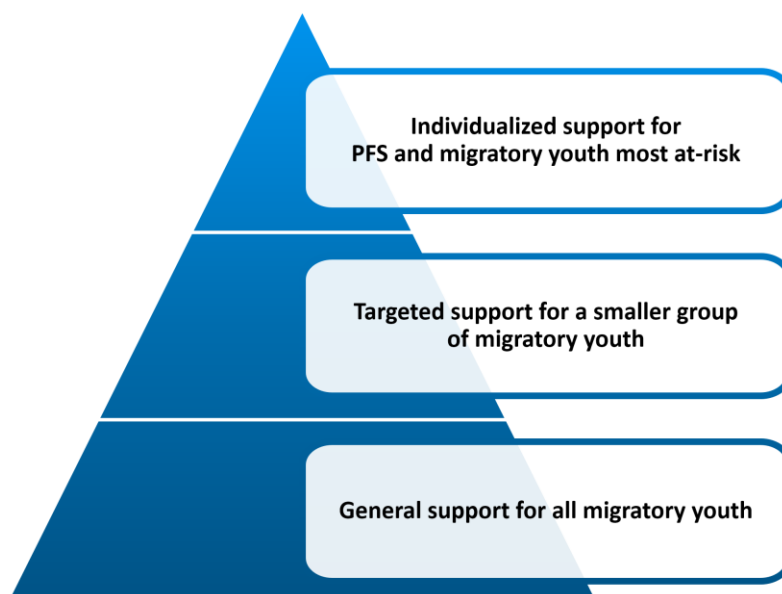
For each Goal Area and Subgoal, ODE adopted Data Summaries, Focus Area Statements, Growth Indicators, and Growth Statements. The NAC identified possible solutions for each Subgoal to provide a starting point for the SDP Planning Team. It is important to note that during the transition from the CNA to the SDP, the SDP Planning Team, MME, and RTI made changes to initial Goal Areas, Subgoals, and Growth Statements. These changes align with updated data, emerging needs, and stakeholder feedback, ensuring that each element more effectively addresses the objectives and improves overall outcomes for migratory youth and families. These changes are detailed in [Appendix III](#).

The CNA revealed that it is important to highlight the variation in needs and available systems based on whether services are provided in rural or urban areas, as well as other local factors. Each of the 19 regions experience distinct challenges, requiring tailored approaches to ensure equitable support. This diversity in needs is why we have implemented a variety of strategies to help individuals and communities meet the stated goals. By acknowledging local differentiation, we can more effectively create solutions that address specific barriers and leverage regional strengths, ensuring that everyone can succeed.

## Service Delivery Strategies

In the SDP, there are five Goal Areas with corresponding Subgoals. These Subgoals have one Principal Strategy, multiple Support Strategies, and one MPO. The Support Strategies are diverse, which will allow regional MEPs to choose the ones that will be most effective in supporting the Principal Strategy and fulfilling the MPO. The Support Strategies are structured as a tiered system (see **Exhibit V**): the base tier includes the most general strategies applicable to all migratory youth and their families, and each subsequent tier provides increasingly targeted, specialized support. The youth at most risk<sup>6</sup> to not graduate and those identified as Priority for Service (PFS)<sup>7</sup> are represented at the top to receive the most-targeted interventions.

### Exhibit V. Oregon MEP Tiered System of Support Strategies



Oregon MEP strategies are sourced from evidence-based methods and experiential best practices of MEP staff to meet the immediate needs of migratory youth and families. This

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<sup>6</sup> Students who are most at risk to not graduate are defined by ODE as those with chronic absenteeism and high levels of discipline referrals, and who are not on track to graduate by grade 10, among other indicators (ODE, n.d.).

<sup>7</sup> As part of the federal requirements for the MEP, Priority for Services ensures that funds are directed first to migratory children who have made a qualifying move within the past year and who meet specific criteria. These criteria include students who are either failing or at high risk of failing to meet the state's academic standards, or those who have dropped out of school. If state assessment data is unavailable, students must meet at least one of the following conditions: they are English Learners, they are behind in age or grade level, or they have been retained in a grade. Along with the statewide efforts to improve the Oregon MEP, ODE is currently working with the LOAs, the Improvement Cycle Committee, and ODEs' data stewards on updating the risk factors to be considered when students' state assessment information is not available. As a result of this process, ODE will update its PFS criteria within the 5-year period of this SDP.

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combination ensures that the services and practices carried out by MEP staff are not only rooted in rigorous research and effective methodologies but also informed by real-world experience and insights.

### Measurable Program Outcomes and Evaluation Measures

MPOs serve as benchmarks of progress in implementing the statewide MEP Principal and Support Strategies, including the number and percentage of students accessing services in different regions. The goal of local, regional, and state-level programs will be to implement the MEP strategies with fidelity, thus meeting identified MPOs and performance targets, which will allow ODE to measure progress, identify areas where support is needed, and improve programming for students and families. The data sources to measure progress in each Goal Area are listed in the plan under “Implementation Measures.”

### Alignment with the Oregon Multilingual Learner Strategic Plan

Oregon’s MEP Goal Areas and Strategies align with the Oregon Multilingual Learner Strategic Plan, particularly in promoting equitable access to resources and opportunities for MLs. Because 89% of migratory youth are currently or were formerly designated for EL services, the need to align the migratory Oregon MEP plan with the ML Strategic Plan is crucial (see “English Learners in Oregon”; ODE, 2024). Both plans center evidence-based strategies to support the educational experience and success of ML children and their families. Each plan emphasizes the value of family engagement, high-quality and culturally responsive instruction, support for mental health and well-being, professional learning, and high-leverage approaches to effectively engage youth, as highlighted in **Exhibit VI** below.

**Exhibit VI. Alignment of Oregon MEP Goal Areas and Strategies with Oregon ML Strategic Plan Priority Areas**

ML Strategic Plan Priority Area	Alignment with the Oregon MEP Goal Areas
1. Authentic and Responsive Community Engagement and Partnerships	Emphasizes active family and community engagement, aligning with the MEP’s focus on involving families and caregivers in educational decision-making and leveraging community partners to support multilingual and migratory students.
2. Systems, Instruction, and Assessment Improvements	Aligns with the MEP’s goals to improve instructional quality, provide equitable access to academic opportunities and resources, and use culturally responsive practices to engage migratory youth and families in the education system.



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ML Strategic Plan Priority Area	Alignment with the Oregon MEP Goal Areas
<b>3. Transformative Educators and Administrators</b>	Highlights the importance of professional development for MEP staff, ensuring they are equipped to support MLs and migratory youth and their families by providing quality education practices, using linguistically and culturally responsive approaches, and creating effective learning environments.
<b>4. Pathways to Multilingualism</b>	Centers multilingualism as a superpower, ensuring that migratory youth and their families—from pre-K through exiting the program—have access to resources and services that support the development of language and foster multilingualism through initiatives like the Seal of Biliteracy, among others.

The Oregon MEP plan and the ML Strategic Plan work together to create a unified, asset-based approach that leverages the linguistic and cultural strengths of migratory youth and multilingual learners throughout their educational journeys in Oregon.

## Goal Area 1: Early Childhood Education

In SY 2022–23, Oregon’s MEP identified 2,013 pre-K children, but only 50% received migrant education services, underscoring significant barriers to early learning for migratory families. Under Goal Area 1, there are two Subgoals with corresponding Principal and Support Strategies to address this need: Early Learning and Support Services (1.1) and Family Engagement (1.2). With the strategies outlined below, the Oregon MEP aims to increase pre-K service access to 60% by the 2025–26 performance period, with a focus on providing culturally and linguistically responsive services.

Some of the strategies to address these gaps include:

- Monthly professional development for Early Childhood Education (ECE) Specialists, emphasizing equity and leveraging the Oregon Early Literacy Framework to support language development at home.
- ECE intervention strategies and follow-up practices that center on family interviews to identify each child’s needs and tailor instructional services accordingly.
- Family engagement through workshops and one-on-one meetings to provide early learning strategies and kindergarten readiness resources.
- Strengthening partnerships with agencies like Head Start to refer pre-K children for early intervention services.
- Prioritizing in-person visits for at-risk children, providing families with linguistically appropriate resources and referrals.

Research demonstrates that high-quality early learning improves long-term outcomes in reading, math, and overall school readiness (Head Start, 2023). Additionally, leveraging culturally and linguistically relevant early learning materials and activities support the development of pre-K ELs’ language proficiency, cognitive skills, and social-emotional development (Takanishi & Le Menestrel, 2017). Involving families in children’s early learning through simple activities like family workshops or resource sharing, both in their home languages and English, enhances early childhood outcomes (Epsinosa, 2015; Goldenberg et al., 2013; Takanishi & Le Menestrel, 2017). Bilingual literacy experiences for families and young children can also promote significant growth in language expression and comprehension, as well as improvements in literacy engagement and self-esteem (Bernhard et al., 2006; Office of English Language Acquisition [OELA], 2020). Scholars emphasize that the integration of family engagement and high-quality, culturally and linguistically relevant early learning activities

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fosters educational success. The strategies outlined below in 1.1 and 1.2 focus on addressing these needs and enhancing outcomes for migratory pre-K children and their families.

## 1.1 Early Learning and Support Services

### Goal Area 1.1: Early Learning and Support Services

#### MPOs 1.1:

**1.1a:** By the end of the 2024–25 performance period and annually thereafter, 60% or more of migratory children ages 3–5 not yet enrolled in kindergarten will receive at least one MEP instructional service.

**1.1b:** By the end of the 2024–25 performance period and annually thereafter, 60% or more of migratory children ages 3–5 not yet enrolled in kindergarten will receive at least one MEP support service.

#### Principal Strategy

Relevant MEP staff and family liaisons will expand and enhance services to eligible migratory pre-K children ages 3–5 to increase access to and utilization of MEP instructional and support services.

#### Support Strategies

**1.1a:** Regional MEPs will create an annual plan to address and meet the needs of pre-K migratory students during summer term and the traditional school year, as well as a plan for providing services to 4- and 5-year-old pre-K students as they transition into kindergarten. Regional MEPs will create their annual plan according to the local families’ needs, number of pre-K children facing higher educational risks, and local resources and staff capacity.

**1.1b:** Relevant regional MEP staff will participate in monthly strategic professional development (PD) opportunities to address themes of equity in ECE and leverage local early childhood resources and agencies. All regional MEPs will ensure a designated staff member is present at these PD sessions. Themes will include:

- ECE with an equity lens
- Anti-bias education in ECE
- Culturally, linguistically, and developmentally appropriate practice in ECE to promote bilingualism
- Culturally and linguistically responsive strategies for early learning (literature, art, exploration of the environment, and play)

**1.1c:** Relevant regional MEP staff will participate in monthly PD opportunities on strategies to support pre-K children. PD session topics will include:

- Difference between ECE and school readiness
- Oregon’s Early Learning Standards
- Using family interviews and preschool partnerships to identify each child’s needs
- Providing differentiated instructional and support services to meet children’s ECE needs
- “Birth through Five” Literacy Plan
- “Birth through Five” Literacy Fund

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<p><b>1.1d:</b> Relevant regional MEP staff will work with migratory families of pre-K children ages 3–5 to determine the supplemental MEP instructional and/or support services they may need and to provide families with guidance—in their home language—on home activities and resources to support kindergarten transition and school readiness. Family interviews and preschool partnerships will be utilized to determine which specific MEP or community-based services may be needed.</p>	
<p><b>1.1e:</b> Regional MEPs will develop and strengthen relationships with local community-based organizations like Head Start and other early intervention programs providing social work, health, and related services, building a systemic process to support migratory pre-K children ages 3–5.</p>	
<p><b>1.1f:</b> Migratory pre-K children ages 3–5 and their families, when identified as needing services, will receive appropriate MEP supplemental instructional and/or support services essential for learning concepts related to Oregon’s Early Learning Standards. Themes include social-emotional development, approaches to learning, language/communication, literacy, and mathematics. Each local operating agency (LOA) will define the number of home visits, types of activities to conduct, and levels of support based on the individual child’s needs.</p>	
<p><b>1.1g:</b> Relevant regional MEP staff will prioritize in-person home visits for migratory pre-K children identified as having a greater need for services or who do not have access to preschool to directly connect families with linguistically, developmentally, and culturally responsive resources about early learning and kindergarten readiness. These students will receive at least one new referral per year and at least one relevant pre-K MEP supplemental service per quarter. Referrals and services include social work/advocacy/outreach for pre-K children, early intervention services and support, speech therapy, or any other program relevant to support the student’s development.</p>	
<p><b>1.1h:</b> Migratory pre-K students ages 3–5 who were previously identified with more obstacles in their developmental process will receive pediatric referrals, guidance to navigate the general education system, and three in-person visits from relevant regional MEP staff, with a focus on modeling activities with the family and providing developmentally, linguistically, and culturally appropriate resources for the student and family.</p>	
Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"> <li>• Number and quality of monthly ECE PD sessions, based on MEP staff surveys</li> <li>• Number and quality of family workshops, based on family surveys</li> <li>• Number and percentage of migratory pre-K children ages 3–5 who receive support and instructional services</li> <li>• Number and percentage of migratory pre-K children ages 3–5 who receive home visits</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Oregon Department of Early Learning and Care</a></li> <li>• <a href="#">Head Start and Early Childhood Learning &amp; Knowledge Center</a></li> <li>• <a href="#">National Migrant and Head Start Association</a></li> </ul>

## 1.2 Family Engagement

Goal Area 1.2: Pre-K Family Engagement	
<b>MPO 1.2:</b> By the end of the 2024–25 performance period and annually thereafter, 80% of all migratory pre-K families will access multilingual Early Childhood Education resources and activities including family workshops, parent events, and one-on-one meetings with MEP staff in the families’ home language.	
<b>Principal Strategy</b>	
Migratory families with children pre-K children ages 3–5 will access multilingual early learning resources and activities regarding early learning strategies through family workshops, parent events, and one-on-one meetings.	
<b>Support Strategies</b>	
<b>1.2a:</b> ODE and its partners/contracted agencies will coordinate at least two annual trainings (in person or virtual, including during monthly check-ins) with relevant MEP project staff to disseminate and/or provide training on developmentally appropriate early learning tools for dual-language learners (as indicated in Oregon’s Early Learning and Kindergarten Guidelines), available resources, and culturally responsive family engagement activities in order to increase MEP staff interaction with migratory families and maximize kindergarten readiness for migratory children.	
<b>1.2b:</b> Relevant regional MEP staff will coordinate and/or provide individual or group instruction on early learning resources for families and parents, featuring content that is linguistically, culturally, and developmentally appropriate (i.e., online early learning resources for home instruction, services available in the community, binational teacher assistance during summer term). These sessions may take place virtually or in person, depending on the needs of the community.	
<b>1.2c:</b> Relevant regional MEP staff will partner with local and state organizations (including schools, districts, Department of Early Learning and Care programs, community-based organizations, early learning centers) to provide or connect families to family workshops or seminars on themes including rights to translation and interpretation services, civil and educational rights, developing a student’s primary language, strategies to support early learning at home, understanding the U.S. education system, transitioning into kindergarten, and social-emotional learning at home.	
Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"> <li>• Number and quality of annual trainings, based on MEP staff surveys</li> <li>• Number and quality of learning experiences (in an individual or group setting), based on family surveys</li> <li>• Number and percentage of families who report that the MEP referred them to early childhood resources and activities for their child/children.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Oregon Department of Early Learning and Care Family Resources</a></li> <li>• <a href="#">Head Start Early Childhood Learning and Knowledge Center Family Engagement</a></li> </ul>

## Goal Area 2: Graduation

Oregon's long-term statewide goal for 4-year graduation for all students is set at 95%. While 83% of Oregon's migratory students graduated on time with a regular diploma in the 4-year graduation cohort, by comparison only 28% in the 5-year graduation cohort achieved the same, with a higher percentage of students receiving a modified diploma. These statistics validate the need for further emphasis on on-time graduation in the 4-year track. In SY 2022–23, only 10% of Oregon's migratory students in grades 8–12 received MEP high school credit accrual services, and 34% received MEP guidance counseling. Additionally, only 16% accessed MEP vocational and career services. Together, these highlight a critical gap in support for migratory students' graduation, especially their postsecondary transition and career readiness.

Under Goal Area 2, there are two Subgoals with corresponding Principal and Support Strategies to address this gap: Diploma Type (2.1) and College and Career Readiness (2.2). The Oregon MEP has established several strategies focused on improving both graduation outcomes and postsecondary transitions. Much like the Oregon Multilingual Strategic Plan, strategies align to increase access to accelerated learning, career-connected learning opportunities, and postsecondary pathways for youth. With these strategies, the goal is to increase the number of MEP supplemental services provided to migratory youth in grades 8–12 to 75% for on-track graduation and 50% for college and career readiness.

Some of these strategies include:

- Training MEP staff in Oregon graduation requirements and diploma types, case management services, career exploration, and Oregon's High School Success Rubric, emphasizing targeted interventions in 9th grade.
- Ensuring that migratory students have knowledge of Oregon graduation requirements and access to alternative pathways for credit accrual, such as evidence-based assessments, proficiency-based credits, and flexible summer opportunities.
- Partnering with local schools and organizations to provide work-based learning and career mentoring opportunities.

Early intervention, personalized support, and clear academic pathways can significantly increase on-time graduation rates for students, but especially for those who “have fallen off track” or are at risk for not graduating (Rumberger et al., 2017). Included in personalized supports, advocacy and case management services like the [Check & Connect](#) model increase school engagement and persistence to graduation. The [Ninth Grade Counts](#) initiative (Abbott &

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Hastings, 2012) also demonstrates that providing targeted support during the transition into high school can help prevent dropout among migratory students and improve long-term graduation rates. These align with the MEP's strategic approach, which focuses on building relationships with students and continuously monitoring their progress toward graduation beginning as early as 8th grade. The MEP's emphasis on alternative credit pathways and career readiness, as recommended by [Career Connection Oregon](#), ensures that migratory students are prepared not only to graduate but also to pursue meaningful postsecondary education and career opportunities.

According to WestEd (Getz et al., 2023), MLs are in critical need of postsecondary pathways beginning in K-12 that are tailored to their specific need, including both academic and vocational opportunities. Experts suggest that by including families of multilingual and newcomer youth in educational pathways and employing individualized tools like graduation plans ensure that students are on track to graduate from high school and are ready for college and careers (OELA, 2023). As 89% of Oregon's migratory youth are current or former MLs, strategies in Goal Area 2 focus on leveraging youth's individualized experiences and providing MEP staff with the cultural competencies necessary to utilize those experiences to the benefit of the student's education. The strategies outlined below in 2.1 and 2.2 focus on streamlining and individualizing support for migratory youth and their families to facilitate on-time graduation and smooth postsecondary transitions.



## 2.1 Diploma Type

Goal Area 2.1: Diploma Type
<p><b>MPO 2.1:</b> By the end of the 2024–25 performance period and annually thereafter, at least 75% of migratory students in grades 8–12 who are identified as in need of intervention/additional support will receive at least two MEP supplemental services aimed at increasing credit accrual, academic achievement, and/or school attendance to remain on track for graduation with a regular diploma whenever possible or applicable.</p>
Principal Strategy
<p>Relevant regional MEP staff will provide MEP supplemental services to migratory students in grades 8–12 to access credit accrual, support academic achievement, and increase school attendance to remain on track for graduation with a regular diploma whenever possible or applicable.</p>
Support Strategies
<p><b>2.1a:</b> Relevant regional MEP staff will receive training on the following topics:</p> <ul style="list-style-type: none"> <li>• Graduation requirements and the distinctions between diploma types, including criteria for regular, modified, and certificate options</li> <li>• Tiered interventions and case management services/strategies to employ a tiered support system for high school migratory students in alignment with <a href="#">Oregon’s High School Success Rubric</a></li> <li>• Participating in and supporting 9th Grade Success teams in schools to identify and refer students to the appropriate supports or services</li> <li>• Oregon’s Access to Linguistic Inclusion Policy to leverage capacity to advocate for multilingual LA credit opportunities</li> <li>• Ensuring credits earned outside the United States are evaluated fairly</li> <li>• ODE standards for awarding credit by proficiency, developing a student Education Plan and Profile, and any other relevant topics</li> <li>• Supporting newcomer immigrant and students with interrupted or limited formal education (SIFE/SLIFE)</li> </ul>
<p><b>2.1b:</b> In alignment with Oregon’s High School Success Rubric, relevant regional MEP staff will advocate and collaborate with general education systems and efforts that ensure that MEP high school students in grades 9–12 and their families have knowledge of (1) Oregon graduation and attendance requirements, and (2) how to understand their individual progress toward those goals so that students graduate on time with a regular diploma, when possible. This can be communicated virtually or in person, as needed by the community. Specific attention will be given to 9th-grade students.</p>
<p><b>2.1c:</b> Relevant regional MEP staff will ensure that MEP students in grades 7–12 have knowledge of leadership opportunities such as the ODE English Learners Advisory Group or the Oregon Migrant Leadership Institute and will encourage and assist students in applying for and pursuing these opportunities throughout the school year and summer term.</p>
<p><b>2.1d:</b> Regional MEPs will provide programs or connect students to programs so that migratory students can access alternative pathways for credit accrual (Evidence Generated in Courses, Stand-Alone Assessments, Collections of Evidence, Prior Mastery), dual enrollment, and credit recovery opportunities.</p>

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**2.1e:** Relevant regional MEP staff will develop partnerships, protocols, and systems with school and district staff to (1) identify which migratory students are most at risk for not graduation using [Oregon's Early Indicator and Intervention System](#), (2) review migrant students' Education Plans and Profiles (including both academic and attendance goals), and (3) ensure access to MEP supplemental services.

**2.1f:** For the students identified as most at risk and PFS, regional MEP staff will leverage case management services (virtually, digitally, or in person, depending on the needs of the student) in order to review graduation requirements and identify student progress toward requirements, monitor student goals for on-time graduation, provide mentoring services, and ensure access to programs and resources referenced in 2.1b, 2.1c, and 2.1d.

Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"> <li>• Number and quality of trainings, based on MEP staff surveys</li> <li>• Number and quality of trainings, based on MEP staff surveys</li> <li>• Number and percentage of migratory students in grades 8–12 provided with support services (031)</li> <li>• Number and percentage of migratory students in grades 8–12 provided with instructional services (088)</li> <li>• Number and percentage of migratory students in grades 9–12 receiving high school credit accrual services</li> <li>• Number and percentage migratory 9th-grade students on track for high school graduation</li> <li>• Number and percentage of migratory students in grades 7–12 promoted to the next grade</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Oregon Department of Education High School Success Rubric</a></li> <li>• <a href="#">Oregon Department of Education Early Indicator and Intervention System</a></li> <li>• <a href="#">IES Dropout Prevention Guide</a></li> </ul>

## 2.2 College and Career Readiness

Goal Area 2.2: College and Career Readiness
<p><b>MPO 2.2:</b> By the end of the 2024–25 performance period and annually thereafter, relevant regional MEP staff will provide at least 50% of migratory students in grades 8–12 with at least one MEP service on themes related to college and career development.</p>
Principal Strategy
<p>Relevant regional MEP staff will provide support services to migratory students in grades 8–12 on themes of college and career development through group workshops, one-on-one engagement, and mentoring programs so that students are prepared for their postsecondary transition.</p>

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Support Strategies	
<p><b>2.2a:</b> Relevant regional MEP staff will receive PD on career exploration and planning (skills surveys, job fairs, mentor programs, work-based learning opportunities), college knowledge (FAFSA and ORSAA completion, ACT/SAT preparation, application process), the Oregon Seal of Biliteracy, and development of career readiness skills (interpersonal skills, interview skills, resume writing).</p>	
<p><b>2.2b:</b> Regional MEPs will create and strengthen partnerships with college/career access programs for students (such as Juntos), strengthen existing partnerships, and collaborate with new organizations annually to create and engage students in new opportunities in the field of college and career readiness.</p>	
<p><b>2.2c:</b> Regional MEPs will offer or connect migratory students in grades 8–12 with postsecondary awareness and exploration activities related to the themes reflected above. These activities may be held virtually, in person, in group-activity format, through student mentor programs, or via leveraging community partners, and will include appropriate resources that are readily available.</p>	
<p><b>2.2d:</b> Regional MEPs will make opportunities available and encourage participation in summer leadership programs held by local universities, high school learning experiences, and other youth conferences organized and/or promoted by ODE.</p>	
<p><b>2.2e:</b> Regional MEPs will encourage participation in and assist students in applying for the annual MEP Youth Institute.</p>	
<p><b>2.2f:</b> Regional MEPs will provide targeted and individualized support to PFS students in grades 8–12, including one-on-one support provided by relevant MEP staff or a relevant community agency, to create an individualized transition plan with goals and action steps leveraging the resources referenced in 2.2a, 2.2c, 2.2d, and 2.2e. Support may be provided virtually (counseling), digitally (“nudging”), or in person (workshops, activities, seminars).</p>	
Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"> <li>• Number and quality of trainings, based on MEP staff surveys</li> <li>• Number of MEP staff demonstrating increased knowledge of college and career readiness related themes, based on MEP staff pre- and post-assessments</li> <li>• Number of students engaged in summer leadership programs, local universities, high school learning experiences, and other youth conferences organized and/or promoted by ODE</li> <li>• Number of students and regions participating in the annual MEP Youth Leadership Institute</li> <li>• Number and percentage of students in grades 8–12 who receive MEP counseling services</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Oregon Department of Education Career Awareness and Exploration</a></li> <li>• <a href="#">Oregon Vocational Rehabilitation</a></li> <li>• <a href="#">Oregon Goes to College</a></li> </ul>

## Goal Area 3: Out-of-School Youth

In SY 2022–23, only 10% of Oregon’s 1,509 students identified as OSY received an instructional or support service from the MEP. Federal MEP guidance defines OSY as those youth who have “dropped out of school, are working on a high school equivalency diploma (HSED) outside of a K-12 school or are here-to-work only” (U.S. Department of Education, 2018). Many of these youth face significant barriers to re-engagement with the educational system and to accessing community services and resources supporting their overall health and well-being (National Center for Homeless Education, 2018). To improve Oregon OSY’s access to educational pathways and additional opportunities, Goal Area 3 focuses on increasing innovative and targeted interventions to OSY through one subgoal: Access to Services (3.1). With the Principal and Support Strategies, the Oregon MEP seeks to increase the number of youths identified as OSY receiving MEP supplemental services to 50% in the next 5 years.

These Support Strategies include:

- Providing PD for MEP staff focused on engaging OSY and leveraging the iOSY toolkit to enhance outreach.
- Utilizing OSY-specific instructional tools to support students’ work-related skills and academic growth.
- Partnering with local GED programs and alternative education pathways, such as High School Equivalency Programs (HEP), to offer educational and career advancement opportunities.
- Offering career planning and counseling tailored to OSY needs, including individualized content for here-to-work youth.

Evidence supports that a combination of flexible educational pathways coupled with strong wraparound support services can successfully re-engage OSY in systems; ensuring that these youth receive personalized guidance and career-oriented skills training further enhances their opportunities for long-term success (Martin & Halperin, 2006; Brookings Institution 2016; O’Hara & Sparrow, 2019). Oregon MEP strategies for OSY include utilizing community partnerships with organizations like HEP and individualized instructional and case management methods to meet youth where they are and offer pathways back to education (Martin & Halperin, 2006; Brookings Institution, 2016).

Individualized support includes methods like “nudging.” A Brookings Institution report on best practices in nudging highlights the importance of low-cost, high-impact interventions—such as

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frequent personalized outreach, reminders, and counseling—to guide youth toward college and career success (2016). These nudging techniques are shown to successfully reengage youth in academic or career programming and to increase reenrollment rates of youth (O’Hara & Sparrow, 2019).

Oregon MEP Support Strategies to develop engagement plans for OSY and using individualized methods like nudging align to OELA’s recommendations for enrolling and re-enrolling newcomer and migratory youth (U.S. Department of Education, 2016). Additionally, research on effective re-engagement models emphasizes the importance of providing OSY with real-world skills that are directly applicable to their immediate work or educational goals (Martin & Halperin, 2006). Oregon MEP’s strategy of offering work-related instructional services and career advancement planning reflects this research-backed approach. Through partnering with local agencies, offering tailored solutions, and individualized interventions, the MEP strategies outlined in Goal Area 3 help OSY acquire essential skills and competencies for both education and career progression.

### 3.1 OSY – Access to Services

Goal Area 3.1: Out-of-School Youth – Access to Services
<p><b>MPO 3.1:</b> By the end of the 2024–25 performance period, relevant regional MEP staff will provide support services to 25% of identified OSY on the themes of (1) return to school/alternative education programs, (2) postsecondary opportunities, (3) career advancement, and/or (4) life skills. Annually thereafter, the number of OSY served will increase by 5%, to reach 50% by the fifth year of implementation.</p>
Principal Strategy
<p>Relevant regional MEP staff will provide supplemental MEP services to OSY, via group workshops or one-on-one meetings centered around the themes of (1) return to school/alternative education programs, (2) postsecondary opportunities, (3) career advancement, and/or (4) life skills.</p>
Support Strategies
<p><b>3.1a:</b> Regional MEPs will include an OSY identification and engagement plan within their local ID&amp;R plans, including direct outreach to H-2A and seasonal workers and farm labor contractors.</p>
<p><b>3.1b:</b> Relevant regional MEP staff will participate in PD training annually on any of the following themes:</p> <ul style="list-style-type: none"> <li>• Initiating and continuing engagement strategies like nudging with OSY</li> <li>• Strategies for meeting OSY where they are physically (accessible locations for services), emotionally (individualized support), and academically (tailored and relevant)</li> <li>• Identifying OSY and using the OSY Student Profile Form</li> <li>• Leveraging the iSOSY toolkit and other tools relevant to OSY</li> <li>• Navigating and understanding relevant resources in the students’ home language, like the Farmworker Overtime Bill</li> <li>• Share resources and best practices with other regions using an online community</li> <li>• Navigating and connecting with relevant agencies including Pineros y Campesino Unidos del Noroeste, United Farm Workers (Hermiston Office), UNETE Center for Farmworker Advocacy, Oregon Latinx Leadership Network, Oregon Center for Public Policy, and the Oregon Food Bank</li> </ul>
<p><b>3.1c:</b> ODE will create an OSY Student Profile along with the implementation of a new data system. Upon recruitment, MEP recruiters will complete the OSY Student Profile form to evaluate whether the student is interested in pursuing alternative education and/or is here-to-work. OSY should be classified in the correct categories (preferably within 72 hours of the Certificate of Eligibility being approved), and pertinent information should be transferred to the relevant regional MEPs for future individualized follow-up. ODE will align the implementation of this form with the recruitment strategies and the implementation of its new data system.</p>
<p><b>3.1d:</b> Relevant regional MEP staff will create and implement engagement/tracking plans with OSY interested in returning to school or pursuing alternative pathways, including individualized follow-up, by leveraging engagement tools from iSOSY for ongoing support and check-ins, like “nudging” that includes</p>

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personalized phone calls, texts, or social media contact to provide reminders and information regarding programming, available opportunities, deadlines, etc.	
<b>3.1e:</b> Relevant regional MEP staff will coordinate and collaborate with community agencies to provide appropriate life skills support for OSY.	
<b>3.1f:</b> Relevant regional MEP staff will provide OSY who are identified as interested in returning to school or pursuing alternative educational pathways with content-based instructional services, alternative educational counseling, career advancement planning, appropriate referrals to community agencies (HEP, CAMP), or other relevant learning opportunities. These opportunities may be provided in person, virtually, or digitally, and in group settings or individually.	
<b>3.1g:</b> Relevant regional MEP staff will provide OSY who are identified as here-to-work with instructional services based on work-related content, furthering work-related skills and abilities, improving English fluency, and equipping students with advocacy skills. These opportunities may be provided in person, virtually, or digitally, in group settings or individually.	
<b>3.1h:</b> Relevant regional MEP staff will coordinate with regional HEP and other GED programs to provide OSY with options to further their education or career advancements. MEP staff, in collaboration with HEP and GED programs, will offer informative sessions in community locations and conduct home visits, and will assist students in choosing the most suitable GED program to provide career counseling and other job training connections.	
Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"> <li>• Number and percentage of OSY identified by regional MEPs</li> <li>• Number and percentage of OSY served by regional MEPs</li> <li>• Number and types of services provided to OSY</li> <li>• Number and quality of staff trainings, based on MEP staff surveys</li> <li>• Number and percentage of MEP staff who report OSY services were effective</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Office of Migrant Education OSY Goal Setting Materials</a></li> <li>• <a href="#">iSOSY – Innovative Strategies for OSY and Secondary Youth Toolkit</a></li> <li>• <a href="#">El Modelo Educación para la Vida y el Trabajo (MEVyT)</a> from <a href="#">INEA</a> (a Spanish-language resource)</li> </ul>

## Goal Area 4: Instructional Services

In SY 2022–23, Oregon’s MEP provided instructional services to only 29% of eligible students in math and 28% in language arts. Additionally, on a 2023 Needs Assessment Survey, approximately 61% of family members indicated an increased need in academic activities to support their students in math and language arts, indicating a need to strengthen both instructional and family engagement strategies to boost academic outcomes for migratory students. In Goal Area 4, three Subgoals and their strategies will increase the number of services Oregon MEPs deliver to migratory youth and their families: Mathematics (4.1), Language Arts (4.2), and Family Engagement (4.3). The Principal and Support Strategies within this Goal Area seek to boost the quality and quantity of instructional services in math and language arts for migratory students through the implementation of a tiered tutoring program and MEP-supported summer programming, while also increasing family participating in their students’ academics by 80%.

To address these challenges, Oregon MEP developed a twofold approach to meet the instructional needs of migratory youth and their families, which incorporates strategies such as:

- Providing high-impact tutoring and instruction in math and language arts to ensure students receive personalized, data-driven instructional support that targets their learning needs.
- Expanding access to dual-language resources and instructional tools to support both MLs and their families in navigating educational content.
- Conducting ongoing professional development for MEP staff to implement culturally responsive practices in both math and language arts.
- Strengthening family engagement by offering bilingual workshops and developing partnerships with community organizations to facilitate academic support at home.
- Using the Dual Capacity-Building Framework to empower families with the skills and knowledge to actively participate in their children’s education.

Providing students of color with equitable access to high-quality instructional services—including tutoring through ODE’s BTEP and MEP summer programming—significantly improves their academic outcomes in core subjects like math and language arts (National Academies of Sciences, Engineering, and Medicine, 2021). There are equally positive impacts of regular and high dosage tutoring in diverse student groups when provided by teachers and trained paraprofessionals, making it a strategy prioritized within this Goal Area (Nickow, Oreopoulos, and Quan, 2020).



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Personalized and culturally relevant instruction in core subjects also plays a major role in fostering student engagement and deep learning, especially in diverse populations (Annenberg Institute, 2020). In alignment with the Oregon Multilingual Strategic Plan, strategies emphasize improving the quality of instruction by enhancing access to resources and supports through tutoring, as well as providing equitable learning opportunities for all students and their families, contributing to a more equitable and inclusive learning environment.

Creating inclusive learning environments must extend beyond students and include families to foster a sense of belonging and engagement in education; engaging underserved families through culturally relevant practices is proven to improve student outcomes (Ambroso et al., 2021). The Dual Capacity-Building Framework for family engagement focuses on shared responsibility among staff, families, and students in successful academic outcomes for students; families become more actively involved in decision-making related to their children's education through increased home visits, family workshops, and culturally relevant resources (Henderson et al., 2007). The U.S. Department of Education (2013) supports that the implementation of this framework improves student academics, attendance, and behavior and has long-term positive impacts on all students of all ages. Goal Area 4 creates structures and systems for more inclusive family engagement through culturally relevant practices and fostering home-school connections (Ambroso et al., 2021).

For ML students and their families, access to dual-language instructional resources is essential. [ED's Newcomer Toolkit](#) outlines effective practices for integrating family engagement into ML programs to support language acquisition and academic success (OELA, 2023). The [High-Impact Tutoring Toolkit](#) further demonstrates the effectiveness of tailored academic interventions like high-dosage tutoring, particularly when combined with family and caregiver involvement (Innovate Public Schools, 2024). This two-part approach to instructional services in Goal Area 4 will increase the number of migratory youth and families receiving MEP supplemental support to not only improve their academic performance but also support their long-term growth and success.

## 4.1 Mathematics

Goal Area 4.1: Instructional Services – Mathematics
<p><b>MPO 4.1:</b> By the end of the 2024–25 performance period, all regional MEPs will create and develop a tiered mathematics tutoring plan for migratory students in grades 3–12 and will begin implementing mathematics interventions, prioritizing PFS and at-risk migratory students for high-dosage tutoring by licensed teachers and trained paraprofessionals. By the end of the 2025–26 period and annually thereafter, 100% of regional MEPs will implement tiered mathematics tutoring interventions provided by licensed teachers and trained paraprofessionals.</p>
Principal Strategy
<p>Regional MEPs will provide year-round math instructional services through tiered tutoring interventions and summer school opportunities.</p>
Support Strategies
<p><b>4.1a:</b> ODE will develop and disseminate guidance for supplemental math tutoring, in collaboration with regional MEP leaders.</p>
<p><b>4.1b:</b> ODE staff and/or its contracted partners will coordinate at least one PD opportunity for regional, staff leaders, program leaders and coordinators in themes supporting student math achievement, including different approaches to tutoring (high-dosage, virtual, one-on-one, school-based), identifying available resources like the MEP BTEP and multilingual learning opportunities, advocating for MEP students to be prioritized in school-based or local tutoring opportunities, accessing and understanding student data associated with math achievement, and braiding together available funding opportunities to provide tutoring support to students.</p>
<p><b>4.1c:</b> Regional MEPs will create a work plan for tiered math tutoring support, including school-based, MEP summer, MEP BTEP, group, one-on-one, or high-dosage tutoring (virtual and in-person options throughout the school and summer terms). Regional MEPs will use PFS status and relevant early warning indicators to identify students at higher risk of not meeting educational milestones and to recommend accommodations for their tiered math tutoring interventions.</p>
<p><b>4.1d:</b> Relevant regional MEP staff will provide multilingual information (via workshops, home visits, phone calls, virtual messaging, flyers) to migratory students and families in grades 3–12 on the use of tools and resources relevant to math achievement (free or school-based) and will ensure students receive support accessing of MEP-supported and school-/district-based summer learning and tutoring opportunities. Additionally, ODE and regional MEPs will advocate for migratory students by prioritizing them for school-based tutoring.</p>
<p><b>4.1e:</b> Regional MEPs will deliver math instructional services, provided by bilingual trained paraprofessionals and licensed teachers, or binational teachers, during the summer months through MEP-sponsored summer programming to migratory youth. MEP-sponsored summer programs should offer at least 90 minutes of math instruction daily, totaling 25 hours over 5-6 weeks, with activities focusing on key math skill development, as aligned with research on frequency and dosage.</p>
<p><b>4.1f:</b> Regional MEPs will prioritize math tutoring opportunities from trained paraprofessionals and licensed teacher, including summer learning opportunities and MEP BTEP, to at-risk migratory students and will work to expand access and quality of tutoring services, with an emphasis on increasing awareness of credit opportunities for these students. Tutoring opportunities will include multilingual and culturally relevant instructional materials.</p>

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**4.1g:** Regional MEPs will provide access to school-based or MEP funded high-dosage math tutoring for PFS students during the school year and outside of core instruction, with contact occurring for 30-50 minutes at least three times per week for 25 hours per quarter in small groups of fewer than four students. High-dosage tutoring will include culturally relevant and research-based materials.

Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"> <li>• Number and quality of trainings, based on MEP staff survey</li> <li>• Development of guidance for supplemental math tutoring</li> <li>• Number of regional MEPs that successfully submitted a tiered tutoring support (grant application and budget narrative)</li> <li>• Number and percentage of grade 3–12 migratory students and their families who report accessing tools and resources relevant to math achievement (free or school-based) and MEP-supported and school-/district-based summer learning and tutoring opportunities</li> <li>• Number of students receiving MEP math instructional services through tiered tutoring interventions</li> <li>• Number of students receiving MEP math instructional services through MEP-sponsored summer programming, including the number of instructional hours and by whom</li> <li>• Number and percentage of PFS students receiving MEP math instructional services</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Institution of Education Sciences (IES) – What Works Clearing House – What Works in Math</a></li> <li>• <a href="#">Oregon Department of Education Mathematics</a></li> <li>• <a href="#">Oregon Department of Education Summer Learning Best Practice Guide</a></li> <li>• <a href="#">National Clearinghouse for English Language Acquisition (NCELA) – Mathematics</a></li> </ul>

## 4.2 Language Arts

Goal Area 4.2: Instructional Services – Language Arts
<p><b>MPO 4.2:</b> By the end of the 2024–25 performance period, all regional MEPs will create and develop a tiered language arts tutoring plan for migratory students in grades 3–12 and will begin implementing language arts tutoring interventions, prioritizing PFS and at-risk migratory students for high-dosage tutoring by licensed teachers and trained paraprofessionals. By the end of the 2025–26 period and annually thereafter, 100% of regional MEPs will implement tiered language arts tutoring interventions provided by licensed teachers and trained paraprofessionals.</p>
Principal Strategy
<p>Regional MEPs will provide year-round language arts instructional services through tiered tutoring interventions and summer school opportunities.</p>

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Support Strategies	
<b>4.2a:</b> ODE will actively work to strengthen coordination with Title I, Part C, and other programs and advisory groups—such as Title I and SIA initiatives, ODE English Learners Advisory Group, and ODE Student Success Plan Advisory Groups—to supplement language arts tutoring efforts for migratory students.	
<b>4.2b:</b> ODE will develop and disseminate guidance for supplemental language arts tutoring, in collaboration with regional MEP leaders.	
<b>4.2c:</b> ODE staff and/or its contracted partners will coordinate at least one PD opportunity for regional, staff leaders, program leaders and coordinators in themes supporting student language arts achievement, including different approaches to tutoring (high-dosage, virtual, one-on-one, school-based), identifying available resources like the MEP BTEP and multilingual learning opportunities, advocating for MEP students to be prioritized in school-based or tutoring opportunities, accessing and understanding student data associated with language arts achievement, and braiding together available funding opportunities to provide tutoring support to students.	
<b>4.2d:</b> Regional MEPs will create a work plan for tiered language arts tutoring including school-based, MEP summer, MEP BTEP, group, one-on-one, or high-dosage tutoring (virtual and in-person options throughout the school and summer terms). Regional MEPs will use PFS status and relevant early warning indicators to identify students at higher risk of not meeting educational milestones and to recommend accommodations for their tiered language arts tutoring interventions.	
<b>4.2e:</b> Annually, relevant regional MEP staff will provide information (via workshops, home visits, phone calls, virtual messaging, flyers) for migratory students and families in grades 3–12 on the use of tools and resources relevant to language arts achievement (free or school-based), and will ensure students are aware of MEP-supported and school-/district-based summer learning and tutoring opportunities. Additionally, ODE and regional MEPs will advocate for migratory students by prioritizing them for school-based tutoring.	
<b>4.2f:</b> Regional MEPs will deliver language arts instructional services, provided by bilingual trained paraprofessionals and licensed teachers, or binational teachers during the summer months through MEP-sponsored summer programming to migratory youth. MEP-sponsored summer programs should offer at least 120 minutes of language arts instruction daily, totaling 34 hours over 5-6 weeks, with activities focusing on key language arts skill development, as aligned with research on frequency and dosage.	
<b>4.2g:</b> Regional MEPs will provide language arts tutoring from trained paraprofessionals and licensed teachers, including MEP summer learning opportunities and MEP BTEP, to at-risk migratory students and will work to expand access and quality of tutoring services, with an emphasis on increasing awareness of credit opportunities for these students. Tutoring opportunities will include multilingual and culturally relevant instructional materials.	
<b>4.2h:</b> Regional MEPs will prioritize access to school-based or MEP funded high-dosage language arts tutoring for PFS students during the school year and outside of core instruction, with contact occurring for 30-50 minutes at least three times per week for 25 hours per quarter in small groups of fewer than four students. High-dosage tutoring will include culturally relevant and research-based materials.	
Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"> <li>• Development of guidance for supplemental language arts tutoring</li> <li>• Number and quality of trainings, based on MEP staff survey</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">IES – What Works Clearing House – Literacy</a></li> <li>• <a href="#">Oregon Department of Education English Language Arts</a></li> <li>• <a href="#">Oregon Department of Education Summer Learning Best Practice Guide</a></li> </ul>

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<ul style="list-style-type: none"> <li>• Number of regional MEPs that successfully submitted a tired tutoring support (grant application and budget narrative)</li> <li>• Number and percentage of grade 3–12 migratory students and their families who express awareness of tools and resources relevant to language arts achievement (free or school-based) and MEP-supported and school-/district-based summer learning and tutoring opportunities</li> <li>• Number of students receiving MEP language arts instructional services</li> <li>• Number of students receiving MEP language arts instructional services through MEP-sponsored summer programming, including the number of instructional hours and by whom</li> <li>• Number and percentage of PFS students receiving language arts instructional services</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Oregon Instructional Frameworks</a></li> <li>• <a href="#">NCELA – Effective Literacy Instruction for ML</a></li> </ul>
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### 4.3 Family Engagement with Academic/Instructional Services

Goal Area 4.3: Family Engagement with Academic/Instructional Services
<p><b>MPO 4.3:</b> By the end of the 2024–25 performance period, 80% of all migratory families will participate in and access at least one academic activity/resource in their home language for their child’s math and language arts achievement.</p>
<p><b>Principal Strategy</b></p> <p>MEP staff will leverage partnerships with community organizations, targeted outreach, and improved communication efforts to engage migratory families in their students’ academic achievement.</p>
<p><b>Support Strategies</b></p> <p><b>4.3a:</b> ODE and its partners/contracted agencies will coordinate PD with relevant MEP staff around the topic of family involvement for student academic achievement. Potential themes include informational sessions on accessing community organizations for academic support in math and language arts, assistive technology for homework and home-based learning (including relevant educational apps and materials), communicative practices and cultural norms for family engagement with school staff, and methods for parents to support their students’ math and language arts achievement at home, with an emphasis on maintaining multiculturalism and multilingualism.</p> <p><b>4.3b:</b> Relevant regional MEP specialists and family liaisons will share <a href="#">NCELA’s Family Toolkit</a>—as well as relevant and available community, school, or district resources—with migratory families and provide training sessions on those resources either virtually or in person to support migratory students’ academic success.</p>

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**4.3c:** Regional MEPs will partner with family engagement specialists and/or local organizations to sponsor and invite migratory families to participate in family workshops on themes including promoting multilingualism; developing a student's primary language; strategies to support learning at home (with differentiation for elementary, middle, and high school students); resources for instructional support, educational/career pathways, and other topics as determined by local PACs; and for civil rights and advocacy in education. The workshops will empower families to understand and navigate discriminatory practices they may face in these systems, ensuring equitable access to services.

**4.3d:** Regional MEP staff will prioritize meeting or communicating (virtually, digitally, or in person) with families of migratory students identified as PFS in their home language to provide individualized instructional/academic goal setting, planning, and monitoring that involve and emphasize the roles of the family in student academic success based on the needs of the student.

Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"><li>• Number and quality of trainings, based on MEP staff survey</li><li>• Number, attendance, and quality of sessions on NCELA's Family Toolkit, based on family surveys</li><li>• Number, attendance, and quality of family workshops, based on family surveys</li><li>• Number and percentage of PFS who receive individualized case management services</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">NCELA Family Toolkit</a></li><li>• <a href="#">ODE Family Engagement Resources</a></li></ul>

## Goal Area 5: Health and Social-Emotional/Mental Health

In SY 2022–23, Oregon’s MEP served 14% of all eligible migratory youth with MEP health support and instructional services.<sup>8</sup> Research further supports that migrant youth “experience poorer well-being than their non-migrant peers,” including higher rates of depressive states and challenges with mental health (Heyeres et al., 2021). This highlights a significant gap in supporting the unique needs of migratory families and students. Goal Area 5 focuses on building bridges and knowledge to access health and mental health community resources and agencies for all migratory youth and their families.

To address these gaps, Oregon MEP will implement several strategies to improve access to health and mental health services for migratory youth and their families, including the following:

- ODE will coordinate professional learning for MEP staff on migrant health, including resource mapping and partnerships with local agencies.
- Regional MEPs will partner with community agencies to provide referrals and access to resources such as farmworker health centers and culturally responsive health and mental health services.
- Relevant regional MEP staff will offer workshops on physical and mental health themes such as nutrition, physical activity, and social-emotional well-being.
- Migratory OSY will receive health education services, including workshops on mental health, farmworker safety, and substance abuse prevention.

According to the National Center for Farmworker Health, farmworkers often face severe health disparities due to their working conditions, including exposure to pesticides, lack of access to health care, and high levels of mental health challenges, such as stress and depression (National Center for Farmworker Health, 2016; Oregon Community Foundation, 2021). They are also more likely to live in inadequate housing conditions, which can contribute to potential respiratory issues, infectious diseases, and mental health issues (Oregon Community Foundation 2021). Farmworkers, migrant populations, and MLs alike experience limited access to health care resources and services in their communities (Oregon Community Foundation, 2021; Heyeres et al., 2021; Anoushirvani & Golaghaie, 2019). MLs further experience disparities in access to health services due to language barriers. Providing tailored health education and

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<sup>8</sup> In the transition from the CNA to the SDP in Spring 2024, ODE MEP simplified its service codes to better align with federal definitions; this includes consolidating health education and health safety service codes under support and instructional service codes.

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connecting migratory families and youth to health services, especially in their home language, is critical in addressing these gaps in care (Rural Health Information Hub, 2023).

In addition, the American Youth Policy Forum (2017) emphasizes that mental health interventions, particularly for underserved populations like migratory students, must include culturally responsive approaches that focus on both preventive care and immediate support. The National Institutes of Health report that ML youth face challenges in accessing health and mental health resources due to language and cultural barriers, even in the classroom (Anoushirvani & Golaghaie, 2019). Research also suggests that ongoing PD for educators and specialists, as well as community partnerships, are key components to improving mental health outcomes for students (Semchuck et al., 2023; Heatly et al., 2023). Goal Area 5 is aligned with NCELA and OELA's [Newcomer Toolkit](#) (OELA, 2023), which includes recommendations to partner with and connect youth and families to community organizations—such as arts or cultural organizations, mental health centers, religious organizations, refugee resettlement agencies, and postsecondary education institutions (e.g., community colleges, career and technical programs, universities)—for multilingual mental health or social services.

By implementing these research-backed strategies, the Oregon MEP aims to enhance access to vital health and mental health services, ensuring that migratory students and their families receive the comprehensive support they need to thrive.



## 5.1 Access to Services – Health and Social-Emotional/Mental Health

Goal Area 5.1: Health & Social-Emotional/Mental Health	
<b>MPO 5.1:</b> By the end of the 2024–25 performance period and annually thereafter, at least 40% of migratory youth will receive an MEP service related to health, and 100% of regional MEPs will provide a health resource list to migratory families.	
<b>Principal Strategy</b>	
Regional MEPs will provide support services to help migratory students and their families access local health and mental health services.	
<b>Support Strategies</b>	
<b>5.1a:</b> ODE and its partners/contracted agencies will coordinate professional learning opportunities for all MEP staff about topics relevant to migrant and farmworker health. Professional learning will include resource mapping and partnering strategies for use with local and state agencies.	
<b>5.1b:</b> Regional MEPs will partner with schools and community agencies to create and/or identify a list of resources for community health and mental health (such as farmworker health centers, and culturally and linguistically responsive low-cost health and mental health care centers) to increase outreach, provide referrals, make referrals, and distribute applicable resources to migratory students and families, as needed.	
<b>5.1c:</b> Relevant regional MEP staff will provide migratory youth and families with at least one educational workshop annually to address themes within physical health and social-emotional health education such as physical activity, nutrition, restorative practices, and advocacy for civil rights and health care. The workshops will empower families to understand and navigate discriminatory practices they may face in these systems, ensuring equitable access to services.	
<b>5.1d:</b> Regional MEPs will provide at least two workshops annually focused on health and mental health knowledge and resources to migratory families to promote self-advocacy in making healthy choices.	
<b>5.1e:</b> Regional MEPs will provide health services to OSY, such as mini-lessons and workshops, regarding themes such as mental health, substance abuse, suicide prevention, and farmworker health and safety (e.g., dehydration, working with pesticides, sexual harassment). These lessons/workshops may occur virtually or in person.	
Implementation Measures	Relevant State and Federal Resources
<ul style="list-style-type: none"> <li>• Number and quality of trainings, based on MEP staff survey</li> <li>• Number of regional MEPs providing a list of local community and mental health resources</li> <li>• Number, attendance, and quality of sessions on physical and social-emotional health education, based on family surveys</li> <li>• Number, attendance, and quality of sessions on health and mental health knowledge and services, based on family surveys</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Oregon Health Authority – Migrant Health</a></li> <li>• <a href="#">National Center for Farmworker Health, Inc. – Resources</a></li> </ul>

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<ul style="list-style-type: none"><li>• Number, attendance, and quality of sessions on health services for OSY, based on surveys</li><li>• Number and percentage of children and youth who access counseling and support services from regional MEP</li></ul>	
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## Evaluation Plan

The preliminary evaluation plan outlines the approach to assess the effectiveness and impact of the strategies carried out within Oregon's MEPs. It will focus on evaluating the extent to which the programs achieve their Goal Areas, Principal Strategies, Support Strategies, and relevant MPOs. It provides methods for data collection and evaluation measures to monitor progress. As previously mentioned, the program evaluation will take place on a 5-year cycle to allow regional MEPs the appropriate time to integrate and leverage a new statewide data system. The evaluation plan will evolve and be refined as the new data system is integrated.

## Framework

The Oregon MEP will align its program implementation and evaluation to the logic model in **Exhibit VII**. The logic model acts as a structured approach to link the program inputs and activities to short and long-term outcomes. These elements are a road map to success for program planning, implementation, and evaluation.

## Exhibit VII. Oregon SDP Logic Model

INPUTS	STRATEGIES	GOALS
<p>Student and Family Assets</p> <p>Services and Support from Regional MEP Staff</p> <p>OMESC and ODE Training and Technical Assistance</p> <p>International, National, State, and Local Partnerships and Collaborations</p> <p>Policy and Funding Support</p> <p>Data and Research Community</p> <p>Engagement and Outreach</p>	<p> Expand and enhance MEP services for migratory pre-K children ages 3–5.</p> <p> Increase access for migratory pre-K families to early learning resources through workshops, events, and one-on-one meetings.</p> <p> Support migratory students in grades 8–12 with credit recovery, academic achievement, and attendance to stay on track for graduation.</p> <p> Provide college and career development support for grades 8–12 via workshops, mentorship, and one-on-one engagement to prepare for postsecondary transitions.</p> <p> Offer supplemental support to OSY on returning to school, postsecondary opportunities, career growth, and life skills through workshops and meetings.</p> <p> Provide math and language arts tutoring year-round with tiered support.</p> <p> Engage families through community organization partnerships, outreach, and communication improvements.</p> <p> Assist migratory students and families in accessing local health and mental health resources.</p>	<p><b>▼ Short/Medium-Term Goals</b></p> <ul style="list-style-type: none"> <li>60% or more of migratory children ages 3–5 not yet enrolled in kindergarten will receive at least one MEP instructional service and one MEP support service.✕</li> <li>80% of all migratory pre-K families will access multilingual Early Childhood Education resources and activities.✕</li> <li>75% of migratory students in grades 8–12 who are identified as in need of intervention/additional support will receive at least two MEP supplemental services aimed at increasing credit accrual, academic achievement, and/or school attendance to remain on track for graduation with a regular diploma whenever possible or applicable.✕</li> <li>50% of migratory students in grades 8–12 will receive at least one MEP service on themes related to college and career development.✕</li> <li>25% of identified out-of-school youth will receive support on the themes of (1) return to school/alternative education programs, (2) postsecondary opportunities, (3) career advancement, and/or (4) life skills. Annually thereafter, the number of OSY served will increase by 5% to reach 50% by the fifth year of implementation.✕</li> <li>100% of regional MEPs will implement tiered math and language arts tutoring interventions provided by licensed teachers.✕</li> <li>80% of all migratory families will participate in and access at least one academic activity/resource in their home language for their child's math and language arts achievement.✕</li> <li>40% of migratory youth will receive an MEP health service, and 100% of regional MEPs will provide a health resource list to migratory families upon enrollment.✕</li> <li>74% of all students will score at or above proficiency level in Language Arts.*</li> <li>72% of all students will score at or above proficiency level in Math.*</li> <li>86% of all students will graduate high school in the 4-year graduation cohort.*</li> <li>94% of all students participating in the 5-year graduation cohort will obtain a high school diploma or equivalent.*</li> </ul> <p><b>▼ Long-Term Goals</b></p> <ul style="list-style-type: none"> <li>80% of all students will score at or above proficiency level in Language Arts and Math.*</li> <li>90% of all students will graduate high school in the 4-year graduation cohort.*</li> <li>97% of all students participating in the 5-year graduation cohort will obtain a high school diploma or equivalent.*</li> <li>90% of all English learners will demonstrate that they are on track to proficiency in all four ELPA21 domains (reading, writing, listening and speaking).*</li> <li>67% of MEP students who are enrolled in grades 7–12 will graduate or promoted to the next grade.✧</li> <li>33% of MEP students who scored at or above proficient in Language Arts and Math assessments in grades 3–8.✧</li> <li>39% of MEP students who entered 11th grade and received credit for Algebra I or equivalent.✧</li> </ul>

Key: ✕ Oregon Migrant MPO; \* Oregon Measures of Interim Progress; ★ Oregon ESSA Accountability Indicator; ✧ OME National Progress Measure

## Key Evaluation Components

*Goal Areas:* The evaluation will measure and assess the outcomes tied to each Goal Area.

*Principal Strategies:* The evaluation will focus on the effectiveness of high-level strategies toward wider MEP success.

*Support Strategies:* The evaluation will analyze the impact of supplementary supports.

*Measurable Program Outcomes:* The evaluation will determine progress toward specific MPOs using specific indicators to track success, as aligned with both state and national performance measures.

## Evaluation Questions

Evaluation questions are categorized into two types for each Goal Area: implementation questions and outcome questions. **Implementation questions** capture how well program strategies and activities are carried out, including their frequency and quality. **Outcome questions** focus on the effectiveness and the impact of the program, measuring whether the program is making the desired changes and improvements. By tracking both the process and its results, the below evaluation questions help regional MEPs make the appropriate decisions on what programming and supports can be improved and/or continued to meet the aligned MPOs.

### Goal Area 1: Early Childhood Education

Evaluation Questions: Implementation	Evaluation Question: Outcomes
<p>To what extent did the Oregon MEP provide high-quality services to pre-K children and families?</p> <ul style="list-style-type: none"><li>• How many and what percentage of migratory pre-K children and their families received an MEP service?</li><li>• How did the MEP support migratory families and pre-K children?</li><li>• Were the services provided evidence-based and culturally and linguistically responsive?</li><li>• How effective was the training, technical assistance, and support provided to regions/staff members?</li><li>• How many 4- and 5-year-old pre-K students received MEP services to support their transition to kindergarten?</li></ul>	<p>What percentage of migratory pre-K children experienced a successful kindergarten transition?</p>

## Goal Area 2: Graduation

Evaluation Questions: Implementation	Evaluation Questions: Outcomes
<p>To what extent did the Oregon MEP provide high-quality services to migratory youth in grades 8-12 to support their graduation and college and career readiness?</p> <ul style="list-style-type: none"> <li>• How many and what percentage of migratory youth received MEP services?</li> <li>• What types of MEP services were provided to support high school graduation and postsecondary transitions?</li> <li>• How effective was the technical assistance and support provided to regions/staff members for graduation?</li> <li>• How many students participated in summer leadership programs?</li> <li>• How effective was the training, technical assistance and support provided to regions/staff members?</li> <li>• How effectively did Oregon MEP connect migratory students to programs for alternative credit accrual pathways, dual enrollment, and credit recovery to support their educational progress?</li> </ul>	<p>What percentage of migratory youth graduated with a regular high school diploma?</p> <p>What percentage of migratory youth enrolled in grades 7–12 graduated or promoted to the next grade?</p> <p>What percentage of migratory youth who are designated as EL are on-track to English Proficiency?</p> <p>What percentage of migratory youth enrolled in a college or university after graduation?</p> <p>What scholarship and financial support did seniors secure for college expenses?</p>

## Goal Area 3: Out-of-School Youth

Evaluation Questions: Implementation	Evaluation Question: Outcomes
<p>How effectively did the Oregon MEP identify, engage, and deliver services to migratory OSY?</p> <ul style="list-style-type: none"> <li>• How many and what percentage of migratory youth were identified as OSY <b>and</b> received an MEP service?</li> <li>• What type of services?</li> <li>• How effective was the training, technical assistance and support provided to regions/staff members?</li> </ul>	<p>What percentage of migratory youth identified as OSY who received an MEP service successfully accessed an educational pathway or career opportunity?</p>

## Goal Area 4: Instructional Services

Evaluation Questions: Implementation	Evaluation Questions: Outcomes
<p>To what extent did the Oregon MEP provide high-quality instructional services to migratory youth and families to improve students' academic success?</p> <ul style="list-style-type: none"> <li>• How many and what percentage of migratory youth received an MEP instructional service in mathematics?</li> <li>• How many and what percentage of migratory youth received an MEP instructional service in language arts?</li> <li>• How many migratory families accessed an MEP-supported resource or workshop?</li> <li>• How effective was the training, technical assistance and support provided to regions/staff members?</li> <li>• What kinds of tutoring services were provided?</li> </ul>	<p>What percentage of migratory youth receiving MEP services in math and language arts demonstrated growth in proficiency?</p> <p>What percentage of migratory students met state achievement standards in math and language arts?</p> <p>What percentage of migratory youth receiving MEP services in math and language arts scored proficient or higher on their standardized testing in relevant math and/or language arts subjects?</p> <p>What percentage of migratory youth enrolled in 11th grade completed Algebra I or its equivalent?</p>

## Goal Area 5: Health and Social-Emotional/Mental Health

Evaluation Questions: Implementation	Evaluation Question: Outcomes
<p>How effectively did the Oregon MEP connect migratory youth and families to relevant health and social-emotional/mental health resources and services?</p> <ul style="list-style-type: none"> <li>• What kinds of supports and services were provided to support health and social-emotional/mental health?</li> <li>• How many migratory youth and their families accessed a local health and/or mental health service or resource, as referred by an MEP specialist?</li> <li>• How effective was the training, technical assistance and support provided to regions/staff members?</li> </ul>	<p>What percentage of migratory youth and their families reported improved health/mental health outcomes or access to necessary health/mental health resources?</p> <p>To what extent did the Oregon MEP positively impacted migratory youth and families health outcomes?</p>

## Preliminary Data Collection Methods

### Quantitative Data

- Service codes and service provision counts for migratory students
- Student achievement data (standardized test scores, attendance data, matriculation rates, graduation rates, etc.)
- Family, student, and community engagement metrics (workshop participation data, survey data, referral count data)
- Summative Evaluation Tool

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### Qualitative Data

- Focus group discussion and interviews with MEP staff, families, and youth
- Feedback from partners and program participants
- Case study highlights from regions

### Preliminary Evaluation Measures

Formative data evaluation will monitor program implementation to ensure alignment with proposed strategies. Implementation data collection and evaluation of those data will take place continuously. Summative evaluation will measure the long-term outcomes of the program, as informed by Oregon ESSA Accountability Indicators and OME's National Progress Measures. A summative evaluation will measure program progress against baseline measures.

### Abbreviations and Acronyms

CIC ..... Continuous Improvement Cycle

CNA..... Comprehensive Needs Assessment

CSPR ..... Consolidated State Performance Report

COE..... Certificate of Eligibility

ED ..... Department of Education

ESD ..... Education Service District

ESEA ..... Elementary and Secondary Education Act

ESL ..... English as a Second Language

ESSA..... Every Student Succeeds Act

ESSER III ..... Elementary and Secondary School Emergency Relief Fund III

FAFSA ..... Free Application for Federal Student Aid

GED..... General Equivalency Diploma

ID&R ..... Identification and Recruitment

IEP..... Individual Education Plan



## Oregon Migrant Education Program

IHE .....	Institution of Higher Education
LEA.....	Local Education Agency
LOA.....	Local Operating Agency
MEP .....	Migrant Education Program
ML .....	Multilingual Learner
MME.....	Multilingual and Migrant Education
MOU .....	Memorandum of Understanding
MPO .....	Measurable Program Outcome
NAC.....	Needs Assessment Committee
ODE .....	Oregon Department of Education
OME.....	Office of Migrant Education
OMESC.....	Oregon Migrant Education Service Center
OMSIS.....	Oregon Migrant Student Information System
OSY .....	Out-of-School Youth
PAC .....	Parent Advisory Committee
PD .....	Professional Development
PFS.....	Priority for Service
SDP .....	Service Delivery Plan
SEA .....	State Education Agency
STEM .....	Science, Technology, Engineering, and Mathematics
SY.....	School Year

## Appendix I. Legislative Mandate

Statutes, regulations, and non-regulatory guidance are the three main sources that inform and guide the creation of CNA and SDP.

### The Statutes

Under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), Sec. 1306(a)(1), requires state education agencies (SEAs) and their LEAs to identify and address the unique needs of migratory youth in accordance with a comprehensive plan for the delivery of services. These services must:

- be integrated with other federal programs, particularly those authorized by the ESSA;
- provide migratory youth an opportunity to meet the same challenging state academic standards that all youth are expected to meet;
- specify measurable program goals and outcomes;
- encompass the full range of services that are available to migratory youth from the appropriate local, state, and federal educational programs;
- be the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, *Early Childhood Programs*; and Title III, Part A or B, *Language Instruction Programs*;
- provide for the integration of services under Title I, Part C, with services provided by the other programs.

ESEA Section 1304(b)(1) sets forth the expectations that states will identify and address the unique educational needs of migratory children. This includes preschool migratory children and migratory children who are not enrolled in school. The description of how the SEA intends to meet these unique needs is submitted to ED as part of its state application or Consolidated State Plan.

### The Regulations

[34 CFR § 200.81–200.89](#) contains regulations related to the CNA and SDP. Specifically, 34 CFR § 200.83 sets forth the responsibilities of SEAs to implement projects based on the findings and recommendations of a CNA followed by a comprehensive state plan for service delivery or the SDP.

## Non-regulatory Guidance

*Education of Migratory Children*, under Title I, Part C, of the ESEA addresses the CNA and SDP in Chapter IV of the non-regulatory guidance (<https://results.ed.gov/legislation>). Specifically, this guidance provides answers to the following questions:

1. What is a comprehensive State SDP?
2. What are the benefits of developing a comprehensive State SDP?
3. How is the comprehensive State SDP different from the Consolidated State Application?
4. What do the statute and regulations require in terms of a comprehensive State SDP?
5. What must a State include in its comprehensive State SDP?
6. What else may a State include in its comprehensive State SDP?
7. How often should the SEA update the comprehensive State SDP?
8. May the SEA fund a local MEP project that addresses different needs than those the SEA identified in its comprehensive SDP?

## Appendix II. Who is Responsible for the Service Delivery Plan?

### Who leads the Service Delivery Plan and how?

At the completion of the Comprehensive Needs Assessment (CNA) in March 2024, core members of the ODE MME Team and the Needs Assessment Committee (NAC), invited individuals with expert knowledge of migratory youth and their families to participate in the SDP Planning Team. The team included different regions and MEP roles to ensure representativity and an actionable and comprehensive plan. This group, identified in **Exhibit VIII** below, met virtually throughout the spring and summer of 2024. In these sessions (described in **Exhibit IX**), the SDP Planning Team

- reviewed the work completed by the NAC, including their recommendations for strategies and MPOs;
- identified and selected evidence-based strategies for the SDP;
- proposed accountability measures for the MPOs;
- refined strategies and accountability measures for MPOs; and
- developed a communication plan and an initial action plan for the SDP for stakeholders.

The SDP Planning Team reviewed the draft SDP report and provided feedback at the final convening.

### Exhibit VIII. SDP Planning Team Members

Name	Position	Area of Expertise
Diana Preciado	Recruiter, High Desert ESD, Deschutes Co.	Recruitment, OSY
Krystal Sánchez	School Readiness Specialist, ODE	Pre-K, ECE, family engagement
Sara Brown Chacon	Data Specialist, NWRES	Quality control, data management, program administration
Karen Sánchez	Data Specialist, Beaverton School District	Quality control, data management, data analysis, data justice, program administration
Precila Mosqueda-Fuentes	Graduation Specialist, Ontario School District	Graduation, high school, college/career readiness
Bhagavati Mullock	Community Health Specialist	Health, social-emotional/mental health
Angelica Shaw	Coordinator, Lane ESD	Quality control, data management, program administration, educational programming
Luciana Ribeiro	Early Childhood Education Specialist, Willamette ESD	Pre-K, ECE, family engagement

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Name	Position	Area of Expertise
Sirenia González	Early Childhood Education Specialist, Beaverton School District	Pre-K, ECE, family engagement
Eric Volger	Director of Migratory Education and Assessment, InterMountain Education Service District	Data analysis, program administration, quality control, educational programming
Dafne Valencia	Early Childhood Education Specialist, Hood River County School District	Pre-K, ECE, family engagement
Dr. Diego Contreras-Medrano	ODE, Multilingual and Migrant Education	SEA initiatives, research, improvement cycle, data justice
Myrna Muñoz	ODE, Multilingual and Migrant Education	SEA initiatives, ECE, recruitment, college/career readiness, service provision, health, social-emotional/mental health, parent engagement

### Exhibit IX. SDP Planning Team Meetings

Meeting #	Date	Purpose	Outcomes
1	April 4, 2024	Provide introductions, discuss the transition from CNA to SDP, review alignment and feasibility of proposed CNA strategies.	Collective understanding of SDP purpose and the team's responsibilities
2	May 7, 2024	Refine strategies for implementation and accountability.	Finalized SDP strategies
3	June 6, 2024	Develop a Communication Plan for the SDP.	The SDP Communication Plan
4	Aug. 15, 2024	Discuss structure and systems for implementation.	Refined the Implementation/Action Plan
5	Sep. 19, 2024	Discuss SDP Final Report and receive feedback.	Feedback finalized before the SDP Final Report is released

Throughout both the CNA and the SDP processes, the ODE MME team expressed the desire for a student-centered, asset-based, culturally responsive plan for program support. To reflect asset-based thinking and planning, the MME team revised the following terms for both the CNA and SDP reports:

- “Concern Statement” became “Focus Area Statement.”
- “Need Indicator” became “Growth Indicator.”
- “Need Statement” became “Growth Statement.”

Additionally, MME and SDP Planning Team members incorporated research-based strategies to support a culturally fluent adaptation of the necessary strategies and performance targets that will provide the most comprehensive support to Oregon’s migratory youth and their families.

## Appendix III. Comprehensive Needs Assessment Results

The transition from the CNA to the SDP prompted a restructuring of the Goal Areas from four to five. OSY were given their own Goal Area, increasing focus on their unique needs. PFS students are now addressed within each Goal Area to ensure targeted support throughout the plan. The statements and data summaries of the CNA are the foundation for the SDP and its resulting MPOs. The table below outlines the Goal Areas and the corresponding Subgoals, Focus Area Statements, Data Summaries, and Growth Statements.

### Goal Area 1: School Readiness for Early Childhood Education

#### Subgoal Area 1.1: Early Learning and Support Services

Topic	Information
State performance target/measurement of interim progress	NA
Focus area statement	We are concerned that almost half of migratory children in pre-K <sup>9</sup> and their families do not have access to MEP early learning and support services (instructional and support).
Data summary	In SY 2022–23, there were 2,013 migratory children in pre-K, of which 1,007 (50%) received services. Among the eligible students in pre-K, 949 (47%) received instructional services.  In SY 2022–23, there were 2,013 migratory children in pre-K, of which 1,007 (50%) received services. Among the eligible students in pre-K, 879 (44%) received support services.
Growth statement	70% or more of pre-K children will access MEP instructional and support services based on their regional early learning and support needs.

#### Subgoal Area 1.2: Family Engagement

Topic	Information
State performance target/measurement of interim progress	NA
Focus area statement	We are concerned that MEP tools and resources focused on ECE for pre-K are not accessible to migratory families due to either linguistic differences, ineffective communication, or avenues of access.

<sup>9</sup> Pre-k students, ages 3-5 not in kindergarten

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<b>Data summary</b>	<p>In an SY 2022–23 Needs Assessment family survey, 100% of participants with pre-K children indicated that they would like additional preschool resources or support to help their child be on track for kindergarten.</p> <p>In an SY 2022–23 Needs Assessment family focus groups, 80% of participants, including pre-K families, indicated they are not receiving effective communications from schools or programs about resources or services. Half (50%) of participants in family surveys indicated they are receiving communications, but do not understand them. The majority (90%) of participants indicated they would like communications in their home language.</p>
<b>Growth statement</b>	80% or more of families with pre-K MEP children will access multilingual MEP instructional and support resources and tools focused on ECE.

## Goal Area 2: Graduation

### Subgoal Area 2.1: Diploma Type

Topic	Information
<b>State performance target/measurement of interim progress</b>	The percentage of students who graduate within 4 years will increase by 2% each year, resulting in SY 2026–27 with a 90% 4-year graduation rate.
<b>Focus area statement</b>	We are concerned that migratory students are not graduating with a regular high school diploma at higher rates.
<b>Data summary</b>	<p>In SY 2022–23, 83% of migratory students in the 4-year cohort and 28% of migratory students in the 5-year cohort graduated with a regular high school diploma.</p> <p>In SY 2021–22, 9% of migratory students in the 4-year cohort and 40% of migratory students in the 5-year cohort did not complete graduation requirements.</p>
<b>Growth statement</b>	95% of Oregon migratory students who graduate from high school will graduate with a regular diploma.

### Subgoal Area 2.2: College and Career Readiness

Topic	Information
<b>State performance target/measurement of interim progress</b>	The percentage of students who graduate within 5 years will increase by 2% each year, resulting in SY 2026–27 with a 97% 5-year graduation rate.
<b>Focus area statement</b>	We are concerned that MEP instructional and support services targeting college and career development are delivered at low rates to middle and high school migratory students.
<b>Data summary</b>	<p>In SY 2022–23, 10% of migratory students, grades 8–12, received MEP high school credit accrual services.</p> <p>In SY 2022–23, 34% of migratory students, grades 8–12, received MEP guidance counseling services.</p> <p>In SY 2022–23, 16% of high school migratory students received MEP vocational and career services.</p>

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<b>Growth statement</b>	75% or more of migratory students in grades 8–12 will access at least one MEP instructional service and at least one MEP support service specifically for college and career development.
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### Goal Area 3: Out-of-School Youth

#### Subgoal Area 3.1: Access to Services

Topic	Information
<b>State performance target/measurement of interim progress</b>	NA
<b>Focus area statement</b>	We are concerned that OSY are not consistently or regularly receiving MEP services.
<b>Data summary</b>	In SY 2022–23, there were 1,509 identified OSY, and 148 (10%) OSY received instructional or support services from the MEP: 5% (68) received an instructional service, and 8% (116) received a support service.
<b>Growth statement</b>	At least 30% of OSY will receive one or more MEP instructional or support services designed to encourage engagement with the MEP and access to educational pathways.

### Goal Area 4: Instructional Services

#### Subgoal Area 4.1: Math

Topic	Information
<b>State performance target/measurement of interim progress</b>	The percentage of all students who attain proficiency in Math will increase by 4% each year, resulting in an 80% proficiency rate by SY 2026–27.
<b>Focus area statement</b>	We are concerned that insufficient MEP instructional services in math are provided to migratory students in grades 3–8 and high school.
<b>Data summary</b>	<p>The percentage of migratory students, grades 3–8 and high school, who were proficient or higher in the content area of mathematics in SY 2022–23 was 11%, as compared to a proficiency rate of 30% for non-migratory students.</p> <p>During SY 2022–23, 29% of migratory students received MEP instructional services in mathematics.</p> <p>In a 2023 Needs Assessment student survey, 90% of respondents indicated they struggle with “understanding math.” When asked about the support they needed to succeed in math, 30% of students desired tutoring during the school day in math, out of 225 students; 29% wanted tutoring before or after school; 42% wanted support studying for tests; 45% wanted support with homework; and 38% wanted help reviewing materials from previous classes.</p>
<b>Growth statement</b>	75% or more of migratory students in grades 3–12 not meeting proficiency in math will receive MEP-sponsored instructional services in math.



## Subgoal Area 4.2: Language Arts

Topic	Information
<b>State performance target/measurement of interim progress</b>	The percentage of all students who attain proficiency in language arts will increase by 3% each year, resulting in an 80% proficiency rate by SY 2026–27.
<b>Focus area statement</b>	We are concerned that insufficient MEP instructional services in language arts are provided to migratory students in grades 3–8 and high school.
<b>Data summary</b>	<p>The percentage of migratory students who received a designation of proficient or higher in the content area of language arts in SY 2022–23 was 20%, as compared to a proficiency rate of 43% for non-migratory students.</p> <p>During SY 2022–23, 28% of migratory students received MEP instructional services in language arts.</p> <p>In 2023 Needs Assessment student focus groups, more than half of participants indicated that they struggled with reading, writing, or both in their language arts courses. When asked in a 2023 Needs Assessment student survey about support they needed to succeed in language arts, out of 225 students: 31% students desired tutoring during the school day in language arts, 28% wanted tutoring before or after school, 40% wanted support studying for tests, 38% wanted support with homework, and 42% wanted help reviewing materials from previous classes.</p>
<b>Growth statement</b>	75% or more of migratory students in grades 3–12 not meeting proficiency in language arts will receive MEP-sponsored instructional services in language arts.

## Subgoal Area 4.3: Family Engagement with Academic/Instructional Services

Topic	Information
<b>State performance target/measurement of interim progress</b>	NA
<b>Focus area statement</b>	We are concerned that culturally responsive instructional support resources, services, training, and ongoing support from the MEP are not sufficiently available, accessible, or appropriate for migratory families.
<b>Data summary</b>	<p>In a 2023 Needs Assessment family survey, family members answered a question that measured the effectiveness of MEP provided math and reading training, and 50% of parents rated both the math and reading training’s efficacy as “Not at All Helpful” or “Somewhat Helpful.”</p> <p>61% of family members in the 2023 Needs Assessment family survey indicated that they desired additional math and language arts support for their students; 61% of family members also indicated they would like support with study skills.</p> <p>The number of math and language arts workshops or training provided to families in SY 2022–23 varied substantially across regions.</p>
<b>Growth statement</b>	50% or more of migratory families will access at least one culturally responsive family activity, workshop, training, and/or resource, provided by the Regional MEP Staff, focused on instructional and academic support aligned to ODE Standards and the academic needs of migratory students.

## Goal Area 5: Health

### Subgoal Area 5.1: Access to Services – Health and Social-Emotional/Mental Health

Topic	Information
State performance target/measurement of interim progress	NA
Focus area statement	We are concerned that insufficient MEP services in the areas of health, health education (including mental health, social-emotional health) and safety are provided to migratory youth and families.
Data summary	<p>In SY 2022–23, among the migratory students served in K-12, 31% received health support services.</p> <p>In SY 2022–23, among the migratory students served in K-12, 18% received health education and safety instructional service.</p>
Growth statement	Oregon MEP graduation specialists and relevant liaisons will attend at least two statewide professional training sessions that provide support and resources related to health, health education (mental health, social-emotional health, etc.), and Title IX for migratory youth to offer services that meet the unique health and social-emotional health needs of migratory populations.

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