

2016-2017 Annual Evaluation Report

Minnesota Department of

Education

Migrant Education Program



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Acronyms

BBE	Belgrade-Brooten-Elrosa
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FSI	Fidelity of Strategy Implementation Tool
GED	General Education Development high school equivalency tests
HS	High School
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
MCA	Minnesota Comprehensive Assessments
MDE	Minnesota Department of Education
MELEd	Minnesota English Learner Education Conference
MEP	Migrant Education Program
MMERC	Midwest Migrant Educational Resource Center
MN	Minnesota
MPO	Measurable Program Outcome
MSIX	Migrant Student Records Exchange Initiative
NCLB	No Child Left Behind Act of 2001
OME	Office of Migrant Education
OSY	Out-of-School Youth
P/A	Proficient or Above
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
RIF	Reading is Fundamental
SDP	Service Delivery Plan
SEA	State Education Agency
GOSOSY	Graduation and Outcomes for Success for Out-of-School Youth CIG
SPSR	Summer Program Services Report
STAAR	State of Texas Assessments of Academic Readiness
TVOC	Tri-Valley Opportunity Council

1. Executive Summary

The Minnesota Department of Education (MDE) Migrant Education Program (MEP) assists schools in helping migratory students and youth meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Education services (including support services) are designed to facilitate continuity of instruction to eligible students who migrate between Minnesota and other states (primarily Texas), within the State of Minnesota, and across international borders.

Minnesota provides services to eligible migratory students and youth during the summer only. During the summer of 2017, ten local projects provided services to 503 migrant students/youth (*preliminary results not yet verified through the Consolidated State Performance Report [CSPR] process*). Local projects provide instructional and support services aligned with Minnesota's MEP Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA). Summer services include supplemental instruction in reading, mathematics, and other content areas; enrichment activities to build experiential learning; support services (e.g., interpretation, transportation, counseling, referrals); and graduation enhancement and career education. Services also are provided to parents to engage them in the education of their children.

Findings of the 2016-17 evaluation show that the Minnesota MEP made substantial progress toward meeting its Measurable Program Outcomes (MPOs) and implementing high quality programming designed to ameliorate the effects of migration on student learning and achievement. The chart below shows that six of the nine (67%) MPOs addressed in this annual evaluation were accomplished (*progress toward MPO 4.2 could not be measured as no OSY received instructional services*) showing the benefit of MEP services for migrant students, their parents, and educators in Minnesota.

Minnesota MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
Reading		
MPO 1.1: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based reading curriculum and instructional strategies at "Succeeding" or "Exceeding" on the Fidelity of Strategy Implementation (FSI) Tool.	Yes	100% of the 10 summer sites
MPO 1.2: By the end of the 2017 summer migrant program, 75% of migrant students in grades K-8 receiving standards-based reading instruction for at least 5 days will improve their scores on curriculum-based assessments by 5%.	No	69% of 348 migrant students gained by 5%
Mathematics		
MPO 2.1: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based math curriculum and instructional strategies at "Succeeding" or "Exceeding" on the Fidelity of Strategy Implementation (FSI) Tool.	Yes	100% of the 10 summer sites
MPO 2.2: By the end of the 2017 summer migrant program, 75% of migrant students in grades K-8 receiving standards-based math instruction for at least 5 days will improve their scores on curriculum-based assessments by 5%.	No	68% of 362 migrant students gained by 5%
Support Services		
MPO 3.1: By the end of the 2017 summer migrant program, 90% of parents/family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.	Yes	100% of parents responding increased their knowledge

Minnesota MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
MPO 3.2: By the end of the 2017 summer migrant program, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional support services provided through the MEP.	Yes	98% of students responding reported satisfaction
MPO 3.3: By the end of the 2017 summer migrant program, 75% of eligible prekindergarten-aged migrant children will be placed in early childhood programs.	No	40% were placed/served
MPO 3.4: By the end of the 2017 summer migrant program, 90% of staff participating in MEP professional development will report growth in their ability to support migrant students.	Yes	98% of MEP staff responding reported growth
Graduation/Services to OSY		
MPO 4.1: By the end of the 2017 summer migrant program, 80% of in-school secondary-aged migrant students in grades 7-12 who attend an MEP summer program for 5 days or more will obtain hours or credits that count toward high school graduation requirements.	Yes	100% obtained hours or credits
MPO 4.2: By the end of the 2017 summer migrant program, 25% of OSY that receive instructional services will demonstrate an average gain of 20% on OSY Lesson Assessments <u>or</u> earn credits/hours.	N/A	No OSY received instruction

Other key findings/trends revealed in the 2016-17 evaluation follow.

- ✚ Inter/intrastate collaboration resulted in enhanced services to migrant students. Local projects collaborated with numerous community agencies and school programs such as the Minnesota Targeted Services Program, Migrant Head Start, The Sheridan Story, the Kids in Need Foundation, 4-H, and the University of Minnesota Extension.
- ✚ Parents participating in parent activities and events reported that they increased their knowledge of the topics addressed including reading, nutrition, health, legal services, community partnerships, math, and science.
- ✚ Local migrant projects completed the Fidelity of Strategy Implementation (FSI) tool to determine the level of implementation of each of the strategies included in the Minnesota MEP Service Delivery Plan (SDP). Fourteen of the 15 strategies (93%) were rated at the “succeeding” or “proficient” level, and 80% of the sites rated themselves an average of three or higher (succeeding or exceeding) on all strategies combined.
- ✚ From 2015-16 to 2016-17, there was a 3% increase in the percentage of migrant students scoring proficient or above on the MCA Math Assessment (14% increase for PFS migrant students, 1% increase for non-PFS migrant students); however, there was a 1% decrease in the percentage of migrant students scoring proficient or above on the MCA Reading Assessment, although there was a 7% increase for PFS migrant students.
- ✚ The Minnesota MEP has a strong focus on graduation. Secondary students and OSY are provided with services and resources designed to support their efforts to graduate from high school/obtain a GED. These services resulted in 69 secondary-aged migrant students obtaining hours or credits toward graduation. The 31 students receiving secondary credits completed 25 different courses and earned 64 semester (.5) credits.

In summary, during the summer of 2017, the Minnesota MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills, prepared them for the upcoming school year, and helped them earn high school credits. In addition, parents were provided services to improve their skills and increase their involvement in their child’s education; MEP staff were trained to better serve the unique needs of migrant students and their parents; and community resources and programs helped support migrant students by providing instructional and support services.

2. Program Context

This annual evaluation report provides summary information on the accomplishments made by staff, students, and parents in Minnesota during the summer of 2017. These accomplishments were examined based on the MEP goals and objectives as outlined in the Service Delivery Plan (SDP). Services were provided to migrant students at 10 summer projects (see below).

1. Belgrade-Brooten-Elrosa (BBE)
2. Bird Island
3. Blue Earth
4. Breckenridge
5. Glencoe-Silver Lake (GSL)
6. Owatonna
7. Rochester
8. Sleepy Eye
9. Waseca
10. Willmar

Projects provided instructional and support services aligned with the SDP and the CNA within the four goal areas of reading, mathematics, support services, and high school graduation/services to OSY. The primary components of the Minnesota MEP include summer supplemental instruction, support services, inter/intrastate coordination, and identification and recruitment (ID&R). These activities are guided by the program applications/ sub-granting process, CNA, SDP, and the results from the program evaluation.

Exhibit 1
Map of Minnesota's MEP Sites

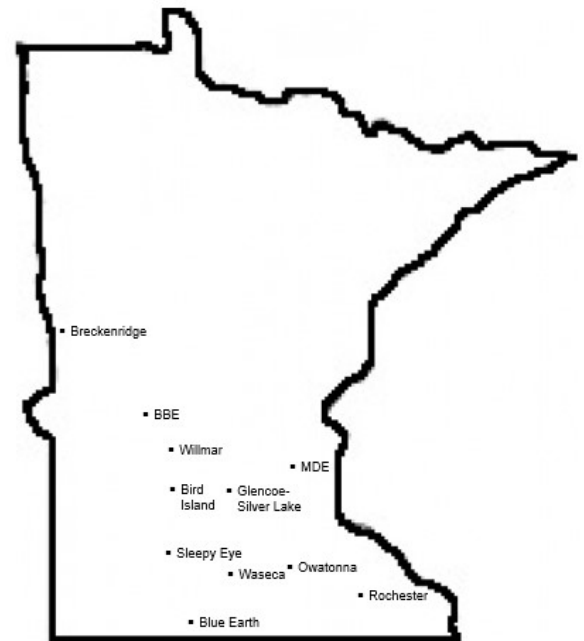
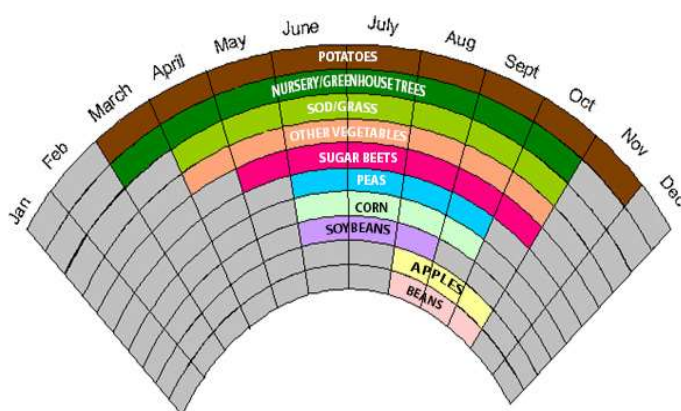


Exhibit 2
Seasonal Agricultural Activities in Minnesota



Source: Tri-Valley Opportunity Council, Inc. in collaboration with the Minnesota Department of Education

Migrant families in Minnesota are primarily involved in seasonal agricultural work during the summer months with some activities in the spring and fall related to field preparation and maintenance. Crops in which migrant families are employed include sugar beets, peas, corn, soy beans, apples, beans, grass/sod, nurseries for trees and other greenhouse plants, potatoes, and other vegetables (carrots, radishes, cucumbers, lima beans, and pickles). Activities vary by crop but often include harvesting, weeding, and canning. Seasonal activities occur between March and November annually with the largest concentration of work in June through August.

INSTRUCTIONAL SERVICES - During the summer, migrant students are provided with a wide range of instructional services that include those listed below.

Summer Supplementary Instructional Services	
6-Week Summer School Programming	Science/Social Studies Instruction
Reading and Math Instruction	Enrichment Activities (Nutrition, STEM)
Secondary Credit Accrual	Instruction Utilizing MMERC Materials
STEM Instruction/Project-Based Learning	English and Spanish Language Instruction
Texas State Test Preparation and Administration	Online/Computer-Based Reading and Math Interventions

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

- collaborating with local schools, businesses, and community agencies (e.g., the State-funded Targeted Services Program, Tri-Valley Opportunity Council, Inc. (TVOC), The Sheridan Story, Kids in Need Foundation, University of Minnesota Extension);
- providing year-round ID&R;
- participating with Mexico in a binational initiative that includes the Teacher Exchange Program;
- coordinating secondary education coursework and out-of-state testing;
- participating in MSIX to transfer education and health data to participating states;
- coordinating with counselors and educators in home-base states; and
- attending inter/intrastate migrant education meetings.

A primary partner of the Minnesota MEP is TVOC which is a non-profit community action agency headquartered in Crookston, with a satellite office in Apple Valley, as well as other sites across Minnesota. TVOC provides year-round, statewide ID&R; management of MEP data on MIS2000 and the Summer Program Services Report (SPSR); Head Start, Early Head Start, and Migrant and Seasonal Head Start preschool instruction to migrant children; and health services to all eligible migrant students registered with the authorized nurse/nurse practitioner during the summer months.

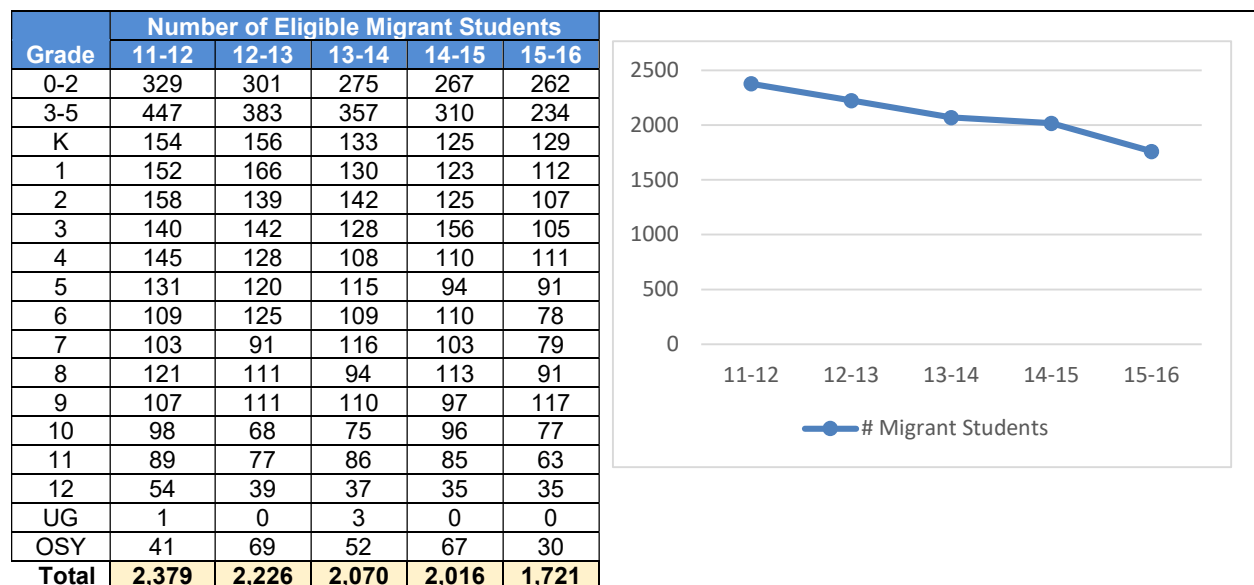
SUPPORT SERVICES - Support services are provided to migrant students to eliminate barriers that traditionally get in the way of school success. Support focuses on leveraging existing services during the summer and includes collaboration with other agencies and referrals of migrant children from birth to age 21 to programs and supportive services. Examples of services include health services (medical and dental screening and referrals), instructional supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, transportation, and services to OSY. The needs-based support services provided to students during the summer are listed below.

Support Services		
Referrals	Instructional Supplies	Pre-GED/GED Programs
Career Counseling	Life Skills for OSY	Interpreting/Translating
Guidance Counseling	Health Screenings	Nutrition and Free Meals
Transportation	Health Services	RIF Books

IDENTIFICATION AND RECRUITMENT - The Minnesota MEP is responsible for the proper and timely ID&R of all eligible migrant children and youth in the State. This includes securing pertinent information to document the basis of a child’s eligibility. Ultimately, it is the State’s responsibility to implement procedures to ensure that migrant children and youth are both identified and determined as eligible for the MEP. Year-round ID&R is managed by TVOC. Five recruiters provide ID&R for the Minnesota MEP in six regions: northwest, central, southwest, southeast, and the east/metro area. In addition, TVOC funds additional recruiters in the summer and some of the local projects fund site-based recruiters to provide ID&R during the operation of the 6-week summer program (June, July, August).

MIGRANT STUDENT DEMOGRAPHICS - Demographic data contained in this section was taken from the 2015-16 CSPR – the most recent data available. Where available, preliminary demographics from 2016-17 also are reported, however these results have not yet been verified through the CSPR process. Exhibit 3 shows that during 2015-16, there were 1,721 eligible migrant students in Minnesota, a 15% decrease from 2014-15, a 17% decrease from 2013-14, a 23% decrease from 2012-13, and a 28% decrease from 2011-12. Twenty-nine percent (29%) of the students were children birth to age five (not in kindergarten), 38% were elementary students (K-5), 14% were middle school students (grades 6-8), 17% were high school students (grades 9-12), and 2% were OSY. *UG=ungraded*

**Exhibit 3
Number of Eligible Migrant Students by Grade Level and Program Year**



Source: CSPR Part II School Years 2011-12 through 2015-16

Migrant students that have priority for services (PFS) have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school. Both section (1) and (2) below must be met in order for a migrant child/youth to be considered PFS. If the student has an educational interruption and **any** of the *Failing, or Most at Risk of Failing, to Meet State Standards* factors (2-a through 2-h) are met, the student is designated as PFS for that section.

1) Educational Interruption

1-a) In the preceding 12 months, the student has a QAD between September 1 and August 31

2) Failing, or most at risk of failing, to meet state academic standards

2-a) Student scored below proficient on a State academic assessment (or)

2-b) Student scored below age/grade level on a local academic assessment (or)

2-c) Student dropped out of school (or)

2-d) Student is an English learner (EL) as identified by an English language proficiency assessment (or)

2-e) Student has repeated a grade level or is over age for grade (or)

2-f) Secondary student is credit deficient (or)

2-g) Out-of-school youth (OSY) (or)

2-h) Student has an IEP or 504 Plan

Exhibit 4 shows that of the 1,721 eligible students in 2015-16, 16% were categorized as PFS (percentage does not include children birth-2), 23% (percentage does not include children birth-2) were identified as being an English learner (EL), and 4% were identified as having a disability through the Individuals with Disabilities Education Act (IDEA). In addition, three-fourths of the migrant students (75%) had a QAD occurring within 12 months from the last day of the performance period (8/31/16), however, only 3% of the students had a QAD during the regular school year, showing that nearly all of the students moved during the summer months. Children birth to age five had the highest percentages of QADs in the performance period.

**Exhibit 4
2015-16 Demographics of Migrant Students by Grade Level**

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months		QAD During Reg Year	
		#	%	#	%	#	%	#	%	#	%
Birth-2	262	--	--	--	--	3	1%	245	94%	1	<1%
Age 3-5	234	0	0%	12	5%	1	<1%	202	86%	3	1%
K	129	31	24%	53	41%	4	3%	77	60%	3	2%
1	112	26	23%	43	38%	4	4%	82	73%	4	4%
2	107	34	32%	36	34%	6	6%	73	68%	4	4%
3	105	21	20%	49	47%	4	4%	69	66%	4	4%
4	111	30	27%	42	38%	12	11%	69	62%	8	7%
5	91	23	25%	33	36%	4	4%	73	80%	1	1%
6	78	22	28%	26	33%	5	6%	51	65%	6	8%
7	79	12	15%	20	25%	1	1%	57	72%	3	4%
8	91	27	30%	23	25%	6	7%	60	66%	7	8%
9	117	19	16%	29	25%	6	5%	82	70%	7	6%
10	77	20	26%	9	12%	2	3%	57	74%	3	4%
11	63	9	14%	11	17%	3	5%	48	76%	1	2%
12	35	1	3%	8	23%	2	6%	17	49%	2	6%
OSY	30	5	17%	0	0%	0	0%	23	77%	1	3%
Total	1,721	280	16%	394	23%	63	4%	1,285	75%	58	3%

Source: CSPR Part II School Year 2015-16

3. Purpose of the Evaluation

In 1966, Congress included language in the ESEA to help the children of migrant farmworkers and established the Office of Migrant Education. Migrant education programs provide supplemental instruction and support services to children of migratory workers and fishers in nearly all states. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA.

Minnesota has established high academic standards and provides all students with a high quality education to allow them to achieve to their full potential. The Minnesota standards support Title I, Part C, section 1301 of the ESEA to ensure that migrant students have the opportunity to meet the same challenging state content and student performance standards that all children are expected to meet.

States are required to evaluate the effectiveness of the MEP and provide guidance to local MEPs on how to conduct local evaluations. A program's actual performance must be compared to *"measurable outcomes established by the MEP and state performance targets, particularly for those students who have priority for service."*

To investigate the effectiveness of its efforts to serve migrant children and improve those efforts based on comprehensive and objective results, the Minnesota MEP conducted an evaluation of its MEP to:

- determine whether the program is effective and document its impact on migrant children;
- improve program planning by comparing the effectiveness of different interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- identify areas in which children may need different MEP services; and
- consider evaluation questions regarding program implementation and results.

EVALUATION QUESTIONS (IMPLEMENTATION)

OME requires that states conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the evaluation addresses questions such as:

- ✓ Was the program implemented as described in the approved project application?
If not, what changes were made?
- ✓ What worked in the implementation of Minnesota MEP projects and programs?
- ✓ What problems did the program encounter? What improvements should be made?
- ✓ How did local projects tailor reading and math instruction to meet the needs of individual students?
- ✓ How many students received standards-based reading and math instruction?
- ✓ What types of parent activities were provided by local sites during the summer?
- ✓ What types of non-instructional support services were provided to students?
- ✓ With which agencies did the MEP collaborate?
- ✓ What types of professional development were provided to MEP staff?
- ✓ What courses did secondary migrant students complete?
- ✓ What strategies were used to help OSY improve their knowledge/skills?

EVALUATION QUESTIONS (RESULTS)

In evaluating program results, the evaluation addresses questions such as:

- ✓ What percentage of summer sites implemented standards-based reading and math curriculum and instructional strategies at the “succeeding” or “exceeding” level?
- ✓ What percentage of students (PFS and non-PFS) improved their scores by 5% on curriculum-based reading and math assessments?
- ✓ What percentage of migrant parents/family members that attended at least one parent activity showed an average gain of 0.5?
- ✓ What percentage of migrant students/youth reported satisfaction with non-instructional services?
- ✓ What percentage of migrant preschool children were placed in early childhood programs?
- ✓ What percentage of MEP staff reported positive growth in their skills as a result of participating in professional development?
- ✓ What percentage of students in grades 7-12 (PFS and non-PFS) obtained hours or credits that count toward high school graduation requirements?
- ✓ What percentage of OSY (PFS and non-PFS) who received instructional services improved by 20% on GOSOSY pre/post assessments *or* earned credits/hours?

4. Evaluation Methodology

The Minnesota MEP evaluation is part of the State MEP Continuous Improvement Cycle (Adapted by MDE from the Office of Migrant Education, 2011), as depicted in the figure to the right. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity.

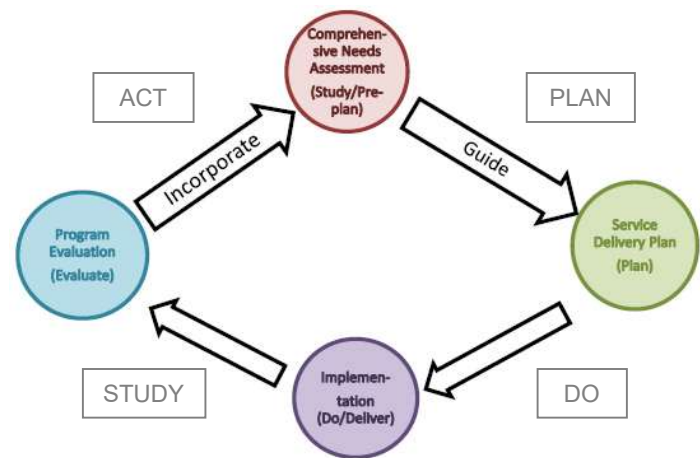
As required, the evaluation of the Minnesota MEP includes both implementation and results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migrant student *participation*; the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

An external evaluator was contracted to help ensure objectivity in evaluating Minnesota’s MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migrant students. To evaluate the services, the external evaluator and/or MEP staff had responsibility for:

- ✚ maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- ✚ observing the operation of MEPs and summarizing field notes about project implementation and/or participation in meetings and professional development; and
- ✚ preparing an annual evaluation report to determine the extent to which progress was made and objectives were met.

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

In order to gather information about the outcomes and effectiveness of the services provided to students in the Minnesota MEP, the evaluator collected formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent to which progress was made toward the State Performance Goals in reading, math, graduation and dropout rates; and the 10 MEP Measurable Program Outcomes (MPOs) listed on the following page.



State Migrant Education Program Continuous Improvement Cycle
(Adapted by MDE from the Office of Migrant Education, 2011)

Reading

MPO 1.1: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based reading curriculum and instructional strategies at “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

MPO 1.2: By the end of the 2017 summer migrant program, 75% of migrant students in grades K-8 receiving standards-based reading instruction for at least 5 days will improve their scores on curriculum-based assessments by 5%.

Mathematics

MPO 2.1: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based math curriculum and instructional strategies at “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

MPO 2.2: By the end of the 2017 summer migrant program, 75% of migrant students in grades K-8 receiving standards-based math instruction for at least 5 days will improve their scores on curriculum-based assessments by 5%.

Support Services

MPO 3.1: By the end of the 2017 summer migrant program, 90% of parents/family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.

MPO 3.2: By the end of the 2017 summer migrant program, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional support services provided through the MEP.

MPO 3.3: By the end of the 2017 summer migrant program, 75% of eligible prekindergarten-aged migrant children will be placed in early childhood programs.

MPO 3.4: By the end of the 2017 summer migrant program, 90% of staff participating in MEP professional development will report growth in their ability to support migrant students.

High School Graduation and Services to OSY

MPO 4.1: By the end of the 2017 summer migrant program, 80% of in-school secondary-aged migrant students in grades 7-12 who attend an MEP summer program for 5 days or more will obtain hours or credits that count toward high school graduation requirements.

MPO 4.2: By the end of the 2017 summer migrant program, 25% of OSY that receive instructional services will demonstrate an average gain of 20% on OSY Lesson Assessments or earn credits/hours.

5. Implementation Evaluation Results

STUDENT SERVICES

The demographic data throughout this section was obtained from the 2015-16 CSPR – the most recent data available. Where available, preliminary demographic data for 2016-17 is presented, however, this data has not yet been verified by the CSPR process.

Exhibit 5 shows that 462 migrant students (27% of all eligible migrant students) were served during the summer of 2016 (all students served during the performance period), 54% of which were PFS students (89% of all PFS students). Ninety-nine percent (99%) of migrant students served (27% of all eligible migrant students) received instructional services during the performance period. Of those receiving instruction, 93% received reading instruction, 92% received math instruction, and 74% of secondary migrant students/OSY received services leading toward secondary credit accrual.

Exhibit 5
Migrant Students Served/Receiving Instructional Services during 2015-16

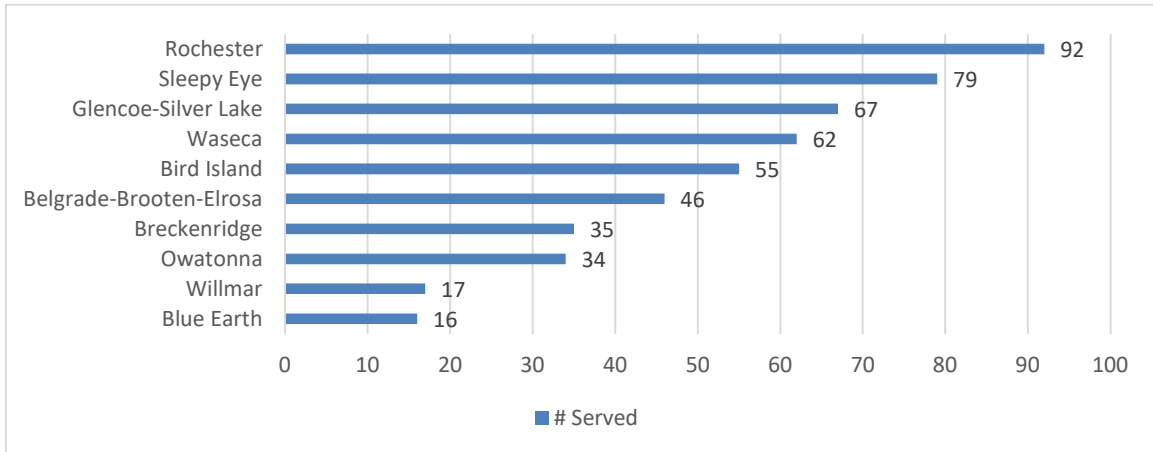
Grade	All Migrant Students			PFS			Received Instructional Services							
	Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual	
		#	%		#	%	#	%*	#	%**	#	%**	#	%**
Birth-2	262	1	<1%	--	--	--	1	100%	1	100%	1	100%		
Age 3-5	234	0	0%	0	--	--	0	0%	0	0%	0	0%		
K	129	50	39%	31	27	87%	50	100%	50	100%	50	100%		
1	112	53	47%	26	24	92%	53	100%	53	100%	53	100%		
2	107	58	54%	34	34	100%	58	100%	58	100%	58	100%		
3	105	41	39%	21	19	90%	41	100%	41	100%	41	100%		
4	111	51	46%	30	28	93%	51	100%	51	100%	51	100%		
5	91	40	44%	23	22	96%	40	100%	40	100%	40	100%		
6	78	39	50%	22	22	100%	39	100%	39	100%	38	97%		
7	79	21	27%	12	10	83%	21	100%	21	100%	21	100%		
8	91	39	43%	27	24	89%	39	100%	36	92%	35	90%		
9	117	24	21%	19	16	84%	23	96%	17	74%	15	65%	17	74%
10	77	29	38%	20	16	80%	29	100%	15	52%	13	45%	22	76%
11	63	15	24%	9	7	78%	15	100%	8	53%	8	53%	10	67%
12	35	1	3%	1	1	100%	1	100%	1	100%	1	100%	1	100%
OSY	30	0	0%	5	0	0%	0	0%	0	0%	0	0%	0	0%
Total	1,721	462	27%	280	250	89%	461	99%	431	93%	425	92%	50	74%

Source: CSPR School Year 2015-16

*Percentage of students served during the summer **Percentage of students receiving instructional services

Exhibit 6 shows the number of migrant students and OSY served during the summer of 2017 (preliminary data not yet verified through the CSPR process). A total of 503 migrant students in grades K-12 and OSY were served at the summer 2017 program sites. Rochester served the largest number of students, followed by Sleepy Eye, Glencoe-Silver Lake, and Waseca. *Note: preschool migrant children are served by Head Start/Migrant Head Start, not through migrant funds, so they are not included in the charts.*

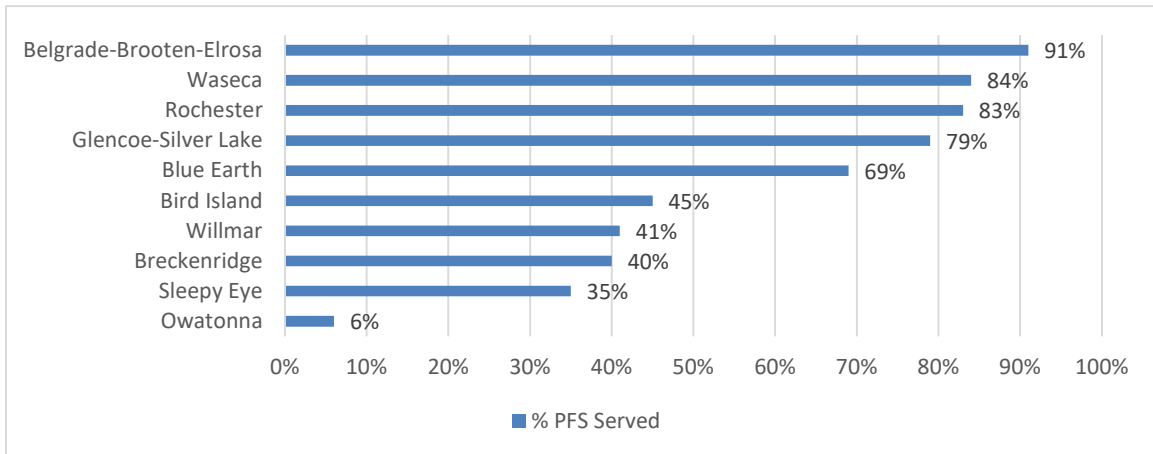
Exhibit 6
Migrant Students/Youth Served during the Summer of 2017



Source: 2017 Summer Program Services Reports

Exhibit 7 shows the percent of migrant students served at each of the 10 local summer projects during 2017 that were considered PFS (*preliminary data not yet verified through the CSPR process*). Of the 503 migrant students served, 310 (62%) were categorized as PFS. Belgrade-Broton-Elrosa served the largest percentage of PFS students (91%), followed by Waseca (84%), Rochester (83%), and Glencoe-Silver Lake (79%).

Exhibit 7
Percent PFS Migrant Students/Youth Served during the Summer of 2017



Source: 2017 Summer Program Services Reports

Exhibit 8 shows the number of migrant students served during the summer of 2017 by grade level. Sixty-three percent (63%) of the students served were elementary level (K-5), 19% were middle school level (6-8), 17% were high school age (9-12), and 1% were OSY.

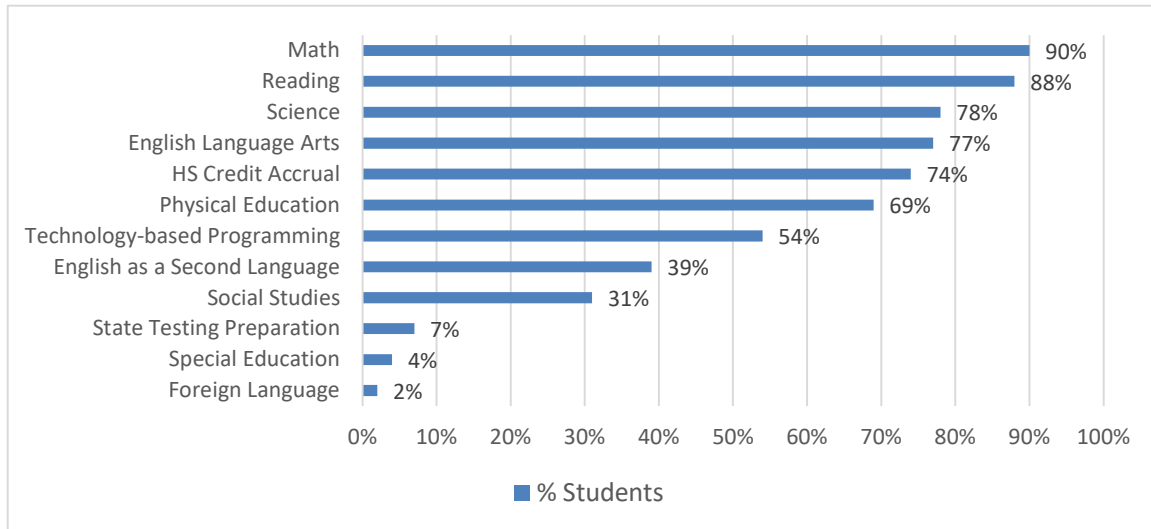
Exhibit 8
Migrant Students/Youth Served during the Summer of 2017, by Grade

K	1	2	3	4	5	6	7	8	9	10	11	12	OSY	Total
58	64	58	50	36	53	42	30	26	35	33	14	1	3	503

Source: 2017 Summer Program Services Reports

Exhibit 9 shows percentage of migrant students receiving instructional services during the summer of 2017 (*preliminary data not yet verified by the CSPR process*). Ninety-seven percent (97%) of the 503 students that received services during the summer received instructional services in the different content areas as shown in the chart below.

Exhibit 9 - Percentage of Migrant Students/Youth Receiving Instructional Services during the Summer of 2017



Source: 2017 Summer Program Services Reports

SUPPORT SERVICES

Exhibit 10 shows the MEP students receiving support services during the summer of 2016, with a breakout of counseling and referrals to instructional and instructionally-related services funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds.

Exhibit 10 - Migrant Students Receiving Support Services during 2015-16

Grade	# Eligible	# Served	Received Support Services		Received Counseling		Received Referral	
			N	%	N	%*	N	%*
Birth-2	262	1	1	100%	1	100%	0	0%
Age 3-5	234	0	0	0%	0	0%	0	0%
K	129	50	50	100%	12	24%	45	90%
1	112	53	53	100%	18	34%	46	87%
2	107	58	58	100%	15	26%	52	90%
3	105	41	41	100%	22	54%	35	85%
4	111	51	51	100%	12	24%	41	80%
5	91	40	40	100%	9	23%	38	95%
6	78	39	39	100%	12	31%	28	72%
7	79	21	21	100%	3	14%	18	86%
8	91	39	39	100%	15	38%	33	85%
9	117	24	24	100%	9	38%	20	73%
10	77	29	26	90%	13	50%	15	58%
11	63	15	13	87%	6	46%	10	77%
12	35	1	1	100%	1	100%	1	100%
OSY	30	0	0	0%	0	0%	0	0%
Total	1,721	462	457	99%	148	32%	382	84%

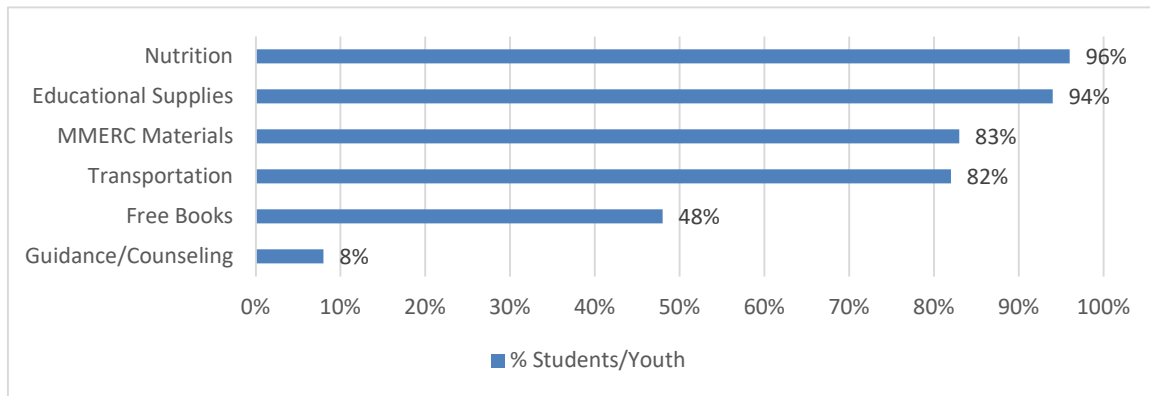
Source: CSPR School Year 2015-16

*Percentage of students receiving support services

All but five of the migrant students served during the summer of 2016 (99%) received support services (27% of all eligible migrant students) with 13% receiving counseling and 85% receiving referrals.

Exhibit 11 shows the specific support services received by migrant students and youth during the summer of 2017 (*preliminary data not yet verified through the CSPR process*). Ninety-seven percent (97%) of the 503 migrant students served received support services including nutrition (96%), educational supplies (94%), access to MMERC materials (83%), transportation (82%), free books (48%), and counseling (8%).

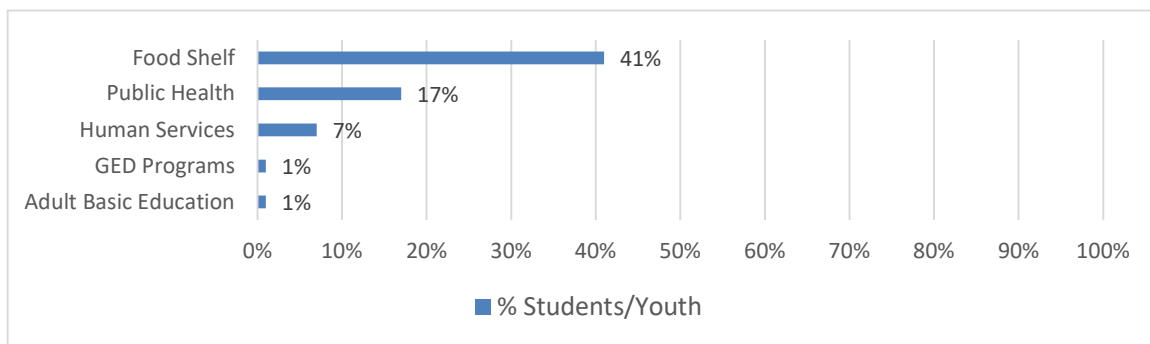
Exhibit 11
Percentage of Migrant Students/Youth Receiving Support Services during the Summer of 2017



Source: 2017 Summer Program Services Reports

Exhibit 12 shows the specific referred services received by migrant students and youth during the summer of 2017 (*preliminary data not yet verified through the CSPR process*). Results show that 20% of migrant students served received referrals to food banks, 8% received referrals to human services, 7% to public health agencies, and 1% to GED programs.

Exhibit 12
Percentage of Migrant Students/Youth Receiving Referrals during the Summer of 2017



Source: 2017 Summer Program Services Reports

The Minnesota MEP partnered with TVOC to ensure that migrant students received health and dental services during the summer months. All eligible migrant children that register with TVOC nurses or health practitioners are eligible for health and dental services. Exhibit 13 provides a summary of the health services provided during the summer of 2017. Eighty-nine percent (89%) of the 503 migrant students and youth served during the summer registered with TVOC. Seventy-seven percent (83%) of the 448 migrant students and youth registered with TVOC

received physical exams, 78% had dental screenings, and 85% had vision and hearing screenings

**Exhibit 13
Summer 2017 TVOC Health Services Report**

Project	# Registered with TVOC	# Physical Exams	# Dental Completed	# Vision Completed	# Hearing Completed	# Blood Pressure	# TB Test	# Height and Weight	#Pulse/Resp
BBE	41	34	30	31	31	2	41	40	34
Bird Island	56	51	47	51	50	56	53	53	51
Blue Earth	9	9	7	9	9	9	9	9	9
Breckenridge	35	29	27	32	32	35	35	35	35
Glencoe-Silver Lake	66	56	60	60	60	57	65	60	56
Owatonna	32	31	29	30	30	31	32	27	27
Rochester	73	50	56	57	57	50	73	50	50
Sleepy Eye	78	61	48	58	59	62	78	66	58
Waseca	43	39	36	40	40	43	43	41	39
Willmar	15	13	8	14	14	14	15	14	14
Total	448	373	348	382	382	359	444	395	373
Percentage	89%*	83%	78%	85%	85%	80%	99%	88%	83%

**Percentage of all 503 migrant students receiving services.*

PARENT INVOLVEMENT

The Minnesota MEP values parents as partners with the schools in the education of their children. As a result, parents take part in regular and ongoing parent activities and events during the summer. Exhibit 14 shows the 26 parent activities held during the summer of 2017. Activities included reading and math nights, summer open houses, RIF book distributions, parent meetings, and family events. An average of seven parents participated in each activity.

**Exhibit 14
Minnesota MEP Parent Meetings/Events during the Summer of 2017**

Date	Location	Topic/Title	# Parents Attending
6/6/17	Willmar	Open House/Parent Night (Importance of School/Studying)	10
6/8/17	Bird Island	Summer Migrant Program Information	1
6/12/17	BBE	Orientation, Welcome, Recruitment Night	15
6/15/17	Breckenridge	Nurtured Heart	3
6/21/17	Willmar	Reading Night – Free Book Distribution	8
6/21/17	Sleepy Eye	General Educational Goals	25
6/23/17	Rochester	Picnic at the Apartments – Meet the Summer School Staff	1
6/28/17	Rochester	Open House at School	0
6/28/17	Willmar	Math Night – Math Games with materials sent home	8
7/6/17	Blue Earth	Healthy Choices (presented by area doctor)	20
7/6/17	Owatonna	Parent Welcome Night – How the Migrant Summer Program Works	11
7/7/17	Breckenridge	Science Academy	0
7/7/17	Rochester	Picnic at the Apartments – HyVee Nutritionist	1
7/11/17	Bird Island	School Portals – How to use them	3
7/12/17	GSL	General Program Success and Needs	9
7/13/17	Breckenridge	Coupons	9
7/13/17	Breckenridge	Migrant Legal Services	4
7/14/17	Rochester	Picnic at the Apartments – Scavenger Hunt	5

Date	Location	Topic/Title	# Parents Attending
7/17/17	BBE	Reader's Theater – Overview of Summer	7
7/17/17	Waseca	Family Day at the Park (games, face painting, cook-out)	6
7/18/17	Sleepy Eye	Helping Students Succeed	10
7/21/17	Rochester	Picnic in Plainview – Meet the Staff	2
7/24/17	GSL	Ridgewater College – Career Exploration	2
7/25/17	Waseca	School Conferences	1
8/3/17	Owatonna	Parent Feedback Night	22
8/3/17	Blue Earth	Depression/Local Services Fair	10
Total			193

Following are examples of descriptions of a few parent activities/events submitted by MEP staff on their Fidelity of Strategy Implementation tools.

- ✓ *We discussed the importance of helping your child study/stay organized, and the importance of school. Provided dinner to all families. TVOC came and helped everyone fill out paperwork. We gave each student a backpack with school supplies. Instructional coaches were present to talk to plan stations and talk with everyone about how to help them study at home. Liaisons visited with all families.*
- ✓ *Provided dinner to all families. Played math games with dominoes, dice, and cards. Each student got their own set of materials so they can continue to play at home.*
- ✓ *Family fun fitness activities: Kite flying, track meet, and kick ball.*
- ✓ *A private Facebook page was created to promote activities and post pictures of events. Parents were contacted at home, invited to come to school, and via phone calls, to discuss academic progress, health concerns, emotional issues, and behavior management plans as needed. Parent communication was a priority.*
- ✓ *A texting app was used as an additional communication device to let families know what activities were taking place or reminders about the schedule.*

PROFESSIONAL DEVELOPMENT

All MEP staff participate in professional learning opportunities, allowing them to more effectively and efficiently serve migrant students. Professional development takes many forms including statewide conferences and training, MEP Coordinator meetings, local site training, workshops, and mentoring and model teaching. Exhibit 15 lists the 46 professional development activities provided to MEP staff during 2016-17 as well as the number of staff participating in each training. An average of 10 MEP staff participated in each training.

Exhibit 15
Professional Development Provided to MEP Staff during 2016-17

Date	Location	Title/Topic	# Staff Present
10/13/16	Minneapolis	MDE Migrant Coordinators' Meeting	26
10/13-15	Minneapolis	MinneTESOL Conference	13
4/30-5/3	Orlando, FL	National Migrant Education Conference	4
4/25-26	Sartell, MN	MDE Migrant Summer Kick-off Training	54
4/25/17	Sartell, MN	LEGO Training (MMERC)	10
5/11/17	Rochester	Elementary Summer Introduction and Planning	6
5/26/17	Rochester	High School Summer Introduction and Planning	6
6/2/17	Willmar	Reciprocal Teaching/Interventions/Dreambox	3
6/5/17	Willmar	Migrant Summer School Meeting/Training/Review	8
6/6/17	Willmar	LEGO Training	2
6/6/17	GSL	Local Summer Kick-off Training	16

Date	Location	Title/Topic	# Staff Present
6/6/17	Owatonna	Hands-on, Minds-on Science	1
6/6/17	Breckenridge	MEP Updates, University of Minnesota	7
6/6/17	Breckenridge	How Childhood Trauma Affects Learning	7
6/7/17	Bird Island	Migrant Lifestyle Training	12
6/8/17	BBE	Pre-service workshop – EL Training	13
6/8/17	Bird Island	Strategies for EBD Students	10
6/8/17	Sleepy Eye	Program Updates 2017	25
6/13/17	Rochester	Webinar: UT Digital Curriculum and Credit by Exam	2
6/14/17	Rochester	New Teacher Meeting	9
6/15/17	Rochester	All Staff Kick Off	20
6/15/17	Rochester	Secondary Overview – Pre/Post, Grades, MSIX, Course Decisions	5
6/15/17	Bird Island	Writing Strategies	6
6/16/17	Breckenridge	Technical assistance (TA) on ID&R, secondary/OSY, data	3
6/19/17	BBE	TA on evaluation, ID&R, secondary/OSY, data	7
6/19/17	Willmar	TA on evaluation, ID&R, secondary/OSY, data	7
6/20/17	Bird Island	TA on evaluation, ID&R, secondary/OSY, data	3
6/20/17	GSL	TA on evaluation, ID&R, secondary/OSY, data	5
6/21/17	Rochester	Weekly Staff Meeting – Reflection on Video	15
6/21/17	Sleepy Eye	TA on evaluation, ID&R, secondary/OSY, data	3
6/21/17	Breckenridge	Online Training for STAAR Testing Administrator Certification	1
6/22/17	Bird Island	Math Talks	6
6/22/17	Waseca	TA on evaluation, ID&R, secondary/OSY, data	10
6/28/17	Rochester	Weekly Staff Meeting – STAAR Testing Updates	15
6/29/17	Rochester	TMIP STAAR Testing Modules/Certification	2
6/29/17	Bird Island	Science Focus – Reading and Math Successful Strategies	6
6/29/17	Owatonna	TA on ID&R, secondary/OSY, data	3
7/5/17	Rochester	Weekly Staff Meeting	15
7/6/17	Willmar (all sites)	LEGO Training Part II (MMERC)	7
7/6/17	Bird Island	Testing Procedures	8
7/7/17	Rochester	Staff Directed Interviews	18
7/18/17	Waseca	TA on evaluation, ID&R, secondary/OSY, data	8
7/18/17	Owatonna	TA on ID&R, secondary/OSY, data	3
7/19/17	Blue Earth	TA on evaluation, ID&R, secondary/OSY, data	4
7/19/17	Rochester	Weekly Staff Meeting	15
8/9/17	Blue Earth	TA on evaluation, ID&R, secondary/OSY, data	3
			445

MDE provided two statewide training events during 2016-17 including the Migrant Coordinators' Meeting in the fall and the MEP Summer Program Kick-off Training in the spring. MMERC provided a statewide LEGO Training Part II in July. At the Migrant Coordinators' Meeting held during the Minnesota English Learner Education (MELEd) Conference in Bloomington on October 13, 2016, MEP Coordinators and staff reviewed the previous summer's demographics and outcomes and were provided an opportunity to share information/highlights of their summer program. The April Summer Kick-off meeting in Sartell, MN provided participants with an overview of the summer calendar; program evaluation forms, processes, and requirements; information on summer programming and training; New Coordinator training; LEGO training; EL strategies training; Bicycle Alliance training; and secondary staff training.

A certified LEGO Education trainer facilitated the LEGO Robotics training in July. Educators were provided with an interdisciplinary, hands-on approach to teaching students math, science, engineering, and skills such as collaboration, creativity, and critical thinking by using different types of LEGO kits. Participants practiced building, coding, and programming an EV3 robot, which is aimed at middle and high school students. In addition, simple engineering, problem solving, math, and science skills framework was introduced by using Simple Machines and Simple and Motorized Mechanisms LEGO kits for primary and intermediate grade levels.

FIDELITY OF STRATEGY IMPLEMENTATION

During the summer of 2017, MEP staff at each site completed the **Fidelity of Strategy Implementation (FSI)** tool. MEP staff worked in teams to discuss how each of the service delivery strategies were implemented in their projects, arrive at consensus on the level of implementation, and identify evidence used to determine ratings for their projects. A copy of the FSI is included in Appendix B.

Exhibit 16 shows the mean ratings assigned by MEP staff in the 10 local projects for the level of implementation of each of the 15 service delivery strategies in the Minnesota Service Delivery Plan. Ratings are based on a **4-point rubric** where 1=aware, 2=developing, 3=succeeding, and 4=exceeding. A rating of “succeeding” is considered “proficient”. MEP staff across the State rated themselves as proficient on 14 of the 15 strategies (93%). Two strategies were rated highest (1a and 2a) with mean ratings of 3.5 indicating that the projects were most effective at implementing needs-based supplemental reading and math instruction aligned with State requirements. Three strategies were rated 3.4 out of 4.0 (1b, 3b, and 4b) indicating that projects were effective at providing technology-based and innovative learning opportunities to promote reading, providing or facilitating the provision of needs-based non-instructional support services, and coordinating with critical home-based staff to identify the unique needs of migrant children.

One strategy (2c) was rated just below the proficient level (mean rating of 2.9) indicating that projects didn’t feel as strongly about their effectiveness in ensuring the math needs of migrant Els are met.

Exhibit 16
Mean Ratings on the Fidelity of Strategy Implementation (FSI)

Strategies	2017 Rating
Reading	
Strategy 1a: Each summer beginning in 2015, provide supplemental instruction and materials in reading that are aligned with State requirements and build on student (K-12/OSY) needs and strengths.	3.5
Strategy 1b: Each summer beginning in 2015, provide technology-based and innovative learning opportunities to promote reading.	3.4
Strategy 1c: Each summer beginning in 2015, ensure that the reading needs of migrant English learners are met.	3.1
Mathematics	
Strategy 2a: Each summer beginning in 2015, local projects will provide supplemental instruction and materials in math that are aligned with State requirements and builds on student (K-12/OSY) needs and strengths.	3.5
Strategy 2b: Each summer beginning in 2015, provide technology-based and innovative learning opportunities to promote math.	3.3
Strategy 2c: Each summer beginning in 2015, ensure that the math needs of migrant English learners are met.	2.9
Support Services	
Strategy 3a: Each summer beginning in 2015, provide parents with information and strategies for supporting their children’s learning and education (e.g., reading, math, graduation requirements, postsecondary/ career options, school readiness).	3.3
Strategy 3b: Each summer beginning in 2015, provide or facilitate the provision of needs-based non-instructional support services to migrant students (e.g., health, dental, transportation, translation).	3.4
Strategy 3c: Each summer beginning in 2015, collaborate with State early learning initiatives (e.g., Migrant and Seasonal Head Start, Special Education) to ensure access to and participation in early childhood programs and services.	3.0

Strategies	2017 Rating
Strategy 3d: Each summer beginning in 2015, provide professional development to MEP staff to support the needs of migrant students.	3.1
Graduation and Services to OSY	
Strategy 4a: Each summer beginning in 2015, ensure that MEP teaching staff place migrant secondary students/OSY in appropriate courses using the MSIX repository, coordination with home-based district staff, and consultation with SEA staff.	3.3
Strategy 4b: Each summer beginning in 2015, coordinate with critical home-based staff to identify the unique needs of migrant children; learn about graduation requirements, curriculum, and assessments; and conduct interstate coordination activities.	3.4
Strategy 4c: Each summer beginning in 2015, provide supplemental instructional services to secondary students/OSY to help them obtain a diploma and/or improve postsecondary/career readiness.	3.3
Strategy 4d: Each summer beginning in 2015, ensure that the needs of secondary migrant English learners are met.	3.3
Strategy 4e: Each summer beginning in 2015, reach out to secondary migrant students/OSY to facilitate participation in MEP services.	3.1

Exhibit 17 lists examples of evidence projects used to assign ratings to each of the strategies.

Exhibit 17 - Evidence Cited for Strategies on FSIs

Evidence Cited for Strategies on FSIs		
Strategy 1a: Supplemental reading instruction and materials		
<ul style="list-style-type: none"> ▪ Action 100 framework ▪ Bilingual reading lists ▪ Classroom schedules ▪ District curriculum ▪ Enrollment records ▪ FAST assessment data ▪ Field trips ▪ Gradual release structure in the classroom ▪ Guided reading ▪ Individual lesson plans based on pretest results ▪ Individualized reading plans ▪ Instructional planning reports from reading assessments ▪ Intervention period for students according to reading level ▪ Leveled reading instruction ▪ Leveled reading library ▪ Lexia ▪ Literacy instructional coach ▪ Locally-created reading curriculum matched to standards 	<ul style="list-style-type: none"> ▪ Migrant Literacy NET ▪ Minnesota standards ▪ MMERC materials ▪ MobyMax ▪ Pre/post reading results ▪ Progress monitoring records ▪ Progress sheets ▪ Raz-Kids ▪ Read alouds ▪ Read Live ▪ Reader's Theater ▪ Reading A to Z curriculum overview ▪ Reading benchmarks ▪ Reading Buddies ▪ Reading curriculum documents ▪ Reading instructional materials/resources ▪ Reading nights/activities ▪ Reading response journals ▪ Readtheory.org 	<ul style="list-style-type: none"> ▪ Reciprocal teaching ▪ RIF books ▪ Rosetta Stone ▪ School library schedule ▪ Spanish DIBELS ▪ Spelling Mastery ▪ STAR Reading ▪ Starfall leveled reading system ▪ Student records showing needs/strengths ▪ Student theater performances ▪ Student work ▪ Supplemental reading materials aligned with State requirements ▪ Think-Pair-Share strategies ▪ Toe by Toe multi-sensory reading resource ▪ Weekly reading fluency checks ▪ Wordly Wise ▪ WWII novels to prepare for field trip
Strategy 1b: Technology-based and innovative learning strategies to promote reading		
<ul style="list-style-type: none"> ▪ A+ Anywhere Learning Systems ▪ Accelerated Reader ▪ Book studies ▪ Chromebooks ▪ Compass Learning Odyssey ▪ Computer-based reading interventions ▪ Daily computer lab time ▪ Descriptions of online reading programs ▪ District website ▪ FAST Reading 	<ul style="list-style-type: none"> ▪ Mathisfun.com ▪ Migrant Literacy NET website/Success Plans ▪ MMERC LEGOs/LEGO Robotics ▪ MMERC materials ▪ MobyMax ▪ NewsELA.com ▪ Older students read to younger students ▪ PBS.org ▪ Prodigy Program 	<ul style="list-style-type: none"> ▪ Readtheory.org ▪ Readworks.org ▪ Review of online reading resources ▪ Rosetta Stone ▪ STARFALL ▪ STAR Reading ▪ STEM story generator ▪ Story Visualizer by LEGO ▪ Stream computer programs ▪ Stride Academy ▪ Student Center Activities-FCRR

Evidence Cited for Strategies on FSIs		
<ul style="list-style-type: none"> ▪ Forensic Science Kit ▪ FreeRice.com ▪ iPad apps and games ▪ IXL Language Arts ▪ Journal pages on LEGOs ▪ Lexia 	<ul style="list-style-type: none"> ▪ Raz-Kids ▪ Read Live ▪ Read Naturally ▪ Reading A-Z ▪ Reading Eggs ▪ Reading/summarizing news articles 	<ul style="list-style-type: none"> ▪ Student enrollment records ▪ Student participation records ▪ Study Island ▪ TumbleBooks digital books ▪ Weekly news report uploaded to YouTube
Strategy 1c: Ensure reading needs of migrant ELs are met		
<ul style="list-style-type: none"> ▪ A+ Anywhere Learning Systems ▪ Academic vocabulary ▪ Adaptive learning programs (e.g., Front Row Math and IXL) ▪ Bilingual staff (teachers, parent liaisons, paraprofessionals) ▪ Book studies ▪ Brain Pop Jr videos ▪ Classroom/school libraries ▪ Classroom schedules ▪ Collaboration with EL teachers ▪ Collaboration with school-based programs (e.g., Targeted Services, 21st CCLC) ▪ Compass Learning Odyssey ▪ Computer-based EL programs ▪ Cooking Matters (U of M Extension) ▪ Daily EL instruction ▪ Daily journal writing ▪ Daily writing prompts ▪ EL certified teacher ▪ EL curriculum ▪ EL training for staff 	<ul style="list-style-type: none"> ▪ EL participation records in reading services ▪ EL resources ▪ FAST Reading ▪ Field trips ▪ Guided and independent problem solving ▪ Independent reading time ▪ iPads ▪ Leveled libraries ▪ Licensed EL teachers ▪ Magic School Bus videos ▪ Math curriculum materials and resources ▪ Math games and apps ▪ MMERC Forensic Science Kit ▪ MMERC materials ▪ Needs-based math instruction ▪ Online translation websites ▪ Parent liaisons ▪ Parent liaison contact log ▪ Parent reading nights/activities ▪ Pre/post math results ▪ Progress monitoring records 	<ul style="list-style-type: none"> ▪ Pull-out/push-in time with EL teacher ▪ Raz-Kids ▪ Reading A-Z ▪ Reading Eggs ▪ Reading intervention with EL teacher ▪ Reading services (i.e., language support, licensed EL teacher or para) provided to ELs ▪ Reading night with parents ▪ Reciprocal teaching strategies ▪ Review of reading resources for ELs ▪ RIF books ▪ SIOP ▪ Spanish language reading materials ▪ Spelling Mastery ▪ Student pre/post-test results ▪ Translation of materials ▪ W-APT assessment results ▪ WIDA screener/strategies ▪ Wordly Wise
Strategy 2a: Supplemental math instruction and materials		
<ul style="list-style-type: none"> ▪ Academic vocabulary ▪ Accelerated Math ▪ Accelerated Math planning report ▪ AIMS ▪ AVMR ▪ Card Game "Seven" ▪ Chess ▪ Classroom schedules ▪ Collaboration with EL teachers ▪ Collaboration with math instructional coach ▪ Compass Learning Odyssey ▪ Cooking Matters (U of M Extension) ▪ Daily schedules ▪ Dreambox ▪ enVisionMATH ▪ Everyday Math ▪ Front Row Math ▪ High school credit accrual in math ▪ Independent problem solving ▪ Individualized math plans 	<ul style="list-style-type: none"> ▪ Instructional planning reports from math assessments ▪ iPad games/apps ▪ IXL Math ▪ Local district materials ▪ Math curriculum documents ▪ Math Facts in a Flash ▪ Math game night with families ▪ Math games ▪ Math instruction/State alignment chart ▪ Mathisfun.com ▪ Math instructional coach ▪ Math instructional materials and resources ▪ Math interventions ▪ Math nights/parent activities ▪ Math Ninja ▪ Minnesota standards ▪ MMERC materials ▪ MMERC LEGOs/LEGO Robotics and Forensics Science Kit ▪ MobyMax 	<ul style="list-style-type: none"> ▪ Needs-based math instruction ▪ Objective List Report aligning skills to Common Core and MN Standards ▪ Odysseyware math courses ▪ Pre/post math results ▪ Prodigy Program ▪ Progress monitoring records/sheets ▪ Rocket Math ▪ Scaffolding instructional practices ▪ STAR Math ▪ STEM activities ▪ Stream computer programs ▪ Student records showing identified needs/ strengths ▪ Student work ▪ Study Jams ▪ Summer Success Math ▪ Supplemental math materials aligned with State requirements ▪ Voyager Math ▪ Xtramath.org
Strategy 2b: Technology-based and innovative learning strategies to promote math		
<ul style="list-style-type: none"> ▪ Compass Learning Odyssey ▪ Computer lab schedule ▪ Daily schedules ▪ Descriptions of online math programs 	<ul style="list-style-type: none"> ▪ IXL ▪ Math Facts in a Flash ▪ Mathisfun.com ▪ Math Ninja 	<ul style="list-style-type: none"> ▪ Review of online math resources ▪ Sum Dog Math ▪ STAR Math ▪ Stride Academy

Evidence Cited for Strategies on FSI		
<ul style="list-style-type: none"> ▪ Diagnostic reports ▪ Dreambox ▪ Enrollment records ▪ enVisionMATH ▪ FAST assessments ▪ Front Row Math ▪ iPad online games/apps 	<ul style="list-style-type: none"> ▪ MMERC LEGOs/LEGO Robotics ▪ MobyMax ▪ Odysseyware math courses ▪ Online math programs ▪ Online pre/post-testing ▪ PBS.org ▪ Reflex Math 	<ul style="list-style-type: none"> ▪ Student diagnostic reports ▪ Student enrollment records ▪ Student participation records ▪ Study Island ▪ Voyager Math ▪ Xtramath.org
Strategy 2c: Ensure math needs of migrant ELs are met		
<ul style="list-style-type: none"> ▪ Bilingual staff (teachers parent liaisons, paraprofessionals) ▪ Chess instruction and practice ▪ Classroom libraries ▪ Classroom schedules ▪ Collaboration with school-based programs (e.g., Targeted Services, 21st CCLC) ▪ Computers ▪ Daily EL instruction ▪ EL classes with licensed staff ▪ EL curriculum ▪ EL resources ▪ EL training for staff ▪ Field trips 	<ul style="list-style-type: none"> ▪ iPads ▪ Language support ▪ Licensed EL teachers ▪ Math game night with families ▪ MATH HELPS included in weekly newsletter ▪ Math instructional coach ▪ Math resources for ELs ▪ Math services (i.e., language support, licensed EL teacher or para) provided to ELs ▪ MMERC materials (e.g., games, LEGOs, Forensics Kit) ▪ Parent liaisons ▪ Parent liaison contact log ▪ Parent math nights/activities 	<ul style="list-style-type: none"> ▪ Participation records ▪ Professional development for staff ▪ Pull-out/push-in with licensed EL staff ▪ Reciprocal teaching strategies ▪ Review of math resources for ELs ▪ Scaffolding ▪ SIOP ▪ Small groups w/math games ▪ Spanish math assessments ▪ Student pre/post-test results ▪ Translation of materials ▪ W-APT assessment results ▪ WIDA strategies
Strategy 3a: Provide parents with information and strategies		
<ul style="list-style-type: none"> ▪ Bi-weekly progress reports ▪ Books and Breakfast ▪ Calendar of summer programming ▪ Collaboration with TVOC (dental, physicals, vision/hearing screenings, parent education) ▪ Drones/airplanes/RIF/math tips ▪ Face-to-face meetings with liaison ▪ Family fun fitness activities ▪ Fridays at the Apartments/Park ▪ Home-based information, strategies, and resources for parents 	<ul style="list-style-type: none"> ▪ Home visits ▪ Migrant Literacy NET handouts sent home Newsletters ▪ Nurtured Heard Approach ▪ Parent education nights ▪ Parent flyers ▪ Parent informational sessions ▪ Parent liaison ▪ Parent liaison call/visit log ▪ Parent meetings ▪ Parent nights ▪ Parent survey ▪ Parent training evaluations ▪ Parent training materials 	<ul style="list-style-type: none"> ▪ Parent training schedules, agendas, and sign-in sheets ▪ Parent/teacher conferences ▪ Phone calls ▪ Report cards ▪ Resources provided to parents ▪ RIF book distributions ▪ Schedule of parent/family events ▪ Secondary student academic review provided to parents ▪ Student performances (e.g., theater, choir) ▪ Texting app ▪ TVOC health screening phone calls
Strategy 3b: Needs-based non-instructional support services		
<ul style="list-style-type: none"> ▪ Bilingual book bags ▪ Bilingual paraprofessionals ▪ Boy/Girl Scouts ▪ Calendar of scheduled events ▪ Collaboration with community resources (e.g., food banks, 4-H, universities/colleges, libraries, county extension offices, community pools/ aquatics centers, Salvation Army) ▪ Collaboration with district programs (e.g., truancy/police liaison, student nutritional services) ▪ Collaboration with TVOC (shared transportation list, clinic space, family identification) 	<ul style="list-style-type: none"> ▪ Counselor visits ▪ Descriptions of support services ▪ Documentation of coordination activities ▪ Field trips ▪ Health services (dental exams, physicals, vision/ hearing screening) ▪ MEP screening logs ▪ Migrant College Weekend in Mankato ▪ Newsletter ▪ Newspaper articles and photos ▪ Nurse in building daily ▪ Parent liaisons 	<ul style="list-style-type: none"> ▪ Phone log ▪ Photos ▪ Records of support services received (e.g., transportation, dental, vision/hearing, physicals, meals, RIF books) ▪ Referred Services Form ▪ RIF books ▪ School social worker on staff ▪ Sheridan Story Food/Backpack letter to parents ▪ Student participation records ▪ Transportation and attendance lists ▪ Weekly meetings with recruiters and TVOC
Strategy 3c: Collaboration with State early learning initiatives		
<ul style="list-style-type: none"> ▪ ACE workshop ▪ COEs 	<ul style="list-style-type: none"> ▪ ECE participation records 	<ul style="list-style-type: none"> ▪ Meetings with Head Start coordinators/staff

Evidence Cited for Strategies on FSIs		
<ul style="list-style-type: none"> ▪ Collaboration with Community Education ▪ Collaboration with Head Start, SPED, and other early learning initiatives ▪ Collaboration with TVOC ▪ Communication logs 	<ul style="list-style-type: none"> ▪ Examples of communication about service coordination ▪ Family events coordinated with TVOC ▪ Information about Head Start and early learning programs shared with MEP families 	<ul style="list-style-type: none"> ▪ Parent flyer ▪ Promotion of early learning initiatives through the district ▪ Recruiter communication logs ▪ Referral records ▪ Shared parent meetings
Strategy 3d: Professional development for MEP staff		
<ul style="list-style-type: none"> ▪ Evaluator onsite visits ▪ Documentation of local, regional, and state PD ▪ Documentation of staff meetings ▪ Dreambox ▪ EBD strategies ▪ EL training to migrant staff ▪ Guidance provided by instructional coaches ▪ Handouts/materials from PD ▪ Infinitic online resources (myinfinitic.org/) ▪ Licensed EL teacher 	<ul style="list-style-type: none"> ▪ Local summer kick-off training MDE Summer Kick-Off Training ▪ Math Talks in the classroom ▪ MEP Staff Survey results ▪ MMERC LEGO training ▪ MSIX training ▪ National Migrant Education Conference ▪ PD agendas and sign-in sheets ▪ PD evaluations ▪ Q&A session with parent liaisons for cultural awareness 	<ul style="list-style-type: none"> ▪ Ratings on the effectiveness of PD to support the identified needs of migrant students ▪ Reciprocal teaching strategies ▪ Samples of materials provided at PD ▪ School year staff development ▪ Staff PD needs assessment results ▪ TMIP training for STAAR testing ▪ Training on secondary credit accrual programs ▪ Writing importance
Strategy 4a: Appropriate placement of secondary students/OSY in courses		
<ul style="list-style-type: none"> ▪ Academic review records ▪ APEX Online Learning ▪ Calls/emails to homebase district ▪ Compass Learning Odyssey ▪ Contact logs with other agencies for information about student coursework/credit needs ▪ Continuous Learning Plans ▪ Coordination with TMIP ▪ Counselor reports of needs ▪ Coursework for specific classes ▪ Credit placement 	<ul style="list-style-type: none"> ▪ District student portfolios ▪ Individualized learning plans ▪ List of students with credit deficiencies ▪ MSIX records ▪ Needs assessment data ▪ Notes from emails/phone calls ▪ Odysseyware online courses ▪ Progress monitoring ▪ Read Live ▪ SEA observation/monitoring 	<ul style="list-style-type: none"> ▪ Secondary coursework attempted/completed ▪ Student records ▪ Student transcripts/files ▪ Student/parent interviews ▪ Summer Program Services Report (SPSR) ▪ TMIP files and correspondence ▪ TMIP STAAR training ▪ Transcripts from homebase schools ▪ UT Digital Curriculum
Strategy 4b: Coordination with critical home-based staff		
<ul style="list-style-type: none"> ▪ Coordination with TMIP ▪ Coordination with homebase district ▪ District website ▪ Documentation of coordination with home-based district staff and counselors 	<ul style="list-style-type: none"> ▪ Emails/phone calls with homebase counselor or district summer migrant counselor ▪ MDE Summer Kick-off Training ▪ MMERC Secondary Handbook ▪ MMERC spreadsheet listing student course recommendations ▪ MSIX repository ▪ Emails 	<ul style="list-style-type: none"> ▪ Secondary/OSY Coordinator contact logs ▪ Student Academic Review forms ▪ Student records ▪ TEA website ▪ TMIP correspondence and referral lists ▪ TMIP training for STAAR testing
Strategy 4c: Supplemental instructional services to secondary students/OSY		
<ul style="list-style-type: none"> ▪ Academic review with student discussion ▪ Attendance records ▪ Calendar of career exploration field trips, speakers, and classroom activities ▪ Career exploration ▪ CBE exams received from UTCC ▪ Class lists ▪ College visits ▪ College Weekend in Mankato ▪ Communication with TMIP ▪ Continuous Learning Plans ▪ Correspondence with homebase counselor 	<ul style="list-style-type: none"> ▪ Credit accrual and recovery ▪ Daily/weekly schedules ▪ Description of resources provided ▪ Description of services provided ▪ District credit by exam ▪ Documentation of instructional services ▪ Graduation conversations ▪ Hands-on science activities to integrate coursework, vocabulary, and lab skills ▪ Individualized learning/graduation plans ▪ Interviews with OSY 	<ul style="list-style-type: none"> ▪ Odysseyware for online credit accrual ▪ Online learning opportunities ▪ Parent meetings ▪ Postsecondary/career conversations with social worker ▪ Progress reports ▪ STAAR test preparation and administration ▪ Student participation records ▪ Student records showing identified needs and strengths ▪ Student progress reporting ▪ Student report cards ▪ Summer program summary of student work

Evidence Cited for Strategies on FSIs		
<ul style="list-style-type: none"> ▪ Counselor visits ▪ Coursework (e.g., district, online, paper/pencil) 	<ul style="list-style-type: none"> ▪ Migrant College Weekend in Mankato ▪ MSIX records 	<ul style="list-style-type: none"> ▪ Transcripts
Strategy 4d: Ensure the graduation needs of secondary-aged migrant ELs are met		
<ul style="list-style-type: none"> ▪ A+ Anywhere Learning Systems ▪ Attendance records ▪ Coaching ▪ College visits ▪ Communication in home language ▪ Continuous learning plans ▪ Documentation of services provided ▪ Documentation on enrollment and participation ▪ EL materials ▪ EL schedule ▪ EL services ▪ Field trips and speakers 	<ul style="list-style-type: none"> ▪ Graduation plans ▪ Hands-on science activities to support vocabulary development ▪ Individual student conferences ▪ Individualized learning/graduation plans ▪ Individualized support in reading and math ▪ Instructional resources ▪ Licensed EL teacher on staff ▪ Needs assessments ▪ Professional development for staff 	<ul style="list-style-type: none"> ▪ Review of ESL resources ▪ Reading and math support ▪ Scaffolding ▪ Special accommodations for students ▪ Student interviews ▪ Student records showing identified needs and strengths ▪ Translation services ▪ Weekly reviews of student progress toward credit accrual ▪ WIDA strategies ▪ Withdrawal forms
Strategy 4e		
<ul style="list-style-type: none"> ▪ COEs ▪ Coursework submitted/summarized ▪ Description of services provided ▪ Descriptions of opportunities to engage OSY ▪ GOSOSY documents ▪ Individual contact logs 	<ul style="list-style-type: none"> ▪ Individual learning plans ▪ Instructional materials utilized ▪ Mileage reimbursement ▪ OSY Coordinator contact logs ▪ OSY/NESO Profile ▪ Participation records ▪ Phone calls ▪ Record of referred services 	<ul style="list-style-type: none"> ▪ Referrals to counselors ▪ SPSR recruitment tab ▪ Student/staff advisement ▪ Student participation records ▪ Student records showing identified needs and strengths ▪ Student/staff advisement ▪ TMIP referrals ▪ Transcripts

As part of the implementation evaluation of the Minnesota MEP, the program evaluator visited six of the 10 summer migrant programs operating in 2017, in tandem with the Migrant Education Services Manager from TVOC and the Program Director from MMERC. The site visits occurred Monday, June 19, 2017 through Thursday, June 22, 2017. The purpose of the site visits was to meet with local project staff, interview stakeholders, observe project implementation, and provide technical assistance and support on the program evaluation reporting requirements. A copy of the report summarizing the site visits, conclusions, and recommendations can be requested from MDE. Several themes and trends emerged during the visits to the Minnesota migrant education program summer sites including the following:

- 1) Project Coordinators visited reported that the budget cuts to the migrant program greatly impacted the summer programming. Coordinators reported that fewer staff were hired, fewer busses were contracted thereby resulting in fewer students that could be served, fewer days of instruction/operation, and fewer educational enrichment activities were provided.
- 2) During the week of the six site visits (2nd week in which projects were operating), an average of 49.2 students were enrolled in the summer migrant programs (range of 16-70 students per site). Projects reported that more secondary students were participating this summer.
- 3) The summer migrant programs visited reported that they are providing an average of 26.2 days of instruction during the summer (individual sites ranged from 23 to 28 days).
- 4) Programs hired an average of 17.7 staff to provide services during the summer. Staff numbers at the six sites visited ranged from 12 to 29 staff (many of the staff work part-time during the summer). Summer program staff included Coordinators/Co-Coordinators, instructional staff (teachers and paraprofessionals) at all grade levels (K-12/OSY), lead

instructional staff, program assistants, recruiters, data specialists, family liaisons, specialized instructional staff (e.g., science, choir, PE, computer, art, STEM, special education, and English learner teachers; social workers; interventionists), and substitute teachers/paraprofessionals.

- 5) All the migrant programs visited plan to provide students with enrichment activities and field trips during the summer, with some providing more than others due to budget cuts and changes in the way the program is structured due to collaboration with Targeted Services. Students will visit theaters (live and movie), local and state parks, swimming pools and aquatic parks, museums, and the zoo. Students will learn how to fish and learn about water safety; will learn about leadership skills through Boy Scouts and a similar leadership program for girls; will learn about STEM using the MMERC LEGO Kits; will participate in ongoing physical education; and will learn about nutrition and preparing nutritious meals and snacks from the University of Minnesota Extension Cooking Matters Program. In addition, migrant students will prepare for and put on readers' theaters.
- 6) There was rich discussion with coordinators regarding the Summer Program Services Report (SPSR) and services to secondary students including locating student assessment results to determine which Texas-based tests students should complete during the summer, determining accommodations and instructional strategies for students with an IEP or 504 plan, determining which students to enter on the SPSR as served, reporting secondary credits and testing information, and receiving technical assistance in general on providing services to secondary migrant students and OSY, identifying and recruiting migrant students for services during the summer, and properly entering data on the newly-live SPSR to ensure that the data for the Minnesota MEP is accurate and timely.
- 7) Once again, The Sheridan Story food backpack program was a success at all sites visited. Staff reported that students and parents are very appreciative of the much-needed non-perishable food that they receive each weekend.
- 8) Collaboration with Targeted Services varies from site-to-site. One site visited does not have a Targeted Services program, a new site chose not to coordinate with Targeted Services as this is their first year implementing the summer program, and four sites integrate fully with Targeted Services. Three of the projects that integrate with Targeted Services provide MEP-funded services each afternoon after migrant students participate in Targeted Services in the morning, and one site provides MEP-funded services each Monday and Friday and Targeted Services provides services Tuesday-Thursday. All four programs provide MEP-funded paraprofessional support during Targeted Services to reduce class size, and support migrant student learning needs.
- 9) Numerous computer-based and online intervention programs support student learning in reading and math at the sites visited. Examples included: Accelerated Reader and Math; Dreambox; IXL Math and Reading; Lexia; Math Seeds; Migrant Literacy NET; MobyMax; Newsela; Read Naturally; Reading Eggs; Stride Academy; Study Island; Sum Dog; Thatquiz.org; and Wordly Wise 3000.

6. Outcome Evaluation Results

Migrant Student Achievement of State Performance Goals 1 and 5

Migrant Student Performance on Performance Goal 1: Proficiency in Reading and Math

During 2016-17, academic achievement (reading and math) of students attending public school in Minnesota was assessed through the Minnesota Comprehensive Assessments (MCA) in Reading (grades 3-8 and 10) and Math (grades 3-8 and 11). The proficiency levels for the MCA include the following: Level D=Does not meet standards; Level P=Partially meets standards; Level M=Meets standards; and Level E=Exceeds Standards.

Following are the 2017 results in reading and math for migrant students, disaggregated by PFS status, and compared to the State Performance Targets. Tables show the number of migrant students assessed, the number and percent of migrant students scoring proficient or above (PA), the State Performance Targets for 2016-17, and the difference in the percentage of migrant students scoring proficient or above compared to the State Performance Targets.

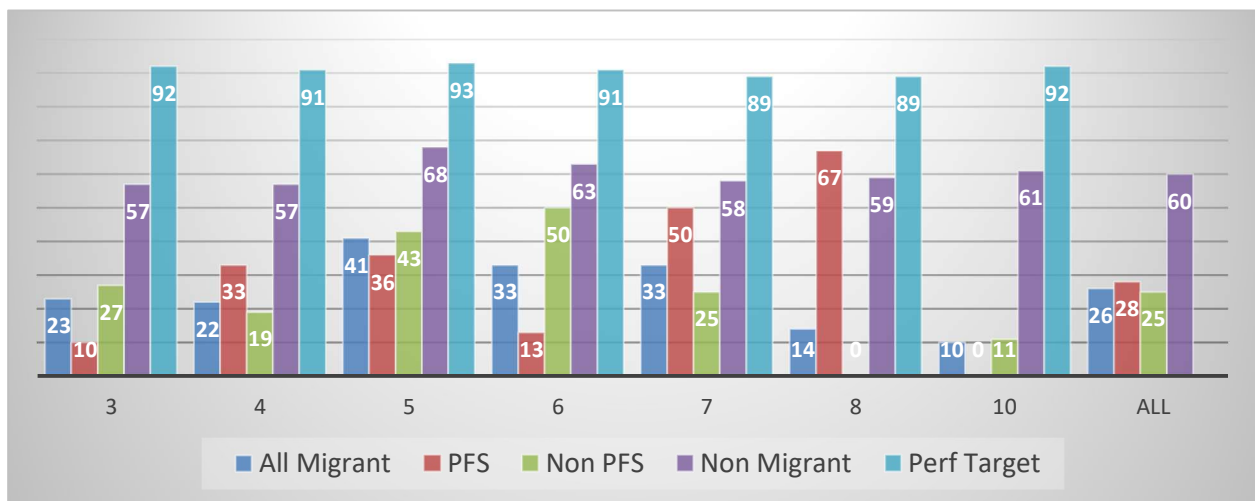
Migrant Student Performance on Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language.

Exhibit 18
Migrant Students Meeting or Exceeding Proficiency on the 2017 MCA Reading Assessment Compared to the State Performance Targets

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	2017 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
3	PFS	10	10%	92%	-82%	57%
	Non-PFS	30	27%		-65%	
	Total	40	23%		-69%	
4	PFS	6	33%	91%	-58%	57%
	Non-PFS	26	19%		-72%	
	Total	32	22%		-69%	
5	PFS	14	36%	93%	-57%	68%
	Non-PFS	28	43%		-50%	
	Total	42	41%		-52%	
6	PFS	8	13%	91%	-78%	63%
	Non-PFS	10	50%		-41%	
	Total	18	33%		-58%	
7	PFS	4	50%	89%	-39%	58%
	Non-PFS	8	25%		-64%	
	Total	12	33%		-56%	
8	PFS	3	67%	89%	-22%	59%
	Non-PFS	11	0%		-89%	
	Total	14	14%		-75%	
10	PFS	1	0%	92%	-92%	61%
	Non-PFS	19	11%		-81%	
	Total	20	10%		-82%	
All	PFS	46	28%	N/A	N/A	60%
	Non-PFS	141	25%		N/A	
	All	187	26%		N/A	

For all grade levels assessed, migrant students (and non-migrant students) did not meet Minnesota State Performance Targets for reading proficiency. Largest differences were seen for PFS 10th grade students (-92%, although there was only 1 student), non-PFS 8th grade students (-89%); PFS 3rd grade students (-82), and non-PFS 10th grade students (-81%), however, these percentages should be interpreted with caution given the small number of migrant students assessed. In addition, fewer migrant students scored proficient or above (Level M or E) on the 2017 Reading Assessment than non-migrant students (34% gap). Below is a graphic display of the differences in the percent of PFS, non-PFS, and non-migrant students scoring P/A on the 2017 Reading Assessment. The graphic also shows the performance targets for all grade levels.

Exhibit 19
Percentage of Migrant/Non-Migrant Students Meeting or Exceeding Proficiency on the 2017 MCA Reading Assessment



Not displayed in the charts is a comparison of 2015-16 and 2016-17 results. One percent (1%) fewer migrant students scored proficient or above on the MCA Reading Assessment in 2016-17 than in 2015-16 (26% in 2016-17, 27% in 2015-16). There was a 7% increase for PFS migrant students (28% in 2016-17, 21% in 2015-16) and a 3% decrease for non-PFS migrant students (25% in 2016-17, 28% 2015-16).

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

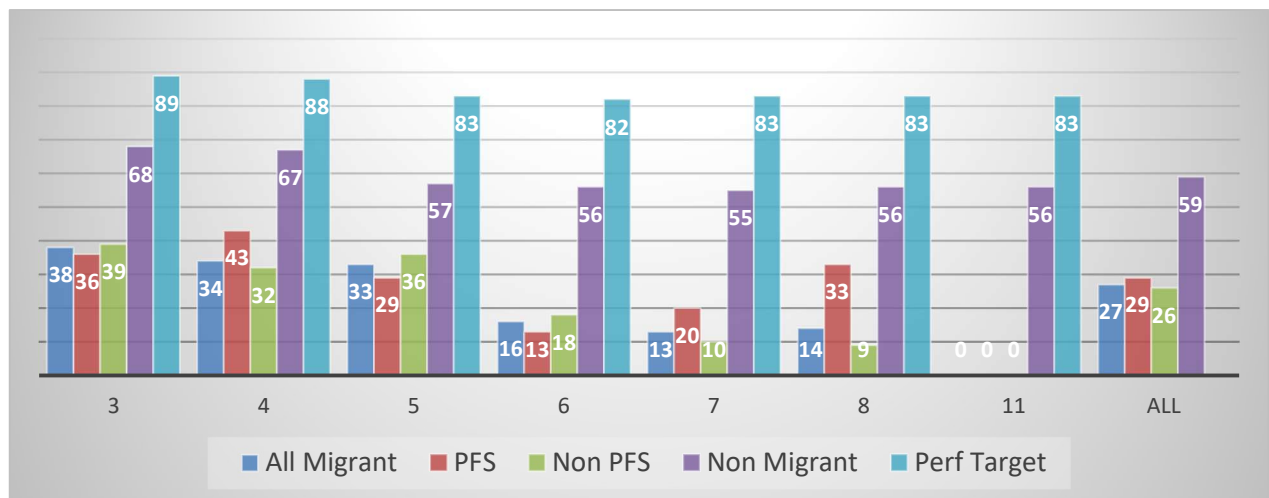
Exhibit 20
Migrant Students Meeting or Exceeding Proficiency on the 2017 MCA Math Assessment Compared to the State Performance Targets

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	2017 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
3	PFS	11	36%	89%	-53%	68%
	Non-PFS	31	39%		-50%	
	Total	42	38%		-51%	
4	PFS	7	43%	88%	-45%	67%
	Non-PFS	28	32%		-56%	
	Total	35	34%		-54%	
5	PFS	14	29%		-54%	

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	2017 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
	Non-PFS	28	36%	83%	-47%	57%
	Total	42	33%		-50%	
	PFS	8	13%		-69%	
6	Non-PFS	11	18%	82%	-64%	56%
	Total	19	16%		-66%	
	PFS	5	20%		-63%	
7	Non-PFS	10	10%	83%	-73%	55%
	Total	15	13%		-70%	
	PFS	3	33%		50%	
8	Non-PFS	11	9%	83%	-74%	56%
	Total	14	14%		-69%	
	PFS	1	0%		-79%	
11	Non-PFS	9	0%	79%	-79%	48%
	Total	10	0%		-79%	
	PFS	1	0%		-79%	
All	PFS	49	29%	N/A	N/A	59%
	Non-PFS	138	26%		N/A	
	All	187	27%		N/A	

For all grade levels assessed, migrant students (and non-migrant students) fell short of the Minnesota State Performance Targets for math proficiency at each grade level, with differences increasing as the grade levels increased. Largest differences were seen for 11th grade students (PFS, non-PFS, and all migrant) although the number of students assessed was very low. In addition, fewer migrant students scored proficient or above (Level M or E) on the 2017 Math Assessment than non-migrant students (32% gap). Exhibit 21 contains a graphic display of the differences in the percent of PFS, non-PFS, and non-migrant students scoring P/A on the 2017 MCA Math Assessment. This graphic also displays the performance targets for all grade levels.

Exhibit 21
Percentage of Migrant/Non-Migrant Students Meeting or Exceeding Proficiency on the 2017 MCA Math Assessment



Not displayed in the charts is a comparison of 2015-16 and 2016-17 results. Three percent (3%) more migrant students scored proficient or above on the MCA Math Assessment in 2016-17 than in 2015-16 (27% in 2016-17, 24% in 2015-16). There was a 14% increase for PFS migrant students (29% in 2016-17, 15% in 2015-16) and a 1% increase for non-PFS migrant students (26% in 2016-17, 25% in 2015-16).

Migrant Student Performance on Performance Goal 5: High School Graduation

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

The 2015-16 Minnesota State Performance Target for high school graduation is 90%. Exhibit 22 shows that in 2015-16, the graduation rate for migrant students was 50% (40% below the 90% target – 5 of the 10 migrant students). None of the 10 migrant students in the 4-year cohort were PFS. The non-migrant student graduation rate was 82.2% which was only 7.8% short of the 90% target.

**Exhibit 22
Graduation Rates for Non-Migrant and Migrant Students**

Years	State Performance Target	Graduation Rates (4-year Cohort)			
		Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2015-16	90%	82.2%	50%*	N/A**	50%

* 10 non-PFS students

** Zero PFS students

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

Minnesota does not have a State Performance Target for dropout rate. Exhibit 23 shows that the migrant student dropout rate for 2015-16 was 30% (3 of the 10 migrant students). The dropout rate for non-migrant students was 5.5%.

**Exhibit 23
Dropout Rates for Non-Migrant and Migrant Students**

Years	State Performance Target	Dropout Rates			
		Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2015-16	N/A	5.5%	30%*	N/A**	30%

* 10 non-PFS students

** Zero PFS students

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the measurable program outcomes (MPOs). Sources of data include ratings on the FSI, student assessment results, demographic data, parent education evaluations, MEP staff surveys, and migrant student surveys.

READING

MPO 1.1: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based reading curriculum and instructional strategies at “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

Exhibit 24 shows that the Minnesota MEP **met MPO 1.1** with 100% of the 10 summer sites reporting that they implemented standards-based reading curriculum and instructional strategies appropriately as measured by 50% of the sites assigned ratings of “succeeding” and 50% of the sites assigned ratings of “exceeding” to Strategy 1a on the FSI. The FSI is based on a 4-point rubric where a rating of 1=aware, 2=developing, 3=succeeding, and 4=exceeding. A rating of succeeding is considered “proficient”. The mean rating for this strategy was 3.6 out of 4.0.

Exhibit 24
FSI Ratings of Standards-based Reading Instruction Provided to Migrant Students

Strategy 1a on the FSI	# Summer Sites	# (%) Sites Assigning a Rating of Succeeding	# (%) Sites Assigning a Rating of Exceeding	Mean Rating	MPO Met?
Each summer beginning in 2015, provide supplemental standards-based reading instruction and materials that address student (K-12/OSY) needs and building on strengths.	10	5 (50%)	5 (50%)	3.5	Yes

Examples of evidence for Strategy 1a submitted by projects can be found in Exhibit 17 on page 19 of this report. Evidence included descriptions of reading instruction provided to students, examples of curriculum and intervention programs used, pre/post-testing to determine student learning needs and inform instruction, alignment of curriculum to Minnesota standards and Common Core State Standards, and examples of reading resources used in summer programs.

MPO 1.2: By the end of the 2017 summer migrant program, 75% of migrant students in grades K-8 receiving standards-based reading instruction for at least 5 days will improve their scores on curriculum-based assessments by 5%.

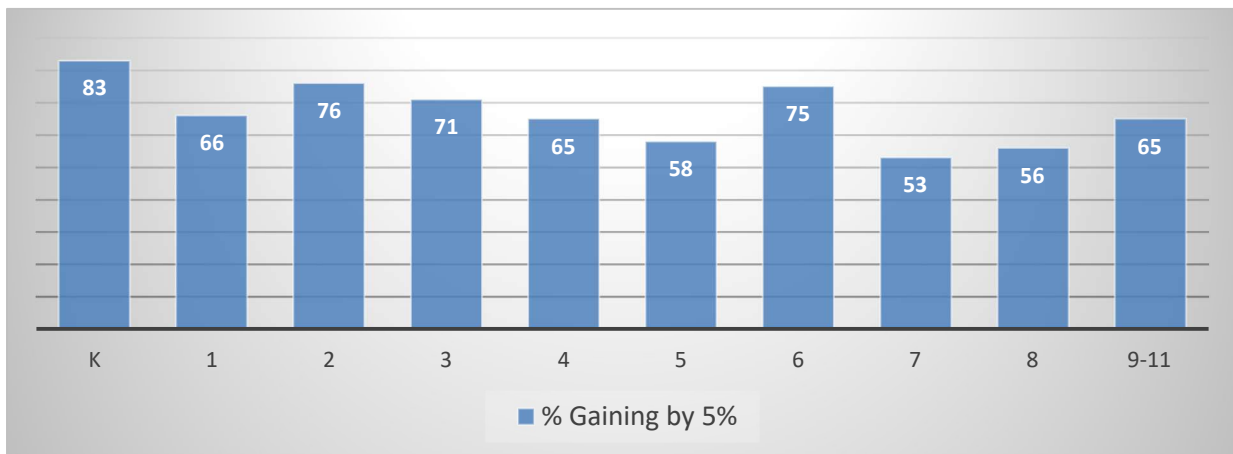
Exhibit 25 shows that the Minnesota MEP **did not meet MPO 1.2** with 69% of the 348 migrant students in grades K-11 pre/post-tested during the 2017 summer program improving their scores on reading assessments by 5% or more (6% short of the 75% target). Non-PFS students met the target, but PFS migrant students were 10% short of the target. Eighty-three percent (83%) of the migrant students pre/post-tested improved their score by a least 1%. Assessments used for pre/post-testing included Star Reading, Slosson Reading Fluency Assessment, Summer Success Reading, MobyMax, Fry Words, DIBELS, FAST Reading, Reading Placement Inventory, and locally-developed reading assessments.

Exhibit 25
Migrant Student Gains on Summer Reading Assessments

PFS Status	# Students With Pre and Post Scores	# (%) Students Gaining	# (%) Students Gaining by 5% or more	MPO Met?
PFS	217	180 (83%)	142 (65%)	No
Non-PFS	131	109 (83%)	98 (75%)	Yes
Total	348	289 (83%)	240 (69%)	No

Exhibit 26 is a graphic display of these results by grade level (# students: K=47, 1=59, 2=51, 3=45, 4=31, 5=43, 6=32, 7=17, 8=9, 9-11=17). By grade level, the largest percentage of students gaining by 5% or more were kindergarten students, followed by 2nd grade students and 6th grade students.

Exhibit 26
Percent of Migrant Students Improving Reading Skills by Grade Level



Migrant students were asked to indicate the extent to which the summer program helped them improve their reading skills. A total of 182 students responded to this item on student surveys. Following are their mean ratings which are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 27
Migrant Student Ratings of the Impact of the Summer Program on their Reading Skills

Grade Level	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating
Elementary (K-6)	132	4 (3%)	28 (21%)	100 (76%)	2.7
Secondary (7-12)	50	6 (12%)	19 (38%)	25 (50%)	2.4
Total	182	10 (5%)	47 (26%)	125 (69%)	2.6

Migrant students assigned a mean rating of 2.6 (out of 3.0) to the impact that the migrant summer program had on their reading skills. Slightly more than two-thirds reported that there was “very much” impact, and 26% reported that there was “some” impact.

MATHEMATICS

MPO 2.1: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based math curriculum and instructional strategies at “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

Exhibit 28 shows that the Minnesota MEP **met MPO 2.1** with 100% of the 10 summer sites reporting that they implemented standards-based math curriculum and instructional strategies appropriately as measured by 50% of the sites assigning a rating of “succeeding” and 50% of the sites assigning a rating of “exceeding” to Strategy 2a on the FSI. The FSI is based on a 4-point rubric where a rating of 1=aware, 2=developing, 3=succeeding, and 4=exceeding. A rating of succeeding is considered “proficient”. The mean rating for this strategy was 3.6 out of 4.0.

**Exhibit 28
FSI Ratings of Standards-based Math Instruction Provided to Migrant Students**

Strategy 2a on the FSI	# Summer Sites	# (%) Sites Assigning a Rating of Succeeding	# (%) Sites Assigning a Rating of Exceeding	Mean Rating	MPO Met?
Each summer beginning in 2015, provide supplemental standards-based math instruction and materials that address student (K-12/OSY) needs and building on strengths.	10	5 (50%)	5 (50%)	3.5	Yes

Examples of evidence for Strategy 2a submitted by projects can be found in Exhibit 17 on page 20 of this report. Evidence included descriptions of math instruction provided to students, examples of curriculum and intervention programs used, pre/post-testing to determine student learning needs and inform instruction, alignment of curriculum to Minnesota State standards and Common Core State Standards; and examples of math resources used in summer programs.

MPO 2.2: By the end of the 2017 summer migrant program, 75% of migrant students in grades K-8 receiving standards-based math instruction for at least 5 days will improve their scores on curriculum-based assessments by 5%.

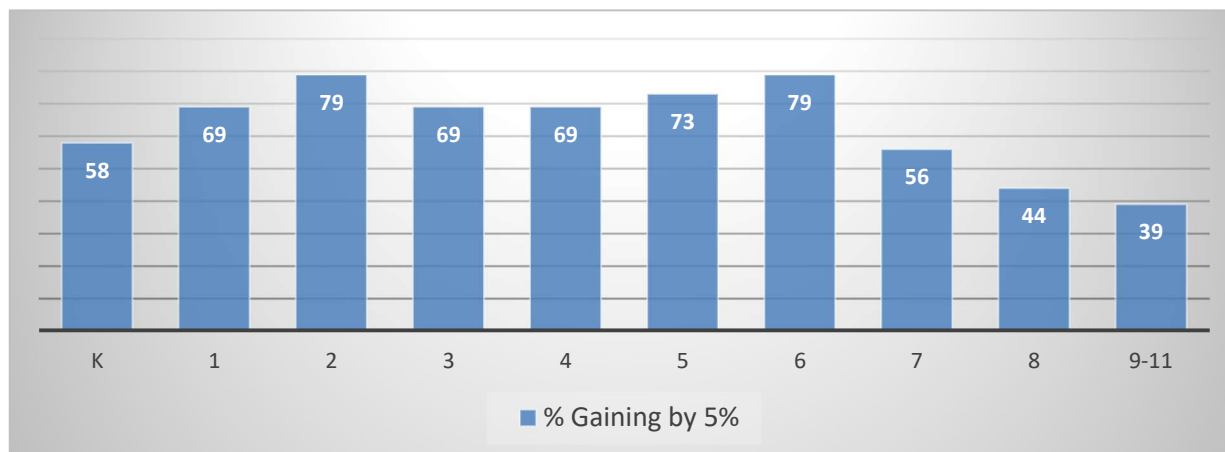
Exhibit 29 shows that the Minnesota MEP **did not meet MPO 2.2** with 68% of the 362 migrant students in grades K-11 pre/post-tested during the 2017 summer program improving their math scores on math assessments by 5% or more (7% short of the 75% target). PFS migrant students were 7% short of the target, and non-PFS students were 8% short of the target. Eighty-four percent (84%) of the migrant students pre/post-tested improved their score by a least 1%. Math assessments used for pre/post-testing included Star Math, Voyager Math, Fact Fluency, Math Facts, Summer Success Math, MobyMax, Study Island Math, Dreambox, FAST Math, and locally-developed math assessments.

Exhibit 29 - Migrant Student Gains on Summer Math Assessments

PFS Status	# Students With Pre/Post Scores	# (%) Students Gaining	# (%) Students Gaining by 5% or more	MPO Met?
PFS	225	191 (85%)	153 (68%)	No
Non-PFS	137	113 (82%)	92 (67%)	No
Total	362	304 (84%)	245 (68%)	No

Exhibit 30 is a graphic display of these results by grade level (# students: K=50, 1=59, 2=52, 3=45, 4=32, 5=45, 6=34, 7=18, 8=9, 9-11=18). By grade level, the largest percentage of students gaining by 5% or more were 2nd and 6th graders, followed by 5th graders.

Exhibit 30
Percent of Migrant Students Improving Math Skills by Grade Level



On a survey, 184 migrant students indicated the extent to which the summer program helped them improve their math skills. Following are their mean ratings which are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 31
Migrant Student Ratings of the Impact of the Summer Program on their Math Skills

Grade Level	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating
Elementary (K-6)	133	2 (2%)	22 (17%)	109 (82%)	2.8
Secondary (7-12)	51	7 (14%)	13 (26%)	31 (61%)	2.5
Total	184	9 (5%)	35 (19%)	140 (76%)	2.7

Migrant students assigned a mean rating of 2.7 (out of 3.0) to the impact that the migrant summer program had on their math skills. Slightly more than three-fourths reported that there was “very much” impact, and 19% reported that there was “some” impact.

SUPPORT SERVICES

MPO 3.1: By the end of the 2017 summer migrant program, 90% of parents/family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.

Exhibit 32 shows that the Minnesota MEP **met MPO 3.1** with 100% of the 57 parents completing Parent Education Evaluations indicating that they increased their knowledge of the content presented at parent activities (67% a lot, 33% some). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 32
Parent Ratings of Increased Knowledge from Parent Activities/Training

To what extent did you increase your knowledge of the information presented at this parent activity?						
N	# (%) Not at all	# (%) Some-what	# (%) Very Much	Mean Rating	# (%) Reporting Satisfaction	MPO Met?
57	0 (0%)	19 (33%)	38 (67%)	2.7	57 (100%)	Yes

MPO 3.2: By the end of the 2017 summer migrant program, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional support services provided through the MEP.

Exhibit 33 shows that the Minnesota MEP **met MPO 3.2** with 99% of the 185 migrant students in grades K-12 (no OSY responded) responding to surveys indicating that support services (e.g., health services, school supplies, bussing, counseling, meals) helped them do better in school. All of the secondary migrant students and all but one of the elementary students (99%) reported satisfaction with non-instructional support services.

Exhibit 33
Student Ratings of their Satisfaction with MEP Support Services

The migrant program provided me with health, nutrition, counseling, supplies, transportation, and other services that helped me do better in school							
Grade Level	N	# (%) Not at all	# (%) Some-what	# (%) Very Much	Mean Rating	# (%) Reporting Satisfaction	MPO Met?
Elementary	132	1 (1%)	30 (23%)	101 (77%)	2.8	131 (99%)	Yes
Secondary	53	0 (0%)	9 (17%)	44 (83%)	2.8	53 (100%)	Yes
Total	185	1 (1%)	39 (21%)	145 (78%)	2.8	184 (99%)	Yes

MPO 3.3: By the end of the 2017 summer migrant program, 75% of eligible prekindergarten-aged migrant children will be placed in early childhood programs.

Exhibit 34 shows that the Minnesota MEP **did not meet MPO 3.3** with 40% of the 329 eligible prekindergarten-age migrant children (ages 3-5) placed in early childhood programs/services (35% short of the target). Results are not disaggregated by PFS and non-PFS because MDE does not identify prekindergarten-aged children as PFS.

Exhibit 34
Number of Prekindergarten Migrant Students Placed in ECE Programs/Services

# Eligible Pre-K	# (%) Placed or Served	MPO Met?
329	131 (40%)	No

Migrant children placed in early childhood services were provided preschool services by TVOC Head Start, Early Head Start, and Migrant and Seasonal Head Start programs throughout Minnesota. TVOC and the Minnesota MEP staff worked collaboratively to identify and recruit preschool students to participate in preschool services.

MPO 3.4: By the end of the 2017 summer migrant program, 90% of staff participating in MEP professional development will report growth in their ability to support migrant students.

Exhibit 35 shows that the Minnesota MEP **met MPO 3.4** with 98% of the 42 MEP staff responding to an end-of-summer online survey reporting that MEP professional development helped them improve their skills for supporting migrant students (mean rating of 3.3 out of 4.0). Ratings are based on a 4-point scale where 1=not at all, 2=somewhat, 3=a lot, and 4=very much.

**Exhibit 35
MEP Staff Ratings of the Impact of Professional Development**

Extent to which MEP professional development helped you improve your skills for supporting migrant students							
N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating	# (%) Reporting Growth	Met MPO?
42	1 (2%)	7 (17%)	11 (26%)	23 (55%)	3.3	41 (98%)	Yes

Minnesota MEP staff reported that they applied their learning from professional development in working with and providing instruction to migrant students; connecting with and establishing relationships with migrant students as a result of increased understanding of student needs and the effects of mobility; implementing strategies for teaching students with diverse learning needs and implementing programs and reporting requirements. Following are examples of individual staff comments categorized by seven emerging themes: application to instructional services/programming, application to addressing and understanding migrant student lives and needs, application to teaching migrant English Learners, application to administration/reporting, application to teaching secondary migrant students, application to teaching migrant students with special needs, and application to identification and recruitment.

Application to Instructional Services/Programming

- *Implemented the Walk/Bike/Run program.*
- *I used the nutritional activities to apply movement to many of my academic activities during the summer school program. I also gained helpful contact information that proved critical to answering questions that arose during the program regarding special education scenarios.*
- *It was great to get a feel for the program and expectation of myself as well as others I would be working with. It really helped my mindset of the kids I would be teaching. It was motivating and made me excited for our summer school program to begin.*
- *I was able to gain perspective on the students' current needs and review what curriculum was available for them to have for instruction.*
- *I used some of the strategies and some of the activities from the conference materials.*
- *I used it for differentiating my lessons and reaching students with different learning styles.*
- *PD helped me help students with their reading skills.*
- *I used the mental health training each day in the classroom for hard to reach students. I applied strategies for behavior and really worked hard at getting to know the students to develop curriculum they enjoyed. I also worked hard at having an active classroom to keep the kids engaged.*
- *Applied writing suggestions. Learned about number sense and math talks, applied it to small groups.*
- *I could understand better the effects of the brain on development and special needs of children. Family is very important and more family time is needed with children all through years of being*

at home. Stability is also very important. Children can develop anxiety along with other learning disabilities or addictions. We need to help students feel that they are in a stable environment so they are able to learn in a safe place.

Application to Addressing and Understanding Migrant Student Lives and Needs

- *I applied what I learned from MEP professional development by understanding the students' background and abilities.*
- *Just keeping in mind what our students need and making sure that I take into account where they are coming from. Also keeping in mind how different their circumstances are from other students and what they prioritize.*
- *The PD presentations were very helpful in understanding what migrant workers do, their challenges, and hardships. This helped me understand my students better and teach them in the most effective way.*
- *Learning more about the pressure for kids to work at such a young age to help their families was very helpful. Also, it was enlightening to see that they are allowed to work so much younger than if they were working at a store in town. I felt this was really important to know in trying to help students strive to graduate high school and then hopefully decide to go to college.*
- *More empathetic to the population we serve.*
- *Understanding the lives of my students and their families.*

Application to Teaching Migrant English Learners

- *I learned how to better support migrant and EL students in the classroom.*
- *Having our EL teacher do the WIDA training and having an idea of that prior to the kids' arrival was helpful.*
- *Our professional development at the beginning of the program was about how to better serve our EL population. As an ESL teacher, I'm already aware of these techniques, but I thought it was very useful for the mainstream teachers.*
- *Better wait time with EL learners to ensure they are given time to answer and go through their thought process.*
- *When working with a diverse group of students, I typically have assumptions about what a typical student should know based on their way of communicating to me in their own language. I learned that the resources students have and their prior knowledge are extremely important and I take that into consideration. I try to make meaningful connections and form a bond to make them feel comfortable and welcome, and let them know that we are here for them and they are important.*
- *I used the WIDA results to better plan my lessons.*

Application to Program Administration/Reporting

- *I learned about the program and funding sources. It was helpful to talk with all the people involved.*
- *I used it for my knowledge with how to fill out the SPSR, what benefits they receive from the MEP, and what the qualifications were for the program.*
- *I was ready to complete all of the correct paperwork.*
- *The professional development that was provided this year in regard to the new ESSA requirements was critical. I think the presentation was laid out nicely for coordinators and recruiters.*
- *Any changes for the current year were important to learn and apply in overseeing the program.*

Application to Teaching Secondary Migrant Students

- *I helped students work toward success with end-of-course exams.*
- *I learned about the new curriculum for high school students--our students used this curriculum for credit in several classes.*

Application to Instruction using LEGOS

- *I was able to implement the STEM LEGO activities for all grade levels.*
- *I teach a class with LEGOS and the knowledge I gained helped me to present the information to the children in a useful way.*
- *Used the framework I learned from the LEGO training to help guide my instruction.*
- *I used the iPads with my LEGO STEM. I had the students use the Story Maker App and we focused on the beginning-middle-end of a story which included what they built from the LEGO tub.*
- *I teach a class with LEGOS and the knowledge I gained helped me to present the information to the children in a useful way.*
- *We loved that LEGO training and the assistance with the LEGO building.*

MEP staff also reported on their learning as a result of participating in the Secondary Training at the Summer 2017 Kick-off Meeting. Following are examples of their responses.

- *Texas Migrant Interstate Program*
- *It reminded me to give these students extra time to process information.*
- *I applied what I learned at the training every day. The secondary manual was clearly organized and very helpful. When I had questions, I turned to the manual first. In cases where I was doing something new, I called or e-mailed MMERC staff and my questions were answered in a timely fashion.*
- *I found materials that would be appropriate for the students' needs.*
- *I was able to apply my learning from the Secondary Training at the Kick-off by understanding and realizing the students personal and cultural lives.*
- *Best responses when completing COE's.*
- *Continued to help students with credits and what credits they need.*
- *Understanding that these students have a very unique situation and to be aware of that in everything I do.*
- *Better complete the SPSR for secondary credits.*
- *Being able to let families know if they qualified or not, and if not, why it was that they did not.*
- *The Secondary Training really helped our site understand the necessary requirements for STAAR testing. We had three students this summer take the tests.*
- *We used the curriculum and the new forms for this program year.*

GRADUATION AND SERVICES TO OSY

MPO 4.1: By the end of the 2017 summer migrant program, 80% of in-school secondary-aged migrant students in grades 7-12 who attend an MEP summer program for 5 days or more will obtain hours or credits that count toward high school graduation requirements.

Exhibit 36 shows that the Minnesota MEP **met MPO 4.1** with all (100%) of the 69 in-school secondary-aged migrant students in grades 7-12 obtaining hours or credits that count toward high school graduation requirements. Fifty-five percent (55%) of the students obtained hours and 45% received high school credits.

Exhibit 36
Secondary-aged Migrant Students Obtaining Hours or Credits toward Graduation

	# Students Attending 5 Days or More	# (%) Students Obtained Hours	# (%) Students Received Credit	# (%) Students Obtaining Hours or Receiving Credits	MPO Met?
PFS	51	28 (55%)	23 (45%)	51 (100%)	Yes
Non-PFS	18	10 (56%)	8 (44%)	18 (100%)	Yes
All Migrant	69	38 (55%)	31 (45%)	69 (100%)	Yes

Forty-five percent (45%) of the PFS secondary students obtained high school credits as did 44% of the non-PFS students; and 55% of PFS students obtained hours as did 56% of non-PFS students. PFS students had an average of 17 clock hours during the summer (range of 1.5 to 125 hours), and non-PFS students had an average of 8.5 clock hours (range of 2.5 to 35 hours). Hours included work towards studying for STAAR testing, reading and math instruction received during the summer migrant education program, and hours worked toward credit-bearing high school coursework.

Exhibit 37 shows the courses for which migrant students earned credits during the summer of 2017. Thirty-one (31) students (unduplicated count) received credit for the courses in which they enrolled this summer. Eighteen of the 31 students (58%) received credit for more than one course (range 2-5 courses). Students completed 25 different courses and earned 64 semester (1/2) credits. The average grade for all courses was 74%.

Exhibit 37
Secondary Courses for which Migrant Students Earned Credits

Course(s) Enrolled	# Students Enrolled	Grade Levels	# Semester (.5) Credits Earned	Total Credits Earned	Average Grade	Average Number Clock Hours
Algebra I A&B	13	9-10	3	1.5	81%	8.8
Algebra II A	1	10	1	0.5	--	70.0
Business & Marketing	2	10	1	0.5	--	8.0
Communications	4	9 & 11	3	1.5	72%	93.8
Economics	1	12	1	0.5	75%	20.0
English I A&B	9	9-10	2	1.0	72%	17.4
English II A&B	7	9-10	2	1.0	77%	32.6
English 9	1	9	1	0.5	--	--
English Learner (ESL)	2	9	2	1.0	93%	--
Geometry A&B	7	9-10	6	3.0	71%	35.0
Health	10	9	8	4.0	71%	48.0
Nursing	1	10	1	0.5	--	--
Spanish IA & IB	7	9	8	4.0	86%	10.0
Spanish IIA & IIB	8	10	12	6.0	91%	--
Spanish IIIA & IIIB	4	11	8	4.0	86%	--
Speech	2	10	1	0.5	77%	--
US Government	3	11-12	3	1.5	91%	--
World History	1	9	1	0.5	--	125.0
Totals/Averages	83	--	64	32.0	74%	30.6

Exhibit 38 shows the secondary courses in which migrant students received hours toward high school graduation during the summer of 2017. Thirty-eight (38) students (unduplicated count) received hours toward high school graduation. Twenty-nine of the 38 students (76%) were

enrolled in more than one course (range 2-6 courses). Students' average grade for these courses was 82% and they participated in an average of 8.4 clock hours in each.

Exhibit 38
Secondary Courses for which Migrant Students Completed Hours

Course(s) Enrolled	# Students Enrolled	Grade Levels	Average Grade	Average Number Clock Hours
Art	18	7-10	95%	2.2
English 7	3	7	65%	20.5
Science	21	7-10	84%	7.9
Math 7	3	7	42%	20.5
Math Models	1	10	16%	70.0
Physical Education	21	7-10	83%	8.9
Pre-Algebra	10	7-8	83%	10.9
Pre-Calculus	1	12	71%	35.0
Reading 7-8	10	7-8	72%	11.1
Totals/Averages	88	--	82%	8.4

MEP staff reported that the curriculum/programs used with secondary migrant students for credit accrual were effective at helping students accrue credits. Following are examples of their comments.

- *We used PLATO Credit Recovery, University of Texas (UT) at Austin online program.*
- *We used two programs: UT and PLATO. In addition, we used the UT Credit by Exam option for Spanish credit.*
- *We used Odyssey and we would use it again. It allowed students to work at their own pace. We also could check their work at any time and help them when needed.*
- *We used PLATO and it was horrible for the teacher(s) and students. Programs didn't work in math, and we felt some of the wording and questions were incorrect.*
- *I assisted high school students in the area of health. I used a book and assisted in students gaining a half health credit. I did not use the online program, but plan to utilize it more in my room to assist high school students next year.*
- *We used our own curriculum for the students to acquire credits. It worked out well.*
- *We used a local online curriculum created by local teachers. We plan to use that in the future, along with the online UT curriculum.*
- *We used the high school curriculum through our ALC to help two students with credit recovery.*
- *We work closely with the ALC and their credit accrual program for our secondary students. This process has been very effective for our students in need of credits. We will utilize this program again!*
- *Many of our students earned more than one credit this program year. We used the UT digital curriculum. We would use the program again. However, we would like a shorter turnaround from when we order the course to when the students actually get access to the course. The teacher would like access to the curriculum at least one week prior to students enrolling in the summer programs to allow them to become familiar with the course.*

Fifty-three (53) secondary migrant students in grades 7-12 responded to a survey that asked them about the impact of the migrant summer program and progress toward meeting their goals. Following are their mean ratings which are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

Exhibit 39
Secondary Student Ratings of the Migrant Summer Program

Extent to which the migrant program...	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating
Helped me improve my English language skills	48	6 (13%)	15 (31%)	27 (56%)	2.4
Helped me accomplish what I had hoped to achieve this summer	52	2 (4%)	15 (29%)	35 (67%)	2.6
Helped me think about my educational and career goals	50	3 (6%)	17 (34%)	30 (60%)	2.5
Helped me obtain hours or credits toward graduation	40	3 (8%)	7 (18%)	30 (75%)	2.7
Helped me prepare for and take the Texas STAAR test	32	1 (3%)	9 (28%)	22 (69%)	2.7

Highest rated was the extent to which the migrant program helped students prepare for and take Texas STAAR exams and obtain hours or credits toward graduation (mean rating of 2.7 out of 3.0 each). Ninety-six percent (96%) of the students responding reported that the program helped them accomplish what they had hoped to achieve this summer, 94% reported that the program helped them think about their educational and career goals, and 87% reported that the program helped them improve their English language skills.

When asked about what they accomplished this summer, secondary migrant students indicated that they receive credits for secondary courses, prepared for and took end-of-course STAAR exams, read books, improved their reading and math skills, prepared for the next grade level, and learned about World War II. Following are examples of student comments.

- *Getting to know a lot more about reading.*
- *I accomplished doing math that I didn't know what to do, and got better at it.*
- *I accomplished doing as much as I can, although I did hope to finish both Pre-Calculus and English 4A.*
- *Finishing my work on time, and learning new things about math and reading.*
- *This summer I did better in English.*
- *I got my speech credit this summer.*
- *Credit recovery (Geometry and English 9. Credit by Exam (Spanish 1A & 1B).*
- *This summer I got credits for high school.*
- *I managed to earn a lot in the business course I was taking. I even got a credit that I know I would have struggled with.*
- *I accomplished getting high school credits in economics and government.*
- *This summer I received credits for high school in health and Spanish. I also read many books.*
- *I did not accomplish anything this summer but I had a good time.*
- *My reading skills.*
- *My English language skills.*
- *Math skills and reading skills. Plus, I learned to golf, fish, and kayak.*
- *I accomplished how to kayak and mini-golf. Kayaking was fun and kind of easy. Mini golf was fun and it took skills.*
- *I accomplished reading because I always wanted to read in the summer.*
- *Going fishing*
- *I needed credits and they gave me ways to get them without being in school.*
- *Read Percy Jackson*
- *Math – helped me with Algebra.*
- *I liked reading the different books and using the library.*
- *Having the opportunity to work on credits.*

- *I liked the migrant college experience!*
- *Making up lost credits.*
- *Lose weight*
- *To get prepared for the STAAR test.*
- *Just got better at school.*
- *Math and reading (2 responses)*
- *Reading*
- *Pass the 8th grade STAAR test*
- *To pass to 8th grade.*
- *Robots*
- *Sports*
- *Learned math, English, science, and social studies.*
- *I finished English II*
- *Getting a credit*

Secondary students noted reasons for not accomplishing what they had wanted during the summer including not enough time to complete courses, content too difficult to understand, too busy working, and lack of effort put forth to accomplish their goals. Following are examples of student comments.

- *I had hoped I could be better at reading.*
- *I missed days, so I didn't learn some of the content.*
- *Received my classes late.*
- *Not finished with English yet. My fault for being behind. I am going to finish it though.*
- *I had hoped to be more responsible because last summer I lost some things.*
- *I wanted to learn science, but we did not have it.*
- *I had hoped to go biking, but because of the weather, we didn't go.*
- *Wasn't here that much.*
- *I still need more help in math, but I learned a lot.*

MPO 4.2: By the end of the 2017 summer migrant program, 25% of OSY that receive instructional services will demonstrate an average gain of 20% on OSY Lesson Assessments or earn credits/hours.

Exhibit 40 shows that the Minnesota MEP was not able to measure progress toward **MPO 4.2** because no OSY received instructional services during the summer of 2017. Projects had contact with three OSY during the summer, two of which received referrals to GED programs, and one received a referral to health services.

**Exhibit 40
OSY Obtaining Hours or Credits toward Graduation**

	# OSY Receiving Instructional Services	# (%) OSY Gained on GOSOSY Assessments	# (%) OSY Obtained Hours	# (%) OSY Received Credit	Total	MPO Met?
PFS	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A
Non-PFS	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A
All Migrant	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A

MEP Staff Comments on Surveys

MEP Staff Comments on the Staff Survey - Fifty-seven (57) staff nine of the 10 summer MEP sites responded to the online Staff Survey during the summer of 2017. Staff responding included elementary teachers (46%), secondary/OSY teachers (23%), paraprofessionals/assistants (12%), coordinators (9%), parent/family liaisons (4%), and other positions (7%) including EL teachers, PE teachers, media/technology teachers, and special education teachers.

Following are individual staff comments about the ways in which the Summer Migrant Program impacted migrant students. Staff mentioned improved reading and math skills, self-confidence, relationships, and social skills. In addition, staff reported that the summer program prepared students for the upcoming school year, provided them with a safe place to be during the day, provided nutritious meals and snacks (including a weekend food distribution program), and provided migrant students with opportunities to visit places in the community that they might not otherwise. The overall impact on students and stories on the impact of the summer migrant program follow. The comments are categorized by seven emerging themes.

Impact on Student Learning and Achievement

- *Students received academic support along with enrichment opportunities and access to community resources they may not otherwise be exposed to.*
- *Students were able to catch up on some subject areas that will help them next year.*
- *Kept the students excited about learning.*
- *Students spent time each day on academics.*
- *Students read every day.*
- *Students grew in their academics.*
- *Students had fun and learned at the same time.*
- *I think that the students gained a lot this summer, both academically and socially.*
- *Students' English language skills improved*
- *Students received math and reading instruction in a safe, non-threatening environment.*
- *We helped students who may be behind in their school work.*
- *Student test scores really improved for most of our students*
- *Students were able to work toward success for the upcoming school year.*
- *The summer program helped students catch up so they hopefully meet grade level standards.*
- *Students improved their reading and math scores.*
- *Exposing the students to jobs -- college and non-college jobs.*
- *Many of our students are behind in several different educational areas. Although I strongly believe that our program is fun for the kids, I also believe the learning that occurs helps a lot. Some of the students make significant gains throughout the summer and others make minimal gains. Either way, though, students are improving while they are with us.*
- *Student quotes: "I learned that if I work hard on something and I give up, it's not going to help me, but if I try I, will succeed." "This is what migrant school has taught me in the five weeks: First of all, it has taught me that education is the key to success, so that means whatever you want that if you come, you can get better at it..."*
- *Students not only retained their academic levels, but many improved.*

Impact of Small Classes/Individualized Learning on Student Learning and Achievement

- *Students participated in hands-on, small group learning during the afternoon program.*
- *Small class size allowed for direct instruction of students.*
- *Students received one-on-one or small group instruction to meet their educational needs.*
- *Students received one-on-one help in the classrooms that they do not get in regular school.*

Impact on Student Confidence/Self-Esteem

- *The summer program allowed our students to feel safe.*
- *This is a place where students feel safe, comfortable, and have access to great staff that help them in areas that they need help. I feel that this is a great program and the parents continue to come and register their children in this program. I have seen some of these children since they were four years old and now they are 8th graders. I feel that this program is doing something good for these families!*
- *I think this program is very essential in giving the students a place to belong. They often feel like outsiders in both their school here in Minnesota and their home base school. The students love coming to class and feeling like they are wanted and essential.*
- *The program boosted their self-esteem and level of confidence going into the upcoming school year.*
- *I think the students really like being part of something special that is meant just for them!*
- *I saw students become more confident with their ability to problem solve. Students learned technical skills and gained background knowledge that is critical for careers involving math and science.*

Impact on Relationships

- *Students got to socialize with other students that they can relate to.*
- *It helped them with academics and social language.*
- *Students gained academically and socially.*
- *Students made friends.*
- *The program provided students that typically struggle in a traditional school setting with an opportunity to gain a strong positive relationship with the teachers.*
- *Building a sense of community through our classes and activities.*
- *Students formed bonds with other students who have a similar upbringing.*
- *Building a sense of community with other students and allowing students to create new relationships.*
- *Continued to build positive relationships in the community*
- *Students were able to connect with old friends.*
- *I believe that the students are most impacted by the caring adults that work in the summer program. I am sure that math, reading, science, and writing skills improved, but it is what I observe that makes the difference. I see teachers putting their hands gently on students' shoulders when students are having a difficult time. Teachers bend down on their knees that talk face-to-face with the students. Teachers go running with the older students to increase their stamina, even when it is 90 degrees outside. Teachers and paras play outside with the students at recess, play games during our Scout program, play kickball and go swimming with the students. We teach the "whole" child.*
- *The returning teachers positively impacted the migrant students the most. They helped students want to be here and participate.*
- *I think having a teacher and/or adult showing they care about their potential progress goes a long way.*
- *The summer program gave students a safe place to learn and interact with their peers.*

Impact on Secondary Students

- *Secondary students gained valuable high school credits.*
- *Students were able to make up courses they had failed, and were able to work ahead and gain more freedom with their future schedules.*
- *The program helped students get needed credits. We showed them the many opportunities they will have after they graduate.*

- *Allowed students to obtain credit by assessment in Spanish in level 1, 2, 3. All eight students that attempted Credit-by-Exam received 1, 2 or 3 credits of Spanish.*
- *Students were hosted by the University of Minnesota at Mankato for an introduction to college life.*
- *The structure provided by the teaching staff and their pushing the students to complete coursework and do their best was a positive impact that may not show up in the student surveys. Part of these students' deficits is organizing time and setting goals and completing work on time. These are skills that will be useful to these students in the future.*
- *Credit recovery*

Impact from Enrichment Activities

- *The program exposed students to experiences they would not get otherwise.*
- *Students got to experience field trips that they would not have been able to without the money given to the program*
- *Students did fun things in the community that may not have been available to them otherwise.*
- *Gave students new experiences they maybe they wouldn't have had without the program.*
- *Students had an opportunity to gain extra learning on field trips.*
- *The guest speakers and field trips provided a different vision of what the students' future career choices might be.*
- *Students took part in enrichment activities that they may never have been able to do outside of our program.*
- *The experiences that we were able to provide our kids was amazing.*
- *Students got to experience different activities that they wouldn't normally get to take part in.*
- *Students had many opportunities to do new things that they might not have had otherwise.*
- *Students had the opportunity to experience arts, theater, cooking, and sports.*
- *LEGO Robotics was indeed one of the areas in which students seemed impacted for the opportunity to work around technology.*
- *Students liked going fishing and swimming at the lake.*
- *Experiential learning took place through educational field trips.*
- *Students got to experience new things.*
- *Our school did a group project of building a story out of LEGOS. The older students helped with writing the story map, and the younger children got to be a part of that process plus used their creativity to help come up with the stories and build their setting and characters out of LEGOS.*
- *Students got to experiment with new things every day.*
- *The funds allowed us to plan numerous enrichment trips and activities which helped students developed close relationships with each other and with the staff.*
- *The migrant students had many experiences they would not normally be able to because of this program. It opened their eyes to a wider world. They were able to see what could be a reward in their future if they worked hard.*
- *Some of our students kept little souvenirs like spoons from our trips because they had never been to the places we took them before.*
- *The program provides students with the opportunity to explore different learning experiences which may not be available during the regular school year. It is these new experiences which may spark a student's interest in science, aviation, zoology, computer science, etc.*
- *Field trips to Fargo Air Museum, Prairie Wetlands Learning Center US Fish & Wildlife in Fergus Falls, and a Science Academy Presentation by Professor Graeme Wyllie from Concordia College offered great opportunities to spark students' interests in those fields.*
- *Students enjoyed playing soccer during noon hour. They often bring this up during the regular school year.*

- *Every student received STEM instruction every day. This was awesome!!! The students loved STEM. I had students asking me every day if they were going to be able to have STEM class. I think it is important to expose students to a variety of STEM activities.*
- *We provided students with academics and enrichment. I taught art and the students loved coming to see me every day, and I loved teaching them new creative skills!*
- *Two things I think impacted our students the most were the variety of activities we provided and the consistency of structure and routine.*

Impact from Support Services

- *Students received additional services such as the food program (meals).*
- *The Sheridan Story gave meals to our families.*
- *Students saw the doctor/dentist.*
- *Providing care and food that many families need.*

Following are stories MEP staff shared about the impact of the Migrant Summer Program on a student, group of students, or family. Stories are categorized by six emerging themes.

Stories about the Impact of Content Area Instruction on Students

- *Students learned much more from the academic sessions they were attending including reading, math and writing.*
- *One story that I have about the way in which the summer MEP impacted a student is by allowing three of the students to understand and learn their letters. They were able to sound them out and recognize these letters by the end of the program!!*
- *I had a student tell me that she learned more in our 6-week summer program than what she ever learns in Texas.*
- *A migrant student that came last summer was retained for the school year and was a part of my class again this year and I was amazed at the gains he had made. His language alone was unbelievable! He ended up being one of the top in my class.*

Stories about the Impact of Enrichment Activities on Students

- *I worked 1:1 with a special needs student and when we went on a field trip to the MOA, he smiled the whole day. He loved going on the rides then seeing the aquarium!*
- *A very shy student came to the program for the first time, he wasn't happy about coming, but once we went fishing and did sports he was happy. He caught his first fish and made an important statement ever he said "my family will be proud of me, as I never went fishing because I was scared of night crawlers. Please, take a picture of me so I can show my dad that I got a fish". The student does not have his father available all of the time, so when the teachers from our program helped him, he was very satisfied around these great role models.*
- *I had a student who started to really enjoy running while with us in the program. He hadn't really done it at all prior to this summer. By the end of the program, he ran in a local 5K, ran 20 minutes without stopping, and now plans to run Cross Country as a 7th grader with RCW.*
- *A student kept a spoon from Dairy Queen as a "souvenir" because he had never been there and thought it was such a treat for him.*
- *Students couldn't believe they could keep books/math games we bought for them and take them home to share with siblings.*
- *We took our students fishing and only one had been fishing before and none of the students had ever been on a boat. They thought it was an adventure!*
- *I had a student this year who had been through a trauma at home. The first week he was really struggling. He would not participate and would shut down at a moment's notice. STEM was such a great activity for him to become engaged. When he came to STEM...especially the Legos...he was focused and engaged. I did not see many of the behaviors that his teacher saw in the*

classroom. I thought it was a great place for him to escape from his worries and have fun while learning.

- I loved hearing from students that they had never done this kind of art or had never tried anything like this before. We did printmaking which was brand new and exciting for many students. We also had several truly amazing high school artists who would come to art when they needed a break from their credit recovery work and I was blown away by their amazing projects!!
- When you see students' faces light up because they get to experience things that they don't have access to at home (pool day, art, Legos, etc.) it is great to see!
- Seeing kids experience things for the first time is something that I will never forget. It makes me appreciate all of the small things that I take for granted.
- One family was split up at the beginning of the summer. The kids were hurting. Our first field trip helped the children forget their loss and enjoy themselves. It was exciting to see how that family continued to thrive over the summer due all the help and support provided through the program.
- We spent a lot of time in our classroom talking about mindset and the power of positivity. We did workouts (runs, pushups, dips, etc.) every morning to get their brains and bodies going. One 12-year-old was so motivated he got up at 7am on a Saturday morning and met me at the local 5k and was able to complete his first ever race of 3.1 miles!!
- The student painted rocks and left them all around Rochester...we are on <http://thekindnessrocksproject.com/>

Stories about the Impact of Support Services on Students

- The migrant students' and their families greatly appreciated the Sheridan Story meals that we sent home once a week throughout the program.
- Sending food home through the Sheridan program has been very beneficial to our families.

Stories about the Impact of Services to Secondary Students/OSY

- Our secondary students really enjoyed riding bikes. Some of them had never learned or hadn't had a chance since they were much younger. They kept asking to get to use them one more time.
- One of our students had failed many courses during the school year. He was able to complete 2.5 credits in six weeks! (Geometry Trimester 2, Geometry Trimester 3, and English 9 Trimester 3, and Spanish 1A & 1B Credit by Exam). Talk about a rock star!! This is a student who will graduate from our local high school in the spring of 2019. Even though he still has some credits to make up, he can see the light at the end of the tunnel. If he passes everything this school year, he will be on track to graduate on time.
- I was able to teach students a lot about things in life that will benefit them after they graduate and to help them graduate.
- We had an OSY student that worked 14-16 hours driving a combine. The OSY teacher met with him after he had a nap, and even met with him on the 4th of July so he would be ready for the US History STAAR test. The student's plan is to finish high school and attend Mankato State University. He also wants to play basketball for the college. He wants to have his own construction business someday. I believe his experience with the program and the support that was given to him impacted him to think about his future in a different way.

Stories about the Impact on Relationships

- I feel that I was able to make some great relationships with the students and learn a lot about their lives and situations with traveling back and forth.
- There was a family who had a tragedy in their family, and MEP gave those particular students a warm, welcoming environment to get through the day-to-day stresses of the tragedy. The students grew because of the relationships built here at school!
- I had students make the following comments throughout our summer program: "This is the most fun I've had in school ever!", "I've never enjoyed my teachers so much!", "How come this program can't go all summer?", "I'm really going to miss you, and I really hope you're my

teacher next year", and "I really like coming to school now, but I didn't like coming to school before."

- *I witnessed that the teachers and paraprofessionals besides preparing picnics and cookouts on Fridays for the families that they would go above and beyond by bringing extra clothing and different things to help the kids and provide for their basic needs.*
- *I always know we have impacted them when it is the last day and you see the tears in their eyes and get those last hugs before they leave. Hard day for them.*
- *We had a new family join this summer. They instantly felt welcomed and made friends. I believe this program helped them feel connected to other students and formed friendships.*
- *When I said good-bye to my little K/1 students, two of the little boys hugged me said that they 'loved me"! That hasn't happened for long time!*
- *One boy had surgery for appendicitis in the local hospital. We brought the father & his sister food, books, etc. We went out & bought the prescription for pain as the father was alone & didn't know where the nearest pharmacy was.*
- *The children became very sad to see the program end. They wanted it to stay open until the beginning of the school in September.*

Stories about the Impact on Families

- *We have a family that has literally has nothing. Our staff really stepped up this year and donated food and clothing to the family. We also referred this family to the food shelf and other services. The mom came to us at one of our family nights and hugged every staff member crying and thanking us. We have the most amazing staff who truly care about our kiddos and families.*
- *At our family picnic, I asked one of the mom's if she would be interested in helping with face painting. Her daughter was so happy to have her mom involved. I think she enjoyed being with all of the children also.*
- *This year there was a family that had very little food at home. We sent home all our leftovers from our Reading Night. The mother was almost in tears with happiness.*
- *We did a couple of activities this year in which we invited families to come to play kickball and fly kites with their children. It was really fun to see them sharing in the fun together!*
- *We were able to provide food that was left from snacks/parent nights and give it to a family that did not have a lot of food.*

7. Implications

This section of the report provides progress on recommendations from the previous evaluation and recommendations for action based on the data collected for the evaluation of the Minnesota MEP. Recommendations are summarized based on the data reported in this report. Recommendations are provided for program implementation as well as for improving services to achieve the State’s MPOs.

PROGRESS ON PREVIOUS RECOMMENDATIONS

2015-16 Parent Involvement Recommendations	Status
Review the Parent Education Evaluation as it was revised for 2015-16 and the MPO was not met (MPO met in 2014-15) due to more than one-fourth of parents responding assigning the same rating to their knowledge before and after participating in parent activities.	The Parent Education Evaluation was revised for 2016-17 so that it was more user-friendly. Parents were asked to assign a rating (out of 3) to the extent to which learning from each parent activity increased their skills. Pre/post ratings were removed.
Review the strategy addressing parent involvement and MPO 3.1 to determine if edits/changes need to be made based on evaluation results.	MPO 3.1 was revised to reflect the change in the Parent Education Evaluation form. With no pre/post ratings, reference to an average gain of 0.5 was removed. Note that all MPOs and Strategies were reviewed/revised during the December 2016 Evaluation Planning Team (EPT) Meeting in Minneapolis. The Service Delivery Plan (SDP) was updated to include the revised strategies and MPOs.

2015-16 Professional Development Recommendations	Status
Provide ongoing training and support to staff on the Targeted Services program to ensure that migrant students are participating and the MEP is collaborating appropriately with this and other state- and federally-funded programs.	The person at the Minnesota Department of Education that oversees the Targeted Services program presented the rules and regulations of the program to MEP staff at the October 2016 Coordinators’ Meeting, and followed-up the conversation with a document that they could use to advocate for the inclusion of migrant students in Targeted Services in their districts.
Review the strategy addressing professional development and MPO 3.4 to determine if edits/ changes need to be made based on evaluation results.	All strategies and MPOs were reviewed and revised during the December 2016 Evaluation Planning Team Meeting in Minneapolis. The Service Delivery Plan (SDP) was updated to include the revised strategies and MPOs.

2015-16 Support Services Recommendation	Status
Review the strategies addressing support services and MPOs 3.2 and 3.3 to determine if changes need to be made based on evaluation results.	All strategies and MPOs were reviewed and revised during the December 2016 EPT Meeting in Minneapolis. The Service Delivery Plan (SDP) was updated to include the revised strategies and MPOs.
Review the SPSR to determine if there are other areas of support services (besides transportation, MMERC, educational supplies, nutrition, counseling, and free book distributions [RIF]) that should be included in	The SPSR was reviewed and revised during the December 2016 EPT Meeting in Minneapolis. TVOC staff continued to review/revise the SPSR in the spring.

the documentation (e.g., translations/interpretations, college/career counseling, secondary leadership programs, health services).	
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2015-16 Strategy Implementation Recommendation	Status
Review the strategies and the FSI to determine if changes need to be made for the 2016-17 program year.	All strategies were reviewed and revised during the December 2016 EPT Meeting in Minneapolis. The Service Delivery Plan (SDP) was updated to include the revised strategies, and the FSI was updated with the revised strategies, and evidenced cited on the 2016 FSI by projects.
Provide ongoing technical assistance and support to projects on the strategies that received the lowest mean ratings (mean ratings of 2.9 out of 4.0) related to collaborating with early learning initiatives, providing professional development, and coordinating with critical home-based staff.	Collaboration with early learning initiatives/ TVOC, providing professional development, and coordinating with home-based staff were topics covered at the April 2016 Summer Kick-off Meeting.

2015-16 Reading/Math Recommendation	Status
It is recommended that the evaluator provide ongoing training and technical assistance to Coordinators on selecting and administering reading and math pre/post-tests to ensure that they are appropriate for 6-week summer programs, and the results are being reported with the most appropriate metric (e.g., raw score or scale score versus level score).	During the 2017 Summer Kick-off Meeting and again at the 2017 Fall Coordinators' Meeting, coordinators had an opportunity to work in small groups to discuss pre/post-testing so they could hear about lessons learned and successes from others that used different pre/post-tests. In addition, the evaluator conducting summer sites visits provided technical assistance on pre/post-testing during site visits.
Review the reading and math strategies and MPOs to determine if changes need to be made based on evaluation results.	All strategies and MPOs were reviewed and revised during the December 2016 Evaluation Planning Team Meeting in Minneapolis. The Service Delivery Plan (SDP) was updated to include the revised strategies and MPOs.

2015-16 Graduation/Services to OSY Recommendations	Status
Review the graduation and services to OSY strategies and MPOs to determine if changes need to be made based on evaluation results.	All strategies and MPOs were reviewed and revised during the December 2016 Evaluation Planning Team Meeting in Minneapolis. The Service Delivery Plan (SDP) was updated to include the revised strategies and MPOs.
There were many discrepancies among the 10 sites in the way the data was reported for the secondary/OSY tab of the Summer Program Services Report. It is recommended that the staff responsible for entering this data and the Coordinators be trained at the Summer 2017 Kick-off Meeting to ensure that all sites are reporting these data the same.	During the Summer 2017 Kick-off Meeting, secondary staff received training on completing the secondary/OSY tab of the SPSR. Continued training will occur to ensure staff are completing the form correctly, and the Secondary Coordinator for the State provided technical assistance to staff during onsite summer site visits.
Review the Secondary/OSY tab of the SPSR during the Evaluation Planning Team meeting and update as needed to make the form more user-friendly.	The secondary/OSY tab of the SPSR was reviewed and revised during the December 2016 EPT Meeting in Minneapolis. TVOC staff continued to review/revise the SPSR in the spring.

2016-17 SUMMARY AND IMPLICATIONS - PROGRAM IMPLEMENTATION

Parent Involvement: Parents participating in parent activities and events during the summer reported that they increased their knowledge of the topics/content addressed such as reading, nutrition and health, legal services, community partnerships, math, and science. The Minnesota MEP Service Delivery Plan includes the following MPO related to parent involvement:

MPO 3.1: By the end of the 2017 summer migrant program, 90% of parents/family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.

During 2016-17, MPO 3.1 was met with 100% of parents responding to Parent Education Evaluations indicating that they gained knowledge of topics presented at parent activities and training.

Professional Development: MEP staff received ongoing and varied professional learning opportunities that positively impacted their ability to address the learning needs of migrant students. Professional development included statewide MEP training and meetings, local training and workshops, and collaborative staff meetings during summer programming. The Minnesota MEP Service Delivery Plan includes the following MPO related to professional development:

MPO 3.4: By the end of the 2017 summer migrant program, 90% of staff participating in professional development will report growth in their ability to support migrant students.

During 2016-17, MPO 3.4 was met with 98% of staff reporting growth in their ability to support migrant students as a result of participating in local and statewide professional development.

Support Services: Migrant students received support services in order to reduce barriers to academic success including guidance counseling, transportation, health and dental services, educational supplies, transportation, and collaboration with other programs and agencies. The Minnesota MEP Service Delivery Plan includes two MPOs related to support services.

MPO 3.2: By the end of the 2017 summer migrant program, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional support services provided through the MEP.

MPO 3.3: By the end of the 2017 summer migrant program, 75% of eligible prekindergarten-aged migrant children will be placed in early childhood programs.

During 2016-17, MPO 3.2 was met with 98% of elementary and secondary migrant students reporting satisfaction with the support services provided by the MEP. MPO 3.3 was not met with only 40% of eligible prekindergarten-aged migrant children being placed in early childhood programs – primarily Migrant and Seasonal Head Start provided by TVOC.

Strategy Implementation: Local migrant projects completed the Fidelity of Strategy Implementation (FSI) tool. MEP staff worked in teams to discuss how each of the strategies identified in the Minnesota SDP were implemented in their projects, arrive at consensus on the level of implementation, and identify evidence used to determine ratings for their projects. All but one of the 15 strategies (93%) were rated at the “succeeding” or “exceeding” levels (considered “proficient” or above), with two strategies (implementing needs-based supplemental reading and math instruction receiving the highest mean ratings by MEP staff (mean ratings of 3.5 out of 4.0).

Recommendations for Program Implementation

- ✚ *Work with local projects to determine the reasons for the lower ratings on the FSI of ensuring the math needs of migrant ELs are met, collaborating with State early learning initiatives, and reaching out to secondary migrant students and OSY to facilitate participation in MEP services.*
- ✚ *During the Comprehensive Needs Assessment process to be undertaken during 2018-19, focus on determining if the MEP needs to begin providing instructional services during the summer to preschool migrant students that do not participate in preschool programs, so they have the skills necessary for school.*
- ✚ *Continue to facilitate opportunities for MEP staff to share effective and promising practices during training sponsored by the MEP so they can learn from each other.*
- ✚ *Review the new MPOs related to parent involvement, professional development, and support services created during the SDP Committee Meetings this fall to ensure that the targets reflect the 2017 evaluation results, as appropriate.*
- ✚ *Continue conversations with Coordinators about collaborating with Targeted Services and supplement versus supplant to ensure that no programs are supplanting services already available to migrant students. Provide technical assistance to those Coordinators that do collaborate with Targeted Services to ensure that the unique needs of migrant students are being met when they are being served by Targeted Services.*
- ✚ *The need for teacher/instructional staff professional development remains. Many summer migrant staff are Minnesota-based instructional staff that have not had experience working with migrant students or ELs. All staff working with the summer migrant program should have Migrant 101 training, and receive professional development and coaching/mentoring on effective/appropriate EL strategies. It may be worthwhile for Training-of-Trainers packets to be created/adapted on these topics for Project Coordinators to use prior to the start of their summer programs.*

2016-17 SUMMARY AND IMPLICATIONS - PROGRAM RESULTS

Reading and Mathematics: All 10 projects provided extensive reading and math instruction to migrant students during the summer. Projects utilized curriculum provided during the regular school year, Internet/computer-based interventions, and programs designed specifically for summer programming. The Minnesota MEP SDP includes the following four MPOs related to reading and mathematics:

MPO 1.1: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based reading curriculum and instructional strategies at “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

MPO 1.2: By the end of the 2017 summer migrant program, 75% of migrant students in grades K-8 receiving standards-based reading instruction for at least 5 days will improve their scores on curriculum-based assessments by 5%.

MPO 2.1: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based math curriculum and instructional strategies at “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

MPO 2.2: By the end of the 2017 summer migrant program, 75% of migrant students in grades K-8 receiving standards-based math instruction for at least 5 days will improve their scores on curriculum-based assessments by 5%.

During 2016-17, MPOs 1.1 and 2.1 were met with 100% of the 10 summer projects assigning ratings of “succeeding” or “exceeding” to these strategies on the FSI. MPO 1.2 was not met with 69% of migrant students increasing their reading score by 5% from pretest to post-test, and MPO 2.2 was not met with 68% of migrant students increasing their math score by 5% from pretest to post-test.

Graduation and Services to OSY: There is a strong focus on graduation throughout the Minnesota MEP. Secondary students and OSY are provided with a wealth of services and resources designed to support their efforts to graduate from high school. The Minnesota MEP SDP includes two MPOs related to graduation and services to OSY.

MPO 4.1: By the end of the 2017 summer migrant program, 80% of in-school secondary-aged migrant students in grades 7-12 who attend an MEP summer program for 5 days or more will obtain hours or credits that count toward high school graduation requirements.

MPO 4.2: By the end of the 2017 summer migrant program, 25% of OSY that receive instructional services will demonstrate an average gain of 20% on OSY Lesson Assessments or earn credits/hours.

During 2016-17, MPO 4.1 was met with 100% of the secondary students in grades 7-12 obtaining hours or credits that count toward high school graduation. MPO 4.2 was not measured as there were no OSY receiving instructional services during 2016-17.

Recommendations for the Results Evaluation

- ✚ *MPOs 1.2 and 2.2 were not met once again, indicating that the targets for these MPOs are set too high. It is recommended that the targets be changed to 65%, and professional development and technical assistance be provided to local migrant projects to ensure that they are selecting and administering appropriate assessments for the short duration in which they are operating.*
- ✚ *Review the new MPOs related to reading, math, and graduation/services to OSY created during the SDP Committee Meetings this fall to ensure that the targets reflect the 2017 evaluation results, as appropriate.*
- ✚ *Once again, there were many discrepancies among the 10 sites in the way the data was reported for the secondary/OSY tab of the SPSR. It is recommended that the staff responsible for entering this data and the Coordinators be trained at the Summer 2018 Kick-off Meeting to ensure that all sites are reporting these data the same.*

Following are examples of **MEP staff suggestions** to be considered by the Minnesota MEP and local projects when designing and implementing MEP support and instructional services. Suggestions addressed professional development, instruction, summer program implementation, staffing, student behavior, scheduling/program structure/communication, attendance, reporting and accountability, services to secondary students/youth, and parent/family involvement.

Staff Suggestions for Professional Development

- *I feel that all migrant staff need more training on cultural differences and second language acquisition so that it is not assumed that the students are not trying.*
- *I believe we need more hands-on tools to help assist and teach the students struggling with the English language.*
- *Maybe more assistance on how to find out what areas in subjects they are missing or need to work on.*
- *I have had LEGO Robotics and Simple Machine training. It would be nice to have training on the Story Starter Set. I would also like additional training with the robotics.*
- *More background on their culture. Slow moving, education not always a priority, what Caucasians think is polite, Hispanics think is rude. For example, if you don't care for something you just say, "no thank you". But to some of the kids, that is being disrespectful.*
- *Learning more about migrants and what are their life situation and issues.*

- *These students' background and life experiences are quite different than the midwestern high school student. I learned a lot about my students' lives and I connected with them on a more sincere level. I am amazed by these students and their resiliency and challenges; in addition to their life coping skills. Maybe it would be good to hear of some of the students' stories.*
- *I could benefit from gaining more knowledge of Spanish language.*
- *Learning some of the language our students use.*
- *Basic Spanish speaking class. I think some of us know Spanish, but it would make us more relatable to the students.*
- *More academic strategies to put in my toolbox to promote consistent engagement in student learning.*
- *How to deal with children who come to us with some mental issues or personal issues that are taking a lot of the joy out of their life. I had one little guy I wished we could have done more for as he had a traumatic issue in his life that he struggled with daily.*
- *I'd like to see a presentation about what this program is supposed to be and what the goals are.*
- *Ways to help all students succeed. Ideas on how to teach them the best that we can.*
- *It would be nice to have someone train me one-on-one on how to locate migrant families. This was my first year as a recruiter and I felt like I was expected to do things that no one really showed or explained in depth to me. Yes, the kick off was helpful but it would be nice to have someone here with me for a day or two to show me the ropes.*
- *Training on differentiated instruction would be wonderful. This way we could learn how better to serve our students who come from very diverse backgrounds and find ways to assist while accommodating for the massive differences between students.*
- *It would be great to go to the national conference again, but due to the grant approval being so late, this makes scheduling this trip difficult.*
- *Additional training for staff so they are more aware of the psychological stress that migrant students are under and how this may affect their learning.*
- *I believe that the staff should be equipped with resources to help understand students' culture and also be aware of certain beliefs and traditions.*
- *Have coordinators visit sites to see what other locations do for their migrant programs.*
- *Continue improving and providing training on the Migrant Literacy NET.*

Staff Suggestions for Instruction

- *More hands-on learning.*
- *Teaching more relational and social skills specific to successful interaction in social activities.*
- *It would very helpful if we had students' transcripts and other information about them when they started the program.*
- *More access to students' transcripts from their home schools in Texas to be able to assess their academic needs in advance of the summer session starting.*
- *I think it would be incredibly helpful if there was a resource that the students were able to use online that was always accessible to them, even after the program ended, to continue to help them work on math and reading skills.*
- *I think it is important to continue to provide STEM experiences and opportunities for the students.*
- *Provide behavioral expectations to students and parents.*

Staff Suggestions for EL Students

- *More support for EL students.*
- *I really would like a program for those children that are monolingual that they can utilize during language and reading.*
- *I would like access to the WIDA screener online next summer. This year I had the idea to give students the WAPT via paper and pencil, which I thought was too time consuming to administer*

and correct. With the online screener, the computer scores the listening and reading portions for me, which would help a lot. Since I don't teach at the school district during the regular school year, the district's Assessment Coordinator will need to give me access to this next summer. With so many staff members gone over the summer this might be tricky.

Staff Suggestions for Enrichment Activities

- *We didn't have any major field trips this summer and I missed that.*
- *Keep the pool and the field trips*
- *Academics are important but in the summer providing enrichment opportunities are equally vital. For example, if a student visits an airport or air museum, it may spark an interest in aviation and affect their career choice, be it airplane mechanic, pilot, air traffic controller, etc. A career choice will impact their academic choices and the effort they put into academics.*

Staff Suggestions for Staffing

- *I would suggest a full-time social worker for next year to promote an added resource to provide specific students with resources both to gain skills in working through any family or home issues, as well as providing students with self-advocacy skills and resources for them to utilize outside.*
- *More funding to hire support staff and teachers.*

Staff Suggestions for Materials

- *I had some problems with my Simple Machine tubs. They did not align with the books that were sent to me. It was confusing for the students. The pieces were not the same color and some of the pieces were not in the tub so they were not able to build what they were supposed to.*
- *Better elementary supplies - books for daily use and student readers.*

Staff Suggestions for Scheduling/Program Structure

- *This year, our migrant students had to be mixed with Targeted Services (year-round students). This made classroom sizes way to large and didn't benefit many. It was better when migrant was all day and just migrant.*
- *At the end of the program, I asked my students to write an opinion letter to the program manager about whether they should have school on Fridays or not. They all suggested that they should come to school on Fridays. Apart from saying that staying at home is boring, they mentioned that they would learn more; spend more fun time with friends and teachers; and get better in math, reading, and writing. So, I think that Friday should be considered for a school day as well.*

Staff Suggestions for Attendance

- *Give students an incentive to attend class every day. Make it so students have to attend a certain number of classes to attend the field trips.*

Staff Suggestions for Services to Secondary-aged Migrant Students/Youth

- *Provide clear expectations to the high school students and parents on what they need to do to earn a credit for a subject area.*
- *In the high school, the initial couple of days is a bit chaotic trying to find out where each student is as far as credits and recovery and what the course of study will be for each student. It is true that we have access to MSIX, but in most cases, we had to contact a counselor in Texas to follow up on student transcripts and required course work. I suggest that the information from the Texas school district be made available a week before the students arrive so we can have a plan in place from the first day students arrive. (I also understand that we don't always know who will show up for the summer experience and who will work or want to stay home.)*
- *Working with secondary students' online curriculum in a timely manner is crucial. We should have the curriculum available so no time is wasted trying to get students working on the coursework they need.*

- *This was the frustrating part of the summer. The Texas STAAR exam window is only open at the beginning of the summer session and conflicted with a college visit to Mankato State. The timing of the test should be moved to test students near the end of the six weeks. That would allow us as teachers to be able to work with students for more time before they take a high stakes exam.*

Staff Suggestions for MDE

- *I would like to see the health portion of the MEP to be a requirement as it is a struggle to get all kids registered for health. We don't have all kids that are enrolled in school registered with health and in order to record accurate information at the end of the program, we are unable to do so (such as being aware of allergies, having the up to date immunization record, and providing first aid and services to the kids).*
- *Earlier notification of the grant so we can have better planning.*
- *The amount of money that our district received was extremely low, yet we completed different tasks by calling people to donate goodies. I believe with a little more help from the MEP, we could have done better. The number of students that we have this season was fantastic compare to other programs. Our education quality and ethics were there, so if I need to provide with a suggestion I would say that we need more financial support.*
- *More funding for more field trips to get the kids out into the community more and to experience various real-world settings.*
- *As our budget was cut 50%, provide an explanation as to why. As a tax payer and person who works in education, as well as being involved in migrant education, I would like to see how these federal dollars are used in our state. I have asked numerous times about budget cuts but have not ever gotten so much as a "I'll get back to you".*
- *Get Stride Academy up and running so we can do a better job of individualizing instruction that revolves around the TX standards, and at a pace that is appropriate for every student.*
- *Due to budget cuts this year, there were families that did not come as we could not pay for the transportation to pick them up and they could not drive their children here daily. If our budget is reduced due to a drop in attendance, it would not be fair as it was the original cut that caused the drop in numbers of students.*
- *Earlier notification of the grant so we can have better planning.*

Staff Suggestions for Accountability and Reporting

- *I would like to see the health portion of the MEP to be a requirement as it is a struggle to get all kids registered for health. We don't have all kids that are enrolled in school registered with health and in order to record accurate information at the end of the program, we are unable to do so (such as being aware of allergies, having the up to date immunization record, and providing first aid and services to the kids).*

Consider the suggestions for the summer migrant education program made by **secondary migrant students** including more field trips, more time for art and activities after lunch, flexibility in class time as students work, and including Girl Scouts.

- *Be able to stay after lunch*
- *More time for art*
- *We need nicer lunch ladies*
- *I suggest we have 4H for the little kids only.*
- *Different times for class – I was working.*
- *Field trips*
- *Girl Scouts*
- *No walking to schools. Last year was better.*

Consider the following suggestions of **parents** for future parent activities.

- *Information on what my child is learning in class/what is being taught/activities (12 responses)*
- *Information on my child's progress/learning (3 responses)*
- *How to teach children.*
- *How does the program work?*
- *About the migrant program – how do you qualify?*
- *The free food program*
- *More on parent/child interaction.*
- *More summer activities around the community.*
- *Nutrition (2 responses)*
- *Discipline*
- *Counseling for teenagers*
- *How to help our kids improve in school.*
- *Activities to do at home for learning and having fun.*
- *How to help children at home.*
- *How do children get along with others?*
- *First aid, safety, and emergency procedures.*
- *Reading and history*
- *What is new on the Internet in order to have information on changes and what's new concerning my child.*
- *Focus more on children's education.*
- *English learning and my child's behavior.*
- *Learn about human rights and the rights of migrant workers.*

In summary, during the summer of 2017, the Minnesota MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills, prepared them for the upcoming school year, and helped them earn high school credits. In addition, parents were provided services that improved their skills and increased their involvement in their child's education; MEP staff were trained to better serve the unique needs of migrant students; and community agencies and programs helped support migrant students by providing direct supportive and instructional services. Following are comments made by MEP staff about the overall migrant program in Minnesota showing their positive attitudes toward the program.

- *We are fortunate to have your support and to be able to offer this program in our area.*
- *Thanks for all the funding and work you do for our kids and families.*
- *Awesome program and would love to be a part of it for many years to come.*
- *Thank you for doing this.*
- *The MEP is a great program. I have been an instructor for this program for 20 years and absolutely enjoy it. I feel the children learn quite a bit in such a short time and are exposed to many opportunities which might never happen for them if the program wasn't available.*
- *I want to thank our Minnesota Migrant Education directors, coordinators, all of the staff at MDE, MMERC, Tri-Valley, and all the coordinating agencies, school districts, and staff involved in providing this opportunity to our migrant population here in Minnesota! I cherish this program and look forward to being a part of it every year.*
- *I think it is great what you are doing to help our migrant workers and their families for the times they are with us.*
- *I just wanted to mention how helpful and knowledgeable our coordinator is. This is my first year working for her, and she was always available to answer questions and help me when I needed it.*

- *I recognize that there is a significant number of students who are migrant in our area. This is an excellent way to support those families and support our local economies. It supports the students by giving them access to credits and educational support. The high school speakers, field trips, and educational plans are tailored for them and their interests. This is an excellent use of funding for a sector of our society that may be unnoticed and may be even disenfranchised not because of their status as US citizen, but rather because of their incredible work ethic. These are hard working families sticking together to make a living. They are not calling for attention and services, but rather they are working one or two jobs. There is not time to self-advocate when you are working seven days a week. There needs to be more support for these families who have an incredible work ethic and support our national security by working in the agricultural industry.*
- *I hope that our program is able to continue in our community. It was a good first year.*
- *Thank you for allowing us to have such an awesome program at our school. The kids and teachers love coming to school and learning from one another!*
- *Great year!*
- *This is a wonderful opportunity for both our students and parents!*
- *Great connections with the students and families this year! Any more funding for hands-on activities and field trips is immensely helpful!*
- *I believe that this is a great program as it is. I enjoy getting to know the people that make this happen and most of all I enjoy working with my co-workers.*

Appendix A

Minnesota MEP SDP/CNA/
Evaluation Alignment Chart
