

IDAHO  
DISTRICT  
MIGRANT  
EDUCATION  
PROGRAM

# EVALUATION TOOLKIT

Based on the 2016-2017  
Idaho Service Delivery Plan

Updated 8/2017



Empowering migrant students and their families to succeed in Idaho.  
Capacitar a estudiantes migrantes y sus familias para tener éxito en Idaho.



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# DIRECTIONS FOR TOOLKIT

The Evaluation Toolkit is designed to be used with the Measurable Performance Outcomes (MPOs) in the 2017 Idaho State MEP Service Delivery Plan. The tools in the toolkit are to help you collect data so that you can accurately evaluate the effectiveness of your migrant program. Your program evaluation will be reported in the Migrant Student Information System (MSIS) by September 15<sup>th</sup> every year in the MPO Program Evaluation tab. This report tracks your progress toward meeting the MPOs you selected in the Consolidated Federal and State Grant Application (CFSGA) for the current year.

## How to get started using the toolkit

The documents in the toolkit are all in Word so that you can adapt them to better fit your use. They are examples, not required forms.

1. Review the forms and select those that match the MPOs you have selected for the year.
2. Print or share the forms electronically with migrant staff who are responsible for planning migrant services, providing services, tracking services provided, or supervising migrant staff.
3. Adapt forms as needed. Survey forms will ALL require that you enter a brief description of the event or activity that parents, students or staff are receiving and about which they are being surveyed.
4. Create a location where documents will be stored as they are used throughout the year. This can be done with paper copies in a binder with tabs for each MPO selected or in electronic folders. Ensure that those using them know where they are.
5. Establish a timeline for completing activities and recording data.

## When to use the toolkit

A sample timeline for using the toolkit:

1. **August/September:** Migrant team meets to complete 1-5 above.
2. **Monthly:** Review data collection documents to ensure that data is being collected. It is much easier to collect data as the services are provided than to wait until the end of the year.
3. **May:** Migrant team meets to complete and review all data collected. Final results for completed MPOs should be entered in MSIS now.
4. **August:**
  - Migrant team meets to complete and review all data collected for summer school MPOs.
  - Final results for all MPOs are entered into MSIS.
  - Final review of MPO Program Evaluation is completed.
  - Report is submitted electronically in MSIS.

## How to use the toolkit to complete the MPO Program Evaluation in MSIS

Each piece of data is important for both district and state evaluation of the effectiveness of our programs. The overall goal of the Idaho MEP is to provide services that help migrant students to succeed in school and be prepared for college and careers. Your efforts make a difference in children's lives; this report shows that.

1. Open MSIS and click on 20xx-20xx Data Collection. Click on CFSGA MPO Evaluation.
2. Tabulate your final data for each MPO using the forms you have completed throughout the year.
3. Check Yes or No for each MPO in the Results column. "Strategies not selected" do not need to be reported.
4. Important: Provide comments. Include the numerical results (e.g. 85% reported being better prepared) and a brief description of the services provided (e.g. 3 student/parent meetings for graduation requirements and college prep)
5. Submit final report after providing results for each tab's MPOs.

# MEASURABLE PROGRAM OUTCOMES (MPOs) TOOLS in TOOLKIT

## From the Idaho Service Delivery Plan Report: Goal Area MPOs and Strategies

The SDP helps the state MEP develop and articulate a clear vision of the **needs** of migrant children on a statewide basis, the **strategies and services** the state will use to address the needs, the **MPOs** that will be used to evaluate the effectiveness of strategies, and how the strategies will help achieve the state’s **performance goals/targets**.

This section of the report outlines how Idaho’s MPOs will produce statewide results through specific educational or educationally-related services. The MPOs will allow the MEP to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the CNA. It should be noted that the strategies and MPOs in a **bolded typeface are required of all projects**; whereas the strategies and MPOs in regular typeface are optional. This determination is made by the SEA staff in order to accommodate funded LOAs that serve very few students through mainly providing non-instructional support services.

School Readiness		
Key Strategies	MPOs	Tools in Toolkit
<b>1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books and activities).</b>	<b>1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.</b>	Migrant Distribution Log Migrant Parent Pre-Survey: Parent Support for School Readiness Migrant Parent Post-Survey: Parent Support for School Readiness
<b>1.2) Provide migrant funded site-based preschool services to migrant children ages 3-5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).</b>	<b>1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.</b>	Use spreadsheet to calculate.
<b>1.3) Participate in the activities of the Preschool Initiative CIG and share materials, strategies, and resources with migrant families.</b>	<b>1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.</b>	Use MSIS Student Services report filtered for age.

## English Language Arts Achievement

Key Strategies	MPOs	Tools in Toolkit
<p><b>2.1)</b> Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school, expeditionary opportunities, tutoring, after school programs).</p>	<p><b>2.1)</b> By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.</p>	<p>Migrant Distribution Log</p>
<p><b>2.2</b> Use highly qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by IHEs, PASS, after school tutoring, home-based instruction).</p>	<p><b>2.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.</p> <p><b>2.2b)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.</p>	<p>Pre-Post Assessment Scores: Extended English Language Arts Services</p> <p>Migrant Student Extended Services: English Language Arts/Math Credits Earned Log</p>
<p><b>2.3)</b> Provide opportunities for migrant staff to attend district, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p><b>2.3)</b> By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.</p>	<p>Staff Professional Development Survey: English Language Arts or Math PD for Migrant Staff</p>
<p><b>2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.</b></p>	<p><b>2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.</b></p>	<p>Migrant Parent Pre-Survey: Parent Activities for Language &amp; Math Support at Home</p> <p>Migrant Parent Post-Survey: Parent Activities for Language &amp; Math Support at Home</p>

## Mathematics Achievement

Key Strategies	MPOs	Tools in Toolkit
<p><b>3.1)</b> Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).</p>	<p><b>3.1)</b> By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.</p>	<p>Migrant Distribution Log</p>
<p><b>3.2)</b> Use highly qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, INL, math camps, academies offered by IHEs).</p>	<p><b>3.2a)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.</p> <p><b>3.2b)</b> By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12.</p>	<p>Pre-Post Assessment Scores: Extended Math Services</p> <p>Migrant Student Extended Services: English Language Arts/Math Credits Earned Log</p>
<p><b>3.3)</b> Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p><b>3.3)</b> By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.</p>	<p>Staff Professional Development Survey: English Language Arts or Math PD for Migrant Staff</p>

## Mathematics Achievement

Key Strategies	MPOs	Tools in Toolkit
<p><b>3.4.a)</b> Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).</p> <p><b>3.4.b)</b> Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.</p>	<p><b>3.4)</b> By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.</p>	<p>Migrant Parent Pre-Survey: Parent Activities for Language &amp; Math Support at Home</p> <p>Migrant Parent Post-Survey: Parent Activities for Language &amp; Math Support at Home</p>

## High School Graduation

Key Strategies	MPOs	Tools in Toolkit
<p><b>4.1)</b> Develop and implement a student monitoring system to follow migrant secondary students' progress towards grade promotion and graduation.</p>	<p><b>4.1)</b> By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system.</p>	<p>Migrant Secondary Student Tracking Form: Graduation Progress</p>
<p><b>4.2.a)</b> Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).</p> <p><b>4.2.b)</b> Provide support services (e.g., supplemental supplies and fees, advocacy etc.).</p>	<p><b>4.2)</b> By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).</p>	<p>Use Student Services Report from MSIS, filtered by grade</p>
<p><b>4.3)</b> Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7<sup>th</sup> – 12<sup>th</sup> grades.</p>	<p><b>4.3)</b> By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.</p>	<p>District fiscal reports</p>
<p><b>4.4)</b> Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at PAC meetings, CAMP collaborations, leadership institutes, career fairs/speakers, CIS software training).</p>	<p><b>4.4)</b> By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.</p>	<p>Migrant Parent/Student Pre-Survey: Parent/Student Activities for Graduation or College and Career</p> <p>Migrant Parent/Student Post-Survey: Parent/Student Activities for Graduation or College and Career</p>



## Non-instructional Support Services

Key Strategies	MPOs	Tools in Toolkit
<p>5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).</p>	<p>5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.</p>	<p>Staff Professional Development Survey: Unique Needs of Migrant Students PD for Migrant Staff (Note: training is for all staff, MPO measure can be given to all staff or just migrant staff)</p>
<p>5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).</p>	<p>5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.</p>	<p>Migrant Parent Survey: Student Engagement Outcomes</p>
<p>5.3) Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.</p>	<p>5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.</p>	<p>Migrant Program/Health Provider Agreement: Health Partnership and Referral Activities</p>
<p>5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).</p>	<p>5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.</p>	<p>Migrant Parent Pre-Post Survey: Health Services Access</p>