

2020-2021 Evaluation Report



Idaho Migrant Education Program

Prepared by



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2020-2021 Evaluation of the Idaho Migrant Education Program (MEP)

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Acronyms Used in this Report

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
EPT	Evaluation Planning Team
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	The Every Student Succeeds Act of 2015
FSI	Fidelity of Strategy Implementation Tool
GED	General Education Development high school equivalency tests
GPRA	Government Performance and Results Act
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IMEC	Interstate Migrant Education Program
IDRC	Identification and Recruitment Consortium
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migrant Student Records Exchange Initiative
ISAT	Idaho Standards Achievement Test
ISDE	Idaho State Department of Education
ID	Idaho
OME	Office of Migrant Education
OSY	Out-of-School Youth
P/A	Proficient or Above
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PK	Prekindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
UG	Ungraded

1. Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, birth through age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Idaho MEP assists schools throughout the State to help migratory children that may be negatively impacted by frequent migration and interrupted schooling to meet State achievement expectations. Services are designed to facilitate continuity of instruction to eligible students who migrate between Idaho and other states, within the State of Idaho, and across international borders. Below is information showing migratory student demographics and MEP services provided during the 2020-21 performance period (9/1/20-8/30/21).

- ✚ In 2020-21, there were 6,219 eligible migratory students ages 0-21 (5,957 Category 1 migratory students ages 3-21) which is an 8% increase over 2019-20. Once again, school closures and social distancing requirements resulting from the global pandemic affected identification and recruitment (ID&R) and mobility during 2020-21.
- ✚ 11% of migratory children/youth ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✚ 32% of migratory children/youth 0-21 (same as in 2019-20) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/21).
- ✚ 29% of migratory students ages 3-21 (same as in 2019-20) were categorized as having priority for services (PFS).
- ✚ 50% of migratory student ages 3-21 were identified as being English learners (ELs).
- ✚ 82% of migratory students ages 3-21 (6% more than in 2019-20) received MEP services during the performance period (80% served ages 0-21).
- ✚ 78% of migratory students ages 3-21 were served during the 2020-21 regular school year, and 32% (3% more than in the summer of 2020) were served during the summer of 2021 (Category 2 count).
- ✚ 51% of migratory students ages 3-21 received instructional services (11% more than in 2019-20) and 80% received support services (7% more than in 2019-20).

Forty-three funded projects in six regions provided instructional and support services aligned with the State Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA) within the four goal areas of: 1) School Readiness, 2) English Language Arts [ELA] and Mathematics; 3) High School Graduation and Services to Out-of-School Youth [OSY]; and 4) Non-Instructional Support Services. Supplemental instructional services included tutoring and instructional support, summer school, reading and mathematics enrichment activities, graduation enhancement, and career education. Support services were provided to migratory students to eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services, support services included health services, translations and interpretations, advocacy and outreach, family literacy programs, nutrition services, referrals, distribution of

educational materials, and transportation. Services also were provided to parents to engage them in the education of their children.

The chart below shows that all 10 of the 10 Measurable Program Outcomes (MPOs) (100%) addressed in this evaluation were accomplished this year showing the benefit of MEP services for migratory students, their parents, and educators in Idaho.

Idaho MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
School Readiness		
MPO 1a) By the end of the 2020-21 program year, 70% of migratory preschool children ages 3-5 attending MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment.	Yes	90% of the 198 children assessed gained by 5% or more in school readiness
MPO 1b) By the end of the 2020-21 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child's school readiness skills in the home.	Yes	100% of the 57 parents of preschoolers responding reported increased skills
ELA and Mathematics		
MPO 2a) By the end of the 2020-21 program year, 80% of parents attending parent activities will report on a survey that they increased their skills for supporting their child's academic skills in the home.	Yes	89% of the 349 parents responding reported increased skills
MPO 2b.1) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded ELA instruction will demonstrate a 5% gain as measured by a pre/post local ELA assessment.	Yes	77% of the 1,171 students assessed gained by 5% or more in ELA
MPO 2b.2) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded math instruction will demonstrate a gain of 5% as measured by a pre/post local math assessment.	Yes	75% of the 1,109 students assessed gained by 5% or more in math
Graduation/Services to OSY		
MPO 3a) By the end of the 2020-21 program year, 50% of migratory students in grades 6-12 receiving MEP mentoring will report on a survey that mentoring impacted their progress toward graduation.	Yes	97% of the 304 students responding reported impact
MPO 3b) By the end of the 2020-21 program year, 50% of migratory students that received mentoring and were enrolled in credit bearing courses will obtain credits leading toward high school graduation.	Yes	96% of the 899 students enrolled obtained credits
MPO 3c) By the end of the 2020-21 program year, 20% of all OSY/dropouts located will receive MEP services.	Yes	71% of OSY/dropouts located by MEP staff received MEP services
Non-Instructional Support Services		
MPO 4a) By the end of the 2020-21 program year, 80% of staff who participated in MEP-funded professional development will indicate increased knowledge of the content presented.	Yes	91% of the 450 staff responding reported increased knowledge
MPO 4b) By the end of the 2020-21 program year, 75% of all eligible migratory children and youth will receive MEP support services.	Yes	78% of the 6,219 eligible migratory children received MEP support services

Other key findings/trends revealed in the 2020-21 evaluation follow.

- ✚ Inter/intrastate collaboration resulted in increased services to migratory students. Local MEP directors reported that their programs collaborated with numerous community agencies and school programs. In addition, the Idaho State Department of Education (ISDE) collaborated with other states for data collection, transfer, and maintenance of MEP student records, interstate middle/high school youth leadership opportunities, and

participated in the Identification and Recruitment Consortium (IDRC) MEP Consortium Incentive Grant (CIG).

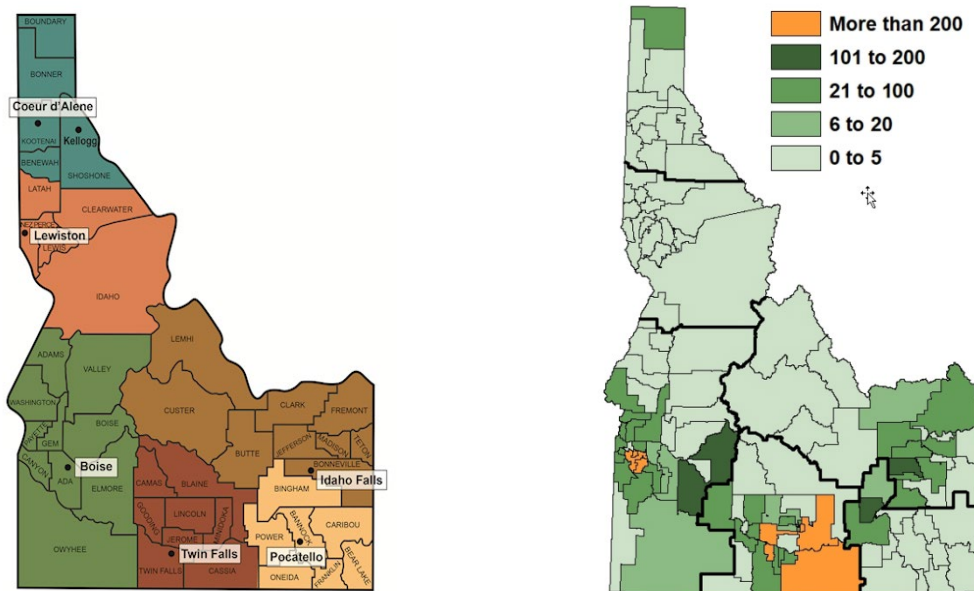
- ✚ MEP staff rated the implementation of the Strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) tool. The mean rating for all 10 strategies was 3.5 out of 5.0. Mean ratings for all of the 10 strategies were below the “proficient” level (4.0/“succeeding”).
- ✚ Twenty-four percent (24%) of migratory students scored proficient or above on Idaho Standards Achievement Test (ISAT) ELA assessments compared to 54% of non-migratory students (30% gap), and 14% of migratory students scored proficient or above on ISAT Math assessments compared to 46% of non-migratory students (32% gap).

In summary, during 2020-21, the Idaho MEP provided migratory students with individualized, needs-based supplemental instructional and support services, while pivoting to ensure that services continued during the pandemic. MEP services positively impacted student learning and academic achievement. Parents were provided services to improve their skills and increase their engagement in their child’s education; MEP staff (and general education staff) were trained to better serve the unique needs of migratory students and their parents; community resources and programs helped support migratory students and their families; and local projects expanded their capacity to provide needs-based services to Idaho’s migratory population by conducting local needs assessments and professional learning activities.

2. Program Context

Idaho provides services to migratory students through six regional projects as displayed below. The second map shows the number of migratory students across the state. The six regions are further clustered, and oversight is provided by three regional MEP coordinators.

Exhibit 1: Map of Idaho Regions and Map of Migratory Student Populations



During 2020-21, there were 43 local projects (see table below) in the six regions that provided services to migratory students and their families. Projects provided instructional and support services aligned with the State SDP and CNA within the four goal areas of: (1) School Readiness, (2) Reading/Writing and Mathematics; (3) High School Graduation/Services to OSY, and (4) Non-Instructional Support Services. The primary components of the Idaho MEP include supplemental instructional services, support services, inter/intrastate coordination, ID&R, parent involvement, and professional development. These activities are guided by the program application/sub-granting process, CNA, SDP, and the program evaluation.

Idaho Projects (2020-21)			
Aberdeen	Filer	Kuna	Payette
American Falls	Fremont	Madison	Shelley
Blackfoot	Fruitland	Marsing	Shoshone
Bonneville	Glenns Ferry	Melba	Snake River
Boundary	Gooding	Middleton	Twin Falls
Bruneau-Grand View	Hansen	Minidoka	Vallivue
Buhl	Homedale	Mountain Home	Weiser
Caldwell	Idaho Falls	Murtaugh	Wendell
Cassia	Jefferson	Nampa	West Jefferson
Dietrich	Jerome	New Plymouth	Wilder
Emmett	Kimberly	Parma	

MEP INSTRUCTIONAL SERVICES - During the regular school year, migratory students are provided with a wide range of supplemental instructional services including the following.

Regular Year Supplementary Instructional Services

Math Tutoring	Preschool
Reading Tutoring	Pre-GED/GED Preparation
Secondary Credit Accrual	ESL Instruction
Other Instructional Services	Distance Learning
Science/Social Studies Instruction	Prevention Education
STEM/Robotics	

During the summer, migratory students also are provided with a wide range of supplemental instructional services that include those listed below.

Summer Supplementary Instructional Services	
Summer School	Pre-GED/GED Preparation
Math Instruction	Preschool
Reading Instruction	ESL Instruction
Secondary Credit Accrual	Distance Learning
Science/Social Studies Instruction	Services to OSY

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

Support Services		
Referrals	Youth Leadership	Instructional Supplies
Career Counseling	Life Skills	Extended Learning Opportunities
Guidance Counseling	Health Screenings	Interpreting/Translating
Transportation	Health Services	Free Lunch/Meals

INTER/INTRASTATE COORDINATION - Because migratory students move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP is a leader in coordinating resources and providing integrated services to migratory children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Idaho, inter/intrastate collaboration focused on the following activities in 2020-21:

- providing year-round ID&R;
- participating in the IDRC CIG;
- coordinating secondary education coursework needs and completion/credits;
- coordinating with agencies that serve and employ migratory farmworkers;
- participating in the U.S. Department of Education Migrant Student Records Exchange Initiative (MSIX) to transfer student education and health data to participating states; and
- attending inter- and intra-state MEP meetings including Interstate Migrant Education Program (IMEC) meetings, the ID&R Forum, and National Migrant Education Conference, and the U.S. Department of Education Annual Directors' Meeting.

IDENTIFICATION AND RECRUITMENT - The Idaho MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in the State. This includes securing pertinent information to document the basis of a child's eligibility on the certificate of eligibility (COE). Ultimately, it is the State's responsibility to implement procedures to ensure that migratory children and youth are both identified and determined as eligible for the MEP. To achieve this end, certification of eligibility depends on the recruiter's assessment of key information related to family moves due to agricultural and/or fishing work and then certification by the State that the recruiter's determination is correct. In order to guide all aspects of ID&R in Idaho, the [Idaho MEP Website](#) contains numerous resources to guide ID&R staff.

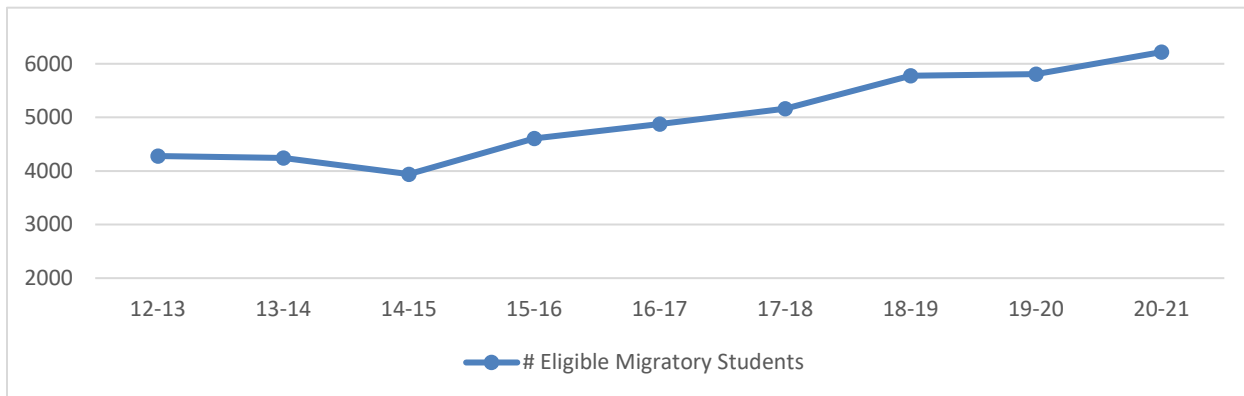
The regional coordinators travel to each district two times per month and provide one-on-one training in ID&R, plan and conduct recruiting activities with liaisons, and have regional trainings at least two times per year. Most of their work focuses on ID&R and proper reporting. In addition, during 2020-21, the State provided a two-day virtual fall training and three mini-trainings on a variety of topics, including ID&R.

Migratory Student Demographics - Exhibit 2 shows that during 2020-21, there were 6,219 eligible migratory students in Idaho -- a 7% increase over 2019-20. School closures and social distancing requirements resulting from the COVID-19 pandemic continued to affect ID&R and family mobility during 2020-21. The trend over the years shows increasing numbers since 2014-15. *UG = Ungraded*

Exhibit 2: Eligible Migratory Students by Grade Level and Program Year

Age/ Grade	Number of Eligible Migratory Students								
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
0-2	0	249	185	319	267	247	295	273	262
3-5	985	841	364	405	574	769	813	497	791
K	319	310	238	277	467	315	340	523	374
1	343	298	289	299	340	334	372	366	380
2	309	278	298	324	337	355	351	394	385
3	281	275	297	310	324	337	397	367	415
4	239	241	285	340	351	335	373	397	398
5	287	223	269	288	292	348	357	374	419
6	250	241	258	311	321	302	366	371	397
7	236	241	234	256	250	354	339	354	405
8	217	235	254	246	233	267	355	358	376
9	202	214	234	267	262	243	318	362	384
10	166	169	211	234	241	267	241	291	367
11	154	142	177	204	206	217	273	243	305
12	94	91	222	266	149	178	185	241	219
UG	0	0	0	0	0	0	0	0	0
OSY	196	195	126	258	260	296	403	396	342
Total	4,278	4,243	3,941	4,604	4,874	5,164	5,778	5,807	6,219

Source: CSPR Part II School Years 202-13 through 2020-21 & MSIS



As part of the ESSA 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 migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the SDP as part of the State activity in which Idaho sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of MEP services.

Priority for services is given to migratory children who **(1) have made a qualifying move within the previous 1-year period** and who **(2) are failing, or most at risk of failing, to meet the challenging State academic standards**; or **(3) have dropped out of school** (applies to U.S. schools only). The definition of PFS is operationalized in Idaho by having an Educational Interruption and meeting at least one Academic Risk criterion below.

Educational Interruption

- Student had a qualifying move within the previous 1-year period

Academic Risk *Criteria 1a must be used if scores are available.*

- **Criteria 1a:** Student has Idaho Assessment Scores, [1304 (d)(1)]
A student who is not proficient on a state assessment:

Assessments	Scores
ACCESS & WIDA Screener	Not proficient (LE, L1, EW status)
ISAT ELA, Math, Science	Not proficient on any test
IRI	Not proficient fall or spring

- **Criteria 1b:** Student has no Idaho Assessment Scores.
A student who has shown lack of academic proficiency on another objective measure:

Objective Measures	Criteria
District Assessments, RTI Screeners, or progress monitoring assessments	Less than proficient for grade level expectations
Lacks credit(s)	Missing credit(s) needed for graduation
Other state's assessment	Less than proficient on a state assessment from another state (MSIX)

- **Criteria 2:** Student has dropped out of school, [1304 (d)(2)]

Every local migrant project in Idaho is required to enter at-risk information on every migratory child/youth into MSIS. This provides information to determine which migratory children should receive services first, provides other districts/states information should children move and assists the State MEP in determining allocations.

Exhibit 3 shows that of the 5,957 eligible students ages 3-21, 29% were categorized as having PFS and 50% were identified as being ELs. Of all eligible migratory students (6,219), 11% were identified as having a disability through the IDEA, and 32% had a QAD occurring within 12 months from the last day of the performance period (8/31/21). Children birth to age two had the highest percent of QADs during the performance period.

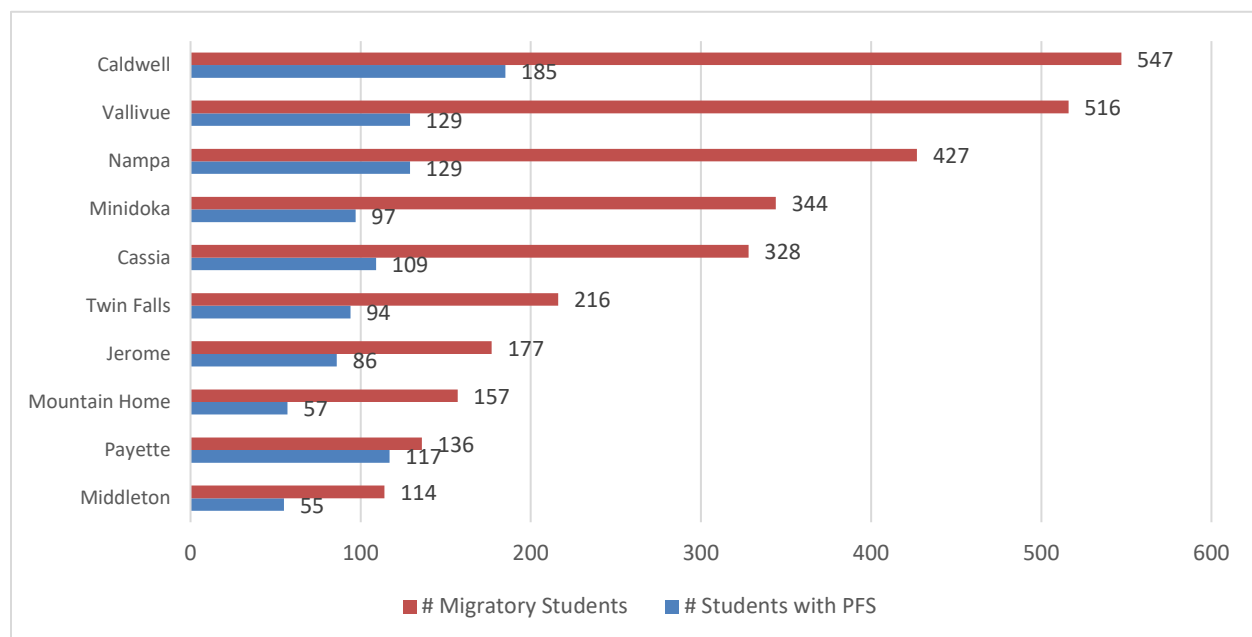
Exhibit 3: 2020-21 Demographics of Migratory Students by Grade Level

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	262	--	--	--	--	0	0%	161	61%
Age 3-5	791	87	11%	164	21%	56	7%	286	36%
K	374	131	35%	268	72%	39	10%	121	32%
1	380	109	29%	277	73%	42	11%	120	32%
2	385	133	35%	300	78%	46	12%	115	30%
3	415	133	32%	306	74%	70	17%	135	33%
4	398	113	28%	295	74%	61	15%	115	29%
5	419	129	31%	218	52%	69	16%	130	31%
6	397	118	30%	177	45%	58	15%	125	31%
7	405	139	34%	214	53%	58	14%	134	33%
8	376	137	36%	165	44%	49	13%	123	33%
9	384	132	34%	173	45%	40	10%	102	27%
10	367	127	35%	145	40%	41	11%	100	27%
11	305	92	30%	112	37%	22	7%	96	31%
12	219	75	34%	79	36%	20	9%	22	10%
OSY	342	50	15%	82	24%	0	0%	90	26%
Total	6,219	1,705	29%*	2,975	50%*	671	11%	1,975	32%

Source: 2020-21 CSPR *Percentage of eligible migratory children ages 3-21 (5,957)

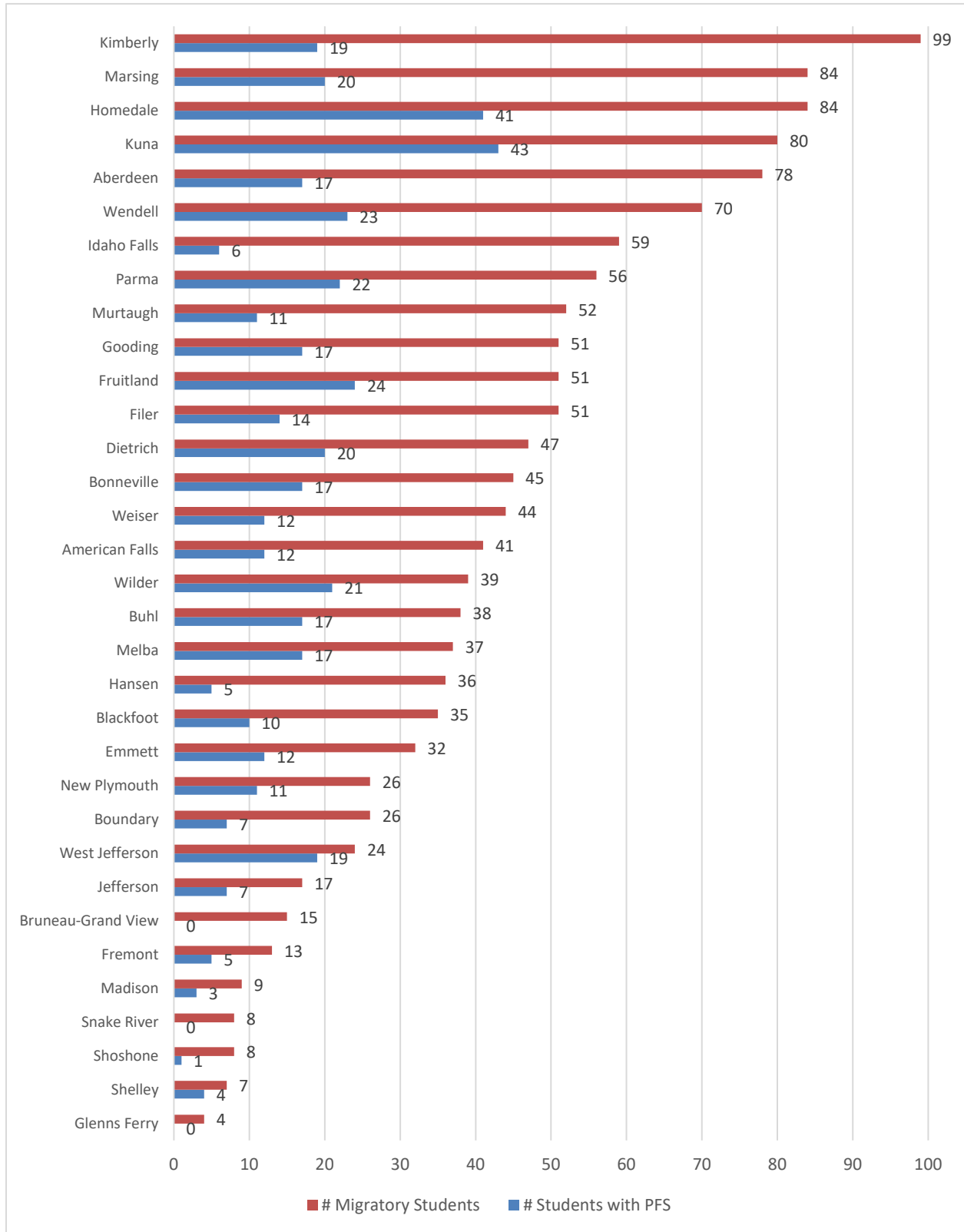
Exhibits 4-5 show the number of eligible migratory students and the number of migratory students with PFS at each of the 43 districts during 2020-21.

Exhibit 4: 2020-21 Child Counts for Projects with More than 100 Migratory Students



Source: MSIS

Exhibit 5: 2020-21 Child Counts for Projects with Less than 100 Migratory Students



Source: MSIS

3. Purpose of the Evaluation

In 1966, Congress included language in the ESEA to help the children of migratory farmworkers and established the Office of Migrant Education (OME) at the U.S. Department of Education. MEPs 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.

Idaho has established high academic standards and provides all students with a high quality education to allow them to achieve to their full potential. The Idaho standards support Title I, Part C, section 1301 of the ESEA, as reauthorized by ESSA to ensure that migratory 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 migratory children and improve those efforts based on comprehensive and objective results, the Idaho MEP conducted an evaluation of its MEP to:

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

Evaluation Questions (Implementation)

States are required to conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the evaluation of the Idaho MEP 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 Idaho MEP projects and programs?
- ✓ What problems did the project encounter? What improvements should be made?
- ✓ What types of MEP-funded preschool services were offered to migratory preschool-aged children?
- ✓ What parent activities addressing school readiness were provided to migratory parents?
- ✓ How many parents participated in school readiness parent activities?
- ✓ What topics were addressed during parent engagement opportunities?
- ✓ How many migratory students participated in MEP-funded ELA instruction?
- ✓ How many migratory students participated in MEP-funded math instruction?
- ✓ How many migratory students in grades 6-12 received MEP mentoring?
- ✓ In what ways were students mentored?
- ✓ What courses did students take for high school credit?
- ✓ In what ways were students supported by mentors?
- ✓ What types of MEP services were provided to OSY/dropouts?

- ✓ What MEP professional development was offered to staff?
- ✓ What types of support services did eligible migratory children and youth receive?

Evaluation Questions (Results)

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

- ✓ What percentage of migratory preschool children ages 3-5 (PFS and non-PFS) attending MEP-funded preschool showed a 5% gain on a pre/post school readiness assessment?
- ✓ What percentage of parents of preschool-aged children participating in at least two parent/child activities reported that they increased their skills for supporting their child's school readiness skills in the home?
- ✓ What percentage of parents attending parent activities reported that they increased their skills for supporting their child's academic skills in the home?
- ✓ What percentage of migratory students (PFS and non-PFS) improved their score by 5% on a pre/post local ELA assessment?
- ✓ What percentage of migratory students (PFS and non-PFS) improved their score by 5% on a pre/post on a local math assessment?
- ✓ What percentage of migratory students in grades 6-12 (PFS and non-PFS) receiving MEP mentoring reported that mentoring impacted their progress toward graduation?
- ✓ What percentage migratory students (PFS and non-PFS) that received mentoring and were enrolled in credit bearing courses obtained credits leading toward high school graduation?
- ✓ What percentage of OSY/dropouts (PFS and non-PFS) that were located received MEP services?
- ✓ What percentage of staff who participated in MEP-funded professional development indicated increased knowledge of the content presented?
- ✓ What percentage of eligible migratory children and youth (PFS and non-PFS) received MEP support services?

4. Evaluation Methodology

The Idaho MEP evaluation is part of the State MEP Continuous Improvement Cycle (U.S. Department of Education, 2018), 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 Idaho MEP includes both implementation and performance results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff, parent, and student stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Idaho MEP.



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

- ✓ maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- ✓ collaborating with Idaho MEP staff to facilitate data completion, collection, and submission; and
- ✓ preparing an evaluation report to determine the extent to which progress was made and the objectives were met.

Data analysis procedures used in this report include descriptive statistics (e.g., means, frequencies, and 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/enhancement.

In order to gather information about the outcomes and effectiveness of the services provided to migratory students by the Idaho 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 dropout rates; and the 10 MPOs listed below.

School Readiness MPOs

MPO 1a) By the end of the 2020-21 program year, 70% of migratory preschool children ages 3-5 attending MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment.

MPO 1b) By the end of the 2020-21 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child's school readiness skills in the home.

ELA and Mathematics MPOs

MPO 2a) By the end of the 2020-21 program year, 80% of parents attending parent activities will report on a survey that they increased their skills for supporting their child's academic skills in the home.

MPO 2b.1) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded ELA instruction will demonstrate a 5% gain as measured by a pre/post local ELA assessment.

MPO 2b.2) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded math instruction will demonstrate a gain of 5% as measured by a pre/post local math assessment.

Graduation and Services to Out-of-School Youth (OSY) MPOs

MPO 3a) By the end of the 2020-21 program year, 50% of migratory students in grades 6-12 receiving MEP mentoring will report on a survey that mentoring impacted their progress toward graduation.

MPO 3b) By the end of the 2020-21 program year, 50% of migratory students that received mentoring and were enrolled in credit bearing courses will obtain credits leading toward high school graduation.

MPO 3c) By the end of the 2020-21 program year, 20% of all OSY/ dropouts located will receive MEP services.

Non-Instructional Support Services MPOs

MPO 4a) By the end of the 2020-21 program year, 80% of staff who participated in MEP-funded professional development will indicate increased knowledge of the content presented.

MPO 4b) By the end of the 2020-21 program year, 75% of all eligible migratory children and youth will receive MEP support services.

5. Implementation Evaluation Results

MEP SERVICES

Exhibit 6 shows that 4,847 migratory students (78% of all eligible migratory students) were served during the regular school year in 2020-21. Of the 4,712 migratory students served ages 3-21, 34% were PFS students (93% of *all* PFS students). In addition, 1,924 migratory students (31% of all eligible migratory students) were served during the summer of 2021 (3% more than in 2019-20). Of the 1,923 migratory students served ages 3-21 served during the summer, 22% were PFS students (25% of *all* PFS students).

Exhibit 6:

Migratory Students Served during the Regular School Year and Summer (2020-21)

Grade	Regular School Year						Summer					
	All Migratory Students			PFS			All Migratory Students			PFS		
	# Eligible	Served		Total # PFS	Served		# Eligible	Served		Total # PFS	Served	
		#	%		#	%		#	%		#	%
Birth-2	262	135	52%	--	--	--	262	1	<1%	--	--	--
Age 3-5	791	540	68%	87	76	87%	791	278	35%	87	27	31%
K	374	306	82%	131	119	91%	374	172	46%	131	44	34%
1	380	308	81%	109	98	90%	380	178	47%	109	39	36%
2	385	331	86%	133	127	95%	385	196	51%	133	61	46%
3	415	327	79%	133	122	92%	415	204	49%	133	48	36%
4	398	320	80%	113	100	88%	398	190	48%	113	45	40%
5	419	342	82%	129	123	95%	419	189	45%	129	50	39%
6	397	325	82%	118	111	94%	397	130	33%	118	26	22%
7	405	337	83%	139	134	96%	405	99	24%	139	21	15%
8	376	318	85%	137	133	97%	376	85	23%	137	21	15%
9	384	304	79%	132	128	97%	384	64	17%	132	14	11%
10	367	315	86%	127	121	95%	367	61	17%	127	10	8%
11	305	246	81%	92	84	91%	305	55	18%	92	13	14%
12	219	198	90%	75	71	95%	219	5	2%	75	3	4%
OSY	342	195	57%	50	42	84%	342	17	5%	50	3	6%
Total	6,219	4,847	78%	1,705	1,589	93%	6,219	1,924	31%	1,705	425	25%

Source: 2020-21 CSPR & MSIS

Exhibit 7 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2020-21 performance period (regular year and summer). Results show that 5,001 migratory students (80% of all eligible migratory students, 84% of eligible students ages 3-21) were served. Of the 4,872 migratory students ages 3-21 that were served, 33% were PFS students (93% of *all* PFS students).

Exhibit 7: Migratory Students Served during the 2020-21 Performance Period

Grade	All Migratory Students			PFS			Received Instructional Services							
	# Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual	
		#	%		#	%	#	%	#	%	#	%	#	%
Birth-2	262	129	49%	--	--	--	3	1%	1	<1%	1	<1%		
Age 3-5	791	575	73%	87	79	91%	347	44%	293	37%	291	37%		
K	374	317	85%	131	119	91%	231	62%	179	48%	177	47%		
1	380	325	86%	109	98	90%	223	59%	174	46%	172	45%		

Grade	All Migratory Students			PFS			Received Instructional Services							
	# Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual	
		#	%		#	%	#	%	#	%	#	%	#	%
2	385	346	90%	133	127	95%	262	68%	204	53%	199	52%		
3	415	350	84%	133	122	92%	252	61%	206	50%	205	49%		
4	398	336	84%	113	100	88%	235	59%	187	47%	189	47%		
5	419	354	84%	129	123	95%	254	61%	208	50%	204	49%		
6	397	332	84%	118	111	94%	225	57%	159	40%	148	37%		
7	405	344	85%	139	134	96%	225	56%	113	28%	106	26%		
8	376	323	86%	137	133	97%	182	48%	92	24%	85	23%	5	1%
9	384	307	80%	132	128	97%	166	43%	36	9%	32	8%	37	22%
10	367	318	87%	127	121	95%	184	50%	44	12%	40	11%	41	22%
11	305	248	81%	92	84	91%	126	41%	26	9%	23	8%	31	25%
12	219	199	91%	75	71	95%	94	43%	17	8%	14	6%	7	7%
OSY	342	198	58%	50	42	84%	38	11%	22	6%	20	6%	1	3%
Total	6,219	5,001	80%	1,705	1,592	93%	3,047	51%*	1,961	33%*	1,906	32%*	122	6%**

Source: 2020-21 CSPR

*Percentage of eligible migratory children ages 3-21 (5,957)

**Percentage of eligible migratory students in grades 8-12 and OSY (1,993)

Fifty-one percent (51%) of migratory students ages 3-21 received instructional services (61% of students served by the MEP), with 33% of migratory students ages 3-21 receiving reading instruction and 32% receiving math instruction. In addition to reading and math instruction, secondary-aged migratory students received MEP credit accrual services. A total of 122 (6%) students in grades 8-12 and OSY received credit accrual services from the MEP during 2020-21.

The graphic below shows the number of eligible migratory students from 2016-17 to 2020-21 and the number of migratory students served each year. Over the years, the gap between number eligible and served has decreased and the number of students served has increased.

Exhibit 8: Migratory Students Served Over the Years

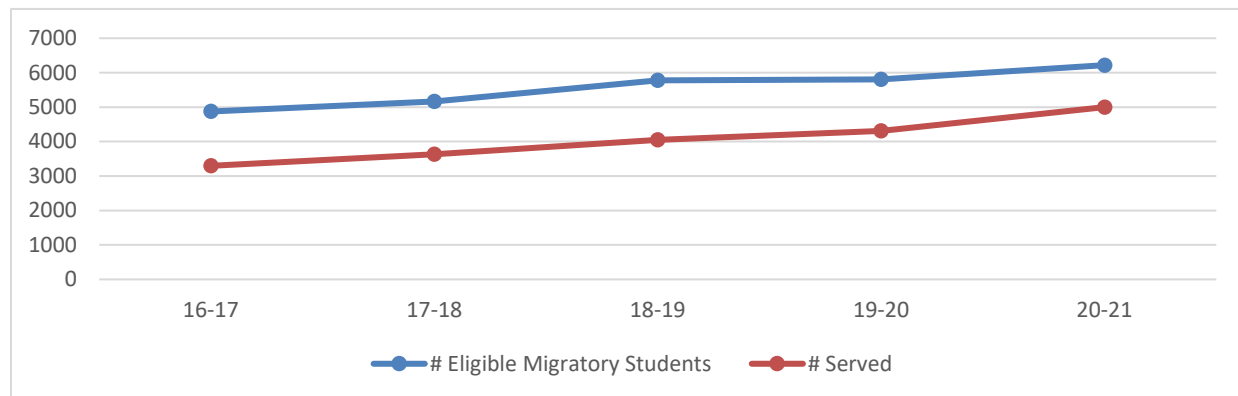


Exhibit 9 shows the number and percent of migratory students receiving support services during 2020-21, including counseling. Seventy-eight percent (78%) of all eligible migratory children and youth received support services. Of those receiving support services, 41% received counseling (32% of all eligible migratory students). Counseling is defined in the CSPR as services to help a student to better identify and enhance their educational, personal, or occupational potential; relate their abilities, emotions, and aptitudes to educational and career opportunities; utilize abilities in formulating realistic plans; and achieve satisfying personal/social development. Counseling can occur between student/counselor, peer-to-peer counseling, or between students and MEP staff.

Exhibit 9: Migratory Students Receiving Support Services during 2020-21

Grade	# Eligible	Received Support Services		Received Counseling	
		N	%	N	%
0-2	262	129	49%	6	2%
Age 3-5	791	566	72%	91	12%
K	374	306	82%	60	16%
1	380	315	83%	65	17%
2	385	332	86%	88	23%
3	415	343	83%	76	18%
4	398	328	82%	89	22%
5	419	332	79%	104	25%
6	397	320	81%	167	42%
7	405	336	83%	211	52%
8	376	312	83%	199	53%
9	384	300	78%	206	54%
10	367	313	85%	230	63%
11	305	243	80%	184	60%
12	219	196	89%	146	67%
OSY	342	198	58%	82	24%
Total	6,219	4,869	78%	2,004	32%

Source: 2020-21 CSPR

Forty-nine percent (49%) of the eligible migratory children birth to age two received support services, as did 72% of eligible migratory children ages 3-5, 82% of eligible migratory students in grades K-8, and 77% of eligible migratory students in grades 9-12 and OSY.

PARENT INVOLVEMENT

The Idaho MEP values parents as partners with the schools in the education of their children. As a result, parents take part in regular Parent Advisory Council (PAC) meetings and parent activities hosted by local projects and the State. During 2020-21, the State MEP hosted two State PAC meetings. Details about the two meetings follow.

- **Fall 2020 State PAC Meeting** – Held virtually on November 5, 2020 from 4:00-8:00 PM. Approximately 59 families participated (whole families or even two families are counted once if using one device).
- **Spring 2021 State PAC Meeting** – Held virtually on April 22, 2021 from 4:00-7:30 PM. Approximately 60 families participated (whole families or even two families are counted once if using one device).

Parents were asked about the ways in which the Idaho MEP helped them. Responses addressed communication between the program and parents, increased knowledge of ways to support their children, and support provided to families. Following are examples of parent comments.

- *He gave me the tools and taught me activities that I can do at home.*
- *I was able to communicate with my child's teacher with the help of the migrant liaison.*
- *Keep me updated with students' grades/credits.*
- *Provided school information and grades.*
- *Resources for food, school supplies, immigration education. Learned about assistance in the community.*

- *Taught us what activities we can do to learn math and science.*
- *The program helped me talk to teachers during parent/teacher conferences. because I don't speak English.*
- *The program taught me how to help my daughter to be ready for kindergarten.*
- *They helped me and my children get logged into Google classrooms and PowerSchool. They talked to teachers and let them know any concerns I had.*
- *They helped me log on to Google classrooms.*
- *They taught me and my kids how to do activities while reading the books. I really enjoyed all the activities.*
- *They tell me how my children are doing in school and their grades.*
- *To understand how to help my daughters at home.*

PROFESSIONAL DEVELOPMENT

Professional development supports staff that provide instructional and support services to migratory students. All MEP staff participate in professional learning, allowing them to more effectively and efficiently serve migratory students. Professional development takes many forms including statewide training, webinars, and workshops. State staff provided professional development to staff to ensure that they had the knowledge and skills needed to address migratory student and family needs during the pandemic including the annual fall training and mini-trainings throughout the year. The Fall Training in September 2020 included eight sessions over two days with a variety of participants (liaisons, directors, graduation specialist) depending on the session topic and staff availability.

Exhibit 10 lists the 31 professional development activities in which Idaho MEP staff participated during 2020-21 as well as the number of staff attending each session. A total of 575 staff (duplicated count) participated in professional development – an average of 18.5 per session.

Exhibit 10: Professional Development Provided to MEP Staff during 2020-21

Date	Location	Title	# Attending
9/14/20	Virtual	Idaho Fall MEP Training Day 1	86
9/15/20	Virtual	Idaho Fall MEP Training Day 2	79
11/17/20	Virtual	IDRC: Electronic Referral Tool	4
12/8/20	Virtual	IDRC: Recruiting OSY/H2A	1
12/15/20	Virtual	IDRC: Beginning Excel Training	1
1/12/21	Virtual	IDRC: Advanced Excel Training	1
1/19/21	Virtual	IDRC: Essentials of ID&R	7
2/2/21	Virtual	IDRC: 4-CIG Webinar, Resource Sharing	9
2/16/21	Virtual	IDRC: Recruiting Plan/SMART Goals	7
2/25/21	Virtual	IDRC: Coordinators' Network Training	9
3/9/21	Virtual	IDRC: Migrant and Seasonal Head Start (MSHS)/MEP Regs Crosswalk	11
3/11/21	Virtual	Min-Training: How to Complete Migrant Data Collection	56
3/24/21	Virtual	IDRC: Presentation at ADM	1
4/13/21	Virtual	Mini-Training: Correcting Errors on a COE	48
4/14-16/21	Virtual	IDRC: Recruiter Summer Institute	44
5/11/21	Virtual	Mini-Training: How to Create an MSIX Move Notice	48
5/11/21	Virtual	IDRC: Using What you Have (Data)	26
5/18/21	Virtual	IDRC: TRI Planning Meeting	3
5/27/21	Virtual	IDRC: Coordinators' Network Training	5
6/4/21	Virtual	IDRC: Connecteam Training	2
6/8/21	Virtual	IDRC: Recruiter Training 101	20
6/15/21	Virtual	IDRC: Housing	26
6/21/21	Virtual	IDRC: Collaboration w/National Farmworker Jobs Program	1
6/22/21	Virtual	IDRC: TRI Creating a State ID&R Manual	5

Date	Location	Title	# Attending
7/6/21	Virtual	IDRC: Safety Course for Recruiters	11
7/14/21	Virtual	IDRC: Data Tool Training	2
7/16/21	Virtual	IDRC: Training Meeting	3
7/27/21	Virtual	IDRC: Connecteam Training	1
8/17/21	Virtual	IDRC: Quality Control	4
8/27/21	Virtual	IDRC: Back to School: MSHS/MEP	26
9/14/21	Virtual	IDRC: Action Plan/ID&R Performance	28
Total			575

Source: Idaho MEP and IDRC CIG Records

At all IDRC CIG professional development opportunities, participants completed training evaluations that included an item that asked them to rate their knowledge of the content presented before and after participating in training on a 5-point scale where 1=no knowledge, 2=a little knowledge, 3=some knowledge, 4=a lot of knowledge, and 5=extensive knowledge. Exhibit 11 shows Idaho MEP staff ratings of IDRC training. Results show that 93% of the 29 Idaho MEP staff responding that participated in 14 of the Year 1 IDRC training opportunities evaluated increased their knowledge of the ID&R content presented. The mean gain of 1.1 point was statistically significant ($p < .001$).

Exhibit 11:

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

N	Points Poss.	Mean Rating of Knowledge Before	Mean Rating of Knowledge After	Mean Gain	P-Value 2-tailed	# (%) Gaining	# Sessions Evaluated
29	5	3.2	4.3	+1.1	<.001	27 (93%)	14

Source: IDRC CIG Training Evaluation (Form 2)

On staff surveys, staff commented on training in which they participated. Following is a sample of the staff comments.

- *I attended the NASDME workshops online. They were very informative and gave me a great perspective on the migrant students we serve. I would love to attend the conference in person one day.*
- *I enjoyed learning more about myself and seeing what I truly believe on paper.*
- *I have learned so much and I just enjoy it.*
- *I learned a lot from the mini-trainings. Thank you. I never knew we could correct addresses on COEs in MSIS and also now I know how we can go about correcting mistakes on COEs.*
- *I received training through training videos and webinars on the IDRC website as well as from my regional migrant program coordinator. This training has been crucial in order for me to be successful in identifying migrant families in my area.*
- *I was grateful for the information shared.*
- *Not only is knowledge increased, but I also appreciate the review that we get.*
- *Our state migrant coordinator has been exceptional in making time for answering our questions that come up nearly every day. She has even made a special 30 minute Google Meet with us to make sure we are understanding our duties in certain areas.*
- *The refresh trainings help me keep important knowledge fresh and current.*
- *These trainings have great techniques to keep up with the fast-changing world. Great refresher!*

STRATEGY IMPLEMENTATION

The **Fidelity of Strategy Implementation (FSI)** was completed by local projects in Idaho. MEP staff worked in teams to discuss how the Idaho MEP strategies were implemented in their projects, arrive at consensus on the level of implementation of each strategy, and identify evidence used to determine ratings for their projects. Exhibit 12 lists each of the strategies, the mean ratings assigned by MEP staff for the level of implementation of each of the strategies, and examples of evidence used to document implementation. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding.

The mean rating for all 10 strategies was 3.5 out of 5.0. Mean ratings for all of the 10 strategies were below the “proficient” level (4.0/“succeeding”). Highest rated was Strategy 4.2 (mean rating of 3.7) addressing the provision of support services to increase student engagement in school. Lowest rated was Strategy 3.2 (mean rating of 3.0) addressing services for OSY/dropouts to support continuing education and career readiness.

Exhibit 12: Mean Ratings on the Fidelity of Strategy Implementation (FSI)

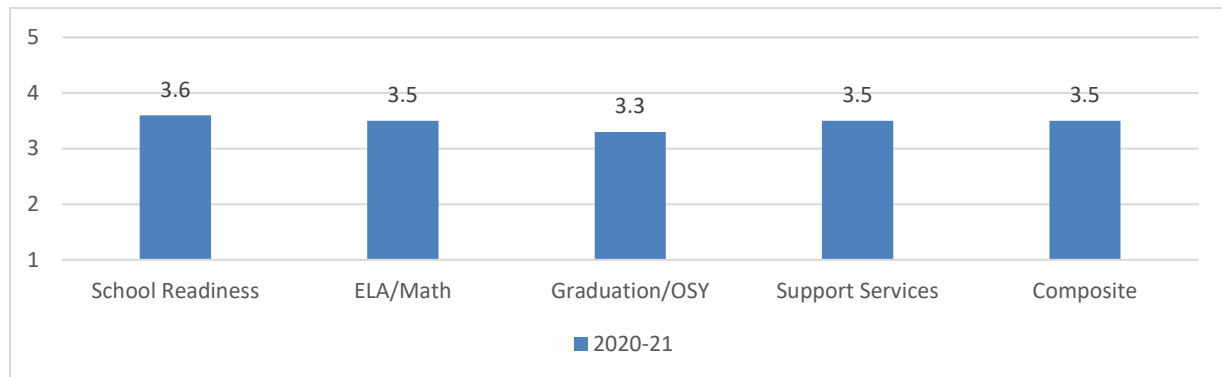
Strategies	# Projects Rating 4 or Higher	2020-21 Mean Rating
School Readiness		
Strategy 1.1: Provide MEP-funded supplemental instructional services to migratory children ages 3-5 (e.g., site-based, home-based, regular school year, summer services, parent volunteer program).	19 of 33	3.6
Strategy 1.2: Provide parents with ideas, activities, and materials for use at home with their children to promote first language development, family literacy, and school readiness (e.g., parent activities, trainings, PAC meetings, home visits, family nights, mini workshops, small group and one-on-one parent/child activities, Preschool CIG materials including preschool learning kits).	19 of 35	3.6
ELA and Mathematics		
Strategy 2.1: Provide migrant-funded resources and training to migratory families to promote literacy and numeracy skills (e.g., extended day kindergarten, backpacks and school supplies, family reading and math nights, individual libraries, math manipulatives, migrant summer school, field trips, tutoring, after school programs, books, online programs and mobile apps, Saturday school/programs, community supports).	16 of 34	3.4
Strategy 2.2: Provide migratory students with evidence-based supplemental ELA and math instruction aligned to State standards (e.g., summer school, IDLA advancement, ICON, after-school tutoring, home-based instruction, extended day kindergarten, online reading and math interventions, STEM programs).	19 of 33	3.6
Strategy 2.3: Collaborate with district, State, and federal programs to provide professional development to new and experienced teachers and paraprofessionals on evidence-based strategies for developing academic language (e.g., MEP staff attend Go-To strategies training, Idaho Association for Bilingual Educators Conference, Biennial Federal Programs Conference).	16 of 33	3.5
Graduation/Services to OSY		
Strategy 3.1: Coordinate/provide secondary migratory students (grades 6-12) mentoring to support graduation and college/career readiness (e.g., student monitoring system, individual plans for students at-risk of dropping out, graduation specialists, postsecondary counseling, college visits, presentations at PAC meetings, coordination with CAMP, leadership institutes, career fairs/speakers, CIS software training, parent outreach and mentoring, parent and student training on graduation requirements, summer school, credit recovery opportunities, supplies)	19 of 35	3.6

Strategies	# Projects Rating 4 or Higher	2020-21 Mean Rating
Strategy 3.2: Coordinate/provide services for OSY/dropouts to support continuing education and career readiness (e.g., contact OSY/dropouts using school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report; conduct exit interviews; provide educational counseling; provide supplies and services to H2A and Here to Work OSY; provide referrals to agencies and organizations that also serve migratory students and families).	9 of 31	3.0
Non-Instructional Support Services		
Strategy 4.1: Provide professional development for MEP and non-MEP staff on the migratory lifestyle and the unique needs of migratory students and how to address those needs (e.g., program and cultural awareness presentations, field or home visits for teachers and administrators, training on mobility/academic/social gaps/specific stresses of migratory families).	15 of 36	3.4
Strategy 4.2: Provide support services to students and families to increase student engagement in school (e.g., extracurricular activities, parenting classes, mental health, parent literacy workshops, instructional home visits, food/clothing/shelter, legal services, workshops on domestic violence, sexual abuse).	19 of 33	3.7
Strategy 4.3: Establish partnerships and/or agreements among the school districts and community health care providers and public health agencies to provide information on, and referrals to, individualized health advocacy services to benefit migratory students and families needing health services (e.g., glasses, dental, mental, health, immunizations, school-based health screening services, partnerships with MSHS, Public Health Department, Health and Human Services, CCI).	15 of 36	3.5

Source: Idaho MEP FSI

Exhibit 13 compares the mean scores for the four goal areas and all goal areas combined. The combined mean rating for the school readiness strategies was rated highest followed by ELA/math and support services strategies, and the graduation/OSY strategies.

Exhibit 13: Comparison of Strategy Mean Ratings



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

Strategy 1.1: Provide MEP-funded supplemental instructional services to migratory children ages 3-5.

Ways in which Strategy 1.1 was implemented by most projects

- Interpreting/translating (27 projects)
- Coordination with district kindergarten programs (23 projects)
- Collaboration with Head Start and academically geared preschools and summer services (21 projects)
- Home-based services (17 projects)
- District preschool programs (13 projects)
- Differentiated instruction, regular school year services, and transportation to/from preschool programs (12 projects)
- Family literacy programming (11 projects)
- School day preschool services and site-based services (10 projects)

Most common ways in which Strategy 1.1 was implemented by the four projects assigning the highest mean ratings

- Collaboration with Head Start/ preschools
- Coordination with district kindergarten
- Differentiated instruction
- District preschool program
- Interpreting and translating
- Regular year services
- School day preschool
- Site-based services
- Summer services
- Transportation to/from preschool program

Strategy 1.2: Provide parents with ideas, activities, and materials for use at home with their children to promote first language development, family literacy, and school readiness.

Ways in which Strategy 1.2 was implemented by most projects

- Activity folders/backpacks/bags and interpreters/translators (30 projects)
- Resources for parents to use at home (29 projects)
- Home visits and PAC meetings (24 projects)
- Collaboration with Migrant Head Start, Head Start, other community programs; and preschool CIG learning kits (22 projects)
- Coordination with district kindergarten (21 projects)
- Family nights/events (20 projects)
- Parent activities/training (17 projects)
- Small group/one-on-one parent/child activities (13 projects)
- Parent guides (11 projects)

Most common ways in which Strategy 1.2 was implemented by the project assigning the highest mean rating

- Activity folders/backpacks/bags
- Family nights
- Home visits
- Interpreters/translators
- Mini workshops for parents
- Newsletters
- Parent activities
- Parent guides
- Preschool CIG learning kits
- Resources for parents
- Small group/one-on-one parent/child activities

Strategy 2.1: Provide migrant-funded resources and training to migratory families to promote literacy and numeracy skills.

Ways in which Strategy 2.1 was implemented by most projects

- School supplies (32 projects)
- Summer school (30 projects)
- Interpreters/translators (29 projects)
- Books (25 projects)
- PAC meetings (24 projects)
- Resources for parents to use at home and activity folders (23 projects)
- Home visits (22 projects)
- Tutoring (17 projects)
- Online programs/mobile apps (16 projects)
- After school programs, extended day kindergarten, family reading/math nights, parent activities (15 projects)
- Collaboration with community resources (13 projects)
- Math manipulatives (12 projects)

Most common ways in which Strategy 2.1 was implemented by the 17 projects assigning the highest mean ratings

- Activity folders
- Books
- Extended day kindergarten
- Family reading/math nights
- Home visits
- Interpreters/translators
- Online programs/mobile apps
- PAC meetings
- Parent activities
- Resources for parents
- School supplies
- Summer school
- Tutoring

Strategy 2.2: Provide migratory students with evidence-based supplemental ELA and math instruction aligned to State standards.

Ways in which Strategy 2.2 was implemented by most projects

- Backpacks/school supplies (30 projects)
- Coordination with teachers, grade checks (29 projects)
- Coordination with Title IA/Title III/other programs, summer school (28 projects)
- Parent/teacher conferences (27 projects)
- Parent contacts (26 projects)
- Attendance checks, migrant-funded paraprofessional (24 projects)
- Progress monitoring (22 projects)
- Differentiated instruction, tutoring, supplies/materials to support literacy (20 projects)
- After school tutoring, computerized instruction, vocabulary instruction (18 projects)
- Books, migrant-funded tutors (17 projects)
- Materials/resources to be used in the home, technology use/instruction (16 projects)
- Extended day kindergarten, IDLA advancement, Rtl model (15 projects)
- Idaho Connects Online School (ICON), family literacy nights (13 projects)
- Digital literacy resources, online reading and math interventions (12 projects)

Most common ways in which Strategy 2.2 was implemented by the project assigning the highest mean rating

- Attendance checks
- Backpacks and school supplies
- Grade checks
- IDLA advancement

- Coordination with teachers
- Differentiated instruction
- Digital literacy
- Dual enrollment
- Extended day kindergarten
- Family literacy nights
- Migrant-funded para
- Parent contacts
- Parent/teacher conferences
- Progress monitoring
- Rtl model
- Vocabulary instruction

Strategy 2.3: Collaborate with district, State, and federal programs to provide professional development to new and experienced teachers and paraprofessionals on evidence-based strategies for developing academic language.

Ways in which Strategy 2.3 was implemented by most projects

- Local school/district training, staff meetings (26 projects)
- Webinars (25 projects)
- State MEP meetings/conferences/training (22 projects)
- Collaboration with district, state, federal programs to provide PD; MEP staff attend PD at local, state, and national level (21 projects)
- Coordinator attends PD at local, state, and national level; new staff training (20 projects)
- Biennial Federal Programs Conference, Go-To Strategies training (17 projects)
- NASDME conference (12 projects)

Most common ways in which Strategy 2.3 was implemented by the four projects assigning the highest mean ratings

- Collaboration with district to provide PD
- CIG training
- Coordinator attends PD
- Go-To Strategies training
- Local school/district training
- MEP staff attend training
- New staff training
- Staff meetings
- State MEP meetings/training
- Webinars

Strategy 3.1: Coordinate/provide secondary migratory students (grades 6-12) mentoring to support graduation and college/career readiness.

Ways in which Strategy 3.1 was implemented by most projects

- Career/college information packets, credit recovery opportunities (29 projects)
- Summer school/services, supplies (28 projects)
- Coordination with community agencies/programs, HEP/CAMP (27 projects)
- Tablets and computers (26 projects)
- Parent/student training on graduation requirements (25 projects)
- ESL para provides support (24 projects)
- Migrant recruiter connection to students, use of technology (23 projects)
- Career fairs/speakers, graduation specialists, online credit recovery programs (22 projects)
- Migrant recruiter home visits, student monitoring system (21 projects)
- After-school program/tutoring, college visits, direct instruction to students (20 projects)
- Leadership clubs/camps (19 projects)
- Presentations at PAC meetings, student explore to career opportunities (18 projects)
- Parent outreach and training (17 projects)
- Individual plans for students at-risk of dropping out, use of online programming (15 projects)
- Postsecondary counseling (14 projects)

Most common ways in which Strategy 3.1 was implemented by the four projects assigning the highest mean ratings

- Career/college information packets
- Career fairs
- College visits
- Coordination with community agencies/programs
- Credit recovery
- ESL para
- Graduation specialist
- Individual plans for at-risk students
- Migrant recruiter connects to students
- Migrant recruiter home visits
- Online credit accrual
- Presentations at PAC meetings
- Student monitoring
- Summer school
- Supplies
- Tablets and computers
- Youth leadership

Strategy 3.2: Coordinate/provide services for OSY/dropouts to support continuing education and career readiness.

Ways in which Strategy 3.2 was implemented by most projects

- Migrant recruiter home visits, referrals to agencies/organizations (20 projects)
- Coordination with community agencies, school programs, HEP (18 projects)
- Career/college information packets, credit recovery opportunities (17 projects)
- Migrant recruiter connection to OSY, MSIS Discrepancy Report (16 projects)
- Contact OSY/dropouts, supplies (15 projects)
- Online credit recovery programs (12 projects)
- Educational counseling (11 projects)
- Career fairs/speakers, MSIX Missed Enrollment Report, summer services (10 projects)

Most common ways in which Strategy 3.2 was implemented by the eight projects assigning the highest mean ratings

- Career/college information packets
- Career fairs/speakers
- College visits
- Contact OSY/dropouts
- Coordination with agencies/programs/HEP
- Credit recovery
- Educational counseling
- Leadership clubs/camps
- Migrant recruiter connects to OSY
- Migrant recruiter home visits
- MSIS Discrepancy Report
- MSIX Missed Enrollment Report
- Online credit recovery programs
- Referrals
- Summer services
- Supplies
- Use of online programming

Strategy 4.1: Provide PD for MEP and non-MEP staff on the migratory lifestyle and the unique needs of migratory students and how to address those needs.

Ways in which Strategy 4.1 was implemented by most projects

- Staff meetings (28 projects)
- Coordination with non-MEP staff (27 projects)
- New staff training (25 projects)
- Training for summer school staff; training on cultural awareness, Migrant 101, meeting migratory student needs (22 projects)
- Webinars (18 projects)
- NASDME conference (13 projects)
- Trauma training (10 projects)

Most common ways in which Strategy 4.1 was implemented by the project assigning the highest mean rating

- Cultural awareness training (DOL)
- Field visits for teachers/administrators
- Home visits for teachers/administrators
- NASDME conference
- Staff meetings
- Training for summer staff
- Training on cultural awareness/Migrant 101/meeting migratory student needs
- Training on how the brain works
- Webinars

Strategy 4.2: Provide support services to students and families to increase student engagement in school.

Ways in which Strategy 4.2 was implemented by most projects

- Basic needs (food, clothing, shelter) (32 projects)
- Coordination with other school programs (30 projects)
- Coordination with counselors, parent/family communication, translating/interpreting (27 projects)
- Home visits (26 projects)
- Coordination with community service providers, coordination with teachers, food/nutrition, supplies/materials (24 projects)
- Establish partnerships with MSHS, Health Department, HHS, CCI (23 projects)
- Coordinate with Centro de Crisis de Valle, Lion's Club, United Way, Lee Pesky; health services (22 projects)
- Technology, materials/resources (21 projects)
- Extracurricular activities (20 projects)
- Field trips (19 projects)
- Mental health referrals and support (18 projects)
- Student meetings/support, transportation (17 projects)
- Local community resource committees (16 projects)
- Legal services, resource booklet of community programs/agencies (14 projects)

Most common ways in which Strategy 4.2 was implemented by the three projects assigning the highest mean ratings

- Basic needs
- Coordination with Centro de Valle, Lion's Club, United Way, Lee Pesky
- Coordination with community service providers
- Coordination with other school programs
- Coordination with teachers
- Establish partnerships with MSHS, Health Department, HHS, CCI
- Food/nutrition
- Health services
- Home visits
- Mental health referrals and support
- Parent/family communication
- Supplies/materials
- Translating/interpreting

Strategy 4.3: Establish partnerships and/or agreements among the school districts and community health care providers and public health agencies to provide information on, and referrals to, individualized health advocacy services to benefit migratory students and families needing health services.

Ways in which Strategy 4.3 was implemented by most projects

- Collaboration with MSHS, HHS, CCI (29 projects)
- Agreements with community health care providers/public health agencies (27 projects)
- Immunizations (21 projects)
- Dental services, health and wellness services (19 projects)
- Glasses (18 projects)
- School-based health screening services (17 projects)
- Mental health (15 projects)

Most common ways in which Strategy 4.3 was implemented by the four projects assigning the highest mean ratings

- Agreements with community health care providers/public health agencies
- Collaboration with MSHS, HHS, CCI
- Dental services
- Glasses
- Health and wellness services
- Immunizations
- Mental health
- School-based health screening services

The following section contains the performance evaluation results that include migratory student progress toward the State Performance Indicators one and five, the GPRA measures, and the MEP MPOs

6. Outcome Evaluation Results

STATE PERFORMANCE GOALS 1 AND 5 RESULTS

Performance Goal 1: Proficiency in Reading and Math

During 2020-21, the ELA and mathematics achievement of students in grades 3-8 and 10 was assessed by ISAT. The four proficiency levels for the ISAT include: Below Basic, Basic, Proficient, and Advanced. The tables and charts to follow show the percent of migratory and non-migratory students scoring proficient or above (P/A) on 2021 ISAT ELA and Mathematics Assessments (ISAT) Comprehensive Assessment System consists of interim assessments which are optional tests given during the school year to help monitor student progress and year-end summative assessments. During 2020-21, ELA and mathematics achievement of students in grades 3-8 and 10 was assessed by ISAT. The four proficiency levels for the ISAT include: Below Basic, Basic, Proficient, and Advanced. The tables and charts to follow show the percent of migratory and non-migratory students scoring proficient or above (P/A) on 2021 ISAT ELA and Mathematics Assessments, and the difference in the percentage of migratory students scoring P/A compared to the State Performance Targets.

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

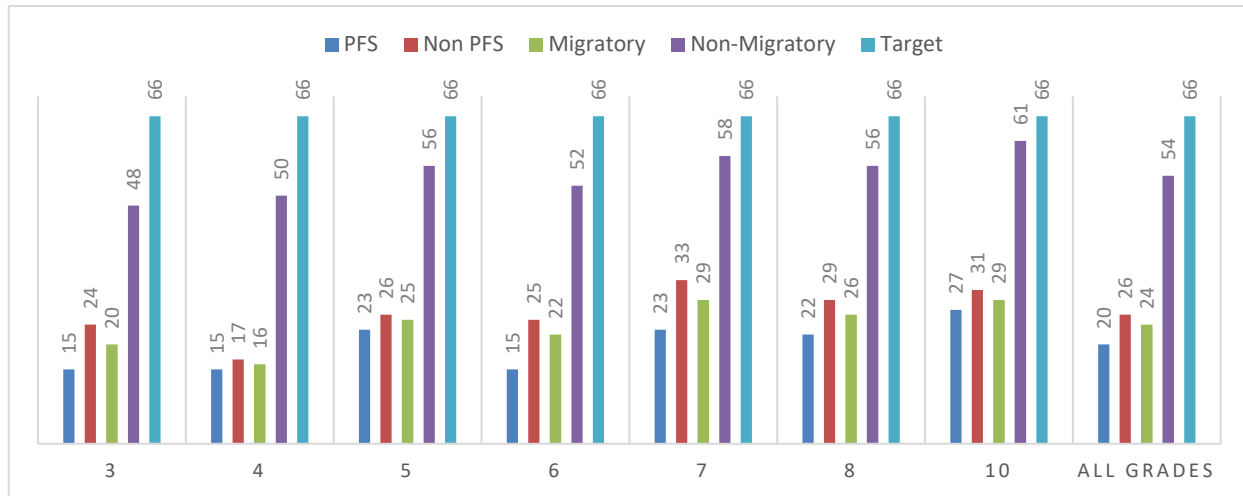
Exhibit 14: Migratory Students Scoring P/A on 2021 ISAT ELA Assessments

Grade Levels	PFS Status	# Tested	# (%) Migratory Students Scoring P/A	2021 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	135	20 (15%)	66%	-51%	48%
	Non-PFS	206	49 (24%)		-42%	
	Total	341	69 (20%)		-46%	
4	PFS	146	22 (15%)	66%	-51%	50%
	Non-PFS	195	34 (17%)		-49%	
	Total	341	56 (16%)		-50%	
5	PFS	138	32 (23%)	66%	-43%	56%
	Non-PFS	222	57 (26%)		-40%	
	Total	360	89 (25%)		-41%	
6	PFS	121	18 (15%)	66%	-51%	52%
	Non-PFS	233	58 (25%)		-41%	
	Total	354	76 (22%)		-44%	
7	PFS	129	30 (23%)	66%	-43%	58%
	Non-PFS	201	67 (33%)		-33%	
	Total	330	97 (29%)		-37%	
8	PFS	120	26 (22%)	66%	-44%	56%
	Non-PFS	197	57 (29%)		-37%	
	Total	317	83 (26%)		-40%	
10	PFS	113	31 (27%)	66%	-39%	61%
	Non-PFS	180	55 (31%)		-35%	
	Total	293	86 (29%)		-37%	
All	PFS	902	179 (20%)	66%	-46%	54%
	Non-PFS	1,434	377 (26%)		-40%	
	Total	2,336	556 (24%)		-42%	

Source: ISDE Database/MSIS

Migratory students were 42% short of the Idaho State Performance Target (66%) for ELA proficiency, and 32% fewer migratory students scored P/A than non-migratory students. PFS students were 46% short of the target and non-PFS students were 40% short of the target. For all seven grade levels assessed, the target was not met by migratory students (differences ranged from -37% to -50%). Largest differences were seen for PFS 3rd graders, 4th graders, and 6th graders (-51% each). In addition, for all grade levels, fewer PFS migratory students scored P/A than non-PFS migratory students, and fewer migratory students scored P/A than non-migratory students. Following is a graphic display of the differences in the percentage of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on 2021 ISAT ELA assessments.

Exhibit 15: Comparison of 2021 ISAT ELA Assessment Results



Source: ISDE Database

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

Exhibit 16:

Migratory Students Scoring P/A on 2021 ISAT Mathematics Assessments

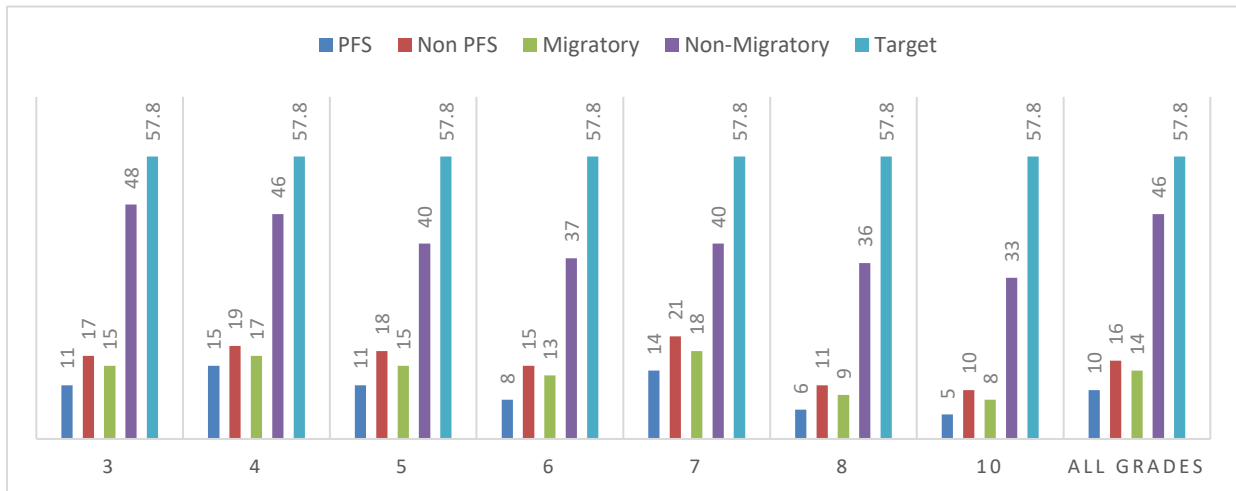
Grade Levels	PFS Status	# Tested	# (%) Migratory Students Scoring P/A	2021 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	140	16 (11%)	57.8%	-46.8%	48%
	Non-PFS	207	35 (17%)		-40.8%	
	Total	347	51 (15%)		-42.8%	
4	PFS	151	23 (15%)	57.8%	-42.8%	46%
	Non-PFS	195	36 (19%)		-38.8%	
	Total	346	59 (17%)		-40.8%	
5	PFS	141	16 (11%)	57.8%	-46.8%	40%
	Non-PFS	224	40 (18%)		-39.8%	
	Total	365	56 (15%)		-42.8%	
6	PFS	124	10 (8%)	57.8%	-49.8%	37%
	Non-PFS	235	36 (15%)		-42.8%	
	Total	359	46 (13%)		-44.8%	
7	PFS	133	19 (14%)	57.8%	-43.8%	40%
	Non-PFS	202	42 (21%)		-36.8%	
	Total	335	61 (18%)		-39.8%	
8	PFS	127	8 (6%)		-51.8%	

Grade Levels	PFS Status	# Tested	# (%) Migratory Students Scoring P/A	2021 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
	Non-PFS	197	22 (11%)	57.8%	-46.8%	36%
	Total	324	30 (9%)		-48.8%	
10	PFS	119	6 (5%)	57.8%	-52.8%	33%
	Non-PFS	178	18 (10%)		-47.8%	
	Total	297	24 (8%)		-49.8%	
All	PFS	935	98 (10%)	57.8%	-47.8%	46%
	Non-PFS	1,438	229 (16%)		-41.8%	
	Total	2,373	327 (14%)		-43.8%	

Source: ISDE Database

Migratory students were 43.8% short of the Idaho State Performance Target (57.8%) for math proficiency, and 32% fewer migratory students scored P/A than non-migratory students. PFS students were 48% short of the target and non-PFS students were 42% short of the target. For all seven grade levels assessed, the target was not met by migratory students (differences ranged from -36.8% to -52.8%). Largest differences were seen for PFS 10th graders (-52.8%) and PFS 8th graders (-51.8%). In addition, for all grade levels, fewer PFS migratory students scored P/A than non-PFS migratory students, and fewer migratory students scored proficient than non-migratory students. Below is a graphic display of the differences in the percentage of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on 2021 ISAT Mathematics Assessments.

Exhibit 17: Comparison of 2021 ISAT Math Assessment Results



Source: ISDE Database

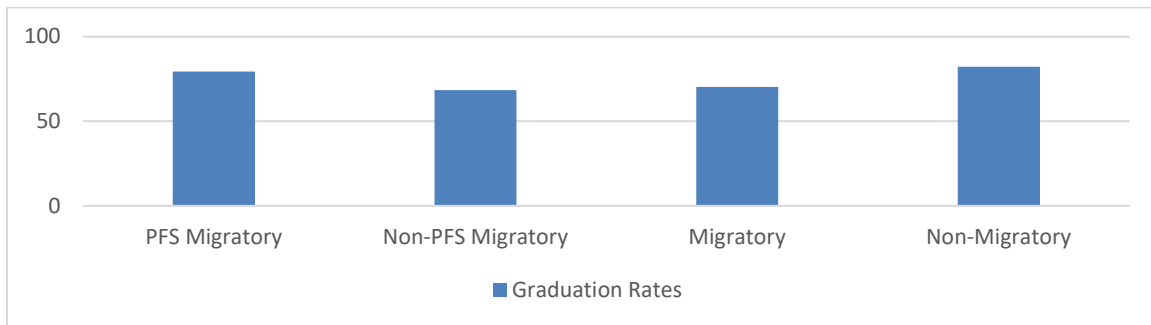
Performance Goal 5: High School Graduation

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

The 2019-2020 Idaho State Performance Target for high school graduation was 89.9%. Exhibit 18 shows that in 2019-2020 the graduation rate for migratory students was 70.3% (missing the target by 19.6%), compared to the non-migratory student graduation rate which was 82.3% (missing the target by 7.6%). (2020-2021 graduation data was not available at the time of this report.)

Exhibit 18:

Class of 2020 Graduation Rates for Migratory and Non-Migratory Students



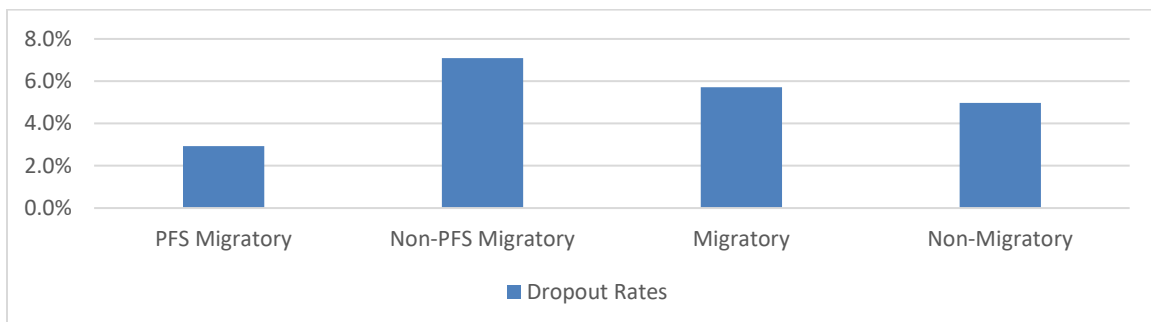
Source: ISDE Database

The graduation rate for PFS migratory students was 11% higher than the graduation rate of non-PFS migratory students. The graduation rate for PFS migratory students was 10.5% short of the State performance target, and the graduation rate for non-PFS migratory students missed the target by 21.5%. Of note is that the graduation rates for PFS and non-PFS migratory students increased by 6% from last year, while the non-migratory student graduation rate increased by only 1.3%.

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

Idaho does not have a State Performance Target for dropout rate. Exhibit 19 shows that the 2019-2020 dropout rate for Idaho migratory students was 5.7%. The dropout rate for migratory students was 0.7% higher than the dropout rate for non-migratory students. The dropout rate for non-PFS migratory students was 7.1%, which is significantly higher than the 2.9% for non-PFS students. The number of PFS students and dropouts were low numbers (11/376) which may make the percentage less statistically significant. However, it may also show the impact of secondary graduation specialists in many school districts supporting these children with more support. (Note: the dropout calculations for Idaho may include students who have moved out of state without informing the attending school. Only 9-12 grade students are included.)

Exhibit 19: 2019-20 Dropout Rates for Migratory and Non-Migratory Students



Source: ISDE Database

MEASURABLE PROGRAM OUTCOMES (MPO) RESULTS

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

School Readiness

MPO 1a) By the end of the 2020-21 program year, 70% of migratory preschool children ages 3-5 attending MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment.

Exhibit 20 shows that the Idaho MEP **met MPO 1a** with 90% of the 198 migratory children (ages 3-5) gaining by 5% on local school readiness assessments. Nineteen districts reported data for MPO 1a, with 95% reporting that they met the MPO. Data for this MPO was submitted by projects in MSIS whereby they provided the number of children gaining by 5% or more and the number of children assessed. Data was aggregated for the district as a whole (no individual assessment results submitted) and results were not disaggregated by PFS status.

Exhibit 20:

Preschool Migratory Children’s School Readiness Assessment Results (Ages 3-5)

# Children Assessed	# (%) Gaining 5% or More	MPO Met?
198	179 (90%)	Yes

Source: MSIS

Following are comments district staff included in MSIS about school readiness assessments which provide context information (e.g., assessments utilized, preschool services).

- *For our one migrant student at the preschool level, we utilized the Preschool Learning Kit to empower the parents to work with the child at home.*
- *Items assessed included letters, rhyming, following directions, approaches to learning, gross motor skills, fine motor skills, writing, 1:1 counting rote counting, number recognition, and shapes.*
- *Migrant preschool children did not attend the summary school. They were invited but did not attend.*
- *MyIGDIs data was used to determine growth for our preschool class.*
- *Our district has had the opportunity to have both regular-term preschool and migrant summer school preschool. We will be tracking data longitudinally to see the impact of early childhood education on our migrant students.*
- *With COVID, we had students who were not able to attend the entire summer school program as the family moved and the students attended only a portion of the summer program. Six students started but were unable to finish and not take the post test.*

MPO 1b) By the end of the 2020-21 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child’s school readiness skills in the home.

Exhibit 21 shows that the Idaho MEP **met MPO 1b** with all 57 (100%) parents responding to Parent Surveys reporting that they increased their skills for supporting their child's school readiness skills in the home (81% a lot, 19% somewhat). Ratings are based on a **3-point scale** where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 21: Parent Ratings of the Impact of Parent/Child Activities on their Ability to Support their Child’s School Readiness Skills in the Home

If you participated in two or more MEP parent/child activities, to what extent did you learn ways to help your preschool child learn at home?						
Number Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Reporting Increased Skills	MPO Met?
57	0 (0%)	11 (19%)	46 (81%)	2.8	100%	Yes

Source: Idaho MEP Parent Surveys

Following are examples of staff comments about 2020-21 MEP parent activities that address services provided and barriers experienced due to the pandemic.

- *Due to COVID restrictions, parent gatherings were not allowed to take place. There was an attempt to reach parents through virtual meetings, but the majority of parents lacked the technology equipment and skills to participate.*
- *Due to COVID, PAC meetings were not well attended. We started the migrant preschool in January with a new teacher who had not planned a lot of parent involvement but has plans for this year in place.*
- *Due to COVID, we were unable to offer our usual face-to-face parent activities as we had previously planned.*
- *In addition to regular-term and summer programs, our district also participated in the backpack program.*
- *Migrant Family Liaison delivered preschool backpacks to families and showed them how to use them. Ready for Kindergarten, Husky Pups, and Head Start preschool are provided to families. Unfortunately, due to COVID, we were only able to offer one PAC meeting in the spring after moving to green in our Back to School Plan.*
- *School readiness activities were presented to families with preschool-aged children during a PAC meeting and these families completed the survey. The migrant liaison was not able to schedule meetings with any of the preschool families to receive the CIG backpacks during the 20-21 school year or summer session. The CIG backpacks will be distributed during the first PAC meeting of the 21-22 school year. At the same time, home visits, virtual or face-to-face appointments will be scheduled to provide instruction on using the backpack resources.*
- *We didn't host our desired parent outreach activities due to COVID-19 concerns for gathering of large groups. Our district liaison did maintain contact with our preschool students/families and delivered learning materials safely to their homes.*
- *We utilized the Preschool Learning Kit to empower the parents to work with the student at home.*

ELA and Mathematics

MPO 2a) By the end of the 2020-21 program year, 80% of parents attending parent activities will report on a survey that they increased their skills for supporting their child’s academic skills in the home.

Exhibit 22 shows that the Idaho MEP **met MPO 2a** with 89% of the 349 parents responding to Parent Surveys reporting that they increased their skills for supporting their child’s academic skills in the home (61% a lot, 28% somewhat). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 22: Parent Ratings of the Impact of Parent Activities on their Ability to Support their Child's Academic Skills in the Home

If you participated in MEP parent activities on reading and math, to what extent did you increase your skills for supporting your child's learning at home?						
Number Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Reporting Increased Skills	MPO Met?
349	38 (11%)	98 (28%)	213 (61%)	2.5	89%	Yes

Source: Idaho MEP Parent Surveys

Following are examples of staff comments about 2020-21 MEP parent activities that address services provided and barriers experienced due to the pandemic.

- *Due to COVID restrictions and district guidelines, we did not host family events. We sent home math and reading kits.*
- *Due to COVID, our parent involvement and meetings were limited. We did have two PAC meetings where we informed the parents of the free clinic and the MEP program. There were math nights and reading nights.*
- *Due to COVID, the district chose to limit gatherings of people. Parent activities were limited to phone conversations.*
- *Parents asked for students to participate in summer school. The liaison did a farm visit and met with parents prior to summer school beginning.*
- *Two of our families completed the end-of-year survey and reported increased abilities to support their students' academic skills at home, thanks to support from the Migrant Liaison.*
- *We are providing extended day kindergarten, backpacks and school supplies, migrant summer school, 21st Century After School Program which our Migrant Liaison works, and food and clothing pantry once a week to our migrant families, Licensed social work counseling and have a registered nurse on site. Participation and support with our migrant families continued strong, providing home visits and homework packets for students that were quarantined.*
- *We couldn't have PAC meetings. Also, we did not allow students in the building.*
- *We didn't have any parent activities due to COVID-19 gathering concerns, but we did send out some surveys to parents and from the responses we received, 100% of them stated the program has been very helpful to them as far as assisting their children with learning, providing materials needed, and our liaison checking in on a regular basis.*

MPO 2b.1) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded ELA instruction will demonstrate a 5% gain as measured by a pre/post local ELA assessment.

Exhibit 23 shows that the Idaho MEP **met MPO 2b.1** with 77% of the 1,171 migratory students in grades K-8 assessed gaining by 5% or more on local ELA assessments. Twenty-seven (27) districts reported data for MPO 2b.1, with 81% reporting that they met the MPO. Data for this MPO was submitted by projects in MSIS whereby they provided the number of students gaining by 5% or more on ELA assessments and the number of students assessed. Data was aggregated for the district as a whole (no individual assessment results submitted) and results were not disaggregated by PFS status.

Exhibit 23: ELA Assessment Results of Migratory Students in Grades K-8

# Students Assessed	# (%) Gaining 5% or More	MPO Met?
1,171	896 (77%)	Yes

Source: MSIS

Following are examples of comments district staff included in MSIS about ELA assessment results which provide context information.

- *Eighty percent of the MEP summer session program showed at least a 5% gain in ELA.*
- *Every migrant student in summer school was given a pre/post-test to measure academic growth.*
- *Not all students were able to be post-tested - 65.2% gained.*
- *On the applicable ELA assessments, we saw 7/10 students grow over 5% on those ELA assessments, which is 70% of students.*
- *Only 45% of our migrant students showed at least 5% gain in ELA.*
- *Only 50% of migratory students in grades K-8 demonstrated 5% gain as measured by a pre/post local ELA assessment.*
- *Thirty-nine/49 or 79.59% showed growth measured by a pre/post ELA assessment.*
- *Three/3 kindergarteners, 2/3 first graders, 2/2 second graders, 4/4 third graders, 1/1 fourth graders, and 2/3 fifth graders made 5% or greater gains for a total of 88% making the required gains.*

MPO 2b.2) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded math instruction will demonstrate a 5% gain as measured by a pre/post local math assessment.

Exhibit 24 shows that the Idaho MEP **met MPO 2b.2** with 75% of the 1,109 migratory students in grades K-8 assessed gaining by 5% or more on local math assessments. Twenty-seven (27) districts reported data for MPO 2b.2, with 81% reporting that they met the MPO. Data for this MPO was submitted by projects in MSIS whereby they provided the number of students gaining by 5% or more on math assessments and the number of students assessed. Data was aggregated for the district as a whole (no individual assessment results submitted) and results were not disaggregated by PFS status.

Exhibit 24: Math Assessment Results of Migratory Students in Grades K-8

# Students Assessed	# (%) Gaining 5% or More	MPO Met?
1,109	833 (75%)	Yes

Source: MSIS

Following are examples of comments district staff included in MSIS about math assessment results which provide context information.

- *Eighty-four percent of the migrant education summer session program showed at least a 5% gain in math.*
- *Every migrant student in summer school was given a pre/post-test to measure academic growth.*
- *Forty-one/49 or 83.67% showed growth measured by a pre/post math assessment.*
- *Not all students were able to be post-tested – 72.3% gained by 5%.*
- *On math assessments, we saw 9/12 students grow over 5%, which is 75% of students.*
- *Only 26% of our migrant students showed at least 5% gain in math skills.*

- Three/3 kindergarteners, 1/3 first graders, 2/2 second graders, 2/4 third graders, 1/1 fourth graders, and 3/3 fifth graders made 5% or greater gains for a total of 75% of those who attended migrant summer school made the required gains.
- We got to 55%, but not 65%. This is good data for us to discuss and develop a plan to improve math this year. Our students are growing more in ELA than in math, so we must work on our math instruction and support.

Graduation and Services to OSY

MPO 3a) By the end of the 2020-21 program year, 50% of migratory students in grades 6-12 receiving MEP mentoring will report on a survey that mentoring impacted their progress toward graduation.

Exhibit 25 shows that the Idaho MEP **met MPO 3a** with 97% of the 304 students in grade 6-12 responding to Student Surveys reporting that mentoring provided by the MEP impacted their progress toward graduation (65% a lot, 33% somewhat). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 25: Student Ratings of the Impact of MEP Mentoring on their Progress Toward Graduation

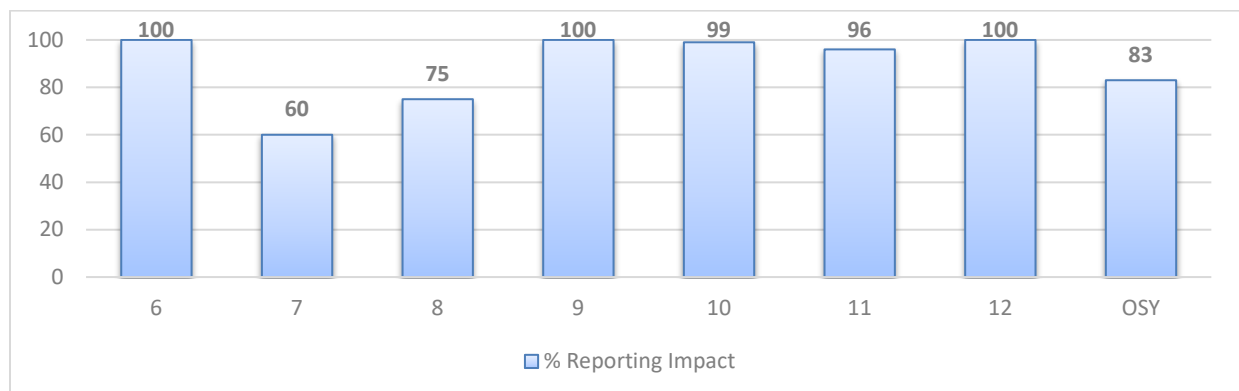
If you received mentoring from the MEP, to what extent did the mentoring help you work toward high school graduation?						
Number Students Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Reporting Progress toward Graduation	MPO Met?
304	8 (3%)	100 (33%)	196 (65%)	2.6	97%	Yes

Source: Idaho MEP Student Surveys

Exhibit 26 shows the percent of students reporting that mentoring provided by the MEP helped them work toward high school graduation by grade level (6=5, 7=5, 8=4, 9=90, 10=78, 11=56, 12=55, OSY=6). Of note is that all students in grades six, nine, and 12 reported that MEP mentoring impacted their progress toward graduation, followed closely by 10th grade students (99%).

Exhibit 26: Percentage of Migratory Students Reporting Impact of MEP

Mentoring on their Progress Toward Graduation, by Grade



Source: ID MEP Student Surveys

Following are examples of staff comments about 2020-21 MEP mentoring services provided to high school students, as well as information about student survey results.

- *Our liaison checked in with teachers, reviewed grades, and reached out to all students who needed extra support.*
- *Our Migrant Graduation Specialist worked closely with all migrant secondary students. Her log shows great assistance for all students. CIS software training is used, parent outreach and mentoring, FAFSA night for migrant students, summer school credit recovery, and supplies were provided.*
- *Six/6 migrant students reported making adequate progress towards graduation thanks to mentoring and direction from the Migrant Liaison.*
- *Student was given information regarding CAMP and other scholarship opportunities available to him.*
- *Students reported that activities throughout the year impacted academic progress. Students attended CAMP meetings throughout the year, were provided with transcripts to review graduation progress, and participated in Hispanic Youth Symposium. Student progress was monitored and students were provided summer school for making up credits missed throughout the year. Majority of students were enrolled in a study skills course taught by certified graduation specialist.*
- *Twenty-one/21 or 100% of students.*
- *Two students received monthly check-ins with the migrant liaison. Through checking on grades and communicating with teachers, the students received academic and graduation support.*

MPO 3b) By the end of the 2020-21 program year, 50% of migratory students that received mentoring and were enrolled in credit bearing courses will obtain credits leading toward high school graduation.

Exhibit 27 shows that the Idaho MEP **met MPO 3b** with 96% of the 899 migratory students that received mentoring and were enrolled in credit bearing courses obtaining credits leading toward high school graduation. Forty-one (41) districts reported data for MPO 3b, with 98% reporting that they met the MPO. Data for this MPO was submitted by projects in MSIS whereby they provided the number of students obtaining credits and the number of students that received mentoring and were enrolled in credit bearing courses. Data was aggregated for the district as a whole (no individual results submitted) and results were not disaggregated by PFS status.

Exhibit 27: High School Credits Received by Migratory Students Enrolled in Credit-Bearing Courses

# Students Receiving Mentoring and Enrolled in Courses	# (%) Receiving HS Credit	MPO Met?
899	865 (96%)	Yes

Source: MSIS

Following are examples of comments district staff included in MSIS about support/services provided to secondary-aged migratory students as well as information about credits received which provide context information.

- *Twenty-two/22 or 100% of students.*
- *Eighty-three percent of migrant students that received mentoring and were enrolled in credit bearing courses, from grades 6-12, obtained credits leading towards high school graduation.*
- *All six migrant students earned credits leading towards graduation.*

- *Our liaison kept in contact with students, counselors, and teachers to look at grades and make sure students were successful in obtaining their credits. If there were a few students lacking credits for whatever reason, she made sure they availed themselves of our summer school program to make them up. Some also used the summer to get ahead on credits, through IDLA courses. Our credit accrual grant hire and certified teacher also put in hours with students over the summer, both in-person or through telephone check-ins.*
- *Students worked with high school graduation specialist and counselors to determine best classes to take to meet high school graduation requirements.*
- *Fifty-six/56 migrant students in grades 9-12 earned credits towards graduation.*

MPO 3c) By the end of the 2020-21 program year, 20% of all OSY/dropouts located will receive MEP services.

Exhibit 28 shows that the Idaho MEP **met MPO 3c** with 71% of all OSY/dropouts located by MEP staff receiving MEP services. Thirty-three (33) districts reported data for MPO 3c, with 100% reporting that they met the MPO. Data for this MPO was submitted by projects in MSIS whereby they provided the number of OSY/dropouts receiving MEP services and the number located by MEP staff. Data was aggregated for the district as a whole (no individual results submitted) and results were not disaggregated by PFS status.

Exhibit 28: Migratory OSY/Dropouts Located by MEP Staff that Received MEP Services in 2020-21

# OSY/Dropouts Located by MEP Staff	# (%) Receiving MEP Services	MPO Met?
187	133 (71%)	Yes

Source: MSIS

Following are examples of comments district staff included in MSIS about services provided to OSY/dropouts which provide context information.

- *Dropouts were contacted by our liaison who offered options for continuing their education and obtaining the credits needed to graduate (our alternative high school, IDLA courses or GED programs). She encouraged them to get back into school in some fashion and provided them with English/Spanish dictionaries and contact information to stay in touch with her.*
- *MP3s, spoke to students about HEP, CCI, credit recovery, etc.*
- *One OSY moved to a different state. The other OSY was referred to the ISU Recruitment Coordinator for the HEP program.*
- *OSY received an adult ESL class.*
- *OSY was located and provided with resources.*
- *Seventy-nine percent of OSY received one or more MEP services.*
- *Sixty-eight percent of dropouts located were given information about High School Equivalency programs, the community resources handout, and supplies to help in getting back into school.*
- *Two OSY were contacted. They both elected to not receive information or services.*
- *We have been sending out information that will be helpful for them. For example, we sent out information about the HEP program if they were interested.*

The number of migratory OSY/dropouts receiving MEP services also was reported on the 2020-21 CSPR Data Check Sheet. Results disaggregated by PFS status are shown below. The difference in these results from those previously reported are that they include all eligible OSY and dropouts – not necessarily all of whom were located by MEP staff.

Exhibit 29: Migratory OSY/Dropouts Receiving MEP Services in 2020-21

PFS Status	# Eligible Migratory OSY/ Dropouts	# (%) Receiving MEP Services
PFS	50	42 (84%)
Non-PFS	292	156 (53%)
All	342	198 (58%)

Source: 2020-21 CSPR Data Check Sheet

Non-Instructional Support Services

MPO 4a) By the end of the 2020-21 program year, 80% of staff who participated in MEP-funded professional development will indicate increased knowledge of the content presented.

Exhibit 30 shows that the Idaho MEP **met MPO 4a** with 91% of the 450 staff responding to Staff Surveys reporting that they increased their knowledge of the content presented at MEP professional development (12% very much, 34% a lot, 31% somewhat, 14% a little). Nine percent (9%) of the staff responding reported no increased knowledge of the content covered during MEP professional development.

Exhibit 30: Staff Growth from Professional Learning on Instruction for Secondary Students/OSY

If you attended MEP professional development, to what extent did you increase your knowledge of the content presented?							
Number Staff Responding	# (%) Not at All	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	% Increased Knowledge	MPO Met?
450	42 (9%)	62 (14%)	140 (31%)	152 (34%)	54 (12%)	91%	Yes

Source: Idaho MEP Staff Surveys

Following are examples of comments district staff included in MSIS about MEP professional development and outcomes on surveys.

- *Of the 10 surveys returned, all reported increased knowledge.*
- *Only 50% MEP-funded PD reported increase in knowledge*
- *Only 61% of staff indicated that professional development increase their knowledge.*
- *Staff participated in webinar presentations from Idaho Department of Education which were free to the district.*
- *The School Improvement Director and Migrant Specialist participated in online professional development that increased their knowledge of content.*
- *Thirty/32 staff who received MEP-funded professional development indicated that they grew in their knowledge of MEP content, which is 94%.*
- *Two staff members received MEP funded professional development and both indicated that they increased their knowledge. In addition, 185 general education staff members received professional development and responded to the survey. Of those who responded, 178 indicated an increase in knowledge.*
- *We showed our Migrant Student Needs video to all schools staff (our system that 468 staff watched the video) and we added quiz questions at the end of the video that staff must answer until they get them right. We did not ask them to indicate an increase in knowledge of content*

(which we will add for next year) but we know that 468 staff answered the quiz questions correctly based on the system data.

MPO 4b) By the end of the 2020-21 program year, 75% of all eligible migratory children and youth will receive MEP support services.

Exhibit 31 shows that the Idaho MEP **met MPO 4b** with 78% of all eligible migratory children and youth receiving MEP support services (93% of PFS students and 73% of non-PFS students).

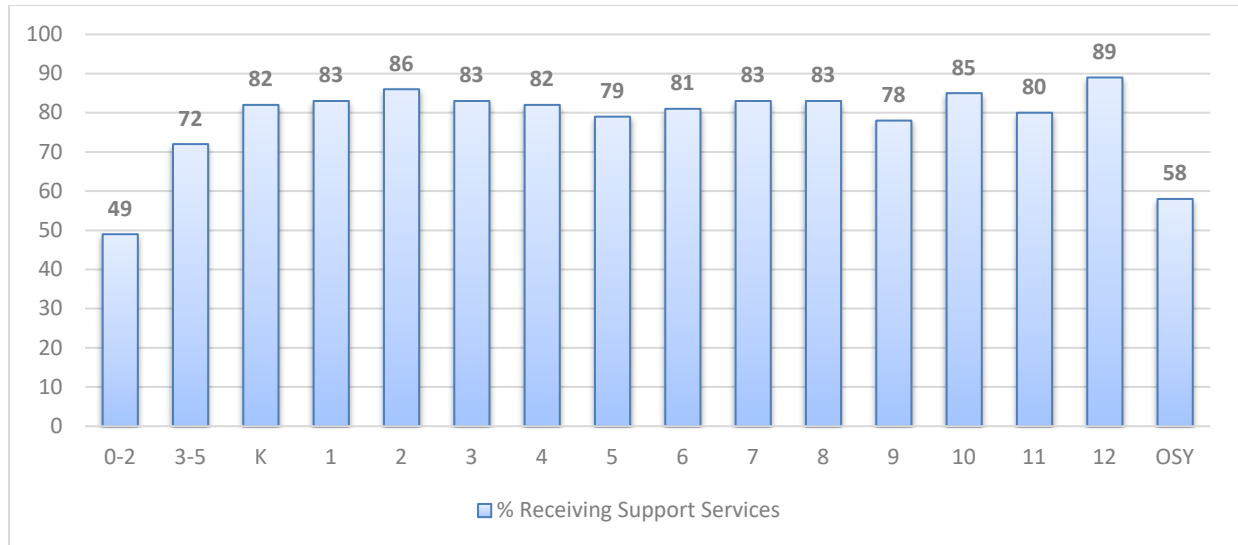
Exhibit 31: Migratory Students Receiving MEP Support Services in 2020-21

PFS Status	# Eligible Migratory Students	# (%) Receiving MEP Support Services	MPO Met?
PFS	1,705	1,589 (93%)	Yes
Non-PFS	4,514	3,280 (73%)	No
Total	6,219	4,869 (78%)	Yes

Source: 2020-21 CSPR Data Check Sheet and MSIS

Exhibit 32 shows the percentage of migratory students receiving MEP support services by age/grade level (ages 0-2=129, ages 3-5=566, K=306, 1=315, 2=332, 3=343, 4=328, 5=332, 6=320, 7=336, 8=312, 9=300, 10=313, 11=243, 12=196, OSY=198). The largest percentage of students receiving support services were 12th grade students (89%), followed closely by 2nd grade students (86%) and 10th grade students (85%).

Exhibit 32: Percentage of Migratory Students Receiving MEP Support Services, by Age/Grade



Source: 2020-21 CSPR Data Check Sheet

Following are examples of comments district staff included in MSIS about support services during 2020-21.

- All MEP eligible children have received some form of support through the 2020-2021 school year.
- All students received support services.

- *Do to COVID-19, access to a lot of agencies was limited. Next year we will work on ensuring more students are served through the support services.*
- *Due to COVID-19, not all support services were not provided.*
- *High school students are reluctant to receive academic or any supports that may indicate they are different than their peers.*
- *Migrant Liaison established partnerships and agreements with two local health care providers.*
- *Migrant students and OSY received support services through migrant funded summer school and an ESL class.*
- *Nearly all students received support services (98.2%).*
- *Only 46% of all eligible migratory children and youth were recorded as receiving MEP support services. The number may be higher and record keeping is a goal for the upcoming year.*
- *We are providing so many services (through partnerships) for our migrant families. Our Family Liaison and Graduation Specialist have strong relationships with our families.*
- *We provided Summer School for migratory children with curriculum and activities that reinforced knowledge in math and ELA. There were also enrichment opportunities. Our liaison provided backpacks full of learning materials to families to utilize at home, giving the below age five group a head start on learning. We also had an after-school program for all students, including some migratory, to help with homework and enrichment. Our liaison provided books to migratory students in grades K-6 to take home and keep for their own learning libraries.*

STUDENT AND PARENT COMMENTS ON SURVEYS ABOUT THE IMPACT OF THE MEP

Student Comments on Surveys – Migratory students were asked about the ways in which the Idaho MEP helped them. Responses addressed improved academic skills, improved English language development, and more preparation for school, graduation, and postsecondary education/careers. Following are examples of student comments about the impact of the MEP.

Help with School/School Work

- *Explained how to do my schoolwork.*
- *Help with study skills.*
- *Helped me get back on track.*
- *Helped me get my grades up, get me back on track for graduation.*
- *Helped me improve my grades and language skills.*
- *Helped me pass my classes.*
- *Helped me with my classes and helped me understand that I have many opportunities open to me.*
- *Helped with getting credits.*
- *Helps me with my homework.*
- *I got help with my grades and schoolwork.*
- *I learned how to take notes and get my work done.*
- *I was having a hard time at the high school. My grandpa died and it was hard. I got behind. They took me to get help at the center and I am doing better.*
- *I went to the Outreach Center for help with my classes. The tutors are very nice and helpful.*
- *I worked on credits during the summer. (5 responses)*
- *It gave me more time to finish schoolwork and helped manage schoolwork too.*
- *It has helped me a lot in my classes to do my work.*
- *It helped me become a better student and helped me a lot when I wasn't understanding some of my classes.*
- *It helped me by telling what assignments I have to turn in and helping me so I could get my grades up.*

- *It helped me catch up on my missing work and keep my grades up.*
- *It helped me get organized and if I was stressed, the teacher would help me with what I have to do next.*
- *It helped me have self-discipline.*
- *It helped me more on my work and supported me through the school year.*
- *It helped me pass my classes so I could pass to the next grade.*
- *It helped me with grammar.*
- *It provided mentoring and tutoring during school.*
- *My teacher helped in everything. I needed help with work, translation, senior project. She would even motivate me to not give up and graduate.*
- *Some things that MEP helped me with is vocabulary and how to understand and read a book correct, and punctuations.*
- *The graduation specialist kept us on track.*
- *The MEP has helped me stay on top of my game when it comes to my grades. The talks that I have with the teachers help me get different strategies on using my time wisely. In general, it's a great support system.*
- *The migrant program helped me throughout the whole school year while we were online.*
- *The program helped me a lot when I moved from Kansas to Idaho. They supported me with some classes that I needed to be on track to graduate.*
- *They encouraged me to do better. They were supportive and resourceful.*
- *They help me with tutorial classes after school.*
- *They helped me keep my grades up.*
- *They helped me understand math more and now I feel more prepared to pass my sophomore year.*
- *They taught me how to write a proper essay.*
- *They watch my grades and call my mom when they are bad. I go for help at the Outreach Center. They help me get my grades up. I want to go to college. They help me very much.*
- *They've been helping me with everything throughout high school and not just school, they will help us with stuff going on at home.*
- *This program has helped me with keeping myself and my parents updated with my grades.*
- *To prepare myself with all my tasks and to learn more.*
- *With summer classes and after-school tutoring.*

Help with Language Support

- *It has helped me a lot and in many ways, like having a lot more confidence when I try to speak English and communicate with more people.*
- *Learn more English.*
- *They helped me with the language and more ESL classes.*

Help with Graduation

- *Graduation specialist/visits*
- *Helped me understand how classes and credits are counted.*
- *Helped with school project.*
- *I passed my classes. (5 responses)*
- *I was able to graduate. (3 responses)*
- *It helped me because they would explain mostly anything to me and I was able to work on missing work.*
- *It helped me get the rest of my grades up, give me more of an idea of what I want to do later on after school, helped me know what I have to do to get through high school.*
- *The MEP helped me to make one of my goals and let me know all the information I have to do for early graduation.*
- *They gave me information about graduation, college and learning English.*

- *They helped me take school more seriously and made me want to start giving it my all at school for a better and more successful life.*
- *They helped me with information to graduate and go to college.*
- *They helped me with the language and more ESL classes. Helped me understand how classes and credits are counted, and they gave me information about universities.*
- *They motivated me to continue my education. They also supported me with supplies, advice, and additional information how to expand my education.*

Help with Knowledge of Options After High School

- *Field trips/college visits*
- *Gave me scholarship opportunities.*
- *Get to look at more options and helped me for college.*
- *Helped me apply to college.*
- *Helped me have open options for colleges.*
- *Helped talk to a lot of college and help through the school with supplies.*
- *I was able to receive a scholarship for U of I.*
- *Information about colleges.*
- *It's given me the opportunity to see what ways colleges/universities help students from immigrant families.*
- *The MEP has helped me find scholarships and also has helped me with a lot of college things.*
- *The MEP has helped me understand all the help that they are willing to give. All of the many speakers that have come to speak in my high school career have helped me understand and get ideas of the life after high school and college.*
- *The MEP helped me by receiving information on colleges, scholarships, programs, etc.*
- *The MEP helped me in applying for scholarships and also keeping me organized.*
- *The MEP helped me learn about college.*
- *The MEP helped me with colleges and getting more prepared for college. Also on helping me with choosing my degree.*
- *The migrant worker helped with college information.*
- *They gave me information about universities.*
- *They help me with counseling, college information, school supplies.*

Help Provided to Obtain a GED

- *Gave me resources to get my GED.*
- *I got my GED through HEP thanks to the migrant program.*
- *It helped me achieve my GED through the HEP program on BSU. The migrant team never gave up on me.*

Parent Comments on Surveys – Migratory parents also were asked about the ways in which the Idaho MEP helped their children. Responses addressed improved academic skills, improved English language development, and more preparation for school, graduation, and postsecondary education/careers. Following are examples of parent comments about the impact of the MEP on their children.

Helped Preschool-age Children

- *Helped be more prepared for kindergarten.*
- *Helped him learn his colors.*
- *It helped him to pronounce many words.*
- *It helped him to socialize with other people and recognize some letters.*
- *It helped my preschooler a lot. She cried a lot the first few weeks, but now she's more confident when going to school.*

- *It helped them with early education and gave my children free lunch for school.*
- *Learned a lot, liked program, prepare students for kindergarten. Liked reading the books and enjoyed how the teacher explained what the book was about.*
- *Motivated them to complete their tasks.*
- *Taught me about the resources in the community and helped with registering my son for school.*
- *The preschool backpacks were cool to do with my kids.*
- *The preschool classes helped my little girl a lot.*
- *They helped me enroll my child in preschool.*
- *To understand books and help my child pay attention.*
- *With the free books and games, she was able to learn her letters.*

Helped with Academic Skills

- *Always helps me with books and math for my daughters.*
- *Better at math.*
- *By maintaining communication with me and school staff helping my children when needed.*
- *He always informed me when my daughter's grades were low. Summer school helped my child a lot. The resource center also helped a lot.*
- *He has improved in his grades because they offer him assistance with his homework.*
- *Help my children with homework after school and with summer classes.*
- *Helped a lot in math.*
- *Helped in reading and math.*
- *Helped my child in math.*
- *Helped my child in the classroom.*
- *Helped them by learning more reading.*
- *Helped them with reading and math.*
- *Helped with reading.*
- *Improved reading and Spanish language. Kept children involved in activities during the summer.*
- *It has helped him a lot in his studies and language.*
- *It has helped my youngest son in his classes.*
- *It helped them learn more math, read more, and socialize with more children.*
- *It helped with extra help after school. (2 responses)*
- *My child goes to the center for help. He likes it a lot. Staff help me at school to talk to his teachers.*
- *My child received help in reading.*
- *My children are more social and love to study.*
- *My children's teachers gave them the necessary help to progress in their schoolwork.*
- *My daughter could go to the Outreach Center for help with her homework.*
- *My daughter gets help with homework.*
- *Reinforced knowledge and helped improve students' skills.*
- *Strengthened their studies.*
- *Support in classes.*
- *Teachers were helpful in supporting our children's learning.*
- *The migrant program helps my daughter with reading and my other daughter with university information.*
- *They get extra help in the class.*
- *They helped us log in and explain their grades and the tasks that they are missing.*
- *They improved in math.*
- *They supported them throughout the school year by help my kids at school. She always answered my questions I had.*
- *This program helped my kids a lot, especially in reading.*

Helped Secondary-aged Students

- *Helped me with online classes for my 11th grade daughter and plan for graduation.*
- *Helped my child obtain missing credits.*
- *They communicate well about grades and credits.*
- *They helped a lot with our children's online classes. Keep up to date with grades and credits. Help sign up for FAFSA and college grants.*

Helped with Support Services

- *Having free breakfast and lunch for my kids has been a big help. Having internet too.*
- *He helped us a lot with blankets, a jacket, and with all the help of interpreting and giving us information about the school.*
- *Helped me make an appointment with the eye doctor.*
- *Helped with clothing, blankets, and food.*
- *Made appointments to the dentist and eye doctor.*
- *My son was given school supplies that helped a lot. They took us to the food bank for Christmas and Thanksgiving.*
- *School supplies and food help.*
- *The program has given my kids free food.*
- *They helped me with resources for the school and school supplies.*
- *They helped me with school supplies and to find resources for doctors.*
- *To receive help with clothing.*
- *When we were home with COVID, they brought us food.*
- *With free breakfasts and summer classes.*

Helped with Social-Emotional Learning

- *Helped child be more social.*
- *It helped them to be more social with people and to be more independent.*
- *More confidence.*
- *They both became a lot more involved/connected with our Mexican roots and felt very comfortable embracing who they are and being bilingual.*
- *They come home each day eager to tell me what they learned.*
- *They love the program. It helps them learn to socialize and be able to feel included and part of the community.*
- *They were able to get help with math, English, science, etc.*

Helped with Learning English

- *Helped him get along with people and learn more English.*
- *Helped him learn English.*
- *Helped more in the English language.*
- *Helped them learn more English and be more social with other children.*

7. Implications

This section of the report provides recommendations for action based on the data collected for the evaluation of the Idaho MEP. Recommendations are summarized based on records reviews; staff, student, and parent survey responses; and results of student assessments and other program outcomes as documented by projects in MSIS. Recommendations are provided for program implementation as well as for improving services to achieve the State MEP's MPOs.

PROGRESS ON PREVIOUS RECOMMENDATIONS

Because of the length of time between the previous evaluation and this evaluation, and changes to the SDP, it would not be productive to address previous recommendations. Should META be contracted to complete future evaluations, progress on recommendations from this report will be included in future evaluation reports.

2020-21 SUMMARY AND IMPLICATIONS –IMPLEMENTATION EVALUATION

Staff ratings on the quality of MEP instructional and support services were consistently high. The vast majority of respondents indicated that the services met their purpose or exceeded expectations. The State has maintained detailed records on the number of students served and the types of services provided which point to high quality services targeted specifically to meet the unique needs of migratory students.

Parent Involvement: Parents commended the program for the services provided and many indicated that they were happy with the program as it exists and want the program to continue. Parents reported that the Idaho MEP was very helpful during the pandemic. Following this section are parent suggestions for the Idaho MEP to consider. During the 2020-21 performance period, the Idaho MEP **met both MPOs that address parent involvement** with all (100%) 57 parents of preschool migratory children responding reporting increased skills for supporting their child's school readiness skills in the home, and 89% of the 349 parents responding reporting increased knowledge of skills for supporting their child's academic skills in the home.

Professional Development: Ratings of the impact of MEP professional development opportunities were very high. Staff indicated that PD helped them deliver MEP services more effectively and appropriately and taught them about resources and strategies to help migratory students graduate and/or meet their learning needs. During 2020-21, professional development was provided both in-person and virtually due to the pandemic. During 2020-21, the Idaho MEP **met the MPO that addresses professional learning** with 91% of the 450 staff responding reporting increased knowledge of the content presented at MEP professional development.

MEP Services: Migratory students received MEP instructional services to increase their learning and academic achievement, and support services to reduce barriers to academic success including guidance counseling, translation/interpretation, health and dental services, educational supplies, and transportation provided by the MEP and through collaborations with other programs and service providers. During 2020-21, the Idaho MEP **met both MPOs addressing MEP services** with 71% of OSY/dropouts located by MEP staff receiving MEP services, and 78% of the 6,219 eligible migratory children receiving MEP support services.

Strategy Implementation: The Fidelity of Strategy Implementation (FSI) tool was completed by projects to determine their level of implementation of each of the strategies in the SDP. The mean rating for all 10 strategies was 3.5 out of 5.0. Mean ratings for all of the strategies were

below the “proficient” level (4.0/“succeeding”). Highest rated was Strategy 4.2 (mean rating of 3.7) addressing the provision of support services to increase student engagement in school. Lowest rated was Strategy 3.2 (mean rating of 3.0) addressing services for OSY/dropouts to support continuing education and career readiness. An analysis of the ways in which the strategies were implemented showed several ways implemented by a large number of projects, indicating that these ways to implement may be effective ways to provide services to migratory students. Examples include the following:

- activity folders/backpacks/bags;
- attendance checks;
- career/college information packets;
- coordination with other programs serving migratory children;
- coordination with teachers;
- credit recovery opportunities;
- grade checks;
- home-based services;
- interpreting/translating;
- parent contacts;
- parent/student training on graduation requirements;
- resources for parents to use at home;
- technology;

2020-21 SUMMARY AND IMPLICATIONS – RESULTS EVALUATION

School Readiness: Services to preschool migratory students are a priority for the Idaho MEP to ensure that migratory children are prepared to enter kindergarten. During 2020-21, the Idaho MEP **met the MPO related to school readiness skills** with 90% of the 198 preschool children assessed gaining by 5% or more on school readiness assessments.

ELA and Mathematics: Projects across the State provide needs-based reading and math instruction to migratory students during the regular school year and the summer. During 2020-21, the Idaho MEP **met both MPOs related to ELA and math achievement** with 77% of the 1,171 migratory students in grades K-8 assessed gaining by 5% or more on local ELA assessments, and 75% of the 1,109 migratory students assessed gaining by 5% or more on local math assessments.

Graduation and Services to OSY: Services to secondary-aged migratory students in grades 9-12 and OSY were designed to ensure that students graduate and provide or facilitate services to re-engage OSY in their education. Efforts were intensified to provide migratory students with individualized instruction to ensure that the learning loss they experienced during school closures was ameliorated. During 2020-21, the Idaho MEP **met both MPOs addressing secondary-aged migratory students** with 97% of the 304 students responding to surveys reporting that mentoring provided by the MEP impacted their progress toward graduation, and 96% of the 899 migratory students enrolled in credit bearing courses obtaining credits leading toward high school graduation.

RECOMMENDATIONS

Continue the needs-based services provided to migratory students during these unprecedented times. The Idaho MEP is commended for going above and beyond to meet the needs of migratory students and families during the global pandemic. Projects pivoted to ensure that migratory students had access to learning tools and technology to be able to continue to

learn during school closures and implemented innovative ways to address student needs such as hybrid summer programs, more home-based services, virtual recruiting activities, and more focus on addressing basic needs. It is recommended that the projects continue to implement these effective strategies in the future to ensure that more migratory students have access to MEP services to address their academic and support service needs.

Increase the number of migratory students and families served during the summer. The Idaho MEP was able to increase the percentage of migratory students served from summer 2020 to summer of 2021 even though staff faced many barriers due to the global COVID-19 pandemic. Staff are commended for their efforts to ensure that migratory students and families received much needed services – both academic and support services during the summer to ensure that they had the resources needed to continue education during the summer, feed their families, connect with community agencies, and build parent skills for supporting their children’s learning at home. The Idaho MEP should continue to implement services both face-to-face and virtual to reach more students and families, especially those that are in non-project areas, are not wishing to participate in center-based summer programming or are not able to attend due to other responsibilities. It is important to reiterate that the MEP state funding formula factors the number of students (ages 3-21) served during summer months into a state’s overall allocation. In addition, Idaho identified needs in the CNA that should be addressed during summer services to provide extra support to students beyond the regular school year.

Share the ways in which projects implemented each of the strategies. Review with staff the ways in which the projects, including those that rated themselves highest on the FSI, implemented each of the strategies to showcase effective practices and ways projects can increase/enhance services to migratory students and families. It could be useful to staff to include in professional learning activities, opportunities for staff to review the ways strategies were implemented, identify additional/new ways to implement the strategies, and learn from others how they are implementing the strategies to address the needs of migratory students and families.

Review the MPOs and Strategies based on the 2020-21 evaluation results. Review and revise the MPOs and Strategies based on the most recent evaluation results presented in this report, as needed.

Include additional data fields for the MPOs in MSIS. Results for 2020-21 MPOs, where data was obtained from MSIS, were not able to be disaggregated by PFS status, which is a requirement of OME for all state evaluations. It is recommended that when the SDP is updated and new MPOs are written, the State revise the MPO data fields in MSIS to allow the data to be entered for all migratory and PFS migratory students (excluding survey results as these are anonymous). Following is an example for an MPO addressing gains in school readiness skills. Projects enter in MSIS:

- number of PFS children ages 3-5 that attended MEP-funded preschool during the performance period;
- number of non-PFS children ages 3-5 that attended MEP-funded preschool during the performance period;
- number of PFS children ages 3-5 that had both a pretest and post-test score on school readiness assessments;
- number of non-PFS children ages 3-5 that had both a pretest and post-test score on school readiness assessments;
- number of PFS children ages 3-5 who showed a 5% gain in school readiness skills; and
- number of non-PFS children ages 3-5 who showed a 5% gain in school readiness skills.

Following are examples of specific suggestions for the MEP made by migratory parents and students to be considered by the Idaho MEP and local projects when designing and implementing MEP support and instructional services.

Parent Suggestions

Parents were asked to provide suggestions for the MEP. Most parents responding reported that no changes were needed and that they liked the program how it was; however, a few provided suggestions. Examples of parent suggestions for the Idaho MEP follow.

- *Add more art classes.*
- *Focusing more on children that have ADHD or other emotional disabilities.*
- *Have a summer reading program.*
- *High school graduation/dropout prevention information*
- *I would like to learn English online. A program for parents to learn English through the internet.*
- *Information on how to help child in reading.*
- *Learn more about the program.*
- *Make it longer and more sports.*
- *Maybe more activities (2 responses)*
- *Maybe more communication on paper about the program.*
- *More activities for children and parents.*
- *More bilingual teachers in the high school.*
- *More classes and more help with math for my kids.*
- *More communication between parents and teachers.*
- *More communication with parents.*
- *More fun activities.*
- *More hands-on activities.*
- *More meetings*
- *More parent classes to support our children's learning.*
- *More reading and math help.*
- *More staff to support the kids.*
- *More supports for parents.*
- *More time and meetings.*
- *More time in the summer.*
- *More training on computers for parents.*
- *Provide them with more teaching materials for them to work at home.*
- *Tortillas are Round book was too long. Maybe get different book. Daughter was not interested but enjoyed the rest of the books and activities.*

Student Suggestions

Students also were asked to provide suggestions for the MEP. Most students responding reported that no changes were needed and that they liked the program how it was; however, a few provided suggestions. Examples of student suggestions for the Idaho MEP follow.

- *Check in with students more often.*
- *Have mentors reach out more to students.*
- *Have more college representatives talk to us.*
- *Have more time and make classes a little more fun.*
- *More communication from mentors.*
- *More field trips to colleges, do activities related to college.*

- *More help with learning English to do well in school.*
- *More help.*
- *More information about options after graduation.*
- *More information on other types of courses not involving colleges/universities.*
- *More instruction in basic financial tasks like keeping track of a budget or paying bills.*
- *More leadership activities.*
- *More one-on-one time with students.*
- *More staff.*
- *More support programs.*
- *Send positive comments to parents, not just negative ones about missing assignments.*
- *Tutoring*
- *Tutoring at the school.*

In summary, during 2020-21, the Idaho MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills. Of the 5,957 eligible migratory students ages 3-21, 82% received MEP services (32% during the summer) which was an increase over the previous year. Fifty-one percent of migratory children ages 3-21 receiving services received instructional services and 80% received support services. 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 migratory students and their parents; community resources and programs helped support migratory students; and local projects expanded their capacity to meet the needs of Idaho's mobile migratory population by conducting local needs assessments and professional learning activities, and collaborating with other programs and service providers.