

# 2017-2018 Annual Evaluation Report



## 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
GSL	Glencoe-Silver Lake
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 Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach challenging academic standards and graduate high school. Specifically, the goal of State MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

The Minnesota Department of Education (MDE) MEP assists schools in helping migratory students and youth meet the same challenging state academic content 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 2018, nine local projects provided services to 399 migratory students/youth. 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 2017-18 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 four of the 10 (40%) MPOs addressed in this annual evaluation were accomplished showing the benefit of MEP services for migratory students, their parents, and educators in Minnesota.

Minnesota MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
<b>Reading</b>		
<b>MPO 1A:</b> By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based reading curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.	No	69% of 218 migratory students assessed gained by 5%
<b>MPO 1B:</b> By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.	No	89% of the nine summer sites
<b>Mathematics</b>		
<b>MPO 2A:</b> By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.	No	67% of 217 migratory students assessed gained by 5%
<b>MPO 2B:</b> By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based math	No	89% of the nine summer sites

Minnesota MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.		
<b>High School Graduation and Services to OSY</b>		
<b>MPO 3A:</b> By the end of the 2018 summer migrant program, 70% of migratory secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.	Yes	79% obtained credits
<b>MPO 3B:</b> By the end of the 2018 summer migrant program, there will be a 5% increase (over the 2016 baseline of 21%) in the percentage of migratory OSY and secondary students in grades 9-12 receiving MEP services.	No	1% increase in the percentage of OSY/secondary students served
<b>MPO 3C:</b> By the end of the 2018 summer migrant program, 100% of secondary migratory students in grades 9-12 and OSY who earned high school credit will receive an official transcript documenting credit(s) earned.	Yes	100% of 23 migratory students earning credit received an official transcript
<b>Support Services</b>		
<b>MPO 4A:</b> By the end of the 2018 summer migrant program, there will be a 2% increase (over the 2016 baseline of 27%) in the percentage of eligible migratory students (grades K-12/OSY) receiving MEP services.	No	1% increase in the percentage of migratory students served
<b>MPO 4B:</b> By the end of 2017-18, at least 90% of staff participating in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer as reported in a survey.	Yes	99% of MEP staff responding reported increased understanding
<b>MPO 4C:</b> By the end of the 2018 summer migrant program, 90% of family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.	Yes	100% of family members responding reported increased knowledge

Other key findings/trends revealed in the 2017-18 evaluation follow.

- ✚ Inter/intrastate coordination resulted in enhanced services to migratory 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.
- ✚ Local projects completed the Fidelity of Strategy Implementation (FSI) tool to determine the level of implementation of each of the strategies in the Minnesota MEP SDP. Thirteen of the 14 strategies (93%) were rated at the “succeeding” or “proficient” level.
- ✚ From 2016-17 to 2017-18, the same percentage of migratory students scored at met or exceeding (M/E) on the MCA Reading assessments, and 8% fewer migratory students scored at M/E on MCA math assessments.
- ✚ 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.

In summary, during the summer of 2018, 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 migratory students and their parents; and community resources and programs helped support migratory 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 2018. These accomplishments were examined based on the MEP goals and objectives as outlined in the Service Delivery Plan (SDP). Services were provided to migratory students at nine summer projects (see below).

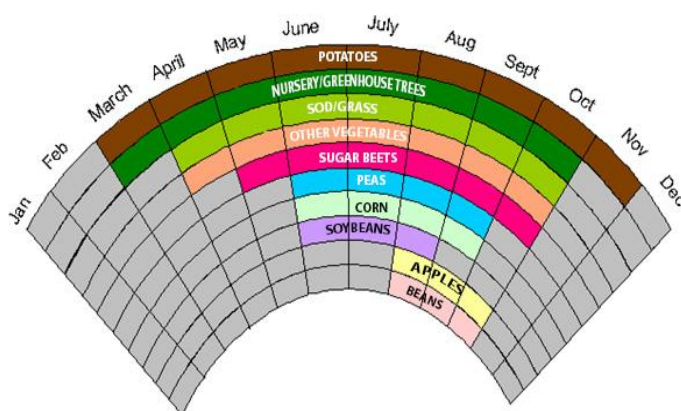
1. Belgrade-Broten-Elrosa (BBE)
2. Bird Island
3. Breckenridge
4. Glencoe-Silver Lake (GSL)
5. Owatonna
6. Rochester
7. Sleepy Eye
8. Waseca
9. Willmar

Projects provided instructional and support services aligned with the Minnesota SDP and the CNA within the four goal areas of reading, mathematics, high school graduation/services to OSY, and support services. 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

Migratory 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 migratory families are employed include sugar beets, peas, corn, soybeans, 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, migratory 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 (STAAR)	Online/Computer-Based Reading and Math Interventions

**INTER/INTRASTATE COORDINATION** - Because migratory 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 migratory children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In 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 Le Center, 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 migratory children; and health services to all eligible migratory students registered with the authorized nurse/nurse practitioner during the summer months.

**SUPPORT SERVICES** - Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support focuses on leveraging existing services during the summer and includes collaboration with other agencies and referrals of migratory 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

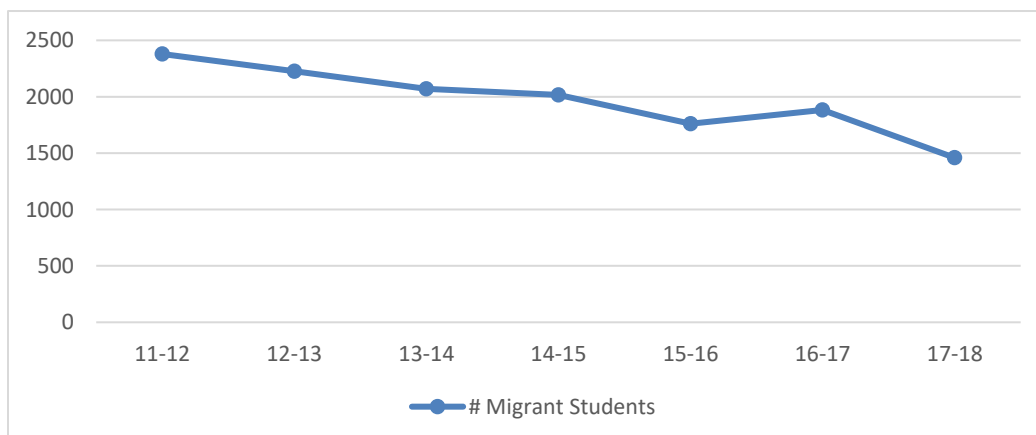
**IDENTIFICATION AND RECRUITMENT** - The Minnesota MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in the State. This includes securing pertinent information to document the basis of a child’s eligibility. Ultimately, it is the State’s responsibility to implement procedures to ensure that migratory children and youth are both identified and determined as eligible for the MEP. Year-round ID&R is managed by TVOC. Minnesota is divided into two recruiting regions. Two ID&R Specialists oversee recruiting conducted by nine recruiters in the regions.

**MIGRATORY STUDENT DEMOGRAPHICS** - Demographic data contained in this section was taken from the 2016-17 CSPR – the most recent data available. Where available, preliminary demographics from 2017-18 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 migratory 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**  
**Eligible Migratory Students by Grade Level and Program Year**

Grade	Number of Eligible Migratory Students						
	11-12	12-13	13-14	14-15	15-16	16-17	17-18
0-2	329	301	275	267	262	279	196
3-5	447	383	357	310	234	329	216
K	154	156	133	125	129	113	82
1	152	166	130	123	112	133	102
2	158	139	142	125	107	115	79
3	140	142	128	156	105	111	81
4	145	128	108	110	111	95	82
5	131	120	115	94	91	96	78
6	109	125	109	110	78	90	74
7	103	91	116	103	79	78	76
8	121	111	94	113	91	78	88
9	107	111	110	97	117	115	85
10	98	68	75	96	77	98	86
11	89	77	86	85	63	83	65
12	54	39	37	35	35	37	42
UG	1	0	3	0	0	1	0
OSY	41	69	52	67	30	32	27
<b>Total</b>	<b>2,379</b>	<b>2,226</b>	<b>2,070</b>	<b>2,016</b>	<b>1,721</b>	<b>1,883</b>	<b>1,459</b>

Source: CSPR Part II School Years 2011-12 through 2016-17 and MIS2000



Migratory 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 migratory 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 Qualifying Arrival Date (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 1,263 eligible students ages 3-21 in 2017-18, 41% were categorized as PFS and 21% were identified as being an English learner (EL). Three percent (3%) of all eligible children/youth ages birth-21 (1,459) were identified as having a disability through the Individuals with Disabilities Education Act (IDEA). In addition, nearly three-fourths of the migratory students (72%) had a QAD occurring within 12 months from the last day of the performance period (8/31/18), with 44% of these students having a QAD during the regular school year (showing that 56% of the students had a QAD during the summer). Children birth to age two and OSY had the highest percentages of QADs in the performance period.

**Exhibit 4: 2017-18 Demographics of Migratory Students by Grade Level**

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months		QAD During Reg Year	
		#	%	#	%	#	%	#	%	#	%**
Birth-2	196	--	--	--	--	0	0%	180	92%	93	52%
Age 3-5	216	23	11%	20	9%	5	2%	154	71%	93	60%
K	82	36	44%	21	26%	4	5%	56	68%	22	39%
1	102	45	44%	32	31%	2	2%	61	60%	30	49%
2	79	41	52%	29	37%	7	9%	41	52%	13	32%
3	81	30	37%	16	20%	2	2%	45	56%	15	33%
4	82	46	56%	24	29%	5	6%	54	66%	24	44%
5	78	42	54%	23	29%	2	3%	52	67%	21	40%
6	74	41	55%	23	31%	4	5%	56	76%	19	34%
7	76	42	55%	20	26%	4	5%	48	63%	20	42%
8	88	40	45%	10	11%	8	9%	71	81%	25	35%
9	85	36	42%	12	14%	1	1%	67	79%	33	49%
10	86	35	41%	15	17%	4	5%	62	72%	22	35%
11	65	23	35%	11	17%	1	2%	51	78%	14	27%
12	42	11	26%	3	7%	1	2%	30	71%	7	23%
OSY	27	27	100%	0	0%	0	0%	25	93%	15	60%
<b>Total</b>	<b>1,459</b>	<b>518</b>	<b>41%*</b>	<b>259</b>	<b>21%*</b>	<b>50</b>	<b>3%</b>	<b>1,053</b>	<b>72%</b>	<b>466</b>	<b>44%</b>

Source: MIS2000

\*Percentage of eligible migratory children/youth ages 3-21 [1,263]

\*\*Percentage of migratory children/youth with a QAD within the past 12 months

### 3. Purpose of the Evaluation

In 1966, Congress included language in the ESEA to help the children of migratory 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 migratory students have the opportunity to meet the same challenging state academic 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 migratory 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 migratory 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:

- ✓ How many migratory students received reading instruction during the summer at each site?
- ✓ How did local projects tailor reading instruction to meet the needs of individual students?
- ✓ How many migratory students received math instruction during the summer at each site?
- ✓ How did local projects tailor math instruction to meet the needs of individual students?
- ✓ What courses did migratory students/OSY complete?
- ✓ What strategies were used to increase migratory secondary student/OSY participation in the MEP?
- ✓ What processes were put in place in order for migratory students/OSY to receive official transcripts in Minnesota?
- ✓ What strategies were used to increase migratory student participation in the MEP?
- ✓ What types of professional development were provided to MEP staff?
- ✓ What types of family activities were provided by local sites during the summer?

- ✓ Were programs implemented as described in the approved project applications? 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?

## EVALUATION QUESTIONS (RESULTS)

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

- ✓ What percentage of migratory students (PFS & non-PFS) in grades K-8 improved their reading scores by 5%?
- ✓ What percentage of summer sites implemented standards-based reading curriculum and effective instructional strategies at the “succeeding” or “exceeding” level?
- ✓ What percentage of migratory students (PFS & non-PFS) in grades K-8 improved their math scores by 5%?
- ✓ What percentage of summer sites implemented standards-based math curriculum and instructional strategies at the “succeeding” or “exceeding” level?
- ✓ What percentage of migratory students in grades 9-12 and OSY (PFS & non-PFS) obtained high school credits?
- ✓ Did the percentage of migratory students in grades 9-12 and OSY (PFS & non-PFS) receiving MEP services increase by 5%?
- ✓ What percentage of migratory students in grades 9-12 and OSY (PFS & non-PFS) earning high school credits receive an official transcript?
- ✓ Did the percentage of migratory students and OSY (PFS & non-PFS) receiving MEP services increase by 2%?
- ✓ What percentage of MEP staff reported increased understanding of inter/intrastate coordination?
- ✓ What percentage of migratory family members reported increased knowledge?

# 4. Evaluation Methodology

The Minnesota MEP evaluation is part of the State MEP Continuous Improvement Cycle (Office of Migrant Education, 2018), 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 migratory student *participation*; the perceived *attitudes* of staff, parents, and student stakeholders regarding improvement, achievement, and other outcomes; and the *accomplishments* of the Minnesota MEP.



State MEP Continuous Improvement Cycle (Office of Migrant Education, 2018)

META Associates 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 migratory 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, and graduation; and the 10 MEP Measurable Program Outcomes (MPOs) listed on the following page.

## Reading

**MPO 1A:** By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based reading curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.

**MPO 1B:** By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.

## Mathematics

**MPO 2A:** By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.

**MPO 2B:** By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.

## High School Graduation and Services to OSY

**MPO 3A:** By the end of the 2018 summer migrant program, 70% of migratory secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.

**MPO 3B:** By the end of the 2018 summer migrant program, there will be a 5% increase (over the 2016 baseline of 21%) in the percentage of migratory OSY and secondary students in grades 9-12 receiving MEP services.

**MPO 3C:** By the end of the 2018 summer migrant program, 100% of secondary migratory students in grades 9-12 and OSY who earned high school credit will receive an official transcript documenting credit(s) earned.

## Support Services

**MPO 4A:** By the end of the 2018 summer migrant program, there will be a 2% increase (over the 2016 baseline of 27%) in the percentage of eligible migratory students (grades K-12/OSY) receiving MEP services.

**MPO 4B:** By the end of 2017-18, at least 90% of staff participating in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer as reported in a survey.

**MPO 4C:** By the end of the 2018 summer migrant program, 90% of family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.

# 5. Implementation Evaluation Results

## STUDENT SERVICES

Exhibit 5 shows that 399 migratory students (27% of all eligible migratory students) were served during the summer of 2018 (all students served during the performance period), 65% of which were PFS students (50% of all PFS students). Ninety-four percent (94%) of migratory students served (26% of all eligible migratory students) received instructional services during the performance period. Of those receiving instruction, 91% received reading instruction, 92% received math instruction, and 44% of secondary migratory students in grades 8-12 and OSY received services leading toward secondary credit accrual.

**Exhibit 5**  
**Migratory Students Served/Receiving Instructional Services during 2017-18**

Grade	All Migratory Students			PFS			Received Instructional Services							
	Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual	
		#	%		#	%	#	%*	#	%**	#	%**	#	%**
Birth-2	196	0	0%	--	--	--	0	0%	0	0%	0	0%		
Age 3-5	216	4	2%	23	2	9%	4	100%	4	100%	4	100%		
K	82	29	35%	36	20	56%	29	100%	29	100%	29	100%		
1	102	50	49%	45	29	64%	49	98%	49	100%	49	100%		
2	79	31	39%	41	21	51%	31	100%	31	100%	31	100%		
3	81	36	44%	30	18	60%	36	100%	36	100%	36	100%		
4	82	48	59%	46	32	70%	48	100%	48	100%	48	100%		
5	78	30	38%	42	23	55%	30	100%	26	87%	30	100%		
6	74	32	43%	41	24	59%	32	100%	29	91%	32	100%		
7	76	28	37%	42	23	55%	28	100%	26	93%	27	96%		
8	88	38	43%	40	24	60%	36	95%	29	81%	26	72%		
9	85	26	31%	36	16	44%	20	77%	16	80%	13	65%	10	50%
10	86	26	30%	35	15	43%	19	73%	14	74%	13	68%	8	42%
11	65	10	15%	23	5	22%	8	80%	4	50%	3	38%	4	50%
12	42	4	10%	11	2	18%	3	75%	1	33%	2	67%	1	33%
OSY	27	7	26%	27	6	22%	2	29%	0	0%	1	50%	0	0%
<b>Total</b>	<b>1,459</b>	<b>399</b>	<b>27%</b>	<b>518</b>	<b>260</b>	<b>50%</b>	<b>375</b>	<b>94%</b>	<b>342</b>	<b>91%</b>	<b>344</b>	<b>92%</b>	<b>23</b>	<b>44%</b>

Source: MIS2000

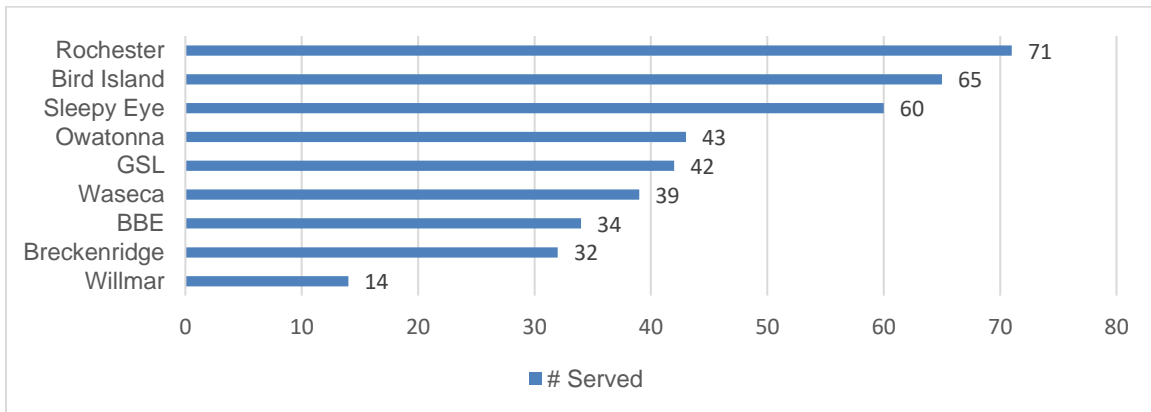
\*Percentage of students served during the summer

\*\*Percentage of students receiving instructional services

Exhibit 6 shows that 399 migratory students in grades K-12 and OSY were served during the summer of 2018. Rochester served the largest number of students, followed by Bird Island, Sleepy Eye, Owatonna, GSL, Waseca, BBE, Breckenridge, and Willmar.



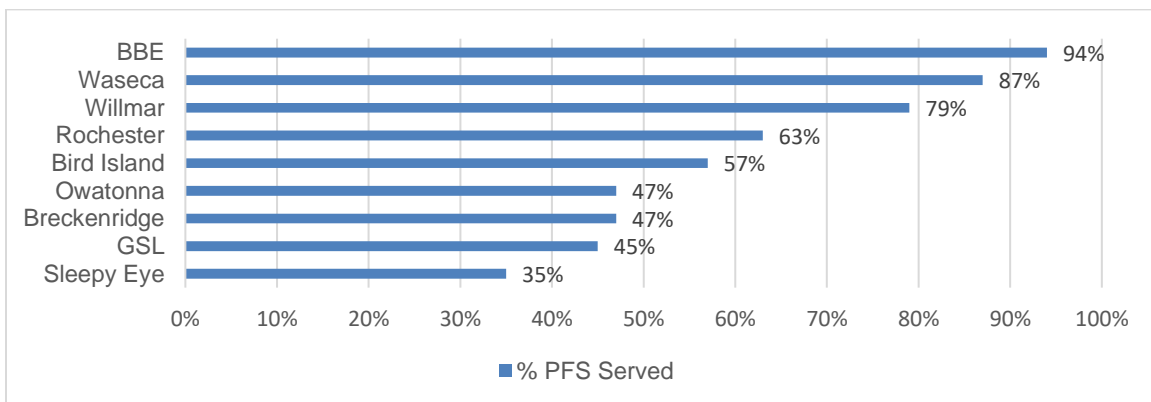
**Exhibit 6  
Migratory Students/Youth Served during the Summer of 2018**



Source: 2018 Summer Program Services Reports

Exhibit 7 shows that 233 (58%) of the 399 migratory students served were categorized as PFS. BBE served the largest percentage of PFS students (94%), followed by Waseca (87%), and Willmar (79%).

**Exhibit 7  
Migratory Students/Youth Served that were PFS during the Summer of 2018**



Source: 2018 Summer Program Services Reports

Exhibit 8 shows the number of migratory students served during the summer of 2018 by grade level. Fifty-nine percent (59%) of the students served were elementary level (K-5), 24% were middle school level (6-8), 15% were high school age (9-12), and 1% were OSY.

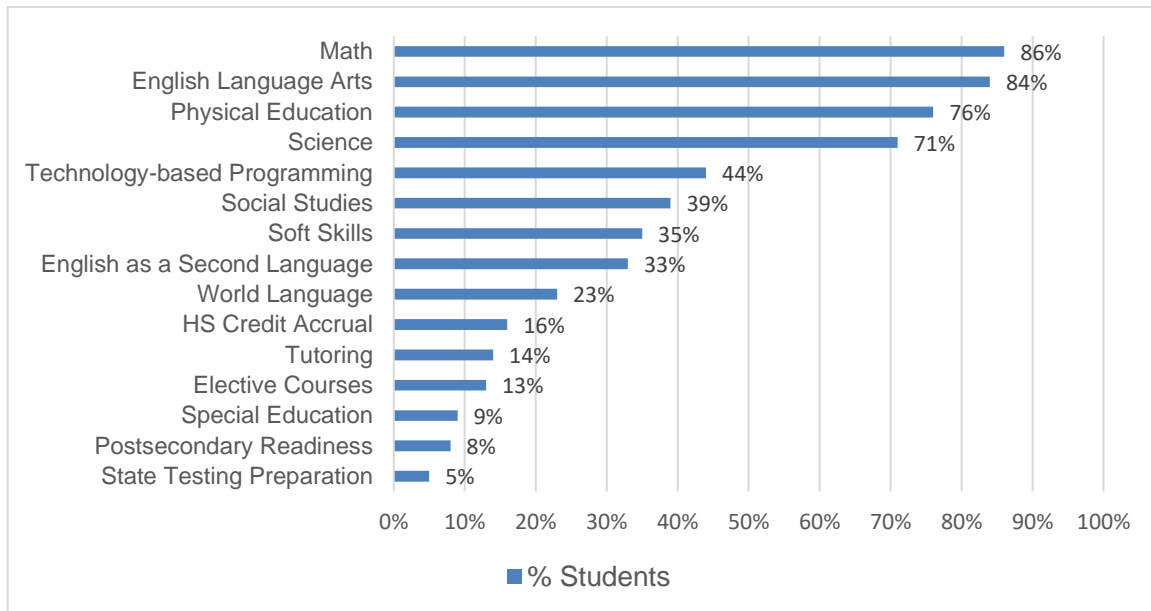
**Exhibit 8  
Migratory Students/Youth Served during the Summer of 2018, by Grade**

K	1	2	3	4	5	6	7	8	9	10	11	12	OSY	Total
44	49	29	42	39	33	32	30	36	28	22	9	1	5	399

Source: 2018 Summer Program Services Reports

Exhibit 9 shows that 97% of the 399 students/youth that received services during the summer of 2018 received instructional services in the different content areas as shown in the chart below. The largest percentage of students received math instruction, followed by ELA, PE, and science instruction.

### Exhibit 9 - Migratory Students/Youth Receiving Instructional Services during the Summer of 2018



Source: 2018 Summer Program Services Reports

### SUPPORT SERVICES

Exhibit 10 shows the MEP students receiving support services during the summer of 2018, 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. All but 22 migratory students served during the summer of 2018 (94%) received support services (26% of all eligible migratory students).

### Exhibit 10 - Migratory Students Receiving Support Services during 2017-18

Grade	# Eligible	# Served	Received Support Services		Breakout of Counseling Services	
			N	%*	N	%**
Birth-2	196	0	--	--	--	--
Age 3-5	216	4	4	100%	2	50%
K	82	29	29	100%	4	14%
1	102	50	50	100%	4	8%
2	79	31	31	100%	1	3%
3	81	36	36	100%	2	6%
4	82	48	48	100%	4	8%
5	78	30	30	100%	2	7%
6	74	32	32	100%	4	13%
7	76	28	28	100%	6	21%
8	88	38	36	95%	6	17%
9	85	26	20	77%	6	30%
10	86	26	23	88%	5	22%
11	65	10	6	60%	2	33%
12	42	4	3	75%	1	33%
OSY	27	7	1	14%	0	0%
<b>Total</b>	<b>1,459</b>	<b>399</b>	<b>377</b>	<b>94%</b>	<b>49</b>	<b>13%</b>

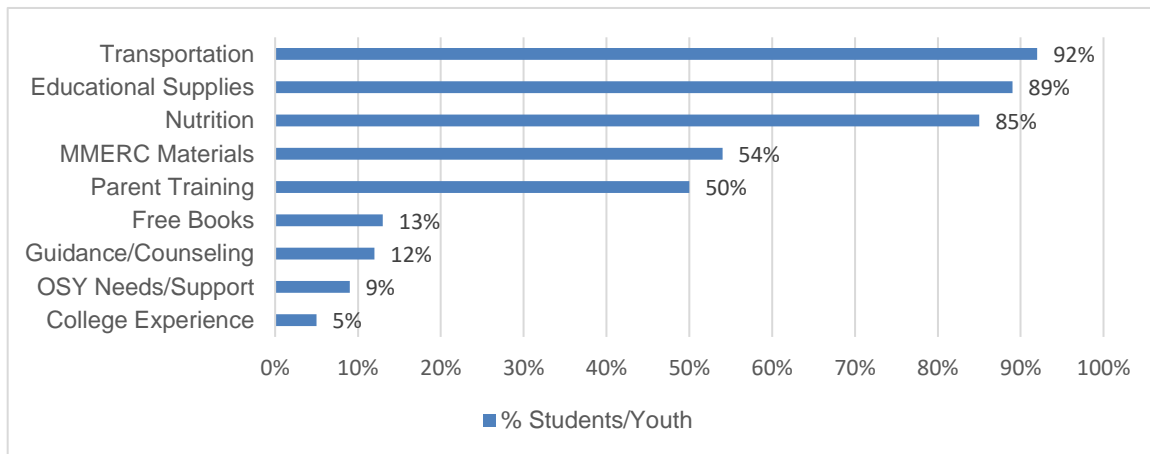
Source: MIS2000

\*Percentage of students served

\*\*Percentage of students receiving support services

Exhibit 11 shows that 99% of the 399 migratory students served received support services including transportation (92%), educational supplies (89%), nutrition (85%), access to MMERC materials (54%), parents provided training on helping their children with school (50%), free books (13%), counseling (12%), OSY needs/support (9%), and the Mankato College Experience (5%).

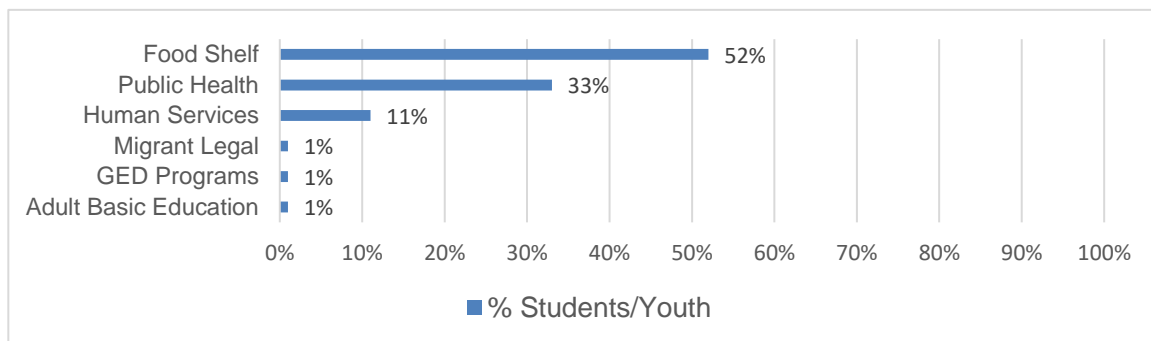
**Exhibit 11**  
**Migratory Students/Youth Receiving Support Services during the Summer of 2018**



Source: 2018 Summer Program Services Reports

Exhibit 12 shows that 52% of the migratory students served received referrals to food banks, 33% received referrals to public health agencies, 11% to human services, and 1% to GED programs, Migrant Legal services, and Adult Basic Education programs.

**Exhibit 12**  
**Migratory Students/Youth Receiving Referrals during the Summer of 2018**



Source: 2018 Summer Program Services Reports

The Minnesota MEP partnered with TVOC to ensure that migratory students received health and dental services during the summer months. All eligible migratory 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 2018. Forty-five percent (45%) of the 621 migratory students and youth receiving support services during the summer registered with TVOC. Eighty-seven percent (87%) of the 278 migratory students and youth registered with TVOC received physical exams, 63% had dental screenings, and 91% had vision and hearing screenings.

**Exhibit 13  
Summer 2018 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	15	12	15	14	14	14	14	14	14
Bird Island	44	43	37	44	44	44	44	44	44
Breckenridge	25	24	20	25	25	23	25	25	25
Glencoe-Silver Lake	42	42	39	42	42	42	42	42	42
Owatonna	36	28	18	33	33	33	36	28	28
Rochester	30	27	8	27	28	28	30	28	28
Sleepy Eye	48	36	24	39	40	40	48	40	40
Waseca	31	23	15	22	22	22	32	23	23
Willmar	7	6	0	6	6	6	7	6	6
<b>Total</b>	<b>278</b>	<b>241</b>	<b>176</b>	<b>252</b>	<b>254</b>	<b>252</b>	<b>278</b>	<b>250</b>	<b>250</b>
<b>Percentage</b>	<b>45%*</b>	<b>87%</b>	<b>63%</b>	<b>91%</b>	<b>91%</b>	<b>91%</b>	<b>100%</b>	<b>90%</b>	<b>90%</b>

*\*Percentage of all 621 migratory students receiving support 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 27 parent activities held during the summer of 2018 in which 167 parents attended (duplicated count). Activities included reading and math nights, summer open houses, RIF book distributions, parent meetings, and family events. An average of six parents participated in each activity.

**Exhibit 14  
Minnesota MEP Parent Meetings/Events during the Summer of 2018**

Date	Location	Topic/Title	# Parents Attending
5/30/18	Waseca	Registration	3
6/7/18	Willmar	Open House/Parent Education Night: Importance of Helping Children Study/Stay Organized	4
6/13/18	Waseca	Registration	1
6/13/18	BBE	Summer Calendar, Drug Card, Attendance Incentives	7
6/18/18	Breckenridge	Project Overview – STEM Activity	8
6/18/18	Sleepy Eye	Parent Nutrition Program (SNAP-ED)	3
6/20/18	Willmar	Reading Night	4
6/21/18	Bird Island	Summer School Dates and Times	1
6/22/18	Rochester	Picnic/conversations: Meet staff, discuss concerns	6
6/27/18	Waseca	Luncheon	1
6/27/18	Willmar	Math Night	6
6/29/18	Rochester	Picnic/conversations: Weekly outcomes, parent/student game, TVOC nurse	4
7/3/18	Rochester	Formal Dinner and Presentations: Student Dance, Consulate, Exchange Teacher & Former Migrant Student Presentation	10
7/6/18	Rochester	Picnic/conversations: Weekly outcomes, parent/student game, TVOC	3
7/6/18	Sleepy Eye	Student Track and Field Day; Nutrition/Fitness	13
7/7/18	Breckenridge	Mad Scientist Presentation	2
7/9/18	Breckenridge	Climbing Wall, Family Picnic, Field Trip	9
7/9/18	Bird Island	Math and Reading Help at Home	14

Date	Location	Topic/Title	# Parents Attending
7/9/18	GSL	I Love to Read Family Day	3
7/11/18	BBE	Family Literacy Night and Reader's Theater	12
7/11/18	Rochester	Formal Dinner and Presentations: Student Dance, Consulate, Exchange Teacher & Former Migrant Student Presentation	8
7/17/18	Waseca	Corn Pack Training w/ Bird's Eye	6
7/18/18	Waseca	Cookout and Registration	20
7/20/18	Rochester	Final Picnic: Donations of Food, Clothing, Small Appliances from Salvation Army, food shelf, and others	6
7/20/18	Sleepy Eye	Family Literacy Day & End-of-School Activities	2
8/2/18	Sleepy Eye	Parent Chaperone to Science Museum	1
8/2/18	Waseca	Fall 2018 Enrollment Cookout	10
<b>Total</b>			<b>167</b>

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

- ✓ *We provided diner to all families. Played math games with dominoes, dice, and cards. Each student got their own set of all materials so they can continue to play at home.*
- ✓ *Family cooked a meal together after an educational presentation.*
- ✓ *Parents attended a student dance, played Lotería, listened to a presentation from the Mexican Consulate, heard a presentation from the Mexican Exchange Teacher on maintaining linguistic and cultural heritage, and heard from a former migratory student who shared strategies for parents to show involvement in their child's academics.*
- ✓ *Parents were invited to attend a Mad Scientist Presentation by Dr. Graeme Wylie from Concordia. They participated in science experiments and demonstrations with their children.*

## PROFESSIONAL DEVELOPMENT

All MEP staff participate in professional learning opportunities, allowing them to more effectively and efficiently serve migratory 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 34 professional development activities provided to MEP staff during 2017-18 as well as the number of staff participating in each training. An average of 16 MEP staff participated in each training.

**Exhibit 15**  
**Professional Development Provided to MEP Staff during 2017-18**

Date	Location	Title/Topic	# Staff
10/27-28/17	Minneapolis	MNTESOL Conference	18
10/27/17	Minneapolis	Minnesota MEP Fall Coordinators' Meeting	18
2/27/18	AVAE, Apple Valley	ID&R Specialist – Management and Recruitment	5
2/28/18	AVAE, Apple Valley	ID&R Specialist – Management and Recruitment	5
3/12/18	AVAE, Apple Valley	Recruiter Training – ID&R	8
3/13/18	MDE, Roseville	ID&R Training/School District Collaboration	26
3/19/18	St. Cloud	Eligibility	16
6/2/18	Bird Island	Migrant Lifestyle	12
6/4/18	Sartell	ID&R	13
6/5/18	Sartell (All Sites)	Minnesota MEP Summer 2018 Kick-off Training	45
6/7/18	Breckenridge	Program Review, PFS, Project-based Learning, STEM	7
6/7/18	BBE	Summer Administrator Team Meeting – Planning	4
6/7/18	Bird Island	Testing	6
6/7/18	Sleepy Eye	Staff Meeting: Sharing information and Insight	20
6/8/18	Bird Island	Student Grouping/Academic Needs	6

Date	Location	Title/Topic	# Staff
6/11/18	BBE	BBE Summer School Inservice for Staff	13
6/12/18	GSL	Glencoe Summer Kick-off Training	8
6/13/18	Rochester	Odyssey and A+ District Online Curriculum	5
6/14/18	Rochester	Summer Start: Program Overview, MEP/PFS, Migrant Lifestyle	19
6/14/18	BBE	RTI Meeting and Staff Meeting	7
6/20/18	Rochester	Staff Meeting: Check In, Migrant Lifestyle	11
6/21/18	BBE	RTI Meeting and Staff Meeting	7
6/22/18	Bird Island	EL – Word Walls, Visuals, Strategies	6
6/27/18	Rochester	Staff Meeting: Check In and Planning, Migrant Lifestyle	12
6/28/18	BBE	RTI Meeting and Staff Meeting	7
6/29/18	Bird Island	Special Education Individual Needs	6
7/5/18	BBE	RTI Meeting and Staff Meeting	7
7/8-9/18	Online	MDE Online Conference	3
7/12/18	BBE	RTI Meeting and Staff Meeting	7
8/7/18	Minneapolis	Minnesota MEP Summer 2018 Debrief	19
3/18-9/18	Skype	Eligibility training for TVOC and District Staff	84
3/18-9/18	Skype	MIS2000 Training	38
3/18-9/18	Skype	MSIX Training	24
3/18-9/18	Skype	Eligibility, scenarios, ID&R and COE practice (weekly)	46
			<b>538</b>

MDE provided two statewide training events during 2017-18 including the MEP Summer Program Kick-off Training in June 2018 and the Summer Debrief in August 2018. The June 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; and secondary staff training. At the Summer Debrief, Migrant Coordinators' and staff reviewed the previous summer's demographics and each shared information/highlights of their summer program.

## STRATEGY IMPLEMENTATION

During the summer of 2018, 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 A.

Exhibit 16 shows the mean ratings assigned by MEP staff in the local projects for the level of implementation of each of the 14 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 13 of the 14 strategies (93%). Two strategies (Strategy 3.2 and 4.1) were rated highest with a mean rating of 3.4 (out of 4.0) indicating that the projects were most effective at providing advocacy and outreach to migratory families to facilitate student enrollment in local or home-base districts during the regular school year and placement in credit-bearing courses transferrable to home-base districts; and providing students with supplemental resources, supplies, and services to minimize educational interruptions and improve academic skills.

Strategy 3.3 was rated just below the proficient level (mean rating of 2.8) indicating that projects didn't feel as strongly about their effectiveness in providing effective instruction that addresses English language development standards to secondary-age migratory ELs.

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

Strategies	2018 Rating
<b>Reading</b>	
<b>Strategy 1.1:</b> Identify areas where students have learning gaps and provide standards-based curriculum and effective reading instruction to meet individual student needs.	3.3
<b>Strategy 1.2:</b> Provide effective instruction that addresses English language development standards.	3.2
<b>Strategy 1.3:</b> Provide technology-based and innovative learning opportunities to reduce reading skill gaps and promote engagement in reading.	3.2
<b>Mathematics</b>	
<b>Strategy 2.1:</b> Identify areas where students have learning gaps and provide standards-based curriculum and effective math instruction to meet individual student needs.	3.3
<b>Strategy 2.2:</b> Provide effective math instruction using language-rich, math-rich, and real-world applications of concepts to increase engagement in math.	3.1
<b>Strategy 2.3:</b> Provide technology-based and innovative learning opportunities to reduce math skill gaps and promote engagement in math.	3.1
<b>Graduation and Services to OSY</b>	
<b>Strategy 3.1a:</b> Gather information from home-base districts, interstate coordination agencies (e.g., TMIP), and MSIX to provide effective, needs-based instruction to migratory secondary students and OSY (e.g., coursework leading toward high school credits, state assessments, and other secondary and postsecondary/career readiness opportunities).	3.0
<b>Strategy 3.1b:</b> Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services.	3.1
<b>Strategy 3.2:</b> Provide advocacy and outreach to migratory families to facilitate student enrollment in local or home-base districts during the regular school year, and placement in credit-bearing courses transferrable to home-base districts.	3.4
<b>Strategy 3.3:</b> Provide effective instruction that addresses English language development standards to secondary-age migratory ELs.	2.8
<b>Strategy 3.4:</b> Develop a plan to coordinate among local schools, state agencies, and home-base districts to issue transcripts for timely transfer of records, including records for special education students.	3.1
<b>Support Services</b>	
<b>Strategy 4.1:</b> Provide migratory students with supplemental resources, supplies, and services to minimize educational interruptions and improve academic skills and achievement (e.g., summer programming, innovative options/resources that support learning, family literacy, health/dental, transportation, translation, counseling, liaisons, EL, college and career exploration).	3.4
<b>Strategy 4.2:</b> Develop processes and procedures for conducting inter/intrastate coordination activities to streamline data transfer; identify the unique needs of migratory children; and learn about graduation requirements, curriculum, and assessments (e.g., facilitate timely move notifications, educate district staff on migratory student needs, MSIX, and Summer Program Services Report (SPSR); make personal contact through phone calls and emails; intentionally market the MEP to businesses, worksites/ employers, schools, and parents; and increase MEP presentations/presence).	3.1
<b>Strategy 4.3:</b> Provide the opportunity for families to participate in two activities with content designed to help them support their children's learning.	3.2

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		
<b>Strategy 1.1</b>		
<ul style="list-style-type: none"> <li>▪ Action 100 framework</li> <li>▪ Classroom schedules</li> <li>▪ Enrollment records</li> <li>▪ FAST assessment data</li> <li>▪ Field trips</li> <li>▪ Gradual release structure in the classroom</li> <li>▪ Guided reading</li> <li>▪ Individual lesson plans based on pretest results</li> <li>▪ Individualized reading plans</li> <li>▪ Instructional planning reports from reading assessments</li> <li>▪ Intervention period for each student according to reading level</li> <li>▪ Leveled reading instruction</li> <li>▪ Leveled reading library</li> <li>▪ Literacy instructional coach</li> <li>▪ Locally-created reading curriculum matched to standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Migrant Literacy NET Success Plans</li> <li>▪ Minnesota standards</li> <li>▪ MMERC instructional materials</li> <li>▪ MobyMax</li> <li>▪ Pre/post reading results</li> <li>▪ Progress monitoring records</li> <li>▪ Progress sheets</li> <li>▪ Pull-out instructional classes with resource teacher</li> <li>▪ Raz-Kids</li> <li>▪ Read alouds</li> <li>▪ Read Live</li> <li>▪ Reader's Theater</li> <li>▪ Reading A to Z curriculum overview</li> <li>▪ Reading benchmarks</li> <li>▪ Reading Buddies</li> <li>▪ Reading curriculum documents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading instructional materials/resources</li> <li>▪ Reading nights/parent activities</li> <li>▪ Reading response journals</li> <li>▪ RIF books</li> <li>▪ School library schedule</li> <li>▪ Spelling Mastery</li> <li>▪ STAR Reading</li> <li>▪ Starfall leveled reading system</li> <li>▪ Student records showing needs/strengths</li> <li>▪ Student theater performances</li> <li>▪ Student work</li> <li>▪ Supplemental reading materials aligned with State requirements</li> <li>▪ Think-Pair-Share strategies</li> <li>▪ Toe by Toe multi-sensory reading resource</li> <li>▪ Weekly reading fluency checks</li> <li>▪ Wordly Wise</li> </ul>
<b>Strategy 1.2</b>		
<ul style="list-style-type: none"> <li>▪ Academic vocabulary</li> <li>▪ Adaptive learning programs</li> <li>▪ Bilingual staff</li> <li>▪ Book studies</li> <li>▪ Classroom schedules</li> <li>▪ Classroom/school libraries</li> <li>▪ Collaboration w/EL teachers</li> <li>▪ Collaboration with school-based programs</li> <li>▪ Cooking Matters</li> <li>▪ Daily EL instruction</li> <li>▪ Daily journal writing</li> <li>▪ Daily writing prompts</li> <li>▪ EL certified teacher</li> <li>▪ EL curriculum</li> <li>▪ EL participation records in reading services</li> <li>▪ EL resources</li> <li>▪ EL training for staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ FAST Reading</li> <li>▪ Field trips</li> <li>▪ Guided and independent problem solving</li> <li>▪ Independent reading time</li> <li>▪ iPads</li> <li>▪ Leveled libraries</li> <li>▪ Licensed EL teachers</li> <li>▪ Math curriculum materials and resources</li> <li>▪ Math games and apps</li> <li>▪ MMERC instructional materials</li> <li>▪ Needs-based math instruction</li> <li>▪ Online translation websites</li> <li>▪ Parent liaison contact log</li> <li>▪ Parent liaisons</li> <li>▪ Parent reading nights/activities</li> <li>▪ Pre/post reading results</li> <li>▪ Progress monitoring records</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pull-out/push-in time with EL teacher</li> <li>▪ Raz-Kids</li> <li>▪ Reading A-Z</li> <li>▪ Reading intervention with EL teacher</li> <li>▪ Reading night with parents</li> <li>▪ Reading services provided to ELs</li> <li>▪ Review of reading resources for ELs</li> <li>▪ RIF books</li> <li>▪ SIOP</li> <li>▪ Spelling Mastery</li> <li>▪ Student pre/post-test results</li> <li>▪ Translation of materials</li> <li>▪ Weekly "perfect paragraph"</li> <li>▪ WIDA strategies</li> <li>▪ Wordly Wise</li> </ul>
<b>Strategy 1.3</b>		
<ul style="list-style-type: none"> <li>▪ Accelerated Reader</li> <li>▪ Book studies</li> <li>▪ Computer-based reading interventions</li> <li>▪ Daily computer lab time</li> <li>▪ FAST Reading</li> <li>▪ Forensic Science Kit for vocabulary development</li> <li>▪ iPad apps and games</li> <li>▪ IXL Language Arts</li> <li>▪ Journal pages on Legos</li> <li>▪ Legos/Lego Robotics</li> <li>▪ Lexia</li> </ul>	<ul style="list-style-type: none"> <li>▪ Migrant Literacy NET website/ Success Plans</li> <li>▪ MMERC instructional materials</li> <li>▪ MMERC Legos/Lego Robotics</li> <li>▪ MobyMax</li> <li>▪ Older students read to younger students</li> <li>▪ PBS.org</li> <li>▪ Raz-Kids</li> <li>▪ Read Naturally</li> <li>▪ Reading A-Z</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading/summarizing news articles</li> <li>▪ STAR Reading</li> <li>▪ STARFALL</li> <li>▪ STEM story generator</li> <li>▪ Stride Academy</li> <li>▪ Student Center Activities (FCRR)</li> <li>▪ Student enrollment records</li> <li>▪ Student participation records</li> <li>▪ Study Island</li> <li>▪ TumbleBooks digital books</li> </ul>



Evidence Cited for Strategies on FSIs		
<ul style="list-style-type: none"> <li>▪ Reading Eggs</li> </ul>		<ul style="list-style-type: none"> <li>▪ Weekly news report uploaded to YouTube</li> </ul>
<b>Strategy 2.1</b>		
<ul style="list-style-type: none"> <li>▪ Academic vocabulary</li> <li>▪ Accelerated Math</li> <li>▪ AIMS</li> <li>▪ AVMR</li> <li>▪ Classroom schedules</li> <li>▪ Collaboration with EL teachers</li> <li>▪ Collaboration with math instructional coach</li> <li>▪ Cooking Matters</li> <li>▪ Daily schedules</li> <li>▪ Dreambox</li> <li>▪ enVisionMATH</li> <li>▪ Everyday Math</li> <li>▪ HS credit accrual in math</li> <li>▪ Independent problem solving</li> <li>▪ Individualized math plans</li> <li>▪ Instructional planning reports from math assessments</li> <li>▪ iPad games/apps</li> </ul>	<ul style="list-style-type: none"> <li>▪ IXL Math</li> <li>▪ Local district materials</li> <li>▪ Math curriculum documents</li> <li>▪ Math Facts in a Flash</li> <li>▪ Math game night with families</li> <li>▪ Math games</li> <li>▪ Math instruction/State alignment chart</li> <li>▪ Math instructional coach</li> <li>▪ Math instructional materials and resources</li> <li>▪ Math interventions</li> <li>▪ Math nights/parent activities</li> <li>▪ Minnesota standards</li> <li>▪ MMERC instructional materials</li> <li>▪ MMERC Legos/Lego Robotics and Forensics Science Kit</li> <li>▪ MobyMax</li> <li>▪ Needs-based math instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Objective List Report aligning skills to Common Core and MN Standards</li> <li>▪ Pre/post math results</li> <li>▪ Progress monitoring records/sheets</li> <li>▪ Reflex Math</li> <li>▪ Scaffolding instructional practices</li> <li>▪ STAR Math</li> <li>▪ STEM activities</li> <li>▪ Student records showing identified needs/ strengths</li> <li>▪ Student work</li> <li>▪ Summer Success Math</li> <li>▪ Supplemental math materials aligned with State requirements</li> <li>▪ Xtramath.org</li> </ul>
<b>Strategy 2.2</b>		
<ul style="list-style-type: none"> <li>▪ Academic vocabulary</li> <li>▪ AVMR</li> <li>▪ Classroom schedules</li> <li>▪ Collaboration with EL teachers</li> <li>▪ Collaboration with math instructional coach</li> <li>▪ Cooking Matters</li> <li>▪ Daily schedules</li> <li>▪ Dreambox</li> <li>▪ enVisionMATH</li> <li>▪ Everyday Math</li> <li>▪ HS credit accrual in math</li> <li>▪ Independent problem solving</li> <li>▪ Individualized math plans</li> <li>▪ Instructional planning reports from math assessments</li> <li>▪ iPad games/apps</li> <li>▪ IXL Math</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local district materials</li> <li>▪ Math curriculum documents</li> <li>▪ Math Facts in a Flash</li> <li>▪ Math game night with families</li> <li>▪ Math games</li> <li>▪ Math instruction/State alignment chart</li> <li>▪ Math instructional coach</li> <li>▪ Math instructional materials and resources</li> <li>▪ Math interventions</li> <li>▪ Math nights/parent activities</li> <li>▪ Minnesota standards</li> <li>▪ MMERC instructional materials</li> <li>▪ MMERC Legos/Lego Robotics and Forensics Science Kit</li> <li>▪ MobyMax</li> <li>▪ Needs-based math instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Objective List Report aligning skills to Common Core and MN Standards</li> <li>▪ Odysseyware math courses</li> <li>▪ Pre/post math results</li> <li>▪ Progress monitoring records/sheets</li> <li>▪ Scaffolding instructional practices</li> <li>▪ STAR Math</li> <li>▪ STEM activities</li> <li>▪ Student records showing identified needs/ strengths</li> <li>▪ Student work</li> <li>▪ Summer Success Math</li> <li>▪ Supplemental math materials aligned with State requirements</li> <li>▪ Xtramath.org</li> </ul>
<b>Strategy 2.3</b>		
<ul style="list-style-type: none"> <li>▪ Computer lab schedule</li> <li>▪ Daily schedules</li> <li>▪ Descriptions of online math programs</li> <li>▪ District Algebra I coursework</li> <li>▪ Dreambox</li> <li>▪ Enrollment records</li> <li>▪ enVisionMATH</li> <li>▪ FAST assessments</li> <li>▪ Front Row Math</li> </ul>	<ul style="list-style-type: none"> <li>▪ iPad online games/apps</li> <li>▪ IXL</li> <li>▪ Math Facts in a Flash</li> <li>▪ MMERC Legos/Lego Robotics</li> <li>▪ MobyMax</li> <li>▪ Online pre/post-testing</li> <li>▪ PBS.org</li> <li>▪ Reflex Math</li> <li>▪ Review of online math resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR Math</li> <li>▪ Stride Academy</li> <li>▪ Student diagnostic reports</li> <li>▪ Student enrollment records</li> <li>▪ Student participation records</li> <li>▪ Study Island</li> <li>▪ Sum Dog Math</li> <li>▪ Xtramath.org</li> </ul>
<b>Strategy 3.1a</b>		
<ul style="list-style-type: none"> <li>▪ Academic review with student discussion</li> <li>▪ Attendance records</li> <li>▪ Calendar of career exploration field trips, speakers, and classroom activities</li> <li>▪ Career exploration</li> <li>▪ Class lists</li> <li>▪ College visits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Credit accrual and recovery</li> <li>▪ Daily/weekly schedules</li> <li>▪ Description of resources provided</li> <li>▪ Description of services provided</li> <li>▪ Documentation of instructional services</li> <li>▪ Graduation conversations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Odysseyware for online credit accrual</li> <li>▪ Online learning opportunities</li> <li>▪ Parent meetings</li> <li>▪ Postsecondary/career conversations with social worker</li> <li>▪ Progress reports</li> <li>▪ STAAR test preparation and administration</li> </ul>

Evidence Cited for Strategies on FSIs		
<ul style="list-style-type: none"> <li>▪ College Weekend in Mankato</li> <li>▪ Communication with TMIP</li> <li>▪ Continuous Learning Plans</li> <li>▪ Correspondence with home base counselor</li> <li>▪ Counselor visits</li> <li>▪ Coursework (e.g., district, online, paper/pencil)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hands-on science activities to integrate coursework, vocabulary, and lab skills</li> <li>▪ Individualized learning/graduation plans</li> <li>▪ Interviews with OSY</li> <li>▪ Migrant College Weekend in Mankato</li> <li>▪ MSIX records</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student participation records</li> <li>▪ Student progress reporting</li> <li>▪ Student records showing identified needs and strengths</li> <li>▪ Student report cards</li> <li>▪ Summer program summary of student work</li> <li>▪ Transcripts</li> </ul>
<b>Strategy 3.1b</b>		
<ul style="list-style-type: none"> <li>▪ COEs</li> <li>▪ Coursework submitted/summarized</li> <li>▪ Description of services provided</li> <li>▪ Descriptions of opportunities to engage OSY</li> <li>▪ GOSOSY documents</li> <li>▪ Individual contact logs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual learning plans</li> <li>▪ Instructional materials utilized</li> <li>▪ OSY/NESO Profile</li> <li>▪ Participation records</li> <li>▪ Phone calls</li> <li>▪ Record of referred services</li> <li>▪ Referrals to counselors</li> <li>▪ STAAR testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mileage reimbursement</li> <li>▪ Student participation records</li> <li>▪ Student records showing identified needs and strengths</li> <li>▪ Student/staff advisement</li> <li>▪ Student/staff advisement</li> <li>▪ Transcripts</li> </ul>
<b>Strategy 3.2</b>		
<ul style="list-style-type: none"> <li>▪ Coordination with home base district</li> <li>▪ Coordination with local school district</li> <li>▪ Coordination with TMIP (verbal and written)</li> <li>▪ District website</li> <li>▪ Documentation of coordination with home base district staff and counselors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emails</li> <li>▪ Emails/phone calls with home base counselor or district summer migrant counselor</li> <li>▪ MDE Summer Kick-off Training</li> <li>▪ Migrant Liaison contact logs</li> <li>▪ MMERC Secondary Handbook</li> <li>▪ MMERC spreadsheet listing student course recommendations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MSIX repository</li> <li>▪ Student Needs Assessment forms</li> <li>▪ Student records</li> <li>▪ TMIP correspondence and referral lists</li> <li>▪ TMIP training for STAAR testing</li> </ul>
<b>Strategy 3.3</b>		
<ul style="list-style-type: none"> <li>▪ Attendance records</li> <li>▪ Coaching</li> <li>▪ College visits</li> <li>▪ Communication in home language</li> <li>▪ Continuous learning plans</li> <li>▪ Documentation of services provided</li> <li>▪ Documentation on enrollment and participation</li> <li>▪ EL materials</li> <li>▪ EL schedule</li> <li>▪ EL services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Field trips and speakers</li> <li>▪ Graduation plans</li> <li>▪ Hands-on science activities to support vocabulary development</li> <li>▪ Individual student conferences</li> <li>▪ Individualized learning/graduation plans</li> <li>▪ Individualized support in math</li> <li>▪ Instructional resources</li> <li>▪ Licensed EL teacher on staff</li> <li>▪ Math support</li> <li>▪ Needs assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development for staff</li> <li>▪ Review of ESL resources</li> <li>▪ Scaffolding</li> <li>▪ Special accommodations for students</li> <li>▪ Student interviews</li> <li>▪ Student records showing identified needs and strengths</li> <li>▪ Translation services</li> <li>▪ Weekly reviews of student progress toward credit accrual</li> <li>▪ WIDA strategies</li> <li>▪ Withdrawal forms</li> </ul>
<b>Strategy 3.4</b>		
<ul style="list-style-type: none"> <li>▪ Coordination with home base district</li> <li>▪ Coordination with local school district</li> <li>▪ Coordination with state agencies</li> <li>▪ District website</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documentation of coordination</li> <li>▪ Emails/phone calls with home base counselor or district summer migrant counselor</li> <li>▪ MDE Summer Kick-off Training</li> <li>▪ MMERC Secondary Handbook</li> </ul>	<ul style="list-style-type: none"> <li>▪ MSIX repository</li> <li>▪ Secondary/OSY Coordinator contact logs</li> <li>▪ State/local websites</li> </ul>
<b>Strategy 4.1</b>		
<ul style="list-style-type: none"> <li>▪ Bilingual paraprofessionals</li> <li>▪ Calendar of scheduled events</li> <li>▪ Collaboration with community resources</li> <li>▪ Collaboration with district programs (e.g., truancy/police liaison, student nutritional services)</li> <li>▪ Collaboration with TVOC (shared transportation list, clinic space, family identification)</li> <li>▪ Counselor visits</li> </ul>	<ul style="list-style-type: none"> <li>▪ English language instruction</li> <li>▪ Field trips</li> <li>▪ Health services (dental exams, physicals, vision/ hearing screening)</li> <li>▪ MEP screening logs</li> <li>▪ Migrant College Weekend in Mankato</li> <li>▪ Newsletter</li> <li>▪ Newspaper articles and photos</li> <li>▪ Nurse in building</li> <li>▪ Parent liaisons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records of support services received</li> <li>▪ Referred Services Form</li> <li>▪ RIF books</li> <li>▪ School social worker on staff</li> <li>▪ Scouts</li> <li>▪ Sheridan Story Food/Backpack letter to parents</li> <li>▪ Student participation records</li> <li>▪ Summer programming</li> <li>▪ Technology-based interventions</li> </ul>

Evidence Cited for Strategies on FSIs		
<ul style="list-style-type: none"> <li>▪ Descriptions of support services</li> <li>▪ Documentation of coordination activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phone log</li> <li>▪ Photos</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transportation and attendance lists</li> <li>▪ Weekly meetings with recruiters and TVOC</li> </ul>
<b>Strategy 4.2</b>		
<ul style="list-style-type: none"> <li>▪ Coordination with home base district</li> <li>▪ Coordination with local school district</li> <li>▪ Coordination with TMIP (verbal and written)</li> <li>▪ District website</li> <li>▪ Documentation of coordination with home-based district staff and counselors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emails</li> <li>▪ Emails/phone calls with home base counselor or district summer migrant counselor</li> <li>▪ MDE Summer Kick-off Training</li> <li>▪ MEP professional development</li> <li>▪ MMERC Secondary Handbook</li> <li>▪ MMERC spreadsheet listing student course recommendations</li> </ul>	<ul style="list-style-type: none"> <li>▪ MSIX repository</li> <li>▪ Student Needs Assessment forms</li> <li>▪ Student records</li> <li>▪ TMIP correspondence and referral lists</li> <li>▪ TMIP training for STAAR testing</li> </ul>
<b>Strategy 4.3</b>		
<ul style="list-style-type: none"> <li>▪ Calendar of summer programming</li> <li>▪ Collaboration with TVOC (dental, physicals, vision/hearing screenings, parent education)</li> <li>▪ Drones/airplanes/RIF/math tips</li> <li>▪ Face-to-face meetings with liaison</li> <li>▪ Fridays at the Apartments/Park</li> <li>▪ Home visits</li> <li>▪ Home-based information, strategies, and resources for parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Migrant Literacy NET handouts sent home</li> <li>▪ Newsletters</li> <li>▪ Nurtured Heart Approach</li> <li>▪ Parent education nights</li> <li>▪ Parent flyers</li> <li>▪ Parent informational sessions</li> <li>▪ Parent liaison</li> <li>▪ Parent liaison call/home visit log</li> <li>▪ Parent meetings</li> <li>▪ Parent nights</li> <li>▪ Parent survey</li> <li>▪ Parent training evaluations</li> <li>▪ Parent training materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent training schedules, agendas, and sign-in sheets</li> <li>▪ Parent/teacher conferences</li> <li>▪ Phone calls</li> <li>▪ Report cards</li> <li>▪ Resources provided to parents</li> <li>▪ RIF book distributions</li> <li>▪ Schedule of parent/family events</li> <li>▪ Secondary student academic review provided to parents</li> <li>▪ Student performances (e.g., theater, choir)</li> <li>▪ TVOC health screening phone calls</li> </ul>

# 6. Outcome Evaluation Results

## Migratory Student Achievement of State Performance Goals 1 and 5

### Performance Goal 1: Proficiency in Reading and Math

During 2017-18, 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 goals and measurements of interim progress for reading, math, and graduation set by the State in the Minnesota State ESSA Plan (2018).

**Exhibit 18  
Minnesota Goals and Measurements of Interim Progress for All Students**

	2017 Baseline	2018	2019	2020	2021	2022	2023	2024	2025 Goal
Reading	59.4%	63.2%	67.1%	70.9%	74.7%	78.5%	82.4%	86.2%	90%
Math	57.8%	61.8%	65.8%	69.9%	73.9%	77.9%	81.9%	86.0%	90%

	2012 Baseline	2013	2014	2015	2016	2017	2018	2019	2020 Goal
Graduation	78.2%	79.7%	81.1%	82.6%	84.1%	85.6%	87.0%	88.5%	90%

Following are the 2018 results in reading and math for migratory students, disaggregated by PFS status, and compared to the State Performance Targets. Tables show the number of migratory students assessed, the number and percent of migratory students scoring at Met or Exceeding (M/E), the State Performance Targets for 2017-18, and the difference in the percentage of migratory students scoring at M/E compared to the State Performance Targets.

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

For all grade levels assessed, migratory students did not meet Minnesota State Performance Targets for reading proficiency. Largest differences were seen for third grade students (-49.2%) and fourth grade students (-44.2%). Non-PFS seventh and eighth grade students exceeded the state performance target, however, these percentages should be interpreted with caution given the small number of non-PFS migratory students assessed. In addition, for all grade levels, fewer migratory students scored at M/E than non-migratory students, and for all grade levels combined, there was a 34% gap between migratory and non-migratory students.

**Exhibit 19  
Migratory Students Scoring at M/E on 2018 MCA Reading Assessments**

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring M/E	2018 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring M/E
3	PFS	9	11%	63.2%	-52.1%	56%
	Non-PFS	12	17%		-46.2%	
	<b>Total</b>	<b>21</b>	<b>14%</b>		<b>-49.2%</b>	

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring M/E	2018 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring M/E
4	PFS	12	8%	63.2%	-55.2%	56%
	Non-PFS	4	50%		-13.2%	
	<b>Total</b>	<b>16</b>	<b>19%</b>		<b>-44.2%</b>	
5	PFS	7	43%	63.2%	-20.2%	67%
	Non-PFS	5	20%		-43.2%	
	<b>Total</b>	<b>12</b>	<b>33%</b>		<b>-30.2%</b>	
6	PFS	11	27%	63.2%	-36.2%	65%
	Non-PFS	6	50%		-13.2%	
	<b>Total</b>	<b>17</b>	<b>35%</b>		<b>-28.2%</b>	
7	PFS	12	8%	63.2%	-55.2%	59%
	Non-PFS	5	80%		+16.8%	
	<b>Total</b>	<b>17</b>	<b>29%</b>		<b>-34.2%</b>	
8	PFS	8	13%	63.2%	-50.2%	59%
	Non-PFS	2	100%		+36.8%	
	<b>Total</b>	<b>10</b>	<b>30%</b>		<b>-33.2%</b>	
10	PFS	5	20%	63.2%	-43.2%	60%
	Non-PFS	4	25%		-38.2%	
	<b>Total</b>	<b>9</b>	<b>22%</b>		<b>-41.2%</b>	
All	<b>PFS</b>	<b>64</b>	<b>17%</b>	<b>63.2%</b>	<b>-46.2%</b>	<b>60%</b>
	<b>Non-PFS</b>	<b>38</b>	<b>40%</b>		<b>-23.2%</b>	
	<b>All</b>	<b>102</b>	<b>26%</b>		<b>-37.2%</b>	

Below is a graphic display of the differences in the percent of PFS, non-PFS, migratory, and non-migratory students scoring M/E on 2018 Reading Assessments. The graphic also shows the performance target for all grade levels.

**Exhibit 20**  
**Graphic Display of 2018 MCA Reading Assessment Results**

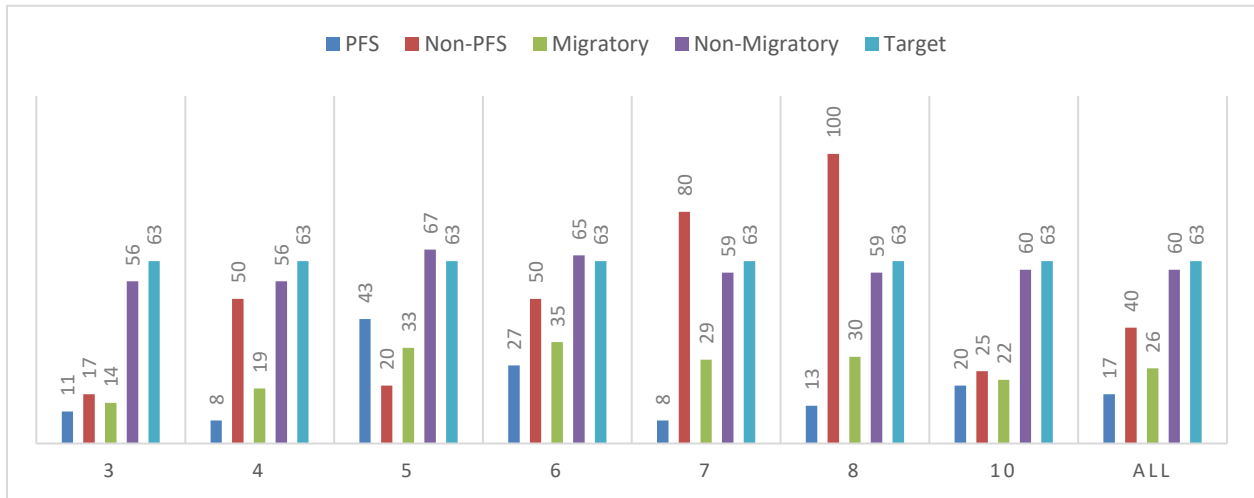
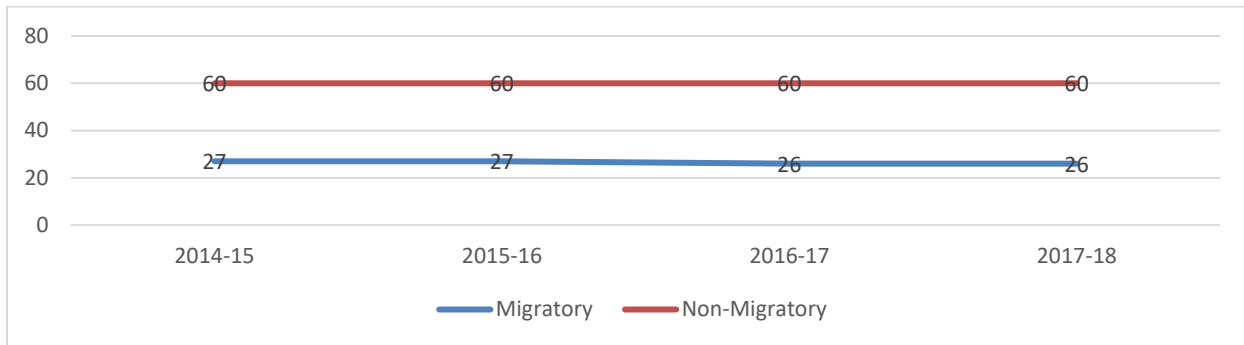


Exhibit 21 shows the percentage of migratory and non-migratory students scoring at M/E on MCA Reading assessments for the past four years. Results show nearly the same results for each year for both migratory and non-migratory students. The same percentage of migratory and non-migratory students scored at M/E in 2016-17 and 2017-18.

**Exhibit 21**  
**Comparison of MCA Reading Results Over the Years (Expressed in Percentages)**



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

For all grade levels assessed, migratory students did not meet Minnesota State Performance Targets for math proficiency. Largest differences were seen for eleventh grade students (-61.8%) and fifth grade students (-53.8%). Non-PFS eighth grade students exceeded the state performance target, however, this percentage should be interpreted with caution given the small number of non-PFS migratory students assessed. In addition, for all grade levels, fewer migratory students scored at M/E than non-migratory students, and for all grade levels combined, there was a 39% gap between migratory and non-migratory students.

**Exhibit 22**  
**Migratory Students Scoring at M/E on 2018 MCA Math Assessments**

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring M/E	2018 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring M/E
3	PFS	9	22%	61.8%	-39.8%	67%
	Non-PFS	12	50%		-11.8%	
	<b>Total</b>	<b>21</b>	<b>38%</b>		<b>-23.8%</b>	
4	PFS	11	9%	61.8%	-52.8%	66%
	Non-PFS	4	50%		11.8%	
	<b>Total</b>	<b>15</b>	<b>20%</b>		<b>-41.8%</b>	
5	PFS	7	0%	61.8%	-61.8%	55%
	Non-PFS	5	20%		-41.8%	
	<b>Total</b>	<b>12</b>	<b>8%</b>		<b>-53.8%</b>	
6	PFS	11	18%	61.8%	-43.8%	54%
	Non-PFS	6	0%		-61.8%	
	<b>Total</b>	<b>17</b>	<b>12%</b>		<b>-49.8%</b>	
7	PFS	12	0%	61.8%	-61.8%	55%
	Non-PFS	5	60%		-1.8%	
	<b>Total</b>	<b>17</b>	<b>18%</b>		<b>-43.8%</b>	
8	PFS	8	0%	61.8%	-61.8%	58%
	Non-PFS	2	100%		+38.2%	
	<b>Total</b>	<b>10</b>	<b>20%</b>		<b>-41.8%</b>	
11	PFS	4	0%	61.8%	-61.8%	48%
	Non-PFS	2	0%		-61.8%	
	<b>Total</b>	<b>6</b>	<b>0%</b>		<b>-61.8%</b>	
<b>All</b>	<b>PFS</b>	<b>62</b>	<b>8%</b>	<b>61.8%</b>	<b>-53.8%</b>	<b>58%</b>
	<b>Non-PFS</b>	<b>36</b>	<b>39%</b>		<b>-22.8%</b>	
	<b>All</b>	<b>98</b>	<b>19%</b>		<b>-42.8%</b>	

Exhibit 23 contains a graphic display of the differences in the percent of PFS, non-PFS, migratory, and non-migratory students scoring at M/E on 2018 MCA Math Assessments. This graphic also displays the performance targets for all grade levels.

**Exhibit 23**  
**Graphic Display of 2018 MCA Math Assessment Results**

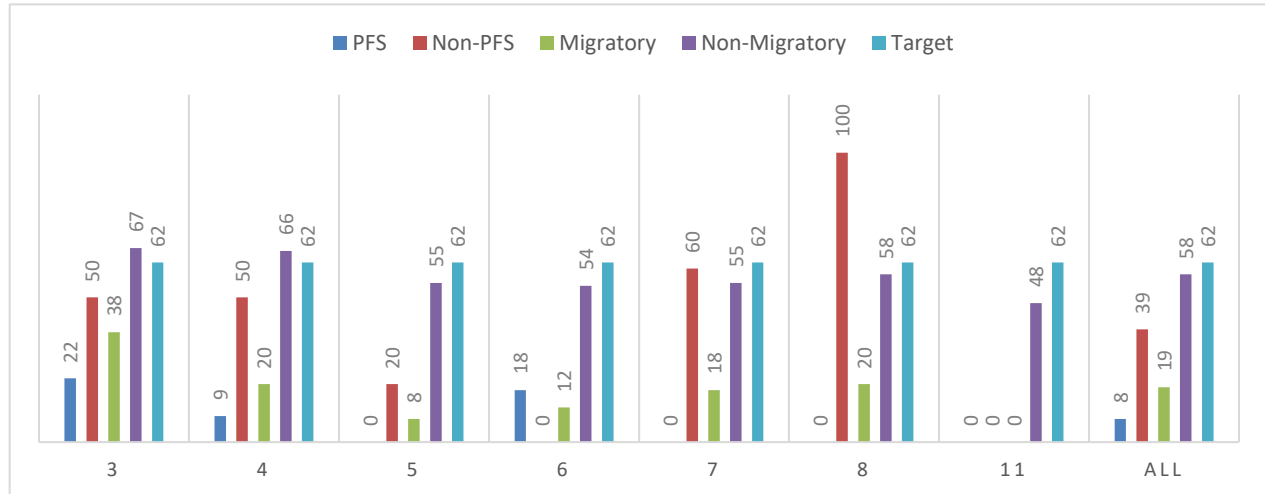
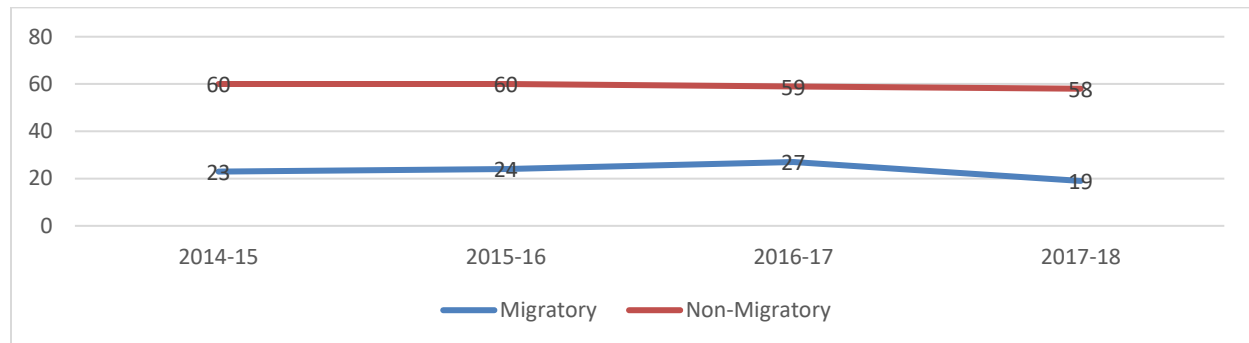


Exhibit 24 shows the percentage of migratory and non-migratory students scoring at M/E on MCA Math assessments for the past four years. Results show nearly the same results for each year for non-migratory students, however, the percentage of migratory students scoring at M/E increased each year from 2014-15 to 2016-17, then decreased by 8% in 2017-18.

**Exhibit 24**  
**Comparison of MCA Math Results Over the Years (Expressed in Percentages)**



### Performance Goal 5: High School Graduation

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

The 2017-18 Minnesota State Performance Target for high school graduation is 79.7%. Exhibit 25 shows that in 2017-18, the graduation rate for migratory students was 100% (1 PFS student graduated). Of note is that there was 1 graduate, there was not results for 5 12<sup>th</sup> grade students, and 5 12<sup>th</sup> grade students showed up as transferred out. The non-migratory student graduation rate was 83.2% which exceeded the target by 3.5%.

**Exhibit 25**  
**Class of 2018 Graduation Rates for Migratory and Non-Migratory Students**

State Performance Target	Graduation Rates (4-year Cohort)			
	Non-Migratory Students	Non-PFS Migratory Students	PFS Migratory Students	All Migratory Students
79.7%	83.2%	N/A*	100%**	100%**

\* 0 Non-PFS students

\*\*1 PFS student

**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 26 shows that the migratory student dropout rate for 2017-18 was 0% (1 12<sup>th</sup> grade student graduated, 5 12<sup>th</sup> grade students transferred out, there was no data for 5 other 12<sup>th</sup> grade students). The dropout rate for non-migratory students was 5.5%.

**Exhibit 26**  
**2017-18 Dropout Rates for Migratory and Non-Migratory Students**

State Performance Target	Non-Migratory Students	Non-PFS Migratory Students	PFS Migratory Students	All Migratory Students
N/A	5.5%	0%	0%	0%

**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 migratory student surveys.

**READING**

**MPO 1A: By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based reading curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.**

Exhibit 27 shows that the Minnesota MEP **did not meet MPO 1A** with 69% of the 218 migratory students in grades K-10 pre/post-tested during the 2018 summer program improving their scores on reading assessments by 5% or more (1% short of the target). Non-PFS students met the target but PFS students did not. Eighty-four percent (84%) of the migratory 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.

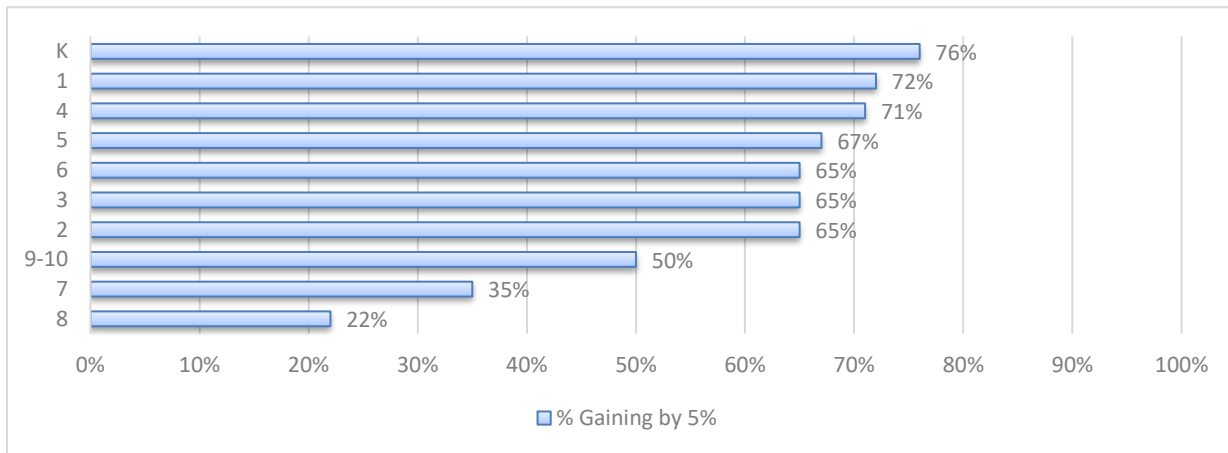


**Exhibit 27**  
**Migratory Student Gains on Summer Reading Assessments**

PFS Status	# Students With Pre and/or Post-test Scores	# Students With Pre and Post-test Scores	# (%) Students Gaining	# (%) Students Gaining by 5% or more	P-Value (2-tailed)	MPO Met?
PFS	158	128	107 (84%)	86 (67%)	<.001	No
Non-PFS	98	90	77 (86%)	65 (72%)	<.001	Yes
<b>Total</b>	<b>256</b>	<b>218</b>	<b>184 (84%)</b>	<b>151 (69%)</b>	<b>&lt;.001</b>	<b>No</b>

Exhibit 28 is a graphic display of these results by grade level (# students: K=33, 1=43, 2=26, 3=37, 4=34, 5=24, 6=23, 7=23, 8=9, 9-10=4). Grade levels exceeding the 70% target included students in grades K, 1, and 4, with kindergarten students having the largest percentage of students gaining by 5% (76%).

**Exhibit 28**  
**Migratory Students Improving Reading Skills by Grade Level**



Migratory students were asked to indicate the extent to which the summer program helped them improve their reading skills. A total of 57 secondary migratory 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=very much. Ninety-eight percent (98%) of the secondary migratory students responding to the survey reported that the summer migrant program helped them improve their reading skills (46% very much, 53% somewhat).

**Exhibit 29**  
**Migratory Student Ratings of the Impact of the Summer Program on their Reading Skills**

Number Students Responding	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating
57	1 (2%)	30 (53%)	26 (46%)	2.4

**MPO 1B: By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.**

Exhibit 30 shows that the Minnesota MEP **nearly met MPO 2B** with 89% of the nine summer sites reporting that they implemented standards-based reading curriculum and instructional strategies appropriately with 44% of the sites assigned ratings of “succeeding” and 44% assigned ratings of “exceeding” to Strategy 1.1 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 3.3 out of 4.0.

**Exhibit 30**

**FSI Ratings of Standards-based Reading Instruction Provided to Migratory Students**

Strategy 1.1 on the FSI	# Summer Sites	# (%) Sites Assigning a Rating of Succeeding	# (%) Sites Assigning a Rating of Exceeding	Mean Rating	MPO Met?
Identify areas where students have learning gaps and provide standards-based curriculum and effective reading instruction to meet individual student needs.	9	4 (44%)	4 (44%)	3.3	No

Examples of evidence for Strategy 1.1 submitted by projects can be found in Exhibit 17 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.

## MATHEMATICS

**MPO 2A: By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.**

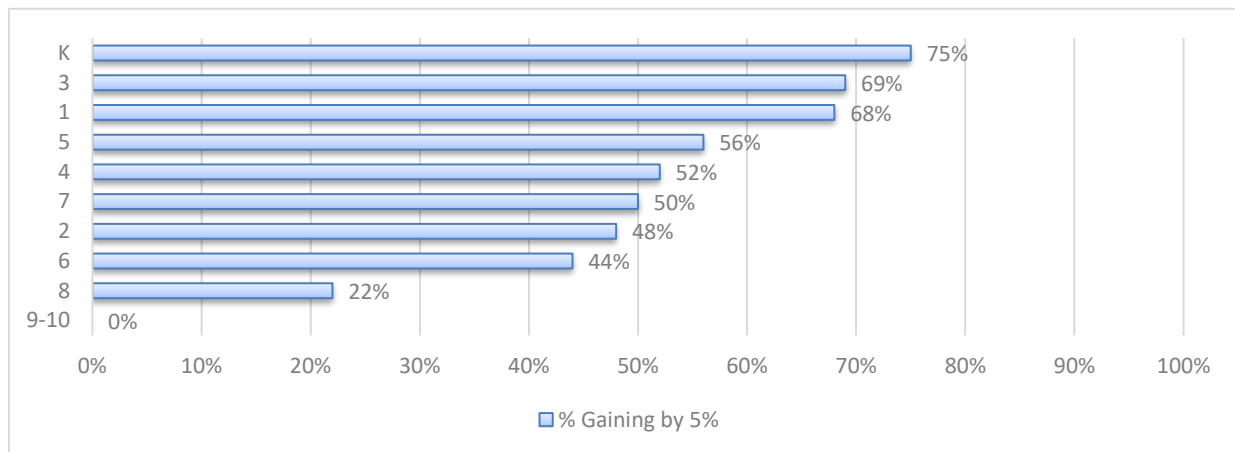
Exhibit 31 shows that the Minnesota MEP **did not meet MPO 2A** with 67% of the 217 migratory students in grades K-10 pre/post-tested during the 2018 summer program improving their math scores on math assessments by 5% or more (3% short of the target). PFS migratory students were 8% short of the target, however, non-PFS students exceeded the target by 4%. Eighty-six percent (86%) of the migratory 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 31**  
**Migratory Student Gains on Summer Math Assessments**

PFS Status	# Students With Pre and/or Post-test Scores	# Students With Pre/Post Scores	# (%) Students Gaining	P-Value (2-tailed)	# (%) Students Gaining by 5% or more	MPO Met?
PFS	156	127	102 (80%)	<.001	79 (62%)	No
Non-PFS	99	90	84 (93%)	<.001	67 (74%)	Yes
<b>Total</b>	<b>255</b>	<b>217</b>	<b>186 (86%)</b>	<b>&lt;.001</b>	<b>146 (67%)</b>	<b>No</b>

Exhibit 32 is a graphic display of these results by grade level (# students: K=36, 1=40, 2=25, 3=36, 4=33, 5=25, 6=23, 7=24, 8=9, 9-10=4). The only grade level exceeding the 70% target were kindergarten students.

**Exhibit 32**  
**Migratory Students Improving Math Skills by Grade Level**



On a survey, 58 secondary migratory 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=very much.

**Exhibit 33**  
**Migratory Student Ratings of the Impact of the Summer Program on their Math Skills**

Number Students Responding	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating
58	10 (17%)	22 (38%)	26 (45%)	2.3

Eighty-three percent (83%) of the secondary migratory students responding to the survey reported that the summer migrant program helped them improve their math skills (45% very much, 38% somewhat).

**MPO 2B: By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.**

Exhibit 34 shows that the Minnesota MEP **nearly met MPO 2B** with 89% of the nine summer sites reporting that they implemented standards-based math curriculum and instructional strategies appropriately with 44% of the sites assigning a rating of “succeeding” and 44% assigning a rating of “exceeding” to Strategy 2.1 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 3.3 out of 4.0.

**Exhibit 34**

**FSI Ratings of Standards-based Math Instruction Provided to Migratory Students**

Strategy 2.1 on the FSI	# Summer Sites	# (%) Sites Assigning a Rating of Succeeding	# (%) Sites Assigning a Rating of Exceeding	Mean Rating	MPO Met?
Identify areas where students have learning gaps and provide standards-based curriculum and effective math instruction to meet individual student needs.	9	4 (44%)	4 (44%)	3.3	No

Examples of evidence for Strategy 2.1 submitted by projects can be found in Exhibit 17 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.

**GRADUATION AND SERVICES TO OSY**

**MPO 3A: By the end of the 2018 summer migrant program, 70% of migratory secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.**

Exhibit 35 shows that the Minnesota MEP **met MPO 3A** with 79% of the 29 in-school secondary-aged migratory students in grades 7-12 obtaining credits that count toward high school graduation requirements.

**Exhibit 35**

**Secondary-aged Migratory Students Obtaining Hours or Credits toward Graduation**

	# Students Enrolled in Courses for Credit	# (%) Students Received Credit	MPO Met?
PFS	9	8 (89%)	Yes
Non-PFS	20	15 (75%)	Yes
<b>Total</b>	<b>29</b>	<b>23 (79%)</b>	<b>Yes</b>

Eighty-nine percent (89%) of the PFS secondary students obtained high school credits as did 75% of the non-PFS students. Exhibit 36 shows the courses for which migratory students earned credits during the summer of 2018. Twenty-three (23) students (unduplicated count) received credit for the courses in which they enrolled this summer. Fifteen of the 23 students

(65%) received credit for more than one course (range 2-5 courses). Students completed 23 different courses and earned 31 credits. The average grade for all courses was 85%.

**Exhibit 36**  
**Secondary Courses for which Migratory Students Earned Credits**

Course(s) Enrolled	# Students Enrolled	Grade Levels	Total Credits Earned	Average Grade
Algebra I A&B	3	8-10	1.5	78%
American History	2	9	1.5	79%
Communications	3	9 & 12	0.6	--
Criminology	1	10	0.5	99%
English IA	3	9-10	1.5	78%
English 8	1	8	0.5	78%
English 9	1	9	0.5	77%
Geometry	1	8	0.1	--
Health	5	8-9	2.5	86%
Japanese 1A	1	11	0.5	94%
Life Science	1	7	0.5	79%
Medical Exploration	1	10	0.5	79%
Physical Science	2	9	2.0	78%
Physics	1	8	0.2	--
Spanish IA & IB	8	8-9	6.5	87%
Spanish IIA & IIB	7	8-9	6.0	87%
Spanish IIIA & IIIB	6	9-10	4.0	89%
Speech	2	9	1.0	78%
World Geography	1	8	0.6	--
<b>Totals/Averages</b>	<b>50</b>	<b>7-12</b>	<b>31</b>	<b>85%</b>

MEP staff reported on the effectiveness of the curriculum/programs used with secondary migratory students for credit accrual. Following are examples of their comments.

- *The program was helpful. We hope that we can use it again. The students and their parents were very pleased with the program. Parents were happy to receive direct information about their children's progress.*
- *Yes, very much so. District 287's Northern Star Online - it was fantastic. It was very user-friendly once students were verified and approved by staff/parents.*
- *Yes. District 287 and teaching students directly (speech).*
- *The curriculum we used included: Algebra 1 Text, Imagine Learning Language and Literacy as well as Imagine Learning Math. I found these easily accessible and would consider use for the future.*
- *Imagine Learning.*
- *I would definitely use the A plus program and the Spanish program again. Unfortunately, the A plus program is no longer supported and a more complicated program is being deployed this year.*
- *We ordered kits from MMERC and used many of our classroom supplies from RPS.*
- *I think the ones that were a little behind they caught up.*
- *I used self-created curriculum to help increase my students knowledge. It was based on the Power Standards and we covered one a week for Math and Reading. Yes, I would use it again.*
- *It is a great resource to have available. Waseca has an online credit earning program which was used by two students this summer.*
- *Yes, it was - we had three students earn back credit they had missed/failed during the school year. It will help one of the three students move on without repeating any classes next school*

*year! We used curriculum provided by our Alternative Learning program. I would use the material again.*

Sixty (60) secondary migratory 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 37  
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	58	7 (12%)	24 (41%)	27 (47%)	2.4
Helped me accomplish what I had hoped to achieve this summer	60	5 (8%)	22 (37%)	33 (55%)	2.5
Helped me think about my educational and career goals	56	7 (13%)	20 (36%)	29 (52%)	2.4
Helped me obtain hours or credits toward graduation	38	1 (3%)	15 (40%)	22 (58%)	2.6
Helped me prepare for and take the Texas STAAR test	36	1 (3%)	13 (36%)	22 (61%)	2.6

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 2.6 each out of 3.0). Ninety-two percent (92%) of the students responding reported that the program helped them accomplish what they had hoped to achieve this summer, 88% reported that the program helped them improve their English language skills, and 87% reported that the program helped them think about their educational and career goals.

When asked about what they accomplished this summer, secondary migratory 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, and prepared for the next grade level. Following are examples of student comments.

- *Credits (6 responses)*
- *How to divide fractions in math class.*
- *I accomplished getting a credit for my Spanish 3 and taking two online courses.*
- *I get better at math, reading, and English.*
- *I got help in things I needed. We visited a college, too, which was really cool.*
- *I have gotten better at math facts and reading.*
- *I learned more math and reading this summer.*
- *I took my Texas STAAR Algebra I test.*
- *I tried new things.*
- *I went to summer school. It helped me improve all my skills.*
- *I worked on a Japanese class.*
- *Improve English and getting credits*
- *Improved math skills (4 responses)*
- *Improved my reading skills. (2 responses)*
- *Learn more English and improve my math skills.*
- *Made friends and helped me in math.*
- *Pass math and English classes.*
- *Reading books.*
- *SMAART test and credits*

- *Swimming, rock climbing, art, museum, and bike riding.*
- *This summer I obtained credit for speech and Spanish 2 and 3.*
- *To get better at reading and math.*
- *Worked a lot in the fields.*
- *Worked on my summer homework.*

**MPO 3B: By the end of the 2018 summer migrant program, there will be a 5% increase (over the 2016 baseline of 21%) in the percentage of migratory OSY and secondary students in grades 9-12 receiving MEP services.**

Exhibit 38 shows that the Minnesota MEP **did not meet MPO 3B** as there was only a 1% increase over the 2016 baseline of 21% in the percentage of migratory OSY and secondary students in grades 9-12 receiving MEP services during 2018. However, there was a 17% increase in the percentage of PFS secondary students and OSY receiving services, but there was a 5% decrease in the percentage of non-PFS secondary students and OSY receiving services.

**Exhibit 38  
Migratory Students in Grades 9-12 and OSY Receiving MEP Services**

PFS Status	# Eligible Migratory Students (grades 9-12) and OSY	# (%) Receiving MEP Services in 2017-18	% Increase Over Baseline	MPO Met?
PFS	74	28 (38%)	+17%	Yes
Non-PFS	218	37 (17%)	-*4%	No
<b>Total</b>	<b>292</b>	<b>65 (22%)</b>	<b>+1%</b>	<b>No</b>

**MPO 3C: By the end of the 2018 summer migrant program, 100% of secondary migratory students in grades 9-12 and OSY who earned high school credit will receive an official transcript documenting credit(s) earned.**

Exhibit 39 shows that the Minnesota MEP **met MPO 3C** with all 23 migratory students (100%) obtaining credit receiving an official transcript documenting their credits earned.

**Exhibit 39  
Migratory Students Receiving an Official Transcript Documenting Credits Earned**

PFS Status	# Migratory Students Receiving Credits	# (%) Receiving and Official Transcript	MPO Met?
PFS	8	8 (100%)	Yes
Non-PFS	15	15 (100%)	Yes
<b>Total</b>	<b>23</b>	<b>23 (100%)</b>	<b>Yes</b>

## SUPPORT SERVICES

**MPO 4A: By the end of the 2018 summer migrant program, there will be a 2% increase (over the 2016 baseline of 27%) in the percentage of eligible migratory students (grades K-12/OSY) receiving MEP services.**

Exhibit 40 shows that the Minnesota MEP **did not meet MPO 4A** as there was only a 1% increase over the 2016 baseline of 27% in the percentage of migratory students (K-12) and OSY receiving MEP services during 2018. However, there was a 40% increase in the percentage of PFS students/OSY receiving services, but there was a 12% decrease in the percentage of non-PFS students/OSY receiving services.

**Exhibit 40  
Migratory Students in Grades K-12 and OSY Receiving MEP Services**

PFS Status	# Eligible Migratory Students and OSY	# (%) Receiving MEP Services in 2017-18	% Increase Over Baseline	MPO Met?
PFS	347	231 (67%)	+40%	Yes
Non-PFS	1,101	170 (15%)	-12%	No
<b>Total</b>	<b>1,448</b>	<b>401 (28%)</b>	<b>+1%</b>	<b>No</b>

**MPO 4B: By the end of 2017-18, at least 90% of staff participating in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer as reported in a survey.**

Exhibit 41 shows that the Minnesota MEP **met MPO 4B** with 96% of the 26 MEP staff responding to an end-of-summer online survey reporting that MEP professional development increased their understanding of inter/intrastate coordination processes and procedures such as data transfer, obtaining information about student learning needs from home-base districts, TMIP, STAAR testing. Ratings are based on a 4-point scale where 1=not at all, 2=somewhat, 3=a lot, and 4=very much.

**Exhibit 41  
MEP Staff Ratings of the Impact of Professional Development**

Extent to which MEP professional development increased your understanding of inter/intrastate coordination processes and procedures							
N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating	# (%) Reporting Growth	Met MPO?
26	1 (4%)	9 (35%)	8 (31%)	8 (31%)	2.9	25 (96%)	Yes

Minnesota MEP staff reported that they applied their learning from professional development in working with and providing instruction to migratory students; connecting with and establishing relationships with migratory 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.



### **Application to Instructional Services/Programming**

- *I used many special education ideas to help give supports to students who needed extra help and also to help differentiate my instruction for students to help reach each individual in the best way possible.*
- *The instruction strategies professional development training was beneficial and I was able to use several of the strategies with the students I worked with, including the use of graphic organizers.*
- *I implemented some strategies I learned from a couple of the articles I read.*
- *We worked on project-based outcomes so a lot of cross grade and whole grouping for projects!*
- *I worked together with the other two classrooms to replicate the STEM challenge we learned with the students. They worked in teams to create a tower out of spaghetti noodles and marshmallows. On a later date we also called in parents to work with our students to do the same with just a few variations.*
- *Part of our MEP professional development was learning about a couple different STEAM activities we could do with our students. After this training, we came up with a couple of different STEAM activities for our students to do over the course of our program. One of the activities we even invited parents in to do with us. It was a blast!*
- *We have done activities with the children and did an activity with migrant parents as well.*
- *After working closely with other members who were at the training, I helped gather data by doing assessments and working with small groups of students to help them grow.*
- *Using the data to meet the needs of the students.*
- *I was able to use data to drive my instruction to my RtI and Kindergarten students!*
- *Used it in class every day.*
- *I tried to be as accommodating to our migratory students and parents as I could. I provided opportunities for them to learn and grow during our summer school. I made sure I was providing materials to parents in Spanish if needed.*

### **Application to Addressing and Understanding Migratory Student Lives and Needs**

- *Understanding that work for the family may come before attending school. Being flexible with the students' schedule to enhance attendance.*
- *We were able to understand their way of living and how to connect with families and students to make them feel welcome into the program. We understand as a group of teachers that it is important to be flexible with their very busy work schedules.*

### **Application to Program Administration/Reporting**

- *All of the information presented was new to me, but I think the most relevant was knowing about the COEs.*
- *A good refresher on procedures and resources for our work with migratory students.*
- *Personally, the online training helped me build capacity of all COE and student information portals. Having this training is imperative to student identification and ongoing documentation. Meeting with MDE face-to-face was invaluable. The team that worked with us was accessible and knowledgeable. I appreciated their guidance and their rapid response rate to my questions.*
- *It was helpful to have some documentation information for the SPSR.*

### **Application to Teaching Secondary Migratory Students**

- *We decided to use the ALC District 287 program (Northern Star Online) for our secondary students and this was introduced to us at the Kickoff. Plus, the coordinator, other secondary teacher, and I had the opportunity to discuss specifics of our program and what we wanted to accomplish out of it after going to the kickoff.*
- *I was trained to give the STAAR test by Texas and helped four students retake their test here in Minnesota.*
- *The information on District 287 and online learning was implemented in our program.*

MEP staff also were asked to indicate the ways in which they applied what they learned from technical assistance provided during the summer. Following are examples of staff comments.

- *We do a lot of technology during the school year at BBE so I was prepared to provide the students with technology in summer school.*
- *I used various technology programs with my students.*
- *I used various computer/internet programs such as: Migrant Literacy Net, IXL for math, Reflex, Stride Academy, and Newsela.*
- *We were able to use the online learning classes offered. The email contacts with parents has actually been helpful to communicate with them.*
- *Initially, it was difficult to gain access to the sites that we were required to use but, with in-house tech help and recommendations/suggestions from State personnel, I was able to log in to the sites.*
- *Yes, we used it to provide guidance, direction, and support to our local site regarding the implementation of our strategies. Also, to check eligibility on COEs.*
- *The flash drive with all of the information/forms was very helpful.*
- *Students are signed up for courses through District 287.*
- *Technology advances in school*
- *All technical assistance I applied with student credit recovery, reflection, planning and implementation of the program.*
- *I learned about A plus a credit bearing/credit recovery program used in the district. I used that to set up our students and helped them track their progress.*
- *Library, computer, pre/post assessments*
- *We used the iPads to help students sound out words and letter sounds. I believe this allowed each student to enhance their understanding for their letter sounds by listening to them.*
- *I used technology to have more interactive learning with the students.*
- *We used technology in our classroom as much as necessary. Though it is not necessary for all activities, it was beneficial for those we did use. We went to the computer lab to increase our math skills and used iPads for small group instruction to help kids one on one.*
- *SPSR, Priority for Service, Attendance, programming, FAST Testing*
- *We helped students earn credit from courses they had missed or failed due to their migrant movements. We also created learning opportunities and experiences for students to enhance their learning and to reteach material they struggled with during the school year.*

**MPO 4C: By the end of the 2018 summer migrant program, 90% of family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.**

Exhibit 42 shows that the Minnesota MEP **met MPO 4C** with 100% of the 35 parents completing Parent Education Evaluations indicating that they increased their knowledge of the content presented at parent activities (100% a lot). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

**Exhibit 42  
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	# (%) A Lot	Mean Rating	# (%) Reporting Satisfaction	MPO Met?
35	0 (0%)	0 (0%)	35 (100%)	3.0	35 (100%)	Yes

## **MEP Staff Comments on Surveys**

**MEP Staff Comments on the Staff Survey** - Fifty-four (54) staff from the nine summer MEP sites responded to the online Staff Survey during the summer of 2018. Staff responding included elementary teachers (48%), secondary/OSY teachers (19%), paraprofessionals/assistants (15%), coordinators (15), and parent/family liaisons (4%). Following are individual staff comments about the ways in which the Summer Migrant Program impacted migratory 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 migratory 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.

### **Impact on Student Learning and Achievement**

- *Helped to improve math and reading abilities.*
- *With our intervention programs, students were able to work at their instructional reading and math level to build on specific skills to meet their individual needs.*
- *Students improved their math, reading, and writing skills in their most needed areas.*
- *Students either maintained general skills in reading, writing and math or showed gains in those areas. Another area that impacted our migratory students was being involved - not something easy to measure*
- *I think the migratory students are impacted by this program academically because the students are able to enhance their reading and math skills and hopefully not have the summer drop that is seen in many students that do not read or work on skills over the summer.*
- *It improves the student's base of knowledge.*
- *MEP provided a learning environment that assisted students in improving their basic skills in reading, math and writing while also providing a nurturing, safe and friendly setting that served to encourage the students to reach their maximum potential.*
- *In K-1 we learned more sight words, practiced reading and writing and learned about decomposing numbers in math.*
- *I feel that MEP allows students to continue learning, practicing, and solidifying skills and concepts that they struggle with.*
- *For some, it continues their education so there is not a summer slide. For some it is remedial work they need to fill in the gaps in their education.*
- *It helped them to achieve goals.*
- *The MEP supported students in areas of need especially in math and language arts. It also gave students the ability to study for and take missed STAAR tests.*
- *It helped students with retaining the skills they need to remember which students can forget over the summer.*
- *I think that it helped students with their academics, specifically reading and math.*

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

- *The students were able to learn in smaller groups to help them stay on track with their other peers.*

### **Impact on Student Confidence/Self-Esteem/Social-Emotional Skills**

- *I think the program helps the students social/emotional needs.*
- *Gave them a place to socialize and grow in their learning. Gave students who were shy a place to become more independent and heard.*

### **Impact on Relationships**

- *Students gained valuable social skills with their peers and teachers.*
- *The students love to come and the teachers have been here for so long there is so much consistency which really makes a difference*
- *We developed a sense of community throughout all the grades and worked together on projects, went on field trips, and shared free time as well. Our students really looked out for each other and learned and demonstrated many good valuable character traits that will hopefully follow them throughout their lives.*
- *Students were continuously attending sessions and sometimes preferred MEP to Targeted Services. I believe we built relationships with students and parents to continue to prioritize learning and social emotional needs from both student and family perspective.*
- *We built relationships with them and focused on building their English language and experiences.*
- *Cohesiveness: days that migratory students were together the students learned more and created trust, as well as a respectful environment.*

### **Impact on Secondary Students**

- *Students focused on getting their missing credits or worked ahead and earned credit for the next year. Students were able to prep for EOC's and take those assessments.*
- *Allowed students to work ahead and take STAAR exams.*
- *My students were able to earn their credits.*
- *We offered very specific and individualized career exploration based on students' interests. Speakers and tours emphasized the pathway to achieve the credential for that career. Students were exposed to a wide variety of careers including law enforcement, graphic design, medical laboratories and engineering and professional soccer players. Also, the most tangible help is the credits they earned in Spanish and Health, and in some cases English. In addition to that they were enrolled in the online courses based on their interests.*
- *Students were given extended learning opportunities and opportunities to recover credit that may hold them back a grade level.*

### **Impact from Enrichment Activities**

- *Experiences that they may not have had if not in the program like bike safety and swimming lessons.*
- *It provided opportunities for them to learn and socialize with other students. I also did job shadowing experiences with my students and also took them on a college visit.*
- *Helped to experience things they might not if they were not a part of the program. Swimming lessons, bike riding, etc.*
- *The students were able to become more comfortable with the water during the week long swimming lesson program. It was so exciting to see them become more excited in the water as the week progressed.*
- *It gave students opportunities to participate in activities they would otherwise not have access to. The summer MEP allowed students more hands-on learning activities and opportunities.*
- *Offered students many community experiences they may have not had the opportunity to explore.*
- *Students received academic instruction, played soccer during noon hour, enjoyed field trips to the zoo and Prairie Wetlands, watched the science guy do scientific experiments, and did many other fun activities.*
- *The reading box sets were at grade level and easy to use. Lego set/curriculum was great the kids loved it and the BBots were awesome.*
- *The materials were very well organized and laid out. Thus, saving staff lots of time and energy looking for alternative resources. Also, gave students some exposure to Ozobots and critical thinking skills.*

- *When we go to the pool and field trips some these kids don't go on field trips so they liked that.*
- *The field trips are wonderful. Students were able to do things they would not normally do.*
- *The MEP impacted my migratory students by allowing them to use the iPads to enhance their knowledge for letter sounds and sounding out words. The iPads also allowed students to have book read to them along with playing fun enhancing games to assist in their learning.*
- *The most impactful thing for the MEP students is getting the opportunity to experience new thing such as the play, zoo trip, etc.*
- *I believe this program helps students by experiencing new things.*
- *The Summer Migrant Program helps give the students a sense of routine. The Program also exposes the students to programs and activities they may not be a part of.*
- *Job shadowing was an excellent experience for one student who got to visit a police station, learn how to fingerprint, see the inside of a squad car*
- *Students were given amazing experiences throughout the program that helped them work together and bond as a group.*

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**

- *Offering a readers theater gave some students a chance that may not be the best readers a chance to display their fine arts skills.*
- *I worked one-on-one with a student and saw great gains with him. It helped him become more confident in the skills specific to his needs.*

### **Stories about the Impact of Enrichment Activities on Students**

- *One 13 year old boy learned to ride a bike for the first time this summer with the Walk Bike Run program. He was so excited and said, "I've been waiting 13 years for this!"*
- *I had a student who was in 6th grade who never learned to ride a bike and was very excited to learn. It was exciting to give him an experience and skill that he never had.*
- *The students reported really enjoyed all of the opportunities and hands-on experiences, especially in regard to the field trips. These experiences were by far the real strength of the program, hopefully offering students with a new window or lens to consider for their own personal growth and/or career exploration.*
- *The students truly enjoyed the use of the iPads because most had said they have not used them before. I believe by providing some technology for students has benefited them greatly.*
- *The students really liked the 'migrant only' days and it was nice to see how older students took care of the younger ones. Some of the kids were quite fascinated with monarch butterflies which were brought in to watch come out of a chrysalis.*
- *One of the staff members raises Monarch butterflies and she brought them to the program so students could see them at different life stages. When they come out of the chrysalis, students were able to let them go. One student really got into it and wanted to learn more.*

### **Stories about the Impact of Services to Secondary Students/OSY**

- *We went to one of the local businesses in town to job shadow where one of the student's parent worked. She said her mother would come home at night and say how tired she was after working all day. The student said she would always tell her mother that she was just fine. After job shadowing only for 2 hours, the student said how tired her legs were and how tired she was from just this short time. She said she didn't realize how hard and tiring the work was and appreciates all the work her mom does for her and her family. I talked with the student about the things she could do at home to help her mother.*

- *We had a secondary student this year that was planning on dropping out of high school. After the program this summer, with the help of our coordinator and teachers, he completed his summer course in a short amount of time and is now planning on graduating from high school.*
- *I had a high school boy who didn't have a successful school year, wanted to drop out of school and work on his GED. I met with him and his mother, explained how the program was going to work & got him enrolled and came the first day. Then he didn't come. I kept calling, texting, bugging his sister. He started coming daily and even volunteering to help out at field trips. He got his credit and came with a smile on his face!*
- *We had two 8th grade girls who came to us and wanted to work ahead. In those 5 weeks, both girls earned their Spanish IA credits and one of those girls was able to also earn her Spanish IB credit. She's already earned a whole credit for her high school career! Another student came to us at the start of the summer wanting to drop out of school and get his GED instead. We sat down with him and talked about the differences between a high school diploma and a GED. We also set him up to work on some courses - he had success! He earned his English credit while with us and seemed very positive about going into the school year.*
- *We asked students to journal a bit and share what they wanted us to know about themselves and the migrant community. One student wrote that he wanted us to know that not all the migratory students are behind in their classes. He did complete all of his coursework during the 5 week session. This year in the Secondary classroom we practiced love and logic methods. A parent and her daughter noticed the tone of the classroom and the quiet work environment and allowed her daughter to attend this summer whereas last summer the parent did not allow student to attend. That was a win for that student and for our program.*

### **Stories about the Impact on Relationships**

- *One student said that he felt like he was home, I love having Ms. "M" as my teacher.*
- *Students remember summer MEP with enthusiasm. They bring it up during the regular school year and ask if we are going to have it again next summer.*
- *One of our older students came back to help in the classroom and another alumni has a job in the preschool program and she attended all of her 12 summers with us!*
- *One of our families had a hardship and we were able to give them support through it. They received meals during the day and a backpack full of food twice a week. They were given time away from their worries to work and have fun with friends and heart-to-heart talks with staff.*
- *It was amazing for the students to share their food, music, and culture with me throughout MEP programming.*

### **Stories about the Impact on Families**

- *Our students were able to perform a Readers Theatre for their families for parent night. There were also activities that they parents could do with their children. It was a great opportunity for parents to ask questions about the program. We were also able to ask parents and suggestions for improvements we could make with the program. It was a great opportunity to be able to collaborate with one another.*
- *The families were very grateful for all of the support and services we provided. A family in particular was in need of dental services and we were able to get him the help he needed.*

### **Stories about the Impact on Students' Self-Confidence/Behavior**

- *We had a student who struggled with behavior and blurting out in class. He was seeking attention so we worked hard to give him leadership roles so that he could get positive attention and be successful. By the time he left, we had to give fewer redirections and he was loving school because of the leadership opportunities.*
- *I remember the first day a girl came she was kind of quiet then after that day very outgoing. She said she liked it here!*

# 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

2016-17 Recommendations for Program Implementation	Status
Work with local projects to determine the reasons for the lower ratings on the FSI of ensuring the math needs of migratory ELs are met, collaborating with State early learning initiatives, and reaching out to secondary migratory students and OSY to facilitate participation in MEP services.	Throughout the year, professional development and technical assistance focused on supporting local projects in ensuring the math needs of migratory ELs were met, collaborating with early learning programs and service providers, and engaging OSY in MEP services and services provided by collaborators.
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 migratory students that do not participate in preschool programs, so they have the skills necessary for school.	Data is being collected for the summer of 2018 to determine the number and percent of migratory preschool children were served. These results will be shared a Needs Assessment Committee (NAC) #1 in January 2019.
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.	All training includes time for sharing, and the Fall Coordinator’s Meeting was changed to a Summer Debrief Meeting in August so that there was time for Project Coordinators and staff to share lessons learned and discuss strategies for providing summer services.
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.	The MPOs and strategies were revised during the Evaluation Planning Team (EPT) Meeting in December 2017. Changes to the MPOs and strategies based on 2017 evaluation results are included in the updated SDP Alignment Chart.
Continue conversations with Coordinators about collaborating with Targeted Services and supplement versus supplant to ensure that no programs are supplanting services already available to migratory students. Provide technical assistance to those Coordinators that do collaborate with Targeted Services to ensure that the unique needs of migratory students are being met when they are being served by Targeted Services.	Dialogue about coordination with Targeted Services continues to ensure that projects are coordinating and working with Targeted Services to create programming to migratory students that is needs-based and engaging.
The need for teacher/instructional staff professional development remains. Many summer MEP staff are Minnesota-based instructional staff that have not had experience working with migratory 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	Professional development and technical assistance focuses on the intricacies of the MEP, migratory lifestyle, and culturally-responsive programming.

2016-17 Recommendations for Program Implementation	Status
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 Recommendations for the Results Evaluation	Status
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.	The targets for the MPOs addressing reading and math assessment results were reduced to 70%. Professional development and technical assistance on selecting appropriate pre/post-tests is regularly addressed, including sharing site-level results to help projects determine if the assessments selected for their summer programs are appropriate.
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.	The MPOs and strategies were revised during the Evaluation Planning Team (EPT) Meeting in December 2017. Changes to the MPOs and strategies based on 2017 evaluation results are included in the updated SDP Alignment Chart.
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.	The SPSR was revised to have a separate tab for students in grades 6-12 and OSY that included the same data as the K-5 student tab. This change helped projects provide cleaner data on secondary students. Training on the revised SPSR was provided during the Summer 2018 Kick-off Meeting.

## 2017-18 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 4C: By the end of the 2018 summer migrant program, 90% of family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.

During 2017-18, MPO 4C 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 migratory 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 4B:** By the end of 2017-18, at least 90% of staff participating in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer as reported in a survey.

During 2017-18, MPO 4B was met with 96% of staff reporting growth in their understanding of processes and procedures for conducting and streamlining inter/intrastate coordination.

**Support Services:** Migratory 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 4A:** By the end of the 2018 summer migrant program, there will be a 2% increase (over the 2016 baseline of 27%) in the percentage of eligible migratory students (grades K-12/OSY) receiving MEP services.

During 2017-18, MPO 4A was not met with a 1% increase over the 2016 baseline of 27% in the percentage of migratory students (K-12) and OSY receiving MEP services during 2018.

**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 14 strategies (93%) were rated at the “succeeding” or “exceeding” levels (considered “proficient” or above), with highest mean ratings assigned to providing advocacy and outreach to migratory families to facilitate student enrollment in local or home-base districts and placement in credit-bearing courses transferrable to home-base districts, and providing migratory students with support services.

## Recommendations for Program Implementation

- ✚ *Work with local projects to determine the reasons for the lower mean ratings on the FSI of providing effective instruction that addresses English language development standards to secondary-aged migratory ELs. Provide professional development and technical assistance on effective strategies to support MEP staff.*
- ✚ *Should the Needs Assessment Committee determine that only a portion of preschool migratory children are being served by other programs during the summer, it is recommended that this be a key component of MEP staff professional development and technical assistance during 2018-19, and a primary focus during the service delivery plan update process during 2019-20.*
- ✚ *Review the MPOs related to parent involvement, professional development, and support services to ensure that the targets reflect the 2018 evaluation results, as appropriate.*
- ✚ *Staff commented that their summer programs have become less engaging and more focused on remedial skill development as a result of collaboration with Targeted Services. It is recommended that Project Directors be part of the planning process for their local Targeted Services program and create programs that address the unique needs of migratory students while at the same time ensuring that they are not supplanting the services already in place.*
- ✚ *Consider the staff recommendations for professional development while planning 2018-19 professional development and technical assistance.*

## 2017-18 SUMMARY AND IMPLICATIONS - PROGRAM RESULTS

**Reading and Mathematics:** All nine projects provided extensive reading and math instruction to migratory 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 1A: By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based reading curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.

MPO 1B: By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.

MPO 2A: By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.

MPO 2B: By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.

During 2017-18, none of the reading and math MPOs were met. Sixty-nine percent of migratory students gained on reading assessments as did 67% on math assessments. In addition, 89% of the summer programs assigned ratings of succeeding or exceeding for implementing standards-based reading curriculum and instruction as did 89% of sites for math curriculum and instruction.

**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 three MPOs related to graduation and services to OSY.

MPO 3A: By the end of the 2018 summer migrant program, 70% of migratory secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.

MPO 3B: By the end of the 2018 summer migrant program, there will be a 5% increase (over the 2016 baseline of 21%) in the percentage of migratory OSY and secondary students in grades 9-12 receiving MEP services.

MPO 3C: By the end of the 2018 summer migrant program, 100% of secondary migratory students in grades 9-12 and OSY who earned high school credit will receive an official transcript documenting credit(s) earned.

During 2017-18, MPO 3A was met with 79% of the secondary students in grades 7-12 obtaining credits that count toward high school graduation. MPO 3C also was met with all secondary students obtaining credits receiving an official transcript documenting the course/credits. MPO 3B was not met with a 1% increase over the 2016 baseline of 21%.

## Recommendations for the Results Evaluation

- ✦ *MPOs 1A and 2A were not met indicating that either targets for these MPOs are set too high or more training and technical assistance needs to be done with local projects to ensure that they are selecting appropriate assessments. It is recommended that the Minnesota MEP team and the external evaluator review individual site results on reading and math assessments and discuss the appropriateness of the assessments chosen for summer programming.*
- ✦ *For the first time, the MPOs addressing implementation of standards-based reading and math curriculum and instruction were not met indicating that some sites had difficulty implementing quality instruction during their summer programs. It is recommended that the MEP team review the site-specific ratings and provide training and technical assistance to those sites needing additional support.*
- ✦ *Review the MPOs related to reading, math, and graduation/services to OSY to ensure that the targets reflect the 2018 evaluation results, as appropriate.*
- ✦ *In order to increase the number of secondary-aged migratory students and OSY receiving services during the summer program, it is recommended that local projects be encouraged to reach out to more students and OSY and provide innovative programming such as short-term leadership training, or college/career readiness workshops. Many of the secondary students and OSY are in Minnesota to work and do not have time to attend a center-based program during the daytime. Evening programs, Saturday programs, and even home-based programs are more flexible program days/times when secondary-aged students and OSY can participate.*

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**

- *Education on the content that the students have when they come to us. Not really sure if our standards in Minnesota line up with the standards in Texas.*
- *It would be great to learn Spanish.*
- *Professional development on connecting with families is important. Also, how to provide instruction to meet student needs, especially students that struggle with English.*
- *Anything that would help me better identify the needs of my students and ideas for computer programs that are available for independent and individualized work for migratory students.*
- *Staff really seems to benefit from receiving more information and insight on migrant lifestyle. It gives them a better understanding of the students they work with.*
- *I would have liked more information on specifics of the Northern Star Online Program and maybe having a separate section talking about it for secondary students. There were a lot of unknowns when we first began to use it and this caused hiccups.*
- *More training on mental health issues and anger control*
- *A more efficient way to collect data.*
- *Continued coordinator conference calls. Although I couldn't attend the Cluster visits, I believe this will also benefit my role as coordinator.*
- *A uniform way to assess kids would be nice.*
- *This year we helped students sign up for Online course through #287 Online. I would suggest that they simplify their orientation and have their teachers providing content realize that they will need to pursue this population. The students are capable but the #287 process for signing up and getting started is frustrating. I think the teacher needs to reach out more to assist these students.*

*The good thing is that the students can continue the online part of their classes after the Migrant Summer School has ended and they go back to their Minnesota campuses in the fall.*

- *Tech staff need to be available to be able to enter students into programs that they need. So maybe a tech should be available for the first two weeks of summer school.*
- *Understanding the students' culture.*
- *Some of the trauma they experience as they move back and forth between MN and TX. It would be helpful to also focus on the emotional needs they often have.*
- *Motivational techniques*
- *Trauma*
- *I have a background in being a migratory student during my early elementary years as I was a migratory student until I started second grade. I feel pretty confident in my understanding of and ability in meeting the needs and special circumstances of these students. However, professional development to work as a staff with this population is always welcome.*
- *I would like more cultural professional development - more in depth information on being migrant.*
- *We have a lot of students that initially sign up for the program. As the summer progresses many young students are off working with their families. This impacts attendance and make is difficult to build off of skills when they are coming sporadically (we definitely love to still see them come when it works). How could we encourage or provide incentives to keep them at school more consistently?*

#### **Staff Suggestions for Enrichment Activities**

- *In order to make a larger impact more money to run the program is needed. More days should be added back to the program. Also, students benefit from fieldtrips and more travel, as this is one thing that families may cut from their family budgets.*
- *Is it possible to get the bikes for a longer period of time? We do not get that much time to work with students or give them the opportunity to experience things like riding a bike because they are in Targeted Services in the morning. It really limits our time.*

#### **Staff Suggestions for Scheduling/Program Structure**

- *We need to find a way to strengthen the part of the program where we are combined with the Targeted Services program.*
- *Choose a different resource for the meals. Offer chocolate milk - 90% of the white milk is thrown away (unopened) every day. Make the meals kid friendly. More food is thrown away than eaten.*
- *Allow migrant-only programming again. Our numbers were down significantly because students did not want to be in targeted services. Students reported finding comfort in being together. Targeted services are not for everyone and migratory students have unique needs.*
- *Shorten the length of the program but have longer days 8-3pm like a normal school day*
- *More time for migratory student to be together (Migrant Only): and/or option of either Targeted Services and Migrant Only, let families choose what program to enroll in.*

#### **Staff Suggestions for Services to Secondary-aged Migratory Students/Youth**

- *I feel that students need to be provided with as many hands-on, learning opportunities as possible. The job shadow experiences I did were great because the students were able to learn about what education is needed to do different occupations. They also learned about all the job opportunities in our small town. One student even got a job after shadowing a business place. We need to prepare all students for the future.*
- *For the 6th grade through secondary level students, I think it would be great to have more speakers (either former migratory students or other people who are in college or in a certain career field) come in a speak to students about their experiences. Or students could go to job shadowing experiences where they visit people in these careers or colleges.*

- *A teacher view of Northern Star Online, so I could see where all my students were at and how far they were in the curriculum.*
- *The secondary school needs to continue to have its own identity and activities and privileges. This summer we were very purposeful in creating an environment that focused on the learner and his/her interests. They were treated with respect and had privileges that they did not have in Texas. Students commented that they felt encouraged and that the teachers pushed them and believed in them. That conversation was truly an eye opener. In addition to the tone, the secondary need to maintain a schedule and set goals and deadlines for these students. Students used planners and had input on the different activities as well as the different celebrations when the team met its goal. This was a good collaborative environment that promoted mutual respect. Choosing the right staff members for this group is important. I would say that the staff as a whole understand each ones role in the program. We have common calendars and knew of the other activities, but it should not be expected to go on elementary trips or outings. On occasion it is reasonable to do that.*

Consider the suggestions for the summer migrant education program made by **secondary migratory students** including more field trips, more breaks, art classes, and better lunches.

- *A field trip to Valley Fair.*
- *Art classes*
- *Better lunches*
- *Fun educational for math, reading, and writing.*
- *More at-school activities.*
- *More breaks from just sitting all day.*
- *More days and learning.*
- *More field trips (5 responses)*
- *Social studies class*
- *Try to get better equipment for PE.*

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

- *Adult programs*
- *College education*
- *Cooking*
- *English instruction/classes*
- *Food programs*
- *Health*
- *Help to relocate to MN*
- *Helping migratory families come to school*
- *How the summer program works*
- *How to help my child read more*
- *How to teach my kids*
- *Information on better housing*
- *Nutrition*
- *School programs*

In summary, during the summer of 2018, 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 migratory students; and community agencies and programs helped support migratory 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.

- *Keep it going. It is a positive experience for many kids whose school year is interrupted by family moves that are part of the economic necessity.*
- *Another great year!*
- *I am always amazed at the wonderful program that our Coordinator has created and continues to implement. It is an honor to work here!*
- *Thanks. My 45 years has been a good RIDE!*
- *Thank you. Training and resources are very helpful.*
- *Honestly, our administrative team is the best! Our coordinators have different styles but they are excellent leaders and colleagues! In addition to that, the Mexican Exchange Teacher was phenomenal. She included all the students in age-appropriate activities. She was a valued member of the team.*
- *It was a very smooth program this summer, with more students than I had expected.*
- *Again, the program seemed a great hit for all staff and students alike. Thank you for the opportunity to be a part of the team and this wonderful experience!*
- *I really believe that the students got a lot out of the program. They were able to work in smaller groups and make deeper connections with their classmates and adults.*
- *I think this is a great program for migratory students. Students enjoy doing activities with each other.*

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# **Appendix A**

2017-18 Fidelity of Strategy  
Implementation (FSI) Tool

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# Minnesota Migrant Education Program (MEP) 2018 FIDELITY OF STRATEGY IMPLEMENTATION (FSI) TOOL

**PROGRAM:** \_\_\_\_\_

## Purposes:

1. To measure the level of implementation of each **Strategy** listed in the 2018 MEP Application that aligns with the Minnesota MEP Service Delivery Plan
2. To address the implementation evaluation of the Minnesota MEP as required by the U.S. Department of Education, Office of Migrant Education
3. To determine the extent to which MEP services are delivered with fidelity
4. To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 4 Goal Areas: 1) Reading, 2) Mathematics, 3) Graduation and Services to Out-of-School Youth (OSY); and 4) Support Services
5. To inform Minnesota MEP staff and the program evaluator about the level of Strategy implementation at each local project
6. To determine local MEP's progress toward **MPO 1B**: "By the end of the 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based **reading** curriculum and evidence-based instructional strategies at "succeeding" or "exceeding" on the Fidelity of Strategy Implementation (FSI) Tool"
7. To determine local MEP's progress toward **MPO 2B**: "By the end of the 2018 summer migrant program, 90% of projects will rate their implementation of standards-based **math** curriculum and evidence-based instructional strategies at "succeeding" or "exceeding" on the Fidelity of Strategy Implementation (FSI) Tool"

## Directions:

- For each Strategy, rate your MEP's level of implementation, check the rating assigned, and cite evidence to support the rating. Schedule time for discussion about scoring and evidence for each Strategy with appropriate MEP staff.
  - Ratings are based on a 4-point scale where 1=Aware, 2=Developing, 3=Succeeding, and 4=Exceeding. A rating of Succeeding is considered "proficient".
  - Submit your completed FSI (along with all other evaluation data collection forms) to **Noemí Treviño by August 15, 2018 (or upon completion of your project)**.
  - Questions? Contact Cari Semivan, Program Evaluator at [capan1@aol.com](mailto:capan1@aol.com) or call (720) 339-5349.
-



## GOAL AREA 1: READING

<b>Strategy 1.1</b>	<b>IMPLEMENTATION LEVEL</b>						
	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>			
<b>1.1 Identify areas where students have learning gaps and provide standards-based curriculum and effective reading instruction to meet individual student needs.</b>	<ul style="list-style-type: none"> <li>• Inadequate supplemental reading instruction provided</li> <li>• Reading curriculum is not standards-based</li> <li>• Reading instruction does not address student needs and build on their strengths</li> <li>• Inadequate reading resources</li> </ul>	<ul style="list-style-type: none"> <li>• Some supplemental reading instruction provided</li> <li>• Reading curriculum is somewhat standards-based</li> <li>• Reading instruction somewhat addresses student needs and builds on their strengths</li> <li>• Some reading resources</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient supplemental reading instruction provided</li> <li>• Reading curriculum is primarily standards-based</li> <li>• Reading instruction addresses student needs and builds on their strengths</li> <li>• Sufficient reading resources</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive supplemental reading instruction provided</li> <li>• Reading curriculum is all standards-based</li> <li>• Reading instruction meaningfully builds on student needs and strengths</li> <li>• Extensive reading resources</li> </ul>			
<p><b>Place a checkmark (✓) next to the evidence relevant to your project</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Action 100 framework  <input type="checkbox"/> Classroom schedules  <input type="checkbox"/> Enrollment records  <input type="checkbox"/> FAST assessment data  <input type="checkbox"/> Field trips  <input type="checkbox"/> Gradual release structure in the classroom  <input type="checkbox"/> Guided reading  <input type="checkbox"/> Individual lesson plans based on pretest results  <input type="checkbox"/> Individualized reading plans  <input type="checkbox"/> Instructional planning reports from reading assessments  <input type="checkbox"/> Intervention period for each student according to reading level  <input type="checkbox"/> Leveled reading instruction  <input type="checkbox"/> Leveled reading library  <input type="checkbox"/> Lexia  <input type="checkbox"/> Literacy instructional coach  <input type="checkbox"/> Locally-created reading curriculum matched to standards                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Migrant Literacy NET Success Plans  <input type="checkbox"/> Minnesota standards  <input type="checkbox"/> MMERC instructional materials  <input type="checkbox"/> MobyMax  <input type="checkbox"/> Pre/post reading results  <input type="checkbox"/> Progress monitoring records  <input type="checkbox"/> Progress sheets  <input type="checkbox"/> Raz-Kids  <input type="checkbox"/> Read alouds  <input type="checkbox"/> Read Live  <input type="checkbox"/> Reader's Theater  <input type="checkbox"/> Reading A to Z curriculum overview  <input type="checkbox"/> Reading benchmarks  <input type="checkbox"/> Reading Buddies  <input type="checkbox"/> Reading curriculum documents  <input type="checkbox"/> Reading instructional materials/resources  <input type="checkbox"/> Reading nights/parent activities  <input type="checkbox"/> Reading response journals                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Readtheory.org  <input type="checkbox"/> Reciprocal teaching  <input type="checkbox"/> RIF books  <input type="checkbox"/> Rosetta Stone  <input type="checkbox"/> School library schedule  <input type="checkbox"/> Spelling Mastery  <input type="checkbox"/> STAR Reading  <input type="checkbox"/> Starfall leveled reading system  <input type="checkbox"/> Student records showing needs/strengths  <input type="checkbox"/> Student theater performances  <input type="checkbox"/> Student work  <input type="checkbox"/> Supplemental reading materials aligned with State requirements  <input type="checkbox"/> Think-Pair-Share strategies  <input type="checkbox"/> Toe by Toe multi-sensory reading resource  <input type="checkbox"/> Weekly reading fluency checks  <input type="checkbox"/> Wordly Wise  <input type="checkbox"/> WWII novels to prepare for field trip                 </td> </tr> </table>					<input type="checkbox"/> Action 100 framework <input type="checkbox"/> Classroom schedules <input type="checkbox"/> Enrollment records <input type="checkbox"/> FAST assessment data <input type="checkbox"/> Field trips <input type="checkbox"/> Gradual release structure in the classroom <input type="checkbox"/> Guided reading <input type="checkbox"/> Individual lesson plans based on pretest results <input type="checkbox"/> Individualized reading plans <input type="checkbox"/> Instructional planning reports from reading assessments <input type="checkbox"/> Intervention period for each student according to reading level <input type="checkbox"/> Leveled reading instruction <input type="checkbox"/> Leveled reading library <input type="checkbox"/> Lexia <input type="checkbox"/> Literacy instructional coach <input type="checkbox"/> Locally-created reading curriculum matched to standards	<input type="checkbox"/> Migrant Literacy NET Success Plans <input type="checkbox"/> Minnesota standards <input type="checkbox"/> MMERC instructional materials <input type="checkbox"/> MobyMax <input type="checkbox"/> Pre/post reading results <input type="checkbox"/> Progress monitoring records <input type="checkbox"/> Progress sheets <input type="checkbox"/> Raz-Kids <input type="checkbox"/> Read alouds <input type="checkbox"/> Read Live <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Reading A to Z curriculum overview <input type="checkbox"/> Reading benchmarks <input type="checkbox"/> Reading Buddies <input type="checkbox"/> Reading curriculum documents <input type="checkbox"/> Reading instructional materials/resources <input type="checkbox"/> Reading nights/parent activities <input type="checkbox"/> Reading response journals	<input type="checkbox"/> Readtheory.org <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> RIF books <input type="checkbox"/> Rosetta Stone <input type="checkbox"/> School library schedule <input type="checkbox"/> Spelling Mastery <input type="checkbox"/> STAR Reading <input type="checkbox"/> Starfall leveled reading system <input type="checkbox"/> Student records showing needs/strengths <input type="checkbox"/> Student theater performances <input type="checkbox"/> Student work <input type="checkbox"/> Supplemental reading materials aligned with State requirements <input type="checkbox"/> Think-Pair-Share strategies <input type="checkbox"/> Toe by Toe multi-sensory reading resource <input type="checkbox"/> Weekly reading fluency checks <input type="checkbox"/> Wordly Wise <input type="checkbox"/> WWII novels to prepare for field trip
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<p><b>Cite additional evidence here:</b></p>							
<p><b>Comments/Follow-up:</b></p>							

## GOAL AREA 1: READING, CONT.

<b>Strategy 1.2</b>	IMPLEMENTATION LEVEL						
	Aware	Developing	Succeeding	Exceeding			
<b>1.2 Provide effective instruction that addresses English language development (ELD) standards.</b>	<ul style="list-style-type: none"> <li>Inadequate or no instruction provided that addresses ELD standards</li> <li>Limited or no reading resources available to ELs</li> <li>Limited or no participation in reading services for ELs</li> </ul>	<ul style="list-style-type: none"> <li>Some instruction provided that addresses ELD standards</li> <li>Some reading resources available to ELs</li> <li>Occasional participation in reading services for ELs</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient instruction provided that addresses ELD standards</li> <li>Sufficient reading resources provided to ELs</li> <li>Frequent participation in reading services for ELs</li> </ul>	<ul style="list-style-type: none"> <li>Extensive instruction provided that addresses ELD standards</li> <li>Extensive reading resources provided to ELs</li> <li>Regular participation in reading services for ELs</li> </ul>			
<b>Place a checkmark (✓) next to the evidence relevant to your project</b>							
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Academic vocabulary  <input type="checkbox"/> Adaptive learning programs (e.g., Front Row Math and IXL)  <input type="checkbox"/> Bilingual staff (teachers, parent liaisons, paraprofessionals)  <input type="checkbox"/> Book studies  <input type="checkbox"/> Classroom/school libraries  <input type="checkbox"/> Classroom schedules  <input type="checkbox"/> Collaboration with EL teachers  <input type="checkbox"/> Collaboration with school-based programs (e.g., Targeted Services, 21<sup>st</sup> CCLC)  <input type="checkbox"/> Compass Learning Odyssey  <input type="checkbox"/> Computer-based EL programs  <input type="checkbox"/> Cooking Matters (U of M Extension)  <input type="checkbox"/> Daily EL instruction  <input type="checkbox"/> Daily journal writing  <input type="checkbox"/> Daily writing prompts  <input type="checkbox"/> EL certified teacher  <input type="checkbox"/> EL curriculum  <input type="checkbox"/> EL training for staff                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> EL participation records in reading services  <input type="checkbox"/> EL resources  <input type="checkbox"/> FAST Reading  <input type="checkbox"/> Field trips  <input type="checkbox"/> Guided and independent problem solving  <input type="checkbox"/> Independent reading time  <input type="checkbox"/> iPads  <input type="checkbox"/> Leveled libraries  <input type="checkbox"/> Licensed EL teachers  <input type="checkbox"/> Math curriculum materials and resources  <input type="checkbox"/> Math games and apps  <input type="checkbox"/> MMERC Forensic Science Kit  <input type="checkbox"/> MMERC instructional materials  <input type="checkbox"/> Needs-based math instruction  <input type="checkbox"/> Online translation websites  <input type="checkbox"/> Parent liaisons  <input type="checkbox"/> Parent liaison contact log  <input type="checkbox"/> Parent reading nights/activities  <input type="checkbox"/> Pre/post reading results                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Progress monitoring records  <input type="checkbox"/> Pull-out/push-in time with EL teacher  <input type="checkbox"/> Raz-Kids  <input type="checkbox"/> Reading A-Z  <input type="checkbox"/> Reading intervention with EL teacher  <input type="checkbox"/> Reading services (i.e., language support, licensed EL teacher or para) provided to ELs  <input type="checkbox"/> Reading night with parents  <input type="checkbox"/> Reciprocal teaching strategies  <input type="checkbox"/> Review of reading resources for ELs  <input type="checkbox"/> RIF books  <input type="checkbox"/> SIOP  <input type="checkbox"/> Spelling Mastery  <input type="checkbox"/> Student pre/post-test results  <input type="checkbox"/> Translation of materials  <input type="checkbox"/> W-APT assessment results  <input type="checkbox"/> WIDA strategies  <input type="checkbox"/> Wordly Wise                 </td> </tr> </table>					<input type="checkbox"/> Academic vocabulary <input type="checkbox"/> Adaptive learning programs (e.g., Front Row Math and IXL) <input type="checkbox"/> Bilingual staff (teachers, parent liaisons, paraprofessionals) <input type="checkbox"/> Book studies <input type="checkbox"/> Classroom/school libraries <input type="checkbox"/> Classroom schedules <input type="checkbox"/> Collaboration with EL teachers <input type="checkbox"/> Collaboration with school-based programs (e.g., Targeted Services, 21 <sup>st</sup> CCLC) <input type="checkbox"/> Compass Learning Odyssey <input type="checkbox"/> Computer-based EL programs <input type="checkbox"/> Cooking Matters (U of M Extension) <input type="checkbox"/> Daily EL instruction <input type="checkbox"/> Daily journal writing <input type="checkbox"/> Daily writing prompts <input type="checkbox"/> EL certified teacher <input type="checkbox"/> EL curriculum <input type="checkbox"/> EL training for staff	<input type="checkbox"/> EL participation records in reading services <input type="checkbox"/> EL resources <input type="checkbox"/> FAST Reading <input type="checkbox"/> Field trips <input type="checkbox"/> Guided and independent problem solving <input type="checkbox"/> Independent reading time <input type="checkbox"/> iPads <input type="checkbox"/> Leveled libraries <input type="checkbox"/> Licensed EL teachers <input type="checkbox"/> Math curriculum materials and resources <input type="checkbox"/> Math games and apps <input type="checkbox"/> MMERC Forensic Science Kit <input type="checkbox"/> MMERC instructional materials <input type="checkbox"/> Needs-based math instruction <input type="checkbox"/> Online translation websites <input type="checkbox"/> Parent liaisons <input type="checkbox"/> Parent liaison contact log <input type="checkbox"/> Parent reading nights/activities <input type="checkbox"/> Pre/post reading results	<input type="checkbox"/> Progress monitoring records <input type="checkbox"/> Pull-out/push-in time with EL teacher <input type="checkbox"/> Raz-Kids <input type="checkbox"/> Reading A-Z <input type="checkbox"/> Reading intervention with EL teacher <input type="checkbox"/> Reading services (i.e., language support, licensed EL teacher or para) provided to ELs <input type="checkbox"/> Reading night with parents <input type="checkbox"/> Reciprocal teaching strategies <input type="checkbox"/> Review of reading resources for ELs <input type="checkbox"/> RIF books <input type="checkbox"/> SIOP <input type="checkbox"/> Spelling Mastery <input type="checkbox"/> Student pre/post-test results <input type="checkbox"/> Translation of materials <input type="checkbox"/> W-APT assessment results <input type="checkbox"/> WIDA strategies <input type="checkbox"/> Wordly Wise
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<b>Cite additional evidence here:</b>							
<b>Comments/Follow-up:</b>							

## GOAL AREA 1: READING, CONT.

<b>Strategy 1.3</b>	IMPLEMENTATION LEVEL						
	Aware	Developing	Succeeding	Exceeding			
<b>1.3 Provide technology-based and innovative learning opportunities to reduce reading skill gaps and promote engagement in reading.</b>	<ul style="list-style-type: none"> <li>• Inadequate or no technology-based and innovative learning opportunities to promote reading provided</li> <li>• Limited or no student participation in technology-based and innovative learning opportunities in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Some technology-based and innovative learning opportunities to promote reading provided</li> <li>• Occasional student participation in technology-based and innovative learning opportunities in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient technology-based and innovative learning opportunities to promote reading provided</li> <li>• Frequent student participation technology-based and innovative learning opportunities in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive technology-based and innovative learning opportunities to promote reading provided</li> <li>• Regular student participation in technology-based and innovative learning opportunities in reading</li> </ul>			
<p><b>Place a checkmark (✓) next to the evidence relevant to your project</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <input type="checkbox"/> Accelerated Reader  <input type="checkbox"/> Book studies  <input type="checkbox"/> Compass Learning Odyssey  <input type="checkbox"/> Computer-based reading interventions  <input type="checkbox"/> Daily computer lab time  <input type="checkbox"/> Descriptions of online reading programs  <input type="checkbox"/> FAST Reading  <input type="checkbox"/> Forensic Science Kit for vocabulary development  <input type="checkbox"/> FreeRice.com  <input type="checkbox"/> iPad apps and games  <input type="checkbox"/> IXL Language Arts  <input type="checkbox"/> Journal pages on Legos  <input type="checkbox"/> Legos/Lego Robotics                 </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Lexia  <input type="checkbox"/> Migrant Literacy NET website/Success Plans                      MMERC Legos/Lego Robotics  <input type="checkbox"/> MMERC instructional materials  <input type="checkbox"/> MobyMax  <input type="checkbox"/> Older students read to younger students  <input type="checkbox"/> PBS.org  <input type="checkbox"/> Raz-Kids  <input type="checkbox"/> Read Live  <input type="checkbox"/> Read Naturally  <input type="checkbox"/> Reading A-Z  <input type="checkbox"/> Reading Eggs  <input type="checkbox"/> Reading/summarizing news articles  <input type="checkbox"/> Readtheory.org                 </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Review of online reading resources  <input type="checkbox"/> Rosetta Stone  <input type="checkbox"/> STARFALL  <input type="checkbox"/> STAR Reading  <input type="checkbox"/> STEM story generator  <input type="checkbox"/> Stride Academy  <input type="checkbox"/> Student Center Activities (FCRR)  <input type="checkbox"/> Student enrollment records  <input type="checkbox"/> Student participation records  <input type="checkbox"/> Study Island  <input type="checkbox"/> TumbleBooks digital books  <input type="checkbox"/> Weekly news report uploaded to YouTube                 </td> </tr> </table>					<input type="checkbox"/> Accelerated Reader <input type="checkbox"/> Book studies <input type="checkbox"/> Compass Learning Odyssey <input type="checkbox"/> Computer-based reading interventions <input type="checkbox"/> Daily computer lab time <input type="checkbox"/> Descriptions of online reading programs <input type="checkbox"/> FAST Reading <input type="checkbox"/> Forensic Science Kit for vocabulary development <input type="checkbox"/> FreeRice.com <input type="checkbox"/> iPad apps and games <input type="checkbox"/> IXL Language Arts <input type="checkbox"/> Journal pages on Legos <input type="checkbox"/> Legos/Lego Robotics	<input type="checkbox"/> Lexia <input type="checkbox"/> Migrant Literacy NET website/Success Plans MMERC Legos/Lego Robotics <input type="checkbox"/> MMERC instructional materials <input type="checkbox"/> MobyMax <input type="checkbox"/> Older students read to younger students <input type="checkbox"/> PBS.org <input type="checkbox"/> Raz-Kids <input type="checkbox"/> Read Live <input type="checkbox"/> Read Naturally <input type="checkbox"/> Reading A-Z <input type="checkbox"/> Reading Eggs <input type="checkbox"/> Reading/summarizing news articles <input type="checkbox"/> Readtheory.org	<input type="checkbox"/> Review of online reading resources <input type="checkbox"/> Rosetta Stone <input type="checkbox"/> STARFALL <input type="checkbox"/> STAR Reading <input type="checkbox"/> STEM story generator <input type="checkbox"/> Stride Academy <input type="checkbox"/> Student Center Activities (FCRR) <input type="checkbox"/> Student enrollment records <input type="checkbox"/> Student participation records <input type="checkbox"/> Study Island <input type="checkbox"/> TumbleBooks digital books <input type="checkbox"/> Weekly news report uploaded to YouTube
<input type="checkbox"/> Accelerated Reader <input type="checkbox"/> Book studies <input type="checkbox"/> Compass Learning Odyssey <input type="checkbox"/> Computer-based reading interventions <input type="checkbox"/> Daily computer lab time <input type="checkbox"/> Descriptions of online reading programs <input type="checkbox"/> FAST Reading <input type="checkbox"/> Forensic Science Kit for vocabulary development <input type="checkbox"/> FreeRice.com <input type="checkbox"/> iPad apps and games <input type="checkbox"/> IXL Language Arts <input type="checkbox"/> Journal pages on Legos <input type="checkbox"/> Legos/Lego Robotics	<input type="checkbox"/> Lexia <input type="checkbox"/> Migrant Literacy NET website/Success Plans MMERC Legos/Lego Robotics <input type="checkbox"/> MMERC instructional materials <input type="checkbox"/> MobyMax <input type="checkbox"/> Older students read to younger students <input type="checkbox"/> PBS.org <input type="checkbox"/> Raz-Kids <input type="checkbox"/> Read Live <input type="checkbox"/> Read Naturally <input type="checkbox"/> Reading A-Z <input type="checkbox"/> Reading Eggs <input type="checkbox"/> Reading/summarizing news articles <input type="checkbox"/> Readtheory.org	<input type="checkbox"/> Review of online reading resources <input type="checkbox"/> Rosetta Stone <input type="checkbox"/> STARFALL <input type="checkbox"/> STAR Reading <input type="checkbox"/> STEM story generator <input type="checkbox"/> Stride Academy <input type="checkbox"/> Student Center Activities (FCRR) <input type="checkbox"/> Student enrollment records <input type="checkbox"/> Student participation records <input type="checkbox"/> Study Island <input type="checkbox"/> TumbleBooks digital books <input type="checkbox"/> Weekly news report uploaded to YouTube					
<p><b>Cite additional evidence here:</b></p>							
<p><b>Comments/Follow-up:</b></p>							

## GOAL AREA 2: MATHEMATICS

<b>Strategy 2.1</b>	IMPLEMENTATION LEVEL						
	Aware	Developing	Succeeding	Exceeding			
<b>2.1 Identify areas where students have learning gaps and provide standards-based curriculum and effective math instruction to meet individual student needs.</b>	<ul style="list-style-type: none"> <li>Inadequate supplemental math instruction provided</li> <li>Math curriculum is not standards-based</li> <li>Math instruction does not address student needs and build on their strengths</li> <li>Inadequate math resources</li> </ul>	<ul style="list-style-type: none"> <li>Some supplemental math instruction provided</li> <li>Math curriculum is somewhat standards-based</li> <li>Math instruction somewhat addresses student needs and builds on their strengths</li> <li>Some math resources</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient supplemental math instruction provided</li> <li>Math curriculum is primarily standards-based</li> <li>Math instruction addresses student needs and builds on their strengths</li> <li>Sufficient math resources</li> </ul>	<ul style="list-style-type: none"> <li>Extensive supplemental math instruction provided</li> <li>Math curriculum is all standards-based</li> <li>Math instruction meaningfully builds on student needs and strengths</li> <li>Extensive math resources</li> </ul>			
<p><b>Place a checkmark (✓) next to the evidence relevant to your project</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <input type="checkbox"/> Academic vocabulary  <input type="checkbox"/> Accelerated Math  <input type="checkbox"/> Accelerated Math planning report  <input type="checkbox"/> AIMS  <input type="checkbox"/> AVMR  <input type="checkbox"/> Chess  <input type="checkbox"/> Classroom schedules  <input type="checkbox"/> Collaboration with EL teachers  <input type="checkbox"/> Collaboration with math instructional coach  <input type="checkbox"/> Compass Learning Odyssey  <input type="checkbox"/> Cooking Matters (U of M Extension)  <input type="checkbox"/> Daily schedules  <input type="checkbox"/> Dreambox  <input type="checkbox"/> enVisionMATH  <input type="checkbox"/> Everyday Math  <input type="checkbox"/> Front Row Math  <input type="checkbox"/> High school credit accrual in math  <input type="checkbox"/> Independent problem solving  <input type="checkbox"/> Individualized math plans                 </td> <td style="vertical-align: top; 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<p><b>Cite additional evidence here:</b></p>							
<p><b>Comments/Follow-up:</b></p>							

## GOAL AREA 2: MATHEMATICS, CONT.

<b>Strategy 2.2</b>	<b>IMPLEMENTATION LEVEL</b>						
	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>			
<b>2.2 Provide effective math instruction using language-rich, math-rich, and real-world applications of concepts to increase engagement in math.</b>	<ul style="list-style-type: none"> <li>• Inadequate or no math instruction using language-rich, math-rich, and real-world applications of concepts provided</li> <li>• Limited or no student participation in math instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Some math instruction using language-rich, math-rich, and real-world applications of concepts provided</li> <li>• Occasional student participation in math instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient math instruction using language-rich, math-rich, and real-world applications of concepts provided</li> <li>• Frequent student participation in math instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive math instruction using language-rich, math-rich, and real-world applications of concepts provided</li> <li>• Regular student participation in math instruction</li> </ul>			
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<p><b>Cite additional evidence here:</b></p>							
<p><b>Comments/Follow-up:</b></p>							

## GOAL AREA 2: MATHEMATICS, CONT.

IMPLEMENTATION LEVEL																																		
<b>Strategy 2.3</b>	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>																														
<b>2.3 Provide technology-based and innovative learning opportunities to reduce math skill gaps and promote engagement in math.</b>	<ul style="list-style-type: none"> <li>Inadequate or no technology-based and innovative learning opportunities in math provided</li> <li>Limited or no student participation in technology-based and innovative learning opportunities in math</li> </ul>	<ul style="list-style-type: none"> <li>Some technology-based and innovative learning opportunities in math provided</li> <li>Occasional student participation in technology-based and innovative learning opportunities in math</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient technology-based and innovative learning opportunities in math provided</li> <li>Frequent student participation in technology-based and innovative learning opportunities in math</li> </ul>	<ul style="list-style-type: none"> <li>Extensive technology-based and innovative learning opportunities in math provided</li> <li>Regular student participation technology-based and innovative learning opportunities in math</li> </ul>																														
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<b>Cite additional evidence here:</b>																																		
<b>Comments/Follow-up:</b>																																		

## GOAL AREA 3: GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

IMPLEMENTATION LEVEL							
<b>Strategy 3.1a</b>	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>			
<b>3.1a Gather information from home base districts, interstate coordination agencies (e.g., TMIP), and MSIX to provide effective, needs-based instruction to migratory secondary students and OSY (e.g., coursework leading toward high school credits, state assessments, and other secondary and post-secondary/career readiness opportunities).</b>	<ul style="list-style-type: none"> <li>Limited or no provision of effective instruction to migratory secondary students and OSY</li> <li>Instruction is not needs-based</li> <li>Limited or no participation of secondary students/OSY in services</li> </ul>	<ul style="list-style-type: none"> <li>Some provision of effective instruction to migratory secondary students and OSY</li> <li>Some instruction is needs-based</li> <li>Occasional participation of secondary students/OSY in services</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient provision of effective instruction to migratory secondary students and OSY</li> <li>Instruction is primarily needs-based</li> <li>Frequent participation of secondary students/OSY in services</li> </ul>	<ul style="list-style-type: none"> <li>Extensive provision of effective instruction to migratory secondary students and OSY</li> <li>Instruction is need-based</li> <li>Consistent and regular participation of secondary students/OSY in services</li> </ul>			
<b>Place a checkmark (✓) next to the evidence relevant to your project</b>							
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Academic review with student discussion  <input type="checkbox"/> Attendance records  <input type="checkbox"/> Calendar of career exploration field trips, speakers, and classroom activities  <input type="checkbox"/> Career exploration  <input type="checkbox"/> CBE exams received from UTCC  <input type="checkbox"/> Class lists  <input type="checkbox"/> College visits  <input type="checkbox"/> College Weekend in Mankato  <input type="checkbox"/> Communication with TMIP  <input type="checkbox"/> Continuous Learning Plans  <input type="checkbox"/> Correspondence with home base counselor  <input type="checkbox"/> Counselor visits  <input type="checkbox"/> Coursework (e.g., district, online, paper/pencil)                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Credit accrual and recovery  <input type="checkbox"/> Daily/weekly schedules  <input type="checkbox"/> Description of resources provided  <input type="checkbox"/> Description of services provided  <input type="checkbox"/> Documentation of instructional services  <input type="checkbox"/> Graduation conversations  <input type="checkbox"/> Hands-on science activities to integrate coursework, vocabulary, and lab skills  <input type="checkbox"/> Individualized learning/graduation plans  <input type="checkbox"/> Interviews with OSY  <input type="checkbox"/> Migrant College Weekend in Mankato  <input type="checkbox"/> MSIX records  <input type="checkbox"/> Odysseyware for online credit accrual                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Online learning opportunities  <input type="checkbox"/> Parent meetings  <input type="checkbox"/> Postsecondary/career conversations with social worker  <input type="checkbox"/> Progress reports  <input type="checkbox"/> STAAR test preparation and administration  <input type="checkbox"/> Student participation records  <input type="checkbox"/> Student records showing identified needs and strengths  <input type="checkbox"/> Student progress reporting  <input type="checkbox"/> Student report cards  <input type="checkbox"/> Summer program summary of student work  <input type="checkbox"/> Transcripts                 </td> </tr> </table>					<input type="checkbox"/> Academic review with student discussion <input type="checkbox"/> Attendance records <input type="checkbox"/> Calendar of career exploration field trips, speakers, and classroom activities <input type="checkbox"/> Career exploration <input type="checkbox"/> CBE exams received from UTCC <input type="checkbox"/> Class lists <input type="checkbox"/> College visits <input type="checkbox"/> College Weekend in Mankato <input type="checkbox"/> Communication with TMIP <input type="checkbox"/> Continuous Learning Plans <input type="checkbox"/> Correspondence with home base counselor <input type="checkbox"/> Counselor visits <input type="checkbox"/> Coursework (e.g., district, online, paper/pencil)	<input type="checkbox"/> Credit accrual and recovery <input type="checkbox"/> Daily/weekly schedules <input type="checkbox"/> Description of resources provided <input type="checkbox"/> Description of services provided <input type="checkbox"/> Documentation of instructional services <input type="checkbox"/> Graduation conversations <input type="checkbox"/> Hands-on science activities to integrate coursework, vocabulary, and lab skills <input type="checkbox"/> Individualized learning/graduation plans <input type="checkbox"/> Interviews with OSY <input type="checkbox"/> Migrant College Weekend in Mankato <input type="checkbox"/> MSIX records <input type="checkbox"/> Odysseyware for online credit accrual	<input type="checkbox"/> Online learning opportunities <input type="checkbox"/> Parent meetings <input type="checkbox"/> Postsecondary/career conversations with social worker <input type="checkbox"/> Progress reports <input type="checkbox"/> STAAR test preparation and administration <input type="checkbox"/> Student participation records <input type="checkbox"/> Student records showing identified needs and strengths <input type="checkbox"/> Student progress reporting <input type="checkbox"/> Student report cards <input type="checkbox"/> Summer program summary of student work <input type="checkbox"/> Transcripts
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<b>Cite additional evidence here:</b>							
<b>Comments/Follow-up:</b>							

## GOAL AREA 3: GRADUATION AND SERVICES TO OSY, CONT.

<b>Strategy 3.1b</b>	IMPLEMENTATION LEVEL																								
	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>																					
<b>3.1b Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services.</b>	<ul style="list-style-type: none"> <li>• Little or no outreach conducted to encourage migratory secondary students/OSY to participate in MEP services</li> </ul>	<ul style="list-style-type: none"> <li>• Some outreach conducted to encourage migratory secondary students/OSY to participate in MEP services</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient outreach conducted to encourage migratory secondary students/OSY to participate in MEP services</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive outreach conducted to encourage migratory secondary students/ OSY to participate in MEP services</li> </ul>																					
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<p><b>Comments/Follow-up:</b></p>																									



## GOAL AREA 3: GRADUATION AND SERVICES TO OSY, CONT.

<b>Strategy 3.2</b>	IMPLEMENTATION LEVEL																					
	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>																		
<b>3.2 Provide advocacy and outreach to migratory families to facilitate student enrollment in local or home base districts during the regular school year, and placement in credit-bearing courses transferrable to home base districts.</b>	<ul style="list-style-type: none"> <li>• Minimal or no advocacy and outreach to migratory students during the regular school year.</li> <li>• Minimal or no student enrollment in the regular school year.</li> <li>• Minimal or no student placement in credit-bearing coursework.</li> </ul>	<ul style="list-style-type: none"> <li>• Some advocacy and outreach to migratory students during the regular school year.</li> <li>• Occasional student enrollment in the regular school year.</li> <li>• Occasional student placement in credit-bearing coursework.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient advocacy and outreach to migratory students during the regular school year.</li> <li>• Frequent student enrollment in the regular school year.</li> <li>• Frequent student placement in credit-bearing coursework.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive advocacy and outreach to migratory students during the regular school year.</li> <li>• Consistent student enrollment in the regular school year.</li> <li>• Consistent student placement in credit-bearing coursework.</li> </ul>																		
<p><b>Place a checkmark (✓) next to the evidence relevant to your project</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> Coordination with local school district</td> <td style="width: 33%; border: none;"><input type="checkbox"/> MDE Summer Kick-off Training</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Student Needs Assessment forms</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Coordination with TMIP (verbal and written)</td> <td style="border: none;"><input type="checkbox"/> MMERC Secondary Handbook</td> <td style="border: none;"><input type="checkbox"/> Student records</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Coordination with home base district</td> <td style="border: none;"><input type="checkbox"/> MMERC spreadsheet listing student course recommendations</td> <td style="border: none;"><input type="checkbox"/> TEA website</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> District website</td> <td style="border: none;"><input type="checkbox"/> MSIX repository</td> <td style="border: none;"><input type="checkbox"/> TMIP correspondence and referral lists</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Documentation of coordination with home base district staff and counselors</td> <td style="border: none;"><input type="checkbox"/> Emails</td> <td style="border: none;"><input type="checkbox"/> TMIP training for STAAR testing</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Emails/phone calls with home base counselor or district summer migrant counselor</td> <td style="border: none;"><input type="checkbox"/> Migrant Liaison contact logs</td> <td></td> </tr> </table>					<input type="checkbox"/> Coordination with local school district	<input type="checkbox"/> MDE Summer Kick-off Training	<input type="checkbox"/> Student Needs Assessment forms	<input type="checkbox"/> Coordination with TMIP (verbal and written)	<input type="checkbox"/> MMERC Secondary Handbook	<input type="checkbox"/> Student records	<input type="checkbox"/> Coordination with home base district	<input type="checkbox"/> MMERC spreadsheet listing student course recommendations	<input type="checkbox"/> TEA website	<input type="checkbox"/> District website	<input type="checkbox"/> MSIX repository	<input type="checkbox"/> TMIP correspondence and referral lists	<input type="checkbox"/> Documentation of coordination with home base district staff and counselors	<input type="checkbox"/> Emails	<input type="checkbox"/> TMIP training for STAAR testing	<input type="checkbox"/> Emails/phone calls with home base counselor or district summer migrant counselor	<input type="checkbox"/> Migrant Liaison contact logs	
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<p><b>Cite additional evidence here:</b></p>																						
<p><b>Comments/Follow-up:</b></p>																						

## GOAL AREA 3: GRADUATION AND SERVICES TO OSY, CONT.

<b>Strategy 3.3</b>	IMPLEMENTATION LEVEL						
	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>			
<b>3.3 Provide effective instruction that addresses English language development (ELD) standards to secondary-age migratory ELs.</b>	<ul style="list-style-type: none"> <li>• Inadequate or no instruction provided to secondary-age migratory ELs that addresses ELD standards</li> <li>• Limited or no reading resources available to ELs</li> <li>• Limited or no participation in reading services for ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Some instruction provided to secondary-age migratory ELs that addresses ELD standards</li> <li>• Some reading resources available to ELs</li> <li>• Occasional participation in reading services for ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient instruction provided to secondary-age migratory ELs that addresses ELD standards</li> <li>• Sufficient reading resources provided to ELs</li> <li>• Frequent participation in reading services for ELs</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive instruction provided to secondary-age migratory ELs that addresses ELD standards</li> <li>• Extensive reading resources provided to ELs</li> <li>• Regular participation in reading services for ELs</li> </ul>			
<p><b>Place a checkmark (✓) next to the evidence relevant to your project</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Attendance records  <input type="checkbox"/> Coaching  <input type="checkbox"/> College visits  <input type="checkbox"/> Communication in home language  <input type="checkbox"/> Continuous learning plans  <input type="checkbox"/> Documentation of services provided  <input type="checkbox"/> Documentation on enrollment and participation  <input type="checkbox"/> EL materials  <input type="checkbox"/> EL schedule  <input type="checkbox"/> EL services  <input type="checkbox"/> Field trips and speakers                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Graduation plans  <input type="checkbox"/> Hands-on science activities to support vocabulary development  <input type="checkbox"/> Individual student conferences  <input type="checkbox"/> Individualized learning/graduation plans  <input type="checkbox"/> Individualized support in math  <input type="checkbox"/> Instructional resources  <input type="checkbox"/> Licensed EL teacher on staff  <input type="checkbox"/> Needs assessments  <input type="checkbox"/> Professional development for staff  <input type="checkbox"/> Math support                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Review of ESL resources  <input type="checkbox"/> Scaffolding  <input type="checkbox"/> Special accommodations for students  <input type="checkbox"/> Student interviews  <input type="checkbox"/> Student records showing identified needs and strengths  <input type="checkbox"/> Translation services  <input type="checkbox"/> Weekly reviews of student progress toward credit accrual  <input type="checkbox"/> WIDA strategies  <input type="checkbox"/> Withdrawal forms                 </td> </tr> </table>					<input type="checkbox"/> Attendance records <input type="checkbox"/> Coaching <input type="checkbox"/> College visits <input type="checkbox"/> Communication in home language <input type="checkbox"/> Continuous learning plans <input type="checkbox"/> Documentation of services provided <input type="checkbox"/> Documentation on enrollment and participation <input type="checkbox"/> EL materials <input type="checkbox"/> EL schedule <input type="checkbox"/> EL services <input type="checkbox"/> Field trips and speakers	<input type="checkbox"/> Graduation plans <input type="checkbox"/> Hands-on science activities to support vocabulary development <input type="checkbox"/> Individual student conferences <input type="checkbox"/> Individualized learning/graduation plans <input type="checkbox"/> Individualized support in math <input type="checkbox"/> Instructional resources <input type="checkbox"/> Licensed EL teacher on staff <input type="checkbox"/> Needs assessments <input type="checkbox"/> Professional development for staff <input type="checkbox"/> Math support	<input type="checkbox"/> Review of ESL resources <input type="checkbox"/> Scaffolding <input type="checkbox"/> Special accommodations for students <input type="checkbox"/> Student interviews <input type="checkbox"/> Student records showing identified needs and strengths <input type="checkbox"/> Translation services <input type="checkbox"/> Weekly reviews of student progress toward credit accrual <input type="checkbox"/> WIDA strategies <input type="checkbox"/> Withdrawal forms
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<p><b>Cite additional evidence here:</b></p>							
<p><b>Comments/Follow-up:</b></p>							

## GOAL AREA 3: GRADUATION AND SERVICES TO OSY, CONT.

<b>Strategy 3.4</b>	IMPLEMENTATION LEVEL						
	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>			
<b>3.4 Develop a plan to coordinate among local schools, state agencies, and home base districts to issue transcripts for timely transfer of records, including records for special education students.</b>	<ul style="list-style-type: none"> <li>• No plan to coordinate with local schools, state agencies, and home base districts to issue transcripts for timely transfer of records</li> </ul>	<ul style="list-style-type: none"> <li>• Some progress toward developing a plan to coordinate with local schools, state agencies, and home base districts to issue transcripts for timely transfer of records</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient progress toward developing a plan to coordinate with local schools, state agencies, and home base districts to issue transcripts for timely transfer of records</li> </ul>	<ul style="list-style-type: none"> <li>• A plan is in place to coordinate with local schools, state agencies, and home base districts to issue transcripts for timely transfer of records</li> </ul>			
<p><b>Place a checkmark (✓) next to the evidence relevant to your project</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Coordination with local school district  <input type="checkbox"/> Coordination with state agencies  <input type="checkbox"/> Coordination with home base district  <input type="checkbox"/> District website  <input type="checkbox"/> Documentation of coordination                 </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Emails/phone calls with home base counselor or district summer migrant counselor  <input type="checkbox"/> MDE Summer Kick-off Training  <input type="checkbox"/> MMERC Secondary Handbook                 </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> MSIX repository  <input type="checkbox"/> Secondary/OSY Coordinator contact logs  <input type="checkbox"/> State/local websites                 </td> </tr> </table>					<input type="checkbox"/> Coordination with local school district <input type="checkbox"/> Coordination with state agencies <input type="checkbox"/> Coordination with home base district <input type="checkbox"/> District website <input type="checkbox"/> Documentation of coordination	<input type="checkbox"/> Emails/phone calls with home base counselor or district summer migrant counselor <input type="checkbox"/> MDE Summer Kick-off Training <input type="checkbox"/> MMERC Secondary Handbook	<input type="checkbox"/> MSIX repository <input type="checkbox"/> Secondary/OSY Coordinator contact logs <input type="checkbox"/> State/local websites
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<p><b>Cite additional evidence here:</b></p>							
<p><b>Comments/Follow-up:</b></p>							

## GOAL AREA 4: SUPPORT SERVICES

<b>Strategy 4.1</b>	IMPLEMENTATION LEVEL						
	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding			
<p><b>4.1 Provide migratory students with supplemental resources, supplies, and services to minimize education interruptions and improve academic skills and achievement</b> (e.g., summer programming, innovative options/resources that support learning, family literacy, health/dental, transportation, translation, counseling, liaisons, EL, college and career exploration).</p>	<ul style="list-style-type: none"> <li>• No provision of supplemental resources, supplies, and services</li> <li>• Limited or no students receive supplemental resources, supplies, and services</li> </ul>	<ul style="list-style-type: none"> <li>• Some provision of supplemental resources, supplies, and services</li> <li>• Some students receive supplemental resources, supplies, and services</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient provision of supplemental resources, supplies, and services</li> <li>• Sufficient number of students receive supplemental resources, supplies, and services</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive provision of supplemental resources, supplies, and services</li> <li>• Extensive number of students receive supplemental resources, supplies, and services</li> </ul>			
<p><b>Place a checkmark (✓) next to the evidence relevant to your project</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bilingual paraprofessionals</li> <li><input type="checkbox"/> Boy/Girl Scouts</li> <li><input type="checkbox"/> Calendar of scheduled events</li> <li><input type="checkbox"/> Collaboration with community resources (e.g., food banks, 4-H, universities/colleges, libraries, county extension offices, community pools/aquatics centers, Salvation Army)</li> <li><input type="checkbox"/> Collaboration with district programs (e.g., truancy/police liaison, student nutritional services)</li> <li><input type="checkbox"/> Collaboration with TVOC (shared transportation list, clinic space, family identification)</li> <li><input type="checkbox"/> Counselor visits</li> </ul> </td> <td style="width: 33%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptions of support services</li> <li><input type="checkbox"/> Documentation of coordination activities</li> <li><input type="checkbox"/> English language instruction</li> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> Health services (dental exams, physicals, vision/ hearing screening)</li> <li><input type="checkbox"/> MEP screening logs</li> <li><input type="checkbox"/> Migrant College Weekend in Mankato</li> <li><input type="checkbox"/> Newsletter</li> <li><input type="checkbox"/> Newspaper articles and photos</li> <li><input type="checkbox"/> Nurse in building daily</li> <li><input type="checkbox"/> Parent liaisons</li> <li><input type="checkbox"/> Phone log</li> </ul> </td> <td style="width: 33%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Photos</li> <li><input type="checkbox"/> Records of support services received (e.g., transportation, dental, vision/hearing, physicals, meals, RIF books)</li> <li><input type="checkbox"/> Referred Services Form</li> <li><input type="checkbox"/> RIF books</li> <li><input type="checkbox"/> School social worker on staff</li> <li><input type="checkbox"/> Sheridan Story Food/Backpack letter to parents</li> <li><input type="checkbox"/> Student participation records</li> <li><input type="checkbox"/> Summer programming</li> <li><input type="checkbox"/> Technology-based interventions</li> <li><input type="checkbox"/> Transportation and attendance lists</li> <li><input type="checkbox"/> Weekly meetings with recruiters and TVOC</li> </ul> </td> </tr> </table>					<ul style="list-style-type: none"> <li><input type="checkbox"/> Bilingual paraprofessionals</li> <li><input type="checkbox"/> Boy/Girl Scouts</li> <li><input type="checkbox"/> Calendar of scheduled events</li> <li><input type="checkbox"/> Collaboration with community resources (e.g., food banks, 4-H, universities/colleges, libraries, county extension offices, community pools/aquatics centers, Salvation Army)</li> <li><input type="checkbox"/> Collaboration with district programs (e.g., truancy/police liaison, student nutritional services)</li> <li><input type="checkbox"/> Collaboration with TVOC (shared transportation list, clinic space, family identification)</li> <li><input type="checkbox"/> Counselor visits</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptions of support services</li> <li><input type="checkbox"/> Documentation of coordination activities</li> <li><input type="checkbox"/> English language instruction</li> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> Health services (dental exams, physicals, vision/ hearing screening)</li> <li><input type="checkbox"/> MEP screening logs</li> <li><input type="checkbox"/> Migrant College Weekend in Mankato</li> <li><input type="checkbox"/> Newsletter</li> <li><input type="checkbox"/> Newspaper articles and photos</li> <li><input type="checkbox"/> Nurse in building daily</li> <li><input type="checkbox"/> Parent liaisons</li> <li><input type="checkbox"/> Phone log</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Photos</li> <li><input type="checkbox"/> Records of support services received (e.g., transportation, dental, vision/hearing, physicals, meals, RIF books)</li> <li><input type="checkbox"/> Referred Services Form</li> <li><input type="checkbox"/> RIF books</li> <li><input type="checkbox"/> School social worker on staff</li> <li><input type="checkbox"/> Sheridan Story Food/Backpack letter to parents</li> <li><input type="checkbox"/> Student participation records</li> <li><input type="checkbox"/> Summer programming</li> <li><input type="checkbox"/> Technology-based interventions</li> <li><input type="checkbox"/> Transportation and attendance lists</li> <li><input type="checkbox"/> Weekly meetings with recruiters and TVOC</li> </ul>
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<p><b>Cite additional evidence here:</b></p>							
<p><b>Comments/Follow-up:</b></p>							

## GOAL AREA 4: SUPPORT SERVICES, CONT.

<b>Strategy 4.2</b>	IMPLEMENTATION LEVEL																					
	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>																		
<p><b>4.2 Develop processes and procedures for conducting inter/intrastate coordination activities to streamline data transfer; identify the unique needs of migratory children; and learn about graduation requirements, curriculum, and assessments</b> (e.g., facilitate timely move notifications, educate district staff on migratory student needs, MSIX, and SPSR; make personal contact through phone calls and emails; intentionally market the MEP to businesses, worksites/employers, schools, and parents; and increase MEP presentations/presence).</p>	<ul style="list-style-type: none"> <li>No processes/procedures in place for conducting inter/intrastate coordination</li> <li>Little or no coordination with other agencies</li> <li>Limited or no PD provided to MEP staff addressing inter/intrastate coordination</li> </ul>	<ul style="list-style-type: none"> <li>Some processes and procedures in place for conducting inter/intrastate coordination</li> <li>Some coordination with other agencies</li> <li>Some PD provided to MEP staff addressing inter/intrastate coordination</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient processes and procedures in place for conducting inter/intrastate coordination</li> <li>Sufficient coordination with other agencies</li> <li>Sufficient PD provided to MEP staff addressing inter/intrastate coordination</li> </ul>	<ul style="list-style-type: none"> <li>Extensive processes and procedures in place for conducting inter/intrastate coordination</li> <li>Extensive coordination with other agencies</li> <li>Extensive PD provided to MEP staff addressing inter/intrastate coordination</li> </ul>																		
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<p><b>Cite additional evidence here:</b></p>																						
<p><b>Comments/Follow-up:</b></p>																						

## GOAL AREA 4: SUPPORT SERVICES, CONT.

<b>Strategy 4.3</b>	IMPLEMENTATION LEVEL						
	<input type="checkbox"/> <b>Aware</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Succeeding</b>	<input type="checkbox"/> <b>Exceeding</b>			
<b>4.3 Provide the opportunity for families to participate in two activities with content designed to help them support their children's learning.</b>	<ul style="list-style-type: none"> <li>• No family activities provided</li> <li>• No family participation in activities</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer than two family activities provided</li> <li>• Occasional family participation in activities</li> </ul>	<ul style="list-style-type: none"> <li>• Two or more family activities provided</li> <li>• Frequent family participation in activities</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and ongoing family activities provided</li> <li>• Regular family participation in activities</li> </ul>			
<p><b>Place a checkmark (✓) next to the evidence relevant to your project</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Bi-weekly progress reports  <input type="checkbox"/> Books and Breakfast  <input type="checkbox"/> Calendar of summer programming  <input type="checkbox"/> Collaboration with TVOC (dental, physicals, vision/hearing screenings, parent education)  <input type="checkbox"/> Drones/airplanes/RIF/math tips  <input type="checkbox"/> Face-to-face meetings with liaison  <input type="checkbox"/> Fridays at the Apartments/Park  <input type="checkbox"/> Home-based information, strategies, and resources for parents  <input type="checkbox"/> Home visits  <input type="checkbox"/> Migrant Literacy NET handouts sent home                 </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Newsletters  <input type="checkbox"/> Nurtured Heard Approach  <input type="checkbox"/> Parent education nights  <input type="checkbox"/> Parent flyers  <input type="checkbox"/> Parent informational sessions  <input type="checkbox"/> Parent liaison  <input type="checkbox"/> Parent liaison call/home visit log  <input type="checkbox"/> Parent meetings  <input type="checkbox"/> Parent nights  <input type="checkbox"/> Parent survey  <input type="checkbox"/> Parent training evaluations  <input type="checkbox"/> Parent training materials                 </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Parent training schedules, agendas, and sign-in sheets  <input type="checkbox"/> Parent/teacher conferences  <input type="checkbox"/> Phone calls  <input type="checkbox"/> Report cards  <input type="checkbox"/> Resources provided to parents  <input type="checkbox"/> RIF book distributions  <input type="checkbox"/> Schedule of parent/family events  <input type="checkbox"/> Secondary student academic review provided to parents  <input type="checkbox"/> Student performances (e.g., theater, choir)  <input type="checkbox"/> TVOC health screening phone calls                 </td> </tr> </table>					<input type="checkbox"/> Bi-weekly progress reports <input type="checkbox"/> Books and Breakfast <input type="checkbox"/> Calendar of summer programming <input type="checkbox"/> Collaboration with TVOC (dental, physicals, vision/hearing screenings, parent education) <input type="checkbox"/> Drones/airplanes/RIF/math tips <input type="checkbox"/> Face-to-face meetings with liaison <input type="checkbox"/> Fridays at the Apartments/Park <input type="checkbox"/> Home-based information, strategies, and resources for parents <input type="checkbox"/> Home visits <input type="checkbox"/> Migrant Literacy NET handouts sent home	<input type="checkbox"/> Newsletters <input type="checkbox"/> Nurtured Heard Approach <input type="checkbox"/> Parent education nights <input type="checkbox"/> Parent flyers <input type="checkbox"/> Parent informational sessions <input type="checkbox"/> Parent liaison <input type="checkbox"/> Parent liaison call/home visit log <input type="checkbox"/> Parent meetings <input type="checkbox"/> Parent nights <input type="checkbox"/> Parent survey <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent training materials	<input type="checkbox"/> Parent training schedules, agendas, and sign-in sheets <input type="checkbox"/> Parent/teacher conferences <input type="checkbox"/> Phone calls <input type="checkbox"/> Report cards <input type="checkbox"/> Resources provided to parents <input type="checkbox"/> RIF book distributions <input type="checkbox"/> Schedule of parent/family events <input type="checkbox"/> Secondary student academic review provided to parents <input type="checkbox"/> Student performances (e.g., theater, choir) <input type="checkbox"/> TVOC health screening phone calls
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<p><b>Cite additional evidence here:</b></p>							
<p><b>Comments/Follow-up:</b></p>							



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# **Appendix B**

Minnesota MEP SDP/CNA/  
Evaluation Alignment Chart

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# 2017-18 Minnesota MEP SDP/CNA/ Evaluation Alignment Chart

## GOAL AREA #1: READING

**State Performance Target:** By 2025, 90% of all students will score proficient on the state assessment with no student group falling below 85%. Annual interim targets for migratory students are equal increments toward 85% from the 2017 baseline.

**Primary Concern Statement:** We are concerned that migratory students have learning gaps in reading due to high mobility resulting in interrupted schooling.

**Data Summary:** In 2016-17, 26% of the 187 migratory students assessed (28% of PFS migratory students) scored at Meets or Exceeds in reading compared to 60% of non-migratory students.

**Need Statement:** The percentage of migratory students scoring proficient or above in reading needs to increase by 34% (32% for PFS migratory students) to eliminate the gap between migratory students and non-migratory students.

**Strategy 1.1:** Identify areas where students have learning gaps and provide standards-based curriculum and effective reading instruction to meet individual student needs.

**Strategy 1.2:** Provide effective instruction that addresses English language development standards.

**Strategy 1.3:** Provide technology-based and innovative learning opportunities to reduce reading skill gaps and promote engagement in reading.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>MPO 1A:</b> By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based reading curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.	1A.1 What percentage of students (PFS & non-PFS) in grades K-8 improved their scores by 5%?	1A.2 How many students received reading instruction during the summer at each site?
<b>MPO 1B:</b> By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.	1B.1 What percentage of summer sites implemented standards-based reading curriculum and effective instructional strategies at the “succeeding” or “exceeding” level?	1B.2 How did local projects tailor reading instruction to meet the needs of individual students?

## **GOAL AREA #2: MATHEMATICS**

**State Performance Target:** By 2025, 90% of all students will score proficient on the state assessment with no student group falling below 85%. Annual interim targets for migratory students are equal increments toward 85% from the 2017 baseline.

**Primary Concern Statement:** We are concerned that migratory students have learning gaps in math due to high mobility, interrupted schooling, and a lack of engagement during the regular school year.

**Data Summary:** In 2016-17, 27% of the 187 migratory students assessed (29% of PFS migratory students) scored at Meets or Exceeds in math compared to 59% of non-migratory students.

**Need Statement:** The percent of migratory students scoring proficient or above in math needs to increase by 32% (30% for PFS migratory students) to eliminate the gap between migratory students and non-migratory students.

**Strategy 2.1:** Identify areas where students have learning gaps and provide standards-based curriculum and effective math instruction to meet individual student needs.

**Strategy 2.2:** Provide effective math instruction using language-rich, math-rich, and real-world applications of concepts to increase engagement in math.

**Strategy 2.3:** Provide technology-based and innovative learning opportunities to reduce math skill gaps and promote engagement in math.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>MPO 2A:</b> By the end of the 2018 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.	2A.1 What percentage of students (PFS & non-PFS) in grades K-8 improved their scores by 5%?	2A.2 How many students received 5 or more days of math instruction during the summer at each site?
<b>MPO 2B:</b> By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.	2B.1 What percentage of summer sites implemented standards-based math curriculum and instructional strategies at the “succeeding” or “exceeding” level?	2B.2 How did local projects tailor math instruction to meet the needs of individual students?

### **GOAL AREA #3: HIGH SCHOOL GRADUATION AND SERVICES FOR OSY**

**State Performance Target:** By 2020, the adjusted cohort graduation rate for all students will be 90%. Targets for migratory students have not been set due to the small number of migratory students resident in the state during the regular year. However, the overall intent of strategies and MPOs is to attain high school graduation.

**Primary Concern Statement:** We are concerned that migratory students are meeting graduation requirements at a much lower rate than non-migratory students due to being behind in credit accrual, not passing state assessments, and being unaware of graduation requirements.

**Data Summary:** In 2015-16, the migratory graduation rate was 50% compared to 82.2% for non-migratory students. Note: only 10 migratory students were in the 2015-16 cohort, as the majority of Minnesota's migratory students graduate from their home-base school.

**Need Statement:** The migratory student graduation rate needs to increase by 32.2% in order to eliminate the gap between migratory and non-migratory students.

**Strategy 3.1a:** Gather information from home-base districts, interstate coordination agencies (e.g., TMIP), and MSIX to provide effective, needs-based instruction to migratory secondary students and OSY (e.g., coursework leading toward high school credits, state assessments, and other secondary and postsecondary/career readiness opportunities).

**Strategy 3.1b:** Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services.

**Strategy 3.2:** Provide advocacy and outreach to migratory families to facilitate student enrollment in local or home-base districts during the regular school year, and placement in credit-bearing courses transferrable to home-base districts.

**Strategy 3.3:** Provide effective instruction that addresses English language development standards to secondary-age migratory ELs.

**Strategy 3.4:** Develop a plan to coordinate among local schools, state agencies, and home-base districts to issue transcripts for timely transfer of records, including records for special education students.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>MPO 3A:</b> By the end of the 2018 summer migrant program, 70% of migratory secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.	3A.1 What percentage of students in grades 9-12 and OSY (PFS & non-PFS) obtained high school credits?	3A.2 What courses did migratory students/OSY complete?
<b>MPO 3B:</b> By the end of the 2018 summer migrant program, there will be a 5% increase (over the 2016 baseline of 21%) in the percentage of migratory OSY and secondary students in grades 9-12 receiving MEP services.	3B.1 Did the percentage of students in grades 9-12 and OSY (PFS & non-PFS) receiving MEP services increase by 5%?	3B.2 What strategies were used to increase secondary student/OSY participation in the MEP?
<b>MPO 3C:</b> By the end of the 2018 summer migrant program, 100% of secondary migratory students in grades 9-12 and OSY who earned high school credit will receive an official transcript documenting credit(s) earned.	3C.1 What percentage of students in grades 9-12 and OSY (PFS & non-PFS) earning high school credits receive an official transcript?	3C.2 What processes were put in place in order for students/OSY to receive official transcripts in Minnesota?

## **GOAL AREA #4: SUPPORT SERVICES**

**State Performance Target:** The delivery of support services to migratory students is a provision under Title IC. There is no specific state performance target for support services.

**Primary Concern Statement:** We are concerned that migratory students lack resources and supplies that would help them improve academic skills outside of a school program.

**Data Summary:** In 2017, 73% of staff reported that migratory students needed support services to better participate in their education; and 54% of students indicated a need for assistance locating school and community resources.

**Need Statement:** The percent of migratory students and their family members receiving support services needs to increase

**Strategy 4.1:** Provide migratory students with supplemental resources, supplies, and services to minimize educational interruptions and improve academic skills and achievement (e.g., summer programming, innovative options/resources that support learning, family literacy, health/dental, transportation, translation, counseling, liaisons, EL, college and career exploration).

**Strategy 4.2:** Develop processes and procedures for conducting inter/intrastate coordination activities to streamline data transfer; identify the unique needs of migratory children; and learn about graduation requirements, curriculum, and assessments (e.g., facilitate timely move notifications, educate district staff on migratory student needs, MSIX, and Summer Program Services Report (SPSR); make personal contact through phone calls and emails; intentionally market the MEP to businesses, worksites/ employers, schools, and parents; and increase MEP presentations/presence).

**Strategy 4.3:** Provide the opportunity for families to participate in two activities with content designed to help them support their children's learning.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<b>MPO 4A:</b> By the end of the 2018 summer migrant program, there will be a 2% increase (over the 2016 baseline of 27%) in the percentage of eligible migratory students (grades K-12/OSY) receiving MEP services.	4A.1 Did the percentage of migratory students and OSY (PFS & non-PFS) receiving MEP services increase by 2%?	4A.2 What strategies were used to increase student participation in the MEP?
<b>MPO 4B:</b> By the end of 2017-18, at least 90% of staff participating in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer as reported in a survey.	4B.1 What percentage of MEP staff reported increased understanding of inter/intrastate coordination?	4B.2 What types of professional development were provided to MEP staff?
<b>MPO 4C:</b> By the end of the 2018 summer migrant program, 90% of family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.	4C.1 What percentage of migratory family members reported increased knowledge?	4C.2 What types of parent activities were provided by local sites during the summer?