



2018-2019 ANNUAL EVALUATION REPORT



Migrant Education Program



June 2020

2018-2019 EVALUATION OF THE MINNESOTA MIGRANT EDUCATION PROGRAM (MEP)

Prepared for:

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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
M/E	Meets or Exceeds Proficiency
MEP	Migrant Education Program
MMERC	Midwest Migrant Educational Resource Center
MN	Minnesota
MPO	Measurable Program Outcome
MSIX	Migrant Student Records Exchange Initiative
OME	Office of Migrant Education
OSY	Out-of-School Youth
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
RIF	Reading is Fundamental
SDP	Service Delivery Plan
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 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 and educationally-related 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 2019, eight local projects provided services to 390 migratory students/youth (24 percent of the 1,623 eligible migratory students ages 3-21). 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 2018-19 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 on the following page shows that **the Minnesota MEP met eight of the 10 MPOs (80 percent)** in 2018-19 showing the benefit of MEP services for migratory students, their parents, and educators in Minnesota. Other key findings/trends revealed in the 2018-19 evaluation follow.

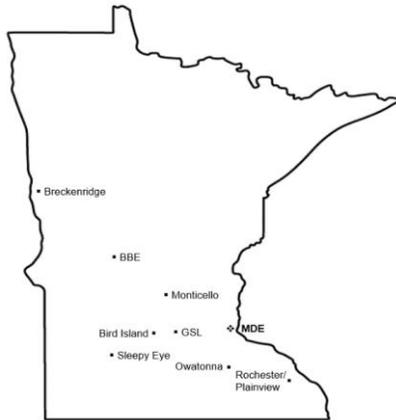
- ✚ Inter/intrastate coordination resulted in enhanced services to migratory students. Local projects collaborated with community agencies and school programs such as the Minnesota Targeted Services Program, Migrant/Seasonal Head Start, The Sheridan Story, the Kids in Need Foundation, 4-H, and the University of Minnesota Extension.
- ✚ Local projects completed the FSI tool to determine the level of implementation of each of the strategies in the Minnesota MEP SDP. MEP staff across the state rated themselves as proficient on eight of the 13 strategies (62 percent).
- ✚ From 2017-18 to 2018-19, there was a one percent increase in the number of migratory students scoring at "meets" or "exceeds" (M/E) on Minnesota Comprehensive Assessments (MCAs) in reading and math.

Minnesota MEP MPOs	MPO Met?	Evidence
Reading MPO 1A: By the end of the 2019 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based reading curriculum and effective instructional strategies for at least five days will improve their scores by two percent on a curriculum-based assessment.	Yes	86% of the migratory students assessed (204 of 237 students) gained by 2 %
Reading MPO 1B: By the end of 2019 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.	Yes	100% of the 8 summer sites assigned ratings of succeeding or exceeding
Math MPO 2A: By the end of the 2019 summer migrant program, 70% of migratory students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least five days will improve their scores by two percent on a curriculum-based assessment.	Yes	91% of the migratory students assessed (209 of 230 students) gained by 2 %
Math MPO 2B: By the end of 2019 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 FSI tool.	Yes	100% of the 8 summer sites assigned ratings of succeeding or exceeding
Graduation/Out-of-School Youth (OSY) MPO 3A: By the end of the 2019 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	93% of students taking courses (28 of 30 students) obtained 47 credits
Graduation/OSY MPO 3B: By the end of the 2019 summer migrant program, there will be a two percent increase (over the 2016 baseline of 21%) in the percentage of migratory OSY and secondary students in grades 9-12 receiving MEP services.	No	5% decrease from baseline of students served
Graduation/OSY MPO 3C: By the end of the 2019 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 the 28 students earning credit received an official transcript
Support Services MPO 4A: By the end of the 2019 summer migrant program, there will be a two percent increase (over the 2016 baseline of 27%) in the percentage of eligible migratory students (grades K-12/OSY) receiving MEP services.	No	5% decrease from baseline of students served
Support Services MPO 4B: By the end of the 2018-19 performance period, 90% of staff surveyed that participated in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer.	Yes	95% of MEP staff responding (21 of 22 staff) reported increased understanding
Support Services MPO 4C: By the end of the 2019 summer migrant program, 90% of family members surveyed who participated in at least one parent activity will report that they increased their knowledge of the content presented.	Yes	98% of family members responding (44 of 45 parents) reported increased knowledge

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 2019. These accomplishments were examined based on the MEP goals and objectives as outlined in the SDP. Services were provided to migratory students at nine summer projects: Belgrade-Brooten-Elrosa (BBE), Bird Island, Breckenridge, Glencoe-Silver Lake (GSL), Monticello, Owatonna, Rochester/Plainview, and Sleepy Eye.

Exhibit 1
Map of Minnesota 's MEP Projects



Projects provided supplemental 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.

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.

- 6-week summer school programming
- English and Spanish language instruction
- Enrichment activities (e.g., educational field trips, career and college readiness)
- Instruction utilizing Midwest Migrant Education Resource Center (MMERC) materials
- Online/computer-based reading and mathematics interventions
- Project-based learning
- Reading and math instruction

- Science, Technology, Engineering, and Math (STEM) instruction
- Science/social studies instruction
- Secondary credit accrual
- State of Texas Assessments of Academic Readiness (STAAR) test preparation and administration

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.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Career counseling • Free books • Guidance counseling • Health screening and services • Instructional supplies | <ul style="list-style-type: none"> • Interpreting/translating • Life skills instruction for OSY • Nutrition/food • Pre-GED/GED programs • Referrals • Transportation |
|---|--|

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;
- coordinating secondary education coursework and out-of-state testing;
- participating in the Migrant Student Records Exchange Initiative (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 in MIS2000 including data on 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.

IDENTIFICATION AND RECRUITMENT - The Minnesota MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in Minnesota. 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

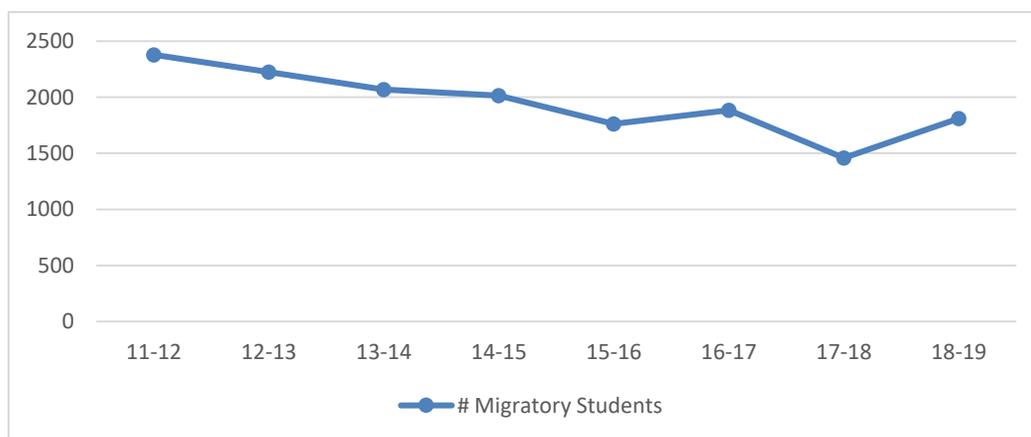
as eligible for the MEP. Year-round ID&R is managed by TVOC. Minnesota is divided into two recruiting regions. Two ID&R Specialists oversee three recruiters in these two regions.

MIGRATORY STUDENT DEMOGRAPHICS - Exhibit two shows that during 2018-19, there were 1,811 eligible migratory students in Minnesota, a 24 percent increase from 2017-18. Twenty-three percent of the students were children birth to age five (not in kindergarten), 40 percent were elementary students (K-5), 18 percent were middle school students (grades 6-8), 18 percent were high school students (grades 9-12), and one percent were OSY. *UG=ungraded*

Exhibit 2
Number of Eligible Migratory Students by Grade Level and Program Year

Grade	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
0-2	329	301	275	267	262	279	196	188
3-5	447	383	357	310	234	329	216	224
K	154	156	133	125	129	113	82	115
1	152	166	130	123	112	133	102	136
2	158	139	142	125	107	115	79	136
3	140	142	128	156	105	111	81	117
4	145	128	108	110	111	95	82	127
5	131	120	115	94	91	96	78	99
6	109	125	109	110	78	90	74	99
7	103	91	116	103	79	78	76	100
8	121	111	94	113	91	78	88	123
9	107	111	110	97	117	115	85	104
10	98	68	75	96	77	98	86	91
11	89	77	86	85	63	83	65	73
12	54	39	37	35	35	37	42	55
UG	1	0	3	0	0	1	0	0
OSY	41	69	52	67	30	32	27	24
Total	2,379	2,226	2,070	2,016	1,721	1,883	1,459	1,811

Source: CSPR Part II School Years 2011-12 through 2018-19



Migratory students who have priority for services (PFS) have made a qualifying move within the previous one-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 (ESSA—section 1304(d)). The Minnesota MEP has established an account of how these criteria are met. A migratory student, child, or youth must fit criterion one and criterion two to receive PFS status.

- 1) Recent qualifying move
 - a) The student has a qualifying arrival date (QAD) between September 1 of the previous year and August 31 of the current year; and
- 2) Failing, or most at risk of failing, to meet state academic standards
 - a) Student scored below proficient on a state academic assessment; or
 - b) Student scored below age/grade level on a local academic assessment; or
 - c) Student is an English learner (EL) as identified by an English language proficiency assessment; or
 - d) Secondary student is credit deficient; or
 - e) OSY-Students who dropped out of school prior to the performance period; or
 - f) Student dropped out of school; or
 - g) Student has an IEP or 504 Plan; or
 - h) Student qualifies for McKinney Vento

Exhibit three shows that of the 1,623 eligible students ages 3-21 in 2018-19, 34 percent were categorized as PFS and 42 percent were identified as being an EL. Eight percent of all eligible children/youth ages birth-21 (1,811) were identified as having a disability through the Individuals with Disabilities Education Act (IDEA). In addition, 55 percent of all eligible migratory students had a QAD occurring within 12 months from the last day of the performance period (8/31/19). OSY and children birth to two had the highest percentages of QADs in the performance period.

Exhibit 3
2018-19 Demographics of Migratory Students by Grade Level

Grade	Eligible Migratory Students Number	PFS Number (%)	EL Number (%)	IDEA Number (%)	QAD within 12 Months Number (%)
Birth-2	188	N/A	N/A	1 (1%)	156 (83%)
Age 3-5	224	69 (31%)	31 (14%)	7 (3%)	155 (69%)
K	115	33 (29%)	62 (54%)	9 (8%)	53 (46%)
1	136	51 (38%)	74 (54%)	9 (7%)	69 (51%)
2	136	50 (37%)	80 (59%)	22 (16%)	59 (43%)
3	117	40 (34%)	62 (53%)	8 (7%)	53 (45%)
4	127	42 (33%)	68 (54%)	14 (11%)	64 (50%)
5	99	41 (41%)	52 (53%)	7 (7%)	43 (43%)
6	99	31 (31%)	50 (51%)	14 (14%)	43 (43%)
7	100	37 (37%)	38 (38%)	11 (11%)	49 (49%)
8	123	49 (40%)	53 (43%)	11 (9%)	71 (58%)
9	104	27 (26%)	39 (38%)	7 (7%)	54 (52%)
10	91	20 (22%)	35 (38%)	11 (12%)	44 (48%)
11	73	30 (41%)	20 (27%)	1 (1%)	39 (53%)
12	55	12 (22%)	16 (29%)	6 (11%)	25 (45%)
OSY	24	20 (83%)	1 (4%)	0 (0%)	22 (92%)
Total	1,811	552 (34%)*	681 (42%)*	138 (8%)*	999 (55%)*

Source: 2018-19 CSPR

*Percentage of eligible migratory children/youth ages 3-21 [1,623]

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 (OME). 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 Minnesota MEP evaluation addresses questions including the following.

- ✓ How many migratory students received reading and/or math instruction during the summer at each site?
- ✓ How did local projects tailor reading and math instruction to meet the needs of individual students?
- ✓ What high school courses/credit-by-exam 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?

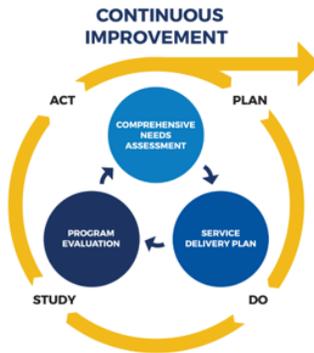
EVALUATION QUESTIONS (RESULTS)

In evaluating program results, the Minnesota MEP evaluation addresses questions including the following.

- ✓ What percentage of migratory students (PFS & non-PFS) in grades K-8 improved their reading scores by five percent?
- ✓ What percentage of summer projects implemented standards-based reading curriculum and effective instructional strategies at the “succeeding” or “exceeding” level (as measured by ratings on the FSI)?
- ✓ What percentage of migratory students (PFS & non-PFS) in grades K-8 improved their math scores by five percent?
- ✓ What percentage of summer projects implemented standards-based math curriculum and instructional strategies at the “succeeding” or “exceeding” level (as measured by ratings on the FSI)?
- ✓ 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 five percent?
- ✓ 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 two percent?
- ✓ What percentage of MEP staff reported increased understanding of inter/intrastate coordination?
- ✓ What percentage of migratory family members reported increased knowledge as a result of participating in MEP family engagement activities?

4. EVALUATION METHODOLOGY

The Minnesota MEP evaluation is part of the state MEP Continuous Improvement Cycle (*OME 2018*), as depicted in the figure below. 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.

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 MPOs listed below.

Reading

MPO 1A: By the end of the 2019 summer migrant program, 70 percent 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 two percent on a curriculum-based assessment.

MPO 1B: By the end of 2019 summer migrant program, 90 percent of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the FSI tool.

Mathematics

MPO 2A: By the end of the 2019 summer migrant program, 70 percent of migratory students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least five days will improve their scores by two percent on a curriculum-based assessment.

MPO 2B: By the end of 2019 summer migrant program, 90 percent of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the FSI tool.

High School Graduation and Services to OSY

MPO 3A: By the end of the 2019 summer migrant program, 70 percent 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 2019 summer migrant program, there will be a two percent increase (over the 2016 baseline of 21 percent) in the percentage of migratory OSY and secondary students in grades 9-12 receiving MEP services.

MPO 3C: By the end of the 2019 summer migrant program, 100 percent 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 2019 summer migrant program, there will be a two percent increase (over the 2016 baseline of 27 percent) in the percentage of eligible migratory students (grades K-12/OSY) receiving MEP services.

MPO 4B: By the end of the 2018-19 performance period, 90 percent of staff surveyed that participated in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer.

MPO 4C: By the end of the 2019 summer migrant program, 90 percent of family members surveyed who participated in at least one parent activity will report that they increased their knowledge of the content presented.

5. IMPLEMENTATION EVALUATION RESULTS

MEP SERVICES

Exhibit four shows that 390 migratory students (24 percent of eligible migratory students ages 3-21) were served during the summer of 2019, 53 percent of which were PFS students (37 percent of *all* PFS students).

Exhibit 4
Migratory Students Receiving MEP Services during 2018-19

Grade	Eligible Migratory Students Number	Students Served Number	Students Served %	PFS Migratory Students Number	PFS Students Served Number	PFS Students Served %
Birth-2	188	5	3%	N/A	N/A	N/A
Age 3-5	224	13	6%	69	1	1%
K	115	30	26%	33	12	36%
1	136	43	32%	51	24	47%
2	136	43	32%	50	29	58%
3	117	34	29%	40	20	50%
4	127	48	38%	42	24	57%
5	99	32	32%	41	23	56%
6	99	30	30%	31	15	48%
7	100	25	25%	37	19	51%
8	123	31	25%	49	21	43%
9	104	21	20%	27	6	22%
10	91	17	19%	20	2	10%
11	73	15	21%	30	8	27%
12	55	3	5%	12	1	8%
OSY	24	0	0%	20	0	0%
Total	1,811	390	24%*	552	205	37%

Source: 2018-19 CSPP

*Percentage of eligible migratory children/youth ages 3-21 [1,623]

Exhibit five shows that 22 percent of eligible migratory students ages 3-21 received instructional services (90 percent of students served) received instructional services during the performance period. Of those receiving instruction, 92 percent received reading instruction, 89 percent received math instruction, and 39 percent of migratory students in grades 8-12 and OSY received services leading toward secondary credit accrual.

Exhibit 5
Migratory Students Receiving MEP Instructional Services during 2018-19

Grade	Eligible Migratory Students Number	Any Instruction Number (%)	Reading Instruction Number (%)**	Math Instruction Number (%)**	Credit Accrual Number (%)**
Birth-2	188	0 (0%)	0 (0%)	0 (0%)	N/A
Age 3-5	224	3 (1%)	3 (100%)	3 (100%)	N/A
K	115	29 (25%)	28 (97%)	28 (97%)	N/A
1	136	43 (32%)	42 (98%)	42 (98%)	N/A
2	136	42 (31%)	40 (95%)	40 (95%)	N/A
3	117	34 (29%)	34 (100%)	34 (100%)	N/A
4	127	48 (38%)	47 (98%)	48 (100%)	N/A
5	99	32 (32%)	32 (100%)	31 (97%)	N/A
6	99	28 (28%)	27 (96%)	27 (96%)	N/A
7	100	22 (22%)	22 (100%)	21 (95%)	N/A
8	123	27 (22%)	21 (78%)	22 (81%)	8 (30%)
9	104	17 (16%)	10 (59%)	6 (35%)	7 (41%)
10	91	13 (14%)	10 (77%)	4 (31%)	7 (54%)
11	73	11 (15%)	8 (73%)	6 (55%)	6 (55%)
12	55	3 (5%)	1 (33%)	1 (33%)	0 (0%)
OSY	24	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	1,811	352 (22%)*	325 (92%)*	313 (89%)*	28 (39%)*

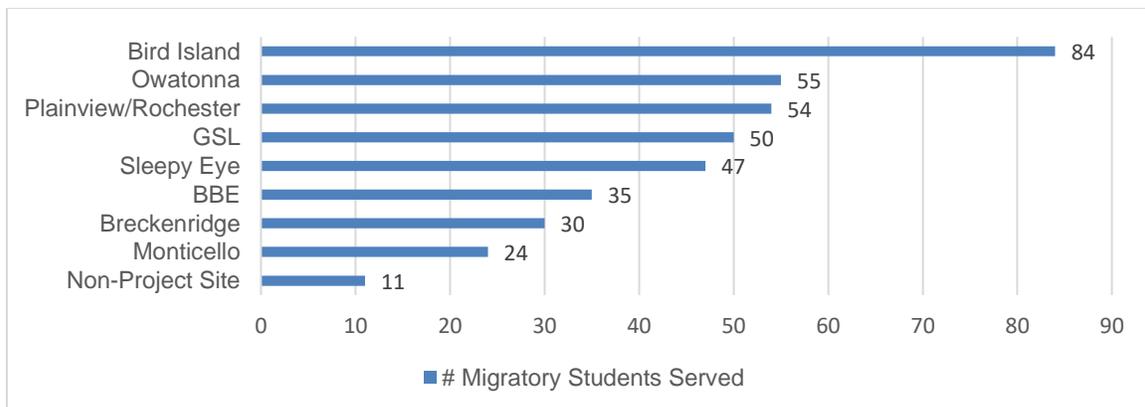
Source: 2018-19 CSPR

*Percentage of eligible migratory children/youth ages 3-21 [1,623]

**Percentage of students receiving instructional services

Exhibit six shows the number of migratory students in grades K-12 and OSY that were served during the summer of 2019 by each project. Bird Island served the largest number of students. The 11 students served in a non-project site were children being served by Migrant and Seasonal Head Start. These students used MMERC materials so they were included as served by the MEP.

Exhibit 6
Migratory Students/Youth Served during the Summer of 2019



Source: 2019 Summer Program Services Reports

Exhibit seven shows the number of migratory students served during the summer of 2019 by grade level. Five percent of the students served were preschoolers, 61 percent were elementary level (K-5), 22 percent were middle school level (6-8), 13 percent were high school age (9-12), and one percent were OSY.

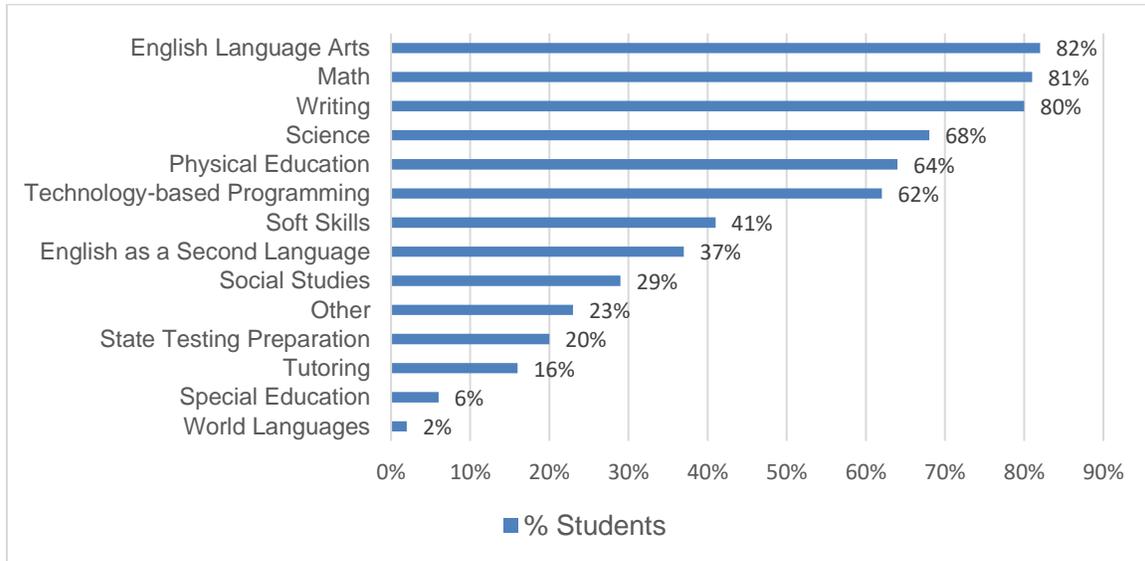
Exhibit 7
Migratory Students/Youth Served during the Summer of 2019, by Grade

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	OSY	Total
19	37	44	45	33	48	29	33	25	26	18	21	9	1	2	390

Source: 2019 Summer Program Services Reports

Exhibit eight shows that 82 percent of the 390 students/youth that received services during the summer of 2019 received ELA instruction, followed by math, writing, and science instruction.

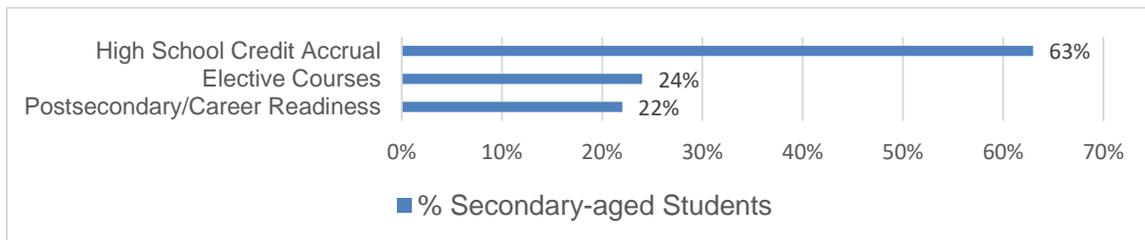
Exhibit 8 - Migratory Students/Youth Receiving Instructional Services during the Summer of 2019



Source: 2019 Summer Program Services Reports

Exhibit nine shows that 63 percent of the 49 secondary-aged students/youth that received services during the summer of 2019 received high school credit accrual, followed by elective courses and postsecondary/career readiness.

Exhibit 9 - Migratory Secondary-aged Students/Youth Receiving Instructional Services during the Summer of 2019



Source: 2019 Summer Program Services Reports

Exhibit 10 shows the MEP students receiving support services during the summer of 2019, 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. Twenty percent of all eligible migratory students received support services (94 percent of the students served), and nine percent of those receiving support services received counseling services.

Exhibit 10
Migratory Students Receiving Support Services during 2018-19

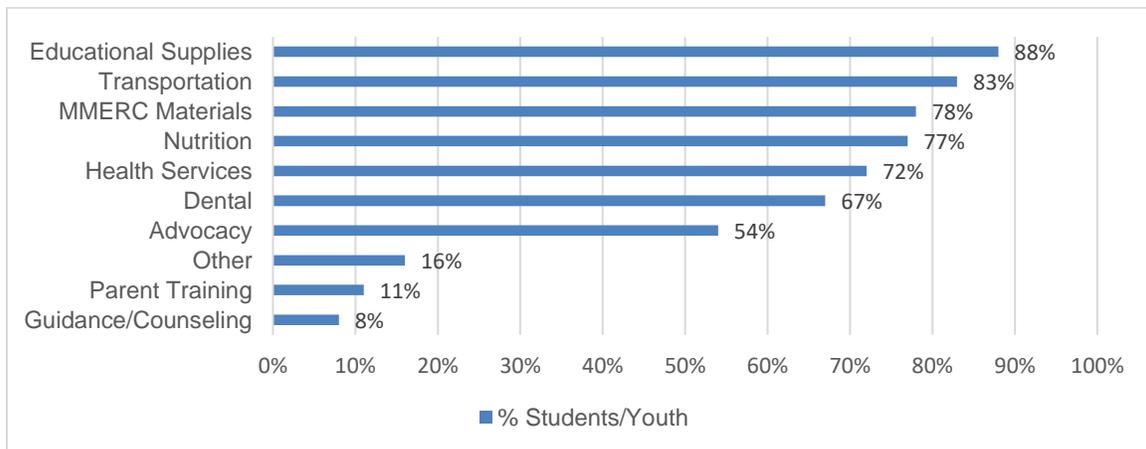
Grade	Eligible Number	Support Services Number (%)	Counseling Services Number (%)*
Birth-2	188	3 (2%)	0 (0%)
Age 3-5	224	13 (6%)	0 (0%)
K	115	29 (25%)	0 (0%)
1	136	43 (32%)	6 (14%)
2	136	42 (31%)	4 (10%)
3	117	34 (29%)	5 (15%)
4	127	48 (38%)	9 (19%)
5	99	32 (32%)	3 (9%)
6	99	28 (28%)	4 (14%)
7	100	25 (25%)	2 (8%)
8	123	26 (21%)	0 (0%)
9	104	18 (17%)	0 (0%)
10	91	13 (14%)	0 (0%)
11	73	11 (15%)	0 (0%)
12	55	2 (4%)	0 (0%)
OSY	24	0 (0%)	0 (0%)
Total	1,811	367 (20%)	33 (9%)

Source: 2018-19 CSPR

*Percentage of students receiving support services

Exhibit 11 shows that 88 percent of the 390 migratory students served received educational supplies. Students also received transportation (83 percent), MMERC materials (78 percent), nutrition (77 percent), health services (72 percent), among other support services.

Exhibit 11
Migratory Students/Youth Receiving Support Services during the Summer of 2019
(Expressed as Percentages)



Source: 2019 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 12 provides a summary of the health services provided during the summer of 2019. Eighty-two percent of the migratory students receiving services during the summer registered with TVOC (18 percent of all eligible migratory

children). All 321 registered migratory students had a TB test, 92 percent had their height and weight measured; 90 percent received vision screenings, hearing screenings, and had their blood pressure taken; 83 percent had their pulse/respiratory measured; 80 percent had physical exams, and 67 percent had dental exams.

Exhibit 12
Number of Migratory Students Registered/Receiving Summer 2019 TVOC Health Services

Project	Registered	Physical Exam	Dental	Vision	Hearing	Blood Pressure	TB Test	Height/Weight	Pulse/Resp
BBE	19	16	17	15	15	14	19	15	15
Bird Island	50	40	39	47	47	47	50	50	49
Breckenridge	25	25	25	22	22	25	25	25	0
Glencoe-Silver Lake	53	49	45	51	51	51	53	51	51
Monticello	25	25	23	25	25	25	25	25	25
Owatonna	49	29	11	35	35	35	49	35	35
Plainview/Rochester	53	36	14	49	47	47	53	47	47
Sleepy Eye	47	38	41	45	46	46	47	46	46
Total Number	321	258	215	289	288	290	321	294	268
Percent	87%*	80%	67%	90%	90%	90%	100%	92%	83%

Source: TVOC *Percentage of all 367 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 13 shows the 15 parent activities held during the summer of 2019 in which 133 parents attended (duplicated count). Activities included reading and math nights, summer open houses, RIF book distributions, parent meetings, and family events. An average of nine parents participated in each activity.

Exhibit 13
Minnesota MEP Parent Meetings/Events during the Summer of 2019

Date	Location	Topic/Title	Parents Attending Number
06/13/19	BBE	Recruitment – Summer Schedule at Camp	6
06/19/19	Sleepy Eye	Parent meeting: Transition from Head Start to Title/OSY options	6
06/24/19	Breckenridge	GED, transportation/health, secondary services, tech in the classroom, Story Starter Legos, and a song performance	5
06/26/19	Monticello	Registration Night, reading at home	8
07/02/19	Owatonna	Parent/Community Outreach to Local Camps and Neighborhoods	20
07/03/19	GSL	Family Fun for the 4 th : Art/Reading/Math/RIF	2
07/09/19	Bird Island	School Programming/ Health Concerns	14
07/11/19	Bird Island	School Programming and Questions	6
07/18/19	Sleepy Eye	Cub Scout Adventure: STEM activities/meal character development	13
07/23/19	Owatonna	Literacy and Resource BBQ	30
07/24/19	Bird Island	Educational Online Resources	3
07/24/19	GSL	Program wrap-up, RIF/back to school reading and routine advice	2
07/26/19	BBE	Recap – Reader’s Theater – Financing	8
07/26/19	Monticello	End of Program BBQ; importance of attendance and reading, how to prepare for the school year, questions to ask students and teachers, sharing student work, student performance, free clothes, books and school supplies	10
07/30/19	Sleepy Eye	Migrant Family Fun; Secondary options, reading/math games, services for families, enrollment info (<i>Families might be fearful to meet in public, networked with local school officials about future partnerships</i>)	0
Total			133

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 14 lists the 35 professional development activities provided to MEP staff during 2018-19 as well as the number of staff participating in each training. An average of 12.3 MEP staff participated in each training.

Exhibit 14
Professional Development Provided to MEP Staff during 2018-19

Date	Location	Title/Topic	Staff Attending Number
9/2018-6/2019	TVOC	Title IC MEP Eligibility training to Migrant Head Start staff	36
10/4/18	TVOC	District Fall ID&R Training	10
11/15/18	TVOC	ID&R Data & Leadership (End of Season)	10
2/14-15/19	TVOC	ID&R Specialist Training	6
2/26-28/19	TVOC	Title IC MEP Eligibility, ID&R Orientation, MSIX, MIS2000	9
2/27/19	TVOC	Title IC MEP Eligibility training to MEP recruiters	6
3/2019-5/2019	TVOC	MIS2000 training to Migrant Head Start staff	19
3/2019-5/2019	TVOC	MSIX training to Migrant Head Start staff	14
3/2019-5/2019	TVOC	MIS2000 training to SY Migrant Liaisons	13
3/2019-5/2019	TVOC	MSIX training to SY Migrant Liaisons	13
3/2019-6/2019	TVOC	Title IC MEP Eligibility training to SY Migrant Liaisons	16
4/12/19	Owatonna	MEP Kickoff	2
5/2019-7/2019	TVOC	MIS2000 training to MEP Coordinators	10
5/2019-7/2019	TVOC	MSIX training to MEP Coordinators	10
5/1-4/19	New Orleans	National Migrant Education Conference	10
5/12/19	Owatonna	MEP Planning and Professional Learning Day	5
5/15-16/19	Hamline Univ.	Minnesota MEP Summer Kick-off Training	35
5/16/19	TVOC	Title IC MEP Eligibility to MEP Coordinators	2
5/20/19	Owatonna	MEP Planning and Professional Learning Day	5
6/3/19	BBE	Summer Staff Planning	6
6/4/19	Sleepy Eye	Staff Professional Development Day	22
6/5/19	Breckenridge	Technology – Coding with the Root, Google Expedition, etc.	5
6/10/19	Bird Island	EL Student in the Classroom – Needs and Strategies	15
6/11/19	Bird Island	Special Education Student in the Classroom – Learning difficulties	16
6/11/19	Bird Island	The EBD Child	16
6/11/19	GSL	Glencoe MSS Kickoff / planning meeting	10
6/13/19	BBE	BBE Summer Staff Kickoff	12
6/19/19	BBE	Data Review	10
6/27/19	Monticello	Sleepy Eye Open House	3
7/10/19	TVOC	Making Connections: LeSueur County Courthouse	4
7/10/19	GSL	MEP Grant Focus Strategies: FYI Strategy and Goal List	12
7/24/19	BBE	Wrap-up meeting	10
7/31/19	TVOC	MEP: Making Connections	23
8/6/19	All Projects	Minnesota MEP Summer Debrief	17
8/7/19	All Projects	Service Delivery Plan (SDP) Committee meeting #1	17
Total			429

The Minnesota Department of Education (MDE) provided two statewide training events during 2018-19. The MEP Summer Program Kick-off meeting was provided in May 2019 and the Summer Debrief in August 2019. The May Summer Kick-off meeting in St. Paul, 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 2019, 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 15 on the following pages shows the mean ratings assigned by MEP staff in the local projects for the level of implementation of each of the 13 service delivery strategies in the Minnesota Service Delivery Plan. Ratings are based on a four-point rubric where 1=aware, 2=developing, 3=succeeding, and 4=exceeding. A rating of "succeeding" is considered "proficient".

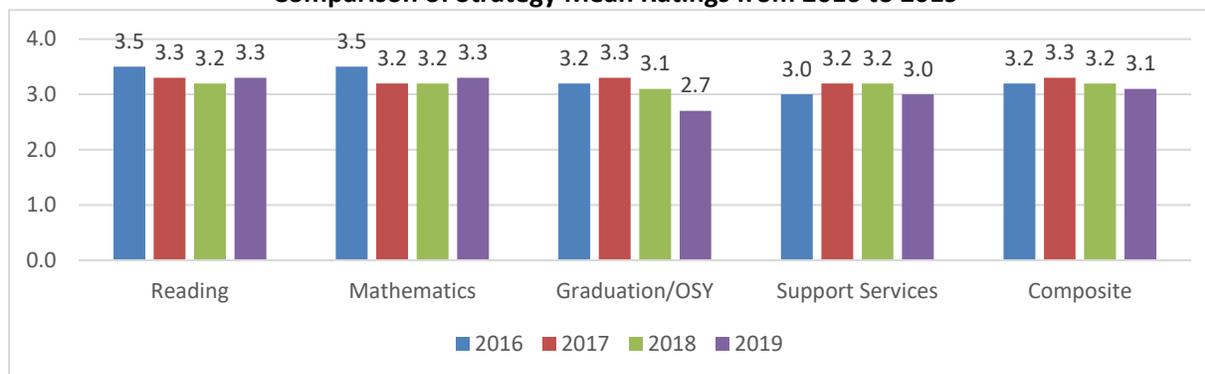
MEP staff rated their implementation of the strategies as proficient on eight of the 13 strategies (62 percent). Strategy 1.1 was rated highest with a mean rating of 3.5 (out of 4.0) indicating that the projects were most effective at identifying areas where students have learning gaps using appropriate assessments for summer programming and providing standards-based curriculum and effective reading instruction to meet individual student needs. Lowest rated was Strategy 3.2 indicating that projects didn't feel as strongly about their effectiveness in providing outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services.

Exhibit 15
Mean Ratings on the Fidelity of Strategy Implementation (FSI)

Strategies	Projects Rating 3 or Higher Number (%)	2019 Mean Rating
Reading Strategy 1.1: Identify areas where students have learning gaps using appropriate assessments for summer programming and provide standards-based curriculum and effective reading instruction to meet individual student needs.	8 (100%)	3.5
Reading Strategy 1.2: Provide effective instruction to migratory ELs that addresses Minnesota’s English Language Development (ELD) standards.	8 (100%)	3.4
Reading Strategy 1.3: Provide technology-based and innovative learning opportunities to reduce reading skill gaps and promote engagement in reading.	7 (88%)	3.1
Math Strategy 2.1: Identify areas where students have learning gaps using appropriate assessments for summer programming and provide standards-based curriculum and effective math instruction to meet individual student needs.	8 (100%)	3.4
Math Strategy 2.2: Provide effective math instruction using language-rich, math-rich, and real-world applications of concepts.	8 (100%)	3.4
Math Strategy 2.3: Provide technology-based and innovative learning opportunities to reduce math skill gaps and promote engagement in math.	6 (86%)	3.1
Graduation/OSY 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).	5 (63%)	2.9
Graduation/OSY Strategy 3.1b: Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services.	3 (38%)	2.5
Graduation/OSY Strategy 3.2: Facilitate student enrollment in local districts during the regular school year and summer, and placement in credit-bearing courses transferrable to home-based districts.	5 (63%)	2.8
Graduation/OSY Strategy 3.3: Provide effective instruction to secondary-aged migratory ELs that address Minnesota’s ELD Standards (Note: Six projects assigned ratings to this strategy)	3 (50%)	2.8
Support Services 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, English language instruction, college and career exploration).	8 (100%)	3.3
Support Services 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. (Note: seven projects assigned ratings to this strategy)	4 (57%)	2.9
Support Services Strategy 4.3: Provide the opportunity for families to participate in two activities with content designed to help them support their children’s learning.	7 (88%)	3.0

Exhibit 16 compares the mean scores for the four goal areas addressed in the FSI for the 2016 through 2019 performance periods.

Exhibit 16
Comparison of Strategy Mean Ratings from 2016 to 2019



Mean ratings in 2019 were higher for reading and math than in 2018, but lower for graduation/services to OSY and support services. The mean composite rating for 2019 was slightly less than in all previous years. Following are examples of the evidence projects used to assign ratings to each of the strategies.

Strategy 1.1: Standards-based curriculum and effective reading instruction

- Action 100 framework
- Assessment data
- Field trips
- Gradual release structure in the classroom
- Guided reading
- Individual lesson plans based on pretest results
- Individualized reading plans
- Intervention period for each student according to reading level
- Leveled reading instruction
- Leveled reading library
- Literacy instructional coach
- Locally-created reading curriculum aligned to standards
- Migrant Literacy NET
- MMERC instructional materials
- MobyMax
- Progress monitoring
- Pull-out instructional classes with resource teacher
- Raz-Kids
- Read alouds
- Read Live
- Reader's Theater
- Reading A to Z curriculum overview
- Reading benchmarks
- Reading Buddies
- Reading instructional materials/resources
- Reading nights/parent activities
- Reading response journals
- RIF books
- Spelling Mastery
- STAR Reading
- Starfall leveled reading system
- Student theater performances
- Student work
- Supplemental reading materials aligned with state requirements
- Think-Pair-Share strategies
- Toe by Toe multi-sensory reading
- Weekly reading fluency checks
- Wordly Wise

Strategy 1.2: Instruction addressing Minnesota's ELD standards

- Academic vocabulary
- Adaptive learning programs
- Bilingual staff
- Book studies
- Classroom/school libraries
- Collaboration w/EL teachers and school programs
- Cooking Matters
- Daily EL instruction
- Daily journal writing
- Daily writing prompts
- EL certified teacher
- EL curriculum
- EL resources
- EL training for staff
- Field trips
- Guided and independent problem solving
- Independent reading time
- iPads
- Leveled reading materials
- Licensed EL teachers
- Math curriculum materials and resources
- Math games and apps
- MMERC instructional materials
- Needs-based math instruction
- Online translation websites
- Parent liaisons
- Parent reading nights/activities
- Progress monitoring records
- Raz-Kids
- Reading A-Z
- Reading interventions provided by EL teachers
- Reading night with parents
- Reading services provided to ELs
- Review reading resources for ELs
- RIF books
- SIOP
- Spelling Mastery
- Translation of materials
- Weekly "perfect paragraph"
- WIDA strategies
- Wordly Wise

Strategy 1.3: Provide technology-based and innovative learning opportunities for reading

- Accelerated Reader
- Book studies
- Computer-based reading interventions
- Daily computer lab time
- FAST Reading
- Forensic Science Kit for vocabulary development
- iPad apps and games
- IXL Language Arts
- Journal pages on Legos
- Legos/Lego Robotics
- Lexia
- Migrant Literacy NET
- MMERC instructional materials
- MMERC Legos/Lego Robotics
- MobyMax
- Older students read to younger students
- PBS.org
- Raz-Kids
- Read Naturally
- Reading A-Z
- Reading Eggs
- Reading/summarizing news articles
- STAR Reading
- STARFALL
- STEM story generator
- Stride Academy
- Student Center Activities (FCRR)
- Study Island
- TumbleBooks digital books
- Weekly news report uploaded to YouTube

Strategy 2.1: Standards-based curriculum and effective math instruction

- Academic vocabulary
- Accelerated Math
- AIMS
- AVMR
- Collaboration with EL teachers
- Collaboration with math instructional coach
- Cooking Matters
- Dreambox
- enVisionMATH
- Everyday Math
- HS credit accrual in math
- Independent problem solving
- Individualized math plans
- Instructional planning reports from math assessments
- iPad games/apps
- IXL Math
- Local district materials
- Math Facts in a Flash
- Math game night with families
- Math games
- Math instructional coach
- Math instructional materials and resources
- Math interventions
- Math nights/parent activities
- MMERC instructional materials
- MMERC Legos/Lego Robotics and Forensics Science Kit
- MobyMax
- Needs-based math instruction
- Progress monitoring records
- Reflex Math
- Scaffolding instructional practices
- STAR Math
- STEM activities
- Summer Success Math
- Supplemental math materials aligned with state requirements
- Xtramath.org

Strategy 2.2: Math instruction using language-rich, math-rich, and real-world applications of concepts

- Academic vocabulary
- AVMR
- Collaboration with EL teachers
- Collaboration with math instructional coach
- Cooking Matters
- Dreambox
- enVisionMATH
- Everyday Math
- HS credit accrual in math
- Independent problem solving
- Individualized math plans iPad games/apps
- IXL Math
- Local district materials
- Math curriculum documents
- Math Facts in a Flash
- Math game night with families
- Math games
- Math instructional coach
- Math instructional materials and resources
- Math interventions
- Math nights/parent activities
- MMERC instructional materials
- MMERC Legos/Lego Robotics and Forensics Science Kit
- MobyMax
- Needs-based math instruction
- Odysseyware math courses
- Scaffolding instructional practices
- STAR Math
- STEM activities
- Summer Success Math
- Supplemental math materials aligned with state requirements
- Xtramath.org

Strategy 2.3: Technology-based and innovative learning opportunities in math

- District Algebra I coursework
- Dreambox
- enVisionMATH
- FAST assessments
- Front Row Math
- iPad online games/apps
- IXL
- Math Facts in a Flash
- MMERC Legos/Lego Robotics
- MobyMax
- Online pre/post-testing
- PBS.org
- Reflex Math
- STAR Math
- Stride Academy
- Study Island
- Sum Dog Math
- Xtramath.org

Strategy 3.1a: Gather information to provide instruction to migratory secondary students and OSY

- Academic review with student discussion
- Career exploration
- College visits
- College Weekend in Mankato
- Communication with TMIP
- Continuous Learning Plans
- Correspondence with home base counselor
- Counselor visits
- Coursework (e.g., district, online, paper/pencil)
- Credit accrual and recovery
- Graduation conversations
- Hands-on science activities to integrate coursework, vocabulary, and lab skills
- Individual learning/grad plans
- Interviews with OSY
- Migrant College Weekend in Mankato
- MSIX records
- Odysseyware for online credit accrual
- Online learning opportunities
- Parent meetings
- Postsecondary/career conversations with social worker
- STAAR test preparation and administration
- Summer program summary of student work
- Transcripts

Strategy 3.1b: Outreach and advocacy to migratory secondary students and OSY

- COEs
- Coursework submitted/summarized
- GOSOSY resources
- Individual contacts
- Individual learning plans
- Instructional materials
- OSY/NESO Profile
- Phone calls
- Referred services
- Referrals to counselors
- STAAR testing
- Mileage reimbursement
- Northern Star Online
- Student/staff advisement
- Student/staff advisement
- Transcripts

Strategy 3.2: Facilitate student enrollment and placement in courses

- Communication with home base counselor or district summer migrant counselor
- Coordination with home base district, local district, TMIP
- District website
- Emails
- MDE Summer Kick-off Training
- Migrant Liaison contacts
- MMERC Secondary Handbook
- MMERC spreadsheet listing student course recommendations
- MSIX repository
- Student Needs Assessment forms
- TMIP correspondence and referrals
- TMIP training for STAAR testing

Strategy 3.3: Instruction that addresses Minnesota's ELD Standards

- Coaching
- College visits
- Communication in home language
- Continuous learning plans
- EL materials
- EL services
- Field trips and speakers
- Graduation plans
- Hands-on science activities
- Individual student conferences
- Individualized learning/graduation plans
- Individualized support in math
- Instructional resources
- Licensed EL teacher on staff
- Math support
- Needs assessments
- PD for staff
- Review of ESL resources
- Scaffolding
- Special accommodations for students
- Student interviews
- Translation services
- Weekly reviews of student progress
- WIDA strategies
- Withdrawal forms

Strategy 4.1: Supplemental resources, supplies, and support services

- Bilingual paraprofessionals
- Collaboration with community resources
- Collaboration with district programs (e.g., truancy/police liaison, student nutritional services)
- Collaboration with TVOC (shared transportation list, clinic space, family identification)
- Counselor visits
- English language instruction
- Field trips
- Health services (dental exams, physicals, vision/hearing screening)
- Migrant College Weekend in Mankato
- Newsletters
- Newspaper articles and photos
- Nurse in building
- Parent liaisons
- Parent reminder apps
- Referred services
- RIF books
- School social worker on staff
- Scouts
- Sheridan Story Food/Backpacks
- Summer programming
- Technology-based interventions
- Weekly meetings with recruiters and TVOC

Strategy 4.2: Processes and procedures for conducting inter/intrastate coordination

- Communication with home base counselor or district summer migrant counselor
- Coordination with home base district, local district, TMIP
- District website Emails
- MDE Summer Kick-off Training
- MEP professional development
- MMERC Secondary Handbook
- MMERC list of student course recommendations
- MSIX repository
- Student Needs Assessments
- TMIP correspondence and referrals
- TMIP training for STAAR testing

Strategy 4.3: Families activities

- Collaboration with TVOC (dental, physicals, vision/hearing screenings, parent education)
- Drones/airplanes/RIF/math tips
- Face-to-face meetings with liaison
- Fridays at the Apartments/Park
- Home visits
- Home-based information, strategies, and resources for parents
- Migrant Literacy NET handouts sent home
- Newsletters
- Nurtured Heart Approach
- Parent education nights
- Parent flyers
- Parent informational sessions
- Parent liaison
- Parent meetings
- Parent nights
- Parent survey
- Parent training evals/materials
- Parent/teacher conferences
- Phone calls
- Report cards
- Resources provided to parents
- RIF book distributions
- Secondary student academic review provided to parents
- Student performances (e.g., theater, choir)
- TVOC health screening calls

The next section displays the results of migratory student progress toward the state performance indicators, Government Performance and Results Act (GPRA) measures, and Minnesota MEP MPOs.

6. OUTCOME EVALUATION RESULTS

MIGRATORY STUDENT ACHIEVEMENT OF STATE PERFORMANCE GOALS 1 AND 5

Performance Goal 1: Proficiency in Reading and Math

During 2018-19, academic achievement (reading and math) of students attending public school in Minnesota was assessed through the MCAs 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 ESSA State Plan (2018).

Exhibit 17
Minnesota Goals and Measurements of Interim Progress for All Students
(Expressed as Percentages)

	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 2019 results in reading and math showing the percentage of migratory students scoring at M/E compared to the state performance targets and non-migratory students. For the second year in a row, there were fewer than an average of 30 migratory students assessed per grade level (14.6 per grade level in 2017-18 and 17.6 per grade level in 2018-19). As a result, this section’s results will not be disaggregated by PFS status per the guidance from OME during the Evaluation Small State Webinar (2014). GPRA and MPO results were disaggregated by PFS status prior to receiving the 2018-19 state assessment results, so these data remain disaggregated.

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

Exhibit 18
Migratory Students Scoring at M/E on 2019 MCA Reading Assessments

Grade	Number Tested	Migratory Students Scoring M/E %	2019 State Performance Target %	Difference %	Non-Migratory Students Scoring M/E %
3	26	19%	67.1%	-48.1%	55%
4	23	26%	67.1%	-41.1%	55%
5	14	29%	67.1%	-38.1%	66%
6	17	53%	67.1%	-14.1%	63%
7	15	27%	67.1%	-40.1%	58%
8	17	12%	67.1%	-55.1%	58%
10	11	27%	67.1%	-40.1%	60%
Total	123	27%	67.1%	-40.1%	59%

For all grade levels assessed, migratory students did not meet the Minnesota State Performance Target for reading proficiency. Largest differences were seen for 8th grade students (-55.1 percent) and 3rd grade students (-48.1 percent). For all grade levels combined, there was a 40 percent gap between migratory students scoring at M/E and the state performance target (which was three percent higher than the 37 percent gap in 2017-18).

Below is a graphic display of the differences in the percentage of migratory and non-migratory students scoring at M/E on 2019 MCA Reading Assessments, compared to the state performance target. The largest gap between migratory and non-migratory students was in 8th grade (-46 percent) and the smallest gap was in 6th grade (-10 percent). For all grade levels combined, there was a 32 percent gap between migratory and non-migratory students (which was two percent less than the 34 percent gap in 2017-18).

Exhibit 19
Graphic Display of 2019 MCA Reading Assessment Results (Expressed as Percentages)

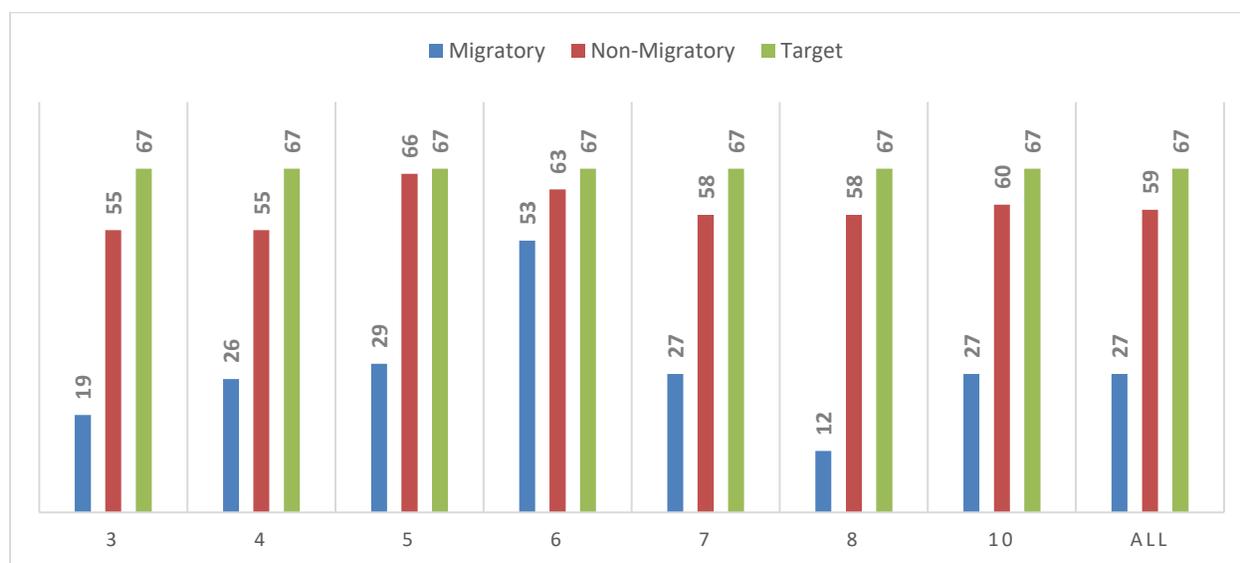
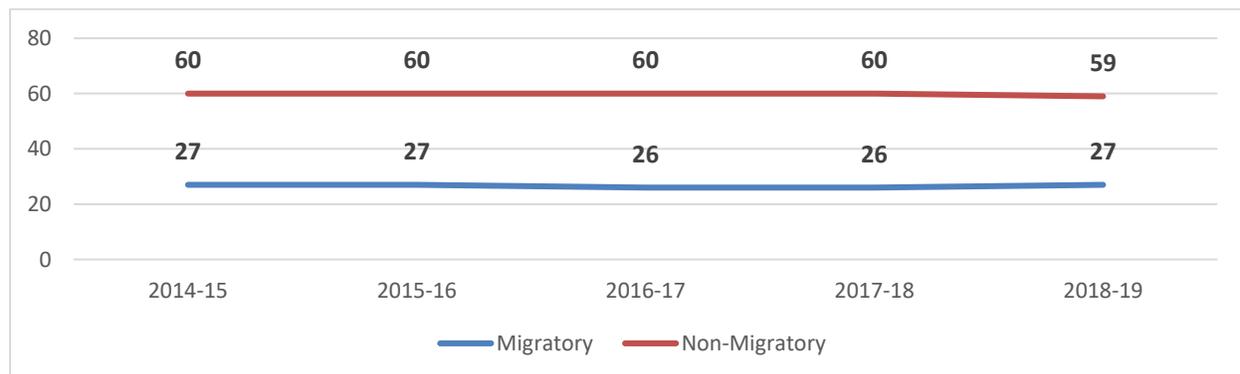


Exhibit 20 shows the percentage of migratory and non-migratory students scoring at M/E on MCA Reading Assessments for the past five years. Results show that the gap between migratory and non-migratory students decreased by one percent from 2017-18 to 2018-19, for the first time in five years.

Exhibit 20
Comparison of MCA Reading Results Over the Years (Expressed as 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 10th grade students (-65.8 percent) and 7th grade students (-58.8 percent). 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 46 percent gap between migratory students scoring at M/E and the state performance target (which was three percent higher than the 43 percent gap in 2017-18).

**Exhibit 21
Migratory Students Scoring at M/E on 2019 MCA Math Assessments**

Grade Level	Number Tested	Migratory Students Scoring M/E %	2019 State Performance Target %	Difference %	Non-Migratory Students Scoring M/E %
3	26	19%	65.8%	-46.8%	66%
4	23	39%	65.8%	-26.8%	54%
5	15	20%	65.8%	-45.8%	52%
6	17	12%	65.8%	-48.8%	50%
7	15	7%	65.8%	-58.8%	52%
8	17	18%	65.8%	-47.8%	55%
10	5	0%	65.8%	-65.8%	45%
Total	118	20%	65.8%	-45.8%	55%

Below is a graphic display of the differences in the percentage of migratory and non-migratory students scoring at M/E on 2019 MCA Math Assessments, compared to the state performance target. The largest gap between migratory and non-migratory students was in 3rd grade (-47 percent) and the smallest gap was in 4th grade (-15 percent). For all grade levels combined, there was a 35 percent gap between migratory and non-migratory students (which was four percent less than the 39 percent gap in 2017-18).

**Exhibit 22
Graphic Display of 2019 MCA Math Assessment Results (Expresses as Percentages)**

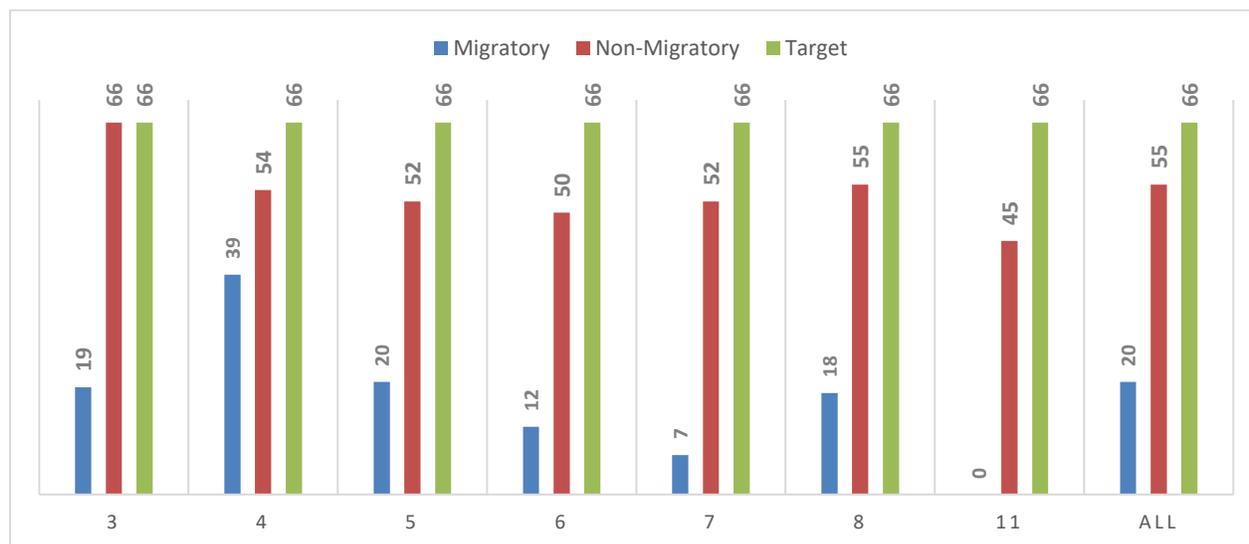
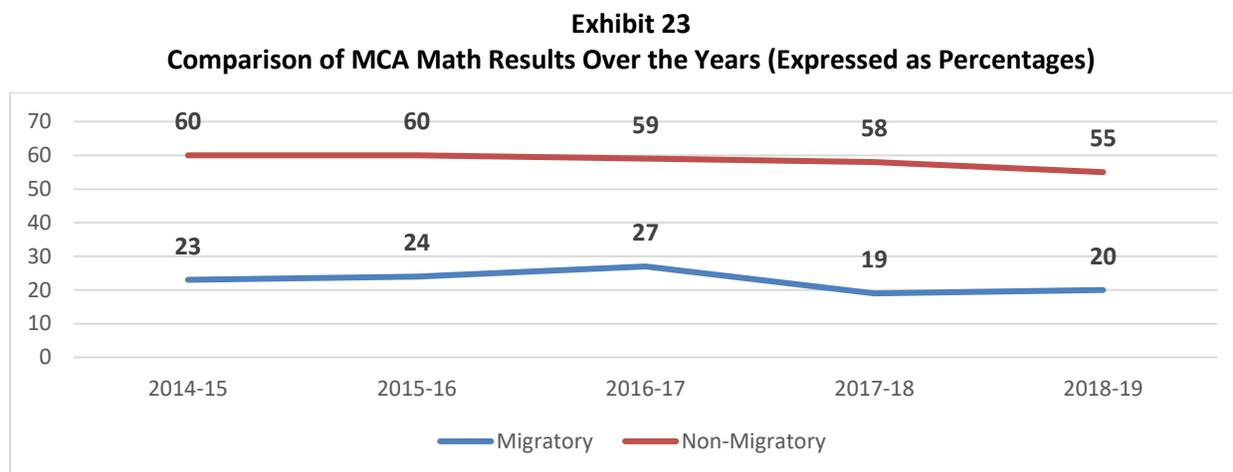


Exhibit 23 shows the percentage of migratory and non-migratory students scoring at M/E on MCA Math Assessments for the past five years. Results show that the percentage of non-migratory students scoring at M/E has slightly decreased over the years, compared to migratory student proficiency which has fluctuated over the years. In addition, the gap between migratory and non-migratory students decreased by four percent in 2018-19 from 2017-18.



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 2018-19 Minnesota state performance target for high school graduation is 88.5 percent. Since the Minnesota MEP is now considered a small state for evaluation purposes, only the number of graduates needs to be reported, per the guidance from OME. In 2018-19, four of the 18 migratory students graduated. The non-migratory student graduation rate was 83.7 percent which was short of the state performance target by 4.8 percent.

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. One of the 18 migratory students dropped out. The dropout rate for non-migratory students was 4.4 percent.

GPRA MEASURE RESULTS

This section provides a summary of program results as indicated by the GPRA measures for the MEP. Sources of data include data entered into MSIS on promotion, graduation, and completion of Algebra I. The results for GPRA 1 and GPRA 2 (ELA and math state assessment results) are included in the previous section.

GPRA 3: The percentage of migratory students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level.

Exhibit 24 shows that 92 percent of all eligible migratory students in grades 7-12 (143 of 155 students) were promoted to the next grade level or graduated in 2018-19 (92 percent PFS students, 82 percent non-PFS students).

Exhibit 24
Migratory Students in Grades 7-12 that Graduated in 2018-19 or were Promoted to the Next Grade Level from 2017-18 to 2018-19

Grade 2018-19	PFS Status	Eligible Migratory Students in 2018-19 Number	Students Promoted 17-18 to 18-19 Number (%)	Students Graduated in 2018-19 Number (%)	Students Graduated or Promoted Number (%)
7	PFS	13	13 (100%)	N/A	13 (100%)
	Non-PFS	23	21 (91%)	N/A	21 (91%)
	Total	36	34 (94%)	N/A	34 (94%)
8	PFS	20	19 (95%)	N/A	19 (95%)
	Non-PFS	23	23 (100%)	N/A	23 (100%)
	Total	43	42 (98%)	N/A	42 (98%)
9	PFS	8	8 (100%)	N/A	8 (100%)
	Non-PFS	24	23 (96%)	N/A	23 (96%)
	Total	32	31 (97%)	N/A	31 (97%)
10	PFS	5	5 (100%)	N/A	5 (100%)
	Non-PFS	14	14 (100%)	N/A	14 (100%)
	Total	19	19 (100%)	N/A	19 (100%)
11	PFS	14	12 (86%)	N/A	12 (86%)
	Non-PFS	2	2 (100%)	N/A	2 (100%)
	Total	16	14 (88%)	N/A	14 (88%)
12	PFS	2	N/A	0 (0%)	0 (0%)
	Non-PFS	7	N/A	3 (43%)	3 (43%)
	Total	9	N/A	3 (33%)	3 (33%)
All	PFS	62	57 (92%)	0 (0%)	57 (92%)
	Non-PFS	105	83 (79%)	3 (3%)	86 (82%)
	Total	155	140 (90%)	3 (2%)	143 (92%)

GPRA 4: The percentage of migratory students who entered 11th grade that had received full credit for Algebra I.

Data for GPRA 4 is not yet available for the Minnesota MEP. MDE is working on collecting this information at the state level and should have this information available for 2019-20.

MEASURABLE PROGRAM OUTCOMES (MPO) RESULTS

This section provides a summary of program results as indicated by the 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 2019 summer migrant program, 70 percent 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 two percent on a curriculum-based assessment.

Exhibit 25 shows that the Minnesota MEP **met MPO 1A** with 86 percent of the 237 migratory students in grades PreK-10 pre/post-tested during the 2019 summer program improving their scores on reading

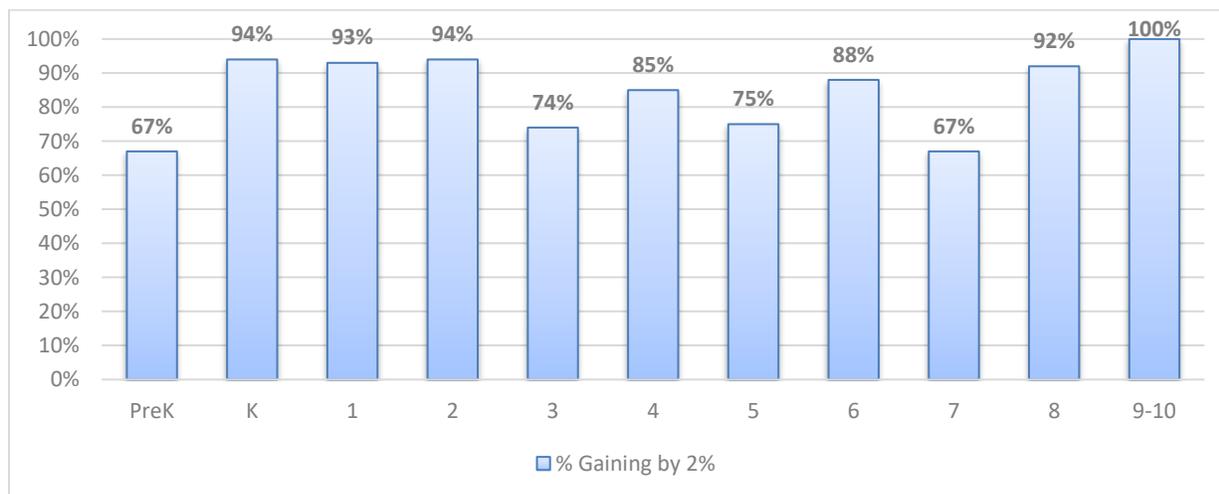
assessments by two percent or more (exceeding the target by 16 percent). Both PFS and non-PFS students met the target.

Exhibit 25
Migratory Student Gains on Summer Reading Assessments

PFS Status	Students with Pre and/or Post-test Scores Number	Students with Pre and Post-test Scores Number (%)	Students Gaining Number (%)	Students Gaining by 2 % or more Number (%)	P-Value (2-tailed)	MPO Met?
PFS	160	136 (85%)	123 (90%)	117 (86%)	<.001	Yes
Non-PFS	117	101 (86%)	91 (91%)	87 (86%)	<.001	Yes
Total	277	237 (86%)	214 (90%)	204 (86%)	<.001	Yes

Ninety percent of the migratory students pre/post-tested improved their score by a least one percent. Assessments used for pre/post-testing included Slosson Reading Fluency Assessment, Summer Success Reading, Fry Words, FAST Reading, Read Theory, and locally-developed reading assessments. Exhibit 26 is a graphic display of these results by grade level (Number of students: PreK=3, K=32, 1st=30, 2nd=35, 3rd=23, 4th=41, 5th=16, 6th=25, 7th=18, 8th=12, 9-10=2). More than 70 percent of students in all grade levels but two (PreK and 7th grade) gained by two percent. Both 9th and 10th grade students gained by two percent or more, as did 94 percent of kindergarten and 2nd grade students, 93 percent of 1st grade students, and 92 percent of 8th grade students.

Exhibit 26
Migratory Students Improving Reading Skills by Grade Level (Expressed as Percentages)



Migratory students were asked to indicate the extent to which the summer program helped them improve their reading skills. Twenty-one secondary migratory students responded to this item on student surveys. Following are their mean ratings which are based on a three-point scale where 1=not at all, 2=somewhat, and 3=very much. All 21 secondary migratory students responding to the survey reported that the summer migrant program helped them improve their reading skills (43 percent very much, 57 percent somewhat).

Exhibit 27

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

Students Responding Number	Not at all Number (%)	Somewhat Number (%)	Very Much Number (%)	Mean Rating
21	0 (0%)	12 (57%)	9 (43%)	2.4

MPO 1B: By the end of 2019 summer migrant program, 90 percent of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the FSI tool.

Exhibit 28 shows that the Minnesota MEP **met MPO 1B** with 100 percent of the eight summer projects reporting that they implemented standards-based reading curriculum and instructional strategies appropriately (50 percent of the projects assigned ratings of “succeeding” and 50 percent assigned ratings of “exceeding” to Strategy 1.1 on the FSI). The FSI is based on a four-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 3.5 out of 4.0.

Exhibit 28

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

Strategy 1.1 on the FSI	Summer Projects Number	Projects Assigning a Rating of Succeeding Number (%)	Projects Assigning a Rating of Exceeding Number (%)	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.	8	4 (50%)	4 (50%)	3.5	Yes

Examples of evidence for Strategy 1.1 submitted by projects can be found in the previous section. 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 2019 summer migrant program, 70 percent 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 two percent on a curriculum-based assessment.

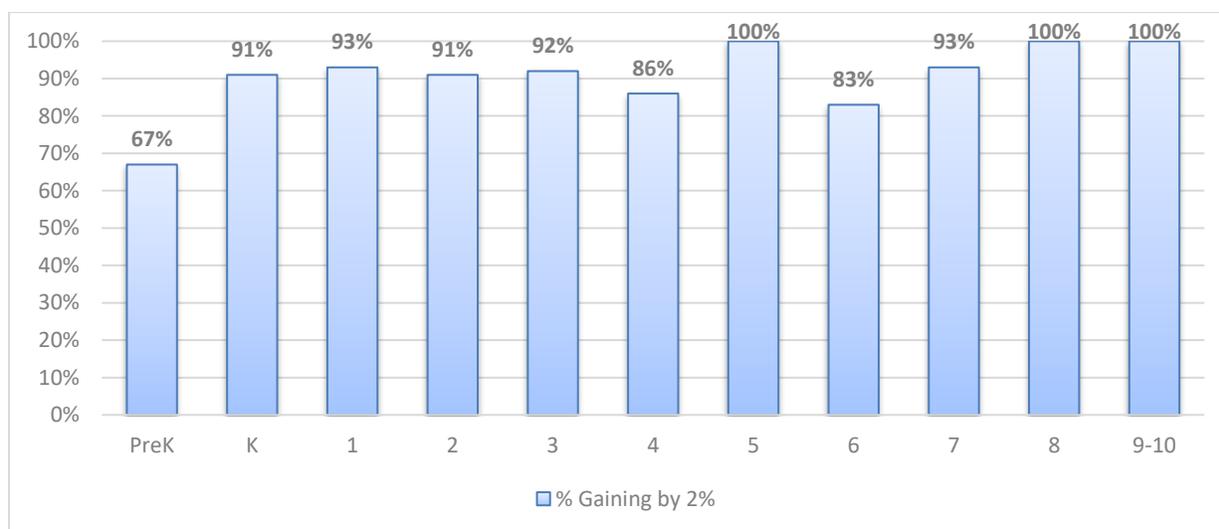
Exhibit 29 shows that the Minnesota MEP **met MPO 2A** with 91 percent of the 230 migratory students in grades PreK-10 pre/post-tested during the 2019 summer program improving their math scores on math assessments by two percent or more (exceeding the target by 21 percent). Both PFS and non-PFS students met the target.

Exhibit 29
Migratory Student Gains on Summer Math Assessments

PFS Status	Students with Pre and/or Post-test Scores Number	Students with Pre and Post-test Scores Number (%)	Students Gaining Number (%)	Students Gaining by 2 % or more Number (%)	P-Value (2-tailed)	MPO Met?
PFS	164	133 (81%)	121 (91%)	121 (91%)	<.001	Yes
Non-PFS	119	97 (82%)	89 (92%)	88 (91%)	<.001	Yes
Total	283	230 (81%)	210 (91%)	209 (91%)	<.001	Yes

Ninety-one percent of the migratory students pre/post-tested improved their score by a least one percent. Math assessments used for pre/post-testing included Summer Success Math, FAST Math, Math Fact Fluency, and locally-developed math assessments. Exhibit 30 is a graphic display of these results by grade level (number of students: PreK=3, K=32, 1st=30, 2nd=35, 3rd=26, 4th=35, 5th=19, 6th=24, 7th=15, 8th=9, 9-10=2). Of note is that all 5th/8th and 9th-10th grade students assessed gained by two percent or more, as did nearly all students in grades K-4 and 7th grade. The three preschool-aged students did not meet the target.

Exhibit 30
Migratory Students Improving Math Skills by Grade Level (Expressed as Percentages)



On a survey, 21 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 three-point scale where 1=not at all, 2=somewhat, and 3=very much.

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

Students Responding Number	Not at all Number (%)	Somewhat Number (%)	Very Much Number (%)	Mean Rating
21	0 (0%)	9 (43%)	12 (57%)	2.6

All 21 secondary migratory students responding to the survey reported that the summer migrant program helped them improve their math skills (57 percent very much, 43 percent somewhat).

MPO 2B: By the end of 2019 summer migrant program, 90 percent of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the FSI tool.

Exhibit 32 shows that the Minnesota MEP **met MPO 2B** with 100 percent of the eight summer projects reporting that they implemented standards-based math curriculum and instructional strategies appropriately with 63 percent of the projects assigning a rating of “succeeding” and 38 percent assigning a rating of “exceeding” to Strategy 2.1 on the FSI. The FSI is based on a four-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 3.4 out of 4.0.

Exhibit 32
FSI Ratings of Standards-based Math Instruction Provided to Migratory Students

Strategy 2.1 on the FSI	Summer Projects Number	Projects Assigning a Rating of Succeeding Number (%)	Projects Assigning a Rating of Exceeding Number (%)	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.	8	5 (63%)	3 (38%)	3.4	Yes

Examples of evidence for Strategy 2.1 submitted by projects can be found in the previous section. 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 examples of math resources used in summer programs.

Graduation and Services to OSY

MPO 3A: By the end of the 2019 summer migrant program, 70 percent of migratory secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.

Exhibit 33 shows that the Minnesota MEP **met MPO 3A** with 93 percent of the 30 secondary-aged migratory students in grades 8-12 obtaining 47 credits that count toward high school graduation requirements (2 quarter credits and 45 semester credits). The MPO was met for both PFS and non-PFS students. Fifteen of the 28 students (54 percent) receiving credit, received credit for more than one course (range 2-4 courses), with students taking an average of 1.7 courses each.

Exhibit 33
Secondary-aged Migratory Students Obtaining Credits toward Graduation

PFS Status	Students Enrolled in Courses for Credit Number	Students Received Credit Number (%)	Credits Earned Number	Average Number of Credits Earned by Students	MPO Met?
PFS	7	6 (86%)	12	2.0	Yes
Non-PFS	23	22 (96%)	35	1.6	Yes
Total	30	28 (93%)	47	1.7	Yes

Eighty-nine percent of the PFS students obtained 12 high school credits (one quarter credit, 11 semester credits) as did 96 percent of the non-PFS students (one quarter credit, 34 semester credits). Exhibit 34 shows these results by grade level. All 8th, 11th, and 12th grade students taking courses received credits, as did 82 percent of 10th grade students, and 75 percent of 9th grade students. Eighth grade students earned the largest number of credits.

Exhibit 34
Secondary-aged Migratory Students Obtaining Credits toward Graduation, by Grade

Grade Level	Students Enrolled in Courses for Credit Number	Students Received Credit Number (%)	Credits Earned Number	Average Number of Credits Earned by Students
8	8	8 (100%)	23	2.9
9	8	6 (75%)	8	1.3
10	11	9 (82%)	12	1.3
11	2	2 (100%)	3	1.5
12	1	1 (100%)	1	1.0

Exhibit 35 shows the courses for which migratory students earned credits during the summer of 2019. Students completed 24 different courses and earned 47 credits (no credits were earned for two courses – Biology and Geometry A).

Exhibit 35
Secondary Courses for which Migratory Students Earned Credits

Course(s) Enrolled	Students Enrolled Number	Grade Levels	Credits Earned Number
Algebra IA	4	8-9	3
Algebra IB	2	8/10	2
Algebra IIA	1	12	1
Art History	1	10	1
Biology	2	10-11	0
Drawing A	1	9	1
English IOA	2	10	1
English IOB	1	10	1
English IA	1	10	1
English IIA	2	10	1
Game Design	1	8	1
Geometry A	1	9	0
Intermediate Algebra	1	9	1
Introduction to Coding	1	8	1
Introduction to Speech	3	9-10	2
Math 8 (Sem B)	1	8	1
Music Appreciation	1	10	1
Physical Science A	1	9	1
Spanish IB	1	11	1
Spanish 2A	1	8	1
Spanish 2B	1	8	1
Spanish IA	12	8-11	12
Spanish IB	9	8-10	8
Spanish IIA	2	8/10	2
Spanish IIB	1	8	1
US History A	1	10	1
Totals/Averages	55	8-12	47

In addition to helping students obtain credits toward graduation, Minnesota MEP staff also helped students prepare for Texas STAAR tests. Exhibit 36 shows the number of students that received support by the Minnesota MEP and took STAAR tests while in Minnesota, their grade levels, and the tests taken.

Exhibit 36
Migratory Students Preparing For and Taking Texas STAAR Tests While in Minnesota

PFS Status	Students Taking Tests Number	Grade Levels
PFS	8	5/8-10
Non-PFS	17	5/8-11
Total	25	5/8-11

PFS students took the following tests: Algebra 1 (one test), English 9 (one test), English I (three tests), Math 5 (one test), Reading 5 (one test), Reading 8 (one test). Non-PFS students took the following tests: Algebra 1 (one test), Biology (one test), English I (four tests), English II (three tests), Reading 5 (two tests), Reading 8 (three tests), US History (three tests).

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

- Edgenuity (<https://www.edgenuity.com/>) and District 287 Northern Star Online (<https://northernstaronline.org/>).
- I tried to get a student registered in a District 287 program but the student did not return. I would use 287 again, I just don't know if I understand the financial pieces (i.e., does our district pay 287 for the courses?). I would maybe get trained on our district's online programs and then offer those myself.
- Plato Credit Recovery (<https://www.edmentum.com/>). Yes, I would use it again. It helped a freshman student who had failed a trimester of an Algebra class to get caught up.
- Migratory students used Edgenuity. It is a thorough program that could be used again.
- This summer we only had one student who was able to work on earning credit. Because she is going to graduate from our district, we had her use Plato that our school uses. We had a number of students who had just finished 8th grade and we encouraged those students to take the credit by exam for Spanish. Four students did this. This way the students will enter high school with one or two credits. It took an extra week for the materials to arrive, but we are hoping to hear good results in a few weeks.
- We appreciated having Northern Star last summer. We did not have students whose needs required it this summer. We used CBE and local mathematics since this student is here for the fall and spring.
- We chose to use District 287 with our secondary students and will absolutely use it again. This is the second year we have used it and it has been very smooth. We like how it is laid out, students know exactly how many assignments they need to complete a week in order to get the credit, and we like how District 287 takes care of the transcripts at the end.
- We used our local teachers and Educere Virtual Education (<https://www.educere.net/>) for credit recovery.
- YES! District 287. YES! It was easy to use and we saw more progress than any other time here working with the secondary kids. Students also liked the program. It was individualized to fit their needs.

MEP staff also reported the ways in which they provided students and families with information about postsecondary education and careers during the summer. Examples included one-on-one student support and conversations with students and parents; presentations at parent/family activities and during registration; speakers and field trips; and going out to migrant camps and providing information and talking to students and parents. Following are examples of staff comments.

- *At the beginning of the program, I went through a PowerPoint presentation that addressed how math applies to their postsecondary education and future careers. We gave students many opportunities to write about their future goals and career desires.*
- *For one of the girls, we offered to go to her home to give her more information on classes to obtain a GED. Calls were made to previous schools to check on credits and classes needed.*
- *I talked with students when they were in attendance.*
- *I was able to talk about minimum wage (was in a story we read) and talked about after school opportunities.*
- *If am approached by parents or students, I will try and help or direct them to the appropriate persons that can help them with this.*
- *Parental communication and involvement.*
- *Speakers and field trips.*
- *Talking at family nights.*
- *Teachers and other staff went to the migrant camp and gave them information and other resources.*
- *The most helpful process was career awareness and academic guidance.*
- *We did a FAFSA presentation at the picnic.*
- *We did a mini-lesson on careers--which involved a discussion of postsecondary education.*
- *We did career day activities--writing and business visits.*
- *We had a parent/student registration before we started classes - this was very beneficial because we (me, student, parents) were able to discuss plans and what we wanted out of the program. There also was a parent night and parent meeting to get parent feedback on what we could do better. Our students also had the opportunity to work in classrooms with students in different areas they enjoyed (fitness, office work, science, math, reading, ESL, etc.) and they had the opportunity to sign up for the college week.*
- *We met with some OSY about GED information. If they didn't come in, we mailed it to their house in English and Spanish.*
- *We put up fliers in the community about the opportunities offered at our site. We also went to the migrant camp to visit with families about what is being offered.*
- *We staff had a lot of dialogue with students about what they would like to do in their future and how they would be able to achieve such a goal. We also promoted the opportunities with MN Business Adventure with all of our families.*
- *We went to area businesses: Brut Farms, Max Bats, Lakeside Foods, Glacial Wood Products and discussed what age someone needed to be to work at the businesses. We also conversed about the required academic or physical skills required for different jobs.*

Twenty-nine (29) 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 three-point scale where 1=not at all, 2=somewhat, and 3=very much. All students responding reported that the migrant program helped them prepare for and take Texas STAAR exams (mean rating of 2.9 out of 3.0), helped them obtain hours or credits toward graduation (mean rating of 2.8), helped them, think about their educational and career goals (mean

rating of 2.7), helped them accomplish what they had hoped during the summer (mean rating of 2.6), and helped them improve their English language skills and explore careers (mean rating of 2.5 each).

Exhibit 37
Secondary Student Ratings of the Migrant Summer Program

Extent to which the migrant program...	Students Responding Number	Not at all Number (%)	Somewhat Number (%)	Very Much Number (%)	Mean Rating
Helped me improve my English language skills	21	0 (0%)	10 (48%)	11 (52%)	2.5
Helped me accomplish what I had hoped to achieve this summer	28	1 (4%)	8 (29%)	19 (68%)	2.6
Helped me think about my educational and career goals	29	0 (0%)	10 (35%)	19 (65%)	2.7
Helped me obtain hours or credits toward graduation	25	0 (0%)	4 (16%)	21 (84%)	2.8
Helped me prepare for and take the Texas STAAR test	14	0 (0%)	2 (14%)	12 (86%)	2.9
Helped me explore different careers	25	2 (8%)	9 (36%)	14 (56%)	2.5

When asked what they accomplished this summer, secondary migratory students indicated that they receive credits for secondary courses, prepared for and took STAAR exams and credit by exams, and improved their reading and math skills. Following are examples of student comments.

- *Credit by exam (3 responses)*
- *Finish my Algebra credit. (2 responses)*
- *Finished speech*
- *Get more than the credit I needed to become a junior.*
- *I accomplished my reading because I would always fail the reading test, but hopefully I passed this last one.*
- *I can read and write faster.*
- *I finished a high school course and got some job hours.*
- *I finished one high school course.*
- *I got better at math.*
- *I got credits for math and Spanish classes.*
- *I got my English 2A credit.*
- *I increased my credits.*
- *I learned more about science.*
- *Improved my English skills.*
- *Learning how to divide fractions and add/subtract.*
- *Learning math better*
- *My reading improved.*
- *Took Spanish 1A and 1B. (3 responses)*
- *Worked on a passion project and learned Cornell notetaking skills.*

MPO 3B: By the end of the 2019 summer migrant program, there will be a two percent increase (over the 2016 baseline of 21 percent) 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** with a five percent decrease from baseline in the percentage of migratory OSY and students in grades 9-12 receiving MEP services during 2019. Decreases were seen for both PFS and non-PFS students.

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

PFS Status	Eligible Students (grades 9-12) and OSY Number	Received MEP Services in 2018-19 Number (%)	% Change Over Baseline	MPO Met?
PFS	109	17 (16%)	-5%	No
Non-PFS	238	39 (16%)	-5%	No
Total	347	56 (16%)	-5%	No

MPO 3C: By the end of the 2019 summer migrant program, 100 percent 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 28 migratory students (100 percent) 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 Number	Received a Transcript Number (%)	MPO Met?
PFS	6	6 (100%)	Yes
Non-PFS	22	22 (100%)	Yes
Total	28	28 (100%)	Yes

Support Services

MPO 4A: By the end of the 2019 summer migrant program, there will be a two percent increase (over the 2016 baseline of 27 percent) 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** with a five percent decrease from baseline in the percentage of migratory students (K-12) and OSY receiving MEP services during 2019. PFS students met the MPO with a 10 percent increase; however, there was a 12 percent 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 Students and OSY Number	Received MEP Services in 2018-19 Number (%)	% Change Over Baseline	MPO Met?
PFS	552	205 (37%)	+10%	Yes
Non-PFS	1,259	185 (15%)	-12%	No
Total	1,811	390 (22%)	-5%	No

MPO 4B: By the end of 2018-19 performance period, 90 percent of staff surveyed that participated in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer.

Exhibit 41 shows that the Minnesota MEP **met MPO 4B** with 95 percent of the 22 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 (41 percent very much, 18 percent a lot, 36 percent somewhat). Ratings are based on a four-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 on their Understanding of Inter/Intrastate Coordination Processes and Procedures

N	Not at all Number (%)	Somewhat Number (%)	A Lot Number (%)	Very Much Number (%)	Mean Rating	Reported Growth Number (%)	Met MPO?
22	1 (5%)	8 (36%)	4 (18%)	9 (41%)	3.0	21 (95%)	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

- *Having a morning meeting with a greeting and group game. Grouping students according to needs and doing small group work. Providing visuals with verbal directions. Ensuring to say students' names with correct pronunciation. Listening to what students have to say without comments or recommendations (empathy vs. sympathy).*
- *Research, collaboration, differentiated instruction, and skills practice.*
- *Ideas for vocabulary activities with students.*
- *Providing visuals with verbal directions; working in small groups at the students level for what needs practice versus everyone doing the same thing.*

Application to Utilizing MMERC Materials with Students

- *We ran a Rook robot with the all migratory students in grades K-6. The students had to use coding skills to get the robot to move, play music, and light up. The students were very engaged and did great.*
- *We used the devices and coding weekly to increase cooperative groups and help the children work better together. We also used it for our parent involvement activity. The students demonstrated how to use the technology and then taught their parents.*
- *I used the Lego STEM training with students.*
- *Legos were used in grades 2-3 and 4-6 for story maker and robotics that were a great addition to traditional instruction.*
- *MMERC resources to use with students was very helpful.*
- *MMERC resources were heavily used*
- *MMERC supplies were the BEST and very engaging for the students.*
- *Resource books for reading activities, oral language games, Legos.*
- *We used a lot of the hands-on learning materials from MMERC.*
- *We used resources from MMERC Legos.*
- *We utilized the MMERC materials provided.*
- *We made a lot of use of the MMERC curriculum and STEM activities. The kids found most of the curriculum, folder games, etc. to be a lot of fun.*
- *We received a lot of MMERC materials this summer: reading, English/Spanish materials and Legos!*
- *We used a bunch of supplies and materials sent by MMERC, and as always they were very supportive and helpful. I couldn't ask for a more supportive experience.*
- *We used the MMERC Legos during our rotation for technology and STEM. It was used to teach the children and then we demonstrated to parents.*
- *We used the Story Starter Lego sets to show characters and setting. We also got together to listen to each other's stories. It was very creative and cooperative fun!*

Application to Serving Migratory ELs

- *I used the information given to us on EL students to help me develop strategies to help reach students that are labeled as EL. Many of the strategies provided could also be used for all students in our classroom even if they were not ELs.*
- *We had a number of non-English speaking students this summer. The training helped reinforce the importance of how we can help them in the classroom and throughout the school day (i.e. repeating slowly and clearly what is being said, using visuals and gestures when speaking).*
- *We used many of the Spanish books this year with our non-English speakers.*

Application to Addressing and Understanding Migratory Student Lives and Needs

- *A gain in empathy/appreciation for the journey our students have taken.*
- *I applied the information related to the students' personal and academic background when working with the students.*
- *I was able to get a better understanding how to impact each of my students.*
- *It helped me better understand the students and how to work with them.*

Application to Program Administration/Reporting

- *Clarification was given with the data guest speaker that helped us guide our assessments procedures. The MEP professional development is always a good way to get back into the swing of summer school in general.*

- *Digging deeper for information about students, and not just relying on MSIX. I applied things I learned from the trainings to help prepare the teachers.*
- *I used a lot of the material that was presented during the two-day workshop to my staff that I hired for the summer to give them a good understanding of the unique needs of migratory students.*
- *It helped me with data entry and required paperwork.*

Application to Teaching Secondary Migratory Students

- *Gaining more understanding of the online resources for secondary students was helpful.*
- *I was able to get more focused on the needs of each and every one of my secondary students.*
- *Research, collaboration, differentiated instruction, and skills practice.*
- *The Northern Star Online school.*
- *To see who needed STAAR testing and check on credits for high school students.*
- *Understanding the importance of tracking down information.*
- *We really like access to Northern Star Online and their presentation was helpful.*

Application to ID&R and Utilizing MEP Data

- *Filling out COEs on MIS2000, working through the questions of qualifying, using MIS2000, etc.*
- *How to utilize MSIX information to determine student status on STAAR Testing.*
- *The training helped me understand the vital role of our recruiters.*
- *Using MSIX and MIS2000, understanding paperwork, understanding student needs.*
- *Working with all students not just migratory students.*

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.

- *Calling and writing the TVOC team to get help where needed.*
- *I used the support to gather academic data on each student as well as the resources to best implement daily interventions with my students.*
- *TVOC was helpful with student identification. MDE and TVOC were helpful with understanding paperwork.*
- *We emailed questions to appropriate people, and made phone calls if necessary. We provided a space for TVOC Health and Dental professionals to work out of.*
- *When I had questions I couldn't answer I turned to the state secondary staff. They always responded quickly and were incredibly helpful.*
- *Wow. Couldn't operate without them. Health and dental especially for TVOC. Classroom materials for MMERC (Love Legos). All around support from MDE.*

MPO 4C: By the end of the 2019 summer migrant program, 90 percent of family members surveyed who participated 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 98 percent of the 45 parents completing Parent Education Evaluations indicating that they increased their knowledge of the content presented at parent activities (76 percent a lot, 22 percent somewhat). Ratings are based on a three-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 42

Parent Ratings of the Impact of Parent Activities on their Knowledge of Content Presented

N	Not at all Number (%)	Somewhat Number (%)	A Lot Number (%)	Mean Rating	Reported Increased Knowledge Number (%)	MPO Met?
45	1 (2%)	10 (22%)	34 (76%)	2.7	44 (98%)	Yes

MEP STAFF COMMENTS ON SURVEYS

MEP Staff Comments on the Staff Survey - Fifty-four (54) staff from the nine summer MEP projects responded to the online Staff Survey during the summer of 2019. Staff responding included elementary teachers (48 percent), secondary/OSY teachers (19 percent), paraprofessionals/assistants (15 percent), coordinators (15 percent), and parent/family liaisons (four percent). 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

- *Academically, students got the chance to review and learn new skills to help fill in learning gaps and help them be better prepared for the upcoming school year.*
- *Gives students a safe and loving environment, building reading and math skills more tailored to the individuals.*
- *Helped students grow and increase their knowledge.*
- *I believe the reading material impacted the migratory students the most because it related to their lives and was also eye opening to situations.*
- *It gave them the opportunity to improve/maintain their reading and math skills.*
- *It was great to see the students' progress in their math, reading, and STEM during our program. We pre/post-tested and we saw growth! The students were engaged in our theme this year and we actively kept them working independently and cooperatively. They practiced skills they needed and worked hard at cooperative skills!*
- *Learning opportunities were provided to increase skills in reading, writing and math; and learning opportunities were provided through field trips.*
- *Some new-to-country students learned basic English.*
- *Students increased their skills.*
- *Students learn skills. They are helped in many ways educationally and personally. They have fun.*
- *Students learned reading and math skills.*
- *Students worked on basic skills in English, reading, and, math.*
- *Summer school helps migratory students catch up on their schoolwork and perform at grade level.*
- *We saw many gains in math and reading with our students.*
- *Worked to get them to perform skills at grade level.*

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

- *Students increased their confidence in their abilities.*
- *Students learned social skills, healthy food choices, and money skills.*

Impact on Relationships

- *Building positive relationships with other students and adults. Having a safe place to spend time while learning.*
- *Forming relationships and using soft skills to meet new friends and work through issues together as a community.*
- *It provided students with relationships and engagement to learn and increase their education.*
- *One way our summer program impacted our students was the close bond between the staff and students.*
- *Our whole group (staff and students) are very close, and I feel like any of our students would feel comfortable coming to any staff member for help. We know our students well, and welcome new students with open arms.*
- *Students had great relationships, bonding, and positive role models.*
- *Students made some wonderful relationships with other students and staff. We had many children who were new to the country. They felt safer as the program progressed. We had some wonderful bilingual paras to help us. We couldn't have done it without them!*
- *Students were able to grow socially throughout the program as they were provided many opportunities to build relationships with other migratory students and teachers/staff through daily activities and field trips. Many of these students do not get the opportunity to build close friendships when they move throughout the school year. This program provides them the chance to get to know another group that they consider a second family.*
- *Students were able to make connections with other students and teachers they might see during the school year.*

Impact on Secondary Students

- *All of our regular attending students (8 students) earned credit (10 semester credits) either as recovery or enrichment! Students had the opportunity to explore more in careers while working with teachers/office workers in different areas - earning letters of recommendation and some wages.*
- *Helping and providing secondary migratory students with focus and attention skills to help them get through their course of study through the Edgenuity program. Also, helping and reinforcing with note taking skills and encouraging students to use their minds to figure out an answer. Also, making connections.*
- *Really helping with resources, different programs to help the different needs of the secondary students in getting credit.*
- *The biggest impact has been students earning credit through the CBE or other programs.*

Impact from Enrichment Activities

- *Helped students integrate into this community. The trips were a great opportunity for most of our students.*
- *I believe the hands-on experiences the students engage in helps them develop as positive teammates and helps them develop healthy interests and hobbies they may pursue in their future.*
- *Lego, bridge building, and Ozbots were interactive and engaging with students.*
- *Students gained many experiences through activities/field trips that they would not have the opportunity to do without the program.*

- *Students participated in fun activities such as art projects, STEM, cooking, swimming lessons, and various field trips.*
- *Students were given the opportunity to learn about nutrition and how to eat healthy.*
- *The success of students in academic areas is always great, but I also enjoyed seeing the success of students in other areas such as learning to swim or jump rope. We also gave the students opportunities to do things they wouldn't normally do and it was rewarding to watch them enjoy those activities.*

Impact on Students in General

- *Continued academic, social, and environmental learning throughout the summer. Exposure to the community and its members.*
- *Enhanced their academic and social skills while providing a well-balanced and well-rounded educational experience that meets the needs of the whole individual.*
- *Students came to school, ate, played, and learned in a safe and friendly environment.*
- *Students learned how to cooperate with one another and learned various skills that will help further them in their education.*
- *Students love this program. They are provided with many opportunities that they normally would not be able to do. I am able to give them additional academic support.*
- *Students made friends with others, received help from teachers on a personal level, had something positive to do instead of sitting home playing video games, etc., and got exercise during recreation times and out-of-school activities.*
- *Taught students new to the US education system how to line up, sit in a specific place, follow directions, follow a schedule, etc.*
- *The program is crucial for reaching this population. The school would have no summer programming for students residing in the area for summer only. Even the Targeted Services program would not recruit temporary students for inclusion if it were not for the MEP.*
- *The program provides a big support to parents while they work. The children improve skills instead of just staying home. We offered transportation, food was sent home, and information was sent home in Spanish.*
- *The students love coming to school in the summer. The balance between academics and fun activities is great. Even when students are in the classroom, they enjoy most of the lessons.*
- *This is a great place for the students. I feel that this program helps with academics but also is a safe place for students to be when parents are working. The students are fed in the morning and afternoon. They are nurtured socially and emotionally in positive ways by staff. We have a great team of teachers that understand the migrant culture!*
- *We pride ourselves in creating a family atmosphere where we all work together on projects and tasks throughout each day. The older students help the younger students and serve as great role models. The younger students share their joy and energy with the older students which leads to more smiles and friendships. We work through problems together as a whole school. Our entire staff also models this and we collaborate, help each other, and share in responsibilities. We are learning, communicating, sharing, and laughing each and every day!*

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

- *Just seeing the students grasp a concept that they did not have entering the program.*
- *We had one student who entered our migrant summer program with no English. By the end of the program this student was reading 50 words per minute.*

- *Yes, for a little boy it was his first school experience. He was surprised on how we used the electronic pencil sharpener and when playing outside with bubbles he got super excited it was his first experience with bubbles. This boy did not know any letters, numbers, or colors. Now he can recognize and write some letters of his name. This experience will give him a great start for kindergarten and an idea of group time, sharing, waiting turns, and playing with others.*

Stories about the Impact of Enrichment Activities on Students

- *I taught a student to swim and he was able to go down the slide at the pool and then he had enough courage to also jump off the diving board. It was rewarding to see his face each time he was able to do something he didn't think he would be able to do on his own.*
- *One student was "grateful to be in America". Another student was extremely grateful for The Sheridan Story boxes so she could take some home to her grandma. Some students wanted to take materials home to practice English with dad and grandpa.*
- *Receiving a swimming suit and towel made some sisters very happy because their parents could not take them shopping and it was not a priority. The students enjoyed the trip to the Science Museum of MN. Some students thought you had to be a "scientist" to enter.*
- *We had a family bring a cousin to school who hadn't been to summer school before and she really didn't want to go to school. The family stopped in and we were working on our coding with our robots and she jumped right in and she has been here every day since! Our activities are very engaging to all our students.*

Stories about the Impact of Services to Secondary Students/OSY

- *A student had failed two courses and she was able to make up both of them this summer. Other students were able to work ahead, which gives them more room in their schedules should they struggle or wish to move at a more advanced pace.*
- *Helped students get Spanish credit by exam to get ahead or caught up to where they should be grade-wise.*
- *Students here feel comfortable and welcomed. Students get to work on accumulating academic skills as well as credits that they need for graduation. This is a great program for those students that want to improve on work that they are missing or need to get done. We have an excellent group of staff that helps students achieve these goals that they have set for themselves. We also have supporting staff that helps them understand in their own language. We help them use tools that make it easy for them to understand in their own language when using computers.*
- *Two migratory high school graduates of May, 2019 did not sign up this year because they are going on to college; one to become a surgeon and the other to study math!*

Stories about the Impact on Relationships

- *A family mentioned that they now attend the picnics and open houses because they feel one of the staff members knows and understands what they go through being that she was once a migratory student herself having parents who were migratory workers. She says she feels so much hope for a better future for her children.*
- *A student said she loves this program because it feels like we are a family here with how well we get to know one another.*
- *We had many students say they didn't want the summer program to end. It is amazing how on that last day, stories come out about how they don't feel the friendships and support in their regular schools. I wish we had worked more on how to make friends in difficult situations. We may need to incorporate more experiences with students other than migratory students so they can work on that skill. It broke my heart at 3:00 on the last day to hear children tell stories about*

what they were going back to. I just want to go find them at their schools and help them with those skills.

Stories about the Impact of the Summer Program on Students

- *A new-to-country student who had never attended school before had a lot of first experiences. He had never been on the swings before and his smile and laugh were infectious. He also loved to chase after bubbles. By the end of the program, he had learned the first letter in his name and how to count to four.*
- *I have had multiple students tell me how much they will miss having summer school this year and hope they can come back next year.*
- *One of the families learned that they can get more help for their son who has cerebral palsy. They are extremely grateful for the one-on-one work that he receives from the teachers in the MEP.*
- *One student stated: "I just love it here; can we just stay here forever? I learn so much!"*
- *The summer MEP impacted a particular family in giving the children from that family opportunities to learn while also having experiences that they would have not had otherwise. This particular student came out of his shell and flourished in social settings and situations.*
- *These students are some of the most respectful kids I've worked with. Being a special education teacher, I work with a wide array of students. This was my first year working at the summer school with the migratory population and I absolutely loved it. The students are kind and appreciative of everything I planned. They all have a desire to learn which is refreshing to see.*
- *We had a new-to-country male student, who did not know his letters or numbers in his home language or English. We got to see the pride he had in learning to write a capital B for his name, swing on a swing for the first time, see bubbles for the first time, and learn how to behave in a structured classroom. He learned please and thank you, and to kindly ask to see peers' things.*

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 and are provided for program implementation as well as for improving services to achieve the Minnesota MEP MPOs.

PROGRESS ON PREVIOUS RECOMMENDATIONS

2018-19 Recommendations for Program Implementation	Status
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.	Throughout the year, professional development and technical assistance focused on supporting local projects in ensuring the needs of secondary-aged migratory ELs were met.
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.	Throughout the year, professional development and technical assistance addressed services to preschool-age students, especially helping projects determine how to serve preschool children when they have not in the past (e.g., home visits, parent/child activities).
Review the MPOs related to parent involvement, professional development, and support services to ensure that the targets reflect the 2018 evaluation results, as appropriate.	The MPOs and strategies were revised during the Evaluation Planning Team (EPT) meeting in December 2018. Changes to the MPOs and strategies based on 2018 evaluation results were included in the updated SDP Alignment Chart.
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.	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. Project Coordinators were able to ask questions of MDE Targeted Services staff at training and encouraged to work with their Targeted Services program to assist with planning the program.
Consider the staff recommendations for professional development while planning 2018-19 professional development and technical assistance.	Staff recommendations for professional development were reviewed by the Minnesota MEP team and used to inform PD planning and implementation.

2018-19 Recommendations for the Results Evaluation	Status
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.	The targets for the MPOs addressing reading and math assessment results were reduced to a two percent gain (from a five percent gain). 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.
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.	The program that did not rate themselves at a level considered “proficient” did not provide a summer program during 2019. A neighboring program served the children that would have been served by the program.
Review the MPOs related to reading, math, and graduation/services to OSY to ensure that the targets reflect the 2018 evaluation results, as appropriate.	The MPOs and strategies were revised during the Evaluation Planning Team (EPT) meeting in December 2018. Changes to the MPOs and strategies based on 2018 evaluation results were included in the updated SDP Alignment Chart.
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.	Project Coordinators and other staff attending the Summer Kick-off meeting in May 2019 received training on providing services to secondary migratory students and OSY, and had time to brainstorm ways to provide services beyond the normal summer school program day.

2018-19 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 SDP includes the following MPO related to parent involvement:

MPO 4C: By the end of the 2019 summer migrant program, 90 percent of family members surveyed who participated in at least one parent activity will report that they increased their knowledge of the content presented.

During 2018-19, MPO 4C was met with 98 percent 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 SDP includes the following MPO related to professional development:

MPO 4B: By the end of 2018-19 performance period, 90 percent of staff surveyed that participated in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer.

During 2018-19, MPO 4B was met with 95 percent of staff reporting growth in their understanding of processes and procedures for conducting and streamlining inter/intrastate coordination.

MEP Services: Migratory students received instructional services to address their learning needs as well as support services to reduce barriers to academic success including guidance counseling, transportation, health and dental services, educational supplies, and collaboration with other programs and agencies. The Minnesota MEP SDP includes two MPOs related to MEP services.

MPO 3B: By the end of the 2019 summer migrant program, there will be a two percent increase (over the 2016 baseline of 21 percent) in the percentage of eligible migratory OSY and students in grades 9-12 receiving MEP services.

MPO 4A: By the end of the 2019 summer migrant program, there will be a two percent increase (over the 2016 baseline of 27 percent) in the percentage of eligible migratory students (grades K-12/OSY) receiving MEP services.

During 2018-19, neither MPO was met. There was a five percent decrease in OSY/students in grades 9-12 receiving MEP services, and a five percent decrease in all eligible migratory students (K-12/OSY) receiving MEP services.

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 percent) 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

Provide professional development on inter/intrastate collaboration. Fifty-two percent of the 46 staff responding to the item on the staff survey that asked about increased knowledge of inter/intrastate collaboration as a result of participating in MEP professional development responded with not applicable, indicating that they did not receive PD on this topic either by the state or by their local project. It is recommended that the MDE MEP team focus on this topic at all statewide and regional trainings, and provide assistance to local projects so they can provide training on this to their summer program staff.

Continue to emphasize services beyond the center-based summer school programs. Even with a 24 percent increase in the number of eligible migratory students in Minnesota, the same number of students were served during the summer, which meant that a smaller percentage of eligible migratory students ages 3-21 were served in 2018-19 (24 percent) than in 2017-18 (32 percent).

Given that many migratory students are choosing to remain at home rather than attend an optional summer school program, and fewer migratory children are residing in concentrated areas, the program model of a center-based summer school is reaching fewer children than it once did. The SDP Committee addressed the need to expand services beyond the center-based summer programs by adding applicable strategies and MPOs. The Minnesota MEP should continue its center-based programs as long as funding allows, as these programs demonstrate large magnitude gains. In addition to field-based instruction, Minnesota should explore online and distance instruction through such programs as Stride Academy and EdReady.org, which have been used successfully with migratory students in other states.

Increase support services to migratory students and families. Only 20 percent of all eligible migratory children birth to age 21 received support services during the summer of 2019. A key component of the MEP is educationally-related support services that assist migratory student achievement by alleviating barriers that traditionally get in the way of success in school (e.g., health services, vision screening, transportation, translations, interpreting, advocacy). Of note is that only 18 percent of all eligible migratory children registered with TVOC to receive health services. It would be beneficial to expand these services to students not attending the center-based summer programs.

Increase ID&R and MEP services to OSY. Only 24 OSY were identified during 2018-19, and none of the 24 OSY received any type of service by the Minnesota MEP. While many OSY are in Minnesota to work and have little time to work on academic studies, these OSY still have needs related to advocacy and support services that the MEP could address while they are in Minnesota. It would be beneficial to provide professional development and technical assistance to local staff and regional recruiters on developing relationships with OSY and providing services to OSY to ensure that the needs of OSY are being met. The GOSOSY Consortium Incentive Grant has recently developed a manual on building relationships with OSY that can be found at the following link: <http://www.osymigrant.org/Newsite/educat/Professional%20Development.html>

2018-19 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 2019 summer migrant program, 70 percent 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 two percent on a curriculum-based assessment.

MPO 1B: By the end of 2019 summer migrant program, 90 percent of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the FSI tool.

MPO 2A: By the end of the 2019 summer migrant program, 70 percent 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 two percent on a curriculum-based assessment.

MPO 2B: By the end of 2019 summer migrant program, 90 percent of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the FSI tool.

During 2018-19, all four reading and math MPOs were met. Eighty-six percent of migratory students gained by two percent or more on reading assessments as did 91 percent of students on math assessments. In addition, all summer programs assigned ratings of succeeding or exceeding for implementing standards-based reading and 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 2019 summer migrant program, 70 percent of migratory secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.

MPO 3C: By the end of the 2019 summer migrant program, 100 percent 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 2018-19, MPO 3A was met with 93 percent 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.

Recommendations for the Results Evaluation

Increase the number of secondary-aged migratory students and OSY receiving MEP services during the summer program. It is recommended that local projects be encouraged to reach out to more secondary-aged migratory 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, home-based services, and distance learning options provide more flexible program options for secondary-aged students and OSY.

Review the MPOs. During the next EPT meeting, review the 2018-19 evaluation results and each MPO to determine if any of the targets or MPOs need to change to better reflect evaluation outcomes.

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, summer program implementation, staffing, student behavior, scheduling/program structure/communication, and parent/family involvement.

Staff Suggestions for Professional Development

- *Additional STEM training would be great! Data training.*
- *Bilingual books*
- *I could use some resources to help design a 6-7 week unit for teaching math skills. Many of the resources available are meant for an entire school year and I would like to have resources that are designed to teach math skills for the length of the 6-week program.*
- *I would like to have more of a professional day where staff learn about the program itself as well as more of a background on students. Also, pre/post assessments and overall data collection took a large amount of time away from working with the students.*

- *I would love to get a language proficiency assessment for Spanish and then a translating course to be a certified translator to better support our families and students.*
- *Maybe provide samples and examples of what other programs have done in past. Have a checklist of things new people would need to know (the exact people needed to be hired, a breakdown of everyone's responsibilities, or examples of how other programs do things.*
- *More about the different programs to use with students (U of M Extension, Bike Alliance). More about how to use MMERC resources like Legos, robots, Knex, etc.*
- *More information on educational programs that are available for the students in Texas (reading, math skills, writing, etc.). Better communication amongst the staff for the MEP.*
- *More professional development and information. Being a first year, I felt a bit in the dark especially with assessments. It would be amazing to have a streamlined assessment tool to use for each grade. The assessments implemented this year were incredibly time consuming and different for each grade making data collection time consuming and overwhelming at times.*
- *Preliminary Spanish- know what words are mean or swearing when students are talking to one another.*

Staff Suggestions for the Minnesota MEP Team

- *Program coordinators must be advised prior to writing their grants of any policy changes that will directly affect their budgets. (i.e. TVOC changing policy of no longer providing for lunches on field trips). If they prepare them they will charge \$5/person. It would have cost us nearly \$1,000. I was able to purchase food and prepare for our lunches for approximately \$250. Another example is informing area coordinators when a nearby migrant center is closing. After a summer program near us was closed, we began to run a third bus route, which was a huge expense to our budget where funds were already designated. I am still waiting for a budget revision approval.*
- *A representative to speak to the school board in Texas to help coordinate student needs.*

Staff Suggestions for Parent Engagement

- *I would love to get to know parents more. One idea I had for doing that would be a large end of summer school BBQ/potluck right here at school. Parents and teachers could then have the chance to interact face to face, as well as see how well everyone gets along. There could be games, prizes, etc. depending on our budget. Maybe even a 'grand prize' like a small grill could help get stay at home parents to show up and something they would be excited to win. It would be something that I know these families would look forward to each year.*
- *Parents are really left out of this program if they want to enhance their language learning or credit recovery. Have employers ever been approached to house classes/programs at the company? It's hard to ask parents to drive to come to a class after they have worked a full day and might not live in the same community as the school. Why don't the employers support their employees in this way?*

Staff Suggestions for Scheduling/Program Structure

- *Have two buses available so that students don't have to be picked up so early.*
- *I feel that staff need to be informed that when a student is pulled out of class to work on skills or testing (academic or physicals) they don't feel bothered that they are missing the other lesson. We are here to help student learn things. We need to see what level they are in and what we will be working on with those students.*
- *I think the MEP should be more open to the interest of the students. Ask the children what they would like to learn.*
- *I would like to have iPads.*

- *Better coordination to be able to assist families upon arrival before they start work.*
- *Grant money to be put towards rewards for families assisting open houses.*
- *Resources and books available to send home with students.*
- *These students need a lot of structure and learning how to follow rules. I would like to see more of those rules enforced during the daytime. They need to understand the importance of the choices they make and the consequences if they do not choose wisely. Everyday every activity needs to have been planned out and communicated so all teachers know what to expect and carry those out with the students. Structured activities are needed as in their home life there are many times with unstructured things around them.*
- *We had a major increase in students with ELL/SPED needs. If more funding could be put into creating more positions/resources to help with these needs that would be very beneficial to these students.*

Consider the following suggestions from **parents** about what they would be interested in learning about during future parent activities.

- *Adolescence*
- *Budgeting advice*
- *Building credit (4 responses)*
- *CPR*
- *Credits for school/credit recovery (3 responses)*
- *Helping our children to keep going even though we migrate and it's harder for them changing schools.*
- *How I can help my child to be a better reader.*
- *How to help my son more.*
- *How to improve reading comprehension.*
- *Mental health information (2 responses)*
- *My child's progress/behavior in school (4 responses)*
- *Reading*
- *Reading programs in Texas*
- *Saving money (3 responses)*
- *School programs*
- *Tutoring for academics*
- *Ways to have a healthy life (2 response)*
- *Writing*

In summary, during the summer of 2019, 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 Minnesota MEP showing their positive attitudes toward the program.

- *A great program that should continue to grow! Students enjoy the program and benefit socially and academically throughout!*
- *Great program, great learning experience for the children.*

- *I just have to say that teaching for this program is one of the highlights of my career. The students and families that we work with are remarkable, resilient people, and I know that our students know we care about them.*
- *It was a great experience!! I hope we are welcomed back next year as we already have ideas of changes to make, things to add and incorporate, etc. We formed great relationships with students, families, and support services!*
- *Thanks for providing this service for our students!*
- *This program is amazing. I like to work with migratory students. I like how the program and all the people involved in the program are so helpful.*
- *This was my first year helping with the MEP. I taught art and PE and loved every minute! The kids were/are a blessing :)*
- *We had a great summer. Although I was ready to be done, I miss the kids and the staff this first morning. The routine is so good for the children. This was their safe place, and they were loved beyond measure.*