



2019-2020 ANNUAL EVALUATION REPORT



Migrant Education Program



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2019-2020 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 2020, seven local projects and MEP staff in non-project areas provided services to 549 migratory students/youth (38 percent of the 1,459 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.

Beginning in March 2020, the COVID-19 pandemic dramatically affected the provision of services and the identification and recruitment of migratory children in Minnesota. MEP services provided to migratory students during the 2019-20 performance period were provided virtually, or in safe proximity to students to ensure that their needs continued to be met by the program. Projects continued to focus on addressing the academic needs of migratory students, but also increased efforts to provide support services to ensure that migratory students and families had the resources they needed.

Findings of the 2019-20 evaluation show that the Minnesota MEP made substantial progress toward meeting its measurable program outcomes (MPOs) and implementing high quality programming designed to ameliorate the effects of migration on student learning and achievement. The chart below shows that **the Minnesota MEP met five of the eight MPOs (63 percent)** in 2019-20 showing the benefit of MEP services for migratory students, their parents, and educators in Minnesota. Of note is that the targets originally set by the SDP Committee for the three MPOs not met were adjusted (based on the results from this evaluation) by the Evaluation Planning Team (EPT) in December 2020 to be more appropriate and measurable.

Minnesota MEP MPOs	MPO Met?	Evidence
English Language Arts (ELA) and Math MPO 1.1: By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based reading curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment,	Yes	90 percent of the migratory students assessed (56 of 62)

Minnesota MEP MPOs	MPO Met?	Evidence
will improve their score by two percent on curriculum-based reading assessments.		students) gained by two percent
ELA and Math MPO 1.2: By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based math curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their score by two percent on curriculum-based math assessments.	Yes	90 percent of the migratory students assessed (52 of 58 students) gained by two percent
ELA and Math MPO 1.3: By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades PreK-8 will receive instruction and/or MMERC support from the MEP.	No	23 percent of students (PreK-8) received instruction and/or MMERC support
Graduation/Completion of a High School Diploma MPO 2.1A: By the end of the 2019-20 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.	Yes	83 percent of students taking courses (20 of 24 students) obtained 29 credits
Graduation/Completion of a High School Diploma MPO 2.1B: By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades 9-12 and out-of-school youth (OSY) will receive instruction and/or MMERC support from the MEP.	No	18 percent of students in grades 9-12 and OSY received instruction and/or MMERC support
Support Services MPO 3.1: By the end of the 2019-20 performance period, 80 percent of family members surveyed will report that they increased their skills for supporting their child’s learning as a result of receiving MEP family services.	Yes	100 percent of family members responding (16 of 16) reported increased skills
Support Services MPO 3.2: By the end of the 2019-20 performance period, 80 percent of staff surveyed will report that they increased their capacity to meet migratory student needs as a result of participating in MEP professional development.	Yes	94 percent of MEP staff responding (29 of 30) reported increased capacity
Support Services MPO 3.3: By the end of the 2019-20 performance period, 60 percent of all eligible migratory students ages 3-21 will receive MEP support services.	No	38 percent of all eligible migratory students ages 3-21 received MEP support services

Following are other key findings/trends revealed in the 2019-20 evaluation.

- ✚ 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 Fidelity of Strategy Implementation (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 five of the 11 strategies (45 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) and the Minnesota Test of Academic Skills (MTAS), Minnesota’s alternate assessment in reading and math. The 2019-20 State assessments were cancelled due to the school closures resulting from the pandemic.

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 2020. These accomplishments were examined based on the MEP goals and objectives as outlined in the SDP. Services were provided to migratory students at seven summer projects: Belgrade-Brooten-Elrosa (BBE), Bird Island, Glencoe-Silver Lake (GSL), Monticello, Owatonna, 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 such as 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
- 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. The needs-based support services provided to students during the summer are listed below.

- Advocacy and outreach
- Career counseling
- Free books
- Guidance counseling
- Health screening and services
- Instructional supplies
- Interpreting/translating
- Life skills instruction for OSY
- Nutrition/food
- 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 coordination is focused on the following activities:

- collaborating with local schools, businesses, and community agencies including the state-funded Targeted Services Program, Tri-Valley Opportunity Council, Inc. (TVOC), the Sheridan Story, Kids in Need Foundation, and 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;
- participating in and presenting at state and national MEP conferences;
- 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. Note: the health services contract with TVOC ended on June 30, 2020.

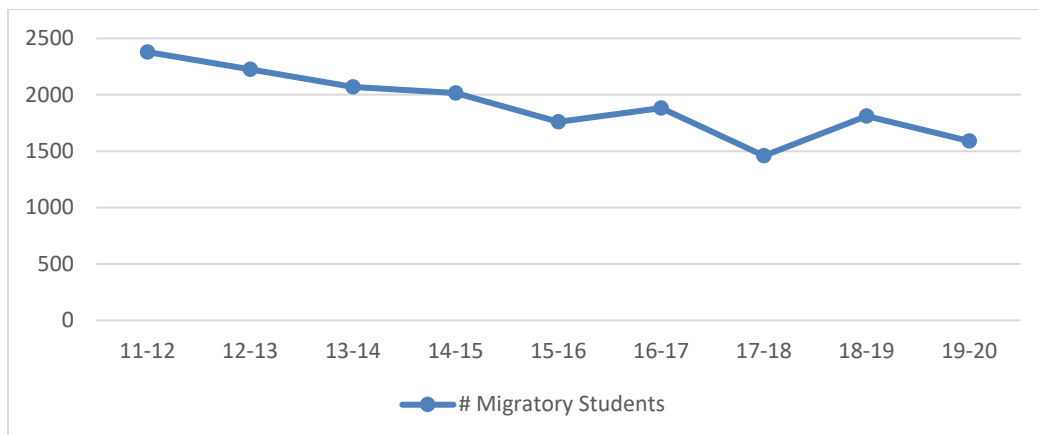
IDENTIFICATION AND RECRUITMENT - The Minnesota MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in Minnesota. This includes securing pertinent information to document the basis of a child’s eligibility. Ultimately, it is the state’s responsibility to implement 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 three recruiting regions. The Migrant Education Services Manager oversees three regional recruiters in these regions.

MIGRATORY STUDENT DEMOGRAPHICS - Exhibit 2 shows that during the 2019-20 performance period (September 1, 2019-August 31, 2020), there were 1,591 eligible migratory students in Minnesota, which is a 12 percent decrease from 2018-19. Twenty-six percent of students were children birth to age five (not in kindergarten), 40 percent were elementary students (K-5), 16 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	19-20
0-2	329	301	275	267	262	279	196	188	132
3-5	447	383	357	310	234	329	216	224	281
K	154	156	133	125	129	113	82	115	116
1	152	166	130	123	112	133	102	136	113
2	158	139	142	125	107	115	79	136	107
3	140	142	128	156	105	111	81	117	109
4	145	128	108	110	111	95	82	127	91
5	131	120	115	94	91	96	78	99	95
6	109	125	109	110	78	90	74	99	79
7	103	91	116	103	79	78	76	100	76
8	121	111	94	113	91	78	88	123	95
9	107	111	110	97	117	115	85	104	89
10	98	68	75	96	77	98	86	91	83
11	89	77	86	85	63	83	65	73	73
12	54	39	37	35	35	37	42	55	38
UG	1	0	3	0	0	1	0	0	0
OSY	41	69	52	67	30	32	27	24	14
Total	2,379	2,226	2,070	2,016	1,721	1,883	1,459	1,811	1,591

Source: CSPR Part II School Years 2011-12 through 2019-20



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 3 shows that of the 1,459 eligible students ages 3-21 in 2019-20, 47 percent (13 percent more than in 2018-19) were categorized as PFS and 40 percent were identified as being an EL. Eight percent of all eligible children/youth ages birth-21 (1,591) were identified as having a disability through the Individuals with Disabilities Education Act (IDEA). Forty-one percent of all eligible migratory students had a QAD occurring within 12 months from the last day of the performance period (8/31/20). OSY and children birth to two had the highest percentages of QADs in the performance period.

Exhibit 3
2019-20 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	132	N/A	N/A	0 (0%)	104 (79%)
Age 3-5	281	113 (40%)	49 (17%)	18 (6%)	103 (37%)
K	116	56 (48%)	53 (46%)	14 (12%)	39 (34%)
1	113	55 (49%)	66 (58%)	5 (4%)	34 (30%)
2	107	51 (48%)	61 (57%)	11 (10%)	32 (30%)
3	109	60 (55%)	66 (61%)	10 (9%)	44 (40%)
4	91	37 (41%)	50 (55%)	12 (13%)	33 (36%)
5	95	41 (43%)	36 (38%)	12 (13%)	32 (34%)
6	79	43 (54%)	44 (56%)	10 (13%)	28 (35%)
7	76	33 (43%)	33 (43%)	7 (9%)	33 (43%)
8	95	48 (51%)	33 (35%)	7 (7%)	29 (31%)
9	89	49 (55%)	29 (33%)	7 (8%)	51 (57%)
10	83	46 (55%)	29 (35%)	8 (10%)	36 (43%)
11	73	29 (40%)	20 (27%)	4 (5%)	33 (45%)
12	38	15 (39%)	12 (32%)	5 (13%)	8 (21%)
OSY	14	14 (100%)	0 (0%)	0 (0%)	12 (86%)
Total	1,591	690 (47%)*	581 (40%)	130 (8%)	651 (41%)

Source: 2019-20 CSPR Data Check Sheet

*Percentage of eligible migratory children/youth ages 3-21 [1,459]

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 [program] 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.

- ✓ What types of reading and math interventions were provided to migratory students during summer programming?
- ✓ What types of instruction/support were provided to migratory students beyond the summer school program?
- ✓ What courses/credit by exam did migratory students/OSY complete?
- ✓ What types of parent activities were provided by local projects?
- ✓ What types of professional development were provided to MEP staff?
- ✓ What types of support services were provided to students?
- ✓ 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?

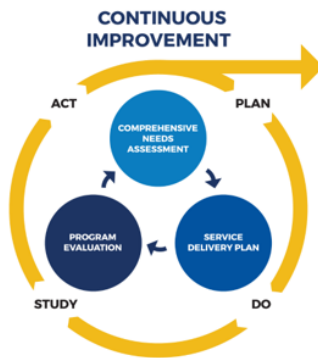
EVALUATION QUESTIONS (RESULTS)

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

- ✓ What percentage of migratory students (PFS and non-PFS) in grades K-8 improved their reading scores by two percent on local reading assessments?
- ✓ What percentage of migratory students (PFS and non-PFS) in grades K-8 improved their math scores by two percent on local math assessments?
- ✓ What percentage of eligible migratory students in grades PreK-8 (PFS and non-PFS) received instruction and/or MMERC support during the summer?
- ✓ What percentage of migratory students (PFS and non-PFS) obtained high school credits?
- ✓ What percentage of migratory students in grades 9-12/OSY (PFS and non-PFS) received instruction and/or MMERC support?
- ✓ What percentage of migratory family members reported increased skills for supporting their child's learning?
- ✓ What percentage of MEP staff reported increased capacity to meet migratory student needs as a result of participating in MEP PD?
- ✓ What percentage of eligible migratory students ages 3-21 (PFS and non-PFS) received MEP support services?

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/dropout rates; and the eight MEP MPOs that follow.

ELA and Mathematics

MPO 1.1: By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based reading curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their score by two percent on curriculum-based reading assessments.

MPO 1.2: By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based math curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their score by two percent on curriculum-based math assessments.

MPO 1.3: By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades PreK-8 will receive instruction and/or MMERC support from the MEP.

High School Graduation/Completion of a High School Diploma

MPO 2.1A: By the end of the 2019-20 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.

MPO 2.1B: By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades 9-12 and out-of-school youth (OSY) will receive instruction and/or MMERC support from the MEP.

Support Services

MPO 3.1: By the end of the 2019-20 performance period, 80 percent of family members surveyed will report that they increased their skills for supporting their child's learning as a result of receiving MEP family services.

MPO 3.2: By the end of the 2019-20 performance period, 80 percent of staff surveyed will report that they increased their capacity to meet migratory student needs as a result of participating in MEP professional development.

MPO 3.3: By the end of the 2019-20 performance period, 60 percent of all eligible migratory students ages 3-21 will receive MEP support services.

5. IMPLEMENTATION EVALUATION RESULTS

MEP SERVICES

Exhibit 4 shows that 549 migratory students (38 percent of eligible migratory students ages 3-21) were served during the performance period, 53 percent of which were PFS students (42 percent of *all* PFS students). A total of 502 migratory students were served during the summer of 2020 (34 percent of eligible migratory students ages 3-21).

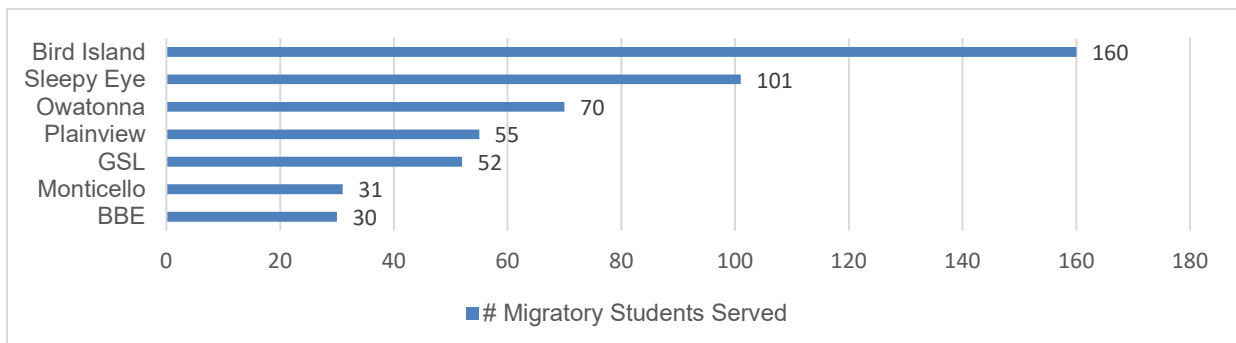
Exhibit 4
Migratory Students Receiving MEP Services during 2019-20

Grade	Eligible Migratory Students Number	Students Served Performance Period (PP) Number (%)	PFS Migratory Students Number	PFS Students Served PP Number (%)	Students Served Summer Number (%)
Birth-2	132	25 (19%)	N/A	N/A	22 (17%)
Age 3-5	281	77 (27%)	113	33 (29%)	67 (24%)
K	116	41 (35%)	56	23 (41%)	38 (33%)
1	113	34 (30%)	55	18 (33%)	31 (27%)
2	107	36 (34%)	51	19 (37%)	35 (33%)
3	109	54 (50%)	60	30 (50%)	50 (46%)
4	91	31 (34%)	37	14 (38%)	28 (31%)
5	95	46 (48%)	41	22 (54%)	41 (43%)
6	79	32 (41%)	43	19 (44%)	30 (38%)
7	76	30 (39%)	33	18 (55%)	27 (36%)
8	95	28 (29%)	48	17 (35%)	28 (29%)
9	89	44 (49%)	49	29 (59%)	41 (46%)
10	83	35 (42%)	46	26 (57%)	33 (40%)
11	73	27 (37%)	29	16 (55%)	25 (34%)
12	38	2 (5%)	15	2 (13%)	2 (5%)
OSY	14	7 (50%)	14	6 (43%)	4 (29%)
Total	1,591	549 (38%)*	690	292 (42%)	502 (34%)*

Source: 2019-20 CSPP *Percentage of eligible migratory children/youth ages 3-21 [1,459]

Exhibit 5 shows the number of migratory students in grades K-12 and OSY that were served during the summer of 2020 by each project. Bird Island served the largest number of students.

Exhibit 5
Number of Migratory Students Served during the Summer of 2020, by Project



Source: 2020 Summer Program Services Reports

Exhibit 6 shows that 19 percent of eligible migratory students ages 3-21 received instructional services (51 percent of students served which was 39 percent fewer than in 2018-19) received instructional services during the performance period. Of those receiving instruction, 75 percent received reading instruction, 76 percent received math instruction, and 27 percent of migratory students in grades 9-12 and OSY received services leading toward secondary credit accrual.

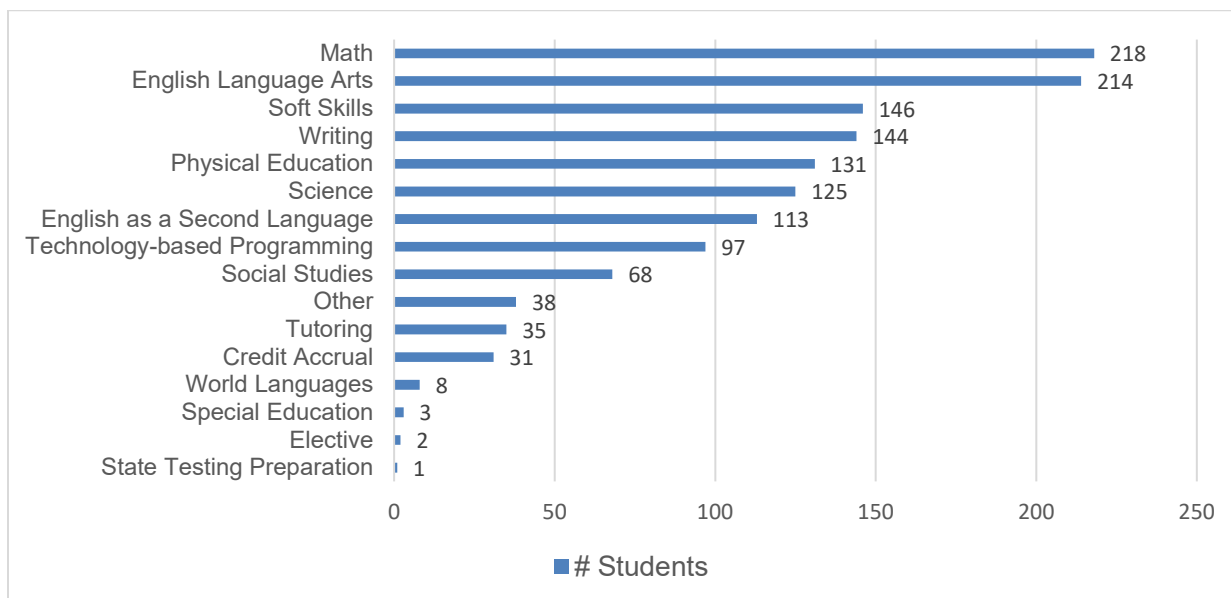
Exhibit 6
Migratory Students Receiving MEP Instructional Services during the Summer of 2020

Grade	Eligible Migratory Students Number	Any Instruction Number (%)	Reading Instruction Number (%)**	Math Instruction Number (%)**	Credit Accrual Number (%)**
Birth-2	132	0 (0%)	0 (0%)	0 (0%)	N/A
Age 3-5	281	18 (6%)	16 (89%)	16 (89%)	N/A
K	116	22 (19%)	21 (95%)	21 (95%)	N/A
1	113	20 (18%)	17 (85%)	20 (100%)	N/A
2	107	26 (24%)	22 (85%)	25 (96%)	N/A
3	109	39 (36%)	33 (85%)	38 (97%)	N/A
4	91	20 (22%)	18 (90%)	19 (95%)	N/A
5	95	27 (28%)	21 (78%)	25 (93%)	N/A
6	79	22 (28%)	16 (73%)	21 (95%)	N/A
7	76	18 (24%)	12 (67%)	8 (44%)	N/A
8	95	17 (18%)	9 (53%)	7 (41%)	N/A
9	89	25 (28%)	13 (52%)	7 (28%)	7 (28%)
10	83	15 (18%)	6 (40%)	3 (20%)	4 (27%)
11	73	10 (14%)	6 (60%)	3 (30%)	2 (20%)
12	38	2 (5%)	0 (0%)	0 (0%)	1 (50%)
OSY	14	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	1,591	281 (19%)*	210 (75%)	213 (76%)	14 (27%)

Source: 2019-20 CSPR *Percentage of eligible migratory children/youth ages 3-21 [1,459]
**Percentage of students receiving instructional services

Exhibit 7 shows the specific instructional services received by migratory students during summer 2020.

Exhibit 7 – Number of Migratory Students Receiving Instructional Services during the Summer of 2020



Source: 2020 Summer Program Services Reports

Exhibit 8 shows the migratory students receiving support services during the summer of 2020, 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. Thirty-five percent of all eligible migratory students (15 percent more than in 2018-19) received support services (100 percent of the students served), and seven percent of those receiving support services received counseling services.

Exhibit 8
Migratory Students Receiving MEP Support Services during the Summer of 2020

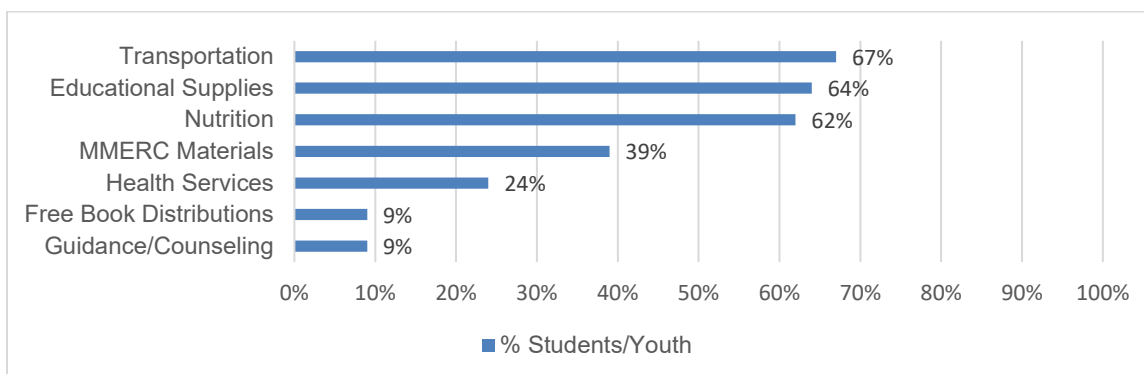
Grade	Eligible Number	Support Services Number (%)	Counseling Services Number (%)*
Birth-2	132	25 (19%)	0 (0%)
Age 3-5	281	77 (27%)	0 (0%)
K	116	41 (35%)	0 (0%)
1	113	34 (30%)	0 (0%)
2	107	36 (34%)	0 (0%)
3	109	53 (49%)	1 (2%)
4	91	32 (35%)	0 (0%)
5	95	46 (48%)	0 (0%)
6	79	32 (41%)	1 (3%)
7	76	30 (39%)	5 (17%)
8	95	28 (29%)	8 (29%)
9	89	44 (49%)	9 (20%)
10	83	35 (42%)	7 (20%)
11	73	27 (37%)	6 (22%)
12	38	2 (5%)	1 (50%)
OSY	14	7 (50%)	0 (0%)
Total	1,591	549 (35%)	38 (7%)

Source: 2019-20 CSPR

*Percentage of students receiving support services

Exhibit 9 shows that 67 percent of the 549 migratory students served received transportation. Students also received educational supplies (64 percent), nutrition (62 percent), MMERC materials (39 percent), and health services (24 percent) among other support services.

Exhibit 9
Migratory Students Receiving Support Services during the Summer of 2020
(Expressed as Percentages)



Source: 2020 Summer Program Services Reports

Typically, the Minnesota MEP partners with TVOC to ensure that migratory students receive 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. During the summer of 2020, this service was not provided due to the pandemic and the contract ending on June 30, 2020.

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 10 shows the parent activities and services provided during the summer of 2020 to 325 parents (duplicated count). Activities and services included program registration, home visits, virtual parent and family activities, and family events.

Exhibit 10
Minnesota MEP Parent Meetings/Events during the Summer of 2020

Date	Location	Topic/Title	Parents Attending Number
6/11-25/20	Bird Island	Registration of Classes for Secondary Students with their Parents	6
6/15/20	BBE	Program Choices, COVID Resources, Health Kits, Sheridan Food	10
6/15/20	Monticello	Online Safety and Screen Time	14
6/15-7/30/20	Bird Island	Classes in the Park	10
6/31/20	Sleepy Eye	Progress reports and MEP survey sent home	17
7/6-9-20	Bird Island	Bike Safety Training	4
7/9/20	Owatonna	Parent Engagement Night: Pizza delivery and Uno games to practice literacy and math skills with their children	35
7/13/20	BBE	Family Game Night, Pizza, COVID Resources, Health Kits	7
7/16/20	Sleepy Eye	Home visits to drop off educational supplies – Clements	1
7/20/20	Sleepy Eye	Home visits to drop off educational supplies – Tracy	1
7/21/20	BBE	Family Game Night, Pizza, COVID Resources, Health Kits	7
7/23-31/20	Sleepy Eye	Parent calls/emails – weekly for student progress	1
7/24/20	Sleepy Eye	Home visits to drop off educational supplies – Windom & St. James	3
7/27/20	Sleepy Eye	Home visits to drop off educational supplies – Buffalo Lake & St. James	2
7/28/20	Sleepy Eye	Home visits to drop off educational supplies – Blue Earth & Fairmont	4
7/29/20	Monticello	Math Games at Home (deck of cards, math games packet, treats)	19
7/29/20	Owatonna	Tacos for Tech Night: Families received a full family meal of tacos for returning tech and registering their student for school	45
7/31, 8/3-4/20	Sleepy Eye	Emails with final progress report; MEP parent survey; follow-up information	16
8/3/20	Sleepy Eye	Home visits to drop off educational supplies – Worthington, Pipestone, Springfield	3
8/6/20	Sleepy Eye	Home visits to drop off educational supplies – Sleepy Eye, Springfield, Windom, Mountain Lake	8
8/7/20	Sleepy Eye	Home visits to drop off educational supplies – Sleepy Eye, Fairfax	8
8/10/20	Sleepy Eye	Home visits to drop off educational supplies – Buffalo Lake, Clements, Gibbon	7
Summer 2020	GSL	Individual family phone conversations, as needed	Not Reported
Summer 2020	Sleepy Eye	Parent calls/email/text messages to complete needs assessment	97
Total			325

Source: 2020 FSI

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. The Minnesota Department of Education (MDE) provided two statewide training events during 2019-20. The MEP Summer Program Kick-off meeting was provided in May 2020 and the Summer Debrief in August 2020. The May Summer Kick-off meeting, held virtually due to travel restrictions resulting from the COVID-19 pandemic, 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, coordinators and staff reviewed the progress, accomplishments, and lessons learned from the summer program. Each project shared information/ highlights of their summer program.

Exhibit 11 lists the 20 professional development activities provided by the Minnesota MEP team and Exhibit 12 lists the 18 professional development activities provided by the local projects during 2019-20. An average of 13 MEP staff participated in training provided by the Minnesota MEP team, and an average of 13 MEP staff participated in professional development provided by the local projects.

Exhibit 11
Professional Development Provided by the Minnesota MEP Team during 2019-20

Date	Location	Title/Topic	Staff Attending Number
5/14/20	Statewide-Virtual	Minnesota MEP Summer Kick-off Training	25
5/14/20	Virtual	ID&R Recertification Training	8
6/1/20	Virtual	Weekly ID&R Staff Meeting	11
6/8/20	Virtual	Weekly ID&R Staff Meeting	16
6/10/20	Virtual	Weekly Coordinator Meeting	10
6/15/20	Virtual	Weekly ID&R Staff Meeting	13
6/17/20	Virtual	Weekly Coordinator Meeting	10
6/22/20	Virtual	Weekly ID&R Staff Meeting	15
6/24/20	Virtual	Weekly Coordinator Meeting	10
6/29/20	Virtual	Weekly ID&R Staff Meeting	13
7/1/20	Virtual	Weekly Coordinator Meeting	10
7/6/20	Virtual	Weekly ID&R Staff Meeting	14
7/8/20	Virtual	Weekly Coordinator Meeting	10
7/13/20	Virtual	Weekly ID&R Staff Meeting	16
7/15/20	Virtual	Weekly Coordinator Meeting	10
7/20/20	Virtual	Weekly ID&R Staff Meeting	16
7/22/20	Virtual	Weekly Coordinator Meeting	10
7/27/20	Virtual	Weekly ID&R Staff Meeting	16
7/29/20	Virtual	Weekly Coordinator Meeting	10
8/7/20	Statewide-Virtual	Minnesota MEP Summer Debrief	19
Total			262

Source: Minnesota MEP Records

Exhibit 12
Professional Development Provided by Local Projects during Summer 2020

Date	Location	Title/Topic	Staff Attending Number
6/8/20	GSL	Local delivery training	12
6/9/20	Plainview	MEP Training/MDE Protocols w/MEP Levels/PEM	4
6/10/20	Bird Island	COVID – Symptoms and Prevention	19
6/10/20	Plainview	MEP Orientation/MEP Summer Program/PEM	15
6/11/20	Bird Island	Outdoor Learning: Behavior, Attention, Materials	16
6/11/20	Bird Island	Safety Procedures with COVID and School	19

Date	Location	Title/Topic	Staff Attending Number
6/11/20	Plainview	MEP Secondary Training	7
6/11/20	Plainview	MEP Elementary Training	8
6/15/20	BBE	MEP Purpose, ID&R, PFS, High School Program, ELLs, COVID Guidelines, MMERC, Sheridan Story, MEP grants	14
6/18/20	Bird Island	Migrant Lifestyle and Challenges: ELL Strategies	16
6/25/20	Bird Island	Outdoor Learning: Strategies for Success	16
6/25/20	Monticello	Online Training Slides and Google Meet	6
6/26/20	Monticello	Seesaw App Overview	2
6/29-30/20	Sleepy Eye	Summer School Training (Kick-off materials, COVID procedures, MMERC materials/supports, Sheridan Story, Migrant 101, Secondary Success, OSY	16
7/1/20	Plainview	MEP/MDH Protocols Training/PEM	15
7/28/20	Plainview	Quarantine Training/Support for MEP in Quarantine	15
8/19/20	Plainview	MEP Wrap-up/Reporting and Cleaning/PEM	15
7/1-30/20	Sleepy Eye	Daily staff check-ins to share new information	19
Total			234

Source: 2020 FSI

STRATEGY IMPLEMENTATION

During summer 2020, MEP staff at each project completed the **Fidelity of Strategy Implementation (FSI)** tool. MEP staff worked in teams to discuss how each service delivery strategy was 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 13 shows the mean ratings assigned by MEP staff in the local projects for the level of implementation of each of the 11 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” or “exceeding” is considered “proficient”.

Exhibit 13
Mean Ratings on the Fidelity of Strategy Implementation (FSI)

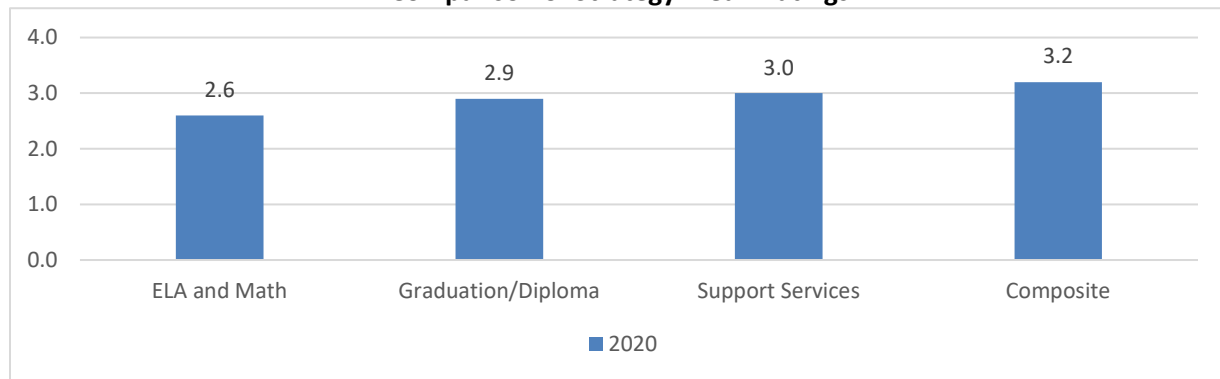
Strategies	Projects Rating 3 or Higher Number	2020 Mean Rating
Strategy 1.1: Provide standards-based curriculum and evidence-based reading instruction during migrant summer school programs to migratory students to meet individual student needs.	5 of 7	3.0
Strategy 1.2: Provide standards-based curriculum and evidence-based math instruction during migrant summer school programs to migratory students to meet individual student needs.	5 of 7	2.9
Strategy 1.3: Provide reading and math instruction to migratory students not enrolled in migrant summer school programs (<i>e.g., use of resources from the Migrant Literacy Net [MLN], MMERC materials, school readiness orientation</i>).	1 of 6	1.8
Strategy 2.1A: Provide migratory students in grades 9-12 and OSY with flexible programming to facilitate participation in MEP-funded instruction (<i>e.g., online courses [district programming and/or Northern Star Online], content area instruction, STAAR testing and support, UT credit by exam, PASS/Middle School PASS, SAT/ACT online</i>	6 of 7	2.9

Strategies	Projects Rating 3 or Higher Number	2020 Mean Rating
<i>preparation, English language instruction, STEM activities, college/career readiness and exploration, home visits).</i>		
Strategy 2.1B: Gather information from the Minnesota MEP Secondary Coordinator, districts, intra/interstate coordination agencies, and MSIX to ensure appropriate placement of migratory students in grades 9-12 and OSY in out-of-state testing and/or courses leading toward graduation that are transferrable to home-based districts.	6 of 7	3.0
Strategy 2.1C: Ensure that educational records (including transcripts) of migratory students that obtained high school credit(s) are transferred to receiving LEAs.	6 of 6	3.5
Strategy 2.1D: Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services (<i>e.g., talk to employers, collaborate with Head Start, attend sporting events, advertise MEP services and visit community businesses frequented by migratory families, review family needs assessments to locate students not served by the MEP, conduct home visits, collaborate with local partners, provide family nights, use technology/social media to advertise the program and its benefits, post shout-out flyers throughout the community</i>).	4 of 6	2.8
Strategy 2.1E: Provide instruction to migratory students in grades 9-12 and OSY not attending migrant summer school programs (<i>e.g., use of resources from the MLN, MMERC materials, online courses [district programming and/or Northern Star Online], content area instruction, STAAR testing and support, UT credit by exam, PASS/Middle School PASS, SAT/ACT online preparation, English language instruction, STEM activities, college/career readiness and exploration, home visits</i>).	3 of 6	2.3
Strategy 3.1: Provide opportunities for families designed to help them support their child's learning (<i>e.g., family nights, newsletters, training, emails, home visits, parent meetings, parent/teacher conferences, texts, social media, information on their child's performance/behavior</i>).	7 of 7	3.3
Strategy 3.2: Provide professional development to staff that work with migratory students (<i>e.g., summer school training, Migrant 101, cultural sensitivity and awareness, EL strategies, differentiated instruction, MSIX, behavior management, progress monitoring</i>).	6 of 7	3.0
Strategy 3.3: Provide all eligible migratory students [including those in non-project areas and those that do not participate in migrant summer school programs with support services designed to eliminate barriers that inhibit school success (<i>e.g., advocacy, family literacy services, health/dental services, vision screening/glasses, transportation, translating/interpreting, counseling, leadership institutes, college and career exploration, enrichment activities, home visits</i>).	6 of 7	2.9

Source: 2020 FSI

MEP staff rated their implementation of the strategies as proficient on five of the 11 strategies (45 percent). The mean rating for all strategies was 2.9 out of 4.0. Strategy 2.1C was rated highest with a mean rating of 3.5 (out of 4.0) indicating that the projects were most effective at ensuring that educational records (including transcripts) of migratory students that obtained high school credit(s) were transferred to receiving LEAs. Lowest rated was Strategy 1.3 indicating that projects did not feel as strongly about their ability to provide reading and math instruction to migratory students not enrolled in center-based migrant summer school programs. Exhibit 14 compares the mean scores for the three goal areas addressed in the FSI in 2019-20.

Exhibit 14
Comparison of Strategy Mean Ratings



Source: 2020 FSI

On the 2019-20 FSI, projects were asked to describe the modifications made to the implementation of each strategy during the summer of 2020. Following are ways in which the projects modified services during school closures and social distancing resulting from the COVID-19 pandemic.

Strategy 1.1: Provide standards-based curriculum and evidence-based reading instruction during migrant summer school programs to migratory students to meet individual student needs.

Strategy 1.2: Provide standards-based curriculum and evidence-based math instruction during migrant summer school programs to migratory students to meet individual student needs.

- *Implementation and recordkeeping were more difficult than our usual “exceeding” performance.*
- *In house instruction was provided at an exceeding level to those who attended our summer program. Where we continue to find areas to grow is with our distance instruction so it can be meaningful to those who are learning from home - especially if they did not have internet access. This is mostly for those in areas that are further away than our ‘typical’ service areas. We plan to continue to target these areas next year.*
- *Pandemic limited the amount of instruction we could effectively give.*
- *Participated in enrichment activities in online and in-person learning. Optimized use of Image Learning Literacy and Math. Engaged reading skills through read-alouds and a mobile library.*
- *Some drop off and pick-up as well as virtual.*
- *We delivered all instruction through distance learning. We posted activities on Seesaw/ Schoology and had live classes on Google Meets.*
- *We were able to offer some reading instruction but consistency was difficult due to quarantines.*

Strategy 1.3: Provide reading and math instruction to migratory students not enrolled in migrant summer school programs.

- *Direct instruction was limited so we relied on more resources for student enrichment (chalk, paint, puzzles, etc.).*
- *Drop off to students and parents that wanted it.*
- *Efforts were limited as we were more focused on given migratory families the essentials.*
- *Students who did not engage in MEP programs were prioritized with nutritional services.*
- *Three students were very successful completing coursework online distantly when provided an iPad and had internet connection. One pair of siblings were not able to connect online, and reaching students during the day was difficult due to parents working. Packets were dropped off and the students completed the work, but did not have direct instruction distantly. Many families were okay with material drop offs, but due to COVID-19, they were not interested in having students work with teachers directly when offered in a public area (church, park, school). These*

areas are areas that have not had successful MEP programming, so this year was about building networks and making some type of connection for the families to continue to build on in the future. Several of these locations had higher COVID-19 rates in the community and parents expressed their concerns about their children being exposed to the virus.

- *We had planned on having a math/reading night for students not in the program, but this wasn't possible due to COVID-19.*

Strategy 2.1A: Provide migratory students in grades 9-12 and OSY with flexible programming to facilitate participation in MEP-funded instruction.

- *More online support than in-person.*
- *Offered nightly sessions for secondary students to come in for online sessions. Also offered Zoom classes.*
- *Secondary MEP staff helped students with credit recovery and credit acceleration based on needs. Services provided in a blended format. Used Northern Star Online (NSO) as needed.*
- *We provided access to Odysseyware and MEP staff via iPads and hotspots.*
- *We provided flexible schedules for students who were working so they could also work on credits.*
- *When students in grades 9-12 and OSY were identified, they and their guardian are explained a list of resources we can provide to the students. This year it was provided via phone due to COVID-19. Of the secondary students and OSY, the students that were interested in the program and working for credits did with great success (10 of 10 credits were earned that were attempted). Those that were not interested due to working were provided school and COVID-prevention supplies and provided contact information if they changed their minds. MEP staff also checked back in with these students/guardian later in the program to ensure they did not change their mind.*

Strategy 2.1B: Gather information from the Minnesota MEP Secondary Coordinator, districts, intra/interstate coordination agencies, and MSIX to ensure appropriate placement of migratory students in grades 9-12 and OSY in out-of-state testing and/or courses leading toward graduation that are transferrable to home-based districts.

- *Contacted online school to make appropriate modifications to coursework. Contacted home-base school EL teachers, counselors, and secretaries to assure proper placement.*
- *May not have had as much verification from home, but it is always hard to get that.*
- *MEP coordinator is in contact with home base schools' credit/registrar to ensure accuracy of transferrable credits. Collaboration with Secondary Coordinator for the MN MEP.*
- *More phone calls made than home visits.*
- *This year, the needs assessment required some fine tuning as our recruitment efforts had to shift unexpectedly. Once a local recruiter was hired, the needs assessment process improved and more information was gathered at the initial enrollment, allowing more time to gather the records needed to place students into appropriate courses. Information gathered by MEP staff about student records was shared and reviewed with parents and students. Transcripts are prepared and shared with parents/students who are not enrolled in the LEA this fall.*
- *Use of Odysseyware in conjunction with home-based learning to guarantee credit accrual.*

Strategy 2.1C: Ensure that educational records (including transcripts) of migratory students that obtained high school credit(s) are transferred to receiving LEAs.

- *MEP coordinator is in contact with home base schools' credit/registrar to ensure accuracy of transferrable credits. Collaboration with the MN MEP Secondary Coordinator.*
- *Odysseyware and coordination of PEM transcripts.*

- *Record keeping was not used as in the past to “grade” student performance K-8 as was reported in the past.*
- *Still in the process of getting our secondary students to finish credits.*
- *Transcripts are updated at the end of the MEP summer program and transcripts are shared with parents (per request) or with the LEA where the student is enrolled in the fall.*

Strategy 2.1D: Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services.

- *All outreach was through flyers and over the phone.*
- *Attempted to work with Lakeside and local families to find/communicate with OSY.*
- *MEP coordinator is in contact with home base schools credit/registrars to ensure accuracy of transferrable credits. Collaboration with the MN MEP Secondary Coordinator. Local recruiters provide resources for students/families for continuation of educational services.*
- *When a secondary student or OSY is identified, a needs assessment is completed and records are obtained/reviewed. Once a plan is developed, students begin work. However, sometimes the students plan to drop out of school to work to support their family. Accommodations are offered and made to help the students succeed, but some choose not to participate. As we continue to work with more areas further from our traditional summer program, we continue to work to share what resources we have and continue to work to collaborate with local resources.*

Strategy 2.1E: Provide instruction to migratory students in grades 9-12 and OSY not attending migrant summer school programs.

- *MEP coordinator is in contact with home base schools’ credit/registrars to ensure accuracy of transferrable credits. Collaboration with the MN MEP Secondary Coordinator. Secondary MEP program was judicious in customizing EL and credit services for 9-12 MEP students and OSY.*
- *Offered supplemental services to those not attending.*
- *Programs were available to all our students even if they didn’t come in person to school (biking, Sheridan Project).*
- *Resources were offered even if students [in grades] 9-12 did not participate academically.*
- *We had planned on having a college and career readiness night for students not in the program, but this wasn’t possible due to COVID-19.*
- *When a secondary student or OSY is identified, a needs assessment is completed and records are obtained/reviewed. Once a plan is developed, students begin work. However, sometimes the students plan to drop out of school to work to support their family. Accommodations are offered and made to help the students succeed, but some choose not to participate. As we continue to work with more areas further from our traditional summer program, we continue to work to share what resources we have and continue to work to collaborate with local resources. One student this summer was very successful completing coursework that he had not finished from the spring, earning credits for 3 courses!*
- *While we did find a couple of OSY, we were unable to get them to engage with the program.*

Strategy 3.1: Provide opportunities for families designed to help them support their child’s learning.

- *Family nights and health kits.*
- *Pandemic stopped us from holding large events but we were able to provide families with resources.*
- *Summer MEP provided two parent engagement nights, weekly correspondence on how to support education/learning in a pandemic and in virtual environment. Daily breakfast/lunch was served with weekend Sheridan boxed provided for meals. Parent nights provided supper.*

- *This year due to COVID, we did not provide centrally located family activities, but instead provided direct interaction with individual families through phone calls, emails, and home visits. Additionally, family activities were sent home with students to complete at home.*
- *We could not have in-person family nights, so we sent home information twice during the program. The first was information on online security and screen time. For the second activity, we sent home a deck of cards, math game ideas, gummy bears, and microwave popcorn. We also sent home a newsletter.*

Strategy 3.2: Provide professional development to staff that work with migratory students.

- *All professional development was online.*
- *Less academic PD, other than local kickoff on materials standards/expectations, since very little onsite instruction would take place.*
- *Most PD was centered on providing a safe program for students and staff.*
- *Staff engaged in a day long staff development and updates were sent out weekly. Daily staff check-ins and emails were used to communicate updates and provide new training information as it came up on student needs. Additionally, the coordinator attended all MEP trainings, and weekly conference calls to share with staff (often through the daily staff check-ins or email).*
- *Summer MEP has two days of summer planning and learning. Majority done during 2019-2020 school year.*

Strategy 3.3: Provide all eligible migratory students [including those in non-project areas and those that do not participate in migrant summer school programs with support services designed to eliminate barriers that inhibit school success.

- *Delivery of materials on three different occasions.*
- *Focus on providing food and essentials for families over the summer. We also made efforts to help students register and prepare for the fall.*
- *Many handouts for local and regional services were given out. Our liaison was able to field questions and consult with me and TVOC for additional materials.*
- *The 2020 MEP programming prioritized nutritional and advocacy services for the summer program. Aligned with student and parent learning activities.*
- *This is an area we continue to work on and this year we serviced a significantly larger number of students outside of our summer migrant program (61 students) who did not attend our summer program. Much of these services included educational materials and COVID information/supplies so they can participate in school this fall. Creating this connection will allow for more support to these students and hopefully an increase in identified migrant families.*
- *We weren't able to serve as many students in non-project areas due to COVID-19.*

The FSI also included a place for projects to document the ways in which they supported the **basic needs** of migratory students during the summer of 2020. Below are responses from the FSIs.

- *Backpacks purchased by the coordinator last winter were given to students in grades K-6.*
- *Basic school supplies, including notebooks and folders, were given to all students.*
- *District meal programs, local/country/regional resource referrals, Sheridan story food, and devices provided for credit work for students. No summer resources for internet.*
- *During bike safety week, students [in grades] K-8 were transported to school where the bikes were stored.*
- *Math workbooks were purchased for each student in grades K-8 to work on with an instructor that they could keep at the end of the program.*
- *Program choices, COVID resources, health kits, Sheridan Food, family game nights.*

- *Provided daily/weekly meals to families, and access to technology and Wi-Fi. Each student was provided a Chromebook and the families without Wi-Fi were given hotspots. Staff maintained social distancing guidelines when distributing food and giving instruction. Students were provided with online learning and face-to-face enrichment activities. Parents were given guidance on how to work with their children on school work and emotional needs.*
- *Seven weeks of programmed activities, up to 34 days for staff this year. The program was structured around learning in area parks which meant staff was split into two groups with each group of staff having a minimal number of students. Staff worked four days a week this summer, which allowed the program to go an additional week instead of the regular six-week program. (Note - many staff really liked having that extra day off during the week. Hmmm....a thought for the future).*
- *Students received a sack lunch to take home (for the park students) that also included a breakfast for the following day.*
- *Students received breakfast, snack, and lunch while receiving reading and math instruction. Students also had daily physical education classes. Twenty-five students received transportation to get to the summer migrant program, and all students who attended received a health screen (temperature and COVID screener questions) each morning. Students were provided Sheridan food bags to take home weekly to share with their families. Staff focused on building relationships with students to increase social-emotional learning as well as provided lessons to discuss COVID fears and racial inequalities. For students who did not attend the school program, some received devices to work online, Sheridan food bags, and COVID information and face masks. Students who lived in Brown County or attended our summer program also were provided with cleaning supplies, provided by Brown County United Way. All students also received water bottles and dental health supplies (toothbrush/toothpaste) since we had limitations in our health services this year.*
- *Students received free library books throughout the program.*
- *The basic need of a caring adult in each child's life was shared each day during the learning activities in the park as well as with the secondary students on site. This was demonstrated by the smiles of the students as well as staff, games and conversations shared as well as sad partings on the last day of student contact.*
- *Transportation was provided for secondary students to be picked up at their homes for classes at school.*
- *We delivered breakfast and lunch to all children ages 1-18, Sheridan Story bags to families throughout the program, educational supplies, and program materials. All students received a Chromebook, and students without internet access got hot spots. Students had daily large group Google Meets to share feelings, build community, and connect with other students and teachers. We had some social emotional learning activities, including a gratefulness journal and online resources. All families received cloth face masks in varying sizes from child to adult.*
- *We mainly focused on providing essentials to families. We provided breakfast, lunch, and snacks to students during the entire summer, We worked with Lakeside and Migrant Head Start to provide necessities. We also provided school supplies to all students.*

6. OUTCOME EVALUATION RESULTS

MIGRATORY STUDENT ACHIEVEMENT OF STATE PERFORMANCE GOALS 1 AND 5

Performance Goal 1: Proficiency in Reading and Math

The 2019-20 Minnesota State assessments were cancelled due to school closures resulting from the COVID-19 pandemic. Typically, academic achievement (reading and math) of students attending public school in Minnesota is assessed through the MCAs and MTAS in reading (grades 3-8 and 10) and math (grades 3-8 and 11). The proficiency levels for the MCA/MTAS includes 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 for all students set by the state in the Minnesota ESSA State Plan (2018). *Note that OME requires state MEPs to compare the results of migratory students to the targets set for all students.*

Exhibit 15
Minnesota Goals and Measurements of Interim Progress for All Students

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

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

Source: Minnesota ESSA State Plan (2018)

Since there are no results for 2020, following are the results for 2019 in reading and math. These results show 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 16
Migratory Students Scoring at M/E on 2019 MCA/MTAS 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%

Grade	Number Tested	Migratory Students Scoring M/E %	2019 State Performance Target %	Difference %	Non-Migratory Students Scoring M/E %
10	11	27%	67.1%	-40.1%	60%
Total	123	27%	67.1%	-40.1%	59%

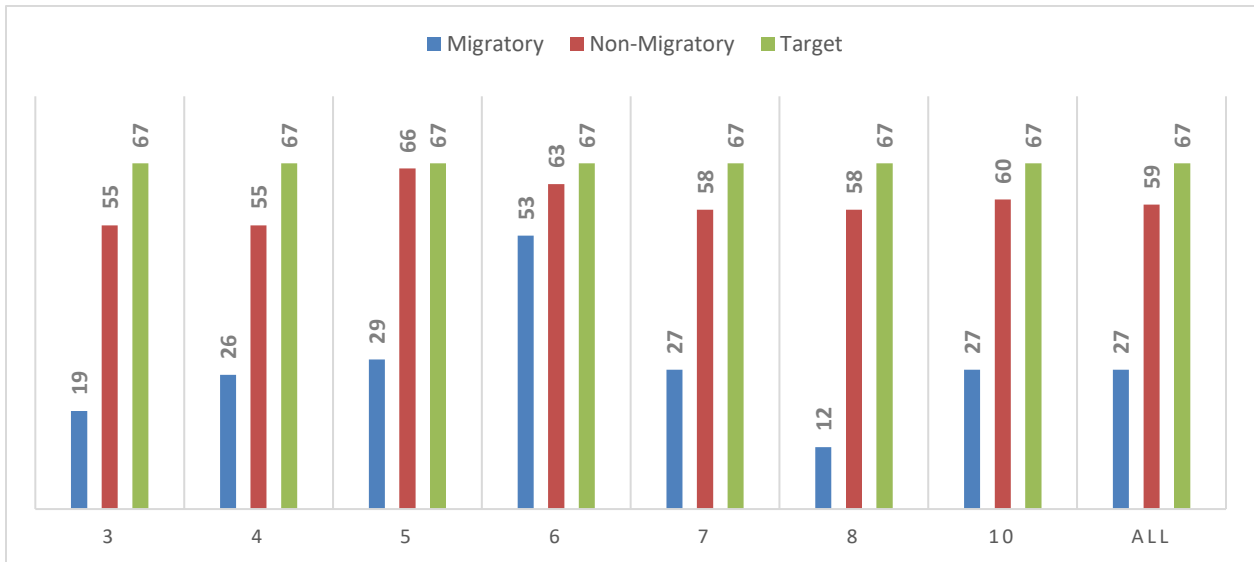
Source: MDE Database

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/MTAS 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 17

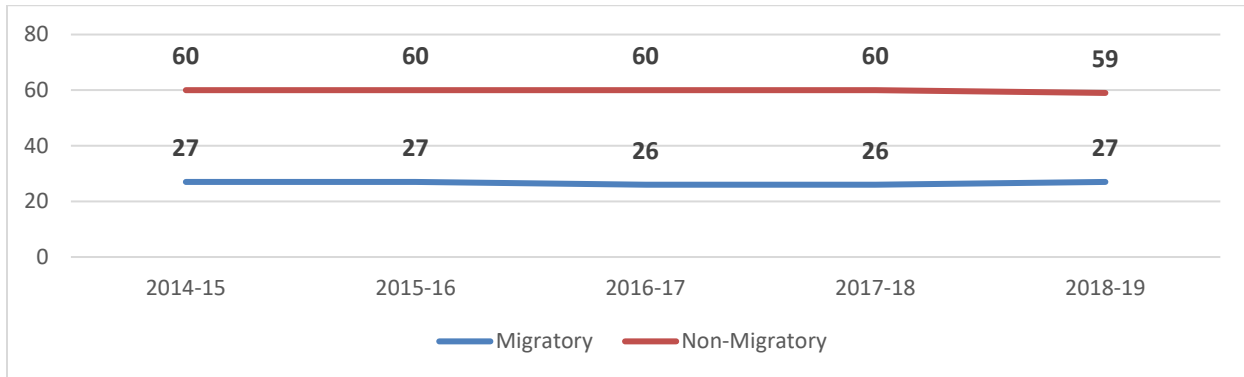
Graphic Display of 2019 MCA/MTAS Reading Assessment Results (Expressed as Percentages)



Source: MDE Database

Exhibit 18 shows the percentage of migratory and non-migratory students scoring at M/E on MCA/MTAS 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 18
Comparison of MCA/MTAS Reading Results Over the Years (Expressed as Percentages)



Source: MDE Database

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).

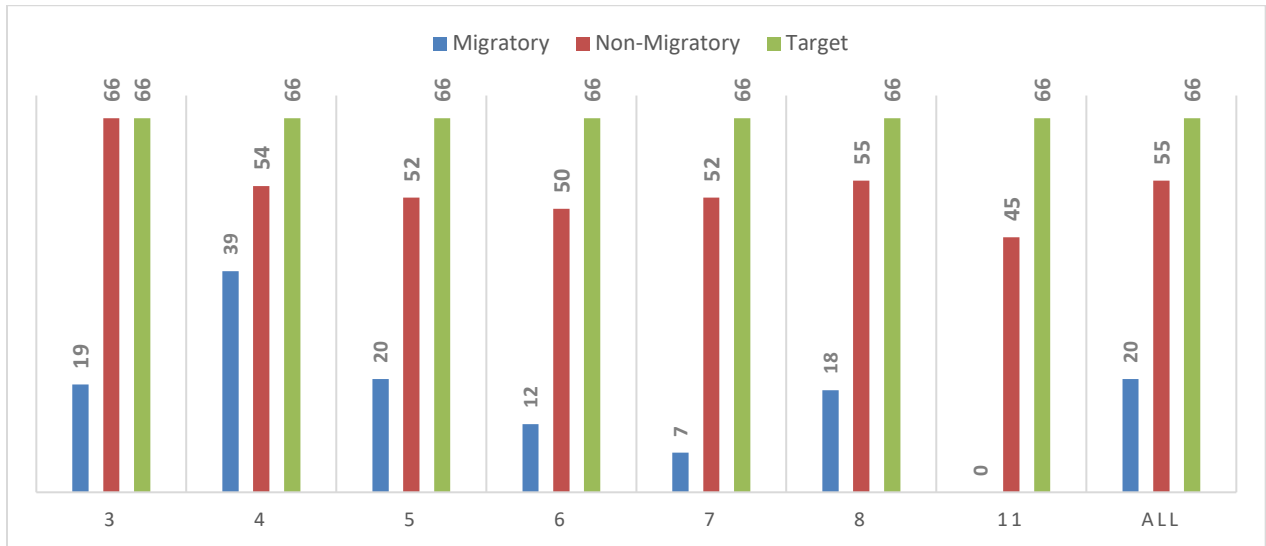
Exhibit 19
Migratory Students Scoring at M/E on 2019 MCA/MTAS Math Assessments

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%

Source: MDE Database

Below is a graphic display of the differences in the percentage of migratory and non-migratory students scoring at M/E on 2019 MCA/MTAS 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).

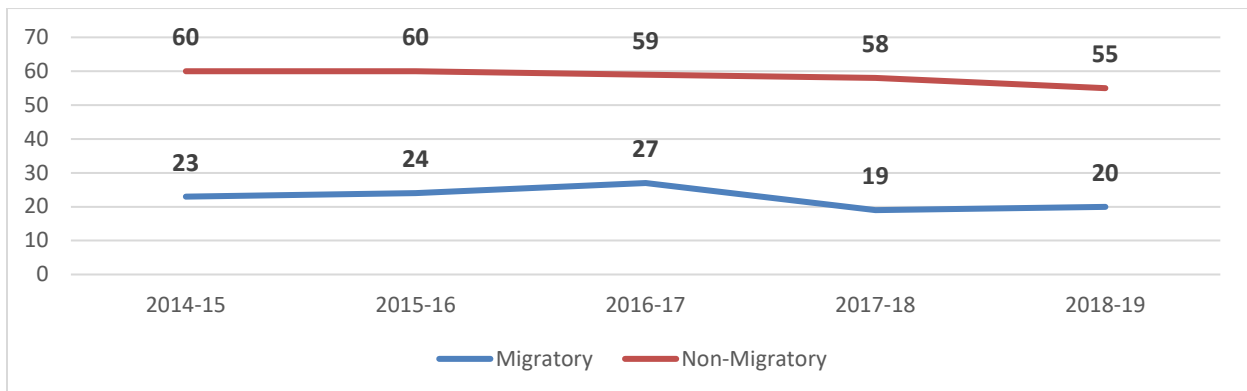
Exhibit 20
Graphic Display of 2019 MCA/MTAS Math Assessment Results (Expresses as Percentages)



Source: MDE Database

Exhibit 21 shows the percentage of migratory and non-migratory students scoring at M/E on MCA/MTAS 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.

Exhibit 21
Comparison of MCA/MTAS Math Results Over the Years (Expressed as Percentages)



Source: MDE Database

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 2019-20 Minnesota state performance target for high school graduation is 90 percent. Since the Minnesota MEP is considered a small state for evaluation purposes, only the number of graduates needs to be reported, per the guidance from OME. In 2019-20, 12 of the 24 migratory students (50 percent)

graduated. The non-migratory student graduation rate was 83.8 percent which was short of the state performance target by 6.2 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. Five of the 24 migratory students dropped out (20.8 percent). The dropout rate for non-migratory students was 3.7 percent.

GPR A MEASURE RESULTS

This section provides a summary of program results as indicated by the GPR A measures for the MEP. Sources of data include data entered into MIS2000 on promotion, graduation, and completion of Algebra I. The results for GPR A 1 and GPR A 2 (ELA and math state assessment results) are included in the previous section.

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

Exhibit 22 shows that 91 percent of all eligible migratory students in grades 7-12 (214 of 236 migratory students) were promoted to the next grade level or graduated in 2019-20 (86 percent PFS students, 95 percent non-PFS students).

**Exhibit 22
Migratory Students in Grades 7-12 that Graduated in 2019-20 or were
Promoted to the Next Grade Level from 2019-20 to 2020-21**

Grade 2019-20	PFS Status	Eligible Migratory Students in 2019-20 <i>Number</i>	# Students for Whom Data Was Available	Students Promoted 19-20 to 20-21 <i>Number (%)</i>	Students Graduated in 2019-20 <i>Number (%)</i>	Students Graduated or Promoted <i>Number (%)</i>
7	PFS	33	21	20 (95%)	N/A	20 (95%)
	Non-PFS	43	27	27 (100%)	N/A	27 (100%)
	Total	76	48	47 (98%)	N/A	47 (98%)
8	PFS	48	29	28 (97%)	N/A	28 (97%)
	Non-PFS	47	30	30 (100%)	N/A	30 (100%)
	Total	95	59	58 (98%)	N/A	58 (98%)
9	PFS	49	26	22 (85%)	N/A	22 (85%)
	Non-PFS	40	17	17 (100%)	N/A	17 (100%)
	Total	89	43	39 (91%)	N/A	39 (91%)
10	PFS	46	14	13 (93%)	N/A	13 (93%)
	Non-PFS	37	25	25 (100%)	N/A	25 (100%)
	Total	83	39	38 (97%)	N/A	38 (97%)
11	PFS	29	6	5 (83%)	N/A	5 (83%)
	Non-PFS	44	17	15 (88%)	N/A	15 (88%)
	Total	73	23	20 (87%)	N/A	20 (87%)
12	PFS	15	8	N/A	1 (13%)	1 (13%)
	Non-PFS	23	16	N/A	11 (69%)	11 (69%)
	Total	38	24	N/A	12 (50%)	12 (50%)
All	PFS	220	104	88 (85%)	1 (1%)	89 (86%)
	Non-PFS	234	132	114 (86%)	11 (8%)	125 (95%)
	Total	454	236	202 (86%)	12 (5%)	214 (91%)

Source: MIS2000

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

Exhibit 23 shows that 79 percent of 2019-20 tenth grade migratory students received full credit for Algebra I or a higher math course in 2019-20 or before (57 percent PFS students, 88 percent non-PFS students).

Exhibit 23

Tenth Grade Migratory Students Completing Algebra I or a Higher Math Course in 2019-20 or Before

PFS Status	Eligible Migratory Tenth Grade Students in 2019-20 <i>Number</i>	# Students for Whom Data Was Available	# 2019-20 Tenth Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2019-20 or Before
PFS	44	7	4 (57%)
Non-PFS	37	17	15 (88%)
Total	81	24	19 (79%)

Source: MIS2000

MEASURABLE PROGRAM OUTCOMES (MPO) RESULTS

This section provides a summary of program results as indicated by the MPOs. Sources of data include student assessment results, demographic data, parent education evaluations, MEP staff surveys, and migratory student surveys.

ELA and Mathematics

MPO 1.1: By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based reading curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their score by two percent on curriculum-based reading assessments.

Exhibit 24 shows that the Minnesota MEP **met MPO 1.1** with 90 percent of the 62 migratory students in grades PreK-8 pre/post-tested during the 2020 summer program improving their scores on curriculum-based reading assessments by two percent or more (exceeding the target by 20 percentage points). Both PFS and non-PFS students met the target.

Exhibit 24

Migratory Student Gains on Summer Reading Assessments

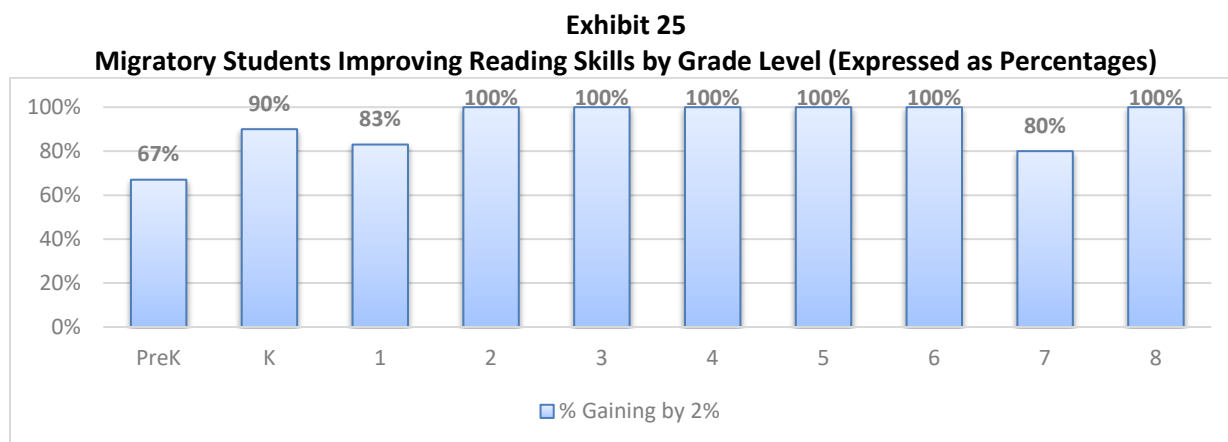
PFS Status	Students with Pre and Post-test Scores <i>Number</i>	Students Gaining <i>Number (%)</i>	Students Gaining by 2% or more <i>Number (%)</i>	P-Value (2-tailed)	MPO Met?
PFS	14	12 (86%)	12 (86%)	>.05	Yes
Non-PFS	48	45 (94%)	44 (92%)	<.001	Yes
Total	62	57 (92%)	56 (90%)	<.001	Yes

Source: 2020 Summer Program Services Reports

Ninety-two percent of the migratory students pre/post-tested improved their score by a least one percent. Assessments used for pre/post-testing included basic skills assessments, Empower Reading,

IRLA, K-Screener, LETRS Spelling, Migrant Literacy NET, ORT, preschool screener, Read Theory, School on Wheels, STAR Test, Summer Success, teacher-created, and vocabulary assessments.

Exhibit 25 is a graphic display of these results by grade level (Number of students: PreK=3, K=10, 1st=12, 2nd=4, 3rd=5, 4th=7, 5th=10, 6th=5, 7th=5, 8th=1). All students (100 percent) in grades 2-6 and eight gained by two percent.



Source: 2020 Summer Program Services Reports

Migratory students were asked to indicate the extent to which the migrant program helped them improve their reading skills. Ten 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 but one of the 10 students responding (90 percent) reported that the migrant program helped them improve their reading skills (50 percent very much, 40 percent somewhat).

Exhibit 26
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
10	1 (10%)	4 (40%)	5 (50%)	2.4

Source: Student Survey

MPO 1.2: By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based math curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their score by two percent on curriculum-based math assessments.

Exhibit 27 shows that the Minnesota MEP met MPO 1.2 with 90 percent of the 58 migratory students in grades PreK-8 pre/post-tested during the 2020 summer program improving their math scores on curriculum-based math assessments by two percent or more (exceeding the target by 20 percentage points). Both PFS and non-PFS students met the target.

Exhibit 27
Migratory Student Gains on Summer Math Assessments

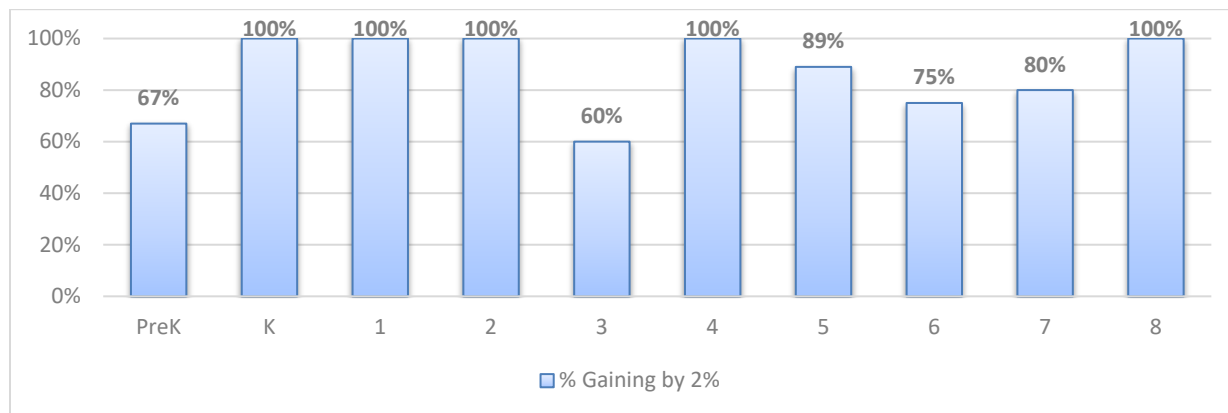
PFS Status	Students with Pre and Post-test Scores Number	Students Gaining Number (%)	Students Gaining by 2% or more Number (%)	P-Value (2-tailed)	MPO Met?
PFS	15	14 (93%)	13 (87%)	<.05	Yes
Non-PFS	43	39 (91%)	39 (91%)	<.001	Yes
Total	58	53 (91%)	52 (90%)	<.001	Yes

Source: 2020 Summer Program Services Reports

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 basic skills assessments, Empower Math, K-Screener, Math Facts, preschool screener, School on Wheels, STAR test, Summer Success Math, teacher-created assessments, and Time Assessment.

Exhibit 28 is a graphic display of these results by grade level (number of students: PreK=3, K=10, 1st=10, 2nd=4, 3rd=5, 4th=7, 5th=9, 6th=4, 7th=5, 8th=1). All students (100 percent) in grades K-2, 4, and 8 gained by two percent.

Exhibit 28
Migratory Students Improving Math Skills by Grade Level (Expressed as Percentages)



Source: 2020 Summer Program Services Reports

On a survey, 10 secondary migratory students indicated the extent to which the migrant 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 29
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
10	1 (10%)	3 (30%)	6 (60%)	2.5

Source: Student Survey

All but one of the 10 students responding (90 percent) reported that the migrant program helped them improve their math skills (60 percent very much, 30 percent somewhat).

MPO 1.3: By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades PreK-8 will receive instruction and/or MMERC support from the MEP.

Exhibit 30 shows that the Minnesota MEP **did not meet MPO 1.3** with 23 percent of eligible migratory students in grades PreK-8 receiving instruction and/or MMERC support from the MEP during summer 2020. Fifteen percent of students with PFS received instruction/MMERC services, as did 28 percent of non-PFS students.

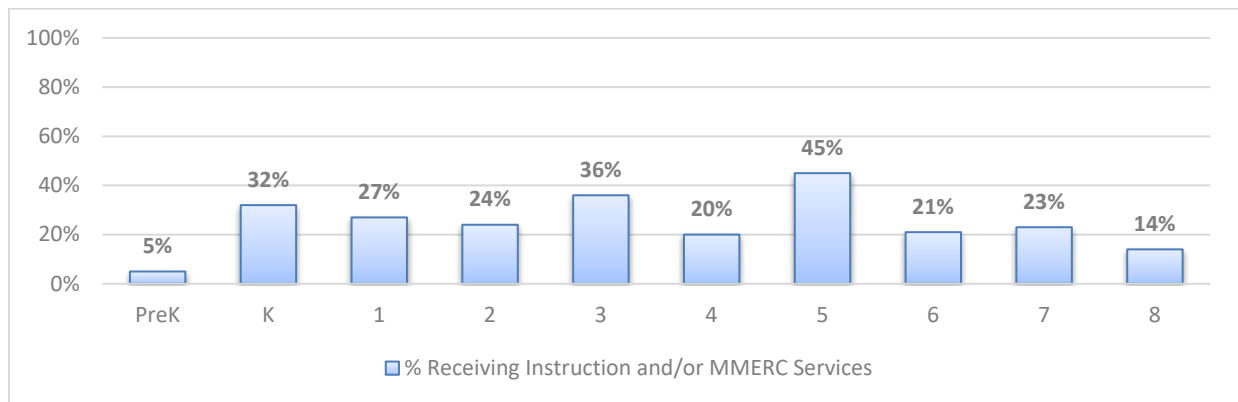
Exhibit 30
Migratory Students in Grades PreK-8 Receiving MEP Instructional Services and/or MMERC Support

PFS Status	Eligible Students (PreK-8) Number	Received MEP Instructional Services Number (%)	Received MMERC Support Number (%)	Received Both Number (%)	MPO Met?
PFS	537	70	11	81 (15%)	No
Non-PFS	739	160	49	209 (28%)	No
Total	1,276	230 (18%)	60 (5%)	290 (23%)	No

Source: 2020 Summer Program Services Reports

Exhibit 31 shows the percentage of migratory students in grades PreK-8 receiving MEP instruction and/or MMERC services during summer 2020 (PreK=11, K=37, 1=37, 2=32, 3=42, 4=25, 5=45, 6=21, 7=23, and 8=17). The largest percentage of students receiving instruction/MMERC services were fifth grade students (45 percent), followed by third grade students (36 percent).

Exhibit 31
Percentage of Migratory Students in Grades PreK-8 Receiving MEP Instruction and/or MMERC Services



Source: 2020 Summer Program Services Reports

Given the barriers associated with pre/post-testing migratory students during the pandemic (e.g., no face-to-face contact with students, few students participating in center-based summer programming), MEP staff were able to assign a rating of progress when no pre/post-test results were available for students that received instruction during summer 2020. Ratings are based on a four-point scale where 1=no progress, 2=a little progress, 3=some progress, and 4=a lot of progress. Results show that 56 percent of students whose progress was rated by MEP staff made some progress (50 percent) or a lot of progress (5 percent). Twenty-nine percent of students made a little progress, and 16 percent made no progress.

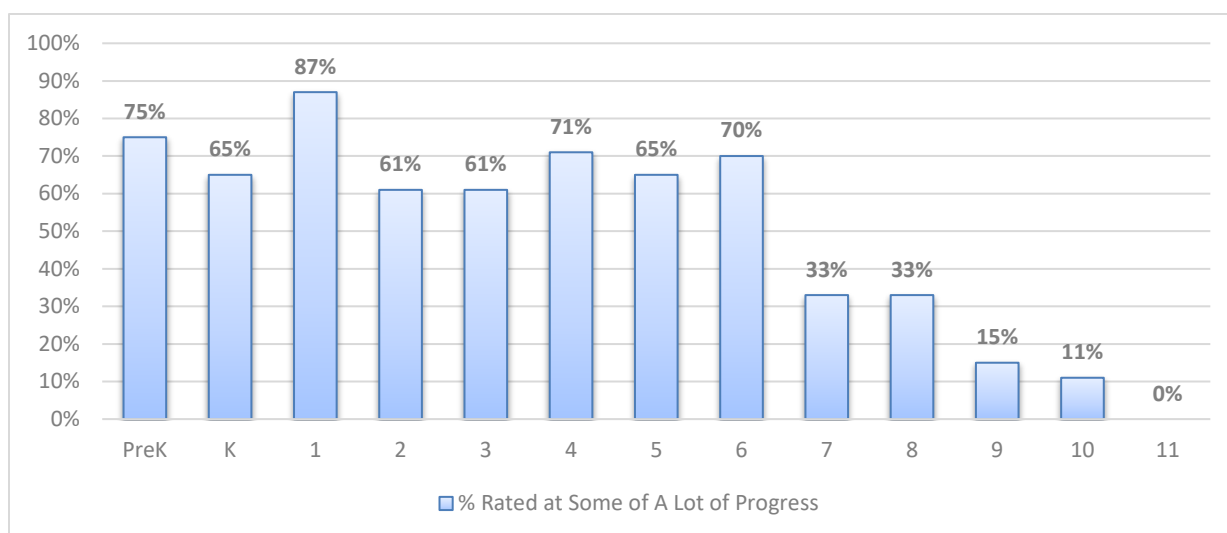
Exhibit 32
Staff Ratings of Student Progress during Summer 2020

PFS Status	Students Number	No Progress Number (%)	A Little Progress Number (%)	Some Progress Number (%)	A Lot of Progress Number (%)	Some or A Lot of Progress Number (%)	Mean Rating
PFS	62	13 (21%)	21 (34%)	26 (42%)	2 (3%)	28 (45%)	2.3
Non-PFS	127	17 (13%)	33 (26%)	69 (54%)	8 (6%)	77 (61%)	2.5
Total	189	30 (16%)	54 (29%)	95 (50%)	10 (5%)	105 (56%)	2.4

Source: 2020 Summer Program Services Reports

Exhibit 33 is a graphic display of these results by grade level (number of students: PreK=8, K=17, 1st=15, 2nd=23, 3rd=28, 4th=14, 5th=26, 6th=10, 7th=12, 8th=9, 9th=13, 10th=9, 11th=5). The largest percentage of students rated at “some progress” or “a lot of progress” were first grade students (87 percent), followed by preschool children (75 percent).

Exhibit 33
Percentage of Students Rated as Having Some or A Lot of Progress by Grade Level



Source: 2020 Summer Program Services Reports

Graduation/Completion of a High School Diploma

MPO 2.1A: By the end of the 2019-20 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.

Exhibit 34 shows that the Minnesota MEP met MPO 2.1A with 83 percent of the 24 secondary migratory students in grades 7-12 obtaining 29 credits that count toward high school graduation requirements (29 semester credits). The MPO was met for both PFS and non-PFS students. Seven of the 24 students (29 percent) receiving credit, received credit for more than one course (range 2-3 courses), with students taking an average of 1.5 courses each.

Exhibit 34
Secondary 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	11	9 (82%)	15	1.7	Yes
Non-PFS	13	11 (85%)	14	1.3	Yes
Total	24	20 (83%)	29	1.5	Yes

Source: 2020 Summer Program Services Reports

Eighty-two percent of the PFS students obtained 15 high school credits as did 85 percent of the non-PFS students. Exhibit 35 shows these results by grade level. All 11th and 12th grade students taking courses received credits, as did 89 percent of 10th grade students, 83 percent of 8th grade students, 75 percent of 9th grade students, and 50 percent of 7th grade students. Tenth grade students earned the largest number of credits.

Exhibit 35
Secondary Migratory Students Obtaining Credits toward Graduation, by Grade

Grade Level	Students Enrolled in Courses for Credit Number	Students Received Credit Number (%)	Semester Credits Earned Number	Average Number of Credits Earned by Students
7	2	1 (50%)	4	4.0
8	6	5 (83%)	6	1.2
9	4	3 (75%)	6	2.0
10	9	8 (89%)	9	1.1
11	2	2 (100%)	3	1.5
12	1	1 (100%)	1	1.0

Source: 2020 Summer Program Services Reports

Exhibit 36 shows the courses for which migratory students earned credits during the summer of 2020. Students completed 28 different courses and earned 29 credits.

Exhibit 36
Secondary Courses for which Migratory Students Earned Credits

Course(s) Enrolled	Students Enrolled Number	Grade Levels	Semester Credits Earned Number
Algebra IA	2	9	2
Algebra IB	2	9	2
Algebra IIB	1	10	1
Biology A	1	9	1
Cinema & Film Production	1	10	1
Civics & Government A	1	9	1
English IA	1	9	1
English 10 Trimester 1	1	10	1
Geography A	2	9-10	2
Geography B	1	9	1
Geometry A	2	10	2
Geometry B	1	10	1

Course(s) Enrolled	Students Enrolled Number	Grade Levels	Semester Credits Earned Number
Health	1	7	1
Introduction to Fashion Design	1	10	1
Math 7A	1	7	1
Physical Education	1	9	1
Spanish IA	3	9	3
Spanish IB	1	9	1
Spanish 2A	1	10	1
Spanish 2B	1	10	1
US History	1	7	2
World History	1	9	1
Totals/Averages	28	7-10	29

Source: 2020 Summer Program Services Reports

Typically, Minnesota MEP staff also help students prepare for Texas STAAR tests. Since the 2019-20 STAAR tests were cancelled due to the COVID-19 pandemic, no students received this service during summer 2020.

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

- *I helped students take tests.*
- *It depends. For our student completing a failed course with our school district, there were no problems. However, we did have struggles with Northern Star Online from time-to-time. The staff was always quick to rectify any concerns we had. Lost time due to issues with NSO had a detrimental effect on course completion and the stress levels of our students. We have also been anxiously waiting for U of Texas at Austin to send the CBE materials so we can test our students. All people I spoke to were friendly and helpful, but I felt like we had to contact NSO way too often.*
- *Northern Star Online*
- *Northern Star Online helped seven students earn credits this summer.*
- *Northern Star Online. So far we love it! Hopefully our students can earn their credits!*
- *Northern Star Online. This program help them a lot.*
- *We used Northern Star Online for Algebra I, Geometry, and Algebra II classes. We also used our local district's PLATO credit recovery. Testing out of Spanish courses by Credit by Exam was also utilized.*
- *We used Odysseyware. It was fine for most students, though it's not user-friendly for iPads or cell phones, and it's really hard to modify classes for students on IEPs. I would use it in person, but not via distance learning for students with IEPs.*

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, career day, resources to apply for scholarships and grants, college fairs, and going out to migrant camps and providing information and talking to students and parents. Following are examples of staff comments.

- *At the middle school level, we had conversations about what students were interested in doing and how they could achieve those goals. This helped open their minds to what is out there.*
- *College fair*

- For upperclassmen, we provided them with resources to apply for financial college grants & scholarships. For one particular student, I discussed what he was interested in doing after high school. I was also able to send him information for area post-secondary schools that have the program he was interested in pursuing.
- In our meetings, we discussed information about college and scholarships.
- Through direct conversations (email/Zoom chats/and by phone).
- We called them, we went to the Migrant Camp and talked to the families, and we gave them folders with a lot of information.
- We did a career day where students were able to map out what they wanted to do in the future and what steps they would need to follow to get to that end goal. Example: Finish high school, college, apprenticeship, etc.
- We did a career day with the children where they listed the career of their choice, researched it, and presented information such as skills needed, education needed, and why they chose that field.
- We explored careers and gave the students information and encouragement to help pursue their dreams.
- We took students on a college visit and to the cosmetology school.

Twelve (12) migratory students in grades 7-12 responded to a survey that asked them about the impact of the migrant 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 (100 percent) reported that the migrant program helped them prepare for and take Texas STAAR exams (43 percent very much, 14 percent somewhat), and helped them obtain hours or credits toward graduation (64 percent very much, 36 percent somewhat). All but one of the 11 students responding (91 percent) reported that distance learning/online options support their learning (46 percent very much, 46 percent somewhat).

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	9	1 (11%)	3 (33%)	5 (56%)	2.4
Helped me accomplish what I had hoped to achieve this summer	12	1 (8%)	3 (25%)	8 (67%)	2.6
Helped me think about my educational and career goals	10	1 (10%)	4 (40%)	5 (50%)	2.4
Helped me obtain hours or credits toward graduation	11	0 (0%)	4 (36%)	7 (64%)	2.6
Helped me prepare for and take the Texas STAAR test	4	0 (0%)	1 (14%)	3 (43%)	2.8
Helped me explore different careers	9	3 (33%)	2 (22%)	4 (44%)	2.1
Distance learning/online options supported my learning.	11	1 (9%)	5 (46%)	5 (46%)	2.4

Source: Student Survey

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

- *Be with teacher and have activities.*
- *Finish my credits to graduate.*

- *I accomplished my reading and writing skills.*
- *I did reading and math cards.*
- *I did some credit recovery.*
- *I finished a half credit.*
- *I finished both semesters of my geometry class.*
- *I have accomplished getting better at math.*
- *I haven't accomplished it yet, but I started on a credit for high school.*
- *My credits.*
- *Not really anything.*
- *Well, I accomplished getting my freshmen year English credit for my high school but also got an extra credit in Spanish.*

MPO 2.1B: By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades 9-12 and OSY will receive instruction and/or MMERC support from the MEP.

Exhibit 38 shows that the Minnesota MEP **did not meet MPO 2.1B** with 18 percent of eligible migratory students in grades 9-12 receiving instruction and/or MMERC support from the MEP during summer 2020 (no OSY received instruction or MMERC support). Seventeen percent of students with PFS received instruction/MMERC services, as did 18 percent of non-PFS students.

Exhibit 38

Migratory Students in Grades 9-12 Receiving MEP Instructional Services and/or MMERC Support

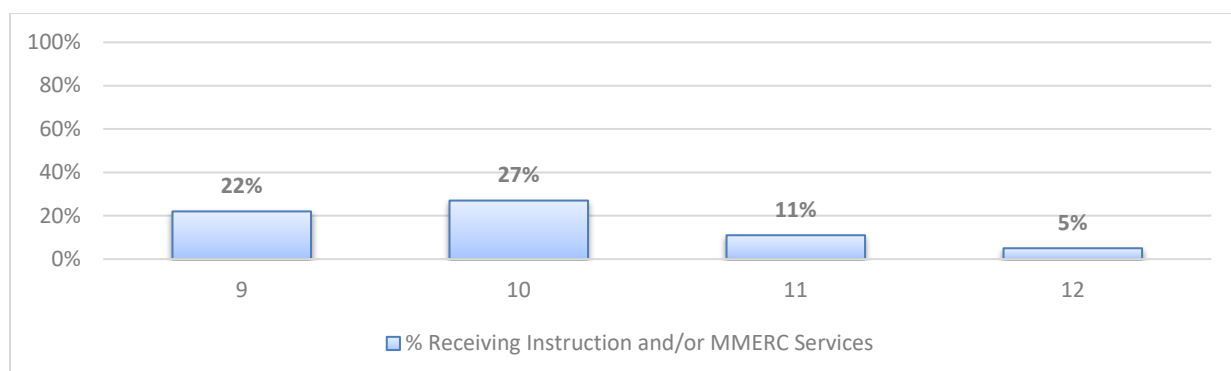
PFS Status	Eligible Students (Grades 9-12) Number	Received MEP Instructional Services Number (%)	Received MMERC Support Number (%)	Received Both Number (%)	MPO Met?
PFS	153	26 (17%)	0 (0%)	26 (17%)	No
Non-PFS	144	23 (16%)	3 (2%)	26 (18%)	No
Total	297	49 (17%)	3 (1%)	52 (18%)	No

Source: 2020 Summer Program Services Reports

Exhibit 39 shows the percentage of migratory students in grades 9-12 receiving MEP instruction and/or MMERC services during summer 2020 (Grade 9=20, Grade 10=22, Grade 11=8, Grade 12=2). The largest percentage of students receiving instruction/MMERC services were tenth grade students (27 percent), followed by ninth grade students (22 percent).

Exhibit 39

Percentage of Migratory Students in Grades 9-12 Receiving MEP Instruction and/or MMERC Services



Source: 2020 Summer Program Services Reports

Support Services

MPO 3.1: By the end of the 2019-20 performance period, 80 percent of family members surveyed will report that they increased their skills for supporting their child’s learning as a result of receiving MEP family services.

Exhibit 40 shows that the Minnesota MEP **met MPO 3.1** with all parents responding (100 percent) reporting that training, information, and/or resources provided by the migrant program helped them increase their skills for supporting their child’s learning (69 percent a lot, 31 percent somewhat). Ratings are based on a three-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 40

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?
16	0 (0%)	5 (31%)	11 (69%)	2.7	16 (100%)	Yes

Source: Parent Survey

MPO 3.2: By the end of the 2019-20 performance period, 80 percent of staff surveyed will report that they increased their capacity to meet migratory student needs as a result of participating in MEP professional development.

Exhibit 41 shows that the Minnesota MEP **met MPO 3.2** with 94 percent of the 30 MEP staff responding to an end-of-summer online survey reporting that MEP professional development increased their capacity to meet migratory student needs (40 percent very much, 30 percent a lot, 27 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 PD on their Capacity to Meet Migratory Student Needs

N	Not at all Number (%)	Somewhat Number (%)	A Lot Number (%)	Very Much Number (%)	Mean Rating	Reported Growth Number (%)	Met MPO?
30	1 (3%)	8 (27%)	9 (30%)	12 (40%)	3.1	29 (94%)	Yes

Source: Staff Survey

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, and implementing strategies for teaching students during a pandemic. Following are examples of individual staff comments.

Application to Instructional Services/Programming

- *Every day I used a new learning platform and translation tools in working with students.*
- *Expectations were clearly set and that allowed for greater success for the students. Having all materials available in one place was also helpful.*

Application to Services during a Pandemic

- *I got an overview of the program and learned that this year will be very different than past years. Be flexible.*
- *It helped me transform my classroom into something that the students would enjoy, all while learning the necessary content.*
- *Nice to be updated on the current situation and expectations having to do with COVID.*

Application to Utilizing MMERC Materials with Students

- *I learned about the resources on the WIDA website as well as MMERC resources.*

Application to Addressing and Understanding Migratory Student Lives and Needs

- *Empathy for students to understand what they are going through.*
- *I learned why there may be gaps and more about the life they live.*
- *I was able to have a different insight on the life of migrant families and was able to expand my thinking.*
- *In order to better relate and reach my MEP students.*
- *It helped me to know how to help families more, and to know their needs and concerns.*
- *Just a better understanding of the individuals and their families help make you a better teacher. Learning how to connect.*
- *Talking about the migratory lifestyle was really beneficial this year because it helps to reframe where our students are coming from.*
- *The staff development increased my awareness of the needs of the migrant students. Each student is unique and has unique needs therefore, any information I can gain, helps the students.*
- *Understanding how to best serve the underserved population of our community without overreaching.*

Application to Teaching Secondary Migratory Students

- *Options available for secondary distance learning.*

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

- *By doing hybrid, I was able to use the technical assistance in a multitude of ways. I got ideas, help with apps, and many other things that made my classroom run smoothly.*
- *During the distance learning portion of our hybrid summer school program.*
- *Helping kids with their work.*
- *I got some learning tools from MMERC.*
- *I used some of the MMERC classroom supplies.*
- *It helped a lot because we had hybrid summer school and when we had difficulties with iPads, Chromebooks, and the internet. It helped a lot to have technical assistance and support.*
- *It helped me to continue to learn about how best to serve families and complete all required parts of the program/grant.*
- *MDE/TVOC/MMERC is always so helpful whenever a question or concern is needed.*
- *TVOC: SPSR for filling out on all students served. MMERC: Support for secondary students working online with District 287 by assisting getting students' transcripts and making sure the correct course was available.*
- *Used the Migrant Literacy NET to gather achievement scores.*
- *We ordered MMERC supplies to supplement our math and reading instruction.*
- *With a digital format for the program, most of our resources came from other facets.*

MPO 3.3: By the end of the 2019-20 performance period, 60 percent of all eligible migratory students ages 3-21 will receive MEP support services.

Exhibit 42 shows that the Minnesota MEP **did not meet MPO 3.3** with 38 percent of eligible migratory students ages 3-21 receiving MEP support services. Forty-four percent of migratory students with PFS received support services as did 32 percent of non-PFS migratory students.

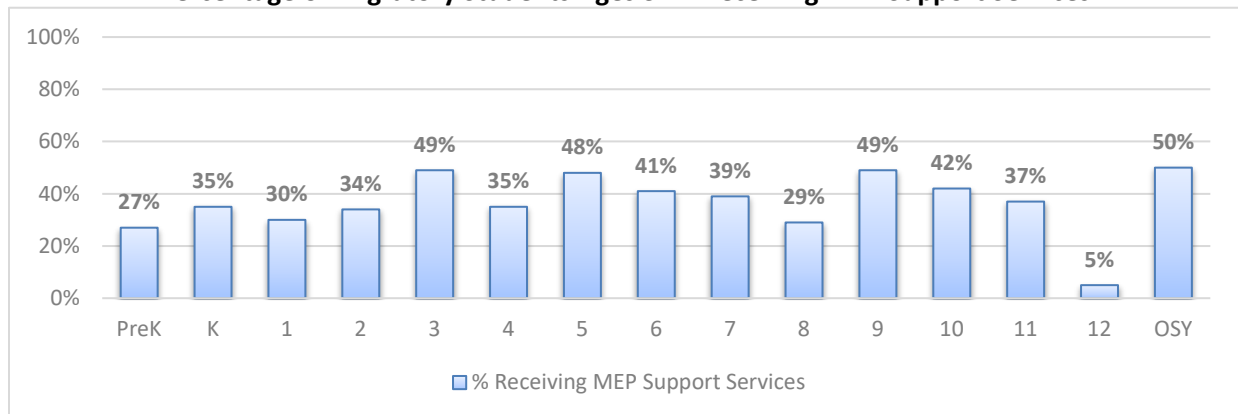
Exhibit 42
Migratory Students Ages 3-21 Receiving MEP Support Services

PFS Status	Eligible Students (Ages 3-21) <i>Number</i>	Received MEP Support Services <i>Number (%)</i>	MPO Met?
PFS	690	306 (44%)	No
Non-PFS	769	243 (32%)	No
Total	1,459	549 (38%)	No

Source: 2020 Summer Program Services Reports

Exhibit 43 shows the percentage of all eligible migratory students receiving MEP support services during summer 2020. The largest percentage of students receiving support services were OSY (50 percent), followed by third and ninth grade students (49 percent each), and fifth grade students (48 percent).

Exhibit 43
Percentage of Migratory Students Ages 3-21 Receiving MEP Support Services



Source: 2020 Summer Program Services Reports

Given the importance of supporting basic needs during the pandemic, MEP staff were asked to assign a rating for the extent to which support services matched student/family needs. Ratings are based on a four-point scale where 1=no services matched needs, 2=few services matched needs, 3=most services matched needs, and 4=all services matched needs. Results show that 60 percent of students received support services that mostly or fully matched their needs. Few support services matched needs for 36 percent of students, and no support services matched needs for five percent of students.

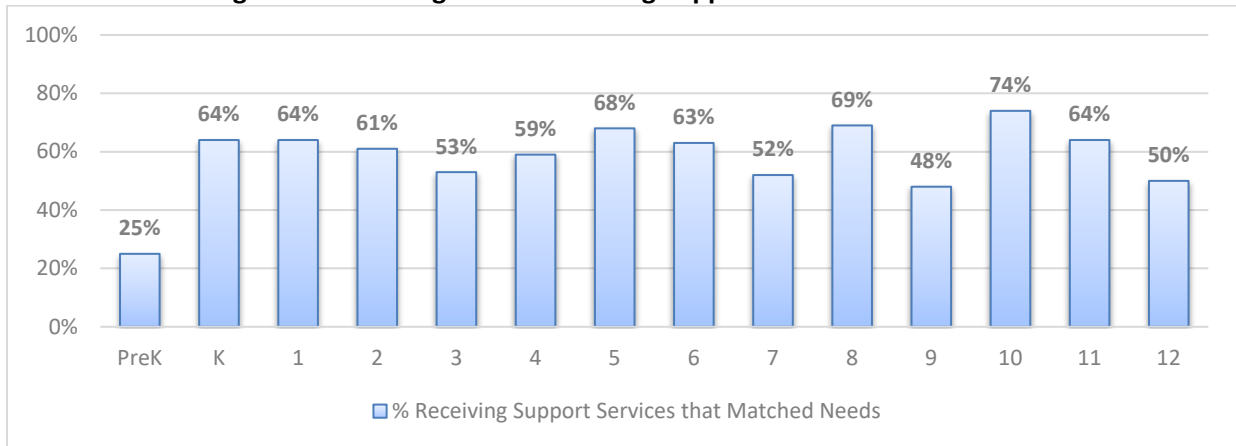
Exhibit 44
Staff Ratings of the Extent to Which MEP Support Services Matched Student/Family Needs

PFS Status	Students Number	No Services Matched Needs Number (%)	Few Services Matched Needs Number (%)	Most Services Matched Needs Number (%)	All Services Matched Needs Number (%)	Most or All Services Matched Needs Number (%)	Mean Rating
PFS	108	6 (6%)	31 (29%)	64 (59%)	7 (7%)	71 (66%)	2.7
Non-PFS	176	8 (5%)	70 (40%)	83 (47%)	15 (9%)	98 (56%)	2.6
Total	284	14 (5%)	101 (36%)	147 (52%)	22 (8%)	169 (60%)	2.6

Source: 2020 Summer Program Services Reports

Exhibit 45 is a graphic display of these results by grade level (number of students: PreK=12, K=25, 1st=28, 2nd=28, 3rd=30, 4th=17, 5th=28, 6th=16, 7th=21, 8th=16, 9th=23, 10th=23, 11th=14, 12th=2).

Exhibit 45
Percentage of Students Ages 3-21 Receiving Support Services that Matched Needs



Source: 2020 Summer Program Services Reports

The largest percentage of support services that matched needs were for 10th grade students (74 percent), followed by 8th grade students (69 percent) and 5th grade students (68 percent).

MEP STAFF COMMENTS ON SURVEYS

MEP Staff Comments on the Staff Survey - Fifty-four (54) staff from the seven 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). A question added to the staff survey this year addressed how projects met the learning needs of migratory students through distance learning. Due to the pandemic, projects were required to think “outside-the-box” to provide services that were safe but still allowed students to learn during the summer months. Following are examples of the ways in which projects utilized distance learning.

Utilizing Distance Learning for Credit Accrual

- *In-person and distance support for students taking online courses.*
- *Our program was able to support students who were working on Northern Star Online courses. This proved helpful when the teachers of the online courses did not get back to students very quickly. In addition, we were also able to encourage them to continue in their efforts. Through*

Zoom and Google meetings, the students were able to meet us and understand that we were ready to support them.

Utilizing Distance Learning for Core Academics

- *During the final four weeks of our ten-week program, we implemented a distance learning model. During this time, our elementary students were provided work packets with their daily meal delivery. Students also completed a daily checklist of learning activities to complete. At the end of the week, students would show the work they completed and receive a piece of candy if they completed 75 percent of their work.*
- *Exposure/assistance with basic math skills and reading instruction, particularly fluency.*
- *For six weeks, we were able to meet four days a week with students and work with them outside on individual academic goals. They were also given things to work on after we left for the day. For the next several weeks, students were given at-home work daily and encouraged to fill in an accountability sheet to show us on the following Monday.*
- *I was able to meet their needs with the tech area! I made sure that all learners had a device and also had an opportunity to the variety of engaging licenses and applications that the teachers were able to use for the six C's along with the main emphasis on interaction!*
- *I was sent home resources and assignments for students that we were currently working on in the classroom. Students missed out on face-to-face instruction time; however, they were able to work on the tasks at home.*
- *Students were given fun educational games and learning supplies prepared by teachers and support staff which they could keep.*
- *We met with students in small groups and played games. We gave families decks of cards to play games/help with counting. We had all students writing in notebooks and provided books to read.*
- *We met with students in outdoor settings, which families very much appreciated. While keeping some physical distancing, students had math lessons, read books, had stories read to them, and participated in science experiments and physical education activities.*
- *We provided many different reading/math resources to each student, as well as things like art to allow students to use their creativity.*
- *We provided several online links that they could access at any time for math and reading. We did projects together online which were also recorded in case a child watched it later.*

Utilizing Distance Learning for Enrichment

- *We gave students regular options to explore their creativity with art and engineering projects, even teaching some cooking skills to our older students.*

Utilizing Distance Learning for Relationship Building/Social Emotional Learning

- *Both large and small group meetings provided great social outlets for students who often discussed being isolated with just their families.*
- *I was surprised how well we got to know and build relationships with students through Google Meets. I was worried they wouldn't be as connected, but they did a great job.*
- *Importance of being active, participation, teamwork, working together, listening skills.*
- *Trying to provide a social emotional aspect to elicit relationships and build community.*

Ways in Which Virtual Learning Occurred

- *Meeting at the park, three different tables, rotating each group every 20 minutes.*
- *Met in small groups outside of school.*
- *We asked students to use their iPad or phone to complete learning activities online.*

- *We offered both hybrid and distance learning this year. Most students chose the hybrid, but it we had a few participate in the DL model. These students were given an iPad to connect with their teacher and activities along with other paper materials if needed.*
- *We took books and math workbooks to the sites and met each day with the students. Physical activities were a big part of our services.*
- *We used Seesaw as our main hub for activities, assessments, communication, and games. Seesaw was the communication tool we used during the regular year, so the students were used to using it.*
- *We were able to send packets to each student which was tailored to the individual needs. We made a daily chart for the students with tasks to complete each day.*
- *We were able to Zoom so it was as if we were in school. The students were engaged and were provided the necessary needs.*
- *We used Zoom and Seesaw.*

Following are staff comments about the **impact of distance learning/virtual services** on expanding services to more migratory students_– beyond those that would have traditionally attended the center-based summer migrant program.

- *We delivered lunches and provided books and math books.*
- *Distance learning allowed us in some ways a greater variety of services for students outside district boundaries. Through provision of Chromebooks and hotspots, we were able to accommodate more OSY who were working - who would have been restricted by the hours of our in person learning.*
- *Distance learning allowed us to reach families who did not want to bring their students to school due to risk of COVID-19. This provided them an opportunity to still get a good education.*
- *Educational materials and supplies, daily lunches, and food for family from The Sheridan Story.*
- *It brought students in from other areas that needed extra help.*
- *It was a challenge at first, but as we got our system down, I believe it worked well.*
- *Our program took packages to students twice a week to deliver required nutritional and academic materials. It was perhaps easier to provide services to such students because we could come together online; however, it also created new complexities in figuring out how to best develop relationships and provide off screen activity.*
- *Our program helped students from neighboring communities.*
- *We provided meals and technology.*
- *We sent resources home that were used in the classroom (iPads, workbooks, etc.).*
- *Students were provided with educational material, but it was up to them to work on the materials at home.*
- *The hardest thing was when we switched from in-person to distance learning. Students struggled with the switch, and the struggle hurt our ability to help some students earn their credit.*
- *We used Google Meet and provided twice weekly deliveries of food and educational materials.*
- *We brought materials and food to families that we serve outside of the district.*
- *We delivered food and school supplies to their houses.*
- *We drove to Pennock, Benson, Wheaton, Beardsley, Granite Falls & Montevideo, two times to most of these places. We delivered food bags and library books the first time. After visiting with families about their children's academic needs, we individualized math and reading materials for the second visit.*
- *We met with students for one to two hours daily at designated outdoor locations near their home. The time spent at each location depended on the number of students that attended at that location. Students were provided daily lessons in reading, writing, and math, as well as a*

daily craft. When we made the switch to distance learning for the final portion of our program, we implemented a distance learning model, and students were provided daily work packets. Although they are still provided with work, the part that students enjoy most about our program is the in-person interaction with other students and paraprofessionals. Daily work packets sent home don't replace that.

- *We offered busing to those that cannot walk or find a ride to the building. Materials and technology devices were also delivered to those that could not attend.*
- *We provided internet to students working on high school credits.*
- *We traveled to distant towns to deliver books, packets, and food.*
- *We were able to bring in students from other districts for in-person classes as well as distance learning lessons.*
- *Zoom calls each day - Distance learning isn't fun, but it helps students continue learning in the circumstances that we're in.*

Following are individual staff comments about the **ways in which the Summer Migrant Program impacted migratory students**. Staff mentioned improved reading and math skills, relationships, and social skills. In addition, staff reported that MEP services provided students with needed academic and support services via virtual and face-to-face models. The overall impact on students and stories on the impact of the MEP follow.

Impact on Student Learning and Achievement

- *Due to the different type of services that we were able to provide to most of our students, we were able to work in very small groups and give our students resources to take home.*
- *Giving them a firmer foundation and base for their academics.*
- *I knew they had two meals a day and closed the academic deficiency gaps they had.*
- *It helped them to work together with other students, it gave them a chance to practice and prepare for the next school year*
- *Provided necessary learning materials to continue building on their academics. Provided meals and snacks for families.*
- *Students got reinforcement in skills they may have been lacking in.*
- *The MEP was able to give in-person instruction to the children which seemed refreshing for both the students and teachers.*
- *We had students improve their reading and math skills*
- *We were able to meet in person at the beginning of the program and many students began to show improvement in many different skills.*

Impact on Relationships/Socialization

- *Positive social connection (multiple Google Meets every day!) and positive/fun learning experiences (notably STEM and art activities).*
- *Provided students with a positive social outlet - two daily live meetings for each student allowed them to develop relationships with other students and with staff.*
- *See other students again.*
- *Seeing teachers and paras after months of not seeing them.*
- *Social intersection. It was rewarding to spend time with students again!!*
- *Socialization, life skills, character building, math skills*
- *Students got interactions with peers that they did not have over the quarantine.*
- *Students were able to get to school and socialize with their friends. Seeing them light up when they saw them again was something that stuck with me.*

Impact on Secondary Students

- *The chance to increase their learning and earn some high school credits.*
- *The program allows students the opportunity to excel or complete failed coursework. This helps students so much. Without this support, students would fall behind or lose out on the opportunity to push themselves.*
- *Some high school students received credit.*

Impact on English Language Skills

- *Provided English language practice skills - while translations were available at live meetings, students often chose to speak in English and practice their skills - many students expressed both a desire to improve their English and self-reported success at the end of the program.*

Impact on Students in General

- *MEP gives students the opportunity to engage in learning and activities that may otherwise not be available.*
- *Student growth and development. In PE, kept the students active which is good for their health and well-being.*

Impact on Students during Pandemic

- *Both large and small group meetings provided great social outlets for students who often discussed being isolated with just their families. We also gave them regular options to explore their creativity with art and engineering projects, even teaching some cooking skills to our older students.*
- *By providing interpreter services to students and parents.*
- *Exposure/assistance with basic math skills and reading instruction, particularly fluency.*
- *It impacted in a good way by getting food and being able to use Chromebooks and hotspots.*
- *Meeting students in the park helped with their mental well-being.*
- *Meeting with each family daily for a few hours, students were very happy to see us.*
- *Providing resources for students both academically and nutritionally. This demographic of students is at the greatest disadvantage for summer learning loss, so to provide them with a structured opportunity to learn was tremendous. Additionally, we were able to establish an online community where personalities and social emotional learning were constantly on display.*
- *Students received learning materials and got outside to play. Students received lunches/nightly snack/breakfast five days per week for ten weeks. Twenty students received used bikes.*
- *The program helped students through the distance learning program.*
- *We gave students contact with adults in the community, got them out of their homes to do things outside, gave them a chance to continue learning during the summer months, and provided healthy food four days a week.*
- *We provided meals and technology so students could be online.*
- *We provided migratory students with food and literacy activities.*
- *We provided students with some fun activities and social interaction during this crazy time. We also supported families with food and face masks.*
- *We were able to provide learning materials for students and drop off packets at their doorsteps. We also delivered food to them.*

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 five emerging themes.

Stories about the Impact of Content Area Instruction on Students

- *It was nice to see students that I have worked with in the past grow and mature. It was also nice to see how the new students caught on and developed as well.*
- *One kindergarten student came into the program not knowing how to spell or write his name, identify any letters by name or sound, or identify numbers, shapes, or colors. We were lucky to have the opportunity to meet with this student, outside of his home, in person for the first six weeks of our ten-week program. During one of our visits, his father came out and told us how thankful he was for us teaching him, and that this would never be done in Texas. Over the summer, this student learned to spell and write his name, identify numbers up to ten, name six basic shapes, all of his colors, and the difference between letter sounds and letter names.*
- *One little boy had a very difficult time counting. After several weeks of counting to ten and only getting to three each time, he finally made it to six. We were so excited for him and praised the growth for three additional numbers at a time!*

Stories about the Impact of Services during the Pandemic

- *Each day, students attended small group meetings and our large group meeting. Weekly cooking and art classes were available as well. I was so pleased to see good attendance at these online meetings.*
- *It was great cooking with the students online.*
- *Most families were very happy that we were able to meet with their children for a short period outside each day and give them individual instruction and keep them learning*
- *Students are having a tough time during this pandemic. They were so excited to interact when it was our time with them. They even expressed how hard it is with the shutdown.*
- *With hybrid summer school, I think this was exciting for them after being home for the rest of the last school year.*

Stories about the Impact of Enrichment Activities/Support Services

- *I know my students receive two meals a day to take home when they are in the building for the times when we were on the distance learning model.*
- *We did an activity where students brought their own culture from home into making a menu. Hearing about the students and how they could use their family background to create something unique was phenomenal to see.*
- *We were able to obtain numerous library books that were being discarded. We delivered these books along with some educational materials to families that we did not directly serve. The smiles on the children's faces said it all. The adults were so appreciative to receive these materials and especially happy when we told them that the materials were free.*

Stories about the Impact on Relationships

- *It was great to meet the students!! Two smaller beautiful girls came with their sister. They spoke very little English. They loved PE and our "coach". They immediately bonded. One day, I sat down with their mothers and they taught me some Spanish and between them and myself we were able to write down many words in my book. What beautiful people they are!*
- *Two students had been classmates in the previous school year and had spent the majority of their time together in ELL and Title classes too. Our small group meetings gave them time to reconnect and talk, both about school and their ongoing lives. These students did not have a*

reliable method of contacting each other outside of this program, so it allowed their friendship to continue in uncertain times.

- *We were able to connect with some of the students/parents when we dropped off supplies and food. Sometimes the conversation was just a smile and a thank you, or we miss you, but it was great to make that connection.*
- *We had several preschoolers who joined the program and made friends. They felt very comfortable separating from their siblings, and then signed up for Migrant Head start.*

Stories about the Impact of English Language Instruction/Support

- *We have a family that was new to country last summer. Their motivation is unmatched by any students I've had in my young career. Not only did they regularly complete all of their work, but they constantly were seeking ways to go above and beyond in their learning. One way in which we accomplished this was providing them with Rosetta Stone to aid in English development, and they were seen spending four or more hours a day progressing in their learning!!*
- *We purchased a 3-month subscription to Rosetta Stone for a few students. Two students in particular worked super hard on it (and continue to). Together, they've practiced for over 26 hours!*

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

Recommendations from the previous evaluation report are summarized below and progress made is recorded. For additional detail on previous recommendations, the 2018-19 evaluation report is on file with MDE.

2018-19 Recommendations for Program Implementation	Status
Provide professional development on inter/intrastate collaboration.	During 2019-20, the Minnesota MEP began participating in two Consortium Incentive Grants – IDRC and MPEC, which are designed to facilitate interstate coordination among state MEPs. Professional development is a key component of these CIGs.
Continue to emphasize services beyond the center-based summer school programs.	With the pandemic occurring in 2019-20, MEP staff were forced to think “outside-the-box” to provide services to migratory students which resulted in services being provided beyond the center-based summer school programs. The summer 2020 MEP application included questions requiring responses to how districts would extend provision of services beyond site boundaries.
Increase support services to migratory students and families.	Thirty-five percent of all eligible migratory students received support services in 2019-20, which was a 15 percent increase over 2018-19. Students and their families had substantial support service needs due to the effects of the pandemic on jobs, housing, and educational support needs.
Increase ID&R and MEP services to OSY.	Team MEP updated the Secondary Student/OSY Needs Assessment, conducted a monthly service discussion, provided additional training on reporting, as well as additional training on serving OSY. In addition, MEP staff participated in IRRC/IDRC CIG training on identification and recruitment of OSY.

2018-19 Recommendations for the Results Evaluation	Status
Increase the number of secondary migratory students and OSY receiving MEP services during the summer program.	With the pandemic occurring in 2019-20, MEP staff were forced to think “outside-the-box” to provide services to migratory students which resulted in more secondary migratory students participating in MEP services during the summer. More than twice as many secondary migratory students (115 in 2019-20; 56 in 2018-19) received MEP services in 2019-20 than in 2018-19, even with the school closures and social distancing requirements resulting from the pandemic. Thirty-eight percent of secondary students were served in 2019-20 compared to 16 percent in 2018-19.

2018-19 Recommendations for the Results Evaluation	Status
Review the MPOs to determine if any of the targets or MPOs need to change to better reflect evaluation outcomes.	During the virtual December 2020 Evaluation Planning Team (EPT) meeting, the MPOs were reviewed against the results of the 2018-19 evaluation results. A few adjustments were made, and an MPO was added. The updated MPOs can be found in the 2020-21 Alignment Chart.

2019-20 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 3.1: By the end of the 2019-20 performance period, 80 percent of family members surveyed will report that they increased their skills for supporting their child’s learning as a result of receiving MEP family services.

During 2019-20, MPO 3.1 was met with 100 percent of parents responding to Parent Surveys indicating that they increased their skills.

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 3.2: By the end of 2019-20 performance period, 80 percent of staff surveyed will report that they increased their capacity to meet migratory student needs as a result of participating in MEP professional development.

During 2019-20, MPO 3.2 was met with 94 percent of MEP staff reporting increased capacity to meet migratory student needs.

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 1.3: By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades PreK-8 will receive instruction and/or MMERC support from the MEP.

MPO 2.1B: By the end of the 2019-20 performance period, 60 percent of eligible migratory students in grades 9-12 and OSY will receive instruction and/or MMERC support from the MEP.

MPO 3.3: By the end of the 2019-20 performance period, 60 percent of all eligible migratory students ages 3-21 will receive MEP support services.

During 2019-20, none of the three MPOs addressing services were met. Twenty-three percent of students (PreK-8) received MEP instruction and/or MMERC support, as did 18 percent of students in

grades 9-12 and OSY, and 38 percent of all eligible migratory students ages 3-21 received MEP support 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. Five of the 11 strategies (45 percent) were rated at the “succeeding” or “exceeding” levels (considered “proficient” or above), with highest mean ratings assigned to ensuring that educational records of migratory students that obtained high school credits are transferred to receiving LEAs and providing opportunities for families designed to help them support their child’s learning.

Recommendations for Program Implementation

Share information about expanded/innovative services provided during summer 2020. The pandemic forced MEP staff to think “outside-the-box” during summer 2020 resulting in more students being served (14 percent increase over summer 2019) – students that may or may not typically participate in a center-based summer school program. On data collection forms, MEP staff reported the many ways in which students were served face-to-face, socially distanced, and/or virtually during summer 2020 eliminating barriers of location and time that have previously existed.

Increase support services to migratory students and families. This year, there was an increase in the percentage of students receiving support services (+15 percent); however, there is still fewer than half of all eligible migratory students receiving support services (38 percent). A key component of the MEP is educationally related support services to 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).

Review the MPOs addressing Program Implementation. Review the 2019-20 evaluation results and each MPO to adjust the targets as needed based on the collection of baseline data in 2019-20. Specifically, review the targets for MPOs 1.3, 2.1B, and 3.3. The targets for these MPOs were set too high during the SDP process, so adjustments need to be made. Note: The EPT reviewed the preliminary 2019-20 evaluation results in December 2020 and adjusted as needed.

2019-20 SUMMARY AND IMPLICATIONS - PROGRAM RESULTS

ELA and Mathematics: All projects provided extensive ELA 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. This year, projects had to get creative to provide ELA and math instruction due to the pandemic. Examples of ways in which ELA/math instruction was provided are included in this report. The Minnesota MEP SDP includes the following two MPOs related to ELA and mathematics achievement.

MPO 1.1: By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based reading curriculum and evidence-based instructional strategies, for a length of time appropriate to the assessment, will improve their score by two percent on curriculum-based reading assessments.

MPO 1.2: By the end of the 2019-20 performance period, 70 percent of migratory students in grades K-8 receiving standards-based math curriculum and evidence-based instructional strategies, for a

length of time appropriate to the assessment, will improve their score by two percent on curriculum-based math assessments.

During 2019-20, MPOs 1.1 and 1.2 were met with 90 percent of migratory students assessed in reading and math gaining by two percent. In addition, MEP staff rated the progress of students receiving MEP reading and math instruction that did not have pre/post-tests due to virtual instruction. Fifty-six percent of students whose progress was rated by MEP staff made some or a lot of progress. Twenty-nine percent made a little progress, and 16 percent made no progress.

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 one MPO related to graduation/OSY achievement.

MPO 2.1A: By the end of the 2019-20 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.

During 2019-20, MPO 2.1A was met with 83 percent of secondary students taking courses obtaining credit toward high school graduation.

Recommendations for the Results Evaluation

Continue to focus on increasing the number of secondary migratory students and OSY that receive MEP services. During summer 2020, projects were forced to think outside-the-box to provide services due to social distancing requirements from the pandemic resulting in more than twice as many secondary students being served than in summer 2019 (56 served in 2019, 115 served in 2020). It is recommended that MEP staff continue these innovative programming methods and add others when face-to-face services can resume 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 students and OSY.

Review MEP staff ratings of student progress for summer 2020. MEP staff ratings of student progress in lieu of pre/post-test scores during summer 2020 differed greatly from the students that had pre/post-test scores. Ninety percent of students with pre/post-test scores gained; however, only 56 percent of migratory students rated by MEP staff displayed some or a lot of progress during the summer, with half of these students making some progress.

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

- *Greater development of cultural competency prior to the program.*
- *I feel the training I received was perfect.*
- *I had enough resources to use in order to reach my students' needs. It was difficult to find time to complete assessments that were online. Students had to be taken out of room to complete in a quieter individualized setting. Finding the time and staff to do so was a drawback.*

- *I think learning more about different apps that I can apply in my classroom would be beneficial.*
- *I would love to see more blended learning PD strategies when working with migratory learners!*
- *Just keep sharing the resources that you have for our students and families.*
- *More training on handling positive COVID cases within our group of families.*
- *We can use everything.*

Staff Suggestions for the Minnesota MEP

- *Continue it even though numbers are low this year - parents were very fearful of COVID-19.*
- *Continue to offer distance learning, especially to high school students. It allows them and their families the flexibility to participate in the program but still meet their needs at home or work.*
- *Have a migrant education online resource center with learning activities and website links.*
- *I am interested in knowing more about how grant amounts for sites are calculated. After salaries, transportation is the next major expense. With some sites covering a much larger geographical area, I feel there should be a separate transportation allowance that a site could apply for even after their grant is approved. After planning a summer program and writing the grant, other considerations arise once the summer begins. It is difficult to make major changes to a program once it is up and running to serve families that you didn't expect to serve.*
- *It certainly went well this year, even with the distance learning. We will have to see what next year brings.*
- *Many of the families that come from Texas didn't arrive until late July. It would be nice to have our program run longer, but that would also be hard with the early August debrief.*

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

- *About personal care.*
- *Distance learning tips and information.*
- *Distance learning to be better.*
- *How to deal with the present virus situation and what we should do about opening of school again.*
- *How to give first aid.*
- *More information about the current situation.*
- *New programs they have to help our children more.*
- *That the teacher goes to the homes to do some teaching.*

In summary, during the summer of 2020, 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.

- *Although things were very different this summer, I feel we did a great deal for students and families. Both students and parents expressed their appreciation for our program many times throughout the summer.*

- *I am glad this was a social/emotional-based year. It is really what was needed during this very unusual time in the world right now. I definitely think we made a positive impact on the families and you can see it in their expressions.*
- *I am so impressed with the MEP. Our staff is incredibly caring and helps families with any requests they can, or they point them in the direction they need. The meals and learning provided is INVALUABLE.*
- *I am so thrilled that I was able to be a part of the technology department to assist the teachers, learners, and families in what they needed to be successful! Thank you!!*
- *I believe we had a successful shortened school year that still had some major positive impacts on students.*
- *I think the personnel of the MEP did a fantastic job of doing what was needed to make learning a possibility this summer.*
- *I thought it was a wonderful effort by our program leaders in creating a distance learning program under difficult circumstances. It was a very positive experience.*
- *It was a crazy year, but we were still able to do a lot of good for families!*
- *It was a very difficult year, but we did a great job connecting with families. We were able to help families with food, medicine, and personal hygiene supplies. The elementary students received a daily craft, along with a packet of academic materials.*
- *Such a great program - so beneficial for our students.*
- *Thanks for helping make this a successful program!!*
- *This summer was unique because of COVID-19. Ideally, we would have liked the children to be at school, but I am so happy we had the opportunity to deliver learning materials and food to them.*