



2020-2021 ANNUAL EVALUATION REPORT



Migrant Education Program



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2020-2021 EVALUATION OF THE MINNESOTA MIGRANT EDUCATION PROGRAM (MEP)

Prepared for:

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Migrant Education Program

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This report has been formatted to meet the State of Minnesota accessibility requirements.

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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
GSL	Glencoe-Silver Lake
HS	High School
HSE	High School Equivalency
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IDRC	Identification and Recruitment Consortium
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
MPEC	Migratory Parent Empowerment Consortium
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education
OSY	Out-of-School Youth
PD	Professional Development
PEM	Plainview-Elgin-Millville
PFS	Priority for Services
QAD	Qualifying Arrival Date
RIF	Reading is Fundamental
SDP	Service Delivery Plan
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 2021, seven local projects and MEP staff in non-project areas provided services. Below is information showing migratory student demographics and MEP services provided during the 2020-21 performance period (9/1/20-8/30/21).

- ✚ In 2020-21, there were 1,478 eligible migratory students birth to age 21 (1,334 Category One migratory students ages 3-21) which is a seven percent decrease from 2019-20. Once again, school closures and social distancing requirements resulting from the global pandemic affected identification and recruitment (ID&R) and mobility during 2020-21.
- ✚ Seven percent of migratory children/youth ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✚ Fifty percent of migratory children/youth ages 0-21 (nine percent more than in 2019-20) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/21).
- ✚ Fifty-six percent of migratory students ages 3-21 (nine percent more than in 2019-20) were categorized as having priority for services (PFS).
- ✚ Forty-eight percent of migratory students ages 3-21 were identified as being English learners (ELs).
- ✚ Forty-five percent of migratory students ages 3-21 (seven percent more than in 2019-20) received MEP services during the performance period.
- ✚ Thirty-three percent of migratory students ages 3-21 were served during the summer of 2021 (one percent fewer than in the summer of 2020) (Category Two count).
- ✚ Twenty-two percent of migratory students ages 3-21 received instructional services (three percent more than in 2019-20) and 45 percent of all eligible students ages 0-21 received support services (10 percent more than in 2019-20).

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. During 2020-21, the COVID-19 pandemic once again affected the provision of MEP services and the ID&R of migratory children in Minnesota. MEP services provided to migratory students during summer 2021 were both in-person and virtual, depending on community guidance and family comfort.

Findings of the 2020-21 evaluation reveal 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 six of the eight MPOs (75 percent)** in 2020-21 showing the benefit of MEP services for migratory students, their parents, and educators in Minnesota.

Minnesota MEP MPOs	MPO Met?	Evidence
English Language Arts (ELA) and Math MPO 1.1: By the end of the 2020-21 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 scores by 2 percent on curriculum-based reading assessments.	Yes	91 percent of the migratory students assessed (120 of 132 students) gained by two percent
ELA and Math MPO 1.2: By the end of the 2020-21 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 scores by 2 percent on curriculum-based math assessments.	Yes	86 percent of the migratory students assessed (114 of 132 students) gained by two percent
ELA and Math MPO 1.3: By the end of the 2020-21 performance period, 40 percent of eligible migratory students in grades PreK-8 will receive instruction and/or MMERC support from the MEP.	No	26 percent of PreK-8 students (269 of 1,022 students) received instruction and/or MMERC support
Graduation/Completion of a High School Diploma MPO 2.1A: By the end of the 2020-21 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.	Yes	77 percent of students taking courses (23 of 30 students) obtained 54 semester credits
Graduation/Completion of a High School Diploma MPO 2.1B: By the end of the 2020-21 performance period, 30 percent of eligible migratory students in grades 9-12 will receive instruction and/or MMERC support from the MEP.	No	19 percent of students in grades 9-12 (51 of 274 students) received instruction and/or MMERC support
Support Services MPO 3.1: By the end of the 2020-21 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 (24 of 24) reported increased skills
Support Services MPO 3.2: By the end of the 2020-21 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	100 percent of MEP staff responding (18 of 18) reported increased capacity
Support Services MPO 3.3: By the end of the 2020-21 performance period, 45 percent of all eligible migratory students ages 3-21 will receive MEP support services.	Yes	45 percent of migratory students ages 3-21 (596 of 1,334 students) received MEP support services

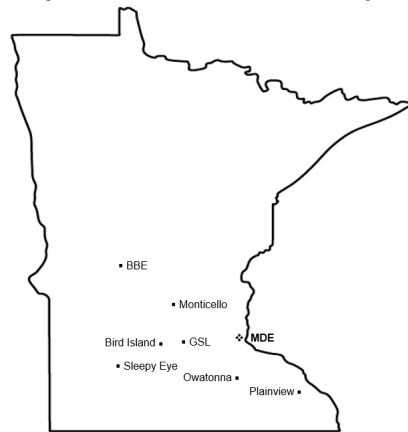
Following are other key findings/trends revealed in the 2020-21 evaluation.

- ✚ 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 (now “every Meal”), Tri-Valley Opportunity Council (TVOC), 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 seven of the 11 strategies (64 percent), with all 11 strategies combined receiving a mean rating of 3.0 out of 4.0.
- ✚ From 2018-19 to 2020-21, fewer migratory and non-migratory students scored 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. In reading, 11 percent fewer migratory students (six percent fewer non-migratory students) scored at M/E, and in math, 10 percent fewer migratory students (11 percent fewer non-migratory students) scored at M/E.

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 2021. 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/Elgin/Millville, and Sleepy Eye. Staff at these sites also reached out and served students beyond their program sites to students in areas such as Willmar, Waseca, Faribault, Rochester, Olivia, Lake Lillian, Anoka, Big Lake, and St. Cloud.

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 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.

- Average of 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, TVOC, the Sheridan Story (now “Every Meal”), Kids in Need Foundation, and University of Minnesota Extension;
- providing year-round ID&R;
- participating in two MEP Consortium Incentive Grants (CIGs): (1) Identification and Recruitment Consortium [IDRC]; and (2) Migratory Parent Empowerment Consortium [MPEC];
- coordinating secondary education coursework and out-of-state testing;
- participating in the Migrant Student Information Exchange (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

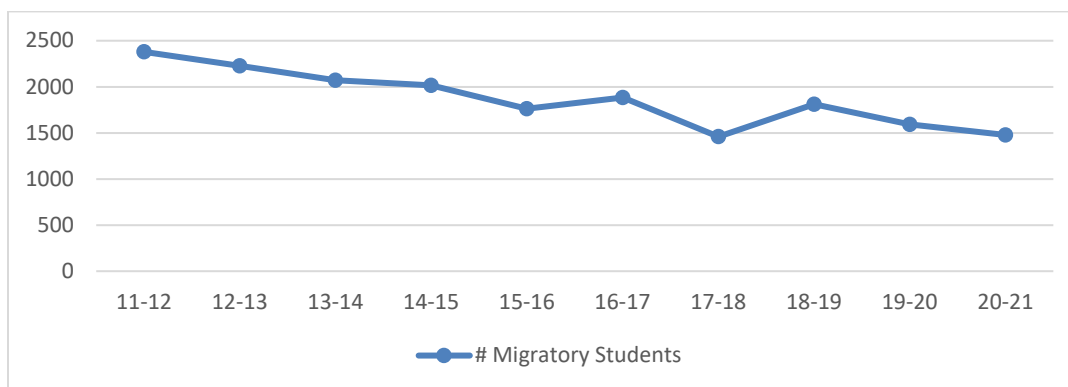
Summer Program Services Report (SPSR); and Head Start, Early Head Start, and Migrant and Seasonal Head Start preschool instruction to migratory children.

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 2020-21 performance period (September 1, 2020-August 31, 2021), there were 1,478 eligible migratory students in Minnesota, which is a seven percent decrease from 2019-20. Twenty-seven percent of students were children birth to age five (not in kindergarten), 37 percent were elementary students (K-5), 15 percent were middle school students (grades 6-8), 19 percent were high school students (grades 9-12), and three percent were OSY. In Exhibit 2, UG means “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	20-21
0-2	329	301	275	267	262	279	196	188	132	144
3-5	447	383	357	310	234	329	216	224	281	257
K	154	156	133	125	129	113	82	115	116	107
1	152	166	130	123	112	133	102	136	113	112
2	158	139	142	125	107	115	79	136	107	83
3	140	142	128	156	105	111	81	117	109	88
4	145	128	108	110	111	95	82	127	91	78
5	131	120	115	94	91	96	78	99	95	78
6	109	125	109	110	78	90	74	99	79	80
7	103	91	116	103	79	78	76	100	76	59
8	121	111	94	113	91	78	88	123	95	80
9	107	111	110	97	117	115	85	104	89	88
10	98	68	75	96	77	98	86	91	83	80
11	89	77	86	85	63	83	65	73	73	69
12	54	39	37	35	35	37	42	55	38	37
UG	1	0	3	0	0	1	0	0	0	0
OSY	41	69	52	67	30	32	27	24	14	38
Total	2,379	2,226	2,070	2,016	1,721	1,883	1,459	1,811	1,591	1,478



Source: CSPR Part II School Years 2011-12 through 2020-21

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 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 1,334 eligible students ages 3-21 in 2020-21, 56 percent were categorized as PFS (nine percent more than in 2019-20) and 48 percent were identified as being an EL (eight percent more than in 2019-20). Seven percent of all eligible children/youth ages birth-21 (1,478) were identified as having a disability through IDEA. Fifty percent of all eligible migratory students had a QAD occurring within 12 months from the last day of the performance period (8/31/21). OSY and children birth to two had the highest percentages of QADs in the performance period.

Exhibit 3
2020-21 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	144	N/A	N/A	0 (0%)	109 (76%)
Age 3-5	257	145 (56%)	89 (35%)	7 (3%)	119 (46%)
K	107	51 (48%)	64 (60%)	4 (4%)	42 (39%)
1	112	52 (46%)	70 (63%)	10 (9%)	38 (34%)
2	83	40 (48%)	49 (59%)	4 (5%)	36 (43%)
3	88	46 (52%)	65 (74%)	5 (6%)	33 (38%)
4	78	48 (62%)	49 (63%)	8 (10%)	37 (47%)
5	78	37 (47%)	43 (55%)	6 (8%)	37 (47%)
6	80	48 (60%)	35 (44%)	11 (14%)	43 (54%)
7	59	32 (54%)	35 (59%)	10 (17%)	25 (42%)
8	80	50 (63%)	32 (40%)	16 (20%)	48 (60%)
9	88	50 (57%)	42 (48%)	7 (8%)	46 (52%)
10	80	52 (65%)	27 (34%)	10 (13%)	49 (61%)
11	69	45 (65%)	22 (32%)	8 (12%)	39 (57%)
12	37	19 (51%)	16 (43%)	2 (5%)	13 (35%)
OSY	38	35 (92%)	0 (0%)	0 (0%)	29 (76%)
Total	1,478	750 (56%)*	638 (48%)*	108 (7%)	743 (50%)

Source: 2020-21 CSPR Data Check Sheet

*Percentage of eligible migratory children/youth ages 3-21 [1,334]

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?

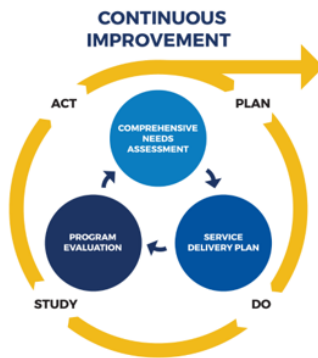
EVALUATION QUESTIONS (RESULTS)

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 (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 nine MEP MPOs that follow.

ELA and Mathematics

MPO 1.1: By the end of the 2020-21 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 scores by 2 percent on curriculum-based reading assessments.

MPO 1.2: By the end of the 2020-21 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 scores by 2 percent on curriculum-based math assessments.

MPO 1.3: By the end of the 2020-21 performance period, 40 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 2020-21 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.

MPO 2.1B: By the end of the 2020-21 performance period, 30 percent of eligible migratory students in grades 9-12 will receive instruction and/or MMERC support from the MEP.

Support Services

MPO 3.1: By the end of the 2020-21 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 2020-21 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 2020-21 performance period, 45 percent of all eligible migratory students ages 3-21 will receive MEP support services.

5. IMPLEMENTATION EVALUATION RESULTS

MEP SERVICES

Exhibit 4 shows that 45 percent of eligible migratory students were served during the performance period, 62 percent of which were PFS students (54 percent of *all* PFS students); and 33 percent of eligible migratory students ages 3-21 were served during the summer (32 percent of eligible migratory students ages 0-21).

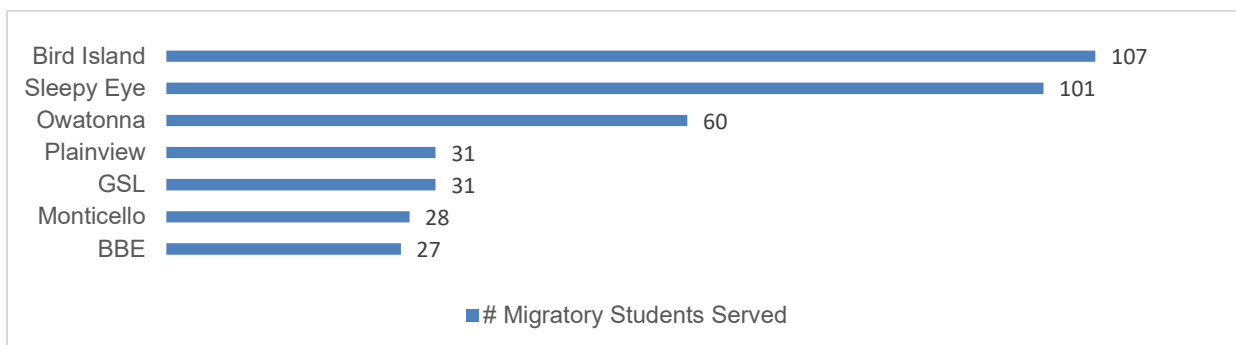
Exhibit 4
Migratory Students Receiving MEP Services during 2020-21

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	144	62 (43%)	N/A	N/A	31 (22%)
Age 3-5	257	99 (39%)	145	56 (39%)	54 (21%)
K	107	47 (44%)	51	31 (61%)	40 (37%)
1	112	40 (36%)	52	26 (50%)	32 (29%)
2	83	41 (49%)	40	25 (63%)	32 (39%)
3	88	41 (47%)	46	24 (52%)	34 (39%)
4	78	43 (55%)	48	30 (63%)	31 (40%)
5	78	35 (45%)	37	19 (51%)	27 (35%)
6	80	50 (63%)	48	34 (71%)	38 (48%)
7	59	23 (39%)	32	18 (56%)	16 (27%)
8	80	47 (59%)	50	35 (70%)	41 (51%)
9	88	41 (47%)	50	32 (64%)	29 (33%)
10	80	39 (49%)	52	33 (63%)	29 (36%)
11	69	28 (41%)	45	21 (47%)	23 (33%)
12	37	6 (16%)	19	5 (26%)	5 (14%)
OSY	38	19 (50%)	35	18 (51%)	8 (21%)
Total	1,478	661 (45%)*	750	407 (54%)*	470 (33%)*

Source: 2020-21 CSPP *Percentage of eligible migratory children/youth ages 3-21 [1,334]

Exhibit 5 shows the number of migratory students in grades K-12 and OSY that were served during the summer of 2021 by each project. Bird Island served the largest number of students followed closely by Sleepy Eye.

Exhibit 5
Migratory Students Served during the Summer of 2021, by Project



Source: 2021 Summer Program Services Reports

Exhibit 6 shows that 22 percent of eligible migratory students ages 3-21 received instructional services during the performance period. Seventeen percent received reading instruction and 16% received math instruction. In addition, eight percent of migratory students in grades 8-12 received services leading toward secondary credit accrual. Forty-five percent of all eligible migratory students ages birth to 21 received support services. Exhibits 7 and 8 show the different types of instructional and support services received by migratory students during summer 2021.

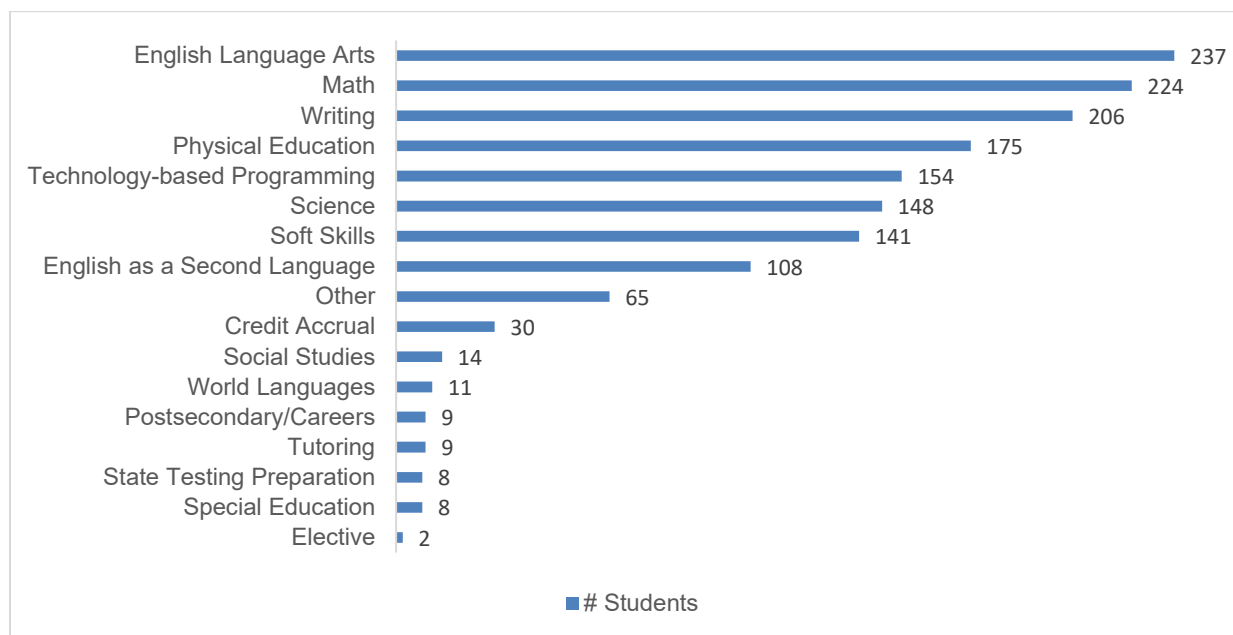
Exhibit 6
Migratory Students Receiving MEP Instructional and Support Services during 2020-21

Grade	Eligible Migratory Students Number	Any Instruction Number (%)	Reading Instruction Number (%)	Math Instruction Number (%)	Credit Accrual Number (%)	Support Services Number (%)
Birth-2	144	10 (7%)	0 (0%)	0 (0%)	N/A	62 (43%)
Age 3-5	257	18 (7%)	7 (3%)	7 (3%)	N/A	99 (39%)
K	107	27 (25%)	20 (19%)	20 (19%)	N/A	47 (44%)
1	112	30 (27%)	26 (23%)	26 (23%)	N/A	40 (36%)
2	83	26 (31%)	24 (29%)	24 (29%)	N/A	41 (49%)
3	88	28 (32%)	19 (22%)	19 (22%)	N/A	41 (47%)
4	78	25 (32%)	24 (31%)	24 (31%)	N/A	43 (55%)
5	78	23 (29%)	18 (23%)	18 (23%)	N/A	35 (45%)
6	80	29 (36%)	24 (30%)	24 (30%)	N/A	49 (61%)
7	59	8 (14%)	6 (10%)	4 (7%)	N/A	23 (39%)
8	80	28 (35%)	25 (31%)	20 (25%)	13 (46%)	47 (59%)
9	88	19 (22%)	13 (15%)	9 (10%)	6 (32%)	40 (45%)
10	80	18 (23%)	11 (14%)	10 (13%)	7 (39%)	38 (48%)
11	69	12 (17%)	3 (4%)	3 (4%)	2 (17%)	28 (41%)
12	37	2 (5%)	1 (3%)	1 (3%)	1 (50%)	6 (16%)
OSY	38	0 (0%)	0 (0%)	0 (0%)	0 (0%)	19 (50%)
Total	1,478	303 (22%)*	221 (17%)*	209 (16%)*	29 (8%)	658 (45%)

Source: 2020-21 CSPR

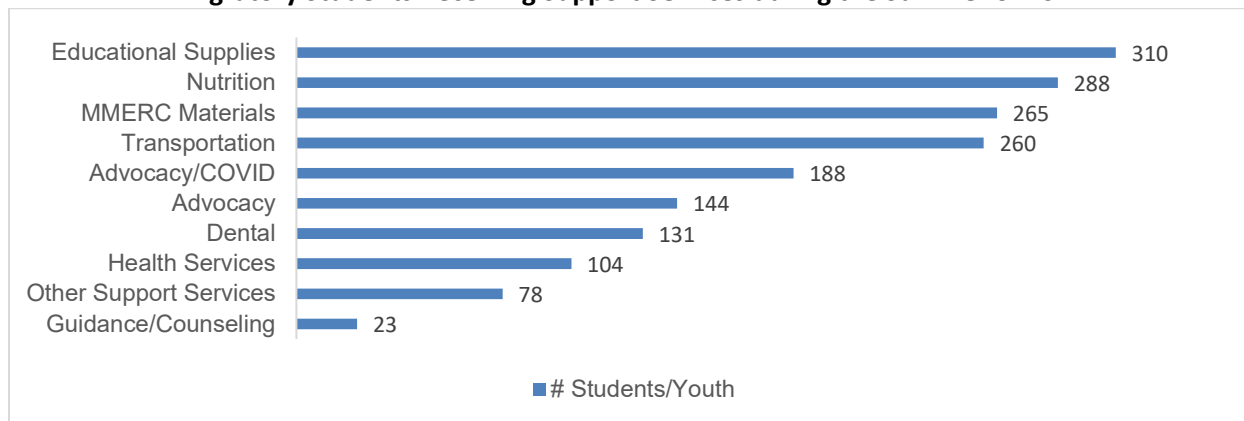
*Percentage of eligible migratory children/youth ages 3-21 [1,334]

Exhibit 7 – Migratory Students Receiving Instructional Services during the Summer of 2021



Source: 2021 Summer Program Services Reports

Exhibit 8
Migratory Students Receiving Support Services during the Summer of 2021



Source: 2021 Summer Program Services Reports

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 9 shows the parent activities and services provided during the summer of 2021 to 158 parents (duplicated count). Activities and services included program registration, home visits, parent calls and interviews, virtual parent and family activities, and family events.

Exhibit 9
Minnesota MEP Parent Meetings/Events during the Summer of 2021

Date	Location	Topic/Title	Parents Attending Number
6/8/21	BBE	Recruitment for Program	7
6/24/21	BBE	Secondary Student Meeting/Training	6
7/22/21	BBE	End-of-Summer School Celebration, Preparing for School, Needs	10
6/14-30/21	BOLD	Secondary Parent Conferences for Online Coursework	5
7/19/21	BOLD	MPEC Parent Liaison Meeting	1
7/20/21	BOLD	MPEC Parent Liaison Meeting	1
7/20/21	BOLD	Postsecondary Resources	1
7/21/21	BOLD	MPEC Parent Liaison Meeting	1
7/15/21	GSL	Community Collaboration: Scouts, Archery, Community Services	3
7/26/21	GSL	RIF Olympics: Reading Guidance	1
7/27/21	Monticello	Family Engagement Night	12
8/2/21	Monticello	Minute to Win It Games	10
7/14/21	Owatonna	Neighborhood and Home Visit #1: Dominoes (Math)	20
7/28/21	Owatonna	Neighborhood and Home Visit #2: Reading Focus and Backpack Supplies	25
7/8/21	PEM	Parent Kick-off Night	15
5/25/21	Sleepy Eye	Parent Calls: Needs Assessments/Information	6
6/9/21	Sleepy Eye	Parent Calls: Needs Assessments/Information	1
6/14/21	Sleepy Eye	Parent Calls: Needs Assessments/Information	2
6/17/21	Sleepy Eye	Parent Interview: COE, Resources for Potty Training/Reading/Math	1
6/18/21	Sleepy Eye	Parent Calls: Needs Assessments/Information	2
6/19/21	Sleepy Eye	Parent Interview: Needs Assessment, Health Services, Reading Strategies	2
7/1/21	Sleepy Eye	Scheduled STAAR Testing for Student	2
7/2/21	Sleepy Eye	Secondary Options	2
7/20-21/21	Sleepy Eye	Parent Calls: Needs Assessment/Information	9
7/26/21	Sleepy Eye	Coordination with Parents to get Coursework Completed	1

Date	Location	Topic/Title	Parents Attending Number
7/26/21	Sleepy Eye	Home Visits: Addressed Individual needs (reading/math/secondary/housing)	5
7/27/21	Sleepy Eye	Home Visits: Addressed Individual needs (reading/math/secondary/housing)	3
8/9/21	Sleepy Eye	Home Visits: Addressed Individual needs (reading/math/secondary/housing)	4
Total			158

Source: 2021 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 2020-21. The MEP Summer Program Kick-off meeting was provided in May 2021 and the Summer Debrief in August 2021. 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 virtual 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 10 lists the 48 professional development activities provided by the Minnesota MEP team and the 25 activities provided by the IDRC CIG during 2020-21. In addition to the IDRC training provided, Minnesota MEP staff participated in IDRC State Steering Team (SST) and Technical Support Team (TST) meetings during the year. Exhibit 11 lists the 14 professional development activities provided by the local projects during 2020-21. An average of 11.8 MEP staff participated in training provided by the Minnesota MEP team, and an average of 9.2 MEP staff participated in professional development provided by the local projects.

Exhibit 10

Professional Development Provided by the Minnesota MEP Team and the IDRC CIG during 2020-21

Date	Location	Title/Topic	Staff Attending Number
11/17/20	Virtual	IDRC: Electronic Referral Tool	1
12/8/20	Virtual	IDRC: Recruiter OSY/H2A	5
12/15/20	Virtual	IDRC: Beginning Excel Training	3
1/11/21	Virtual	English Learner Stakeholder Input Group (ELSIC) Meeting	NR*
1/12/21	Virtual	IDRC: Advanced Excel Training	4
1/19/21	Virtual	IDRC: Essentials of ID&R	5
1/20/21	Virtual	Application Writing Webinar	8
2/2/21	Virtual	IDRC/MPEC: 4-CIG Webinar: Resource Sharing	4
2/10/21	Virtual	Making Connections	51
2/16/21	Virtual	IDRC: Recruiting Plans/SMART Goals	5
2/22-26/21	Virtual	Beginning of Season Trainings	7
2/25/21	Virtual	IDRC: ID&R Coordinators' Network Training	4
3/9/21	Virtual	IDRC: Migrant & Seasonal Head Start (MSHS)/MEP Regulations Crosswalk	6
3/9/21	Virtual	Spring CML Meeting	NR
3/24/21	Virtual	IDRC: Presentation at the MEP Annual Directors' Meeting	4
4/14/21	Virtual	Making Connections	30
4/14-16/21	Virtual	IDRC: Virtual Recruiter Summer Institute	7
4/28/21	Virtual	Virtual Fair	33

Date	Location	Title/Topic	Staff Attending Number
5/11/21	Virtual	IDRC: Using the Data that You Have to Inform ID&R	5
5/11-12/21	Virtual	SMEP Kickoff	NR
5/14/21	Statewide-Virtual	Minnesota MEP Summer Kick-off Training	27
5/27/21	Virtual	IDRC: Coordinators' Network Training	3
5/27/21	Virtual	IDRC: Targeted Response to ID&R (TRI) Planning Meeting	4
6/8/21	Virtual	IDRC: Recruiter Training 101	5
6/9/21	Virtual	Weekly Coordinator Meeting	9
6/15/21	Virtual	IDRC: Housing	5
6/16/21	Virtual	Weekly Coordinator Meeting – MPEC Parent Advocate Introduction	7
6/21/21	Virtual	IDRC: Collaboration with National Farmworker Jobs Program	3
6/23/21	Virtual	Weekly Coordinator Meeting – Equity/Inclusion and College Preparation	10
6/30/21	Virtual	Weekly Coordinator Meeting – MHealth Fairview (COVID)	10
7/6/21	Virtual	IDRC: TRI Planning Meeting	5
7/6/21	Virtual	IDRC: Safety Course for Recruiters	6
7/7/21	Virtual	Weekly Coordinator Meeting – Agricultural Worker Project	11
7/14/21	Virtual	IDRC: Data Tool Training	1
7/14/21	Virtual	Weekly Coordinator Meeting – Equity/Inclusion and College Preparation	10
7/15/21	Virtual/In-Person	Mid-Season Meeting	8
7/21/21	Virtual	Weekly Coordinator Meeting – Secondary Transcripts	9
7/26/21	Virtual	IDRC: TRI Debrief	3
7/27/21	Virtual	IDRC: Connecteam Training	1
7/28/21	Virtual	Weekly Coordinator Meeting – English Learner Supports and Math	12
8/4/21	Virtual	Making Connections	30
8/11/21	Statewide-Virtual	Minnesota MEP Summer Debrief	15
8/12/21	Virtual	Certified Migrant Liaison Training (District Contracts)	37
8/13/21	Virtual	Eligibility, MIS2000, and MSIX Training	37
8/17/21	Virtual	IDRC: ID&R Quality Control	4
8/27/21	Virtual	IDRC: Back to School: MSHS/MEP	7
9/14/21	Virtual	IDRC: Action Plans/ID&R Performance	6
9/23/21	Virtual	Certified Migrant Liaison Training (District Contracts)	48
9/24/21	Virtual	Eligibility, MIS2000, and MSIX Training	48
March-Sept	Virtual	ID&R and Collaboration	NR
Jan-Sept	Virtual	Team MEP Meetings	7
Jan-Sept	Virtual	Consortium Meeting	NR
Monthly	Virtual	Think Tank: Inter-state Connect (ID&R)	3
Monthly	Virtual	States Connect	3
Quarterly	Virtual	English Learner Stakeholder Input Group (ELSIG)	NR
Total			568

Source: Minnesota MEP and IDRC Records

*NR=Not Reported

Exhibit 11
Professional Development Provided by Local Projects during Summer 2021

Date	Location	Title/Topic	Staff Attending Number
6/11/21	BBE	Cultural Awareness, ELL, MMERC Training	9
6/10/21	BOLD	SPED: Challenging Behaviors	13
6/11/21	BOLD	EL Students in the Classroom	13
6/16/21	BOLD	Differentiated Instruction	6
6/18/21	BOLD	Paraprofessional Support	5
6/23/21	BOLD	Language Games for ELs	6
6/28/21	GSL	Glencoe Kick-off	8
6/8/21	Owatonna	CLEAR Training	6
6/28/21	Owatonna	Culturally Responsive Teaching	6

Date	Location	Title/Topic	Staff Attending Number
6/29/21	Owatonna	English Language Development Best Practices	6
7/1/21	PEM	Local Staff Kick-off and Training with Licensed EL Teacher	7
6/14/21	Sleepy Eye	Migrant 101; EL Support Services; Mental Health/Social Services	23
6/22/21	Sleepy Eye	Strategies to Support Learners	22
6/28/21	Sleepy Eye	Support for ELs	8
Total			138

Source: Minnesota MEP FSIs

At all IDRC CIG professional development opportunities, participants completed training evaluations that included an item that asked them to rate their knowledge of the content presented before and after participating in training on a 5-point scale where 1=no knowledge, 2=a little knowledge, 3=some knowledge, 4=a lot of knowledge, and 5=extensive knowledge. Exhibit 12 shows Minnesota MEP staff ratings of IDRC training. Results show that 78 percent of the 36 Minnesota MEP staff responding that participated in 18 of the Year 1 IDRC training opportunities evaluated increased their knowledge of the ID&R content presented. The mean gain was 1.0 point which was a statistically significant gain ($p < .001$).

Exhibit 12
Mean Ratings of Knowledge Gained During 2020-21 IDRC Professional Development

N	Points Poss.	Mean Rating of Knowledge Before	Mean Rating of Knowledge After	Mean Gain	P-Value 2-tailed	# (%) Gaining	# Sessions Evaluated
36	5	3.1	4.1	+1.0	<.001	28 (78%)	18

Source: IDRC CIG Training Evaluation (Form 2)

STRATEGY IMPLEMENTATION

During summer 2021, 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. 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	2021 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.	7 of 7	3.3
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.	7 of 7	3.3

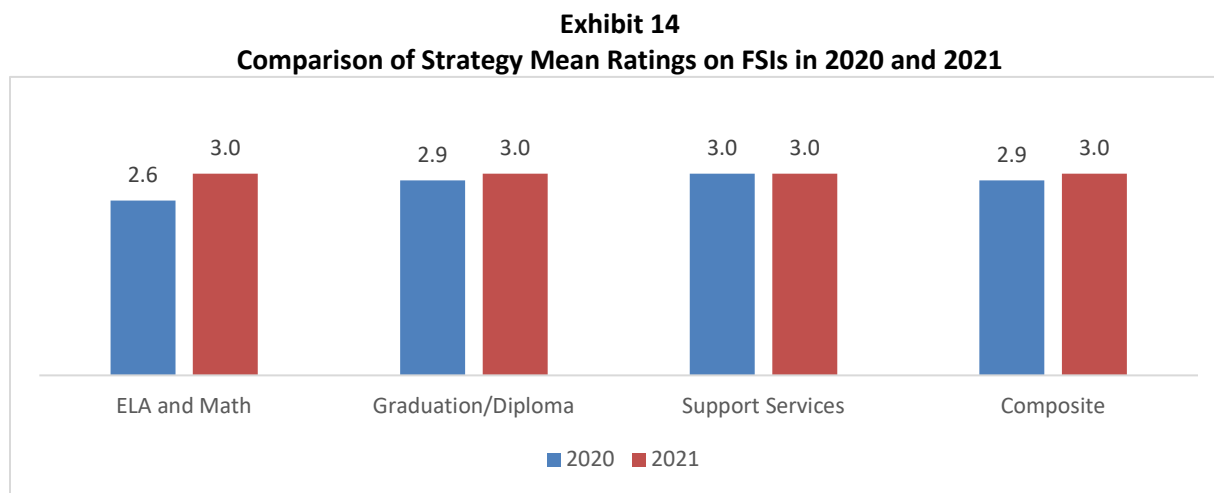
Strategies	Projects Rating 3 or Higher Number	2021 Mean Rating
Strategy 1.3: Provide reading and math instruction to migratory students not enrolled in migrant summer school programs (e.g., use of resources from the Migrant Literacy Net [MLN], MMERC materials, school readiness orientation).	3 of 7	2.3
Strategy 2.1A: Provide migratory students in grades 9-12 and OSY with flexible programming to facilitate participation in MEP-funded instruction (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 preparation, English language instruction, STEM activities, college/career readiness and exploration, home visits).	6 of 7	3.1
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.	7 of 7	3.3
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 7	3.3
Strategy 2.1D: Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services (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).	6 of 7	2.9
Strategy 2.1E: Provide instruction to migratory students in grades 9-12 and OSY not attending migrant summer school programs (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).	4 of 7	2.3
Strategy 3.1: Provide opportunities for families designed to help them support their child's learning (e.g., family nights, newsletters, training, emails, home visits, parent meetings, parent/teacher conferences, texts, social media, information on their child's performance/behavior).	6 of 7	3.0
Strategy 3.2: Provide professional development to staff that work with migratory students (e.g., summer school training, Migrant 101, cultural sensitivity and awareness, EL strategies, differentiated instruction, MSIX, behavior management, progress monitoring).	7 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 (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).	6 of 7	2.9

Source: Minnesota MEP FSIs

MEP staff rated their implementation of the strategies as proficient on seven of the 11 strategies (64 percent). The mean rating for all strategies was 3.0 out of 4.0. Four strategies were rated highest (mean

ratings of 3.3 each) - Strategy 1.1, Strategy 1.2, Strategy 2.1B, and Strategy 2.1C indicating that the projects rated themselves as most effective at providing standards based curriculum and evidence-based reading and math instruction, gathering information to ensure appropriate placement of migratory students in grades 9-12 and OSY, and ensuring that the educational records of migratory students that obtained high school credits were transferred to receiving LEAs. Lowest rated were Strategies 1.3 and 2.1E indicating that projects did not feel as strongly about their implementation of reading and math instruction to migratory students and instruction to migratory students in grades 9-12 and OSY not enrolled in center-based migrant summer school programs.

Exhibit 14 compares the mean ratings for the three goal areas and the composite mean ratings of all three goal areas combined in 2019-20 and 2020-21.



Source: Minnesota MEP FSIs

In addition to assigning ratings for the implementation of the strategies, projects indicated the ways in which each strategy was implemented in their project as shown below and on the following pages. For each strategy, the ways in which the strategy was implemented is listed along with the number of projects that implemented that particular method. In addition, the ways in which each strategy were implemented are shown for the projects that assigned the highest mean rating to their implementation of the strategy.

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.

Ways in which Strategy 1.1 was implemented

- Guided reading (six projects implemented)
- Leveled reading instruction, MMERC materials, read alouds, reading buddies (five projects)
- Field trips, individual lesson plans (four projects)
- Individualized reading plans, locally created reading curriculum, reading instructional materials, reading response journals, think-pair-share (three projects)
- FAST assessment data, leveled reading library, Lexia, Migrant Literacy NET, reader’s theater, reading benchmarks, reading nights/parent activities, RIF books (two projects)

Ways in which Strategy 1.1 was implemented by the two projects assigning the highest mean ratings

- FAST assessment data
- Field trips
- Guided reading
- Individual lesson plans
- Instructional planning reports
- Leveled reading instruction
- Leveled reading library
- Locally created reading curriculum
- MMERC materials
- Novels to prepare for field trips
- Read alouds
- Reader's theater
- Reading buddies
- Reading instructional materials
- Reading response journals
- Readtheory.org
- RIF books
- Starfall leveled reading system

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.

Ways in which Strategy 1.2 was implemented

- iPad games/apps (six projects)
- Academic vocabulary, math games, MMERC materials, MMERC Legos (five projects)
- Alignment of objectives, individual planning reports, math materials, needs-based math instruction (four projects)
- Collaboration with EL teachers, individual math plans, IXL Math, math interventions, STEM activities (three projects)
- Chess, Cooking Matters, independent problem solving, local district materials, Math Facts in a Flash, scaffolding instruction (two projects)

Ways in which Strategy 1.2 was implemented by the two projects assigning the highest mean ratings

- Academic vocabulary
- Alignment of objectives
- Chess
- Collaboration with EL teachers
- Collaboration with math instructional coaches
- Cooking Matters
- enVision Math
- Individual math plans
- Individual planning reports
- iPad games and apps
- IXL Math
- Local district materials
- Math games
- Math interventions

- MMERC Legos
- Needs-based math instruction
- Summer Success Math

Strategy 1.3: Provide reading and math support to all identified migratory students including those not enrolled in migrant summer school programs.

Ways in which Strategy 1.3 was implemented

- Home visits (six projects)
- Math instructional materials (four projects)
- Collaboration with schools, field trips, game nights, MMERC instructional materials, MMERC Legos, parent nights, school readiness orientation (two projects)

Ways in which Strategy 1.3 was implemented by the three projects assigning the highest mean ratings

- Collaboration with schools
- Experiential learning
- Extension programs
- Field trips
- Game nights
- Home visits
- iPad games
- Math games
- Math instructional materials
- MMERC instructional materials
- MMERC Legos
- Online reading and math interventions
- Parent nights
- Reading/math instruction
- STEM learning activities

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

Ways in which Strategy 2.1A was implemented

- High school credit accrual (five projects)
- Career exploration, field trips (four projects)
- College/career readiness, college visits, content area instruction, game night, individual learning plans, credit by exam (three projects)
- Chess club, computer skills/classes, Cooking Matters, English language instruction, MMERC instructional materials, MMERC Legos, needs-based math instruction, online reading and math interventions, parent nights, STAAR testing and support (two projects)

Ways in which Strategy 2.1A was implemented by the two projects assigning the highest mean rating

- Career exploration
- Chess club
- College/career readiness
- College visits
- Content area instruction
- Cooking Matters

- English language instruction
- Field trips
- High school credit accrual
- Individual learning plans
- Interview skills
- iPad games/apps
- Math games
- Needs-based math instruction
- Online reading and math interventions
- Reading and math instruction
- Credit by exam

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.

Ways in which Strategy 2.1B was implemented

- Coordination with the Minnesota MEP Secondary Coordinator (seven projects)
- Academic reviews, graduation planning conversations, postsecondary conversations, interview OSY (six projects)
- Coordination with districts/schools, correspondence with home-based school, enroll students in the district (five projects)
- Coordination with TMIP, review MSIX records (four projects)
- Complete/review Minnesota Form A, maintain student records (three projects)
- Keep student progress reports (two projects)

Ways in which Strategy 2.1B was implemented by the two projects assigning the highest mean ratings

- Academic reviews
- Complete/review MN Form A
- Coordination with schools/districts
- Coordination with the MN MEP Secondary Coordinator
- Correspondents with home-base school
- Enroll students in the district
- Graduation planning conversations
- Postsecondary conversations
- Interview OSY
- Keep student progress reports
- Maintain student records
- Review MSIX records

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

Ways in which Strategy 2.1C was implemented

- Communicate with MN Secondary Coordinator, transcripts shared with students (six projects)
- District 287 sends transcripts, share student records with students (five projects)
- Communicate with receiving LEAs, transcripts provided to LEAs (four projects)

- Share student records with LEAs (two projects)

Ways in which Strategy 2.1C was implemented by the three projects assigning the highest mean rating

- Communicate with receiving LEAs
- Communicate with MN Secondary Coordinator
- District 287 sends transcripts
- Share student records with LEAs
- Share student records with students
- Transcripts provided to LEAs
- Transcripts shared with students

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

Ways in which Strategy 2.1D was implemented

- Complete student needs assessments (six projects)
- Advertise MEP services, post shout-out flyers, recruiters provide resources (five projects)
- Collaborate with Migrant Head Start, collaborate with schools, home-based services, home visits, refer students/OSY, use technology/social media (four projects)
- Collaborate with local partners, family nights, review family needs assessments, talk to employers (three projects)
- Visit community businesses (two projects)

Ways in which Strategy 2.1D was implemented by the one project assigning the highest mean rating

- Advertise MEP services
- Collaborate with Migrant Head Start
- Collaborate with schools
- Complete student needs assessments
- Home visits
- Home-based services
- Post shout-out flyers
- Recruiters provide resources
- Refer students/OSY
- Review family needs assessments

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

Ways in which Strategy 2.1E was implemented

- Online credit accrual options (five projects)
- Collaboration with schools, high school credit accrual, home visits, STAAR testing and support (three projects)
- College visits, content area instruction, credit by exam, field trips, game night, MMERC instructional materials, MMERC Legos, parent nights (two projects)

Ways in which Strategy 2.1E was implemented by the four projects assigning the highest mean ratings

- Clubs of student interest
- Collaboration with existing camps
- Collaborate with schools

- College visits
- Computer skills/classes
- Content area instruction
- Credit by exam
- Driver's education
- English language instruction
- Experiential learning
- Field trips
- Game nights
- High school credit accrual
- Home visits
- Individual learning plans
- Interview skills
- Math games
- Math instructional materials
- Math interventions
- Migrant Literacy NET
- MMERC instructional materials
- MMERC Legos
- Online credit accrual opportunities
- Parent nights
- Reading and math instruction
- STAAR testing and support

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

Ways in which Strategy 3.1 was implemented

- Phone calls (seven projects)
- Face-to-face meetings, newsletters, parent flyers, resources provided to parents, text messages (six projects)
- Home visits, provide parents with student progress updates (five projects)
- Calendar of summer programs, home-based information, parent nights (four projects)
- Collaboration with TVOC, Migrant Literacy NET, parent education nights, parent meetings (three projects)
- Parent information sessions, parent liaison, report cards, RIF book distributions, secondary student academic reviews, social media (two projects)

Ways in which Strategy 3.1 was implemented by the one project assigning the highest mean rating

- Calendar of summer program
- Collaboration with TVOC
- Face-to-face meetings
- Home-based information
- Home visits
- Migrant Literacy NET
- Parent flyers
- Phone calls
- Student progress updates
- Text messages

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

Ways in which Strategy 3.2 was implemented

- Cultural sensitivity training, EL strategies training, licensed EL teacher, MMERC materials (six projects)
- Daily staff check-ins, local summer kick-off training (five projects)
- Migrant 101 training (four projects)
- Behavior management training, differentiated instruction training, MSIX training, school year staff development (two projects)

Ways in which Strategy 3.2 was implemented by the projects assigning the highest mean ratings

- Behavior management training
- Cultural sensitivity training
- Daily staff check-ins
- Differentiated instruction training
- EL strategies training
- Licensed EL teacher
- Local summer kick-off training
- Migrant 101 training
- MMERC materials
- MSIX training
- School year staff development

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.

Ways in which Strategy 3.3 was implemented

- Educational services, Sheridan Story (now “Every Meal”) meals (six projects)
- Advocacy, collaboration with community resources, collaboration with district programs, newsletters (four projects)
- Collaboration with TVOC, home visits (three projects)
- College/career exploration, field trips, food banks, nutrition, referrals to community resources, RIF books, summer programs, transportation, weekly meetings (two projects)

Ways in which Strategy 3.3 was implemented by the six projects assigning the highest mean ratings

- | | |
|--|------------------------------------|
| • Advocacy | • Interpreting |
| • Collaboration with community resources | • Newsletters |
| • Collaboration with district programs | • Nutrition |
| • Collaboration with TVOC | • Parent involvement |
| • College/career exploration | • Referrals to community resources |
| • Educational services | • RIF books |
| • English language instruction | • Scouts |
| • Family literacy services | • Sheridan Story meals |
| • Field trips | • Summer programs |
| • Food banks | • Technology-based interventions |
| • Health services | • Translations |
| • Home visits | • Transportation |
| • Home-based services | • Weekly meetings |

6. OUTCOME EVALUATION RESULTS

MIGRATORY STUDENT ACHIEVEMENT OF STATE PERFORMANCE GOALS 1 AND 5

Performance Goal 1: Proficiency in Reading and Math

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 (Expressed as Percentages)

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

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

Source: Minnesota ESSA State Plan (2018)

Following are the results for 2021. Spring 2021 state assessments were optional for students in Minnesota. Students that took state assessments were required to take the assessments in school buildings, even if they were participating in remote education. The spring 2021 results that follow show the percentage of migratory students scoring at M/E compared to the state performance targets and non-migratory students.

This year, there were slightly more than 30 migratory students assessed per grade level (33 per grade level), which was an increase from the most recent state assessment results submitted (2018 and 2019). 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). Next year’s report will include disaggregated state performance data. GPRA and MPO results were disaggregated by PFS status prior to receiving the 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.

For all grade levels assessed, migratory students did not meet the Minnesota State Performance Target for reading proficiency. The largest differences were seen for 3rd grade students (-66.7 percent) and 7th grade students (-64.7 percent). For all grade levels combined, there was a 58.7 percent gap between migratory students scoring at M/E and the State performance target (which was 18.7 percent higher than the 40 percent gap in 2018-19).

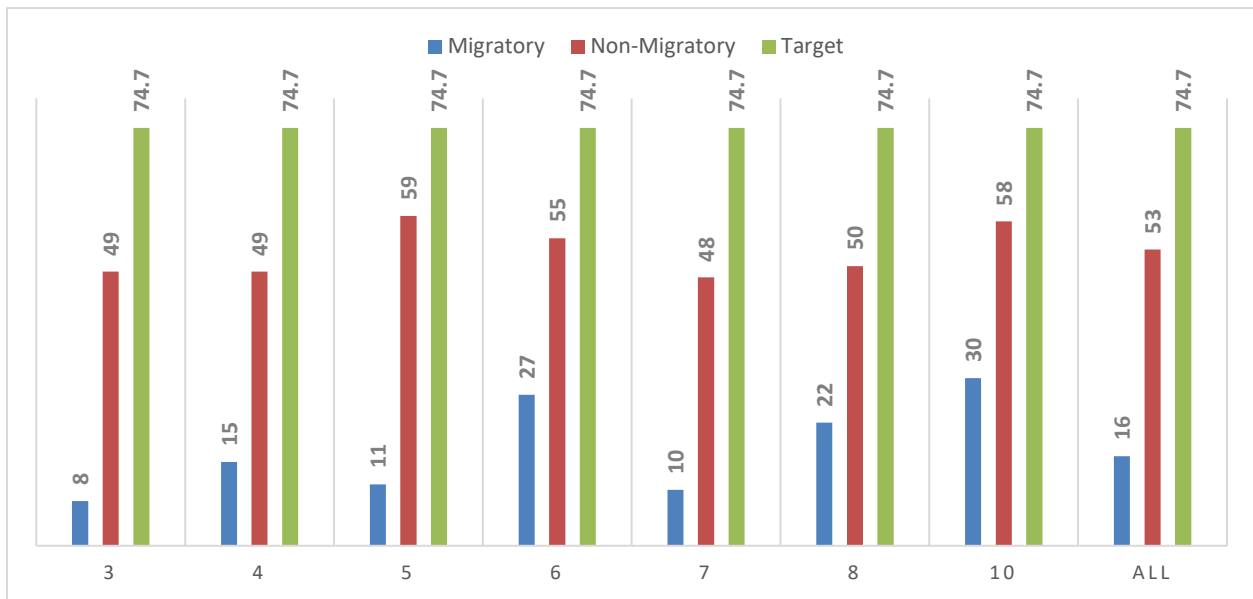
Exhibit 16
Migratory Students Scoring at M/E on 2021 MCA/MTAS Reading Assessments

Grade	Number Tested	Migratory Students Scoring M/E %	2021 State Performance Target %	Difference %	Non-Migratory Students Scoring M/E %
3	48	8%	74.7%	-66.7%	49%
4	40	15%	74.7%	-59.7%	49%
5	37	11%	74.7%	-63.7%	59%
6	30	27%	74.7%	-47.7%	55%
7	29	10%	74.7%	-64.7%	48%
8	27	22%	74.7%	-52.7%	50%
10	20	30%	74.7%	-44.7%	58%
Total	231	16%	74.7%	-58.7%	53%

Source: MDE Database

Below is a graphic display of the differences between the percentage of migratory and non-migratory students scoring at M/E on 2021 MCA/MTAS reading assessments, as compared to the state performance target by grade level. The largest gap between migratory and non-migratory students was in 5th grade (-48 percent) and the smallest gaps were in 6th, 8th, and 10th grades (-28 percent). For all grade levels combined, there was a 37 percent gap between migratory and non-migratory students (which was five percent more than the 32 percent gap in 2018-19).

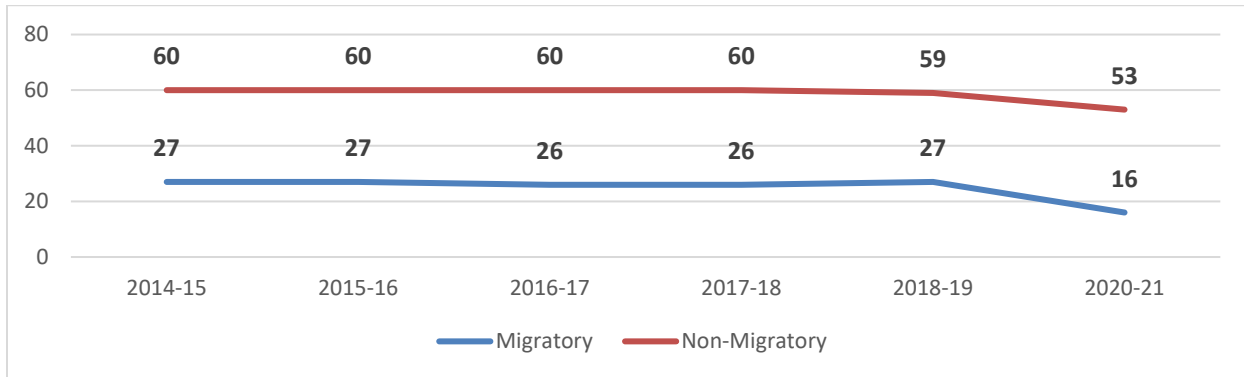
Exhibit 17
Graphic Display of 2021 MCA/MTAS Reading Assessment Results (Expressed as Percentages)



Source: MDE Database

Exhibit 18 shows the percentage of migratory and non-migratory students scoring at M/E on MCA/MTAS reading assessments from 2015-2021. Results show that the percentage of migratory and non-migratory students scoring at M/E was lower in 2020-21 than in any other year .

Exhibit 18
Comparison of MCA/MTAS Reading Results from 2015-2021 (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. The largest differences were seen for 5th and 10th grade students (-73.9 percent) and 7th grade students (-70.9 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 63.9 percent gap between migratory students scoring at M/E and the state performance target (which was 17.9 percent higher than the 46 percent gap in 2018-19).

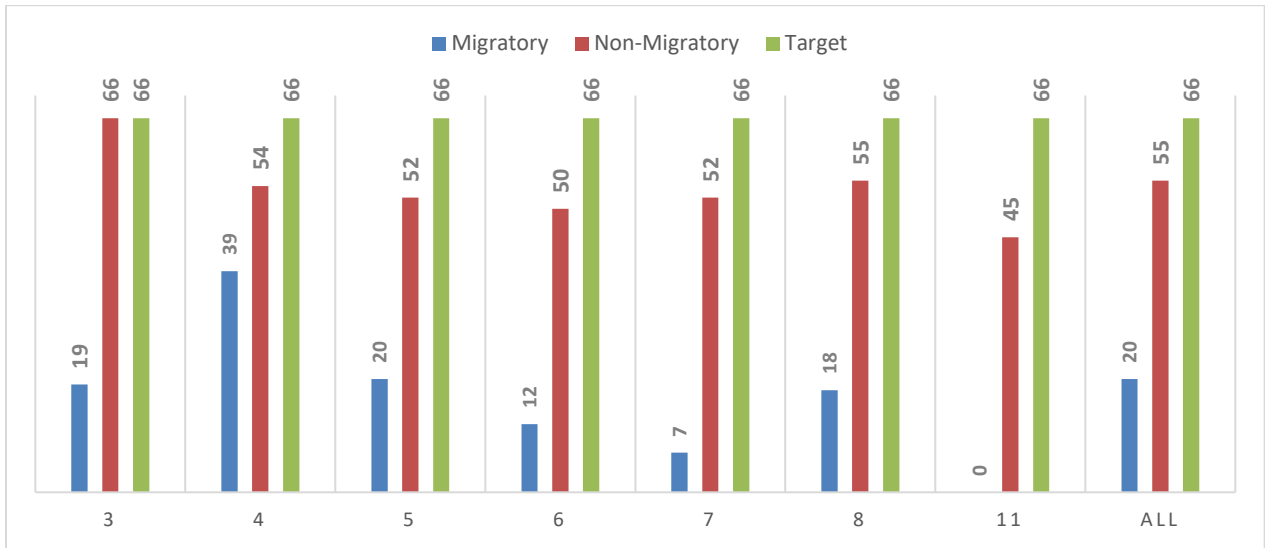
Exhibit 19
Migratory Students Scoring at M/E on 2021 MCA/MTAS Math Assessments

Grade Level	Number Tested	Migratory Students Scoring M/E %	2021 State Performance Target %	Difference %	Non-Migratory Students Scoring M/E %
3	47	15%	73.9%	-58.9%	57%
4	41	15%	73.9%	-58.9%	54%
5	36	0%	73.9%	-73.9%	41%
6	30	17%	73.9%	-56.9%	37%
7	29	3%	73.9%	-70.9%	37%
8	25	8%	73.9%	-65.9%	40%
10	9	0%	73.9%	-73.9%	41%
Total	217	10%	73.9%	-63.9%	44%

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 2021 MCA/MTAS math assessments, compared to the state performance target. The largest gap between migratory and non-migratory students was in 3rd grade (-42 percent) and the smallest gap was in 6th grade (-20 percent). For all grade levels combined, there was a 34 percent gap between migratory and non-migratory students (which was one percent less than the 35 percent gap in 2018-19).

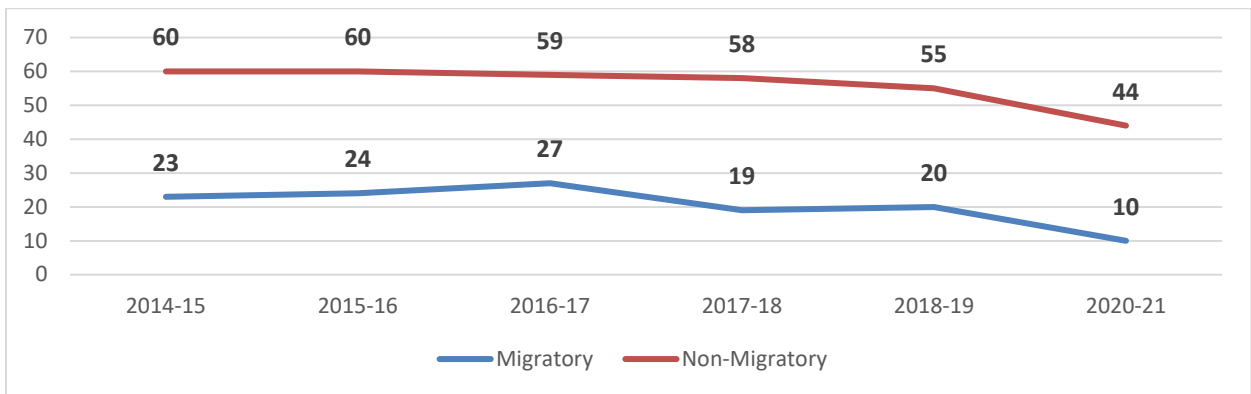
Exhibit 20
Graphic Display of 2021 MCA/MTAS Math Assessment Results (Expressed as Percentages)



Source: MDE Database

Exhibit 21 shows the percentage of migratory and non-migratory students scoring at M/E on MCA/MTAS math assessments from 2015-2021. Results show that the percentage of non-migratory students scoring at M/E has decreased over the years, with 2020-21 results being lowest for both migratory and non-migratory students.

Exhibit 21
Comparison of MCA/MTAS Math Results from 2015-2021 (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 2020-21 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 2020-21, ten of the 29 migratory students (34 percent) graduated. The non-migratory student graduation rate was 83.3 percent which was short of the state performance target by 6.7 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. In 2020-21, six of the 29 migratory students dropped out (20.7 percent). The dropout rate for non-migratory students was four percent.

GPRA MEASURE RESULTS

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

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

Exhibit 22 shows that 93 percent of all eligible migratory students in grades 7-12 (208 of 224 migratory students for whom data was available) were promoted to the next grade level or graduated in 2020-21.

Exhibit 22

Migratory Students in Grades 7-12 that Graduated or were Promoted to the Next Grade Level

Grade Level	Eligible Migratory Students in 2020-21 <i>Number</i>	Students for Whom Data Was Available <i>Number</i>	Students Promoted 20-21 to 21-22 <i>Number (%)</i>	Students Graduated in 2020-21 <i>Number (%)</i>	Students Graduated or Promoted <i>Number (%)</i>
7	43	39	39 (100%)	N/A	39 (100%)
8	46	42	42 (100%)	N/A	42 (100%)
9	60	52	50 (96%)	N/A	50 (96%)
10	45	41	39 (95%)	N/A	39 (95%)
11	39	27	27 (100%)	N/A	27 (100%)
12	26	23	N/A	11 (48%)	11 (48%)
Total	259	224	197 (88%)	11 (5%)	208 (93%)

Source: MIS2000 and MDE Database

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

Exhibit 23 shows that 48 percent of 2020-21 tenth grade migratory students received full credit for Algebra I or a higher math course in 2020-21 or before.

Exhibit 23

Tenth Grade Migratory Students Completing Algebra I or a Higher Math Course in 2020-21 or Before

Eligible Migratory Tenth Grade Students in 2020-21 <i>Number</i>	Students for Whom Data Was Available <i>Number</i>	2020-21 Tenth Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2020-21 or Before <i>Number (%)</i>
45	21	10 (48%)

Source: MIS2000 and MDE Database

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 2020-21 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 91 percent of the 132 migratory students in grades PreK-8 pre/post-tested during the 2021 summer program improving their scores on curriculum-based reading assessments by two percent or more (exceeding the target by 21 percentage points). Both PFS and non-PFS students exceeded the target.

Exhibit 24
Migratory Student Gains on Summer Reading Assessments

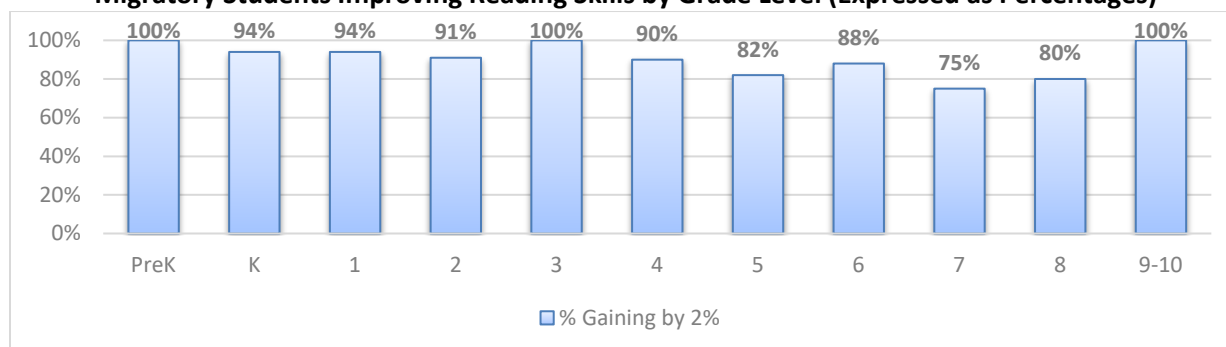
PFS Status	Students with Pre and Post-test Scores <i>Number</i>	Students Gaining <i>Number (%)</i>	Students Gaining by 2% or more <i>Number (%)</i>	P-Value (2-tailed)	MPO Met?
PFS	56	54 (96%)	52 (93%)	<.001	Yes
Non-PFS	76	70 (92%)	68 (90%)	<.001	Yes
Total	132	124 (94%)	120 (91%)	<.001	Yes

Source: 2021 Summer Program Services Reports

Ninety-four percent of the migratory students pre/post-tested improved their score by a least one percent. Assessments used for pre/post-testing included FAST assessments, FastBridge assessments, Read Theory assessments, Slossen assessments, STAR reading assessments, summer assessments, Summer Success, and teacher-created assessments.

Exhibit 25 is a graphic display of these results by grade level (Number of students: PreK=3, K=17, 1st=18, 2nd=22, 3rd=12, 4th=20, 5th=11, 6th=17, 7th=4, 8th=5, 9th/10th=3). All students (100 percent) in PreK, grade three, and grades 9/10 gained by two percent.

Exhibit 25
Migratory Students Improving Reading Skills by Grade Level (Expressed as Percentages)



Source: 2021 Summer Program Services Reports

Migratory students were asked to rate the extent to which the migrant program helped them improve their reading skills. Forty-five secondary-aged 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 two of the 45 students responding (96 percent) reported that the migrant program helped them improve their reading skills (44 percent very much, 51 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
45	2 (4%)	23 (51%)	20 (44%)	2.4

Source: Student Survey

MPO 1.2: By the end of the 2020-21 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 86 percent of the 132 migratory students in grades PreK-8 pre/post-tested during the 2021 summer program improving their math scores on curriculum-based math assessments by two percent or more (exceeding the target by 16 percentage points). Both PFS and non-PFS students exceeded the target.

Exhibit 27
Migratory Student Gains on Summer Math Assessments

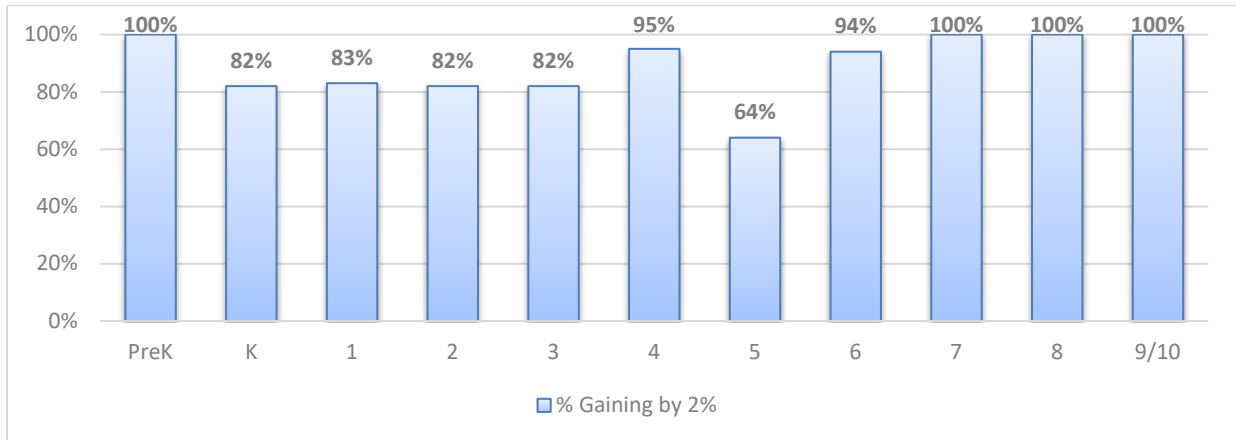
PFS Status	Students with Pre and Post-test Scores Number	Students Gaining Number (%)	Students Gaining by 2% or more Number (%)	P-Value (2-tailed)	MPO Met?
PFS	57	48 (84%)	48 (84%)	<.001	Yes
Non-PFS	75	66 (88%)	66 (88%)	<.001	Yes
Total	132	114 (86%)	114 (86%)	<.001	Yes

Source: 2021 Summer Program Services Reports

Eighty-six percent of the migratory students pre/post-tested improved their score by a least one percent. Math assessments used for pre/post-testing included FastBridge assessments, Summer Success assessments, standards-based local assessments, time tests (basic facts), STAR math assessments, and teacher-created assessments.

Exhibit 28 is a graphic display of these results by grade level (number of students: PreK=3, K=17, 1st=18, 2nd=22, 3rd=11, 4th=19, 5th=11, 6th=18, 7th=4, 8th=6, 9th/10th=3). All students (100 percent) in PreK, and grades 7-10 gained by two percent.

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



Source: 2021 Summer Program Services Reports

On a survey, 46 secondary migratory students rated 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
46	1 (2%)	22 (48%)	23 (50%)	2.5

Source: Student Survey

All but one of the 46 students responding (98 percent) reported that the migrant program helped them improve their math skills (50 percent very much, 48 percent somewhat).

MPO 1.3: By the end of the 2020-21 performance period, 40 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 26 percent of eligible migratory students in grades PreK-8 receiving instruction and/or MMERC support from the MEP during summer 2021 (three percent more than in summer 2020). Twenty-four percent of students with PFS received instruction/MMERC services, as did 29 percent of non-PFS students.

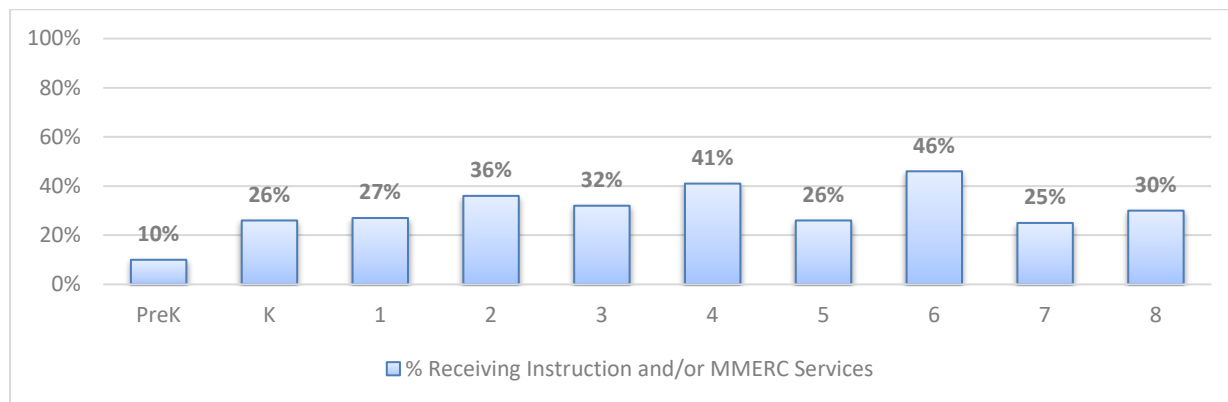
Exhibit 30
Migratory Students in Grades PreK-8 Receiving MEP Instructional Services and/or MMERC Support

PFS Status	Eligible Students (PreK-8) Number	Received MEP Instructional Services Number (%)	Received MMERC Support Number (%)	Received Both Number (%)	MPO Met?
PFS	549	124 (23%)	120 (22%)	131 (24%)	No
Non-PFS	473	133 (28%)	119 (25%)	138 (29%)	No
Total	1,022	257 (25%)	239 (23%)	269 (26%)	No

Source: 2021 Summer Program Services Reports & 2020-21 CSPR Data Check Sheet

Exhibit 31 shows the percentage of migratory students in grades PreK-8 receiving MEP instruction and/or MMERC services during summer 2021 (PreK=25, K=28, 1=30, 2=30, 3=28, 4=32, 5=20, 6=37, 7=15, and 8=24). The largest percentage of students receiving instruction/MMERC services were sixth grade students (46 percent), followed by fourth grade students (41 percent).

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



Source: 2021 Summer Program Services Reports

Given the barriers associated with pre/post-testing migratory students during the pandemic, 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 2021. 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 72 percent of students whose progress was rated by MEP staff made some progress (60 percent) or a lot of progress (12 percent). Twenty-six percent of students made a little progress, and three percent made no progress.

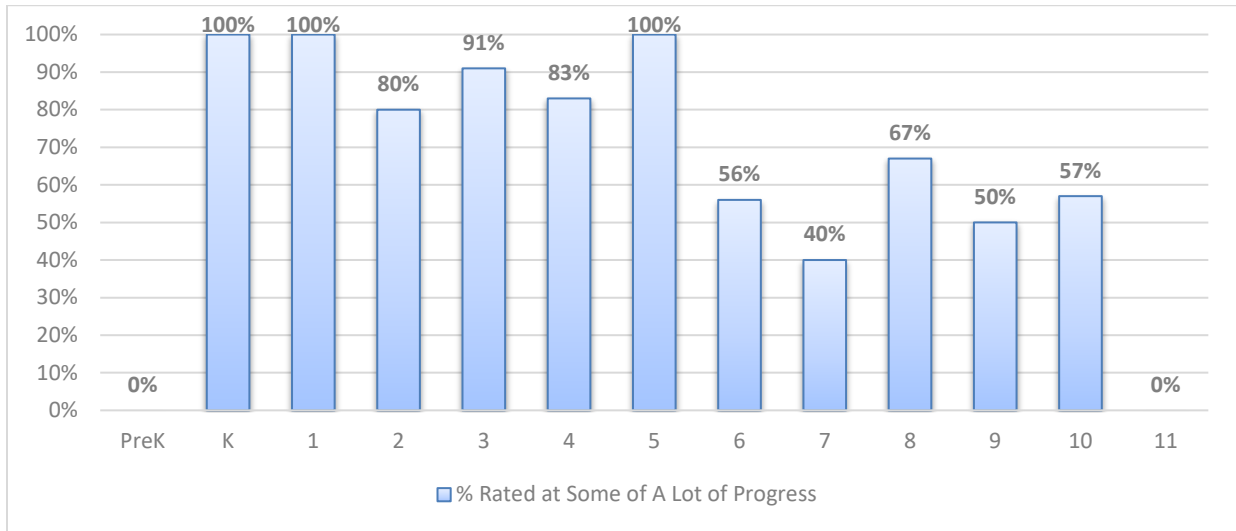
Exhibit 32
Staff Ratings of Student Progress during Summer 2021

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	64	2 (3%)	14 (22%)	41 (64%)	7 (11%)	48 (75%)	2.8
Non-PFS	10	0 (0%)	5 (50%)	3 (30%)	2 (20%)	5 (50%)	2.7
Total	74	2 (3%)	19 (26%)	44 (60%)	9 (12%)	53 (72%)	2.8

Source: 2021 Summer Program Services Reports

Exhibit 33 is a graphic display of these results by grade level (number of students: PreK=2, K=4, 1st=8, 2nd=5, 3rd=11, 4th=6, 5th=4, 6th=9, 7th=5, 8th=6, 9th=6, 10th=7, 11th=1). The largest percentage of students rated at “some progress” or “a lot of progress” were students in grades K-1 and five (100 percent), followed by students in grade three (91 percent).

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



Source: 2021 Summer Program Services Reports

Graduation/Completion of a High School Diploma

MPO 2.1A: By the end of the 2020-21 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 77 percent of the 30 migratory students in grades 7-12 enrolled in credit-bearing coursework obtaining 54 semester credits that count toward high school graduation requirements. The MPO was met for PFS students but not non-PFS students. Twelve of the 23 students (52 percent) receiving credit, received credit for more than one course (range 2-9 courses), with students receiving credit taking an average of two courses each.

Exhibit 34
Secondary Migratory Students Obtaining Semester Credits toward Graduation

PFS Status	Students Enrolled in Courses for Credit Number	Students Received Credit Number (%)	Semester Credits Earned Number	Average Number of Credits Earned by Students	MPO Met?
PFS	13	13 (100%)	27	2.1	Yes
Non-PFS	17	10 (59%)	27	2.7	No
Total	30	23 (77%)	54	2.3	Yes

Source: 2021 Summer Program Services Reports

All 13 PFS students obtained 27 semester credits as did 59 percent of the non-PFS students. Exhibit 35 shows these results by grade level. All 7th and 12th grade students taking courses received credits, as did 88 percent of 10th grade students, 80 percent of 8th grade students, 71 percent of 9th grade students, and 33 percent of 11th grade students. Eighth grade students earned the largest number of semester 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	1	1 (100%)	4	4.0
8	10	8 (80%)	25	3.1
9	7	5 (71%)	7	1.4
10	8	7 (88%)	13	1.9
11	3	1 (33%)	3	3.0
12	2	2 (100%)	2	1.0

Source: 2021 Summer Program Services Reports

Exhibit 36 shows the courses for which migratory students earned semester credits during the summer of 2021. Students in grades 7-11 completed 23 different courses and earned 54 semester credits.

Exhibit 36
Secondary Courses for which Migratory Students Earned Credits

Course(s) Enrolled	Students Completing Course Number	Grade Levels	Semester Credits Earned Number
Algebra 1A	4	9	4
Algebra 2A	1	11	1
Earth Science	1	8	1
English 1A	2	9	2
English 1B	1	9	1
English 2A	1	10	1
English 7	1	7	1
English 8	4	8	8
English 10A/B	1	10	2
Geometry 1A	2	10	2
Geometry 1B	2	10	2
Intermediate Algebra	2	9	4
Japanese 1A	1	9	1
Navigating Adulthood	1	11	1
Pre-Algebra	1	8	1
Social Studies 8	2	8	4
Spanish 1A	3	9	3
Spanish 1B	3	9	3
Spanish 2A	4	9-10	4
Spanish 2B	5	9-10	5
Spanish 3A	1	9	1
Spanish 3B	1	9	1
U.S. History	2	11	1
Totals/Averages	46*	7-11	54

Source: 2021 Summer Program Services Reports

*Duplicated count as 12 students completed more than one course

In addition to helping students obtain credits toward graduation, Minnesota MEP staff also helped students prepare for Texas STAAR tests. Exhibit 37 shows the number of students that received support by the Minnesota MEP and took STAAR tests while in Minnesota, their grade levels, and the tests taken.

Exhibit 37

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

PFS Status	Students Taking Tests Number	Grade Levels	STAAR Tests Taken by Students (Number of tests taken)
PFS	11	9-11	Algebra 1 (2), Biology (2), English I (4), English II (3)
Non-PFS	1	10	English II (1)
Total	12	9-11	

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

- *Apex was used. It worked very well.*
- *CBE was used, and it was difficult communicating with people, but students did earn credits.*
- *District 287 is great - students are able to enroll quite easily and work at their own pace. We had a student who chose to work over weekends and a couple more that plan to continue their coursework throughout the rest of the summer. (I put the end dates for them to August 20th, given them about another month to work). I was also able to talk to a principal at one of the schools about continuing this throughout the school year if she made adequate progress.*
- *I think that it was. Students weren't super interested, but they were able to complete/work on their classes.*
- *Life Science - Ecology - PASS program, APEX math program. I would use these programs again. The APEX math program was a great teaching tool. The only thing I would change is making the test available right after the units.*
- *Northern Star. It allowed students to carry these credits over to their schools.*
- *We used Northern Star online. It was EXTREMELY effective for our students. Thank you for providing us with this opportunity!*
- *We used Northern Star Online. The curriculum is fine; however, the teachers did not score materials in a very timely manner. Most of the teachers did respond to emails rather quickly though.*

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, college visits, career days/visits, and resources to apply for scholarships and grants. Following are examples of staff comments.

- *Information was printed with numerous resources listed regarding postsecondary education and given to those families who have students graduating soon. Students in grades 7-12 took a field trip to Minnesota West college in Granite Falls to tour the facility and see what career opportunities are available.*
- *Spoke with parents and students of program when I saw them.*
- *Supplies and other information for families.*
- *The classes talked about career paths and advocating for themselves in school to obtain credits they need.*
- *There was a student that did not have enough credits to graduate from Texas, so our site helped her with an iPad and courses for her to do while she was in MN, so that she could get her high school diploma from our high school. We explained to her that if she graduated here in MN and if she planned on going to college, it probably would be better for her to wait a year because with a high school diploma from MN, she would be charged more money if she enrolled in a TX*

college/university. This was explained to her and she said that for the time being, she had no plans of going to college. She just wanted to get her high school diploma!

- They went to RCTC.
- We went out into the region and showed them several locations, but there were not a lot of career explorations.
- We had a career day enrichment activity where we talked about jobs, schooling needed to perform the career, and skills needed to do the job.
- We held informational meetings at the community center. Supplied food and backpacks.
- We spoke to students in small groups and individually about postsecondary education. All students plan on attending college.
- We took the older students on a tour of RCTC's campus.
- We went on a college visit to Minnesota West in Granite Falls. Minnesota West was also holding a Summer Tech and Trades Camp the last week of classes. We offered to get students to this if they were interested and done with their credit.

Fifty-one 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 but two of the 40 students responding (95 percent) reported that the migrant program helped them prepare for and take Texas STAAR exams, and all but three of the 49 students responding (94 percent) reported that they accomplished what they had hoped to achieve during the summer. helped them obtain hours or credits toward graduation (64 percent very much, 36 percent somewhat). Ninety-one percent of the students responding reported that the MEP helped them improve their English language skills and explore different careers, 88 percent reported that the MEP helped them obtain hours or credits toward graduation, and 87 percent reported that the MEP helped them think about their education/career goals and that distance learning supported their learning.

Exhibit 38
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	43	4 (9%)	21 (49%)	18 (42%)	2.3
Helped me accomplish what I had hoped to achieve this summer	49	3 (6%)	25 (51%)	21 (43%)	2.4
Helped me think about my educational and career goals	48	6 (13%)	16 (33%)	26 (54%)	2.4
Helped me obtain hours or credits toward graduation	42	5 (12%)	16 (38%)	21 (50%)	2.4
Helped me prepare for and take the Texas STAAR test	40	2 (5%)	20 (50%)	18 (45%)	2.4
Helped me explore different careers	43	4 (9%)	16 (37%)	23 (54%)	2.4
Distance learning/online options supported my learning.	40	5 (13%)	14 (35%)	21 (53%)	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 academic and English language skills. Following are examples of student comments.

Accomplishments: Credit Accrual

- *Catching up with credits.*
- *I did credit by exam and got two credits on Spanish and a half credit in Japanese.*
- *I did my credit by exam and psychology.*
- *I finished my geometry and Spanish class credit.*
- *I got my credits for Spanish.*
- *I took a Northern Star class.*
- *I was able to learn about geometry.*

Accomplishments: Academic Skills

- *How to read better and answer the question.*
- *I accomplished a little bit of math and English.*
- *I did 40 of multiplication, addition, and subtraction in a minute.*
- *I had fun and my math and reading skills went up.*
- *I learn about big equations and a little more about math.*
- *I learned how to do math a lot more.*
- *I learned more math.*
- *I learned much more about math and science.*
- *I learned that math is easier than we thought.*
- *I somewhat improved my math skills.*
- *I wrote an essay about a police dog.*
- *My math skills and learn polynomials.*
- *Understanding fractions.*
- *We learn polynomials, engineering, and team building skills.*
- *We learned polynomials and other different stuff.*

Accomplishments: Social-Emotional

- *Get to know new people.*
- *How to keep the mindset for when it comes to knowing what to do.*
- *I had a lots of fun and made new friends.*
- *I had fun and made buttons at the library. Read Naruto*
- *I had fun this summer and made new friends.*
- *It helped me have fun during the summer.*
- *Meet different teachers and students and learn different subjects of mathematics.*
- *What I accomplished is the friends I made along the way here.*

Accomplishments: College/Career Readiness

- *Achieve many goals. It helped me to see what career I am going to study when I graduate.*

Accomplishments: State Tests

- *I accomplished my STAAR test.*
- *I retook my English STAAR test.*

Accomplishments: Improved Language Skills

- *I improved my Spanish. (two responses)*
- *I learned more math and my English improved.*
- *I managed to learn more English*
- *Learned more English.*

MPO 2.1B: By the end of the 2020-21 performance period, 30 percent of eligible migratory students in grades 9-12 will receive instruction and/or MMERC support from the MEP.

Exhibit 39 shows that the Minnesota MEP **did not meet MPO 2.1B** with 19 percent of eligible migratory students in grades 9-12 receiving instruction and/or MMERC support from the MEP during summer 2021 (one percent more than in summer 2020). Twenty percent of students with PFS received instruction/MMERC services, as did 17 percent of non-PFS students.

Exhibit 39

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

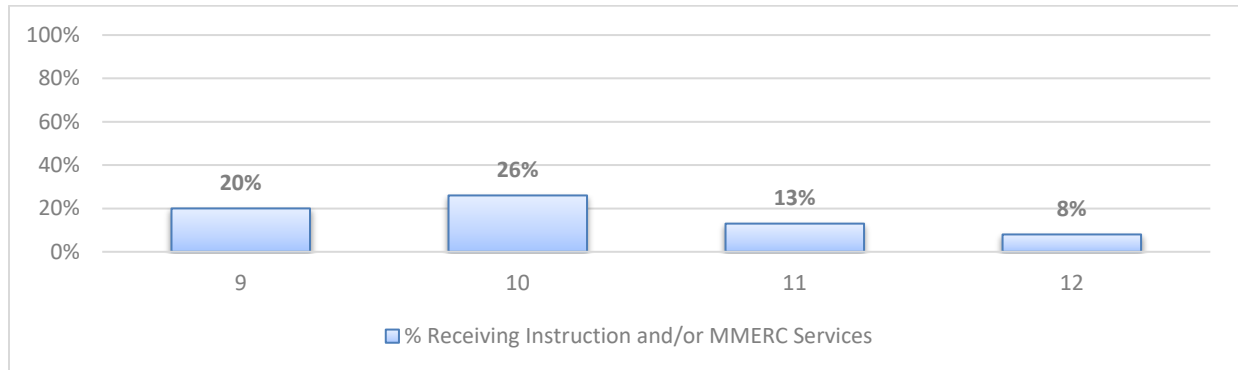
PFS Status	Eligible Students (Grades 9-12) Number	Received MEP Instructional Services Number (%)	Received MMERC Support Number (%)	Received Both Number (%)	MPO Met?
PFS	166	33 (20%)	18 (11%)	33 (20%)	No
Non-PFS	108	18 (17%)	7 (7%)	18 (17%)	No
Total	274	51 (19%)	25 (9%)	51 (19%)	No

Source: 2021 Summer Program Services Reports & 2020-21 CSPR Data Check Sheet

Exhibit 40 shows the percentage of migratory students in grades 9-12 receiving MEP instruction and/or MMERC services during summer 2021 (Grade 9=18, Grade 10=21, Grade 11=9, Grade 12=3). The largest percentage of students receiving instruction/MMERC services were tenth grade students (26 percent), followed by ninth grade students (20 percent).

Exhibit 40

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



Source: 2021 Summer Program Services Reports

Support Services

MPO 3.1: By the end of the 2020-21 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 41 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 (96 percent a lot, 4 percent somewhat). Ratings are based on a three-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 41

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?
24	0 (0%)	1 (4%)	23 (96%)	2.96	24 (100%)	Yes

Source: Parent Survey

MPO 3.2: By the end of the 2020-21 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 42 shows that the Minnesota MEP **met MPO 3.2** with 100 percent of the 18 MEP staff responding to an end-of-summer online survey reporting that MEP professional development increased their capacity to meet migratory student needs (56 percent very much, 22 percent a lot, 22 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 42

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?
18	0 (0%)	4 (22%)	4 (22%)	10 (56%)	3.3	18 (100%)	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 and developing programming/ services. Following are examples of individual staff comments.

Application to Instructional Services/Programming

- *Awareness of requirements helped me plan for pre/post testing and instruction.*
- *I applied what I learned to communicate better with students.*
- *It helped us get ready for summer school.*
- *Our special education teacher presented on how to handle discipline concerns with students and as a whole site proposed a system that all staff use. We had common language and expectations for the students in the classroom, cafeteria, and during times of less structure as in recess and gym classes.*
- *Resources from MMERC, related to the children based on their needs.*

Application to Addressing and Understanding Migratory Student Lives and Needs

- *As always, we worked as a team to better understand the needs of our students. Sharing ideas and getting to know each student individually is our focus.*
- *Better awareness of migrant students needs/struggles.*
- *I was able to listen to kids and have an idea of what they were talking about or may have been going through.*

- *Provided more understanding to meet students where they're at.*
- *To understand the needs of families that travel for agricultural employment.*

Application to Working with Secondary Migratory Students

- *Any time I needed to fill out a form or order testing materials, I referred to the information provided in the MEP professional development meeting. It was also helpful to have all of the contact information for the schools, counselors, and others associated with MEP.*

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.

- *I learned a great deal about my students and their lives. Communication was a huge key in success for my students and their parents.*
- *I planned activities based on it.*
- *I used the MMERC kits in the classroom.*
- *MMERC was awesome and helped me with everything. Thankful for their employees and curriculum.*
- *To help meet the students' educational needs.*
- *TVOC was helpful regarding questions on enrollment as well as specific concerns with filling out the SPSR. MMERC materials were very helpful this year with ELs in developing their language skills.*
- *Used materials to craft interactive/interesting activities.*
- *We used them for enrichment activities (Legos).*

MPO 3.3: By the end of the 2020-21 performance period, 45 percent of all eligible migratory students ages 3-21 will receive MEP support services.

Exhibit 43 shows that the Minnesota MEP **met MPO 3.3** with 45 percent of eligible migratory students ages 3-21 receiving MEP support services. Fifty-four percent of migratory students with PFS received support services as did 33 percent of non-PFS migratory students.

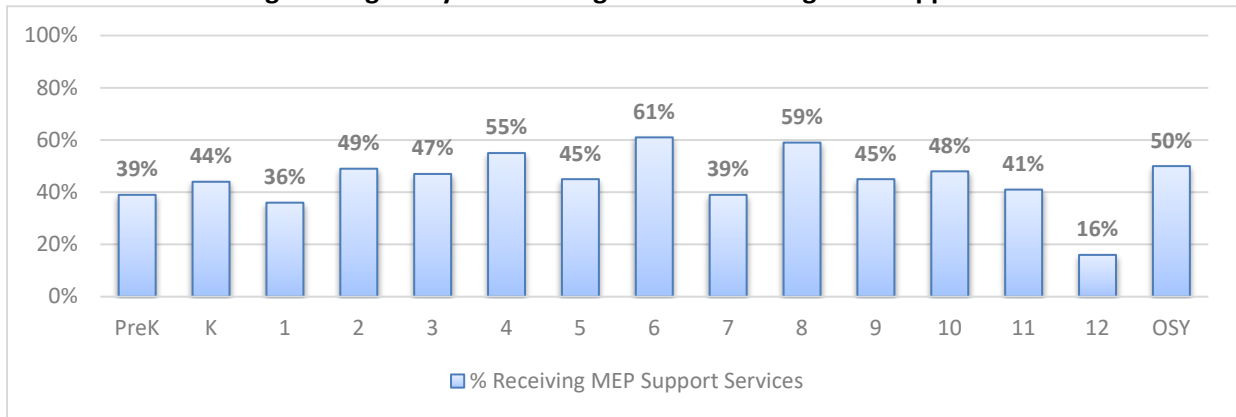
**Exhibit 43
Migratory Students Ages 3-21 Receiving MEP Support Services**

PFS Status	Eligible Students (Ages 3-21) Number	Received MEP Support Services Number (%)	MPO Met?
PFS	750	408 (54%)	Yes
Non-PFS	584	191 (33%)	No
Total	1,334	599 (45%)	Yes

Source: 2020-21 CSPR Data Check Sheet

Exhibit 44 shows the percentage of all eligible migratory students receiving MEP support services during summer 2021. The largest percentage of students receiving support services were sixth grade students (61 percent), followed by eighth grade students (59 percent) and fourth grade students (55 percent).

Exhibit 44
Percentage of Migratory Students Ages 3-21 Receiving MEP Support Services



Source: 2020-21 CSPR Data Check Sheet

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 84 percent of students received support services that mostly or fully matched their needs.

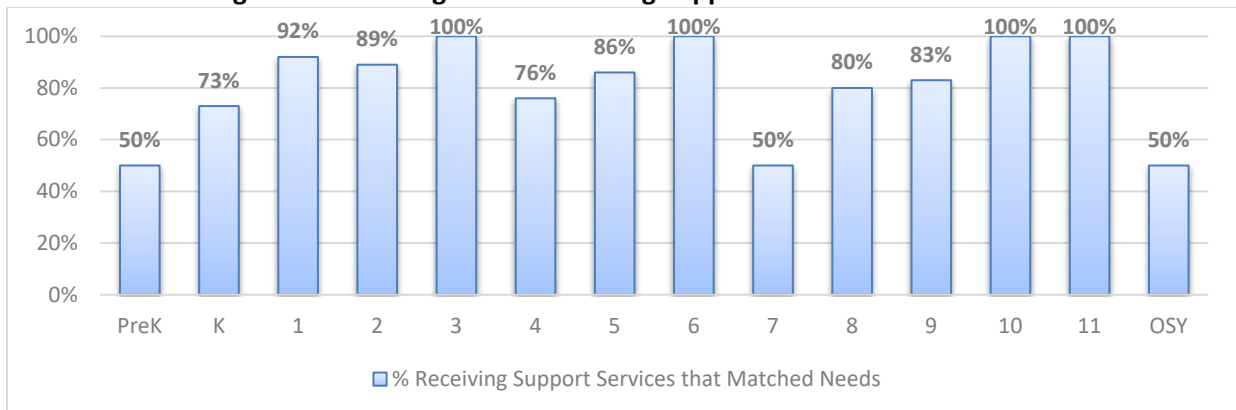
Exhibit 45
Staff Ratings of the Extent to Which MEP Support Services Matched Student/Family Needs

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	90	0 (0%)	15 (17%)	75 (83%)	0 (0%)	75 (83%)	2.8
Non-PFS	56	0 (0%)	8 (14%)	39 (70%)	9 (16%)	48 (86%)	3.0
Total	146	0 (0%)	23 (16%)	114 (78%)	9 (6%)	123 (84%)	2.9

Source: 2021 Summer Program Services Reports

Exhibit 46 is a graphic display of these results by grade level (number of students: PreK=6, K=11, 1st=13, 2nd=17, 3rd=14, 4th=17, 5th=7, 6th=14, 7th=8, 8th=10, 9th=12, 10th=11, 11th=4, OSY=2).

Exhibit 46
Percentage of Students Ages 3-21 Receiving Support Services that Matched Needs



Source: 2021 Summer Program Services Reports

The largest percentage of support services that matched needs were for students in 3rd, 6th, 10th, and 11th grade students (100 percent), followed by 1st grade students (92 percent).

MEP STAFF COMMENTS ON SURVEYS

MEP Staff Comments on the Staff Survey – Thirty-two (32) staff from the summer MEP projects responded to the online Staff Survey during the summer of 2021. Staff responding included project coordinators, secondary/OSY teachers, elementary teachers, paraprofessionals, and parent/family liaisons. Last year and again this year, a question was included on the staff survey that addressed how projects met the learning needs of migratory students through distance learning. Following are examples of the ways in which projects utilized distance learning.

- *Calling to check in on our distance learners. Lending a computer to the students who needed them at home.*
- *Every effort was made to help students that for whatever reason could not physically come to the Summer Migrant Program. iPads were delivered along with online classes. If the students did not do these classes, it wasn't because the services weren't offered to them, but rather because they put no effort on their part. The good thing is that we did not see too much of this at our site.*
- *I connected with them at their own personal skill level.*
- *I taught multi-sensory phonics instruction development. They experienced success in reading.*
- *We came up with interactive take home lessons that can be done either with family or independently.*
- *We did not do distance learning except for one secondary student who worked online from home much of the time. When she needed help she would come to school to meet with one of the teachers.*
- *We had four students who completed CBE exams through distance learning. While not ideal, as UT had many issues scoring the tests which resulted in many emails/phone calls, the opportunity was greatly appreciated. For our four students working with NSO, there were few issues other than a slow start getting approved to take the classes.*

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.

- *A family had moved to another area, and the TVOC office communicated that info to that region.*
- *Family engagement nights where we delivered food and backpacks to students at their homes.*
- *I visited six different cities visiting families and delivering school supplies, books and food. At least 28 migrant children were served.*
- *iPads were provided, and at the end of the program, school backpacks and school supplies were provided as well. Also, transportation and a meal was provided for students living outside our district boundaries so that they could come to our site after they were done working in the fields and take their STAAR tests that they needed to retake.*
- *We reached out to all area students.*
- *We sent a bus to neighboring communities to pick up students. We also were flexible with students who were working in the fields during the day.*
- *We went to the camp that they lived at to tutor high school kids and do enrichment activities.*

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 built

with friends and staff, and overall impact on students by providing a safe and nurturing learning environment during the summer. The overall impact on students and stories on the impact of the MEP follow.

Impact on Student Learning and Achievement

- *Afternoon study sessions for students.*
- *Students closed the gap in their learning areas of math and reading.*
- *Teaching students where their skills were at and not just grade level, and snacks and water/juice were provided.*
- *They were able to experience opportunities that they might not have if they [had] not come this summer from specialized one-on-one instruction to field trips to the pool and movie theater.*
- *We were also able to maintain or increase some of their academic skills.*

Impact on Relationships/Socialization

- *Developed relationships with adults.*
- *Learning, relationships, food, friendship*
- *There is a sense of camaraderie within the students and staff in our program. We see the same faces year after year, which helps students adjust to their world of being uprooted from their home. It helps them feel less anxious when they have familiar faces to greet them and teachers that they know truly care about them.*

Impact on Secondary Students

- *Our kids earned credit! They were able to go to a college for a visit and discuss how to prepare to be successful in this next school year and beyond.*
- *Simply having the summer programs was a huge plus for our students. So many of them were able to work ahead on credits and a few were able to complete their Texas State assessments with us.*
- *We took the older kids on a tour of RCTC's campus and I felt they enjoyed it, and it inspired many of them.*

Impact on Students in General

- *A place to grow and learn.*
- *Gave them fun outdoor experiences in the region.*
- *It gave them something to smile about and look forward to.*
- *Our students were able to experience activities such as swimming, canoeing, [and] bowling that wouldn't have happened without our program.*
- *Providing them a place to feel safe and come to have fun.*
- *Students had several opportunities to experience activities new to them including bike riding, fishing, Scouts camp, swimming and meeting and playing games with some Stingers baseball players. Several families that live too far to be transported to school received food, books, and school supplies as well as selected clothing that was donated from staff. They were very appreciative of receiving them!*
- *They got up every morning at 8:00. They were fed two meals and a snack. They were not home in hot trailers watching videos. They practiced reading, writing, and math skills daily. We had an outdoor activity everyday including having our food program outside because of COVID.*
- *They had lots of love and fun!*
- *They loved the friendship, fun, collaboration with Scouts, and the pool.*

Impact on Students during the Pandemic

- *After a whole year of distance learning, these students were SO ready to be back in school under somewhat "normal" circumstances! They needed to be back in person not only to be with their peers, but especially to receive that in-classroom training that has no comparison to online training! It's like they got their childhood back again and they LOVED being in school! One day after school, I randomly asked a first grader how her day had been and her reply was: "Best Day EVER!"*

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 into the following six emerging themes.

Stories about the Impact of Content Area Instruction on Students

- *My students said they loved coming to summer school, especially since I gamified my lessons.*

Stories about the Impact of MEP Services on Secondary-aged Students

- *We have two students who have not gone to school in the last two years as they were in Mexico (mostly due to COVID). We worked so hard with them during this six weeks to earn some credit as they both are significantly behind. When we met them, they looked stressed with all the work ahead of them, but as the summer went on, we saw more and more smiles as they were making progress and earning credit.*

Stories about the Impact of Services during the Pandemic

- *Gave students a positive experience in school for the first time in a long time for some.*

Stories about the Impact of Enrichment Activities/Support Services

- *After a whole school year of looking for ways to help a second grade migrant student that needed glasses and dental work (because of 10 cavities and because she did not qualify for any medical health insurance), our community came to the rescue of this student and so this Summer, she finally received those services that she so desperately needed! During her time in the Summer Migrant Program, we were able to transport her to both of those locations to get those services. Thanks to that, her third grade school year is off to a very good start!*
- *Swimming in the pool with them and taking them down the slides!*
- *The students went to Chester Woods and had the opportunity to use canoes, kayaks, paddle boats, and paddle boards. Many students have never been boating and were so excited to try it. The students then were so excited, many were arguing who was the best! We had many try and succeed at paddle boarding. The students planned to return with their families this summer. It is an Olmsted County park.*
- *We were able to offer some migrant students swimming lessons, something they will be able to utilize the rest of their life.*

Stories about the Impact on Relationships

- *I like to send photos home with my students of the memories we share during the summer program. Some students still tell me that their photos from years ago are up on their fridge.*
- *Our group of junior high and high schoolers were truly like a family. They looked out for one another and provided great leadership for the little ones in our program.*
- *Seeing the same families for many years is awesome. I enjoy hearing about what they are doing and how their life is after school.*

Stories about the Impact of English Language Instruction/Support

- *We had a family of three brothers who were non-English speakers. They were the nicest and most appreciative students ever! They were willing to learn and did their best to fit in and immerse themselves in English, fun, and learning.*

7. IMPLICATIONS

This section of the report provides a status update on the progress toward the evaluator recommendations from the previous evaluation, conclusions, 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 2019-20 evaluation report is on file with MDE.

2019-20 Recommendations for Program Implementation	Status
Share information about expanded/innovative services provided during summer 2020.	Information about expanded/innovative services was provided during all Minnesota MEP training and during technical assistance provided to projects when designing their summer programming.
Increase support services to migratory students and families.	In 2020-21, the Minnesota MEP worked to provide migratory students with additional support services, as well as increased documentation of support services being provided. As a result, there was a 10 percent increase in the percentage of migratory students receiving support services in 2020-21.
Review the MPOs addressing Program Implementation.	The MPOs addressing program implementation were reviewed based on the results of 2019-20 evaluation during the December 2020 Evaluation Planning Team meeting. The team adjusted the targets for MPOs 1.3, 2.1B, and 3.3 to be more reflective of the actual services being provided to migratory students.

2019-20 Recommendations for the Results Evaluation	Status
Continue to focus on increasing the number of secondary migratory students and OSY that receive MEP services.	During 2020-21 professional development and technical assistance, when projects were designing their programs, project staff were informed of innovative ways in which other projects operated during the pandemic.
Review MEP staff ratings of student progress for summer 2020.	MEP staff reviewed the results of staff ratings of student progress compared to scores of students that had pre/post-test scores and determined that students receiving more intensive instruction were assessed with pretest and post-tests, which may have accounted for the difference between student progress on staff ratings and assessment scores.

2020-21 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 2020-21 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 2020-21, 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 2020-21 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 2020-21, MPO 3.2 was met with 100 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 transportation, health and dental services, educational supplies, and collaboration with other programs and agencies. The Minnesota MEP SDP includes three MPOs related to MEP services.

MPO 1.3: By the end of the 2020-21 performance period, 40 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 2020-21 performance period, 30 percent of eligible migratory students in grades 9-12 will receive instruction and/or MMERC support from the MEP.

MPO 3.3: By the end of the 2020-21 performance period, 45 percent of all eligible migratory students ages 3-21 will receive MEP support services.

During 2020-21, one of the three MPOs was met – MPO 3.3 with 45 percent of all eligible migratory students ages 3-21 receiving MEP support services. Twenty-six percent of students (PreK-8) received MEP instruction and/or MMERC support, as did 19 percent of students in grades 9-12.

Strategy Implementation: Local projects completed the Fidelity of Strategy Implementation (FSI) rubric. 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 ways in which each strategy was implemented. Seven of the 11 strategies (64 percent) were rated at the “succeeding” or “exceeding” levels (considered “proficient” or above), with highest mean ratings assigned to providing standards-based curriculum and evidence-based reading and math instruction, gathering information to ensure appropriate placement of migratory students in grades 9-12 and OSY, and ensuring that the educational records of migratory students who obtained high school credits are transferred to receiving LEAs.

An analysis of the ways in which the strategies were implemented showed several ways the strategies were implemented by a large number of projects, indicating that these ways may be effective for providing services to migratory students. Examples include the following:

- guided reading;
- iPad games/apps;
- home visits;
- coordination with the Minnesota MEP Secondary Coordinator;
- academic reviews;
- graduation planning conversations;
- postsecondary conversations;
- interviewing OSY;
- transcripts shared with students;
- completing student needs assessments;
- online credit accrual options;
- phone calls and text messages;
- face-to-face meetings with parents;
- newsletters for students/families;
- parent flyers;
- resources provided to parents;
- educational services; and
- Sheridan Story (now “Every Meal”) meals.

2020-21 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 once again to provide ELA and math instruction both in-person and virtually. The Minnesota MEP SDP includes the following two MPOs related to ELA and mathematics achievement.

MPO 1.1: By the end of the 2020-21 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 2020-21 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 2020-21, both MPOs were met with 91 percent of migratory students assessed in reading gaining by two percent, and 86 percent of students assessed in 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. Seventy-two percent of students whose progress was rated by MEP staff made some or a lot of progress. Twenty-six percent made a little progress, and three 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 2020-21 performance period, 75 percent of migratory students enrolled in credit-bearing courses will earn transferable credit.

During 2020-21, MPO 2.1A was met with 77 percent of secondary students taking courses obtaining credit toward high school graduation. Twenty-three of 30 students obtained 54 semester credits.

RECOMMENDATIONS

Continue the needs-based services provided to migratory students during these unprecedented times. The Minnesota MEP is commended for going above and beyond to meet the needs of migratory students and families during the global pandemic. Projects pivoted to ensure that migratory students had access to learning tools and technology to be able to continue to learn during school closures and implemented innovative ways to address student needs such as hybrid summer programs, more home-based services, virtual recruiting activities, and more focus on addressing basic needs. It is recommended that the projects continue to implement these effective strategies in the future to ensure that more migratory students have access to MEP services to address their academic and support service needs.

Require staff completing SPSRs to submit data during the summer on a more regular basis. It was the general consensus of the Evaluation Planning Team that projects should be required to submit data on the SPSR on a more regular basis during the summer to ensure that secondary-aged students are being provided services and support, especially related to credit accrual; and projects are collecting and reporting accurate and timely data.

Review the MPOs addressing MEP services. Review the targets for MPOs 1.3, 2.1B, and 3.3 to ensure that they are appropriate given the 2020-21 evaluation results. The targets for these MPOs were set too high during the SDP process, so adjustments were made using baseline data collected during 2019-20. It is recommended that the Evaluation Planning Team once gain review the targets against 2020-21 results to ensure they are appropriate.

Continue to focus on increasing the number of secondary migratory students and OSY that receive MEP services. During the past two summers, projects implemented more innovative services to address social distancing requirements from the pandemic resulting in more secondary-aged students being served by the MEP. It is recommended that MEP staff continue these innovative programming methods and look to other ways to continue to increase services to secondary-aged migratory students (e.g., staff that work with students beyond the center-based summer program, short term leadership institutes for students, 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.

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

- *I would like to find a way to communicate better with parents and a way for students to be able to attend more regularly to school.*
- *Ideas on how to improve attendance!*
- *Insight to the families' lifestyle, what their specific jobs are, seeing their housing conditions and their needs opens many eyes of staff that are unfamiliar with the migrant lifestyle. Returning from a field trip, our bus full of students and staff dropped off some of the kids at their homes. It was good for staff to see what the living conditions are like for some of our students.*
- *More engineering projects would be helpful for future years.*

Staff Suggestions for the Minnesota MEP

- *As far as I know, it is difficult to get records and test scores from the students' previous school in Texas. If this process was more streamlined it would be extremely helpful.*
- *Having study sessions at an hour that works with students work hours and finding a way to communicate better with parents.*
- *I feel everything is going very well. I do struggle at times to figure out how to help more of our OSY. While District 287 is great for our kids in school, I am not sure I can use it for our OSY. Is this okay? Should we have information on GED's instead?*
- *[I would like to know] if there is any information regarding other programs in the summer for migrant students that would impact ours. When writing the grant's budget, it would be important to know what cities we are busing for. Also, where are schools seeing an increase in migrant families (2019 in Willmar)? What happens on the border of Mexico and Texas can affect us here with our programs.*
- *MDE should collaborate with MDH to provide health/sport screenings and dental work for migrant students!*
- *More prebuilt instructional materials for secondary students.*
- *Smaller class sizes so we can provide even better personal learning events.*

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

- *Budgeting*
- *Communication with parents.*
- *Eating habits and sports*
- *Eating healthy and budgeting.*
- *Everything we as parents can learn to help our children to recover missing credits.*
- *How to support/help our kids with their homework.*
- *I want to improve my English.*
- *I want to learn about self-control, respect, and associate with people.*
- *I'm good with the information about how to get credits my children need.*
- *Math and much more.*
- *Speaking English.*
- *Staying healthy.*
- *The process of finding out how grading works and how the children earn the credit. What I should be doing to help my child.*
- *Tips for student learning.*

In addition, following are suggestions from parents for the Minnesota MEP.

- *A talk about respect, self-control, ridicule, and threats.*
- *If they could have the program in Willmar.*
- *Longer days*
- *Longer summer program.*
- *Open a center for little kids - Head Start. We much need it.*
- *Parents involved in school more.*
- *The program should be longer and offered next year.*
- *They do great work and helped my grandchildren a lot but the children still have work to do to catch up for other classes they couldn't fit in in six weeks.*

In summary, during the summer of 2021, 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.

- *Great program to get these kids exposed to other things in life that wouldn't normally happen for them.*
- *Our program was well run. I knew what was expected of me. I had all the resources that I needed to teach my class.*
- *Thank you for caring for these students!*
- *Thanks for making the difference in a life of a child. It is not easy with the current situation of our government to continue to fund this program.*

In addition to staff comments, below are comments made by parents about the Minnesota MEP.

- *A good program for the kids.*
- *Excellent program for my children.*
- *I liked everything. Summer school helped her a lot.*
- *It helped my son a lot and because he spent the whole year only in virtual classes. He was able to improve his English a lot and meet new friends. My daughter was very motivated to attend summer school.*
- *It was all good. Thank you for the help and support.*
- *My grandchildren went every day but were able to work on Wednesdays to catch up.*
- *My son was online all year long, so going to this program helped him socialize more. It's not the same being on a computer than in person.*
- *Very good program for students. Thanks for everything.*