



2020-2021 Evaluation Report

Wisconsin Department of Public Instruction Migrant Education Program

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2020-2021 Evaluation of the Wisconsin Department of Public Instruction Migrant Education Program (MEP)

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Acronyms/Abbreviations

CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
GED	General Education Diploma
ID&R	Identification and Recruitment
IDRC	Identification and Recruitment Consortium
IDEA	Individuals with Disabilities Education Act
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
P/A	Proficient or Advanced
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering, and Math
UG	Ungraded
DPI	Department of Public Instruction (Wisconsin)

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 amended in 2015 by 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, from birth to 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 Wisconsin MEP oversees the implementation of MEP services during the summer in five regions across the state. The regions provide eligible migratory students with needs-based supplemental educational and educationally related services to be successful in school and graduate college and career ready. Services are designed to facilitate continuity of instruction to eligible students who migrate between Wisconsin and other states, within the State of Wisconsin, 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 391 eligible migratory students ages 0-21 (382 Category 1 migratory students ages 3-21) which is a 28% decrease from 2019-20. For the second year, the COVID-19 pandemic affected identification and recruitment (ID&R) and the mobility of migratory families.
- ✚ Seventy-five percent (75%) of eligible migratory students ages 3-21 (6% more than in 2019-20) were categorized as having priority for services (PFS).
- ✚ Forty-five percent (45%) of eligible migratory student ages 3-21 were identified as being English learners (ELs).
- ✚ Nine percent (9%) of all eligible migratory children ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✚ Forty-seven percent (47%) of eligible migratory students 0-21 (13% more than in 2019-20) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/21).
- ✚ Nineteen percent (19%) of migratory students ages 3-21 (9% more than in 2019-20) were served during the summer of 2021 (Category 2 count).
- ✚ Fifteen percent (15%) of migratory students ages 3-21 received instructional services (5% more than in 2019-20) and 18% received support services (10% more than in 2019-20).

Two years ago (2018-19), the service delivery model of the Wisconsin MEP changed from year-round to summer-only and the program was reorganized into regions. During 2020-21, there were five funded regions that provided MEP services – North West, Central, Rock River, Bay Area, and Pine River. Services provided during the summer of 2021 included instructional and support services aligned with the State Service Delivery Plan (SDP) which was developed based on the needs identified in the Comprehensive Needs Assessment (CNA). Services

provided included face-to-face and virtual reading and math instruction, support services, service to preschool-age children, and secondary credit accrual. In addition, services involved migratory parents in engagement activities to build their capacity to support their children's education.

The chart below shows that five of the five (100%) measurable program outcomes (MPOs) applicable in 2020-21 were met demonstrating the impact of the Wisconsin MEP on reading and math skills, secondary credit accrual, and parent knowledge of topics presented at parent activities.

Wisconsin MEP MPOs	MPO Met?	Evidence
Reading		
MPO 1a By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP summer reading instruction assessed with pre/post reading assessments will maintain or increase their score.	Yes	95% of the 41 students assessed maintained or increased their reading score
Mathematics		
MPO 2a By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP summer mathematics instruction assessed with pre/post mathematics assessments will maintain or increase their score.	Yes	97% of the 30 students assessed maintained or increased their math score
High School Graduation/Services to Out-of-School Youth (OSY)		
MPO 3a By the end of each summer term (2019, 2020, 2021), 50% of secondary migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.	Yes	100% of the 3 students taking courses obtained credit toward graduation
Non-Instructional Support Services		
MPO 4a By the end of each summer term (2019, 2020, 2021), 65% of preschool-aged migratory children receiving MEP school readiness instruction during the summer and assessed with pre/post school readiness assessments will maintain or increase their score.	N/A	Only 1 preschool age migratory child was assessed in summer 2021
MPO 4b By the end of each summer term (2019, 2020, 2021), 80% of parents that participate in MEP parent engagement activities will report that they increased their knowledge of the content presented.	Yes	100% of the nine parents responding reported that they increased knowledge
MPO 4c By the end of each summer term (2019, 2020, 2021), 80% of MEP staff surveyed that participated in MEP professional development will report that training increased their skills for supporting migratory students.	Yes	86% of staff responding reported that training increased their skills

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

- ✚ The five regions completed the Fidelity of Strategy Implementation (FSI) tool to determine the level of implementation of each of the strategies in the Wisconsin MEP SDP. Three of the 14 strategies (21%) was rated at the “succeeding” (considered proficient) or “exceeding” levels, and the mean rating for all strategies combined was 3.4 out of 5.0.
- ✚ There are substantial gaps in the percentage of migratory and non-migratory students scoring proficient or advanced on 2021 State Forward English language arts (ELA) and Mathematics Assessments (29% gap for both ELA and math), with non-migratory students outperforming migratory students in every grade level.

2. Purpose of the Evaluation

The ESEA governs all Federally funded educational programs. The reauthorization language of this law was built on decades of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, ELs, and other students placed in at-risk situations. The ESEA requires local operating agencies (LOAs) to provide comprehensive services through the coordination of, and collaboration with, locally- and Federally funded programs.

The Office of Migrant Education (OME) provides funds to state education agencies (SEAs) to provide supplemental instruction and support services to children of migratory farmworkers and fishers in 46 of the 50 states in the U.S. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA, as amended, Sections 1301-1309.

Supplementary MEP funds must be used to meet the identified needs of migratory children as well as the intent and purpose of the MEP, by supplementing and not supplanting other local and state funding to address migratory students' unique educational and educationally related needs. The Wisconsin state standards support Title I, Part C, Section 1301 of ESEA to ensure that migratory students have the opportunity to meet the same challenging state content standards that all children are expected to meet.

States are required to evaluate the effectiveness of the MEP and provide guidance to LOAs on how to conduct local evaluations. OME indicates that evaluations allow SEAs and their LOAs to:

1. determine whether the program is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different MEP services.

To accomplish this end, OME requires SEAs to conduct an evaluation that examines both program implementation and program results (or outcomes).

EVALUATION QUESTIONS (IMPLEMENTATION)

In evaluating program implementation, this evaluation addresses the following questions.

- ✓ *Was the program implemented as described in the approved project application? If not, what changes were made?*
- ✓ *What problems did the program encounter? What improvements should be made?*
- ✓ *What worked in the implementation of the Wisconsin MEP?*
- ✓ *What types of supplemental reading and mathematics instruction was provided to students during the summer?*
- ✓ *What instructional programs were used to teach reading and mathematics?*
- ✓ *For which courses did secondary students receive high school credit?*
- ✓ *What types of supplemental instruction was provided to migratory preschool children?*
- ✓ *What other programs provided instruction to migratory preschool children?*

- ✓ *How many parents participated in MEP parent activities?*
- ✓ *What types of parent activities were provided to parents?*
- ✓ *What types of professional development were provided to regional MEP staff?*

EVALUATION QUESTIONS (RESULTS)

In evaluating program results, this evaluation addresses the following questions.

- ✓ *What percentage of migratory students receiving MEP summer reading instruction maintained or increased their score on reading assessments?*
- ✓ *What percentage of migratory students receiving MEP summer mathematics instruction maintained or increased their score on mathematics assessments?*
- ✓ *What percentage of migratory students enrolled in credit-bearing courses received high school credit?*
- ✓ *What percentage of migratory preschool children receiving MEP summer instruction maintained or increased their score on school readiness assessments?*
- ✓ *What percentage of parents participating in MEP parent activities reported that they increased their knowledge of the content presented?*
- ✓ *What percentage of regional MEP staff that participated in MEP professional development reported that training increased their skills for supporting migratory students?*

3. Program Context

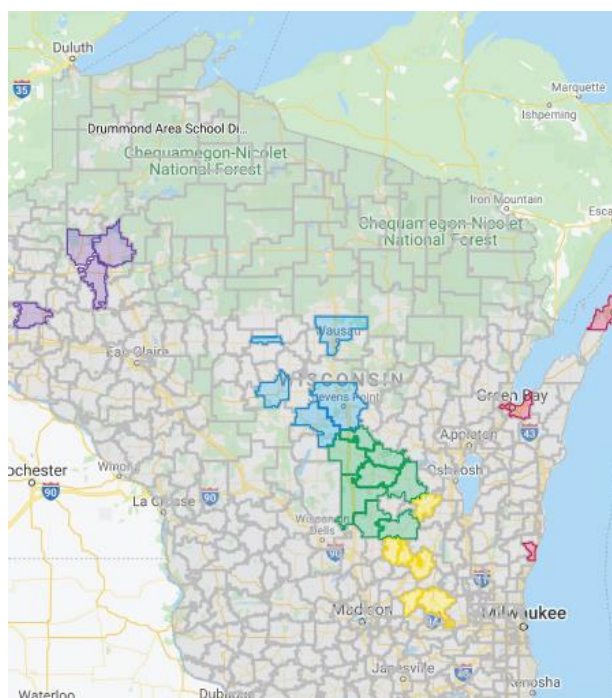
The primary components of the Wisconsin MEP include summer supplemental instruction, support services, professional development, family engagement services, inter/intrastate coordination, and ID&R. These activities are guided by the program applications/sub-granting process, CNA, SDP, and the results from the program evaluation. During the summer of 2021, Wisconsin provided sub-grants to five regional coordinating agencies who serve five regions as shown in Exhibit 1 and listed below.

Exhibit 1
Map of Wisconsin Showing the MEP Regions

1. Northwest Region (*purple on map*)
2. Central Region (*blue on map*)
3. Pine River Region (*green on map*)
4. Rock River Region (*yellow on map*)
5. Bay Area Region (*red on map*)

The COVID-19 pandemic dramatically impacted MEP services during 2020-21. MEP staff provided both in-person and virtual services and many services (including ID&R) were conducted virtually and where possible (i.e., parks and other outdoor locations), socially distanced in accordance with state and local health recommendations and mandates.

Migratory families in Wisconsin are primarily involved in seasonal agricultural work during the summer months, with some work occurring in the spring and fall. Wisconsin's top commodities include dairy products, corn, soybeans, potatoes, ginseng, cranberries, cabbage, and hay. Activities can include planting, cultivating, harvesting, weeding, and canning. Seasonal activities occur between March and November annually with the largest concentration of work occurring between June and August



INSTRUCTIONAL SERVICES - During the summer, regions provide migratory students with a wide range of instructional services that include those listed below.

Summer Supplementary Instructional Services	
Summer School Programming	Science/Social Studies Instruction
Reading and Math Instruction	Enrichment Activities
Secondary Credit Accrual	School readiness instruction
STEM Instruction/Project-Based Learning	English Language Instruction
Online Reading and Math Interventions	Virtual instruction

SUPPORT SERVICES - Support services are provided to migratory students to eliminate barriers to school success. Support focuses on leveraging existing services during the summer. Support services are provided directly by the regional MEP as well as through collaboration with other agencies and referrals of migratory children to programs and community services. The

needs-based support services provided to migratory students in Wisconsin are listed in the chart below.

Support Services		
Referrals	Youth Leadership	Instructional Supplies
Career Counseling	Life Skills	Extended Learning Opportunities
Academic Guidance	Health Services	Career/Postsecondary Support
Transportation	Student Advocacy	Interpreting/Translating

INTER/INTRASTATE COORDINATION - Because migratory children/youth 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 has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. MEPs 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 Wisconsin, inter/intrastate collaboration is focused at the regional and state level and includes the following activities:

- providing year-round ID&R;
- coordinating with other states for the ID&R of migratory students;
- participating as a member state in the Identification and Recruitment Consortium (IDRC);
- coordinating secondary education coursework;
- coordinating secondary credit accrual with counselors and educators in other states;
- participating in the Migrant Student Information Exchange (MSIX) to transfer education and health data; and
- attending inter/intrastate MEP meetings.

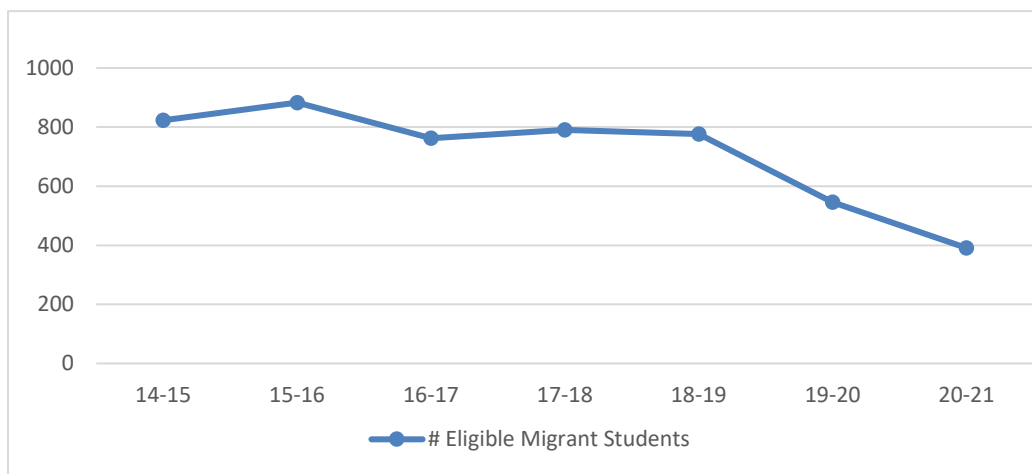
IDENTIFICATION AND RECRUITMENT - The Wisconsin MEP is responsible for the proper and timely ID&R of all eligible migratory children/youth in the state and for implementing procedures to ensure that migratory children/youth are both identified and determined as eligible for the MEP. The goal of the Wisconsin MEP is to identify all MEP-qualifying children birth to age 21, who reside within the state. In Wisconsin, recruitment is carried out by state-level recruiters statewide. All recruiter eligibility determinations, as recorded on certificates of eligibility (COEs), are reviewed and approved by the Wisconsin Department of Public Instruction (DPI).

MIGRATORY STUDENT DEMOGRAPHICS - Exhibit 2 provides a longitudinal snapshot of the total number of migratory children/youth identified from birth to age 21 over the past nine years. Statewide, 391 migratory children were eligible for MEP services (ages 0-21) in 2020-21, which is a 28% decrease from 2019-20, and the fewest number of students in the past seven years. The school closures and social distancing requirements resulting from the COVID-19 pandemic affected ID&R and mobility in 2020-21. *UG=Ungraded.*

Exhibit 2
Eligible Migratory Students/Youth by Grade Level and Program Year

Age/ Grade	Number of Eligible Migratory Students						
	14-15	15-16	16-17	17-18	18-19	19-20	20-21
0-2	62	87	70	63	43	11	9
3-5	77	106	81	105	80	58	43
K	45	49	51	60	55	16	6

Age/ Grade	Number of Eligible Migratory Students						
	14-15	15-16	16-17	17-18	18-19	19-20	20-21
1	54	59	40	54	43	34	27
2	69	70	59	38	47	46	23
3	50	57	47	54	52	41	33
4	55	51	55	57	56	44	27
5	49	45	46	51	56	46	32
6	47	52	36	46	55	44	38
7	48	41	42	47	53	38	31
8	53	52	45	50	46	39	28
9	57	47	45	41	63	40	25
10	53	62	50	47	51	37	30
11	43	43	41	37	47	29	22
12	37	38	25	25	27	23	17
UG	0	0	2	0	0	0	0
OSY	24	24	27	15	2	0	0
Total	823	883	762	790	776	546	391



Source: CSPR School Years 2014-15 through 2020-21

In making decisions about sub-allocations to the regions, DPI considers several factors including the number of eligible students, the number of students who were designated as having PFS, the needs of migratory students, and the availability of other 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 have dropped out of school (applies to USA schools only).

Exhibit 3 shows the migratory student demographics for the 2020-21 performance period. The table shows that of the 382 eligible migratory students/youth ages 3-21, 75% were categorized as PFS and 45% were identified as being ELs. In addition, 9% of all 391 eligible migratory students/youth (ages 0-21) were identified as having a disability through IDEA, and 47% had a QAD occurring within 12 months from the last day of the performance period (8/31/21). Children birth through age two and kindergarten children had the highest percentages of QADs during the performance period (100% of eligible children).

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

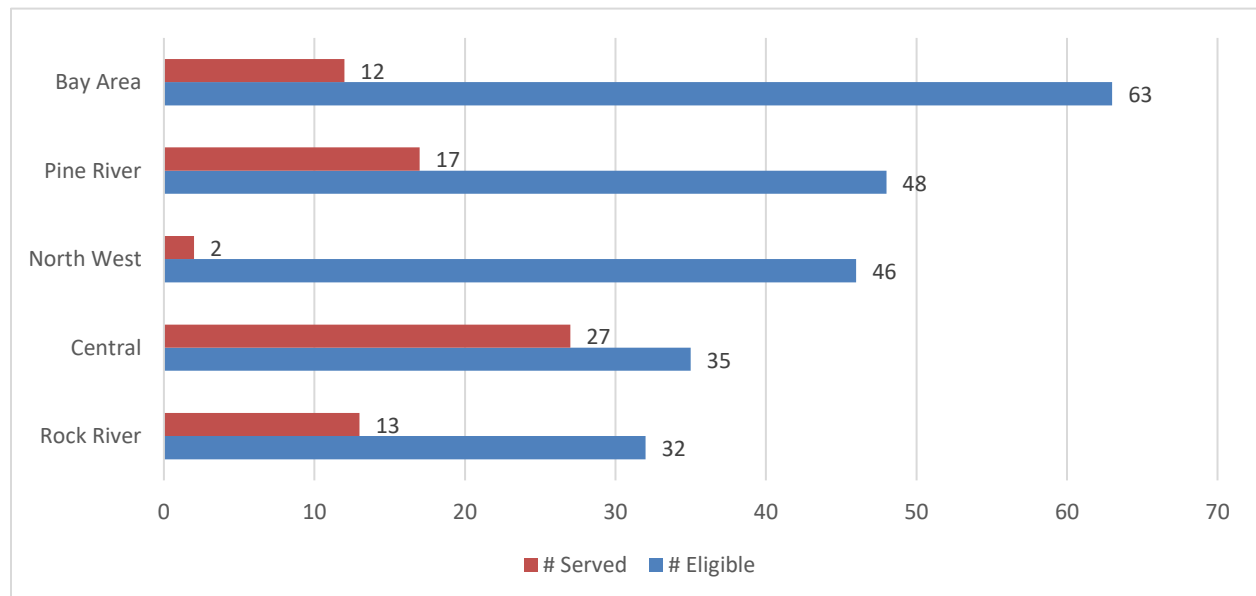
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	9	--	--	--	--	0	0%	9	100%
Age 3-5	43	26	60%	6	14%	4	9%	28	65%
K	6	5	83%	0	0%	1	17%	6	100%
1	27	20	74%	12	44%	3	11%	13	48%
2	23	18	78%	11	48%	2	9%	17	74%
3	33	24	73%	19	58%	3	9%	13	39%
4	27	23	85%	15	56%	1	4%	11	41%
5	32	24	75%	16	50%	2	6%	11	34%
6	38	25	66%	17	45%	5	13%	14	37%
7	31	23	74%	17	55%	3	10%	12	39%
8	28	20	71%	15	54%	2	7%	10	36%
9	25	20	80%	10	40%	3	12%	15	60%
10	30	24	80%	15	50%	2	7%	15	50%
11	22	19	86%	13	59%	4	18%	7	32%
12	17	14	82%	7	41%	1	6%	4	24%
OSY	0	--	--	--	--	--	--	--	--
Total	391	285	75%*	173	45%*	36	9%	185	47%

Source: 2020-21 CSPR Part I

*Percentage of eligible migratory students/youth aged 3-21 (n=382)

Exhibit 4 shows the number of eligible migratory students in each region and the number of eligible migratory students served by the MEP. The Bay Area Region had the largest number of eligible migratory students; however, Central served the largest number of migratory students.

Exhibit 4
2020-21 Migratory Student Counts for Each Region

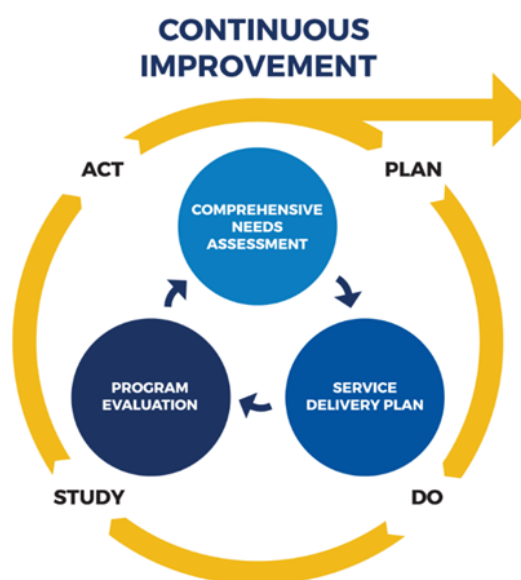


Source: MIS2000

4. Evaluation Methodology

The Wisconsin MEP evaluation is part of the state MEP Continuous Improvement Cycle (as shown to the right) recommended by OME in the [Service Delivery Plan Toolkit](#) that includes:

- **CNA**: a five-step model to identify major concerns, gather data to define needs, and select priority solutions;
- **SDP**: a multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability;
- **Implementation of the SDP**: information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability; and,
- **Evaluation**: measures to determine the extent to which the strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



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

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

- ✚ maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- ✚ facilitating virtual evaluation planning meetings and summarizing results;
- ✚ collecting data on program implementation; and
- ✚ preparing an evaluation report to determine the extent to which progress was made and objectives were met.

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

In order to gather information about the outcomes and effectiveness of the services provided to students in the Wisconsin 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 for reading and math achievement, and graduation and dropout rates; and the extent to which progress was made toward the six Wisconsin MEP MPOs listed below.

Reading

MPO 1a By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP summer reading instruction assessed with pre/post reading assessments will maintain or increase their score.

Mathematics

MPO 2a By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP summer math instruction assessed with pre/post math assessments will maintain or increase their score.

High School Graduation/Services to OSY

MPO 3a By the end of each summer term (2019, 2020, 2021), 50% of secondary migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.

Non-Instructional Support Services

MPO 4a By the end of each summer term (2019, 2020, 2021), 65% of preschool-aged migratory children receiving MEP school readiness instruction during the summer and assessed with pre/post school readiness assessments will maintain or increase their score.

MPO 4b By the end of each summer term (2019, 2020, 2021), 80% of parents that participate in MEP parent engagement activities will report that they increased their knowledge of the content presented.

MPO 4c By the end of each summer term (2019, 2020, 2021), 80% of regional MEP staff surveyed that participated in MEP professional development will report that training increased their skills for supporting migratory students.

5. Implementation Evaluation Results

MEP SERVICES

Exhibit 5 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the summer of 2021. Results show that 19% of the 382 eligible migratory students ages 3-21 were served. Eighty-five percent (85%) of the students served had PFS (21% of *all* PFS students).

Exhibit 5
Migratory Students/Youth Served during the Summer of 2021

Grade	All Migratory students			PFS		
	# Eligible	# Served	% Served	Total # PFS	# Served	% Served
Birth-2	9	0	0%	--	--	--
Age 3-5	43	6	14%	26	4	15%
K	6	2	33%	5	2	40%
1	27	9	33%	20	7	35%
2	23	10	43%	18	10	56%
3	33	12	36%	24	9	38%
4	27	5	19%	23	5	22%
5	32	3	9%	24	3	13%
6	38	5	13%	25	4	16%
7	31	6	19%	23	5	22%
8	28	5	18%	20	4	20%
9	25	6	24%	20	5	25%
10	30	2	7%	24	2	8%
11	22	1	5%	19	1	5%
12	17	0	0%	14	0	0%
OSY	0	--	--	--	--	--
Total	391	72	19%*	285	61	21%

Source: Source: 2020-21 CSPR Part I

*Percentage of eligible migratory students/youth aged 3-21 (n=382)

Exhibit 6 shows that 15% of eligible migratory students ages 3-21 received instructional services (82% of students served) during the summer of 2021. Eleven percent (11%) of migratory students ages 3-21 received reading instruction and 10% received math instruction. Eighteen percent (18%) of migratory students ages 3-21 received support services (96% of students served).

Exhibit 6
Migratory Students/Youth Receiving Instructional and Support Services during the Summer of 2021

Grade	# Eligible	Any Instruction		Reading Instruction		Math Instruction		Support Services	
		#	%	#	%	#	%	#	%
Birth-2	9	0	0%	--	--	--	--	0	0%
Age 3-5	43	3	7%	3	7%	1	2%	6	14%
K	6	2	33%	2	33%	2	33%	2	33%
1	27	9	33%	5	19%	6	22%	8	30%
2	23	9	39%	7	30%	6	26%	10	43%
3	33	12	36%	8	24%	7	21%	11	33%
4	27	4	15%	3	11%	2	7%	5	19%

Grade	# Eligible	Any Instruction		Reading Instruction		Math Instruction		Support Services	
		#	%	#	%	#	%	#	%
5	32	2	6%	2	6%	1	3%	3	9%
6	38	3	8%	3	8%	3	8%	5	13%
7	31	6	19%	4	13%	5	16%	5	16%
8	28	4	14%	4	14%	3	11%	5	18%
9	25	3	12%	2	8%	1	4%	6	24%
10	30	1	3%	0	0%	0	0%	2	7%
11	22	1	5%	0	0%	0	0%	1	5%
12	17	0	0%	--	--	--	--	0	0%
OSY	0	--	--	--	--	--	--	--	--
Total	391	59	15%*	43	11%*	37	10%*	69	18%*

Source: 2020-21 CSPR Part I

*Percentage of eligible migratory students ages 3-21 (n=382)

Exhibit 7 shows that 4% of the eligible migratory students in grades 9-11 participated in high school credit accrual services provided/facilitated by the MEP.

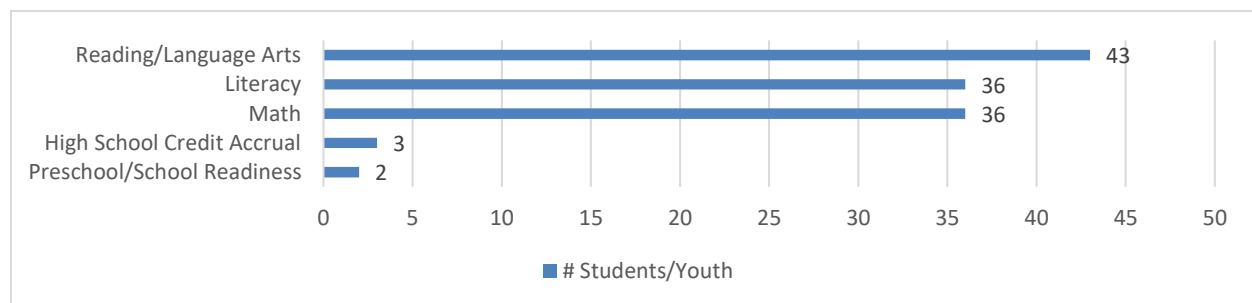
Exhibit 7 Migratory Students Receiving High School Credit Accrual

Grade	# Eligible	Credit Accrual	
		#	%
9	25	1	4%
10	30	1	3%
11	22	1	5%
Total	77	3	4%

Source: 2020-21 CSPR Part I

Exhibit 8 shows the specific instructional services received by migratory students/youth during the summer of 2021. Results show that the largest number of students received reading/ language arts instruction, followed by literacy and math instruction. Two migratory preschool children received school readiness instruction and three secondary-aged migratory students received instruction to support high school credit accrual.

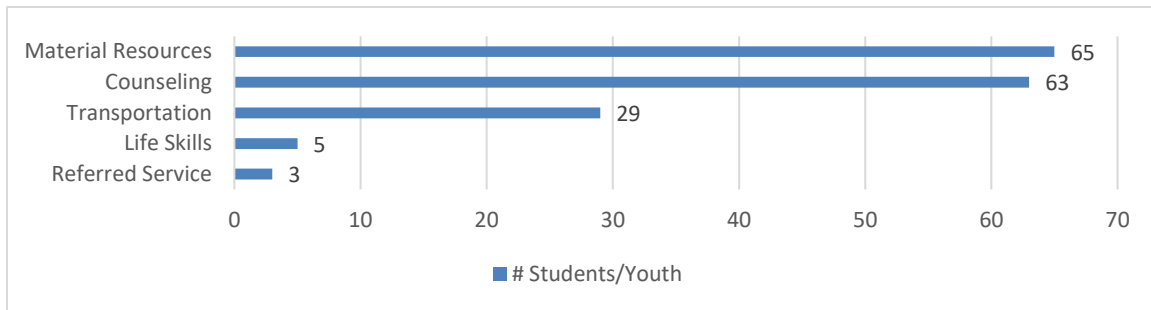
Exhibit 8 Instructional Services Received by Migratory Students during Summer 2021



Source: MIS2000

Exhibit 9 shows the specific support services received by migratory students/youth during the summer of 2021. Sixty-five migratory students received material resources, 63 received counseling, 29 received transportation, five received life skills instruction, and three received referred services.

Exhibit 9 Support Services Received by Migratory Students during Summer 2021



Source: MIS2000

FAMILY ENGAGEMENT - The Wisconsin MEP values parents and families as partners in the education of their children. Families take part in regular and ongoing activities and events to increase parent engagement during the summer. Summer 2021 activities took the form of in-person family events and ongoing phone and home-based support. Exhibit 10 lists the 14 parent engagement activities/services in which migratory parents participated during 2020-21 as well as the number of parents attending each session. A total of 96 parents (duplicated count) participated in parent activities – an average of 6.9 per session.

Exhibit 10 Parent Engagement Activities Provided to Parents during 2020-21

Date	Region	Title	# Attend- ing
7/6-29/21	Pine River	Daily meetings with parents at the camp	4
7/6/21	Pine River	Student Recruitment/Program Information	6
7/7/21	Pine River	Root Beer Floats at Home Site	5
7/9/21	Bay Area	Parent Orientation Night (Transportation, Schedules, Expectations)	10
7/14/21	Bay Area	Parent Orientation Night and Home Visits for those that could not attend	8
7/14/21	Pine River	Pizza at Home Site	10
7/21/21	Pine River	Students showcased work and snacks they made at MEP	6
July-Aug	Rock River	Daily calls to families by Parent Liaison	10
July-Aug	Rock River	Home visits	6
8/3/21	Rock River	Tour Madison Area Technical College	2
8/4/21	Rock River	Order fall school supplies	10
8/5/21	Bay Area	Community Partners and Resources they Provide	11
8/11/21	Rock River	Visit Milwaukee County Zoo	3
8/11/21	Bay Area	Parent Surveys/Community Partners and Resources they Provide	5
Total			96

Source: 2021 FSIs

PROFESSIONAL DEVELOPMENT - Professional development (PD) supports staff that provide instructional and support services to migratory students. All regional and state MEP staff participate in professional learning opportunities, allowing them to serve migratory students more effectively and efficiently. PD for regional MEP staff includes regional training, webinars, and individualized technical assistance. State MEP staff participate in national meetings and conferences including the OME New Directors' Meeting/Annual Directors' Meeting, the National Migrant Education Conference, and the ID&R Forum. State staff also participate in training webinars conducted by OME, MIS2000, and the Consortium Incentive Grants (CIGs). Exhibit 11 lists the 48 PD activities in which Wisconsin MEP staff participated during 2020-21 as well as

the number of staff attending each session. A total of 193 staff (duplicated count) participated in PD – an average of four per session.

Exhibit 11
Professional Development Provided to MEP Staff during 2020-21

Date	Location	Title	# Attending
9/21/20	Virtual	IDRC: Orientation Meeting	4
10/15/20	Virtual	IDRC: State Steering Team (SST) Meeting	3
10/20/20	Virtual	IDRC: Technical Support Team (TST) Coordinator Training Meeting	1
10/21/20	Virtual	IDRC: Whole TST Meeting	1
11/17/20	Virtual	IDRC: Electronic Referral Tool	2
12/7/20	Virtual	IDRC: TST Coordinator Training Meeting	1
12/8/20	Virtual	IDRC: Whole TST Meeting	1
12/8/20	Virtual	IDRC: Recruiting OSY/H2A	1
12/16/20	Virtual	IDRC: Social Media Targeted Response to ID&R (TRI)	4
1/19/21	Virtual	IDRC: Essentials of ID&R	3
1/20/21	Virtual	IDRC: TST Coordinator Training Meeting	1
2/2/21	Virtual	IDRC: 4-CIG Webinar, Resource Sharing	1
2/8/21	Virtual	IDRC: TST Coordinator Training Meeting	1
2/9/21	Virtual	IDRC: Whole TST Meeting	1
2/16/21	Virtual	IDRC: Recruiting Plan/SMART Goals	1
2/18/21	Virtual	IDRC: SST Meeting	4
2/25/21	Virtual	IDRC: Coordinators' Network Training	1
3/9/21	Virtual	IDRC: Migrant and Seasonal Head Start (MSHS)/MEP Regs Crosswalk	1
3/24/21	Virtual	IDRC: Presentation at ADM	1
3/29/21	Virtual	IDRC: TST Coordinator Training Meeting	1
4/8/21	Virtual	IDRC: Wisconsin Connecteam Training	4
4/14-16/21	Virtual	IDRC: Recruiter Summer Institute	3
4/26/21	Virtual	IDRC: Orientation for New Director	2
4/26/21	Virtual	Regional Coordinator Training	5
5/10/21	Virtual	IDRC: TST Coordinator Training Meeting	3
5/11/21	Virtual	IDRC: Whole TST Meeting	2
5/11/21	Virtual	IDRC: Using What you Have (Data)	1
5/13/21	Virtual	MEP – Rock River Region Connect	1
5/27/21	Virtual	IDRC: Coordinators' Network Training	1
6/4/21	Virtual	MEP Discussion	1
6/8/21	Virtual	MEP Outreach Discussion	1
6/8/21	Virtual	IDRC: Recruiter Training 101	1
6/15/21	Virtual	IDRC: Housing	2
6/21/21	Virtual	IDRC: Collaboration w/National Farmworker Jobs Program	1
6/21/21	Virtual	June Regional Coordinator Call	5
6/22/21	Virtual	DPI: Best practices and strategies for working with English learners	12
7/13/21	Virtual	Wisconsin MEP CNA Meeting 1a	10
7/15/21	Virtual	Wisconsin MEP CNA Meeting 1b	11
7/21/21	Virtual	July Regional Coordinator Call	5
7/22/21	Virtual	Wisconsin MEP CNA Meeting 1c	9
7/22/21	Virtual	DPI: Engaging families in the summer MEP	12
7/29/21	Virtual	DPI: Supporting the social emotional health of migratory students	12
8/3/21	Virtual	Wisconsin MEP CNA Meeting 2a	13
8/5/21	Virtual	Wisconsin MEP CNA Meeting 2b	12
8/9/21	Virtual	Wisconsin MEP CNA Meeting 2c	12
8/10/21	Virtual	MEP Summer Program Debrief	12
8/27/21	Virtual	IDRC: Back to School: MSHS/MEP	1
9/14/21	Virtual	IDRC: Action Plan/ID&R Performance	5
Total			193

Source: Wisconsin MEP Records/2021 FSIs/IDRC CIG Records

At all IDRC CIG PD opportunities, participants completed training evaluations that included an item that asked them to rate their knowledge of the content presented before and after participating in training on a 5-point scale where 1=no knowledge, 2=a little knowledge, 3=some knowledge, 4=a lot of knowledge, and 5=extensive knowledge. Exhibit 12 shows Wisconsin MEP staff ratings of IDRC training. Results show that 55% of the 11 Wisconsin MEP staff responding that participated in eight of the Year 1 IDRC training opportunities evaluated increased their knowledge of the ID&R content presented.

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

N	Points Poss.	Mean Rating of Knowledge Before	Mean Rating of Knowledge After	Mean Gain	P-Value 2-tailed	# (%) Gaining	# Sessions Evaluated
11	5	3.4	3.9	+0.5	>.05	6 (55%)	8

Source: IDRC CIG Training Evaluation (Form 2)

To support collaboration between regions, a common resource folder was created (via Google), and regional coordinator trainings and monthly calls were facilitated by the DPI MEP team as a space for coordinators to share ideas, problem solve, and offer support to one another. A final debriefing with all coordinators was held at the end of the summer to share lessons learned and provide feedback for future program implementation.

STRATEGY IMPLEMENTATION - The determination of the various types of instruction and programs delivered to migratory children is addressed by a focus on the strategies employed during program implementation. The Fidelity of Strategy Implementation (FSI) tool developed by META as part of the data collection instruments is used to evaluate the level of implementation of the strategies in the SDP. Regional Coordinators (and in some instances with MEP staff) were tasked with completing the FSI for summer of 2021. The strategies identified in the SDP serve as the anchor indicators for the rubric-based FSI. FSI ratings are based on a 5-point rubric where 1=not evident, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. A rating of succeeding is considered “proficient.” The tool also includes ways in which each strategy was implemented to determine ratings of each strategy.

Exhibit 13 shows the mean ratings assigned by the Regional Coordinators for the level of implementation of each of the 14 service delivery strategies in the Wisconsin SDP. Regional Coordinators/MEP staff across the state rated themselves “proficient” on three of the 14 strategies (21%) – Strategy 1.1 (summer reading instruction), Strategy 1.3 (attendance strategies to impact reading skills), and Strategy 2.3 (attendance strategies to impact math skills). Two strategies were rated lowest (mean ratings of 2.0 each) - Strategy 3.3 (leadership opportunities for secondary aged students) and Strategy 3.4 (needs-based academic and support services to OSY). Only two projects reported serving secondary aged migratory students and OSY. The mean rating for all 14 strategies combined was 3.4 out of 5.0.

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

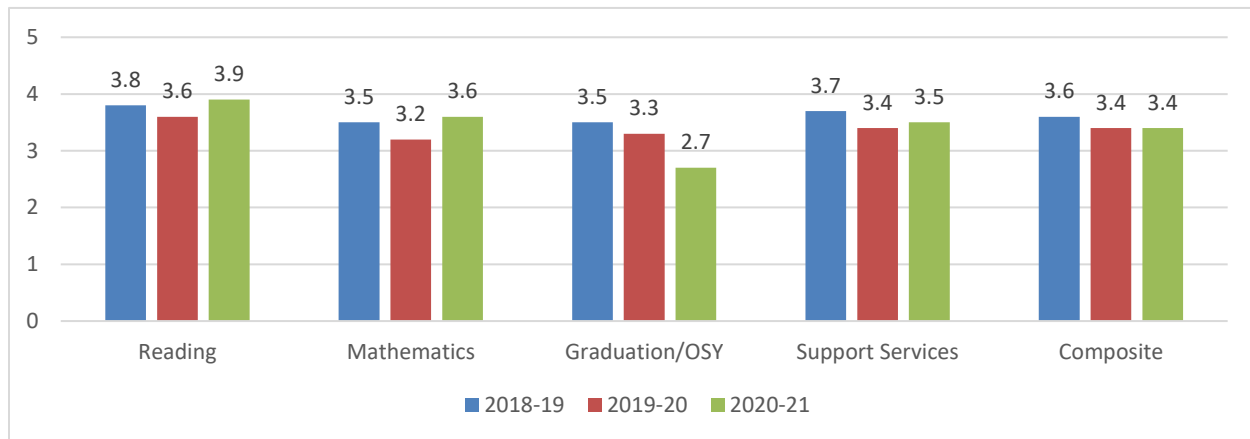
Strategies	# Regions Rating 4 or Higher	2021 Ratings
Reading		
Strategy 1.1 Coordinate/provide research/evidence-based summer reading instruction to migratory students utilizing high quality instructional materials.	4 of 5	4.0

Strategies	# Regions Rating 4 or Higher	2021 Ratings
Strategy 1.2 Coordinate with Title III to enhance reading instruction and provide additional support to migratory ELs.	3 of 4	3.5
Strategy 1.3 Implement evidence-based attendance strategies to ensure that migratory students participate for a sufficient amount of time as to have an impact on reading skills.	3 of 4	4.2
Mathematics		
Strategy 2.1 Coordinate/provide research/evidence-based summer mathematics instruction to migratory students utilizing high quality instructional materials.	2 of 5	3.7
Strategy 2.2 Coordinate with Title III to enhance mathematics instruction and provide additional support to migratory ELs.	2 of 4	3.0
Strategy 2.3 Implement evidence-based attendance strategies to ensure that migratory students participate for a sufficient amount of time as to have an impact on math skills.	3 of 4	4.2
Graduation/Services to OSY		
Strategy 3.1 Coordinate/provide secondary migratory students with credit accrual opportunities during the summer.	1 of 2	3.5
Strategy 3.2 Regional Coordinators oversee the credit accrual and transition process to ensure credits received by secondary migratory students are reflected in student transcripts.	1 of 3	3.3
Strategy 3.3 Coordinate/provide secondary migratory students and OSY with opportunities for leadership development (e.g., evening programs to work on college essays, resumes, or other team building activities).	0 of 2	2.0
Strategy 3.4 Collaborate with other service providers or provide needs-based academic and support services to OSY (e.g., assistance with English skills, connecting with local programs to work on GED requirements, utilizing OSY lessons developed by the OSY Consortium Incentive Grant).	0 of 2	2.0
Support Services		
Strategy 4.1 Coordinate and collaborate with community-based services to ensure that migratory preschool children are being served. If community-based services are not available, provide research/evidence-based school readiness instruction to migratory preschool children utilizing high quality instructional materials.	2 of 3	3.5
Strategy 4.2 Provide high quality family engagement activities and/or parent instruction in order to enhance and increase family learning and engagement.	3 of 4	3.8
Strategy 4.3 Maintain ongoing collaboration with statewide recruiters.	2 of 5	3.2
Strategy 4.4 Prior to the beginning of program implementation, all Regional Coordinators attend training/professional development with DPI MEP staff. Utilizing the materials from this training, Regional Coordinators provide training/professional development to local program staff.	4 of 5	3.5

Source: Wisconsin MEP FSIs

Exhibit 14 compares the mean scores for the four goal areas addressed by the FSI during the past three summers (2019, 2020, 2021). Mean ratings were higher in 2021 for reading, math, and support services, but lower for services to secondary aged migratory students. The composite mean rating was the same in 2021 as it was in 2020.

Exhibit 14
Comparison of Strategy Mean Ratings from the Past Three Summers



Source: Wisconsin MEP FSIs

In addition to assigning ratings for the implementation of the strategies, staff indicated the ways in which each strategy was implemented in their region as shown below and on the following pages. For each strategy, the ways in which the strategy was implemented by most regions is listed along with the number of regions that implemented that particular method.

Strategy 1.1 Coordinate/provide research/evidence-based summer reading instruction to migratory students utilizing high quality instructional materials.

Ways in which Strategy 1.1 was implemented by most regions

- Culturally relevant literature, differentiated instruction, direct instruction provided by certified staff, formative assessments, small group instruction, strategies to build reading skills, student work, vocabulary development (5 regions)
- Balanced literacy, leveled readers, pre/post-testing, writing (4 regions)
- Benchmark assessments, individual tutoring, reading curriculum, student records (3 regions)

Strategy 1.2 Coordinate with Title III to enhance reading instruction and provide additional support to migratory ELs.

Ways in which Strategy 1.2 was implemented by most regions (4 regions responded)

- Focus on academic language (4 regions)
- Home language support, home visits, MEP training provided to EL staff, progress monitoring, support and instruction provided by MEP staff (3 regions)

Strategy 1.3 Implement evidence-based attendance strategies to ensure that migratory students participate for a sufficient amount of time to impact reading skills.

Ways in which Strategy 1.3 was implemented by most regions

- Attendance data monitored daily (5 regions)
- Attendance incentives, engaging programming, frequent home/school communication, transportation (4 regions)

- Attendance requirements for field trip participation, family engagement activities, families contacted to encourage attendance, home visits, MEP staff training on attendance strategies, support services provided by MEP staff (3 regions)

Strategy 2.1 Coordinate/provide research/evidence-based summer mathematics instruction to migratory students utilizing high quality instructional materials.

Ways in which Strategy 2.1 was implemented by most regions

- Direct instruction provided by certified staff, math manipulatives, small group instruction, student records (5 regions)
- Academic vocabulary, differentiated instruction, formative assessments, pre/post-testing, student work (4 regions)
- Benchmark assessments, culturally relevant curricular materials, individual tutoring, math interventions, strategies to build math skills, student needs assessment data, technology based/online math interventions (3 regions)

Strategy 2.2 Coordinate with Title III to enhance mathematics instruction and provide additional support to migratory ELs.

Ways in which Strategy 2.2 was implemented by most regions (3 regions responded)

- Focus on academic language, home visits, MEP training provided to EL staff, programs supporting migratory ELs, progress monitoring, support and instruction provided by MEP staff (3 regions)
- ACCESS for ELLs results, daily assessments via written/oral responses (2 regions)

Strategy 2.3 Implement evidence-based attendance strategies to ensure that migratory students participate for a sufficient amount of time as to have an impact on math skills.

Ways in which Strategy 2.3 was implemented by most regions

- Attendance data monitored daily (5 regions)
- Attendance incentives, attendance policies shared with families, attendance requirements for field trip participation, engaging programming, families contacted to encourage attendance, frequent home/school communication, home visits, support services provided by MEP staff, transportation (3 regions)

Strategy 3.1 Coordinate/provide secondary migratory students with credit accrual opportunities during the summer.

Ways in which Strategy 3.1 was implemented by most regions (3 regions responding)

- Attendance records, graduation conversations, student report cards (2 regions)
- Academic review with student discussion, collaboration with college/other postsecondary institutions, credit accrual and recovery, individualized learning/graduation plans, parent meetings, progress reports, student records showing identified needs and strengths, student progress reporting, summer program summary of student work, transcripts showing credits earned in Wisconsin (1 region)

Strategy 3.2 Regional Coordinators oversee the credit accrual and transition process to ensure credits received by migratory students are reflected in student transcripts.

Ways in which Strategy 3.2 was implemented by most regions (3 regions responding)

- Student report cards (3 regions)
- Communication with TMIP, continuous learning plans, document coursework in MIS2000, MSIX records, student records showing credits received, summer program summary of student work, transcripts showing credits earned in Wisconsin (1 region)

Strategy 3.3 Coordinate/provide secondary migratory students and OSY with opportunities for leadership development.

Ways in which Strategy 3.3 was implemented by most regions (1 region responding)

- Career exploration, college visits, financial literacy activities, transportation (1 region)

Strategy 3.4 Collaborate with other service providers or provide needs-based academic and support services to OSY.

Ways in which Strategy 3.4 was implemented by most regions (2 regions responding)

- Credit accrual analysis, monitoring by MEP staff, workshops (1 region)

Strategy 4.1 Coordinate/provide research/evidence-based school readiness instruction utilizing high quality instructional materials.

Ways in which Strategy 4.1 was implemented by most regions (3 regions responding)

- Attendance lists, culturally relevant curricular materials, documentation of student learning needs, early literacy/math resources, progress monitoring (3 regions)
- Activity folders/backpacks/bags, family engagement materials, home visits/home-based program, school readiness assessment results, transportation (2 regions)

Strategy 4.2 Provide high quality family engagement activities and/or parent instruction in order to enhance and increase family learning and engagement.

Ways in which Strategy 4.2 was implemented by most regions (4 regions responding)

- Calendar of summer programming, family engagement materials, free book distributions, home visits, parent surveys, phone calls, resources provided to parents (3 regions)
- Coordination with other programs/service providers; daily student progress reports; family newsletters; home-based information, strategies, and resources for parents; parent flyers; parent liaisons; parent nights; parent/teacher conferences (2 regions)

Strategy 4.3 Maintain ongoing collaboration with statewide recruiters.

Ways in which Strategy 4.3 was implemented by most regions

- Coordination with statewide recruiters (5 regions)
- Family liaison and outreach ongoing communication with statewide recruiter (4 regions)
- Phone calls and emails (3 regions)

Strategy 4.4 Prior to program implementation, coordinators attend training/PD with DPI MEP staff. Utilizing the training materials, provide training/PD to local program staff.

Ways in which Strategy 4.4 was implemented by most regions

- Collaboration with local programs/districts to provide PD, materials, software; licensed EL teacher (4 regions)
- Local summer program training (2 regions)

6. Outcome Evaluation Results

This section provides a summary of Wisconsin MEP results on State Performance Goals 1 and 5 and the MEP MPOs. Sources of data include student assessment results, data from MIS2000 and the DPI database (WISEdash), staff and parent survey responses, and a review of Wisconsin MEP records.

Note: Per guidance from OME, the Wisconsin MEP State performance and MPO results do not need to be disaggregated by PFS status due to the fact that Wisconsin qualifies as a “small” state with less than 30 students per grade level assessed on state assessments in 2020-21.

Migratory Student Achievement of State Performance Goals 1 and 5

Performance Goal 1: Proficiency in Reading and Math

During 2020-21, ELA and mathematics academic achievement of students attending public school in Wisconsin was assessed through the Wisconsin Forward Assessments in grades 3-8. The four proficiency levels for the Forward Assessments are from lowest to highest: Below Basic, Basic, Proficient, and Advanced.

Following are the 2021 results in ELA and Mathematics for migratory students, disaggregated by PFS, compared to the State Performance Targets for all students as indicated in the Wisconsin ESSA State Plan, and compared to non-migratory students. Tables show the number of migratory students assessed, the number and percent of migratory students scoring proficient or advanced (P/A) on 2021 ELA and Math assessments, the State Performance Targets for 2020-21, the difference in the percentage of migratory students scoring P/A compared to the State Performance Targets, and the non-migratory student proficient rates.

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

Exhibit 15
Migratory Students Scoring P/A on 2021 Forward ELA Assessments

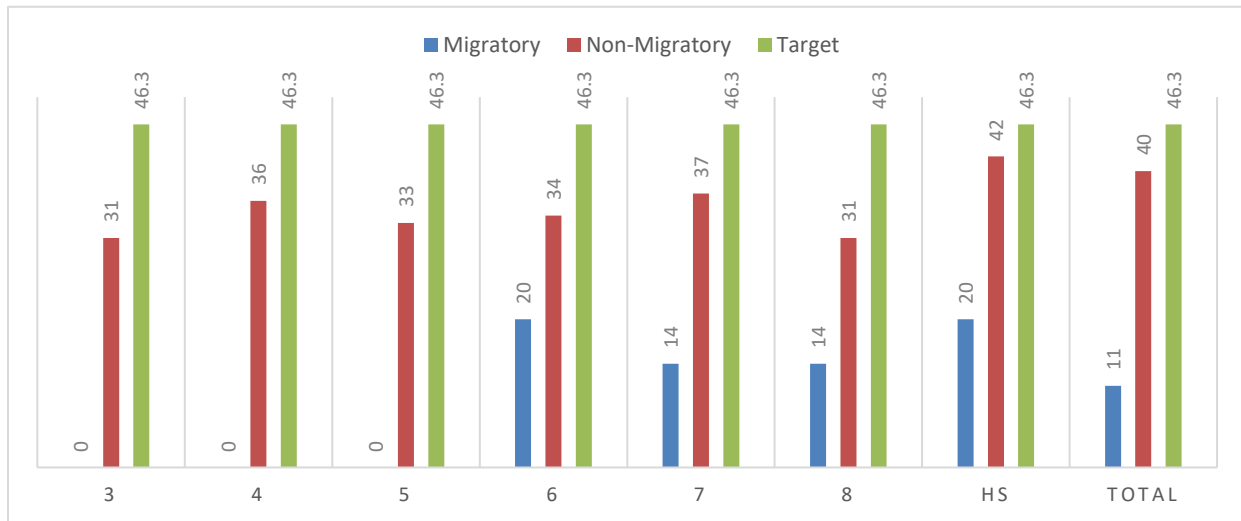
Grade Level	# Tested	# (%) Migratory Students Scoring P/A	20-21 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	9	0 (0%)	46.3%	-46.3%	31%
4	12	0 (0%)	46.3%	-46.3%	36%
5	16	0 (0%)	46.3%	-46.3%	33%
6	15	3 (20%)	46.3%	-26.3%	34%
7	14	2 (14%)	46.3%	-32.3%	37%
8	7	1 (14%)	46.3%	-32.3%	31%
HS	20	4 (20%)	46.3%	-26.3%	42%
Total	93	10 (11%)	46.3%	-35.3%	40%

Source: WDPI

Wisconsin migratory students were 35.3% short of the Wisconsin State Performance Target (46.3%) for ELA proficiency in 2020-21, and 29% short of non-migratory students. For all grade levels assessed, the 2020-21 target was not met by migratory students. Differences ranged from -26.3% (6th and 9th-10th graders) to -46.3% (3rd through 5th graders). In addition, for all

grade levels, fewer migratory students scored P/A than non-migratory students. Below is a graphic display of the differences in the percentage of migratory and non-migratory students scoring P/A on 2021 Forward ELA Assessments.

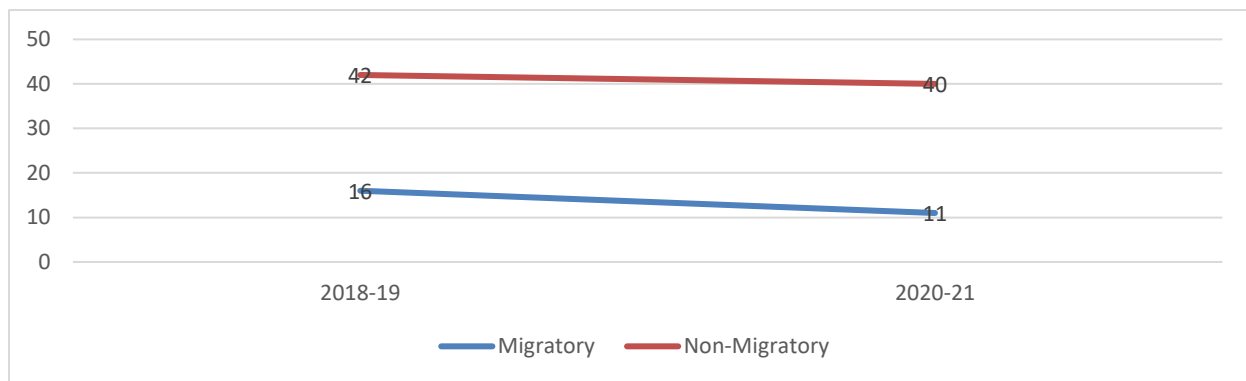
Exhibit 16
Graphic Display of 2021 Forward ELA Assessment Results
(Percentage of Students Scoring P/A)



Source: WDPI

Exhibit 17 provides a comparison of Wisconsin Forward ELA Assessment results in 2018-19 and 2020-21. Results show that fewer migratory students (five percentage points) and fewer non-migratory students (two percentage points) scored P/A in 2020-21 than in 2018-19.

Exhibit 17
Comparison of Wisconsin Forward ELA Assessment Results
(Expressed in Percentages)



Source: WDPI

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

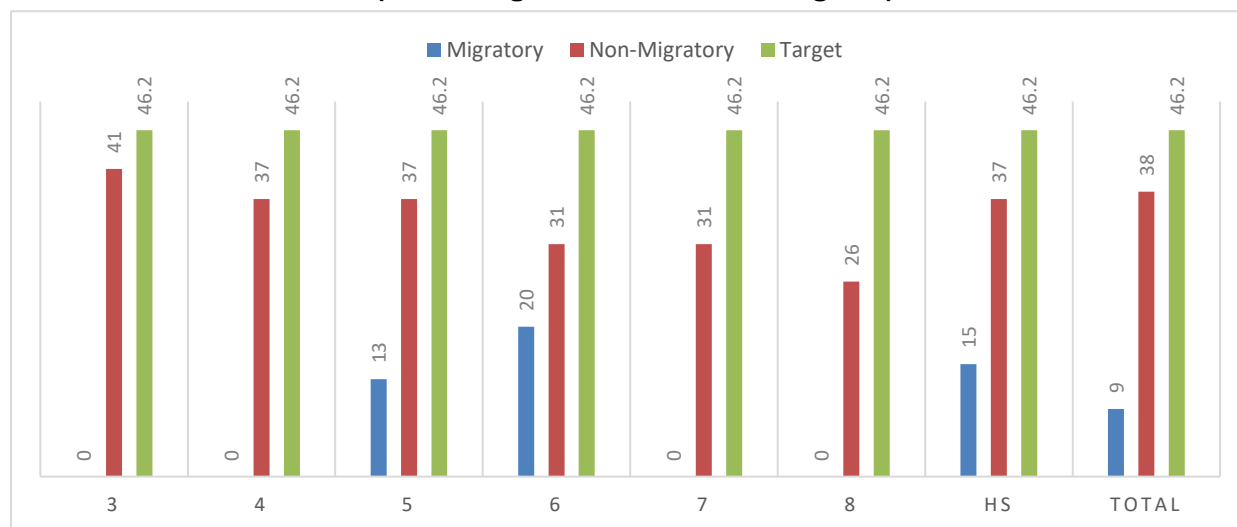
**Exhibit 18
Migratory Students Scoring P/A on 2021 Forward Math Assessments**

Grade Level	# Tested	% Migratory Students Scoring P/A	20-21 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	9	0 (0%)	46.2%	-46.2%	41%
4	12	0 (0%)	46.2%	-46.2%	37%
5	16	2 (13%)	46.2%	-33.2%	37%
6	15	3 (20%)	46.2%	-26.2%	31%
7	14	0 (0%)	46.2%	-46.2%	31%
8	7	0 (0%)	46.2%	-46.2%	26%
HS	20	3 (15%)	46.2%	-31.2%	37%
Total	93	8 (9%)	46.2%	-37.2%	38%

Source: WDPI

Wisconsin migratory students were 37.2% short of the Wisconsin State Performance Target (46.2%) for math proficiency in 2020-21, and 29% short of non-migratory students. For all grade levels assessed, the 2020-21 target was not met by migratory students. Differences ranged from -26.2% (6th graders) to -46.2% (grades 3-4 & 7-8). For all grade levels, fewer migratory students scored P/A than non-migratory students. Below is a graphic display of the differences in the percent of migratory and non-migratory students scoring P/A on 2021 Forward Math Assessments.

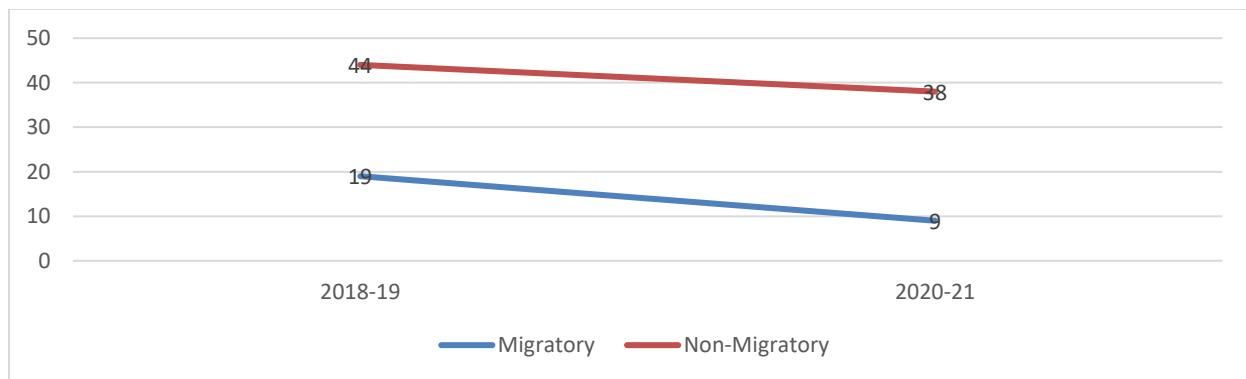
**Exhibit 19
Graphic Display of 2021 Forward Math Assessment Results
(Percentage of Students Scoring P/A)**



Source: WDPI

Exhibit 20 provides a comparison of Wisconsin Forward Math Assessment results in 2018-19 and 2020-21. Results show that fewer migratory students (10 percentage points) and fewer non-migratory students (six percentage points) scored P/A in 2020-21 than in 2018-19.

Exhibit 20
Comparison of Wisconsin Forward Math Assessment Results
(Expressed in Percentages)



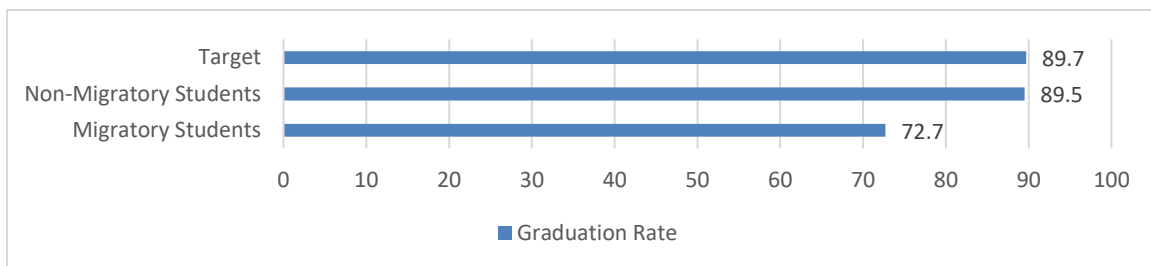
Source: WDPI

Performance Goal 5: High School Graduation

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

The 2020-21 Wisconsin State Performance Target for all students for high school graduation (4-years or less) was 89.7%. Exhibit 21 shows that in 2020-21, the 4-year graduation rate for migratory students was 72.7% (17% short of the target), compared to the non-migratory student graduation rate of 89.5% (0.2% short of target).

Exhibit 21
2020-21 Graduation Rates for Migratory and Non-Migratory Students

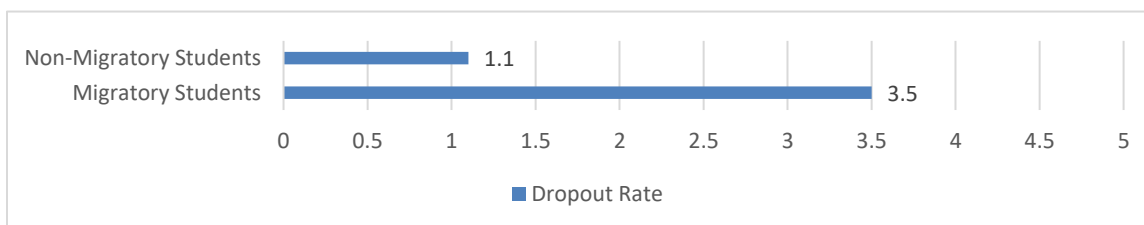


Source: MIS2000 (Migratory); WISEdash (Non-Migratory)

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

Wisconsin does not have a State Performance Target for dropout rate. Exhibit 22 shows that the 2020-21 dropout rate for Wisconsin migratory students was 3.5% compared to the non-migratory student dropout rate of 1.1% (difference of 2.4%).

Exhibit 22 2020-21 Dropout Rates for Migratory and Non-Migratory Students



Source: MIS2000 (Migratory); WISEdash (Non-Migratory)

Data related to State Performance Goals should be interpreted with caution. While percentages of migratory students that are proficient and graduating from high school provide a useful measure of the overall educational progress of migratory students, there is little that can be said about MEP instructional services based on these data. State assessments are designed to measure student attainment of knowledge and skills outlined in state standards that are set for all students. It should be noted that since the MEP is supplemental in nature and cannot supplant the instruction provided by state and federal funds, the services provided by the MEP are aligned with state standards *but* cannot replace what students are provided through other means. It is not possible to isolate the extent to which proficiency and non-proficiency on state assessments are associated with MEP supplemental instruction versus other instruction provided to migratory and non-migratory students. Other assessments that are aligned with the supplemental services offered through the MEP provide the most appropriate accountability measurement of the outcomes and effectiveness of MEP services.

Measurable Program Outcomes (MPO) Results

This section provides a summary of progress toward the MEP MPOs. Sources of data include student assessment results, demographic data, MEP staff surveys, and documentation of secondary credit accrual.

READING

MPO 1a: By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP summer reading instruction assessed with pre/post reading assessments will maintain or increase their score.

Exhibit 23 shows that the Wisconsin MEP **met MPO 1a** with 95% of the 41 migratory students in grades K-9 with both a pretest and a post-test maintaining or gaining on local reading assessments. An additional six students were assessed but did not have both a pretest and a post-test score.

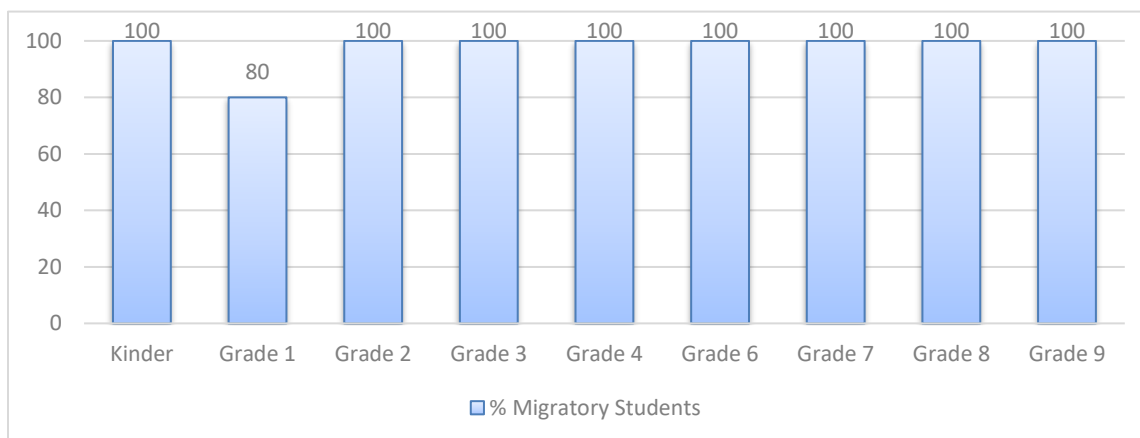
Exhibit 23 Migratory Students Maintaining or Gaining on Local Reading Assessments

# Students Tested	# (%) Gaining or Maintaining	P-Value (2-tailed)	MPO Met?
41	39 (95%)	<.001	Yes

Source: MIS2000

Exhibit 24 is a graphic display of these results by grade level (number of students: K=2, 1=5, 2=10, 3=7, 4=4, 5=0, 6=2, 7=6, 8=2, 9=2). All migratory students in all grades except grade one maintained or increased their reading score.

Exhibit 24
Migratory Students Maintaining or Gaining on Local Reading Assessments by Grade
(Expressed in Percentages)



Source: MIS2000

On a survey, 14 regional MEP staff rated the extent to which summer services helped students improve their reading skills. Following are their ratings which are based on a 4-point scale where 1=not at all, 2=somewhat, 3=a lot, and 4=very much. All 14 regional MEP staff surveyed (100%) reported that summer MEP services helped migratory students improve their reading skills (21% very much, 36% a lot, 43% somewhat).

Exhibit 25
MEP Staff Ratings of the Impact of the MEP on Students' Reading Skills

# Staff Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
14	0 (0%)	6 (43%)	5 (36%)	3 (21%)	2.8

Source: MEP Staff Survey

On a survey, 10 migratory parents rated the extent to which summer services helped their children improve their reading/writing skills. Following are the parents' ratings which are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. All 10 parents surveyed (100%) reported that summer MEP services helped their children improve their reading/writing skills (80% a lot, 20% somewhat).

Exhibit 26
Parent Ratings of the Impact of the MEP on their Children's Reading/Writing Skills

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
10	0 (0%)	2 (20%)	8 (80%)	2.8

Source: Parent Survey

MATHEMATICS

MPO 2a: By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP summer mathematics instruction assessed with pre/post mathematics assessments will maintain or increase their score.

Exhibit 27 shows that the Wisconsin MEP **met MPO 2a** with 97% of the 30 migratory students in grades K-9 with both a pretest and a post-test score maintaining or gaining on local math assessments. An additional four students were assessed but did not have both a pretest and a post-test score.

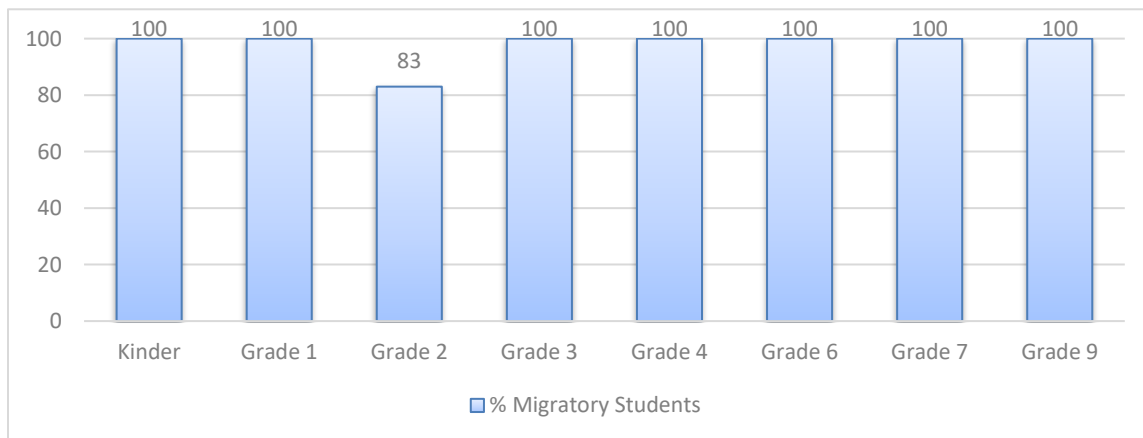
Exhibit 27
Migratory Students Maintaining or Gaining on Local Math Assessments

# Students Tested	# (%) Gaining or Maintaining	P-Value (2-tailed)	MPO Met?
30	29 (97%)	<.01	Yes

Source: MIS2000

Exhibit 28 is a graphic display of these results by grade level (number of students: K=2, 1=5, 2=6 3=6, 4=2, 5=0, 6=2, 7=5, 8=0, 9=1). All migratory students in all grades except grade two maintained or increased their math score.

Exhibit 28
Migratory Students Maintaining or Gaining on Local Math Assessments by Grade (Expressed in Percentages)



Source: MIS2000

On a survey, 13 regional MEP staff rated the extent to which summer services helped students improve their math skills. Following are their ratings which are based on a 4-point scale where 1=not at all, 2=somewhat, 3=a lot, and 4=very much. All 13 regional MEP staff surveyed (100%) reported that summer services helped migratory students improve their math skills (23% very much, 39% a lot, 39% somewhat).

Exhibit 29
MEP Staff Ratings of the Impact of the MEP on Students' Math Skills

# Staff Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
13	0 (0%)	5 (39%)	5 (39%)	3 (23%)	2.9

Source: MEP Staff Survey

On a survey, 10 migratory parents rated the extent to which summer services helped their children improve their math skills. Following are the parents' ratings which are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. All 10 parents surveyed (100%) reported that summer MEP services helped their children improve their math skills (90% a lot, 10% somewhat).

Exhibit 30
Parent Ratings of the Impact of the MEP on their Children's Math Skills

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
10	0 (0%)	1 (10%)	9 (90%)	2.9

Source: Parent Survey

HIGH SCHOOL GRADUATION AND SERVICES TO OSY

MPO 3a By the end of each summer term (2019, 2020, 2021), 50% of secondary migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.

The Wisconsin MEP met MPO 3a with all migratory students (100%) enrolled in courses for credit receiving credit toward high school graduation. The number of migratory students enrolled and completing courses/receiving credits is suppressed to protect the identity of the students. The students completing courses received seven semester credits.

On a survey, four regional MEP staff rated the extent to which summer services helped secondary-aged migratory students obtain credits toward high school graduation. Following are their ratings which are based on a 4-point scale where 1=not at all, 2=somewhat, 3=a lot, and 4=very much. All four MEP staff surveyed (100%) reported that summer services helped secondary-aged migratory students obtain credits toward graduation (75% very much, 25% a lot). Of note is that staff from two of the five regions responded to this item on the survey. The other staff responding indicated "not applicable."

Exhibit 31
MEP Staff Ratings of the Impact of the MEP on Credit Accrual

# Staff Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
4	0 (0%)	0 (0%)	1 (25%)	3 (75%)	3.8

Source: MEP Staff Survey

NON-INSTRUCTIONAL SUPPORT SERVICES

MPO 4a By the end of each summer term (2019, 2020, 2021), 65% of preschool-aged migratory children receiving MEP school readiness instruction during the summer and assessed with pre/post school readiness assessments will maintain or increase their score.

Progress toward MPO 4a could not be determined in summer 2021 as only one preschool-age child was assessed. However, it is worth noting that the one preschool child assessed improved their score from pretest to post-test.

On a survey, five regional MEP staff rated the extent to which summer services helped migratory preschool children improve their school readiness skills. Following are their ratings which are based on a 4-point scale where 1=not at all, 2=somewhat, 3=a lot, and 4=very much. All five regional MEP staff surveyed (100%) reported that summer services helped preschool students improve their school readiness skills (40% very much, 40% a lot, 20% somewhat). Of note is that staff from three of the five regions responded to this item. The other staff responding indicated “not applicable.”

Exhibit 32
MEP Staff Ratings of the Impact of the MEP on Preschool Children’s School Readiness Skills

# Staff Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
5	0 (0%)	1 (20%)	2 (40%)	2 (40%)	3.2

Source: MEP Staff Survey

MPO 4b By the end of each summer term (2019, 2020, 2021), 80% of parents that participate in MEP parent engagement activities will report that they increased their knowledge of the content presented.

Exhibit 33 shows that the Wisconsin MEP met MPO 4b with 100% of the nine parents surveyed reported that MEP training, information, and resources helped them improve their skills for supporting their child’s learning (89% a lot, 11% somewhat).

Exhibit 33
Parent Ratings of the Impact of MEP Parent Training, Information, and Resources

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A lot	# (%) Reporting Improved Skills	Mean Rating	MPO Met?
9	0 (0%)	1 (11%)	8 (89%)	9 (100%)	2.9	Yes

Source: Parent Survey

MPO 4c By the end of each summer term (2019, 2020, 2021), 80% of regional MEP staff surveyed that participated in MEP professional development will report that training increased their skills for supporting migratory students.

Exhibit 34 shows that the Wisconsin MEP **met MPO 4c** with 86% of the seven regional staff responding to surveys reporting that MEP professional development increased their skills for supporting migratory students (14% very much, 29% a lot, 43% somewhat).

Exhibit 34
**MEP Staff Ratings of the Impact of Professional Development
on their Skills for Supporting Migratory Students**

If you participated in MEP professional development, please rate the extent to which training increased your skills for supporting migratory students.							
# Staff Responding	# (%) Not at all	# (%) Some-what	# (%) A lot	# (%) Very Much	Mean Rating	# (%) Reporting Increase	MPO Met?
7	1 (14%)	3 (43%)	2 (29%)	1 (14%)	2.4	6 (86%)	Yes

Source: MEP Staff Survey

Following are ways in which regional MEP staff applied their learning from MEP professional development as reported on Staff Surveys.

- *Best practices for helping students acquire higher academic achievement.*
- *I learned more about the services needed for our students and what my role is as the regional coordinator.*
- *I participated in the CNA which for me, as a principal, was quite helpful. It was good to be able to hear what other regions are doing and to be able to have a more inclusive discussion and to learn about what others are doing, what works, what doesn't etc. and how we can improve our program even more.*
- *I used the skills to contact parents and how to get them more involved in school activities.*
- *MEP PD was not offered before our program's start date and was offered during our school day towards the end of the program. Therefore, I was not able to apply MEP PD to my teaching at the MEP.*
- *We didn't have MEP PD. I only took one about how to improve ESL skills with ESL students which was very good.*
- *We had someone with a new role this year who was able to make connections with students and families based on some of her learning.*

Regional MEP Staff Comments on Surveys

Regional MEP Staff Comments on the Staff Survey – Fifteen (15) staff from the five regions responded to the Staff Survey during the summer of 2021. Staff responding included instructional staff, MEP staff, Regional Coordinators, and school administrators. Following are examples of individual staff comments about the ways in which the Summer Migrant Program impacted migratory students. Staff mentioned improved reading and math skills, preparing students for the upcoming school year, high school credit accrual, and parent engagement.

Impact on Academic Skills

- *Engagement and basic number knowledge.*
- *Math and reading catchup work!*

- *Our program provided our students with hands-on learning experiences and field trips that they most likely would not get to do otherwise. We did many cooking, art, science, social studies, reading, math, & STEM activities.*
- *Students benefitted from small groups that can focus on their greatest needs.*
- *Students improved their scores in reading and they practiced math. They will feel probably more comfortable in the beginning of the school year.*
- *Students received one-on-one instruction in math and reading. Staff were able to meet with parents once a week.*
- *Students were able to go out and do activities that they haven't before due to their language barrier. They also got one-on-one time with an instructor and got to learn a lot more.*
- *The MEP gave students access to an internet-based math program that engaged them and helped them all improve their math abilities. The MEP also allowed students to be engaged in community events, giving them opportunities to practice important social skills and to broaden their experiences/perspectives.*
- *The students appreciated more one-on-one time and were exposed to many cultural events.*
- *The summer program brought our students together; they learned, they developed friendships, and they experienced art and culture.*

Impact on Secondary-aged Migratory Students

- *High school credit recovery; work on writing skills.*
- *We were able to award our secondary students credits!!*

Impact on Families

- *After an unusual school year in general, parents felt good about sending their children to a safe place during the day as they worked or slept after working a night shift.*
- *We had an itinerant teacher that was hired toward the end of our program but did an excellent job connecting families with resources.*

Following are stories shared by staff about ways in which the summer MEP impacted students and families. Trends of stories are organized by five themes – connections/relationships among students/families and staff, support services/connectivity provided to students, academics, individualized support, and parent involvement.

Academics

- *One fourth grader struggling in math was impacted greatly because he had access to one-on-one math instruction during the MEP that was within his Zone of Proximal Development. His math confidence improved noticeably and he said multiple times that he enjoyed math at the MEP this year. His math score on the post assessment more than doubled his pretest score.*
- *One of our students had a very tough time during the spring up until the end of the regular academic year. This student participated in our MEP all summer and was a totally different student in a small group/comfortable environment and thrived!*
- *Several of our secondary students were able to obtain partial or a full credits.*
- *This summer gave middle school students a goal to attend higher education with our field trip.*

Parent Involvement

- *Families were interested if they were available when classes were held.*
- *I think families felt more integrated into the society, because they felt that somebody cares about them and their children.*

- *It helped families and students because they got the chance to get new school supplies and it took the financial weight off of many families. Seeing the students' faces when they got the backpack they ordered was amazing - best feeling ever.*
- *Students caught up and parents took an active role in their learning and future schooling.*
- *We had a family in the area that was in need of resources for their children. The itinerant teacher was hired to assist this family (along with another family) in getting the children registered for the upcoming school year, providing school supplies, and connecting the families with school and community resources. We were extremely lucky to have found a very willing and able teacher who was just so excited to be of service to these families. Successes of our program very often start with having the "right" staff.*

7. Implications

This section of the report provides recommendations for action based on the data collected for the evaluation of the Wisconsin MEP during the 2020-21 performance period, whereby services were provided to migratory students and families during summer 2021. Recommendations are summarized based on observations, staff and parent surveys, results of student assessments, and interviews with state MEP staff. Recommendations are provided for program implementation as well as for improving services to achieve the State Performance Goals and MEP MPOs.

PROGRESS ON PREVIOUS RECOMMENDATIONS

Below is a summary of the progress made toward the evaluator recommendations from the 2019-20 evaluation of the Wisconsin MEP.

Program Implementation Recommendations	Status
<u>Increase PD for MEP staff.</u> For the second year in a row, MPO 4c was not met with 73% of staff responding to surveys (7% short of the target) reporting that PD increased their skills for supporting migratory students. It is recommended that the DPI MEP team increase individualized support to the regions per the current plan and consider the staff recommendations for PD and technical assistance listed previously in this section.	MPO 4c was met in 2020-21 for the first time in three years. DPI MEP staff provided ongoing support and technical assistance to MEP staff, training-of-trainers to Regional Coordinators, and MEP staff participated in IDRC CIG training.
<u>Implement strategies to increase the number of migratory students served.</u> During the past three summers, an average of 13% of eligible migratory students ages 3-21 received services during the summer (the WI MEP does not provide services during the regular year). Summer programming/services are critical for addressing the learning gaps experienced by migratory students due to mobility. In addition, the MEP allocation is based, in part, on the number of migratory children served (educational and educationally related services) during the summer/intersession, so there is a direct correlation between increasing the number of eligible migratory students served during the summer and the state MEP allocation.	In 2020-21, 18% of all eligible migratory students received services which was an increase of eight percentage points over summer 2020. DPI staff provided training and support to MEP staff on increasing the number of students served, and local staff looked beyond the school walls to provide services to migratory students.
<u>Increase collaboration between regional MEP staff and the statewide recruiters.</u> Lowest rated on the FSI was Strategy 4.3 – maintaining ongoing collaboration with statewide recruiters. While this strategy may have been impacted by not being able to meet face-to-face due to the pandemic, it is recommended that systems be put in place to ensure ongoing and regular coordination between regional MEP staff and the statewide recruiters.	During 2020-21, Strategy 4.3 had a mean rating of 3.8 compared to 2.3 in 2019-20 so it appears that the regions and DPI MEP staff increased collaboration with statewide recruiters.

Results Evaluation Recommendations	Status
<u>Provide training/technical assistance on selecting reading, math, and school readiness assessments.</u> Project staff mentioned needing assistance with selecting appropriate reading, math, and school readiness assessments for students. For the purposes of reporting data for the MPOs, formative or interim assessments should be selected to determine the impact of MEP instruction. Examples could include teacher-developed assessments, curriculum-based assessments, embedded assessments in online reading and math	Training and technical assistance related to pre/post-testing was provided to Regional Coordinators during coordinator calls and via individual support.

Results Evaluation Recommendations	Status
interventions, and more formal assessments of content knowledge (e.g., STAR reading and math). While it is required to conduct pre/post-testing of students receiving MEP instruction, pre/post-testing should be appropriate for assessing student learning needs to inform instruction and determine student learning outcomes.	
<u>Continue the provision of services virtually or in locations close to migratory families to increase access to MEP instructional services.</u> Several MEP staff mentioned that they would like to be able to continue providing virtual learning options and/or providing services in locations close to the families. Staff also indicated that in providing services during the pandemic, they were forced to think “outside-the-box” resulting in students and families being served that may not have participated in a center-based summer program due to work schedules, location, or not wanting to travel to summer school. Virtual instruction and support provide the MEP with another valuable tool for increasing access to those migratory students and families that would not normally participate in a center-based summer migrant program.	On summer site visit reports completed by DPI MEP staff, it was noted that several regions continued virtual/hybrid services to reach out to more migratory students and families.

2020-21 SUMMARY AND IMPLICATIONS – IMPLEMENTATION EVALUATION

Family Engagement: Parents participating in parent activities and events reported that they increased their knowledge of the topics/content addressed such as reading, nutrition and health, legal services, community partnerships, math, and science. The Wisconsin MEP SDP includes one MPO related to parent involvement:

MPO 4b By the end of each summer term (2019, 2020, 2021), 80% of parents that participate in MEP parent engagement activities will report that they increased their knowledge of the content presented.

During the summer of 2021, MPO 4b was met with all nine parents responding to surveys reporting that they increased knowledge of the content presented during parent engagement activities.

Professional Development: Regional MEP staff received ongoing and varied professional learning opportunities that positively impacted their ability to address the learning needs of migratory students. Professional development included statewide MEP training and meetings, local training and workshops, and collaborative staff meetings during summer programming. The Wisconsin MEP SDP includes one MPO related to professional development:

MPO 4c By the end of each summer term (2019, 2020, 2021), 80% of MEP staff surveyed that participated in MEP professional development will report that training increased their skills for supporting migratory students.

During the summer of 2021, MPO 4c was met with 86% of the seven staff responding reporting that MEP professional development increased their skills for supporting migratory students. Following are staff suggestions for future professional development or technical assistance.

- *How to work with a multiage group.*
- *I need technical assistance to be more efficient with the implementation of the reading programs.*

- *I would like to have some PD during the school year as we head into summer. It gets very hard to squeeze in PD during the summer. I liked attending the conferences/meetings we had with area regions during the school year such as ways to involve families and ways to keep our high school students in attendance and getting to graduation are concerns I have that I know we can still be doing more with.*
- *Maybe virtual meetings with other regions, similar to this year.*
- *More training on reading and math specifics before summer happens.*
- *PD needs to be offered in mid- to late- June (before MEP programs start) instead of during the program dates. The PD needs to be short, sweet, and practical, run by those who have classroom MEP experience.*

MEP Services: Migratory students received comprehensive summer programming and support services in order to reduce barriers to academic success including guidance counseling, transportation, health and dental services, educational supplies, and collaboration with other programs and agencies. During summer 2021, services continued to be provided remotely to increase access to migratory students and families.

Strategy Implementation: Regional Coordinators/MEP staff assigned ratings on the implementation of the 14 strategies in the SDP using the FSI. Staff identified ways that they implemented the strategies and came to consensus on the ratings for each strategy. The mean rating for all 14 strategies was 3.4 out of 5.0, with mean ratings for each strategy ranging from 2.0 to 4.2. Three strategies were rated at the “proficient” level (mean ratings of succeeding or exceeding) addressing summer reading instruction and attendance strategies to impact math and reading skills.

2020-21 SUMMARY AND IMPLICATIONS – RESULTS EVALUATION

School Readiness: Local projects provided direct instruction to migratory preschool children and collaborated with preschool service providers to ensure that migratory children received quality preschool services. The Wisconsin MEP SDP includes one MPO related to school readiness:

MPO 4a By the end of each summer term (2019, 2020, 2021), 65% of preschool-aged migratory children receiving MEP school readiness instruction during the summer and assessed with pre/post school readiness assessments will maintain or increase their score.

During the summer of 2021, MPO 4a could not be measured as only one migratory preschooler was assessed.

Reading and Mathematics: Regions/projects provided extensive reading and math instruction to migratory students during the summer. The Wisconsin MEP SDP includes two MPOs related to reading and mathematics achievement:

MPO 1a By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP summer reading instruction assessed with pre/post reading assessments will maintain or increase their score.

MPO 2a By the end of each summer term (2019, 2020, 2021), 65% of migratory students receiving MEP summer mathematics instruction assessed with pre/post mathematics assessments will maintain or increase their score.

During the summer of 2021, both MPOs were met with 95% of the migratory students assessed maintaining or improving their reading scores, and 97% of the students assessed maintaining or improving their math scores.

Graduation and Services to OSY: Secondary students and OSY are provided with a wealth of services and resources designed to support their efforts to graduate from high school, including support with credit accrual. The Wisconsin MEP SDP includes one MPO related to graduation and services to OSY.

MPO 3a By the end of each summer term (2019, 2020, 2021), 50% of secondary migratory students that took a class for credit recovery/accrual will obtain credit toward high school graduation.

During the summer of 2021, MPO 3a was met with all three migratory students enrolled in credit-bearing courses obtaining credit toward high school graduation.

RECOMMENDATIONS

Increase services to secondary aged migratory students and OSY. Only three of the five regions served secondary aged migratory students during summer 2021, with only nine students served (five students received both instructional and support services, and four students received support services only), and no OSY served. In addition, two of the four strategies addressing graduation and services to OSY were rated lowest of all 14 strategies on the FSI. On the Central Region's site visit report, DPI MEP staff wrote: "The Central Region continues to be a leader in providing services to secondary youth. Because of the region's long-term strategies and continuous program improvement, secondary students attend the MEP consistently, are able to successfully accrue credit towards graduation, and are an integral part of engaging younger students in continued participation in the program." It is recommended that future DPI MEP training and technical assistance include strategies utilized by the Central Region as well as other effective/evidence-based strategies to help projects learn strategies for engaging and serving secondary aged migratory students and OSY.

Implement strategies to increase the number of preschool-age migratory children served. Only six of the 43 eligible migratory preschool children (14%) were served by MEP during summer 2021. It is recommended that the DPI MEP staff develop strategies and provide training and technical assistance to the Regional Coordinators prior to summer 2022 to help staff establish policies and procedures for serving migratory preschoolers who are not receiving services by any other program/agency. Services could be provided in center-based programs as well as through home-based services that could involve children and their parents.

Share the ways in which the regions implemented each of the strategies. Review with staff the ways in which the regions 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 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.

Update the 2021-22 evaluation plan and data collection forms based on the new SDP. Update the 2021-22 evaluation plan and all evaluation data collection forms (including the

summer 2022 FSI) to align with the new SDP currently being updated. The FSI Rubric is anchored on the strategies in the current SDP. It will need to be re-written based on the new strategies identified by the SDP Committee and included in the new SDP.

MEP Staff Suggestions for the Wisconsin MEP

Consider the recommendations made by regional MEP staff on Staff Surveys for improving/enhancing the Wisconsin MEP. Following are examples of MEP staff suggestions.

- *A list of all people and their involvement sent out to each MEP staff member so we know who to contact when we have questions.*
- *Funding is good right now! I like things the way they are.*
- *Have the names of participants earlier.*
- *I felt very supported this summer as I continued to learn about the ins and outs of the MEP.*
- *I think we should improve communication with community partners.*
- *I think we should provide childcare services.*
- *I would like a list of the requirements to see who should be added to the list of MEP students.*
- *It would be nice if the program ran 4 days a week for 4 or 5 weeks.*
- *Next year being able to plan the information prior to summer will definitely help.*
- *Offer PD before the program starts.*
- *PD that is more targeted specifically at migratory students. Maybe a student or former student or parent panel? (I'll even kick in a stipend!)*
- *Please provide more indepth specifics about teaching reading and math.*
- *Summer school starts very early for us. I wish we had a more solid plan of who will be attending our program prior to the first week of summer school-some students then lose a whole week of instruction. It would be nice if the recruitment process could start in early April or May when most of our families are arriving in WI.*
- *Teachers and site directors need to be taught who is in the DPI and other MEP offices and what roles those people have in the MEP. In this way, communication can be more effective and efficient.*

Migratory Parent Suggestions for the Wisconsin MEP

Consider the recommendations made by migratory parents on Parent Surveys for improving/enhancing the Wisconsin MEP such as more meals provided to migratory children, more teachers, more experiential learning, and more reading and math games. Following are examples of parent suggestions.

- *Another teacher to help more.*
- *Have walks and experiments.*
- *More food, milk, juice.*
- *More fun game for recess time.*
- *More reading and math games.*
- *They should give a snack (milk and a sandwich) so that they have protein and water so that they are not dehydrated.*

In conclusion, during the summer of 2021, the Wisconsin MEP offered individualized, needs-based, student-centered instructional and support services to migratory students, while pivoting to ensure that services continued during the pandemic. These services improved student

learning and academic skills and helped them earn high school credits. In addition, parents were provided services that improved their skills and increased their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students; and community agencies and programs helped support migratory students by providing direct instructional and support services.