

2014-2015 Annual Evaluation Report

Minnesota Department of

Education

Migrant Education Program



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Acronyms

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

1. Executive Summary

The Minnesota Department of Education (MDE) Migrant Education Program (MEP) assists schools in helping migratory students and youth meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Education services (including supportive 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 2015, ten local projects provided services to 517 migrant students/youth (*preliminary results not yet verified through the Consolidated State Performance Report [CSPR] process*). During the summer of 2014, nine local projects provided summer programming to 483 migrant students and youth (23% of all 2,070 eligible migrant students). 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; support services (e.g., interpretation, transportation, counseling, referrals); and graduation enhancement and career education. Services also are provided to parents to engage them in the education of their children.

Findings of the 2014-15 evaluation show that the Minnesota MEP has 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 nine of the ten MPOs (90%) addressed in this annual evaluation were accomplished showing the benefit of MEP services for migrant students, their parents, and educators in Minnesota.

Minnesota MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
Reading		
MPO 1.1: By the end of the 2015 summer migrant program, 90% of summer sites will implement standards-based reading curriculum and instructional strategies <i>appropriately</i> as measured by a rating of "Succeeding" or "Exceeding" on the Fidelity of Strategy Implementation (FSI) Tool.	Yes	100% of the 10 summer sites
MPO 1.2: By the end of the 2015 summer migrant program, 75% of migrant students receiving standards-based reading instruction will improve their scores on curriculum-based assessments by 5%.	Yes	78% of 301 migrant students gained by 5%
Mathematics		
MPO 2.1: By the end of the 2015 summer migrant program, 90% of summer sites will implement standards-based math curriculum and instructional strategies <i>appropriately</i> as measured by a rating of "Succeeding" or "Exceeding" on the Fidelity of Strategy Implementation (FSI) Tool.	Yes	90% of the 10 summer sites
MPO 2.2: By the end of the 2015 summer migrant program, 75% of migrant students receiving standards-based math instruction will improve their scores on curriculum-based assessments by 5%.	No	69% of 312 migrant students gained by 5%
Support Services		
MPO 3.1: By the end of the 2015 summer migrant program, 90% of parents/family members who participate in at least one parent activity will show an average gain of 0.5 on a pre/post self-assessment on a 4-point scale.	Yes	91% of parents responding gained knowledge

Minnesota MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
MPO 3.2: By the end of the 2015 summer migrant program, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.	Yes	98% of students responding reported satisfaction
MPO 3.3: By the end of the 2015 summer migrant program, 75% of eligible prekindergarten-aged migrant children will be placed in early childhood programs and/or receive early childhood services.	Yes	88% were placed/served
MPO 3.4: By the end of the 2015 summer migrant program, 80% of staff participating in professional development will report positive growth in their ability to support migrant students.	Yes	97% of MEP staff responding reported growth
Graduation/Services to OSY		
MPO 4.1: By the end of the 2015 summer migrant program, 80% of in-school secondary-aged migrant students in grades 7-12 who attend an MEP summer program for 5 days or more will obtain hours or credits that count toward high school graduation requirements.	Yes	100% of students obtained hours or credits
MPO 4.2: By the end of the 2015 summer migrant program, 25% of OSY that receive instructional services will demonstrate an average gain of 20% on SOSOSY pre/post assessments <i>or</i> earn credits/hours.	Yes	100% of OSY obtained hours

Other key findings/trends revealed in the 2014-15 evaluation follow.

- ✚ Inter/intrastate collaboration resulted in increased services to migrant students. Local projects collaborated with numerous community agencies and school programs such as the Minnesota Targeted Services Program, Tri-Valley Opportunity Council, Inc., The Sheridan Story, and Kids in Need Foundation. In addition, MDE collaborated with other states for data collection, transfer, and maintenance of MEP student records, as well as through participation in three multi-state MEP Consortium Incentive Grants (CIGs).
- ✚ Parents participating in parent activities and events reported that they increased their knowledge of the topics addressed including reading, nutrition, health, legal services, community partnerships, math, school-based electronic communication, and science.
- ✚ This was the first year in which local migrant projects completed the Fidelity of Strategy Implementation (FSI) tool. All but two of the 17 strategies (88%) from the Minnesota MEP Service Delivery Plan were rated at the “developing” or “proficient” level.
- ✚ All summer projects provided extensive reading and math instruction resulting in more than three-fourths of students assessed gaining in reading, and 69% gaining in math. More than half of the migrant students participating this summer were pre/post-tested in reading and math indicating a strong focus on results by local projects, and an indication of high student retention during the summer.
- ✚ The Minnesota MEP has a strong focus on graduation. Secondary students and OSY are provided with services and resources designed to support their efforts to graduate from high school/obtain a GED. These services resulted in all secondary-aged migrant students in grades 7-12 and OSY obtaining hours or credits toward graduation. The 24 students receiving credits completed 17 different courses and earned 38 credits.

In summary, during the summer of 2015, the Minnesota MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills, prepared them for the upcoming school year, and helped them earn high school credits. In addition, parents were provided services to improve their skills and increase their involvement in their child’s education; MEP staff were trained to better serve the unique needs of migrant students and their parents; and community resources and programs helped support migrant students by providing direct supportive and instructional services.

2. Program Context

This annual evaluation report provides summary information on the accomplishments made by staff, students, and parents in Minnesota during the summer of 2015. These accomplishments were examined based on the MEP goals and objectives as outlined in the Service Delivery Plan (SDP). Services were provided to migrant students at 10 summer projects. Local sites implementing MEP projects include the following 10 sites.

1. Belgrade-Broten-El Rosa (BBE)
2. Bird Island
3. Breckenridge
4. Glencoe-Silver Lake
5. Moorhead
6. Owatonna
7. Rochester
8. Sleepy Eye
9. Tri City United (TCU)
10. Willmar

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

Exhibit 1
Map of Minnesota's MEP Sites

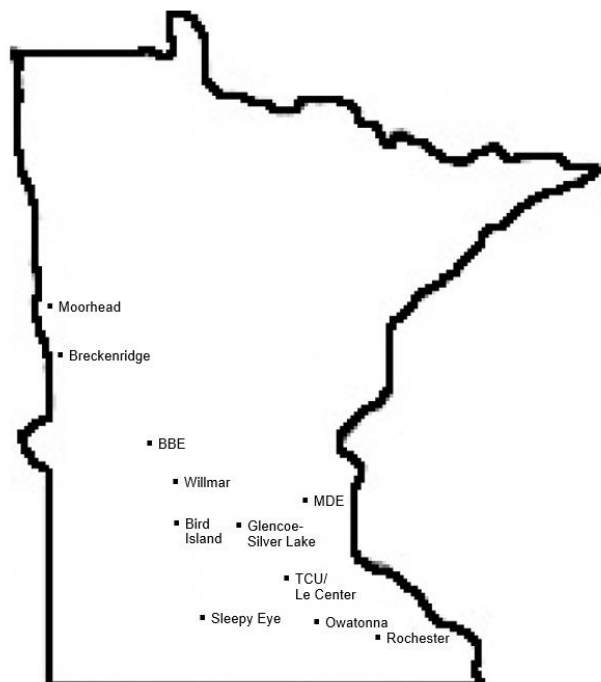
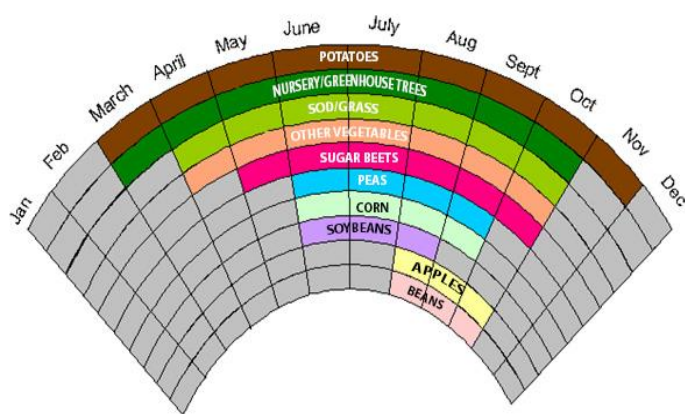


Exhibit 2
Seasonal Agricultural Activities in Minnesota



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

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

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

Summer Supplementary Instructional Services	
6-Week Summer School Programming	GED Preparation
Reading and Math Instruction	MLCORE Student Reading Tutorials
Secondary Credit Accrual	Instruction Utilizing MMERC Materials
Science/Social Studies Instruction	English and Spanish Language Instruction
Texas State Test Preparation and Administration	Online/Computer-Based Reading and Math Interventions

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

- collaborating with local schools, businesses, and community agencies (e.g., the state-funded Targeted Services Program, Tri-Valley Opportunity Council, Inc. (TVOC), The Sheridan Story, Kids in Need Foundation);
- providing year round ID&R;
- participating in the Reading and Technology CIGs;
- participating with Mexico in a binational initiative that includes the Teacher Exchange Program;
- coordinating secondary education coursework;
- participating in MSIX to transfer education and health data to participating states;
- coordinating secondary credit accrual with counselors and educators in other states in which students are enrolled; and
- attending inter- and intra-state migrant education meetings.

A primary partner of the Minnesota MEP is TVOC which is a non-profit community action agency with locations throughout Minnesota. TVOC provides year-round, statewide ID&R; management of MEP data with the Summer Program Services Report (SPSR); Head Start, Early Head Start, and Migrant and Seasonal Head Start preschool instruction to migrant children; and health and dental services to all eligible migrant students during the summer months.

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

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

IDENTIFICATION AND RECRUITMENT - The Minnesota MEP is responsible for the proper and timely ID&R of all eligible migrant children and youth in the state. This includes securing pertinent information to document the basis of a child's eligibility. Ultimately, it is the state's responsibility to implement procedures to ensure that migrant children and youth are both identified and determined as eligible for the MEP. Year-round ID&R is managed by TVOC. Five recruiters provide ID&R for the Minnesota MEP in six regions: northwest, central, southwest, southeast, and the east/metro area. In addition, TVOC funds additional recruiters in the summer and some of the local projects fund site-based recruiters to provide ID&R during the period of their project with the state (typically April 1 to November 30).

SEA MONITORING PROCESS - Monitoring local MEPs is the responsibility of MDE. This includes both compliance monitoring as well as follow-up and ongoing technical assistance that supports project implementation and student achievement. The compliance team at MDE, including the MEP Compliance Monitor, Migrant Education Program Specialist, and staff from TVOC and the Minnesota Migrant Education Resource Center (MMERC), has responsibility for conducting program monitoring and follow-up.

Monitoring documents contain the requirements of the programs in the ESEA Consolidated Application and other formula grants funded under this legislation, including Title I, Part C. Local projects are provided with a Monitoring Tool for Sub-grantees that contains the critical elements (program implementation, parent and community involvement, recordkeeping, identification and recruitment, and fiscal monitoring) and samples of evidence that projects can use to ensure they are operating in compliance with the law and guidance. The Compliance Monitor uses the monitoring tool for onsite visits and the tool is updated annually as part of the compliance and continuous progress monitoring of MEP effectiveness. A copy of the monitoring tool can be found on the MDE website: <http://education.state.mn.us/MDE/SchSup/ESEA/MigrantEd/>.

ESEA-Title I onsite monitoring by MDE MEP staff is required at least once every three years. However, MDE monitors its programs *annually* via ongoing "desk monitoring," telephone, and email follow-up, as well as onsite monitoring for those sites scheduled and those needing or requesting technical assistance. Further, day-long meetings with MEP Coordinators are held bi-annually to provide state and Federal implementation and compliance updates, discuss issues of importance, and share resources for effective program implementation.

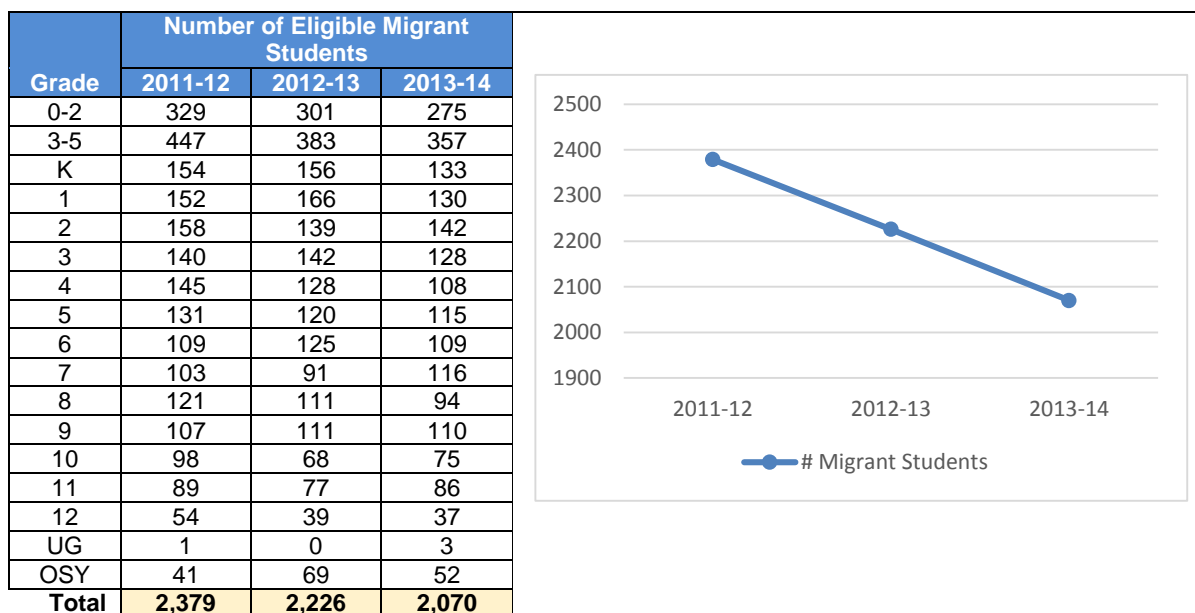
MDE requires that some pieces of evidence or documentation be submitted prior to or during monitoring visits. Onsite visits include a review of documentation and meetings with project coordinators, staff, parents, and students. The project monitored receives a written report within 30 days of the review. If a review report includes a finding of non-compliance, a corrective action plan is required within 30 days of receipt of the report and may involve a follow-up visit.

In addition to Federal No Child Left Behind (NCLB) monitoring, the accuracy of documentation for Certificates of Eligibility (COEs) and other quality control processes is verified by MDE as part of its MEP monitoring process. MDE also has the responsibility for monitoring budgetary and programmatic aspects of its grantees.

MIGRANT STUDENT DEMOGRAPHICS - Demographic data contained in this section was taken from the 2013-14 CSPR – the most recent data available at the time this report was due to the Office of Migrant Education (OME). Where available, preliminary demographics from 2014-15 also are reported – results not yet verified through the CSPR process.

Exhibit 3 that follows show that during 2013-14, the Minnesota MEP identified 2,070 migrant students, a 7% decrease from 2012-13 and a 13% decrease from 2011-12. Thirty-one percent (31%) of the students were children birth to age five (not in kindergarten), 37% were elementary students (K-5), 15% were middle school students (grades 6-8), 15% were high school students (grades 9-12), and 3% were OSY. *UG=ungraded*

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



Source: CSPR Part II School Years 2011-12 through 2013-14

As part of the NCLB requirements for Title I, Part C, every state must set its priorities for services; likewise, every MEP in every state is required to maintain a list of eligible migrant students, migrant students served, and migrant students designated as having priority for services (PFS). Determining which migrant students are PFS is put into place through the SDP as part of the state activity in which Minnesota sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services. The definition for PFS described below is used to determine if a migrant child or youth will be considered as PFS and serves as the PFS number used in the MEP funding formula.

Both section (1) **and** (2) must be met in order for a migrant child/youth to be considered PFS. If a migrant student/youth has **any** of the *Educational Interruption* factors (1-a through 1-c) and *Failing, or Most at Risk of Failing, to Meet State Standards* factors (2-a through 2-f), the student is designated as PFS.

(1) Educational Interruption

- 1-a) In the preceding 12 months, the student has a Qualifying Arrival Date (QAD) between September 1 and June 30
- 1-b) Student has missed 10 or more days of school
- 1-c) Student has changed schools in the same school district related to the child's migrant lifestyle

AND**(2) Failing, or Most At-Risk of Failing, to Meet State Standards**

- 2-a) Student has scored below proficient in reading or math on the State assessment
- 2-b) Student in grades 3-11 with no recent State assessment and scored below proficient on local assessment instruments
- 2-c) Student has been identified as non-English proficient or as an English Learner using the state-adopted language proficiency assessment
- 2-d) Student has repeated a grade level or is over age for grade
- 2-e) High school student has not accrued the needed credits to graduate with his/her peers
- 2-f) Out-of-school youth (OSY)

Exhibit 4 shows that of the 2,070 eligible students in 2013-14, 11% were categorized as PFS (percentage does not include children birth-2), 29% (percentage does not include children birth-2) were identified as being an English Learner (EL), and 5% were identified as having a disability through the Individuals with Disabilities Education Act (IDEA). In addition, 61% of the migrant students had a QAD occurring within 12 months from the last day of the performance period (8/31/14), however, only 4% of the students had a QAD during the regular school year, showing that nearly all of the students moved during the summer months. Children birth to age two had the highest percentage of QADs in the performance period.

Exhibit 4
2013-14 Demographics of Migrant Students by Grade Level

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months		QAD During Reg Year	
		#	%	#	%	#	%	#	%	#	%
Birth-2	275	--	--	--	--	1	<1%	233	85%	2	1%
Age 3-5	357	0	0%	4	1%	13	4%	243	68%	13	4%
K	133	19	14%	57	43%	8	6%	67	50%	8	6%
1	130	15	12%	51	39%	5	4%	70	54%	10	8%
2	142	20	14%	61	43%	9	6%	75	53%	8	6%
3	128	14	11%	56	44%	11	9%	76	59%	4	3%
4	108	16	15%	49	45%	5	5%	54	50%	6	6%
5	115	16	14%	60	52%	8	7%	56	49%	8	7%
6	109	21	19%	41	38%	12	11%	72	66%	5	5%
7	116	15	13%	35	30%	9	8%	63	54%	7	6%
8	94	15	16%	25	27%	3	3%	56	60%	6	6%
9	110	23	21%	37	34%	6	5%	56	51%	6	5%
10	75	9	12%	18	24%	4	5%	41	55%	2	3%
11	86	12	14%	19	22%	4	5%	52	60%	6	7%
12	37	1	3%	7	19%	2	5%	12	32%	1	3%
UG	3	0	0%	0	0%	2	67%	0	0%	0	0%
OSY	52	1	2%	1	2%	1	2%	33	63%	1	2%
Total	2,070	197	11%	521	29%	103	5%	1,259	61%	93	4%

Source: CSPR Part II School Year 2013-14

3. Purpose of the Evaluation

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

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

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

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

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

EVALUATION QUESTIONS (IMPLEMENTATION)

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

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

EVALUATION QUESTIONS (RESULTS)

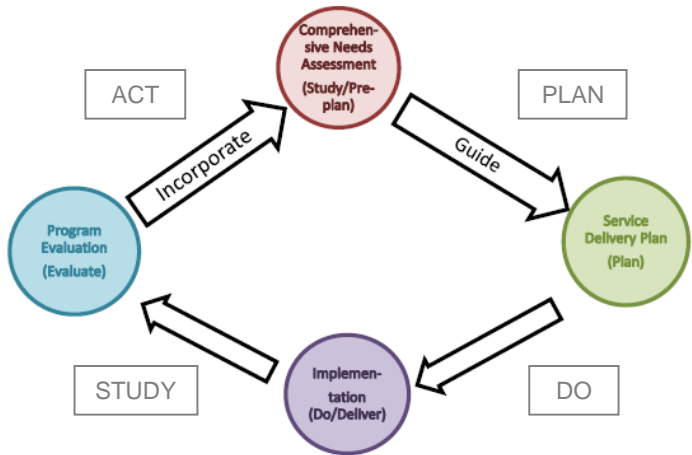
In evaluating program results, the evaluation addresses questions such as:

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

4. Evaluation Methodology

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

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



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

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

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

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

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

Reading

MPO 1.1: By the end of the 2015 summer migrant program, 90% of summer sites will implement standards-based reading curriculum and instructional strategies *appropriately* as

measured by a rating of “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

MPO 1.2: By the end of the 2015 summer migrant program, 75% of migrant students receiving standards-based reading instruction will improve their scores on curriculum-based assessments by 5%.

Mathematics

MPO 2.1: By the end of the 2015 summer migrant program, 90% of summer sites will implement standards-based math curriculum and instructional strategies *appropriately* as measured by a rating of “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

MPO 2.2: By the end of the 2015 summer migrant program, 75% of migrant students receiving standards-based math instruction will improve their scores on curriculum-based assessments by 5%.

Support Services

MPO 3.1: By the end of the 2015 summer migrant program, 90% of parents/family members who participate in at least one parent activity will show an average gain of 0.5 on a pre/post self-assessment on a 4-point scale.

MPO 3.2: By the end of the 2015 summer migrant program, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.

MPO 3.3: By the end of the 2015 summer migrant program, 75% of eligible prekindergarten-aged migrant children will be placed in early childhood programs and/or receive early childhood services.

MPO 3.4: By the end of the 2015 summer migrant program, 80% of staff participating in professional development will report positive growth in their ability to support migrant students.

High School Graduation and Services to OSY

MPO 4.1: By the end of the 2015 summer migrant program, 80% of in-school secondary-aged migrant students in grades 7-12 who attend an MEP summer program for 5 days or more will obtain hours or credits that count toward high school graduation requirements.

MPO 4.2: By the end of the 2015 summer migrant program, 25% of OSY that receive instructional services will demonstrate an average gain of 20% on SOSOSY pre/post assessments *or* earn credits/hours.

5. Implementation Evaluation Results

STUDENT SERVICES

The demographic data throughout this section was obtained from the 2013-14 CSPR – the most recent data available at time this report was due to OME. Where available, preliminary demographic data for 2014-15 is presented as well – data not yet verified by the CSPR process.

Exhibit 5 shows that 483 migrant students (23% of all eligible migrant students) were served during the summer of 2014 (all students served during the performance period), with 40% of the students served considered PFS (99% of all PFS students served). *Migrant children ages birth to 5 (not in kindergarten) are not included in this chart as none of these students were served by MEP-funded programming.* Twenty-three percent (23%) of all eligible migrant students received instructional services during the performance period. Of those receiving instruction, 91% received reading and math instruction, and 92% of secondary migrant students/OSY received services leading toward secondary credit accrual.

Exhibit 5
Migrant Students Served and Receiving Instructional Services
during the Summer of 2014

Grade	All Migrant Students			PFS			Received Instructional Services							
	Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual	
		#	%		#	%	#	%*	#	%**	#	%**	#	%**
K	133	44	33%	19	19	100%	44	33%	42	95%	44	100%		
1	130	51	39%	15	15	100%	51	39%	51	100%	51	100%		
2	142	57	40%	20	20	100%	57	40%	56	98%	57	100%		
3	128	55	43%	14	14	100%	54	42%	53	98%	54	100%		
4	108	39	36%	16	16	100%	38	35%	38	100%	38	100%		
5	115	41	36%	16	16	100%	39	34%	39	100%	39	100%		
6	109	44	40%	21	21	100%	43	39%	42	98%	42	98%		
7	116	44	38%	15	15	100%	43	37%	41	95%	41	95%		
8	94	28	30%	15	15	100%	28	30%	23	82%	23	82%		
9	110	35	32%	23	23	100%	32	29%	19	59%	22	69%	30	94%
10	75	18	24%	9	9	100%	17	23%	10	59%	6	35%	14	82%
11	86	21	24%	12	11	92%	19	22%	12	63%	10	53%	18	95%
12	37	2	5%	1	1	100%	2	5%	1	50%	0	0%	2	100%
UG	3	0	0%	--	--	--	--	--	--	--	--	--	--	--
OSY	52	4	8%	1	0	0%	4	8%	0	0%	0	0%	4	100%
Total	2,070	483	23%	197	195	99%	471	23%	427	91%	427	91%	68	92%

Source: CSPR School Year 2013-14

*Percentage of students served during the summer

**Percentage of students receiving instructional services

Exhibit 6 shows the number of migrant students and OSY served during the summer of 2015. This data was provided by projects, but has not yet been verified through the CSPR process. A total of 517 migrant students in grades K-12 and OSY were served at the summer 2015 program sites (7% increase over 2014). Sixty-five percent (65%) of the students served were elementary level (K-5), 24% were middle school level (6-8), 10% were high school age (9-12), and 2% were OSY. Preschool migrant children are served by Head Start, not through migrant funds, so they are not included in this chart.

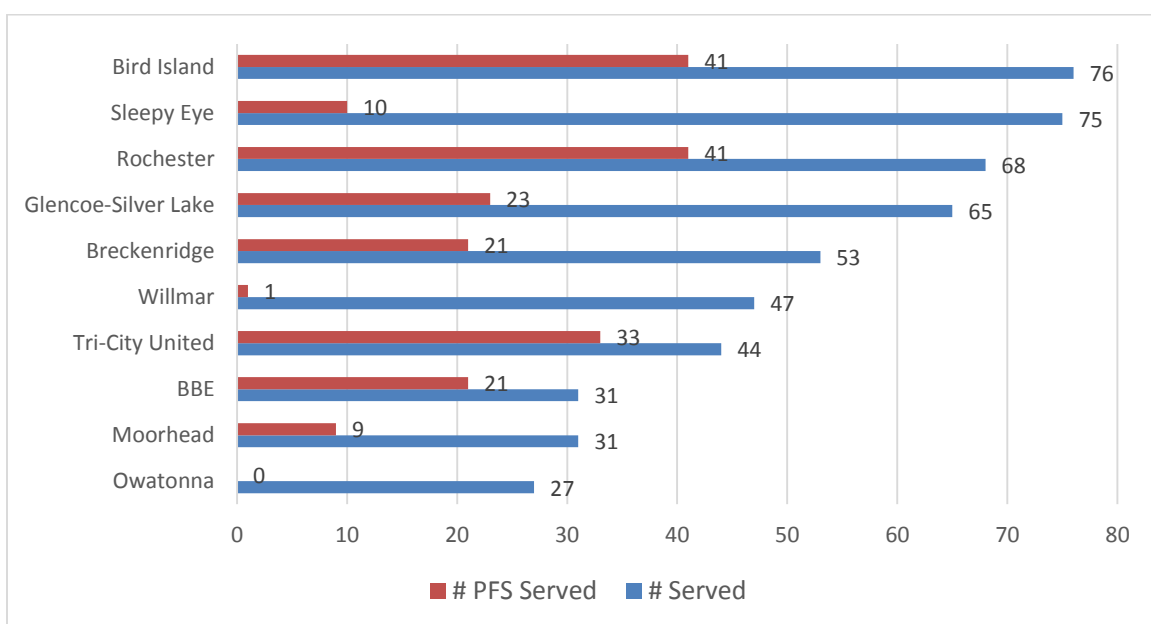
Exhibit 6
Migrant Students and Youth Served during the Summer of 2015

K	1	2	3	4	5	6	7	8	9	10	11	12	OSY	Total
52	58	59	66	59	39	52	36	34	24	17	11	1	9	517

Source: 2015 Summer Program Services Reports

Exhibit 7 shows the number of migrant students served at each of the 10 local summer projects during 2015, as well as the number of PFS migrant students served (*preliminary data available at the time of this report*). This data was provided by projects, but has not yet been verified through the CSPR process. Bird Island and Sleepy Eye served the largest number of students, followed by Rochester and Glencoe-Silver Lake.

Exhibit 7
Migrant Students/Youth Served by Local Projects during the Summer of 2015

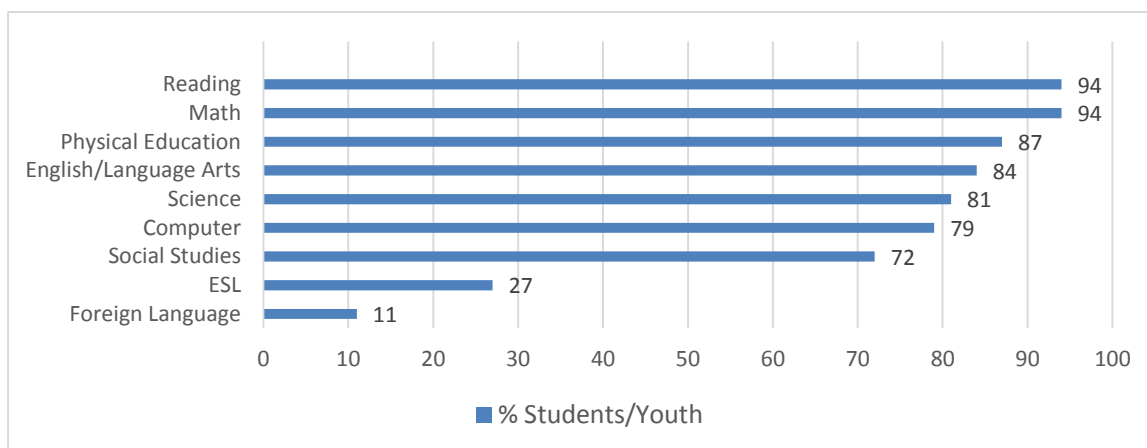


Source: 2015 Summer Program Services Reports

Exhibit 8 shows the specific instructional services received by migrant students and youth during the summer of 2015 (*preliminary data available at the time of this report*). Results show that the largest percentage of students/youth received instruction in reading and math (94% of all 490 students receiving instructional services), followed by physical education (87%), English/ language arts (84%), science (81%), computers/technology (79%), and social studies (72%). Migrant students also received ESL instruction (27%), and at one of the summer programs, received Spanish language instruction (11%).

Exhibit 8

Instructional Services Received by Migrant Students/Youth during the Summer of 2015



Source: 2015 Summer Program Services Reports

SUPPORT SERVICES

Exhibit 9 shows the number and percent of MEP students receiving support services during the summer of 2014, including counseling and referrals to instructional and instructionally-related services funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds.

Exhibit 9

Migrant Students Receiving Support Services during the Summer of 2014

Grade	# Served	Received Support Services		Received Counseling		Received Referral	
		N	%	N	%	N	%
K	44	43	98%	3	7%	16	36%
1	51	51	100%	8	16%	16	31%
2	57	57	100%	9	16%	18	32%
3	55	55	100%	8	15%	20	36%
4	39	39	100%	9	23%	15	38%
5	41	41	100%	3	7%	13	32%
6	44	44	100%	6	14%	14	32%
7	44	44	100%	8	18%	13	30%
8	28	26	93%	11	39%	7	25%
9	35	35	100%	15	43%	12	34%
10	18	17	94%	4	22%	5	28%
11	21	19	90%	4	19%	7	33%
12	2	2	100%	1	50%	2	100%
UG	0	--	--	--	--	--	--
OSY	4	1	25%	1	25%	3	75%
Total	483	474	98%	90	19%	161	33%

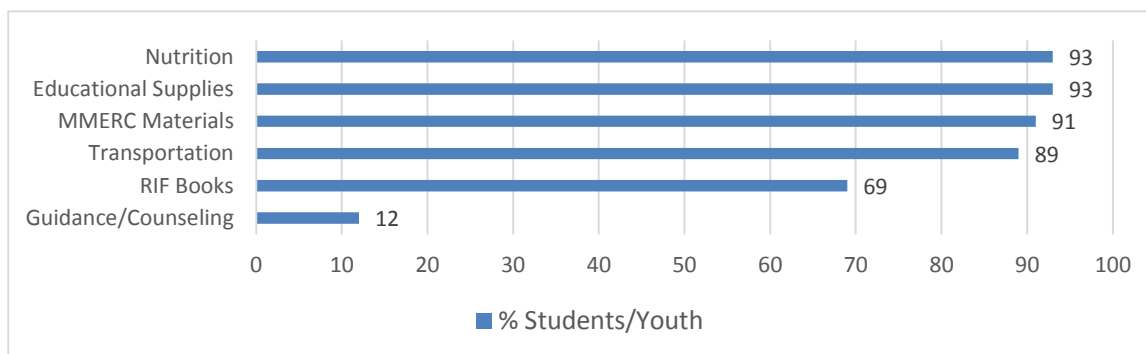
Source: CSPR School Year 2013-14

Nearly all migrant students served during the summer of 2014 received support services (98%), with 19% of the students receiving support services receiving counseling services, and 33% receiving referrals.

Exhibit 10 shows the specific support services received by migrant students and youth during the summer of 2015 (*preliminary data available at the time of this report*). Results show that

93% of the 517 migrant students served received nutrition and educational supplies, 91% utilized MMERC materials and resources, 89% received transportation services, 69% received RIF books, and 12% received guidance/counseling.

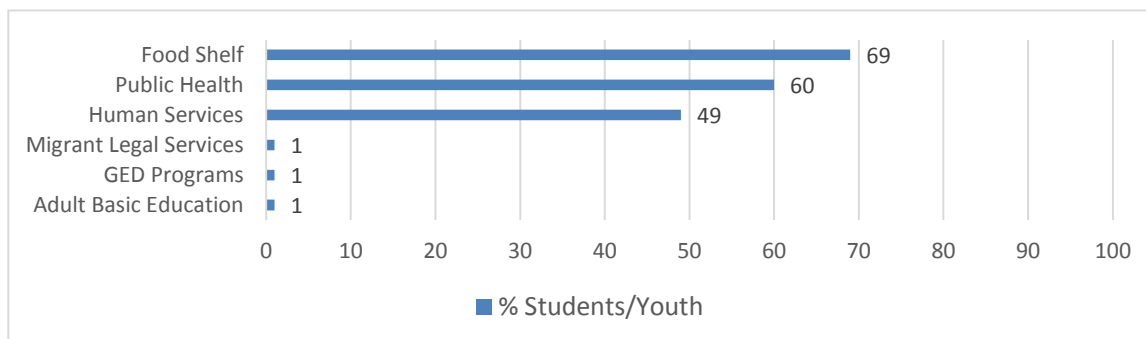
Exhibit 10
Support Services Received by Migrant Students/Youth during the Summer of 2015



Source: 2015 Summer Program Services Reports

Exhibit 11 shows the specific referred services received by migrant students and youth during the summer of 2015 (*preliminary data available at the time of this report*). Results show that of the 142 migrant students receiving referrals, 69% received referrals to food banks, 60% to public health agencies, and 49% to human services. One percent of the migrant students received referrals to migrant legal services, GED programs, and adult basic education.

Exhibit 11
Referred Services Received by Migrant Students/Youth during the Summer of 2015



Source: 2015 Summer Program Services Reports

The Minnesota MEP partnered with TVOC to ensure that migrant students received health and dental services during the summer months. All eligible migrant children that register with TVOC nurses or health practitioners are eligible for health and dental services. Exhibit 12 provides a summary of the health services provided during the summer of 2015. Ninety-three percent (93%) of the 517 migrant students and youth served during the summer registered with TVOC. Seventy-nine percent (79%) of the 482 migrant students and youth registered with TVOC received dental screenings and 74% received physical exams. Migrant children also received medicine when needed, dental referrals, and eye glasses.

Exhibit 12
Summer 2015 TVOC Health Services Report

Project	# Registered with TVOC	# Physical Exams	# Sick Children*	# Dental Screening	# Dental Referrals	# Dental Paid w/MEP Funds	# Dental Paid w/MA**	# Glasses Pd. w/Insurance or Sight for Vision Voucher
BBE	31	25	1	17	1	0	1	0
Bird Island	52	49	2	50	4	2	0	0
Breckenridge	45	37	0	42	0	0	0	0
Glencoe-Silver Lake	50	48	10	35	3	0	0	0
Moorhead	46	40	0	28	4	0	0	1
Owatonna	46	23	1	23	8	2	4	0
Rochester	72	19	0	62	12	1	0	4
Sleepy Eye	73	72	2	72	10	1	3	0
Tri-City United	40	19	0	28	3	0	3	0
Willmar	27	24	0	25	5	2	0	0
Total	482	356	16	382	50	8	11	5

**Children receiving physical that had a diagnosis that needed follow-up.*

*Medicine provided if needed and paid for with MEP funds. **MA=Medical Assistance*

PARENT INVOLVEMENT

The Minnesota MEP values parents as partners with the schools in the education of their children. As a result, parents take part in regular and ongoing parent activities and events during the summer. Exhibit 13 shows the 31 parent activities held during the summer of 2015. Activities included reading and math nights, summer program open houses, RIF book distributions, parent meetings, and family events. An average of nine parents participated in each activity.

Exhibit 13
Minnesota MEP Parent Meetings/Events during the Summer of 2015

Date	Location	Topic/Title	# Parents Attending
6/4/15	Willmar	Open House/Parent Education Night	15
6/10/15	Moorhead	Registering your student in MN	13
6/17/15	Willmar	Reading Fluency Strategy: Reading with Expression	13
6/18/15	BBE	Parent Meeting – Reading Night, Bingo	11
6/18/15	Rochester	Summer Program Information	7
6/19/15	Rochester	Nutrition and Health Education/Summer Program Information	7
6/25/15	Breckenridge	First RIF Book Distribution	6
6/26/15	Breckenridge	First Parent Meeting (Nutrition, Migrant Legal, MET)	8
6/26/15	Glencoe-Silver Lake	Parent Feedback – Positive Aspects and Program Needs	2
6/26/15	Rochester	Nutrition and Health Education / Family Day	2
6/29/15	Moorhead	Fiesta – Parent/Teacher Conferences	45
6/30/15	Sleepy Eye	Dental Hygiene – Tips/Health	13
No Date	Breckenridge	Nutrition	7
7/1/15	Willmar	Math Game Night/Conferences	16
7/2/15	Rochester	Parent Advisory Council / Open House Planning	9
7/9/15	BBE	Parent Meeting – First Aid	7
7/9/15	Bird Island	Electronic Communication and Reading Strategies	7
7/9/15	Rochester	Family Picnic	2
7/15/15	Sleepy Eye	Science Activities and Family Bonding	18
7/16/15	Breckenridge	Second Parent Meeting	2
7/16/15	Moorhead	Make and Take Game for the Car	*

Date	Location	Topic/Title	# Parents Attending
7/16/15	Owatonna	Parent Night at TVOC Head Start	*
7/16/15	Rochester	Open House	4
7/17/15	Breckenridge	RIF Book Distribution/Reading Activities/Science Academy	3
7/17/15	Glencoe-Silver Lake	Family Day – Career Exploration – Ridgeway College	2
7/17/15	Rochester	Picnic/Family Day	4
7/20/15	Tri-City United	Parent/Teacher Conferences	*
7/22/15	Rochester	District A100 Reading Program / Beginning the School Year	13
No Date	Breckenridge	Reading Game Taught by Students	3
No Date	Breckenridge	Second RIF Book Distribution	3
No Date	Tri-City United	Summer Open House	*
*Not reported			Total 242

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

- ✓ *We held a parent meeting/open house and conferences during the summer. At the parent meeting/open house, we had staff from Motivation Education and Training, Inc. 's National Farmworker Jobs Program grant, and Wells Fargo available for consultation. We also had a student performance for parents to watch. We had hoped a children's performance would bring parents in, but unfortunately parents were working and not many were able to attend. During conferences, staff met with parents about their child's specific progress in school, either by phone or in person. Interpreters were available as needed. Newsletters were sent home in English and Spanish that contained strategies, resources, and information for families.*
- ✓ *At the open house/parent education night, parents learned about the importance of helping their child study and stay organized. We provided dinner to all families, TVOC helped parents complete forms, and all students received backpacks with school supplies.*
- ✓ *At the reading fluency parent activity, parents learned about reading with expression. Dinner was provided, students received free RIF books, and teachers modeled reading to parents in small groups.*
- ✓ *At the math game night/conferences, math teachers and instructional coaches worked together to create math games for all levels. All students went home with copies of the games and all supplies needed to play the games. Teachers modeled the games and families played the games together.*

PROFESSIONAL DEVELOPMENT

Professional development supports staff that provide instructional and support services to migrant students. All MEP staff participate in professional learning opportunities, allowing them to more effectively and efficiently serve migrant students. Professional development takes many forms including statewide conferences and training, MEP Coordinator meetings, workshops, and mentoring and model teaching. Exhibit 14 lists the 38 professional development activities provided to MEP staff during 2014-15 as well as the number of staff participating in each training. An average of 13 MEP staff participated in each training.

Exhibit 14
Professional Development Provided to MEP Staff during 2014-15

Date	Location	Title/Topic	# Staff Attending
9/18/15	Willmar	Migrant Liaison/Recruiter ID&R Training	33
10/1/14	Minneapolis	ESEA Conference	1
11/13/14	Minneapolis	MDE Migrant Coordinators' Meeting/MELEd Conf.	35
3/18/15	Willmar	Migrant Liaison/Recruiter ID&R Training	33
5/5/15	Willmar	Reciprocal Teaching/Interventions	10

Date	Location	Title/Topic	# Staff Attending
5/11/15	Willmar	Dreambox Math Curriculum Webinar	15
5/12/15	Online	STRIDE Academy Webinar	11
5/21/15	Sartell, MN	MDE MEP Summer Kick-off Training	54
6/8/15	Breckenridge	Brain Boost	11
6/9/15	Breckenridge	Review FSI Tool	10
6/9/15	Breckenridge	Migrant Literacy CORE Reading Resources	10
6/9/15	Rochester	New Staff Training and Overview	2
6/12/15	Sleepy Eye	Migrant Education and WIDA	21
6/15/15	Glencoe-Silver Lake	Summer Kick-off Training	11
6/17/15	Rochester	Staff Kick-off - Updates and Summer Overview	15
6/22/15	Owatonna	Migrant Staff Training	7
6/24/15	Glencoe-Silver Lake	Strategies for Migrant Students and Migrant ELs	11
6/24/15	Rochester	Weekly Staff Training: Pre/post-testing options at different grade levels for math and reading	13
6/30/15	Rochester	Weekly Staff Training: Expert visits, secondary folders	13
7/1/15	Sleepy Eye	Review Expectations for Summer	8
7/3/15	Willmar	Dreambox Math Curriculum Webinar	10
7/3/15	Willmar	Migrant Summer School Training/Review of the Grant	15
7/6/15	Moorhead	Staff training with Evaluator: Evaluation, FSI, Goals	3
7/6/15	Owatonna	Staff training with Evaluator: Evaluation, FSI, Goals	3
7/6/15	Rochester	Secondary staff training with Kathleen Bibus	5
7/7/15	Breckenridge	Staff training with Evaluator: Evaluation, FSI, Goals	11
7/7/15	Rochester	Staff training with Evaluator: Evaluation, FSI, Goals	11
7/8/15	BBE	Staff training with Evaluator: Evaluation, FSI, Goals	11
7/8/15	Rochester	Weekly Staff Training: STAAR testing and Spanish CBEs	13
7/8/15	Sleepy Eye	Staff training with Evaluator: Evaluation, FSI, Goals	7
7/9/15	Bird Island	Staff training with Evaluator: Evaluation, FSI, Goals	7
7/9/15	Tri-City United	Staff training with Evaluator: Evaluation, FSI, Goals	7
7/9/15	Willmar	Staff training with Evaluator: Evaluation, FSI, Goals	11
7/10/15	Glencoe-Silver Lake	Staff training with Evaluator: Evaluation, FSI, Goals	3
7/22/15	Rochester	Weekly Staff Training: Review of data needs	8
7/29/15	Rochester	Weekly Staff Training: Final Field Trip Planning	11
No Date	Tri-City United	Summer Kick-off: ESL strategies, overview of migrant and homeless, parent involvement, SOSOSY, InET, FAST, MMERC, RIF, MLCORE, food service, program procedures and policies	12
No Dates	Tri-City United	Weekly 2-hour training sessions	12
			484

MDE provided four statewide training events during 2014-15 including two Migrant Liaison/ Recruiter ID&R Trainings in September, 2014 and March, 2015; the Migrant Coordinators' Meeting in November 2014; and the MEP Summer Program Kick-off Training in May, 2015. At the Migrant Coordinators' Meeting held during the Minnesota English Learner Education (MELEd) Conference in Bloomington, MEP Coordinators and staff reviewed the previous summer's demographics and outcomes, were provided an opportunity to share information/highlights of their summer program, received information on the new Minnesota MEP Service Delivery Plan and program evaluation, and received training on English language development.

The May 2015 Summer Kick-off meeting in Sartell, MN provided participants with an overview of the summer calendar; program evaluation forms, processes, and requirements; information on summer programming and training; training on the three Consortium Incentive Grants (MLCORE, InET, SOSOSY) in which Minnesota participates, and secondary staff training.

FIDELITY OF STRATEGY IMPLEMENTATION

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

Exhibit 15 shows the mean ratings assigned by MEP staff in the 10 local projects for the level of implementation of each of the service delivery strategies in the Minnesota Service Delivery Plan. Ratings are based on a 4-point rubric where 1=aware, 2=developing, 3=succeeding, and 4=exceeding. Four Strategies were rated highest (1c, 1d, 2c, 2d) with a mean rating of 3.7 out of 4.0 indicating that the Minnesota MEP was rated “proficient” for these Strategies. Of note is that the mean rating for 15 of the 17 strategies (88%) was considered “proficient”. The two strategies that were not rated at the proficient level addressed parent involvement and services to OSY.

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

Strategies	2014-15 Rating	Examples of Evidence
Reading		
Strategy 1a: Each summer beginning in 2015, provide supplemental instruction and materials in reading that are aligned with State requirements and build on student needs and strengths.	3.6	Pre/post reading results, high school credit accrual, supplemental reading materials aligned with State requirements, MMERC materials, classroom schedules, student work samples, MLCORE Success Plans, instructional planning reports from reading assessments, leveled reading instruction, leveled reading library, Reader's Theater, Think-Pair-Share strategies, reading nights/ parent activities
Strategy 1b: Each summer beginning in 2015, provide online learning opportunities and other innovative education technology programs to promote reading.	3.3	STAR Reading, IXL, iPad apps and games, Accelerated Reader, daily computer lab time, MLCORE reading website, reading/summarizing news articles, weekly news report uploaded to YouTube, MLCORE student Success Plans, Renaissance Place, Reading A-Z, Stride Academy, Tumblebooks digital books, Reading Plus, RAZ-Kids, iMovie, Study Island, Reading Eggs, Read Naturally, FAST Reading, InET, Wells Fargo
Strategy 1c: Each summer beginning in 2015, expedite the enrollment of migrant students/ youth arriving during the summer program and provide reading services within 2 days of enrollment.	3.7	COEs, meetings with high school staff, student attendance records, documentation of reading services provided, pretest results, district enrollment records, student participation records in reading services
Strategy 1d: Each summer beginning in 2015, ensure that the reading needs of migrant English Learners and binational migrant (BNM) children and youth are met	3.7	EL training for staff, translation of materials, reading services provided to ELs and BNM, participation records, reading resources for ELs and BNM, classroom schedules, W-APT test results, licensed EL teachers, student pre/post-test results, bilingual staff (teachers parent liaisons, paraprofessionals), SIOP, classroom libraries, RIF books, independent reading time, book studies, WIDA strategies, FAST Reading, MMERC materials, field trips, EL curriculum, reciprocal teaching

Strategies	2014-15 Rating	Examples of Evidence
		strategies, collaboration with school-based programs, iPads, computers, reading parent education night
Mathematics		
Strategy 2a: Each summer beginning in 2015, local projects will provide supplemental instruction and materials in math that are aligned with State requirements and builds on student needs and strengths.	3.5	Pre/post math results, high school credit accrual, supplemental math materials aligned with State requirements, MMERC materials, classroom schedules, student work samples, instructional planning reports from math assessments, math nights/parent activities, Objective List Report aligning skills to Common Core and MN Standards, Renaissance Place enrollment records, Envision Math, Rocket Math, local district materials, needs-based math instruction, independent problem solving, scaffolding instructional practices, academic vocabulary, math games, Front Row Math, Summer Success Math, Excel Math, IXL, Everyday Math, math interventions, AIMS, Dreambox, Osysey, Mango Math, collaboration with math instructional coach and EL teachers
Strategy 2b: Each summer beginning in 2015, provide online learning opportunities and other innovative education technology programs to promote math.	3.4	STAR Math, IXL, iPad online games/apps, daily schedules, enrollment records, student diagnostic reports, Envision Math instruction, Reflex Math, Stride Academy, Front Row Math, Math Ninja, Math Facts in a Flash, Slum dog, Study Island, Wells Fargo, Dreambox, Compass Learning Odyssey, online pre/post-testing,
Strategy 2c: Each summer beginning in 2015, expedite the enrollment of migrant students/ youth arriving during the summer program and provide math services within 2 days of enrollment.	3.7	COEs, meetings with high school staff, student attendance records, documentation of math services provided, pretest results, district enrollment records, student participation records in math services
Strategy 2d: Each summer beginning in 2015, ensure that the math needs of migrant English Learners and binational migrant children and youth are met.	3.7	EL training for staff, translation of materials, math services provided to ELs and BNM, participation records, math resources for ELs and BNM, classroom schedules, W-APT test results, licensed EL teachers, student pre/post-test results, bilingual staff (teachers parent liaisons, paraprofessionals), SIOP, classroom libraries, WIDA strategies, field trips, EL curriculum, reciprocal teaching strategies, collaboration with school-based programs, iPads, computers, math parent education night, EngageNY scaffolding professional development for staff, chess instruction and practice, MMERC materials, EL classes with licensed staff
Support Services		
Strategy 3a: Each summer beginning in 2015, provide parents with information and strategies for supporting their children's learning and education (e.g., reading, math, graduation requirements, postsecondary/ career options, school readiness).	2.9	Parent meetings, newsletters, phone calls, report cards, parent education nights, parent training on reading and math strategies, parent training sign-in sheets and evaluations, resources provided to parents, MLCORE parent materials, face-to-face meeting with liaison, secondary student academic review provided to parents, Fridays at the Apartments program, parent informational sessions, parent flyers, schedule of events, parent/teacher conferences, student performances, home visits, bi-weekly progress reports, collaboration with TVOC (dental, physicals, vision/hearing screenings, parent education)

Strategies	2014-15 Rating	Examples of Evidence
Strategy 3b: Each summer beginning in 2015, provide needs-based non-instructional support services to migrant students (e.g., health, dental, transportation, translation).	3.6	Records of support services received (e.g., transportation, dental, vision/hearing, physicals, meals, RIF books), collaboration with TVOC, referred service form, MEP screenings logs, calendar of scheduled events, Sheridan Story Food/Backpack letter to parents, collaboration with community resources (e.g., food banks, 4-H, universities/colleges, libraries, county extension offices, community pools/aquatics centers)
Strategy 3c: Each summer beginning in 2015, collaborate with state early learning initiatives (e.g., Head Start, Special Education, Early Childhood and Family Education) to ensure access to and participation in early childhood programs and services.	3.0	Meetings with Head Start coordinator/staff, information about early learning programs shared with MEP families, collaboration with TVOC, communication logs, COEs, referral records
Strategy 3d: Each summer beginning in 2015, provide professional development to MEP staff to support the identified needs of migrant students.	3.4	Documentation of local, regional, and state professional development sessions and topics; weekly staff meetings; sign-in sheets; training evaluations
High School Graduation and Services to OSY		
Strategy 4a: Each summer beginning in 2015, local projects will ensure that MEP teaching staff appropriately place migrant secondary students in proper courses during the summer as documented by the use of the MSIX repository and through observation/monitoring by SEA staff.	3.6	Summer Program Services Reports, MSIX records, student files, academic review records, documentation of student needs by counselors, TMIP correspondence, coursework for specific classes, district student portfolios, student/parent interviews, credit placement, needs assessment documentation, student transcripts, individualized learning plans, progress monitoring, Continuous Learning Plans, Mango Math, Compass Odyssey
Strategy 4b: Each summer beginning in 2015, coordinate with critical staff in Texas (and other states, as appropriate) on the graduation requirements, curriculum and assessments, the unique needs of migrant children and youth, and interstate coordination activities.	3.3	Contact logs from OSY coordinators, student records, documentation of coordination with Texas staff and counselors to obtain student information, TMIP coordination (verbal and written), emails, coordination with home-based schools, MSIX, credit placement, student academic review
Strategy 4c: Each summer beginning in 2015, provide direct academic services to ensure a pathway to graduation.	3.5	OSY interviews with students, graduation conversations, college visits, documentation of instructional services provided, documentation of individual student learning/academic needs, STAAR test preparation and administration, MSIX records, student report cards, counselor correspondence, attendance records, academic review with student discussion, communication with TMIP, learning plans, book studies to hone ELA skills, credit accrual and recovery, daily/weekly schedules, online learning opportunities, College Weekend in Mankato, career exploration, Odysseyware for online credit accrual,

Strategies	2014-15 Rating	Examples of Evidence
		class lists, transcripts, Continuous Learning Plans, progress reports, parent meetings
Strategy 4d: Each summer beginning in 2015, ensure that the needs of secondary migrant English Learners and binational migrant youth are met.	3.2	College visits, student interviews, translation services, communication in home languages, special accommodations for students, SIOP, EngageNY scaffolding professional development for staff, coaching, instructional resources, reading and math support, WIDA strategies, individual learning plans, ESL services, needs assessments, withdrawal forms, weekly reviews of student progress toward credit accrual, continuous learning plans
Strategy 4e: Each summer beginning in 2015, provide opportunities to engage OSY in instructional services (e.g., technical assistance to key stakeholders in school districts, outreach to secondary students and OSY not attending school).	2.7	OSY Coordinator contact logs, documentation of services available and provided, phone calls, instructional materials, COEs, learning plans, referrals to local agencies, NESO Profile, record of referred services, participation records, student/staff advisement

As part of the implementation evaluation of the Minnesota MEP, two META Associates staff visited all 10 summer migrant programs operating in 2015. Site visits occurred from Monday, July 6, 2015 through Friday, July 10, 2015. The purpose of the site visits was to meet with local project staff, interview stakeholders, observe project implementation, and provide technical assistance and support on the program evaluation reporting requirements, especially the FSI designed specifically for the implementation evaluation of the Minnesota MEP. A copy of the report summarizing the site visits, conclusions, and recommendations can be requested from MDE. Several themes and trends emerged during the visits to the Minnesota migrant education program summer sites including the following:

- 1) Nearly all of the sites felt that there were fewer migrant students participating in the summer program than in previous years (*even though there was a 6% increase in the number of students served in 2015*). Reasons they cited for fewer students included parents letting their children stay at home when they did not want to attend summer school, changing migration patterns (e.g., some migrant families made stops in other states before coming to Minnesota so they arrived later than usual), changes in technology reducing the need for migrant workers at the packing plants and fields, and the economy's effect on manufacturing plants with some closing and others not hiring as many migrant workers as in the past.
- 2) Parent involvement in the migrant summer program was challenging for nearly all sites. While staff acknowledged that parents do "shift" work (i.e., all day or all night) or work long hours in the field, they felt there should be more parent involvement in the program. They asked for suggestions on how to determine the best times for parents to attend activities, and strategies to involve parents and ways to encourage parent/family participation in activities. Staff welcomed opportunities to learn from other MEP sites that have been successful at bringing in parents to parent events.
- 3) Staff expressed concern about fewer secondary students participating in the summer program this year. They reported that students were choosing to stay at home or work during the summer, with some expressing they did not need to participate in summer school, some being concerned that the schoolwork they complete in Minnesota would not transfer to their home school in Texas, and other students not migrating to areas in Minnesota that have a migrant summer program due to changes in seasonal agricultural work. In addition,

some secondary students that did attend the summer program attended just long enough to take the State of Texas Assessments of Academic Readiness (STAAR) test and then discontinued participating in the program.

- 4) MEP staff indicated that the food backpack program was a success. Staff reported that students were excited to bring free food home every weekend, and that all of the backpacks were returned by the families each Monday so they could participate the next week.
- 5) Site coordinators and instructional staff working in the summer program return to the summer program year after year. Most teach in the school district during the regular school year and bring with them their expertise and knowledge of the district/state requirements for standards-based instruction, curricula, and intervention programs.

6. Outcome Evaluation Results

Migrant Student Achievement of State Performance Goals 1 and 5

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

During 2014-15, academic achievement (reading and math) of students attending public school in Minnesota was assessed through the Minnesota Comprehensive Assessments (MCA) in Reading (grades 3-8 and 10) and Math (grades 3-8 and 11). The proficiency levels for the MCA include the following: Level D=Does not meet standards; Level P=Partially meets standards; Level M=Meets standards; and Level E=Exceeds Standards.

Following are the 2015 results in reading and math for migrant students, disaggregated by PFS status, and compared to the State Performance Targets. Tables show the number of migrant students assessed, the number and percent of migrant students scoring proficient or above (PA), the State Performance Targets for 2014-15, and the difference in the percentage of migrant students scoring proficient or above compared to the State Performance Targets.

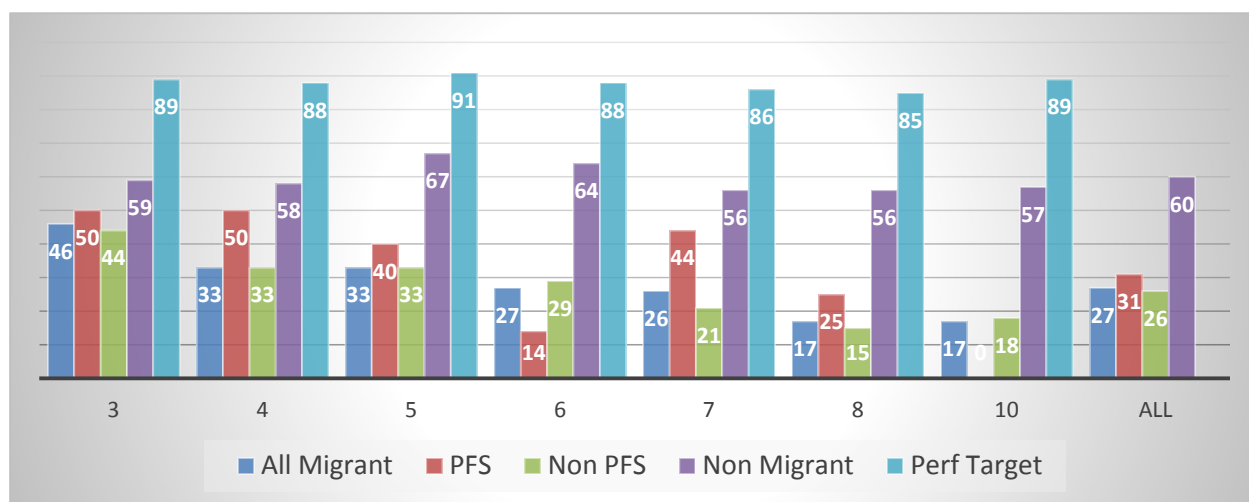
Migrant Student Performance on Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language.

Exhibit 16
Number/Percent of Migrant Students Scoring Proficient/Above on the
2015 MCA Reading Assessment Compared to the State Performance Targets

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	2015 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
3	PFS	2	50%	89%	-39%	59%
	Non-PFS	9	44%		-45%	
	Total	11	46%		-43%	
4	PFS	1	50%	88%	-38%	58%
	Non-PFS	36	33%		-55%	
	Total	37	33%		-55%	
5	PFS	5	40%	91%	-51%	67%
	Non-PFS	40	33%		-58%	
	Total	45	33%		-58%	
6	PFS	7	14%	88%	-74%	64%
	Non-PFS	42	29%		-59%	
	Total	49	27%		-61%	
7	PFS	9	44%	86%	-42%	56%
	Non-PFS	29	21%		-65%	
	Total	38	26%		-60%	
8	PFS	8	25%	85%	-60%	56%
	Non-PFS	39	15%		-70%	
	Total	47	17%		-68%	
10	PFS	2	0%	89%	-89%	57%
	Non-PFS	28	18%		-71%	
	Total	30	17%		-72%	
All	PFS	34	31%	N/A	--	60%
	Non-PFS	223	26%		--	
	All	257	27%		--	

For all grade levels assessed, migrant students did not meet Minnesota State Performance Targets for reading proficiency for each grade level (differences ranged from -43% to -72%), with differences increasing as grade levels increased. The largest differences were seen for PFS 10th grade students (-89%); PFS 6th grade students (-74%); and non-PFS 10th graders (-71%). However, these percentages should be interpreted with caution given the small number of PFS migrant students assessed. Fewer migrant students scored proficient or above (Level M or E) on the 2015 MCA Reading Assessment than non-migrant students (33% gap). Below is a graphic display of the differences in the percent of PFS, non-PFS, and non-migrant students scoring P/A on the 2015 MCA Reading Assessment. The graphic also shows the performance targets for all grade levels.

Exhibit 17
Percent of Migrant and Non-Migrant Students Scoring Proficient or Above (Level M or E) on the 2015 MCA Reading Assessment



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

Exhibit 18
Number/Percent of Migrant Students Scoring Proficient/Above on the 2015 Math Assessment Compared to the State Performance Targets

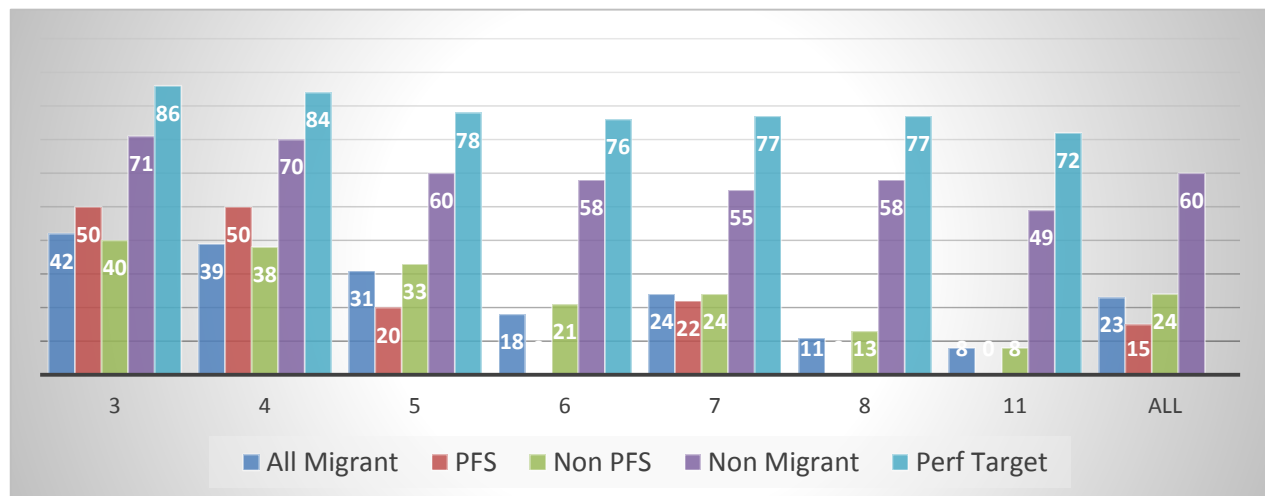
Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	2015 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
3	PFS	2	50%	86%	-36%	71%
	Non-PFS	10	40%		-46%	
	Total	12	42%		-44%	
4	PFS	2	50%	84%	-34%	70%
	Non-PFS	37	38%		-46%	
	Total	39	39%		-45%	
5	PFS	5	20%	78%	-58%	60%
	Non-PFS	40	33%		-45%	
	Total	45	31%		-47%	
6	PFS	7	0%	76%	-76%	58%
	Non-PFS	42	21%		-55%	
	Total	49	18%		-58%	
7	PFS	9	22%	77%	-55%	55%
	Non-PFS	29	24%		-53%	

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	2015 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
	Total	38	24%		-53%	
8	PFS	8	0%	77%	-77%	58%
	Non-PFS	39	13%		-64%	
	Total	47	11%		-66%	
11	PFS	0	N/A*	72%	N/A*	49%
	Non-PFS	25	8%		-64%	
	Total	25	8%		-64%	
All	PFS	33	15%	N/A	--	60%
	Non-PFS	222	24%		--	
	All	255	23%		--	

* Zero students tested in grade 11 were PFS

For all grade levels assessed, migrant students were short of the Minnesota State Performance Targets for math proficiency at each grade level (differences ranged from -44% to -66%), with differences increasing as the grade levels increased. Largest differences were seen for PFS 8th grade students (-77%) and PFS 6th grade students (-76). However, these percentages should be interpreted with caution given the small number of PFS migrant students assessed. Fewer migrant students scored proficient or above (Level M or E) on the 2015 MCA Math Assessment than non-migrant students (37% gap). Exhibit 19 contains a graphic display of the differences in the percent of PFS, non-PFS, and non-migrant students scoring P/A on the 2015 MCA Math Assessment. This graphic also displays the performance targets for all grade levels.

Exhibit 19
Percent of Migrant and Non-Migrant Students Scoring Proficient or Above (Level M or E) on the 2015 MCA Reading Assessment



Migrant Student Performance on Performance Goal 5: High School Graduation

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

The 2014-15 Minnesota State Performance Target for high school graduation is 90%. Exhibit 20 shows that in 2014-15, the graduation rate for migrant students was 37.5% (52.5% below the 90% target). None of the eight migrant students in the 4-year cohort were PFS. The non-migrant student graduation rate was 81.2% which was only 8.8% short of the 90% target.

Exhibit 20
Graduation Rates for Non-Migrant and Migrant Students

Years	State Performance Target	Graduation Rates (4-year Cohort)			
		Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2014-15	90%	81.2%	37.5%	N/A*	37.5%

* Zero of the eight students in the 4-year graduation cohort were PFS

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

Minnesota does not have a State Performance Target for dropout rate. Exhibit 21 shows that the migrant student dropout rate for 2014-15 was 0.0%. The dropout rate for non-migrant students was 5.0%.

Exhibit 21
Dropout Rates for Non-Migrant and Migrant Students

Years	State Performance Target	Dropout Rates			
		Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2014-15	N/A	5.0%	0.0%	N/A*	0.0%

* Zero of the eight students in the 4-year graduation cohort were PFS

Measurable Program Outcomes (MPO) Results

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

READING

MPO 1.1: By the end of the 2015 summer migrant program, 90% of summer sites will implement standards-based reading curriculum and instructional strategies *appropriately* as measured by a rating of “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

Exhibit 22 shows that the Minnesota MEP **met MPO 1.1** with 100% of the 10 summer sites reporting that they implemented standards-based reading curriculum and instructional strategies appropriately as measured by 40% of the sites assigned ratings of “succeeding” and 60% of the sites assigned ratings of “exceeding” to Strategy 1a on the FSI. The FSI is based on a 4-point rubric where a rating of 1=aware, 2=developing, 3=succeeding, and 4=exceeding. A rating of succeeding is considered “proficient”. The mean rating for this strategy was 3.6 out of 4.0.

Exhibit 22
FSI Ratings of Standards-based Reading Instruction Provided to Migrant Students

Strategy 1a on the FSI	# Summer Sites	# (%) Sites Assigning a Rating of Succeeding	# (%) Sites Assigning a Rating of Exceeding	Mean Rating	MPO Met?
Each summer beginning in 2015, provide supplemental instruction and materials in reading that are aligned with State requirements and build on student needs and strengths.	10	4 (40%)	6 (60%)	3.6	Yes

Examples of evidence for Strategy 1a submitted by projects on individual FSI follow. Evidence included descriptions of reading instruction provided to students, examples of curriculum and intervention programs used, pre/post-testing to determine student learning needs and inform instruction; alignment of curriculum to Minnesota standards and Common Core State Standards, and examples of reading resources used in summer programs.

- ✓ *Classroom schedules, student work samples, Migrant Literacy CORE class lists and Success Plans, instructional planning reports from STAR Reading Tests, Reading A-Z curriculum overview, Renaissance Place enrollment record. Minnesota standards were highlighted and aligned to Reading A-Z curriculum.*
- ✓ *Pre/post-test data, RtI programming, high school credit, STAR, IXL, and iPad games.*
- ✓ *Pre/post-tests to find needs in fluency, high frequency words, and comprehension strategies aligned to Common Core/MN State Standards. Guided reading/Fountas and Pinnell leveling, FAST for Fluency, FRY high frequency word lists, IXL, Reading A-Z, novel studies, materials borrowed from the local district and MMERC as well as other resources. Migrant Literacy CORE was used for struggling students, and handouts were sent home in English and Spanish for parent education.*
- ✓ *We administered pretests for each individual student on the first day which were used to level their learning and provide them with guided reading. Daily whole group mini-lessons focused on specific reading strategies. We differentiated instruction based on the needs of the students. Students accessed Stride Academy for standards-based supplemental instruction in reading. Tumblebooks provided online access to digital books with audio and video features in a full range of readability levels. Another way to provide differentiated instruction was through Reading Plus - a research-based silent reading intervention that helps students gain proficiency by improving comprehension, reading rate, and vocabulary.*
- ✓ *We have all of the resources of the district. Our staff have gone through training during the school year on Enduring Understandings (EUs) that are based on state reading standards (which are based upon the Common Core). We used web-based reading instruction that was tiered and self-adjusting, allowing for accurate placement of students in the curriculum with practice opportunities intended to increase skills.*
- ✓ *Grades K-4: A100 levels assessed for all and aligned with A-Z books for individual independent reading. Individual assessments were given with sight words and phonics skills to determine practice/strategy groups for instruction. Continual progress monitoring. All students had access to reading apps on the iPads. RAZ-Kids was used by some readers for building stamina reading. Grades 5-7: New curriculum used – Milestones in Reading and Action 100. Pretests and post-tests administered, aligned with Common Core Standards. Secondary: Reading curriculum included English 1 and 2 state standards. Students had practice/preparation for STAAR English tests. Students used reading apps on the iPads including RAZ-Kids, IXL, and iMovie.*
- ✓ *Standards-based curriculum, leveled reading library, and interventions programs. We have developed a rigorous curriculum that utilizes a variety of literature to help students attain success. STAR Reading, Study Island, Reading Eggs, and Read Naturally were used by students. Based on performance level, students used online programs to attain mastery.*
- ✓ *Read Naturally (pre/post-test), reciprocal teaching strategies with the use of guided readers, reader's theater, think-pair-share strategies, reading night/parent education with a focus on fluency while reading with expression, and FAST assessment data (pre/post assessment). We had collaborative partnerships with our Reading/Math Instructional Coaches and our Director of Teaching and Learning.*
- ✓ *Staff conducted pre and post assessments, as well as progress monitoring in reading throughout the summer using FAST assessments. Teachers used the assessment results and state standards to drive their instruction. We had an RtI reading and math teacher, core teachers, and ESL teacher on staff in order to provide tiered instruction at all levels and areas of need and strengths. Paraprofessionals were available to support teachers/students as needed. Since more of the*

students speak Spanish as their first language, we provided a Spanish class for our students in order to build their reading and writing skills and enhance their language skills. Throughout the program we offered enrichment opportunities that enhanced learning as well. Some of these opportunities included a performance with Child's Play Theatre, field trips, attending a play, etc. The performance gave the students an opportunity to practice reading, work as a team, and an opportunity to perform. We also had an open house that day for families to watch the performance and learn some reading strategies, or other educational tips. Through RIF, students had the opportunity to participate in fun and educational activities that promote reading (e.g., breakfast with buddies and super heroes), as well as received free books.

- ✓ Supplemental instruction and materials in reading, aligned with state requirements include MMERC materials used in each classroom, reading and writing with the media specialist (4 times/week), and daily leveled small-group reading instruction. All students wrote and edited a weekly "perfect paragraph" containing reflections of reading work from the week or other experiences that was displayed in the hallway. Students used Accelerated Reader for several classes; had daily computer lab time to work on various educational websites to reinforce reading skills; read and summarized news articles; wrote, reported, and edited a weekly news report for the school which was uploaded to YouTube for all classes to view; and wrote, edited, and interviewed staff for a summer school presentation.

MPO 1.2: By the end of the 2015 summer migrant program, 75% of migrant students receiving standards-based reading instruction will improve their scores on curriculum-based assessments by 5%.

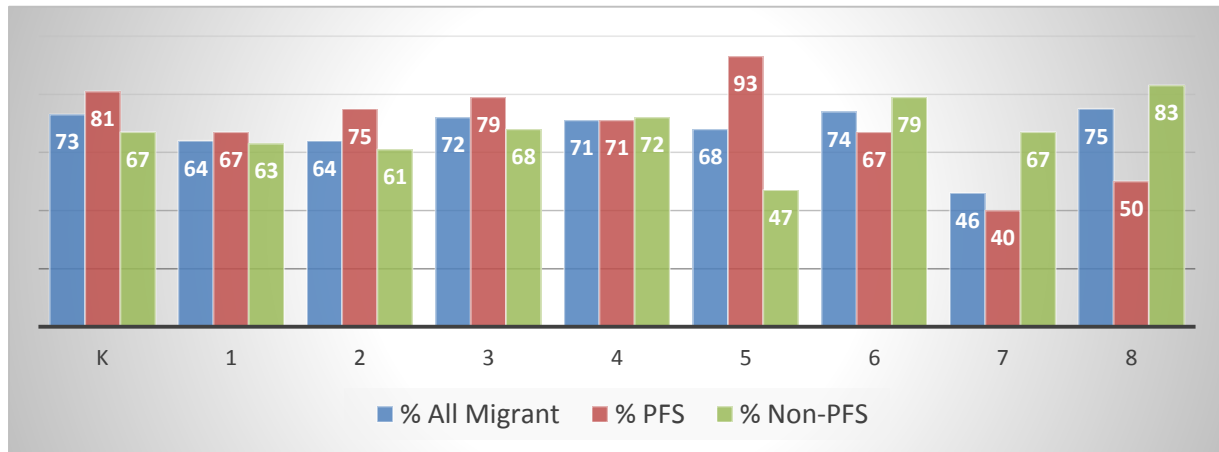
Exhibit 23 shows that the Minnesota MEP met MPO 1.2 with 78% of the 301 migrant students pre/post-tested during the 2015 summer program demonstrating growth in reading. Seventy-four percent (74%) of the 119 PFS migrant students improved their reading score by 5%, as did 81% of the 182 non-PFS students. The MPO was not met for PFS students, although they were only 1% short of the target. Reading assessments used for pre/post-testing included Summer Success Reading, Slossen Reading, MLCORE tutorial pre/post-tests, FAST for Fluency, Fry High Frequency, RCBMs, Text Reading Efficiency (CBM), STAR Reading, Access 2015, MTAS, MCAII, A100, Milestones in Reading, FAST Reading, and Read Naturally.

Exhibit 23
Migrant Student Gains on Summer Reading Assessments

PFS Status	# Students With Pre/Post Scores	# (%) Students Gaining	# (%) Students Gaining by 5% or more	MPO Met?
PFS	119	105 (88%)	88 (74%)	No
Non-PFS	182	159 (87%)	147 (81%)	Yes
Total	301	264 (88%)	235 (78%)	Yes

Exhibit 24 is a graphic display of these results by grade level for all migrant, PFS migrant students (# students: K=16, 1=15, 2=8, 3=19, 4=17, 5=14, 6=12, 7=10, 8=2, 9=3; 10=2), and non-PFS migrant students (Pre-K=2, K=24, 1=32, 2=31, 3=34, 4=25, 5=17, 6=19, 7=3, 8=6). Results are not included for preschool students (n=2), 9th grade students (n=4), and 10th grade students (n=2) because there are too few to disaggregate. Results show that a larger percentage of PFS migrant students in grades K-3 and 5 improved their reading skills by 5% or more than non-PFS migrant students; and a larger percentage of non-PFS migrant students in grades 4 and 6-8 improved their reading skills by 5% than PFS students.

Exhibit 24
Percent of Migrant Students Improving Reading Skills by Grade Level



Migrant students were asked to indicate the extent to which the summer program helped them improve their reading skills. More than 300 students responded to this item on student surveys. Following are their mean ratings which are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 25
Migrant Student Ratings of the Impact of the Summer Program on their Reading Skills

Grade Level	N	# (%) Not at all	# (%) Somewhat	# (%) A lot	Mean Rating
Elementary (K-6)	263	5 (1%)	62 (24%)	196 (75%)	2.7
Secondary (7-12)	60	3 (5%)	39 (65%)	18 (30%)	2.3
Total	323	8 (2%)	101 (31%)	214 (66%)	2.6

Migrant students assigned a mean rating of 2.6 (out of 3.0) to the impact that the migrant summer program had on their reading skills. Two-thirds reported that there was “a lot” of impact, and 31% reported that there was “some” impact.

MATHEMATICS

MPO 2.1: By the end of the 2015 summer migrant program, 90% of summer sites will implement standards-based math curriculum and instructional strategies *appropriately* as measured by a rating of “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

Exhibit 26 shows that the Minnesota MEP met MPO 2.1 with 90% of the 10 summer sites reporting that they implemented standards-based math curriculum and instructional strategies appropriately as measured by 30% of the sites assigning a rating of “succeeding” and 60% of the sites assigning a rating of “exceeding” to Strategy 2a on the FSI. One site assigned a rating of “developing”. The FSI is based on a 4-point rubric where a rating of 1=aware, 2=developing, 3=succeeding, and 4=exceeding. A rating of succeeding is considered “proficient”. The mean rating for this strategy was 3.5 out of 4.0.

Exhibit 26
FSI Ratings of Standards-based Math Instruction Provided to Migrant Students

Strategy 2a on the FSI	# Summer Sites	# (%) Sites Assigning a Rating of Succeeding	# (%) Sites Assigning a Rating of Exceeding	Mean Rating	MPO Met?
Each summer beginning in 2015, provide supplemental instruction and materials in math that are aligned with State requirements and build on student needs and strengths.	10	3 (30%)	6 (60%)	3.5	Yes

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

- ✓ *Daily schedules, instructional planning report from STAR Math assessment, objective list report aligning skills to Common Core and MN standards, Renaissance Place enrollment record, student work samples, math assessments.*
- ✓ *Pre/post-test data, math games, high school credit, STAR Math, IXL, online games with the iPad.*
- ✓ *Pre/post-tests to find needs in math skills and skills aligned to Common Core/MN State Standards, Envision Math, Rocket Math, IXL.com, Reflex Math, and materials borrowed from the local district, MMERC materials, and resources purchased for the program. Instruction focusing on needs of individuals/small groups.*
- ✓ *Daily whole group mini-lessons focused on specific mathematical practices. Making sense of problem-solving and persevere in solving them, reason abstractly and quantitatively, model with mathematics and look for and make use of structuring. High volume of daily independent problem solving with materials determined to be at the instructional level and grade level benchmark. Focus on conceptual development in all areas of math. Scaffolding instructional practices, academic vocabulary, background knowledge, concrete and visual models, and structured opportunities to speak in small groups. Stride Academy provided instruction in a highly engaging instructional gaming format.*
- ✓ *Grades K-4: Math games taught and played daily. Common group experiences provided in making and reading charts and graphs. Students received individualized adaptive practice on the Front Row math online program. Grades 5-7: New curriculum purchased; Summer Success and Excel Math. Pre/post-tests administered, curriculum aligned to Common Core and Texas State Standards. Daily math instruction and practice within the new curriculum, as well as online opportunities with IXL.com and Math Ninja to supplement math instruction.*
- ✓ *Standards-based math curriculum (Everyday Math) and math interventions. We put students into math class based on level of mastery. Students used a variety of online tools to assist them on an individual level (e.g., Math Facts in a Flash, Study Island).*
- ✓ *AIMS, Dreambox, Compass Learning Odyssey, Mango Math, collaboration with math instructional coach and EL teachers, and math parent education night. Dreambox is a supplemental online math program that provides adaptive instruction for students in grades K-8 and focuses on number and operations, place value, and number sense. The program aims to individualize instruction for each student with millions of unique paths through the curriculum intended to match each student's level of comprehension and learning style. The curriculum is based on National Council of Teachers of Mathematics (NCTM) Standards. Odyssey includes lessons and activities that are built upon current and confirmed research about the way students actually think and learn. Odyssey software makes differentiating and personalizing instruction easier and the formative assessments and reporting tools allow for the use of real-time data to drive instruction.*

- ✓ *Staff conducted pre/post-assessments, as well as progress monitoring in math throughout the summer program. Teachers used the assessment results and State Standards to drive their instruction. We had an RtI reading and math teacher, core teacher, and ESL teacher on staff to provide tiered instruction at all levels and address areas of need and strengths. Students also had the opportunity to use math, health, nutrition, and science during Science Explorers; Cooking Matters; and the Eat Well, Live Well class.*
- ✓ *Classroom instruction and resources are aligned to state requirements. In addition, small group work in each classroom allows students to work either individually or in small groups at individual levels. Some students work on specific curriculum from their home base school, in one case preparing an advanced placed student to prepare for the upcoming year. Students had daily computer lab time, allowing them to work at individual levels on various educational websites.*

MPO 2.2: By the end of the 2015 summer migrant program, 75% of migrant students receiving standards-based math instruction will improve their scores on curriculum-based assessments by 5%.

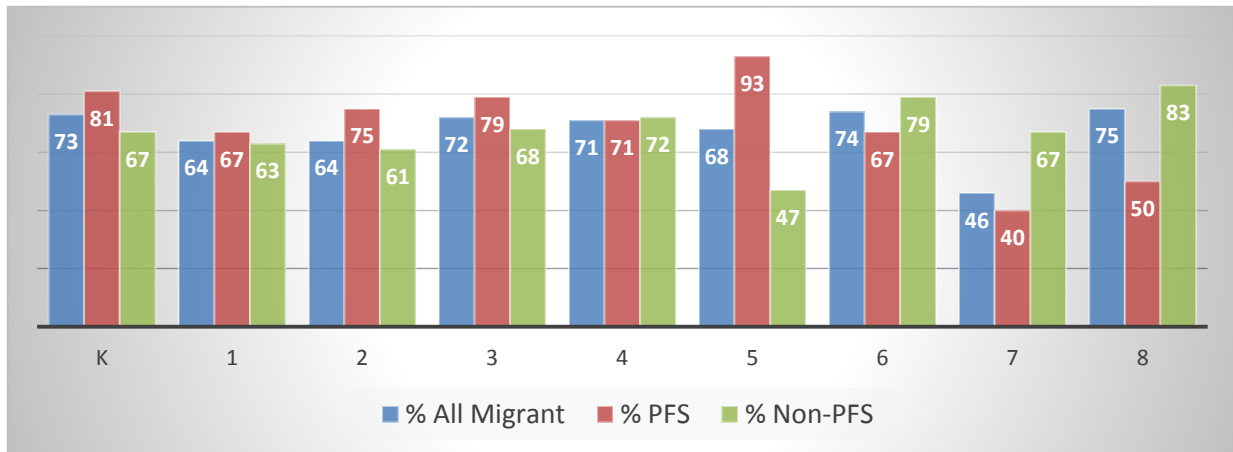
Exhibit 27 shows that the Minnesota MEP **did not meet MPO 2.2** with 69% of the 312 migrant students pre/post-tested during the 2015 summer program demonstrating growth in math (6% short of the 75% target). Seventy-four percent (74%) of the 118 PFS migrant students improved their math score as did 66% of the 194 non-PFS students. Math assessments used for pre/post-testing included Summer Success Math, ACC Math, Geometry in Real World, Envision Math, Add+Vantage Math Recovery (AVMR), STAR Math, FAST Math, Front Row, Excel Math, That Quiz, and Aim Math.

Exhibit 27
Migrant Student Gains on Summer Math Assessments

PFS Status	# Students With Pre/Post Scores	# (%) Students Gaining	# (%) Students Gaining by 5% or more	MPO Met?
PFS	118	104 (88%)	87 (74%)	No
Non-PFS	194	149 (77%)	128 (66%)	No
Total	312	253 (81%)	215 (69%)	No

Exhibit 28 is a graphic display of these results by grade level for all migrant, PFS migrant students (# students: K=16, 1=15, 2=8, 3=19, 4=17, 5=14, 6=12, 7=10, 8=2, 9=3; 10=2), and non-PFS migrant students (Pre-K=2, K=24, 1=32, 2=31, 3=34, 4=25, 5=17, 6=19, 7=3, 8=6). Results are not included for preschool students (n=2), 9th grade students (n=4), and 10th grade students (n=2) because there are too few to disaggregate. Results show that a larger percentage of PFS migrant students in grades K-3 and 5 improved their math skills by 5% or more than non-PFS migrant students; and a larger percentage of non-PFS migrant students in grades 4 and 6-8 improved their math skills by 5% than PFS students.

Exhibit 28
Percent of Migrant Students Improving Math Skills by Grade Level



On a survey, more than 300 migrant students indicated the extent to which the summer program helped them improve their math skills. Following are their mean ratings which are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 29
Migrant Student Ratings of the Impact of the Summer Program on their Math Skills

Grade Level	N	# (%) Not at all	# (%) Somewhat	# (%) A lot	Mean Rating
Elementary (K-6)	259	6 (2%)	55 (21%)	198 (76%)	2.7
Secondary (7-12)	55	9 (16%)	27 (49%)	19 (36%)	2.2
Total	314	15 (5%)	82 (26%)	217 (69%)	2.6

Migrant students assigned a mean rating of 2.6 (out of 3.0) to the impact that the migrant summer program had on their math skills. More than two-thirds reported that there was “a lot” of impact, and about one-fourth reported that there was “some” impact.

SUPPORT SERVICES

MPO 3.1: By the end of the 2015 summer migrant program, 90% of parents/family members who participate in at least one parent activity will show an average gain of 0.5 on a pre/post self-assessment on a 4-point scale.

Exhibit 30 shows that the Minnesota MEP met MPO 3.1 with 91% of the 119 parents completing Parent Education Evaluations reporting increased knowledge of content/topics presented at parent activities by an average of 1.2 points ($p < .001$). Ratings are based on a 4-point scale where 1=none, 2=some, 3=a lot, and 4=very much.

Exhibit 30
Gains in Parent Knowledge of Parent Training Content

# Parents Responding	# Points Poss.	Mean Pretest	% Pre	Mean Post-test	% Post	Mean Gain	% Gain	P-Value	# (%) Parents Gaining	MPO Met?
119	4	2.1	53%	3.3	83%	+1.2	+30%	<.001	108 (91%)	Yes

MPO 3.2: By the end of the 2015 summer migrant program, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.

Exhibit 31 shows that the Minnesota MEP **met MPO 3.2** with 98% of the 318 migrant students in grades K-11 responding to surveys (no OSY responded to surveys) indicating that they were satisfied with the non-instructional services (e.g., health, nutrition, counseling, supplies, transportation) provided to them. All but three of the 259 elementary students in grades K-6 responding (99%) reported satisfaction, and all but four of the 59 secondary students in grades 7-11 (93%) indicated satisfaction with non-instructional support services.

Exhibit 31
Secondary Student Ratings of their Satisfaction with MEP Non-Instructional Services

The migrant program provided me with health, nutrition, counseling, supplies, transportation, and other services							
Grade Level	N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	# (%) Reporting Satisfaction	MPO Met?
Elementary	259	3 (1%)	28 (11%)	228 (88%)	2.9	256 (99%)	Yes
Secondary	59	4 (7%)	17 (29%)	38 (64%)	2.6	55 (93%)	Yes
Total	318	7 (2%)	45 (14%)	266 (84%)	2.8	311 (98%)	Yes

MPO 3.3: By the end of the 2015 summer migrant program, 75% of eligible prekindergarten-aged migrant children will be placed in early childhood programs and/or receive early childhood services.

Exhibit 32 shows that the Minnesota MEP **met MPO 3.3** with 89% of the 169 eligible prekindergarten-age migrant children (ages 3-5) placed in early childhood programs/services. Moorhead is not included in this chart because they only had five eligible pre-k children. All nine sites with more than 10 eligible pre-k children met the MPO with percentages ranging from 81% to 100%. Results are not disaggregated by PFS and non-PFS because MDE does not identify prekindergarten-aged children as PFS.

Exhibit 32
Number of Prekindergarten Migrant Students Placed in ECE Programs/Services

MEP Site	# Eligible Pre-K	# (%) Placed or Served	MPO Met?
BBE	16	15 (94%)	Yes
Bird Island	33	30 (91%)	Yes
Breckenridge	16	13 (81%)	Yes
Glencoe-Silver Lake	13	11 (85%)	Yes
Owatonna	18	16 (89%)	Yes
Rochester	24	22 (92%)	Yes
Sleepy Eye	21	17 (81%)	Yes
TCU	18	16 (89%)	Yes
Willmar	10	10 (100%)	Yes
Total	169	150 (89%)	Yes

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

MPO 3.4: By the end of the 2015 summer migrant program, 80% of staff participating in professional development will report positive growth in their ability to support migrant students.

Exhibit 33 shows that the Minnesota MEP **met MPO 3.4** with 97% of 95 MEP staff responding to an end-of-summer online survey reporting that MEP professional development helped them improve their skills for supporting migrant students (mean rating of 3.7 out of 5.0). Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, 5=very much.

Exhibit 33
MEP Staff Ratings of the Impact of Professional Development

Extent to which MEP professional development helped you improve your skills for supporting migrant students						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
95	3 (3%)	9 (9%)	22 (22%)	24 (25%)	23 (24%)	3.7

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

Application to Instructional Services/Programming

- *I used learning centers to address the variety of needs, and understanding of some background education helped in designing student goals.*
- *I applied professional development during direct interactions with children, while supporting their strengths and facilitating opportunities for learning.*
- *I used what I learned to help develop lesson plans, especially for language arts.*
- *Helped me determine grade level academic guidelines and standards for growth.*
- *I learned about the resource boxes we could request and went online and requested several for my classroom.*
- *I used strategies when relating to the students and to develop rapport with them.*
- *This was my first year teaching older students. Previously, I worked with a preschool program in another community. It was helpful for me to see all the things available to use in the classroom. One of the things I successfully used was the Migrant Literacy NET Program which allowed me to individualize reading instruction for students based on their specific needs.*
- *As a team, we planned, coordinated, and implemented what was best for the students.*
- *I used the Migrant Literacy NET program.*
- *I implemented many of the strategies that were presented in MEP professional development. My 6th-8th grade students conducted an independent research project, and we used many of these strategies to write higher-order thinking questions. I also used multiple strategies for teaching vocabulary instruction in the content areas as well as in literature.*
- *We had an interesting presentation on the positive effects movement has on brain function. The presenter gave specific examples on how it can be applied in the classroom.*
- *We did a Brain Boost training that was very informative. I used it daily to transition the students and get their brains ready to go!*

- *Our staff development this year focused on Brain Boosts for students. We learned about the importance of activity bursts in our classrooms. We were provided with a variety of resources to use in our classroom to energize and focus our students. My migrant students enjoyed and appreciated these brain breaks! They were more alert and focused because of them. Prior to this training, I was unaware of all the resources available. It's been wonderful!*
- *I learned about various resources to use such as manipulatives in math.*
- *I used some of the information and ideas and incorporated them into my lessons. I also used the information to enhance my interaction with students.*

Application to Addressing and Understanding Migrant Student Lives and Needs

- *MEP professional development gave me more of an understanding of where our students come from which helped in all areas of working with students daily.*
- *The information is always helpful to get a better understanding of how to help migrant children and get a better idea of what their lives are really like.*
- *Professional development helped everyone learn more about migrant families, ELs, binational students, and resources. Having knowledge of this information was helpful for many reasons, including being able to identify student needs and use strategies to meet them.*
- *I learned how to relate to students better.*
- *I learned how to connect with my students on a more personal level, which assisted in improving student behavior and willingness to learn. I learned the value of communicating with my students in their particular language as much as possible.*
- *It made me more aware of the migrant way of life. I am able to be more sensitive to the way migrant students learn or express themselves.*
- *I was able to understand better the situations these migrant students had coming in and it helped me better prepare instructions with a more individualized approach.*
- *It made me more aware of the lifestyle these children are raised in.*
- *I became more aware of the home lives of our children. We were able to provide a safe and supportive learning environment for them.*
- *I got to know more about these students' situation and it made me a more understanding person.*
- *I learned how to better understand the migrant students and their families which enabled me to better communicate with them.*
- *Understanding what migrant families go through and how their children have special circumstances to overcome.*
- *I learned a lot about families that migrate each year and can now inform others how it all works. Also, I respect what the students go through in the process. It would be extremely difficult to switch between different schools, different states, and friend groups. I have learned countless life lessons from some of my students. I have written essays and speeches on the impact some of my students have had on my life.*
- *Increased understanding of the migrant student and what they face daily.*
- *I developed a new perspective on what these families go through to come up here and work.*
- *I better understand the migrant lifestyle and those living in poverty.*
- *I have a better understanding of the migrant lifestyle. The values that the majority of these families possess allowed me to understand my students as both learners and people.*
- *The best professional development this summer came from our own students and staff. We had multiple cultures in our program this year. Our Somali parent liaison and two of our Karen high school students talked with our staff about their cultures.*

Application to Teaching Migrant English Learners

- *Colorin' Cowboy offered great strategies for working with ELs.*
- *We learned strategies to help ELs learn to read and speak.*

- *Helped me understand student language skills and background, and prepared me to know what to expect when teaching bilingual or non-English speakers.*
- *I used some of the instructional strategies for ELs which was one of our professional development topics. Most of these strategies are ones as teachers we know, but it helps to be reminded of what might benefit ELs the most. I also learned a few things I did not realize from one of our topics which was Myths of Second Language Acquisition.*
- *I learned how to teach the native language of Spanish in many new facets. It was fun working with students that have a base knowledge of the language. They were able to communicate with me and decipher rules of the language!*

Application to Program Administration/Reporting

- *I made sure the data needed for the end-of-program reports correlated and fit with my curriculum and testing.*
- *It was helpful for planning--especially for considering the collection of data, and figuring out how best to measure growth over the 6-week summer program.*
- *All the new rules and regulations, curriculum ideas, etc.*
- *Looking up student grades on MSIX.*
- *Use of MSIX definitions and paperwork explanations*
- *I helped teachers understand the FSI tool and the evidence needed for the evidence box.*
- *It helped me understand what the requirements were for migrant status.*
- *Gave me the direction needed to better plan and implement the migrant program.*
- *We did the kick-off event which is very helpful for our site. The reporting for the program has many pieces, having support this year has been awesome!!!*
- *It helped me learn about the State Performance Targets, reinforcing positive program outcomes, and implementing the strategies in the Service Delivery Plan.*

GRADUATION AND SERVICES TO OSY

MPO 4.1: By the end of the 2015 summer migrant program, 80% of in-school secondary-aged migrant students in grades 7-12 who attend an MEP summer program for 5 days or more will obtain hours or credits that count toward high school graduation requirements.

Exhibit 34 shows that the Minnesota MEP met MPO 4.1 with all (100%) of the 100 in-school secondary-aged migrant students in grades 7-12 obtaining hours or credits that count toward high school graduation requirements. About three-fourths of the students obtained hours (76%) and one-fourth received high school credit (24%).

Exhibit 34
Secondary-aged Migrant Students Obtaining Hours or Credits toward Graduation

	# Students Attending 5 Days or More	# (%) Students Obtained Hours	# (%) Students Received Credit	# (%) Students Obtaining Hours or Receiving Credits	MPO Met?
PFS	50	37 (74%)	13 (26%)	50 (100%)	Yes
Non-PFS	50	39 (78%)	11 (22%)	50 (100%)	Yes
All Migrant	100	76 (76%)	24 (24%)	100 (100%)	Yes

Twenty-six percent (26%) of the 50 PFS secondary students obtained high school credits, and 22% of the 50 non-PFS obtained high school credits. Hours included work towards studying for

STAAR testing, reading and math instruction received during the summer migrant education program, and hours worked toward credit-bearing high school coursework.

Following is a summary of the credit-bearing courses completed by migrant students during the summer of 2015. The 24 students receiving high school credits completed 17 different courses and earned 38 high school credits. The average grade for all courses was 82%.

Exhibit 35
Credit-Bearing Secondary Courses Completed by Migrant Students

Course(s) Enrolled	Grade Level	Credits Earned	Avg Grade
Algebra I	8	1	87%
American Government	11	1	75%
Biology A	10	1	82%
Biology B	10	1	82%
English 1A	9	3	80%
English 1B	9	3	80%
English 3B	11	1	83%
Geometry A	10	1	81%
Health	8 & 9	7	85%
Physics	11	1	87%
Spanish 1A	9	5	86%
Spanish 1B	9	5	81%
Spanish 2A	10	1	96%
Spanish 3A	10	2	77%
Spanish 3B	10	1	77%
US History B	10	1	70%
World History A	10	3	84%
Total		38	82%

In addition to the credit-bearing Spanish courses shown in the table above, 11 secondary migrant students participated in an average of eight hours each of Spanish language instruction during the summer program at TCU, with all 11 students receiving a grade of 100%.

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

Exhibit 36
Secondary Student Ratings of the Migrant Summer Program

Extent to which the migrant program...	N	# (%) Not at all	# (%) Somewhat	# (%) A lot	Mean Rating
Helped you complete secondary courses or hours	39	4 (10%)	17 (44%)	18 (46%)	2.4
Helped you accomplish what you hoped to achieve	57	3 (5%)	23 (40%)	31 (54%)	2.5
Met your needs	60	4 (7%)	30 (50%)	26 (43%)	2.4
Helped you develop educational goals	58	3 (5%)	23 (40%)	32 (55%)	2.5

The items rated the highest addressed the extent to which the MEP helped students accomplish what they had hoped to achieve during the summer, and the extent to which the MEP helped students develop educational goals (mean rating of 2.5 each). Migrant secondary students also rated highly the extent to which the migrant program helped them complete secondary courses or hours, and the extent to which the MEP met their needs (mean rating of 2.4 each).

MPO 4.2: By the end of the 2015 summer migrant program, 25% of OSY that receive instructional services will demonstrate an average gain of 20% on SOSOSY pre/post assessments or earn credits/hours.

Exhibit 37 shows that the Minnesota MEP met MPO 4.2 with 100% of the nine OSY receiving instructional services obtaining hours toward secondary credit. All nine PFS migrant students and all three non-PFS migrant students obtained hours.

Exhibit 37
OSY Obtaining Hours or Credits toward Graduation

	# OSY Receiving Instructional Services	# (%) OSY Gained on SOSOSY Assessments	# (%) OSY Obtained Hours	# (%) OSY Received Credit	Total	MPO Met?
PFS	6	0 (0%)	6 (100%)	0 (0%)	6 (100%)	Yes
Non-PFS	3	0 (0%)	3 (100%)	0 (0%)	3 (100%)	Yes
All Migrant	9	0 (0%)	9 (100%)	0 (0%)	9 (100%)	Yes

MEP Staff and Secondary Student Survey Results

MEP Staff Comments on the Staff Survey - Ninety-six staff from all 10 summer MEP sites responded to the online Staff Survey during the summer of 2015. Seventy-three percent (73%) of the staff responding provide direct instruction to migrant students, and 27% do not. Sixty-three percent of the staff responding to the survey responded to an optional question about their role in the MEP - 35% reported that they were elementary teachers, 22% were secondary/OSY teachers, 5% were Project Coordinators, and 1% were recruiters.

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

Impact on Student Achievement

- *Our students reviewed math and reading/language arts skills. Our second and third graders enjoyed the daily challenge of Rocket Math and our weekly visits to the public library. There was plenty of time for them to enjoy their books and read during the school day.*
- *My students felt that the migrant program helped them with their math and reading skills.*
- *Students read daily to sustain their reading level and practiced math facts daily.*
- *The summer program kept students on top of their skills. They did not forget what they already had learned.*
- *Students were given daily exposure to self-selected text, writing opportunities, and one-on-one tutoring. Students had daily hands-on opportunities with manipulatives, math games, and small group skill sessions.*
- *Clearly, the impact of engaged, independent reading is incredible. The results that we saw in reading speaks to this. Each day students read books at their reading level for at least 30 minutes and the dreaded "summer slide" was avoided for those who attended regularly and were actively engaged.*

- *FAST testing allowed us to use pretest scores to plan for teaching and help guide teachers to teach at each student's level.*
- *Students had increased confidence to participate in reading and math activities. They practiced various reading and math skills in smaller groups and were comfortable helping each other and learning with each other. They also gained many friendships during their time in the migrant program and were very accepting of each other.*
- *All students in elementary school improved their reading and math scores from data taken at the beginning of the session and toward the end of the summer session. Students were involved in structured activities at school, instead of sitting at home playing video games and not getting outside.*
- *Students worked on skills that were difficult for them during the regular school year in small group settings, through one-on-one instruction, or with the use of technology. This better prepares them for the next school year.*
- *Students improved language, reading, and math skills.*
- *I believe it impacted their thinking processes and challenged them to learn/maintain a variety of skills.*
- *The summer migrant program provides students with a safe and respectful environment where they can further develop their skills in reading and math. The greatest impact on my students was the confidence they gained through independent research and writing. Students expressed the ability to apply these skills in many content areas for future learning.*
- *The program focuses on the individual needs of students.*
- *Students were able to read, do math, learn about science, and form relationships with other students.*
- *The summer migrant program helps students improve their reading and math skills and gets them ready for the next year. Migrating every year keeps them from learning everything they need because they have to leave school early to come and work.*
- *It prevents the "summer slide" and it helped with their writing skills, which are severely lacking.*
- *Students developed skills in both reading and math which are building the foundation to their success. Many students became more confident in both subject areas.*
- *Benchmarking the students right away helped us determine their educational needs. We implemented interventions that targeted their needs and saw huge growth.*
- *Students are given opportunities to gain skills in math and reading to reach grade level standards.*
- *I believe the program primarily helped by giving students an opportunity to learn about concepts they may have not have had an opportunity to learn yet.*
- *I feel that it helps the children become closer to their grade level in reading and math.*
- *Students were provided with academic instruction in reading and math which reduced the educational gap resulting from interrupted schooling during the regular school year.*
- *I believe getting more of a foundation with their math and reading skills was a plus.*
- *Students that participate in our migrant program are at a distinct advance to their non-participating peers. They are given an opportunity to maintain their skills and strategies they have learned during the regular school year. While other students often fall victim to "the summer slide", our students maintain and often improve their skills.*
- *My students made significant gains in math and reading by having a smaller class size and extra instruction during the summer.*
- *Continued education and review of basic math and reading skills that hopefully decreases loss of understanding.*
- *The program helped students gain extra support towards their education to make up for the times they move or are out of school.*
- *Reading and math along with what they learned in the STEM program.*

- *Helped prevent summer learning loss. Provided an opportunity every day for students to read, use problem solving in math, and socialize with peers.*
- *Students increased reading and math skills.*
- *Students were provided reading and math instruction to improve their skills, or at the very least to prevent the "summer slide".*
- *Our program got students excited about learning. I think we made our students feel valued as learners in our community. We have shown growth in fluency and reading comprehension through the use of small group reading instruction at students' instructional levels.*
- *Academically, students became more excited about learning through the use of hands-on experiments and activities. We have also had a focus on reading comprehension and fluency. It also gave them a community connection due to 8th graders coming in and being reading buddies with the students.*
- *The program helps students maintain or develop academic skills and provides them with wonderful materials with which to learn.*
- *We provided students with educational skills that they are missing and helped them to reach grade level standards.*
- *I think the migrant program helps students with their math and readings skills the most. If these students did not come here, they would fall further behind in their academics.*
- *Continuing work on both math and reading skills is very beneficial. Many of my students struggle in both of these areas quite a bit. Even those that are above average have areas in which they struggle, and it was important for them to work on those areas.*
- *I believe in my heart that any time you can keep children reading there will not be regression. Keeping their brains stimulated will only help in their learning.*
- *The migrant program impacted students by giving them one-on-one help to ensure that they learned the material being taught. The great teachers helped each individual student grow and learn a lot over the past six weeks.*
- *The summer program helps students improve their reading and math skills.*
- *Student test scores went up and they really opened up to the staff.*
- *The summer migrant program truly helped student reading skills. We saw an improvement in their scores after doing RTI sessions every day with them.*
- *Students participated in individualized instruction based on their needs which sometimes can get overlooked in a larger classroom setting. They had many opportunities to be successful in what they were doing which is important for any learner.*
- *Students built on their strengths and weaknesses academically.*
- *We provided students with continuity in their education during the summer through small group instruction and small class sizes.*
- *Students received authentic experiences and direct instruction from more than one teacher. They had more individualized attention from teachers because of the good teacher-to-student ratio.*

Impact on Secondary Students

- *Students received credit to ensure graduation.*
- *High school students earned credits and worked on preparing for upcoming classes in the next school year. They also were able to review material covered in the past (e.g., math) where they needed extra help.*
- *We provided credit recovery for those who needed it and STAAR testing for three students.*
- *Students earned credits.*
- *Helped the students gain or fulfill credits to bring back to Texas.*
- *Students explored a variety of careers and understand the importance of getting an education and how it can affect their life.*
- *Attainment of credits or course hours that help toward graduation, and STAAR testing that allows students to graduate on time.*

- *Provided ample study time to prepare for STAAR tests some students needed to take.*
- *Three of our students completed or are anticipated to complete a credit.*
- *It gave the students I worked with a chance to catch up on credits.*
- *The summer program helped students earn credit for classes they were missing, and helped some of our middle school students get back in the right frame of mind for classes this fall.*

Impact from Enrichment Activities

- *Students made new friends and learned how to work together during free time playing kick ball. Afternoons at the pool were fun for them and some students learned how to swim by the end of summer school.*
- *Students learned from different presenters in areas such as art, nutrition, and health.*
- *Students enjoyed the field trips as a fun way to supplement their learning.*
- *Students went on community field trips to enjoy additional enrichment opportunities.*
- *The excursions that we went on provided students with life experience to enhance learning!*
- *Field trips allowed students to experience things that they have never been able to do before (or would have the option to do).*
- *Students had many hands-on enrichment opportunities which they may never have had the chance to participate in during the regular school setting.*
- *Middle and high school students participated in a Cooking Matters class where they learned about making nutritious meals. They prepared meals at school with a chef and then received the groceries, supplies, and recipe to make at home.*
- *The summer migrant program allows students to participate in activities that they usually miss throughout the school year that their peers are able to participate in.*
- *The summer program gives our migrant students opportunities that they might not get otherwise. The opportunities that the students seem to find the most rewarding are the field trips, guest speakers, and organizations like Girl Scouts, 4H, and Child's Play Theater.*
- *Students loved playing soccer outside during the noon hour and very much enjoyed their time in the computer lab.*
- *Our program offers students experiences that open doors to future careers. We exposed them to nutrition, robotics, computer programming, and science experiments that have lit a fire within some of the students to pursue future careers in these fields. Exciting!*
- *Students experienced things on field trips they would not otherwise have had the opportunity to do.*
- *Special activities were provided to utilize outside expertise and encourage science. Examples: Science Academy with Dr. Graeme Wyllie, Concordia; Rick Hendrickson with simple computer programming and lights from NDSCS; and Prairie Wetlands Learning Center, Fergus Falls with prairie mammals.*
- *Students loved the outings! Being exposed to other things was great.*
- *Students got an opportunity to experience different field trips and learn about different careers.*

Impact on English Language Development

- *It provides smaller class sizes to help the students learn English, and individual lessons to meet students at their learning level.*
- *We taught students who spoke no English basic conversation skills.*
- *Language development and relationships with other cultures.*
- *Students worked on vocabulary with the English language.*

Impact on Social/Interpersonal Skills and Self-Confidence

- *I feel that the connections students made with the teachers helped increase their confidence in their own abilities.*

- *Helped with socialization skills, coping skills, and students took part in new opportunities that they wouldn't otherwise have had the chance to.*
- *Students built trusting relationships with school staff.*
- *Students had the opportunity to work in small groups, and helped them express their feelings and ideas while working with people with whom they felt comfortable.*
- *Students developed social skills through the different programs offered during the summer.*
- *Students were more excited about school and felt they could succeed. It also made them feel wanted and a part of the community.*
- *Students had somewhere to go during the summer, they felt like someone cares about them, and participated in small classes.*
- *I believe it shows commitment-- to show up to classes and put forth their best effort.*
- *It keeps students in school practice and it is outstanding for social reasons.*
- *Students built caring relationships with staff and broadened their personal experiences.*
- *The summer migrant program allowed migrant students to interact and engage with their peers that they wouldn't have known or been able to get to know otherwise.*
- *Students felt more comfortable with each other and formed friendships that they otherwise would not have. The program allowed students to feel more connected to staff and gave them confidence to interact with adults. Students had extended learning time and more experiences.*
- *I can see that the migrant students thoroughly enjoy attending the program. They tell me how they look forward to coming here each summer specifically for this summer program. It is awesome seeing the students flourish academically and become great people. It is wonderful to see the friendships they make through the program. It is great when I see students outside of the program with their new friends.*
- *Students have a feeling of belonging and soak up all information that they can. They have been the most enjoyable to work with. They show kindness towards each other.*
- *It helped our students reinforce their positive self-worth! We made sure they learned, but in a summer program setting they had fun doing it!*
- *Smaller class sizes allowed students to connect one-on-one with teachers or assistant teachers.*

Impact from Support Services

- *Students received free meals and books and food for the weekends, participated in opportunities they may not have had before, made friends, and enhanced their academic skills.*
- *Our program provides materials, services, and food that allows students to maintain healthy lifestyles while their regular school is closed. They are provided with breakfast, lunch, a snack, and food to take home over the weekend. They are given school supplies and backpacks that will last them into the new school year.*
- *Students were provided with breakfast and lunch and a healthy snack which helped ensure they were getting healthy meals during the summer. Each student was sent home with fresh and canned/boxed foods every Thursday. Doctor and dentist visits and daily teeth brushing also helped to ensure students were taking care of their bodies.*

Overall Impact on Students

- *I feel that this is a great way for the children to learn and keep learning. The children really enjoy this program. I had many conversions with them. They love it.*
- *Our staff was amazing and gave our students a wonderful experience. Students received math and reading every day, STEM activities, social skills, and art/PE activities were also incorporated into our daily routines. We provided field trips for the students to places that we knew that our families have never attended before.*
- *The program is powerful. It allows students to make huge progress in academics due to the class sizes. It gives them exposure to activities they would not otherwise experience, and encourages*

them to get out of their homes and see the community. Families are super excited about the opportunities they are given and they have input on the activities we do.

- Students enhanced their social skills; received reading, math, and language instruction; EL services; and enrichment activities in art and science.*
- The summer migrant program gives students an opportunity to be in a structured, safe, positive, and fun environment.*
- I believe the program positively impacts students in many ways, but primarily the following: 1) it helps students stay on track in regards to the learning process - instead of having the summer off, they are involved and stimulated to keep on learning; 2) it helps provide some structure and consistency in their everyday lives; and 3) it helps students stay disciplined and motivated in a school setting.*
- The migrant program gave students a chance to share their ideas, talents, and questions in a comfortable, small group setting.*
- The program gave students a safe place to be while parents were working and helped get them caught up and ready to be in their next grade level classroom.*
- Provided academic instruction, increased vocabulary, and improved social skills.*
- The program provided structure for students. Rather than being at home, they were here at school with academics, socialization, experience with multiple careers, and educational opportunities.*
- Students had a place to go and get a good meal or two, and they seemed happy to be here.*
- By showing students how much we care about their education!*

Following are stories MEP staff shared about the impact of the Migrant Summer Program on a student, group of students, or family.

Stories about the Impact of Content Area Instruction on Students

- One of our students spoke little to no English, but that did not stop us from encouraging him to excel in math. In fact, he was our top student for Rocket Math.*
- This year I had a student who hadn't been in school yet. I am so proud of how much improvement he made. I am very confident he will have a good start when he attends school in the fall.*
- Many students improved sight words by 5-15%, but one girl improved by 33% and was reading books before she left the program. She came in knowing very little English. It was amazing to see how hard she worked in the six weeks.*
- Students were very excited to learn about planets. We learned about the New Horizons mission to Pluto. We found out it would have its closest approach on July 14, 2015. We did planet research and visited the planetarium. One student is very interested in studying astronomy so I went to the public library and checked out some books for him to read. He was very excited!*
- I had the opportunity to watch several students enter the program nervous and self-conscious of their reading, math, and speaking abilities. By the end of our six week program, my students were confident in their skills, more fluent readers, and eager to engage in conversations.*
- When students realized that they could actually read better than they thought.*
- We worked hard with a family this year and they learned almost the whole alphabet, their numbers 1-10, were getting the patterns of numbers 20-100, and could almost count to 100 by 5's and 10's. It was so great to see their faces when we assessed them each week!!*

Stories about the Impact of Enrichment Activities/Support Services on Students

- I thought our Live It class was so important to my class for learning about healthy eating. It was exciting to hear them talk about making some of the foods they learned to make in class at home. It was also exciting to see them looking at labels on their milk cartons after learning about the different types of milk and the fat content in them. They learned many things they will remember for a long time. We also worked with an actor for a week and each class put on a play. For most*

students, this was the first time they were on stage in front of people. They learned to act, memorize lines, and make scenery etc. - everything involved in a play. It amazed me how in a few short days, these students put aside all their fears and nervousness and put on a great performance. Again, something that they might not have ever had the opportunity to try. I had a parent during conferences talk to me about how excited her child was about performing. I think the MEP is a great program because it allows these students to try new things in a secure, positive environment.

- *This year our Cooking Matters class impacted our students by teaching them about healthy food and cooking healthy food. It was great to hear from parents how their children are coming home and making the food at home*
- *A child was in the play and reading her part and didn't know what a word meant. Another girl showed her and told her about it. Students were so excited to be on stage performing. Other students were very excited to be helping with the set during our play. In Science Explorers, students made projects like catapults, vibrobots, etc. and then brought them home. They got to take home many books!*
- *This year we were able to provide excellent enrichment opportunities with services provided by Kanko Akakpovi, SNAP-Ed Educator, and Health & Nutrition Programs with the University of Minnesota Extension. The Cooking Matters opportunity taught students and families valuable nutrition, cooking, and budgeting tools for healthy and affordable meal planning. Many families shared that students went home happy to help cook healthy meals and transfer what they learned to budgeting and purchasing healthy foods.*
- *We had a Reader's Theater one evening and had almost 100% participation from the students and parents. The students were so excited to present the play to the parents. They were beaming from ear to ear. It was so fun to see. The media center was packed and parents were taking pictures and taping the production. Afterwards, we did fun reading activities to earn a bingo and RIF books.*
- *The food program benefited families a lot by receiving fresh produce and food weekly.*
- *The children are given the opportunity to go on field trips to different places for career day. This year we went to a creamery and the children were able to see the cheese making process starting at the cow. The children were very interested and asked many questions about the farm and how different things worked.*
- *I have a student that is more active, eats healthy, lost weight, and had eight cavities filled. Wow!*
- *We had older students from the community volunteer on a weekly basis to be reading buddies for our students. This helped our students build relationships and feel connected to our community.*

Stories about the Impact of Services to Secondary Students

- *A few of my students are really excited to attend college after they experienced the college weekend at Mankato State University!*
- *One of the migrant students improved a lot on their STAAR math test. It was really cool to see how excited he was.*
- *Ten of our students attended the college weekend--they came back with great comments.*
- *We had a student graduate from high school this spring! She has attended our summer school program since she was a young girl.*
- *I have seen older students care for the younger students, assist them during an activity, and play together. This bonding would not have been possible during the regular school year. Also, some of our students helped serve food to the parents/families during our Parent Math/Reading Nights. They were very excited to participate.*
- *The program gives students the opportunity to work with a teacher or paraprofessional on a one-on-one basis, especially students who may have an IEP or 504 plan. School is usually very hard for those students and they don't experience much success with academics. We had one student with an IEP who will be earning a credit this summer due to the one-on-one help he received.*

With one unit left to go, the look of excitement and satisfaction was evident to anyone who saw the big smile on his face.

Stories about the Impact on English Language Development

- We have a student who moved to the U.S. from Mexico just three years ago. She is very bright but often has vocabulary "glitches" between the languages. Working with our ESL provider as well as working with more language arts activities helped her immensely.*
- A student that attended the summer migrant program knew little to no English and barely any sight words - starting at a Level A Fountas & Pinnell. At the end of the program, she was speaking English to her peers and teachers. She ended the program at a Level B and was able to identify, recognize, and use all of the kindergarten sight words!*
- This program has increased the learning of English for our two Level 1 students who primarily speak Spanish. They increased their ability to identify letter names and write letters in English.*
- One of my students began learning English about 18 months ago. The growth that she made has been unbelievable. She still has weaknesses without a doubt, but the gains have been great. It is no doubt that an extra six weeks of school both last summer and this summer have helped her to continuously improve instead of taking steps back during this time.*

Stories about the Overall Impact of the Migrant Summer Program on Students

- One family that I worked with was so impressed with our program that they would like to find year-round work here so their children can continue in our school.*
- I know the Migrant Program helps migrant students. I know this because I used to be a migrant student when I was little. I loved coming to school because I knew how hard it was for my parents to take care of us after a 12 hour shift. I know students now that don't get fed because their parents are just too tired or are sleeping. It's not that they don't want to, it's just that they are too tired from working 12 hours, 7 days a week. At school, students get the attention from adults they need and food is provided. I honestly appreciate everything the migrant program does for these migrant students. It's difficult being a migrant student and this program allows learning through nice trips they've probably never taken before. The Migrant Program is very helpful and I hope we have it for as long as we can. Migrant families need it.*
- The students in my class were eager to come to school and did not miss many days of school. They shared with me on multiple occasions that they like to come because there are not as many opportunities for them at camp. I like to see their point of view because it reassures me that they really want to learn and we are teaching them many things that will impact their future.*
- I love seeing families year after year and see how far they have come both socially and academically!*
- Students that I work with during the regular school year always talk about how much fun migrant school was and look forward to the next summer migrant program.*
- One student told me how they did not have many friends during the regular school year, but through the MEP, they are beginning to meet friends that they can return to each summer.*
- Just the overall smiles these students have on their faces when they are given new opportunities.*
- The integration of our different cultures was pretty amazing. I give all of the credit to our staff. They worked very hard this summer modeling acceptance to all of our students. We all learned from each other this summer.*
- At the Family Fiesta, a student's grandmother came up to me during the classroom walk around and when she saw what the student has been working on (reading, comprehension, talking about what he read and understanding), she was so thankful and happy to see that we were working on exactly what he struggles with.*
- Watching students from different cultures walk down the hallway hand-in-hand together. Enthusiasm of students going to school and participating in a different environment other than the normal school year which gave them opportunities for new experiences and growth.*

- *The gratitude that has been shown to us as educational staff from the parents. Parents brought us Asian food to thank us.*
- *I enjoy watching families come back year after year and seeing the growth the students make over the summer. I feel as though the migrant summer school has given students wonderful opportunities that they might not have if they were not a part of it. I love to see students when they return in the spring and love to see the progress that they have made. It is great to be a part of their lives and to see them smile when they recognize our staff when they return in the fall.*
- *We have had several honor students. One of our former students went on to become a lawyer and spoke about his early molding in his primary migrant school education here in our program!*
- *Our students feel successful and an important part of our school. Everyone knows each other's names and are valued by teachers and other students. Our students know that the extra time spent here directly connects with their regular school year success.*

Student Comments on the Secondary Student Survey – On a survey, migrant secondary students indicate what they accomplished during the summer of 2015. Students reported that they improved their academic skills, received credit toward high school graduation, and took the STAAR test, among other things. Following are examples of individual student responses.

- *Improved my math skills (9 responses)*
- *Improved my reading skills (7 responses)*
- *Got credit for HS (6 responses)*
- *Finished my work (4 responses)*
- *Took the STAAR test (4 responses)*
- *Improved my writing skills (3 responses)*
- *Got my PE credits (2 responses)*
- *Got better at sports (2 responses)*
- *Coming to school and learning (2 responses)*
- *I got to read a book I really wanted to read.*
- *I learned more things I can do better in school.*
- *Picked up my grades a bit.*
- *Facing my fears.*
- *Prepare for my next year.*
- *I know what I want to do when I grow up.*

7. Implications

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

PROGRESS ON PREVIOUS RECOMMENDATIONS

The 2014-15 evaluation is the first external evaluation conducted for the Minnesota MEP, therefore there are no previous recommendations on which to report on progress. The evaluation design will annually review the strategies and MPOs, and has a process for determining progress made toward their attainment. This component will be included in the 2015-16 Annual Evaluation Report to be completed in March 2017.




2014-15 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, school-based electronic communication, and science. The Minnesota MEP Service Delivery Plan includes the following MPO related to parent involvement:

MPO 3.1: By the end of the 2015 summer migrant program, 90% of parents/family members who participate in at least one parent activity will show an average gain of 0.5 on a pre/post self-assessment on a 4-point scale.

During 2014-15, MPO 3.1 was met with 91% of parents responding to Parent Education Evaluations indicating that they gained knowledge of topics presented at parent activities and training.

Recommendations (Parent Involvement)

-  *Provide MEP staff with opportunities to share/discuss effective practices for involving parents.*
-  *Provide additional support/training to staff on using the Parent Education Evaluation (Form 1) to facilitate appropriate use and increased completion by sites.*
-  *Review the strategy addressing parent involvement and MPO 3.1 to determine if edits/changes need to be made based on evaluation results.*

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

MPO 3.4: By the end of the 2015 summer migrant program, 80% of staff participating in professional development will report positive growth in their ability to support migrant students.

During 2014-15, MPO 3.4 was met with 97% of staff reporting positive growth in their ability to support migrant students as a result of participating in local and statewide professional development.

Recommendations (Professional Development)

- ✚ *Facilitate opportunities for MEP staff to share effective and promising practices during training sponsored by the MEP so they can learn from each other.*
- ✚ *Encourage local staff participation in the National Migrant Education Conference should funds be available in time, to broaden staff knowledge of the MEP at a national level.*
- ✚ *Provide professional development for Site Coordinators (training-of-trainers) on culturally-relevant instruction, appropriate strategies and supports for migrant students who are English Learners, and effective summer learning strategies and programming (e.g., project-based learning, thematic programming) so they can incorporate strategies into summer programming and provide training to summer school staff.*
- ✚ *Review the strategy addressing professional development and MPO 3.4 to determine if edits/changes need to be made based on evaluation results.*

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

MPO 3.2: By the end of the 2015 summer migrant program, 90% of migrant students and OSY completing a survey will report satisfaction with the non-instructional services provided through the MEP.

MPO 3.3: By the end of the 2015 summer migrant program, 75% of eligible prekindergarten-aged migrant children will be placed in early childhood programs and/or receive early childhood services.

During 2014-15, MPO 3.2 was met with 98% of elementary and secondary migrant students reporting satisfaction with the non-instructional services provided by the MEP. MPO 3.3 also was met with 88% of eligible prekindergarten-aged migrant children being placed in early childhood programs – primarily Head Start provided by TVOC.

Recommendations (Support Services)

- ✚ *Review the strategies addressing support services and MPOs 3.2 and 3.3 to determine if changes need to be made based on evaluation results.*
- ✚ *Continue coordination efforts with TVOC to ensure that migrant preschool children are included in Head Start services throughout the State. Coordinate with other service providers, as appropriate, to ensure that all preschool migrant children receive prekindergarten services.*
- ✚ *Revise the Elementary Student Survey (Form 3) to include only students in grades 3-5.*

Strategy Implementation: This was the first year in which local migrant projects completed the Fidelity of Strategy Implementation (FSI) tool. MEP staff worked in teams to discuss how each of the strategies identified in the Minnesota SDP were implemented in their projects, arrive at consensus on the level of implementation, and identify evidence used to determine ratings for their projects. All but two of the 17 strategies (88%) were rated at the “developing” level, with four strategies (providing reading and math instruction within two days of enrollment, and

ensuring the reading and math needs of migrant ELs and binational migrant students are addressed) receiving the highest mean ratings by MEP staff (mean rating of 3.7 out of 4.0).

Recommendations (Strategy Implementation)

- ✚ *Review the strategies and the FSI to determine if changes need to be made for the 2015-16 program year.*
- ✚ *Work with local projects to determine the reasons for the lower ratings of strategies addressing parent involvement and services to OSY and provide technical assistance and/or training as needed to ensure that these services are implemented with fidelity to the intended strategy.*
- ✚ *Continue to provide technical assistance and training to project staff on completing the FSI.*

2014-15 SUMMARY AND IMPLICATIONS - PROGRAM RESULTS

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

MPO 1.1: By the end of the 2015 summer migrant program, 90% of summer sites will implement standards-based reading curriculum and instructional strategies *appropriately* as measured by a rating of “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

MPO 1.2: By the end of the 2015 summer migrant program, 75% of migrant students receiving standards-based reading instruction will improve their scores on curriculum-based assessments by 5%.

MPO 2.1: By the end of the 2015 summer migrant program, 90% of summer sites will implement standards-based math curriculum and instructional strategies *appropriately* as measured by a rating of “Succeeding” or “Exceeding” on the Fidelity of Strategy Implementation (FSI) Tool.

MPO 2.2: By the end of the 2015 summer migrant program, 75% of migrant students receiving standards-based math instruction will improve their scores on curriculum-based assessments by 5%.

During 2014-15, all but one of the reading and math MPOs were met. MPO 1.1 was met with 100% of the 10 summer projects assigning ratings of “succeeding” or “exceeding” to this strategy on the FSI, and MPO 2.1 was met with 90% of the 10 summer projects assigning ratings of “succeeding” or “exceeding” to this strategy on the FSI. MPO 1.2 was met with 78% of migrant students (74% of PFS students, 81% of non-PFS students) increasing their reading score by 5% from pretest to post-test. MPO 2.2 was not met with 69% of migrant students (74% of PFS students, 66% of non-PFS students) increasing their math score by 5% from pretest to post-test.

Recommendations (Reading and Math)

- ✚ *This was the first year in which pre/post-test results for reading and math were required to be reported by Minnesota migrant projects. Projects did well with reporting, with the exception of one site not reporting post-test results for reading. It is recommended that MDE staff continue to stress the importance of reporting pre/post results, as well as providing ongoing technical assistance and training on appropriate assessments for summer programs.*

- ✚ *For 2015-16, revise the pre/post-test reading and math data collection on the Summer Program Services Report to include 1) name of assessment; 2) raw score; and 3) total points possible of assessment for each set of scores (reading and math).*
- ✚ *Review the reading and math strategies and MPOs to determine if changes need to be made based on evaluation results.*

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

MPO 4.1: By the end of the 2015 summer migrant program, 80% of in-school secondary-aged migrant students in grades 7-12 who attend an MEP summer program for 5 days or more will obtain hours or credits that count toward high school graduation requirements.

MPO 4.2: By the end of the 2015 summer migrant program, 25% of OSY that receive instructional services will demonstrate an average gain of 20% on SOSOSY pre/post assessments or earn credits/hours.

During 2014-15, MPO 4.1 was met with 100% of the secondary students in grades 7-12 obtaining hours or credits that count toward high school graduation. MPO 4.2 also was met with all of the OSY receiving instructional services obtaining hours toward a GED or graduation.

Recommendations (Graduation/Services to OSY)

- ✚ *Review the graduation and services to OSY strategies and MPOs to determine if changes need to be made based on evaluation results.*
- ✚ *Ensure that all programs providing students and OSY with secondary credit accrual are entering information on the Summer Program Services Report, and provide technical assistance as needed.*
- ✚ *Continue to research options for credit accrual coursework given the changes to the systems in Texas to ensure that Texas-based migrant students are obtaining the credits they earned while in Minnesota.*

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, reading/math instruction, summer program implementation, enrichment activities, migrant student needs, reporting and accountability, and services to secondary students/youth.

Staff Suggestions for Professional Development

- *A suggestion for next year may be to have a PD before the summer program begins.*
- *Additional funds should be available so that all classroom teachers are able to attend the May Kick-off meeting in Sartell. Teachers need to hear this information first hand, ask questions, and exchange ideas and opinions in that venue.*
- *Funds to allow more staff to attend the regional workshop in May so they can exchange ideas.*
- *It is important to have continuing education so we can continue to improve services to our migrant students.*
- *Collaborate with teachers from other migrant programs to find out what works and what curriculum they use.*
- *Offer training to staff and paras on different areas (e.g., child development).*
- *Professional development before the program begins, and identify 2-3 specific math or reading goals to focus on for all students.*

- *Provide more information on each of the students so we know their level, and provide information as to what has worked or not worked for this student in the past.*
- *Provide training when staff can be there more readily (i.e., on a weekend rather than in the midst of an already busy school year).*
- *We never had any professional development so a suggestion would be to have that next year.*

Staff Suggestions for Reading/Math Instruction

- *As a teacher, it is often difficult to adapt lessons to meet the needs of all the students. My students have a range of four grade levels and several different reading and math levels. I think if there were 2-3 specific math or reading goals in which to focus, that would help me understand exactly how to direct my lessons.*
- *Have 2-3 standards (by age ranges K-2, 3-6, 7-12) in reading, writing, and math that the MEP wants teachers to focus on and create curriculum around.*
- *I would rather use STAR Reading and Math as assessment tools for the pre/post-tests. I think we could have used that more effectively than MLCORE pre/post tutorials assessments. I did use migrantreading.net and it worked fine, but STAR Reading and Math really individualize for each child and that is great! We didn't have the space to put all the children into the program this year, but maybe in the future we can. It is a great tool for continual assessment!*

Staff Suggestions for ID&R and Informing Others about the MEP

- *Awareness of programming - many parents and teachers do not know about the program. Spread awareness.*
- *I think the greatest improvement would be more recruitment. Recruitment is key to letting migrant families know the program exists.*
- *The recruiting situation needs to be figured out. It does not work to have recruiters for a huge area. We never even met them last year. This year they set up a registration day without even consulting any staff in our area and then expected us to set it all up. We already had a different time set up.*
- *Verify migrant student eligibility to ensure that they are still eligible to participate. There were misidentified students that were part of our group. They connected with us, but then were no longer eligible to participate. Very sad for students and teachers!*
- *We are working very hard to find migrant students and families. My goal this school year is to find someone to help us recruit and stay in touch with students during the school year.*
- *We need to advertise the MEP more. I know there are plenty of families that have no clue about this program. It not only benefits the students but it is also beneficial for parents. The students get the extra help they need. Changing school every year gets difficult and extra learning is exactly what all the students need.*

Staff Suggestions for Implementing the Summer Migrant Programs

- *Collaborate with non-migrant students.*
- *I think migrant students would greatly benefit from having local students in summer school with them. They would be able to interact with others and be able to have more class discussions.*
- *Let local children come to the program to give the migrant students more sense of belonging. I think it is crazy how separate they are.*
- *Open it up to local students too so that the migrant students have more people to interact with.*
- *We would love to be able to collaborate with the Title students in our school. It really helps to build friendships between the migrant students and local students. It also helps them to feel welcome in the fall when they recognize some faces from the summer.*
- *I think the greatest improvement would be more time. Many of our students would like to see the program last longer during the summer and could benefit from the increased time.*

- *I would say that if we maintain the variety of classes and perhaps give a slightly more challenging curriculum to the students, it could enhance the program!*
- *If there were a way to add one more level to our school, I think it would go a long way in making it more successful. We have a lot of students who attend at both levels 4 and 5, which are the two levels in which there are multiple school grades. These two levels have had both the highest attendance and the most behavior issues. Having one more level to split up the grades 4-8 between would allow for a smaller class size and, I believe, better control and respect. I am not sure if this is possible, but I think it would be very crucial in improving the experience for the staff and students. It would also allow for more individualized attention with students, which is very important in determining and addressing each students' needs.*
- *Increase attendance incentives.*
- *Many students come the last week of our program because of corn pack session. The timing of the program could better fit the needs of our families.*
- *We are very grateful to have iPads which allowed us to have computer access daily for all students. We would like to find ways to improve daily attendance.*
- *I think the MEP was run very well. An improvement could be getting more parents involved but this is not always possible.*

Staff Suggestions for Summer Enrichment Activities

- *I suggest to have Boy/Girl Scouts, 4H, and art once or twice during the program. Having them once each week interferes with learning time throughout the day because there is a special added daily and therefore the students aren't in the room as much to learn. It affected my classroom because we would teach content for 30 minutes and have to go somewhere or get interrupted by a special. It made students distracted and gave them the mindset that they would receive specials every day with less time for instruction. It made it difficult to teach for a long period of time and keep their attention. If the number of specials were reduced, students would receive more instruction and could improve their scores even more.*
- *I would love to have Fridays be fun Fridays. I think we could implement learning, but since they put in the effort to come each day, this would be a fun reward for them.*
- *It was great having outside guests teach our students about nutrition, science, animals, and computer programming. I would love to see more of this. Inviting experts in other fields to come in to school and show students other possibilities in life is a great idea. Maybe experts in music or art would be a nice addition.*
- *Maybe have people come in and share their life experiences with us.*
- *More funds to put back some extras in the program such as art and music.*
- *Swimming lessons*

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

- *High school students need PE and/or science at least twice each week.*
- *More information on STAAR testing and better communication with TMIP.*
- *More information regarding the STAAR tests (specific test specs, content, logistics, more practice tests or study materials, etc.). Some of our students did not need any credits, but just had to take or pass STAAR tests. We ran out of resources.*

Staff Suggestions for Meeting the Needs of Migrant Students

- *Interpreters for the Karen families.*
- *It would be nice to see the program take in to account cultures other than those of Texas migrant students. Our program primarily served Somali and Karen students.*
- *More resources so we could help children deal with depression, anxiety, anger management, grief/loss, and sexual abuse.*
- *I would suggest having people from different ethnic backgrounds come and talk about their history, cultures, and traditions so students can learn how to get along with others and become friends with students from different races.*

Staff Suggestion for MMERC

- *Make the MMERC website and ordering catalog more user-friendly.*

Staff Suggestions for Accountability and Reporting

- *It is an interesting program being that we receive our grant notice so late in the spring. I need to collaborate with agencies to have them here for the program, but not sure if we get the grant. The program runs so fast. The reporting is very intense for such a short program, I would like to have it be more efficient.*
- *Less paperwork for the coordinator. Rephrase questions on student surveys.*
- *Reduce paperwork/record keeping. Some of the forms seem redundant.*
- *The paperwork this year seems very confusing.*
- *With our diverse population, I would appreciate it if the State could look at all of the forms that we have to complete. We need everything translated in the languages we are dealing with including Somali and Karen. Also, revamping the forms. The majority of our students were not in need of credit recovery, but rather EL services.*

In summary, during the summer of 2015, the Minnesota MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills, prepared them for the upcoming school year, and helped them earn high school credits. In addition, parents were provided services that improved their skills and increased their involvement in their child's education; MEP staff were trained to better serve the unique needs of migrant students; and community agencies and programs helped support migrant students by providing direct supportive and instructional services.

Appendix A

Evaluation Data Collection Forms

Appendix B

Fidelity of Strategy
Implementation (FSI) Tool

Appendix C

Minnesota MEP SDP/CNA/ Evaluation Alignment Chart
