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# **2019-2020 Evaluation Report**

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## **Wisconsin Migrant Education Program**



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**March 2021**

# 2019-2020 Evaluation of the Wisconsin 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
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NGS	New Generation System
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
P/A	Proficient or Advanced
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STAAR	State of Texas Assessments of Academic Readiness
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 2019-20 performance period (9/1/19-8/30/20).

- ✦ In 2019-20, there were 546 eligible migratory students ages 0-21 (535 Category 1 migratory students ages 3-21) which is a 30% decrease from 2018-19. School closures and social distancing requirements resulting from the COVID-19 pandemic affected identification and recruitment (ID&R) and mobility during the second half of the 2019-20 performance period.
- ✦ Sixty-nine percent (69%) of eligible migratory students ages 3-21 (64% more than in 2018-19) were categorized as having priority for services (PFS).
- ✦ Fifty-three percent (53%) of eligible migratory student ages 3-21 (3% more than in 2018-19) were identified as being English learners (ELs).
- ✦ Eight percent (8%) of all eligible migratory children ages 0-21 (4% more than in 2018-19) were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✦ Thirty-four percent (34%) of eligible migratory students 0-21 (23% fewer than in 2018-19) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/20).
- ✦ Ten percent (10%) of migratory students ages 3-21 (4% fewer than in 2018-19) were served during the summer of 2020 (Category 2 count).
- ✦ Ten percent (10%) of migratory students ages 3-21 received instructional services (4% fewer than in 2018-19) and 8% received support services (2% fewer than in 2018-19).

In 2018-19, the service delivery model of the Wisconsin MEP was changed to summer-only and the program was reorganized into regions. During 2018-19, there were seven regions. During 2019-20, the number of regions was consolidated to five – North West, Central, Rock River, Bay Area, and Pine River. Services provided during the summer of 2020 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 four of the five (80%) MPOs applicable in 2019-20 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. The one MPO that was not met was 10% short of the target and addressed the impact of MEP professional development on staff skills for supporting migratory students.

Wisconsin MEP MPOs	MPO Met?	Evidence
<b>Reading</b>		
<b>MPO 1a</b> 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	97% of the 37 students assessed maintained or increased their reading score
<b>Mathematics</b>		
<b>MPO 2a</b> 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	100% of the 24 students assessed maintained or increased their math score
<b>High School Graduation/Services to OSY</b>		
<b>MPO 3a</b> 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 2 students taking courses obtained credit toward graduation
<b>Non-Instructional Support Services</b>		
<b>MPO 4a</b> 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 2020
<b>MPO 4b</b> 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 eight parents responding reported that they increased knowledge
<b>MPO 4c</b> 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.	No	73% of staff responding reported that training increased their skills

Other key findings/trends revealed in the 2019-20 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. One of the 14 strategies (7%) 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 2019 State Forward English language arts (ELA) and Mathematics Assessments, with non-migratory students outperforming migratory students in every grade level.

In summary, despite the COVID-19 pandemic, the Wisconsin MEP offered individualized, needs-based, student-centered services to migratory students during the summer of 2020 to help them improve their learning and academic achievement. In addition, parents were provided services to improve their skills and increase their involvement in their child's education; regional MEP staff were trained to better serve the unique needs of migratory students and their parents; and community resources and programs helped support migratory students.

## 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?*

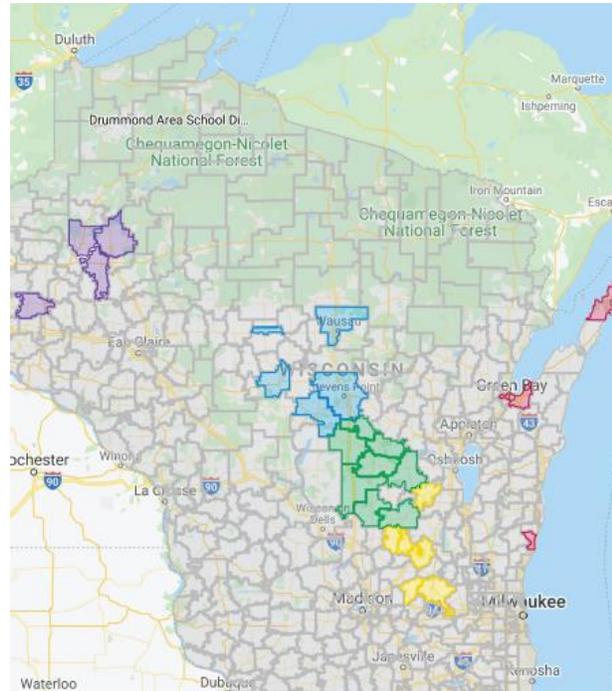
### 3. Program Context

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 2020, Wisconsin provided sub-grants to five regional coordinating agencies who serve five regions as shown in Exhibit 1 and listed below.

1. North West 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 DPI MEP team worked closely with regional coordinators to reconfigure and rename the regions in summer 2020 and establish geographic areas to ensure statewide program coverage. Renaming the regions was a part of the new DPI statewide communication strategy to better inform educational agencies and community partners about the benefits and importance of identifying migratory students and meeting their needs.

**Exhibit 1**  
**Map of Wisconsin Showing the MEP Regions**



The COVID-19 pandemic dramatically impacted MEP services in the second part of the 2019-20 performance period. Due to school closures and social distancing requirements, MEP staff provided both in-person and virtual services for much of the second part of the performance period. As a result, many services (including ID&R) were conducted virtually and where possible (i.e., parks and other outdoor locations), socially distanced in accordance with State Safer At Home orders.

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 on the following page.

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:

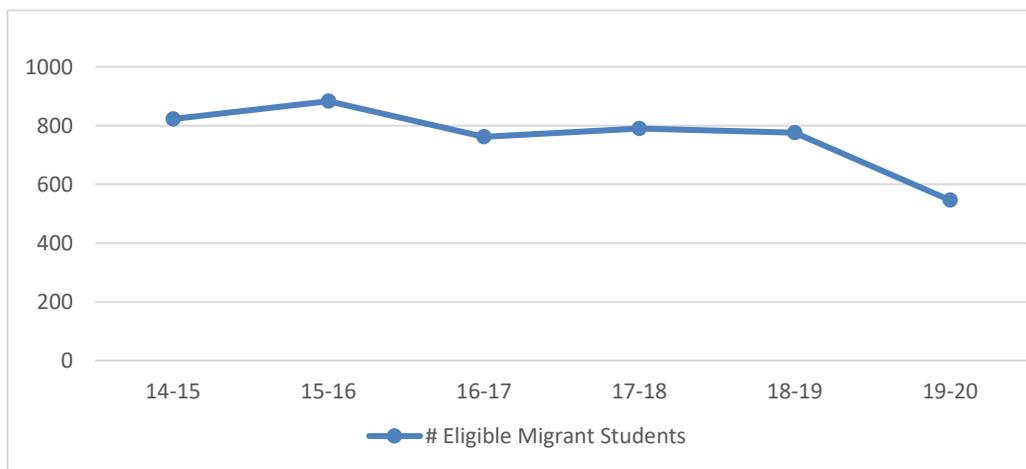
- providing year-round ID&R;
- coordinating with other states for the ID&R of migratory students;
- coordinating secondary education coursework;
- coordinating secondary credit accrual with counselors and educators in other states;
- participating in the Migrant Student Information Exchange (MSIX) to 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. Beginning in July 2018, to ensure high quality eligibility determinations, Wisconsin moved to a system of statewide recruitment carried out by state-level recruiters. 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, 546 migratory children were eligible for MEP services (ages 0-21) in 2019-20, which is a 30% decrease from 2018-19, and the fewest number of students in the past nine years. The school closures and social distancing requirements resulting from the COVID-19 pandemic affected ID&R and mobility in 2019-20. *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
<b>0-2</b>	62	87	70	63	43	11
<b>3-5</b>	77	106	81	105	80	58
<b>K</b>	45	49	51	60	55	16
<b>1</b>	54	59	40	54	43	34
<b>2</b>	69	70	59	38	47	46
<b>3</b>	50	57	47	54	52	41
<b>4</b>	55	51	55	57	56	44
<b>5</b>	49	45	46	51	56	46
<b>6</b>	47	52	36	46	55	44
<b>7</b>	48	41	42	47	53	38
<b>8</b>	53	52	45	50	46	39
<b>9</b>	57	47	45	41	63	40
<b>10</b>	53	62	50	47	51	37
<b>11</b>	43	43	41	37	47	29
<b>12</b>	37	38	25	25	27	23
<b>UG</b>	0	0	2	0	0	0
<b>OSY</b>	24	24	27	15	2	0
<b>Total</b>	<b>823</b>	<b>883</b>	<b>762</b>	<b>790</b>	<b>776</b>	<b>546</b>



Source: CSPR Part II School Years 2014-15 through 2019-20 & NGS

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 2019-20 performance period. The table shows that of the 535 eligible migratory students/youth ages 3-21, 69% were categorized as PFS and 53% were identified as being ELs. In addition, 8% of all 546 eligible migratory students/youth (ages 0-21) were identified as having a disability through IDEA, and 34% had a QAD occurring within 12 months from the last day of the performance period (8/31/20) (compared to 57% in 2018-19). Children birth through age two had the highest percentage of QADs during the performance period (73% of eligible children).

**Exhibit 3  
2019-20 Demographics of Migratory Students/Youth by Grade Level**

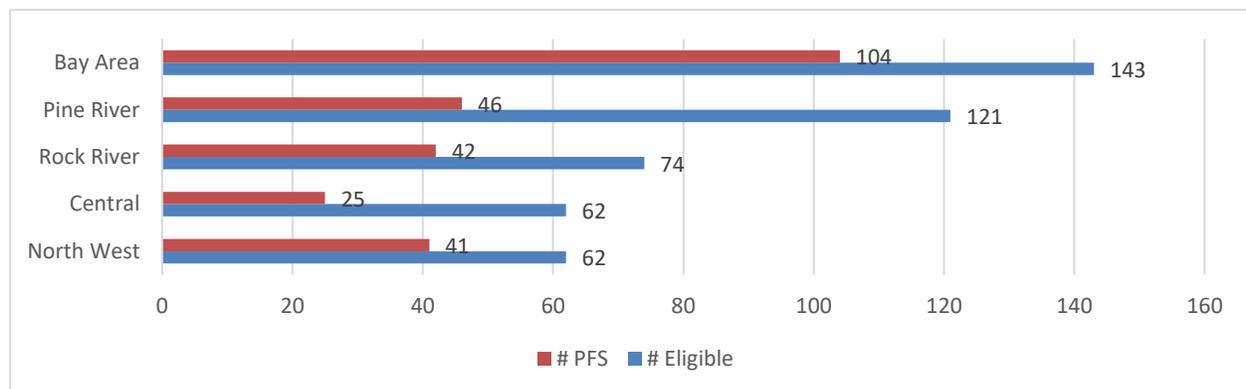
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	11	--	--	--	--	0	0%	8	73%
Age 3-5	58	31	53%	10	17%	0	0%	27	47%
K	16	10	63%	7	44%	6	38%	5	31%
1	34	23	68%	20	59%	2	6%	10	29%
2	46	38	83%	34	74%	5	11%	15	33%
3	41	30	73%	26	63%	1	2%	10	24%
4	44	33	75%	28	64%	3	7%	13	30%
5	46	35	76%	32	70%	6	13%	15	33%
6	44	27	61%	19	43%	4	9%	16	36%
7	38	25	66%	22	58%	3	8%	12	32%
8	39	26	67%	19	49%	4	10%	14	36%
9	40	27	68%	19	48%	4	10%	12	30%
10	37	29	78%	21	57%	3	8%	17	46%
11	29	22	76%	21	72%	1	3%	6	21%
12	23	12	52%	8	35%	2	9%	6	26%
OSY	0	--	--	--	--	--	--	--	--
<b>Total</b>	<b>546</b>	<b>368</b>	<b>69%*</b>	<b>286</b>	<b>53%*</b>	<b>44</b>	<b>8%</b>	<b>186</b>	<b>34%</b>

Source: 2019-20 CSPR Part II

\*Percentage of eligible migratory students/youth aged 3-21 (n=535)

Exhibit 4 shows the number of eligible migratory students in each region and the number of eligible migratory students with PFS. The Bay Area Region had both the largest number of eligible migratory students and the largest number of eligible migratory students with PFS, followed closely by the Pine River Region.

**Exhibit 4  
2019-20 Migratory Student Counts for Each Region**

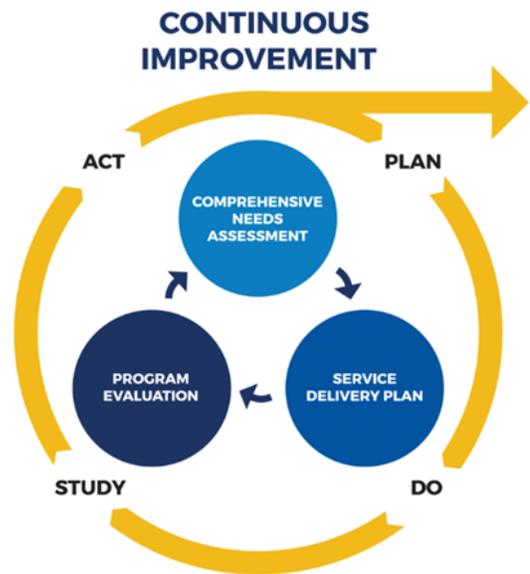


Source: MIS2000

## 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 2020. Results show that 10% of the 546 eligible migratory students were served which was 3% fewer than during the summer of 2019. Fifty-seven percent (57%) of the students served had PFS (8% of *all* PFS students).

**Exhibit 5**  
**Migratory Students/Youth Served during the Summer of 2020**

Grade	All Migratory students			PFS		
	# Eligible	Served		Total # PFS	Served	
		#	%		#	%
Birth-2	11	0	0%	--	--	--
Age 3-5	58	9	16%	31	4	13%
K	16	2	13%	10	2	20%
1	34	10	29%	23	6	26%
2	46	7	15%	38	3	8%
3	41	4	10%	30	2	7%
4	44	4	9%	33	2	6%
5	46	4	9%	35	3	9%
6	44	5	11%	27	3	11%
7	38	3	8%	25	2	8%
8	39	3	8%	26	1	4%
9	40	1	3%	27	1	4%
10	37	1	3%	29	1	3%
11	29	1	3%	22	1	5%
12	23	0	0%	12	0	0%
OSY	0	--	--	--	--	--
<b>Total</b>	<b>546</b>	<b>54</b>	<b>10%</b>	<b>368</b>	<b>31</b>	<b>8%</b>

Source: Source: 2019-20 CSPR Part II

Exhibit 6 shows that 10% of eligible migratory students ages 3-21 received instructional services (100% of students served) during the summer of 2020. Fifty-six percent (56%) of the 54 migratory students receiving instruction during the performance period received reading instruction and 67% received math instruction. Eight percent (8%) of all eligible migratory students received support services (76% of students served).

**Exhibit 6**  
**Migratory Students/Youth Receiving Instructional and Support Services during the Summer of 2020**

Grade	# Eligible	Any Instruction		Reading Instruction		Math Instruction		Support Services	
		#	%*	#	%**	#	%**	#	%
Birth-2	11	0	0%	--	--	--	--	0	0%
Age 3-5	58	9	16%	0	0%	7	78%	7	12%
K	16	2	13%	0	0%	1	50%	1	6%
1	34	10	29%	7	70%	7	70%	8	24%
2	46	7	15%	6	86%	4	57%	6	13%
3	41	4	10%	4	100%	3	75%	3	7%

Grade	# Eligible	Any Instruction		Reading Instruction		Math Instruction		Support Services	
		#	%*	#	%**	#	%**	#	%
4	44	4	9%	2	50%	3	75%	2	5%
5	46	4	9%	1	25%	3	75%	3	7%
6	44	5	11%	3	60%	5	100%	5	11%
7	38	3	8%	2	67%	1	33%	2	5%
8	39	3	8%	2	67%	2	67%	3	8%
9	40	1	3%	1	100%	0	0%	0	0%
10	37	1	3%	1	100%	0	0%	0	0%
11	29	1	3%	1	100%	0	0%	1	3%
12	23	0	0%	--	--	--	--	0	0%
OSY	0	--	--	--	--	--	--	--	--
<b>Total</b>	<b>546</b>	<b>54</b>	<b>10%*</b>	<b>30</b>	<b>56%**</b>	<b>36</b>	<b>67%**</b>	<b>41</b>	<b>8%</b>

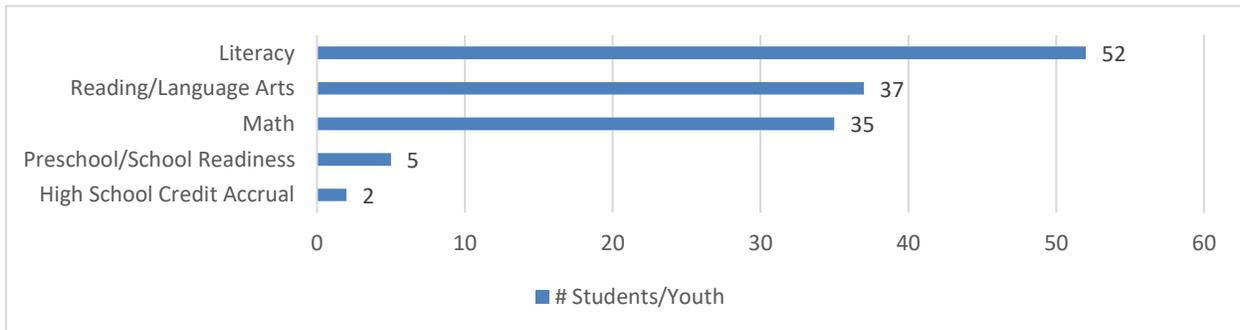
Source: 2019-20 CSPR Part II

\*Percentage of eligible migratory students ages 3-21 (535)

\*\*Percentage of students receiving instructional services \*Percentage of students receiving support services

Exhibit 7 shows the specific instructional services received by migratory students/youth during the summer of 2020. Results show that the largest number of students received literacy instruction, followed by reading/language arts instruction, and math instruction. Five migratory preschool children received school readiness instruction, and two secondary-aged migratory students received instruction to support high school credit accrual.

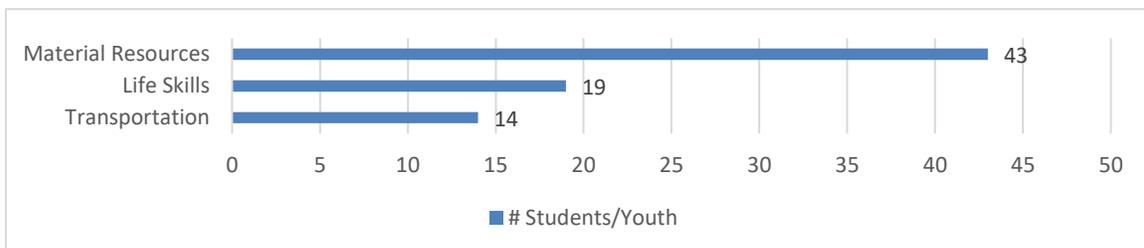
### Exhibit 7: Instructional Services Received by Migratory Students during Summer 2020



Source: MIS2000

Exhibit 8 shows the specific support services received by migratory students/youth during the summer of 2020. Forty-three students received material resources, 19 received life skills instruction, and 14 received transportation. Note: regional staff are only required to report the three support services below; however, projects provide additional types of support services.

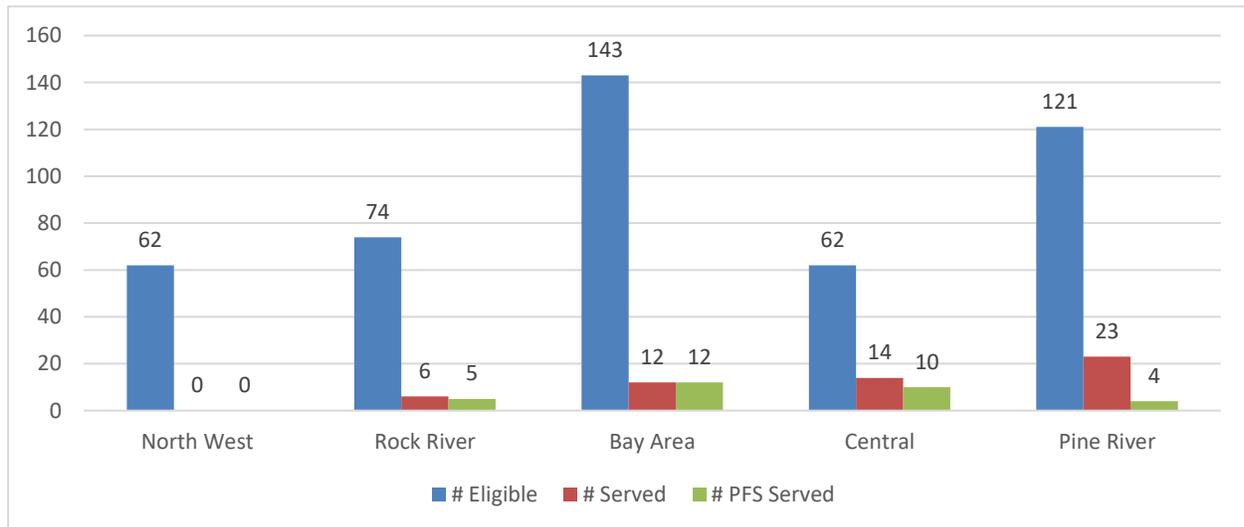
### Exhibit 8: Support Services Received by Migratory Students during Summer 2020



Source: MIS2000

Exhibit 9 shows the number of eligible migratory students, the number of migratory students served in each region, and the number of eligible migratory children with PFS that were served. The Pine River Region served the largest number of eligible migratory students; however, the Central Region served the largest percentage of eligible migratory students (23%). The Bay Area Region served the largest number of migratory students with PFS.

**Exhibit 9**  
**Migratory Students Served During Summer 2020, by Region**



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 2020 activities took the form of individual consultations and virtual meetings due to the pandemic. Following is a summary of the family engagement activities/services provided during the summer of 2020.

- Daily discussions with parents and weekly lunch discussions with families.
- Parents participating in hands-on learning activities with their children.
- Informal parent coaching sessions (food banks, UMOS, rental assistance, etc.)
- Parent communication on a number of topics.
- Pizza night/family art night
- Public library connections
- Regular communication with parents by phone and in person regarding student participation and learning.
- Weekly family activities



*“MEP staff interacted with parents on a daily basis, and parents were involved in the onsite (at the migrant camp) instruction approximately 90% of the time. Family fun nights were available in the form of an art night where several parents participated as well as pizza and ice cream nights. Parents were very invested in their children’s success. One mother in particular sought out staff for appropriate reading supports that she could provide outside of the summer migrant program. Staff provided this mother, as well as other families, with abundant materials to use in their homes.”*

Regional Coordinator

During a program debrief hosted by DPI MEP staff, regional coordinators shared that the COVID-19 pandemic made it necessary for regions to engage families in new ways based on parent feedback. Coordinators used previously established relationships to connect with families

to provide MEP services. They reported increased engagement via technology such as WhatsApp, and families were provided opportunities to participate in virtual field trips. Family events focused on building parent capacity to support their child's academics. One region provided activities to engage families in cross-cultural celebrations. Two regions completely changed their service delivery model in light of the pandemic and provided services in spaces where students and families lived. Much of the instruction was provided outdoors where families could be present alongside their children as they engaged in programming.

**PROFESSIONAL DEVELOPMENT** - Professional development 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. Professional development 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). After March 2020, professional development was provided virtually.

According to the DPI MEP team, the central focus of technical assistance in 2019-20 was to enhance the capacity of the regional coordinators to: 1) understand and embrace their role in developing programs and serving all students in the region; 2) collaborate with one another in sharing ideas and providing support; and 3) develop a stronger relationship with the DPI MEP team for ongoing communication and support. Adjustments to the technical assistance plan were made in response to the COVID-19 pandemic.

To support collaboration between regions, a common resource folder was created (via Google), and four all-regional coordinator virtual meetings 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. The following new tools and resources were developed as part of technical assistance to regional coordinators during 2019-20.

- Resources related to COVID health and safety (compiled by the Wisconsin Farmworkers Coalition COVID Response Steering Committee).
- Regional Roles and Responsibilities Guide
- Strategies for Finding Migrant Families Guide
- New Wisconsin MEP Flier
- Recorded virtual interviews with community partners to enhance support services
- MIS2000 Quick Guide that includes how-to instructions for searching for students, finding reports, and entering enrollments reports. Reports for each region were run by DPI MEP staff and made available in their MIS2000 Resources folder with information about currently eligible families.

Specific technical assistance and support provided to regional coordinators included the following.

- January: One-on-one in-person meetings with regional coordinators.
- April 23: Virtual Annual Regional Coordinator Training.
- May-June: Technical assistance calls between each regional coordinator and the DPI MEP data specialist to review MIS2000 functions and available reports.

- April 17, May 20, June 17, July 7: Virtual Regional Coordinator Calls.
- August 4: Virtual Regional Coordinator De-Briefing.
- August: Technical assistance calls between each regional coordinator and the DPI MEP data specialist to support enrollment and other data reporting in MIS2000.

**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 2020. 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 examples of evidence used to determine ratings of each strategy.

Exhibit 10 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 one of the 14 strategies (7%) – Strategy 4.4, which was the highest rated strategy indicating that Regional Coordinators attended state training prior to the summer and provided training to their summer staff. Lowest rated was Strategy 4.3 (mean rating of 2.3) addressing collaboration with statewide recruiters. The mean rating for all 14 strategies combined was 3.4 out of 5.0.

**Exhibit 10**  
**Mean Ratings on the Fidelity of Strategy Implementation (FSI)**

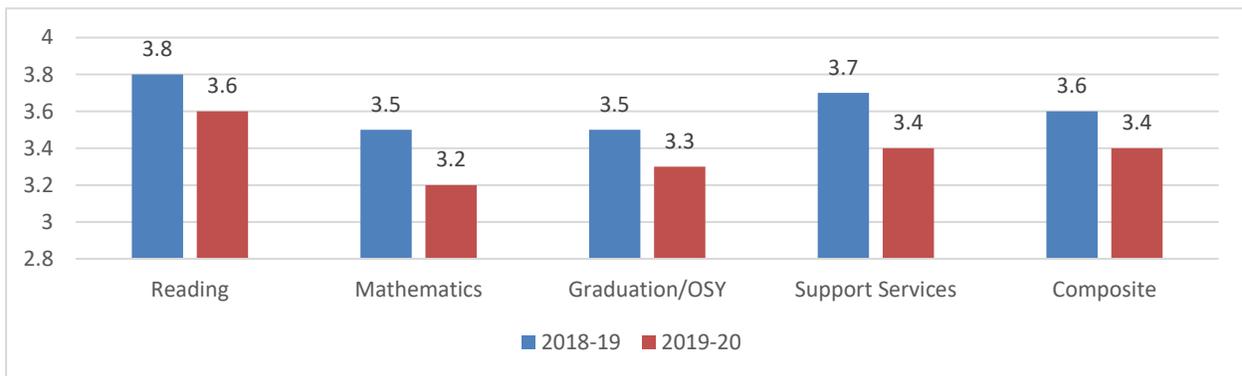
Strategies	2020 Ratings
<b>Reading</b>	
<b>Strategy 1.1</b> Coordinate/provide research/ evidence-based summer reading instruction to migratory students utilizing high quality instructional materials.	3.8
<b>Strategy 1.2</b> Coordinate with Title III to enhance reading instruction and provide additional support to migratory ELs.	3.3
<b>Strategy 1.3</b> Implement evidence-based attendance strategies during summer programming to ensure that migratory students participate for a sufficient amount of time as to have an impact on reading skills.	3.5
<b>Mathematics</b>	
<b>Strategy 2.1</b> Coordinate/provide research/evidence-based summer mathematics instruction to migratory students utilizing high quality instructional materials.	3.3
<b>Strategy 2.2</b> Coordinate with Title III to enhance mathematics instruction and provide additional support to migratory ELs.	3.2
<b>Strategy 2.3</b> Implement evidence-based attendance strategies during summer programming to ensure that migratory students participate for a sufficient amount of time as to have an impact on mathematics skills.	3.2
<b>Graduation/Services to OSY</b>	
<b>Strategy 3.1</b> Coordinate/provide secondary migratory students with credit accrual opportunities during the summer.	3.8
<b>Strategy 3.2</b> Regional Coordinators oversee the credit accrual and transition process to ensure credits received by secondary migratory students are reflected in student transcripts.	3.5
<b>Strategy 3.3</b> 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).	2.4
<b>Strategy 3.4</b> 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).	3.5

Strategies	2020 Ratings
<b>Support Services</b>	
<b>Strategy 4.1</b> 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.	3.4
<b>Strategy 4.2</b> Provide high quality parent engagement activities and/or parent instruction in order to enhance and increase parent learning and engagement.	3.8
<b>Strategy 4.3</b> Maintain ongoing collaboration with statewide recruiters.	2.3
<b>Strategy 4.4</b> 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.	4.0

Source: Summer 2020 FSIs

Exhibit 11 compares the mean scores for the four goal areas addressed by the FSI in summer 2019 to summer 2020. Mean ratings were consistently higher in 2019 prior to the pandemic than in 2020 during the pandemic. The composite mean rating was 0.2 less in 2020 than in 2019.

**Exhibit 11**  
**Comparison of Strategy Mean Ratings from Summer 2019 to Summer 2020**



Source: Summer 2019 and 2020 FSIs

Regional staff were asked to describe the modifications made to the implementation of the strategies during summer 2020. Following are their responses for each strategy.

**Strategies 1.1 and 2.1**

- *A reading placement test was administered at the beginning of the program and individualized learning plans and interventions were implemented for each student. Children were monitored through the SeeSaw online program as well as through daily instruction with the teachers.*
- *Content and level of the math games and SeeSaw math activities were based on students' pretest scores (taken at the start of the program). For older students, the teacher also used information from the Prodigy placement test results to guide curriculum and homework selection. I also consulted the WI State Math Standards for grades 5-7 when choosing which activities would be most appropriate and effective. Furthermore, the online math game, Prodigy, is a research-based learning tool that adapts to students' individual needs and provides appropriate/challenging math content based on their current levels of understanding. The informal setting required flexibility in instructional strategies which in turn allowed for many content areas to be addressed at once or in unique ways that fostered a curiosity driven learning environment.*
- *Daily onsite visits offered several hands-on STEM activities for all participating students. These activities were engaging, varied, and age appropriate. Parents were often involved in the STEM*

*activities for all or part of the instructional time. Students also were provided with STEM materials to be used at home and for the remainder of the summer.*

- *Due to COVID, there were limitations on the programs and services that could be offered.*
- *During the first three weeks, instruction was delivered using videoconferencing and online management systems (Schoology & SeeSaw). We used the Migrant Literacy NET resources as well. Social distancing for in-person limited the materials we could use. Changed instruction from small group to one-on-one. No math instruction was provided due to e-learning/social distancing.*
- *Instruction was done in a trailer with air conditioning, which was located right next to the trailer that the migrant family occupied. Instruction was done by a 20-year MEP veteran who also happens to be a retired teacher and active sub in our district. Regular school year curricular tools were used to provide instruction. Lucy Calkins reading program and individual worksheets from our reading series were used for instruction. Worksheets from past migrant programs that were successful also were used. Students were equipped with Chromebooks and internet access. They were allowed to play math games from various free math websites (i.e., Cool Math Games).*
- *K-12 students were provided with ELA and math lessons that included activities in all four language domains. They also were provided with access to Epic Books, an online platform that features ebooks, read aloud books, and audiobooks in English and Spanish. Additionally, families were provided with a list of additional resources they could access for further reading and math support, such as BrainPop ELL, BrainPop Español, Into the Book from BadgerLink, and Encyclopedia Britannica from BadgerLink. In addition, students were provided with backpacks that included bilingual books; STEM family engagement projects; printed activities for ELA, math, science, and social studies; COVID kits; and school supplies.*
- *Our staff provided instruction specific to each student's needs (based on assessment results) in relation to math and reading needs to support outcomes. Also, the beginning of a home library was supported through this program.*

### Strategies 1.2 and 2.2

- *All instruction/differentiation coordinated by MEP staff. Anecdotal notes share with principal at fall school.*
- *Instruction was done in a trailer with air conditioning, which was located right next to the trailer that the migrant family occupied. Instruction was done by a 20-year MEP veteran who also happens to be a retired teacher and active sub in our district. Regular school year curricular tools were used to provide instruction. Lucy Calkins reading program and individual worksheets from our reading series were used for instruction. Worksheets from past migrant programs that were successful also were used.*
- *Students were provided with onsite instruction. Veteran teachers as well as bilingual math teachers were on staff every evening to provide direct math instruction to students. Online instruction and laptops were offered to the students to supplement and enhance learning due to decreased amount of time that staff spent with students due to COVID related restrictions.*
- *Teachers and site coordinators met with students and parents every evening at the site. Students in grades K-8 received daily services. This is exceptional given that in previous years, students older than grade four have not participated in the program. Attendance and participation was nearly 100% due largely to the onsite provision of services. Discussion with parents occurred several times per week, in the family's home language.*
- *The Title III team and MEP team contain the same members, so we utilized best practices that we have discussed in Title III meetings for developing lessons and learning activities for students. Each lesson also had a family component, so parents and other family members could participate with the student in practicing the language concept.*

- *We feel that COVID certainly limited our access to children this summer, even with the virtual option. We also were very excited to host some English coursework for our families this year, but unfortunately, our families chose not to participate due to COVID. Thankfully, our families are interested in participating in English coursework if we can identify the best access method.*

### Strategies 1.3 and 2.3

- *Not applicable since this year's instruction was provided asynchronously online.*
- *Many phone calls and home visits were conducted to encourage students to participate in online learning.*
- *We were fully virtual this summer and would have provided transportation if needed. We provided Chromebooks and hotspots to those children who needed them to access the program. We continually communicated with families about attendance/participation. We also offered later afternoon courses for our children as we knew they were frequently sleeping in.*
- *Daily attendance was taken, and attendance rates were very high. Differentiated instruction was provided based on pretest information. Fun activities and an end-of-session party were provided as attendance incentives.*

### Strategy 3.1

- *A retired math teacher was hired to go out to the camp and tutor the one high school student. PASS packets were provided as the basis for instruction.*
- *High school age students did not participate in summer programming this year. There were few secondary students reported at the camp and no OSY. The high school aged students were working during the day and were not active in any of the evening activities due to the fact that they were exhausted from working in the fields all day. Staff engaged with high school students when they were available. They engaged them in informal academic planning discussions. Coordination with the high school took place and the school will be engaging the students to ensure that they are ready to begin the school year quickly and with as little delay as possible in terms of enrollment and course selection.*
- *High school students participated in credit recovery (English) course with MEP staff supporting progress.*
- *We had one 9<sup>th</sup> grade student enrolled in the summer program. The summer school teacher informed the liaison of this student's situation at home and academic work over the summer but did not hear back from the liaison.*
- *We had one incoming freshman this year. We are looking at giving him some credit for the work he completed and trying to identify where it will best fit in his transcript to support his postsecondary plans. We also supported two 2020 graduates with postsecondary school applications and FAFSA completion.*

### Strategy 3.2

- *This is our first summer with high school students. We had a few students who joined for support needs that were transitioning to postsecondary education. Otherwise, it was supporting the one student entering high school with understanding how this program can be helpful.*
- *We had one 9<sup>th</sup> grade student enrolled in the program this summer.*

### Strategy 3.3

- *Due to COVID, these opportunities were not available.*
- *Our teacher provided tutoring and resources on how to pursue higher education.*
- *Worked on skills, passions, and interests to align with career exploration. Also worked on fixed versus growth mindset.*

#### Strategy 3.4

- *MEP staff were given “advisor” status to track and support online classwork.*
- *Our teacher consistently provided updated information on services provided in the community.*
- *We planned on providing English language development classes this summer and were not able to do this as families did not want to participate in this virtually at this time. We had also planned to support this with transportation as needed. We also informally coached graduates and families with aspects of need (UMOS, food pantries, rental assistance, etc.).*

#### Strategy 4.1

- *Due to COVID, most community services such as libraries were not available. The summer school teacher was able to connect with the Title I teacher to discuss one student that she served this summer that will be attending in the fall. Additionally, the flyers given to us by DPI were handed out to all families.*
- *During brief interactions with high school aged students, the site coordinator discussed school year academic interests with each student. The site coordinator initiated extensive conversations with UMOS Head Start programming. UMOS did not run a program this year. Prekindergarten children were offered age-appropriate activities and allowed to participate in programming as appropriate, under the supervision of their parents.*
- *Our numbers were small this year and we hired two retired teachers who worked one-on-one with students. They worked with the families providing information for county services and offered their personal services to address needs. Our teachers provided services and supplies out of their own pocket also.*
- *Provided in-person programming for kindergarten readiness.*

#### Strategy 4.2

- *Delivered student chosen books and conducted home visits to help set up online learning.*
- *Parents received a list of standards-based lessons for their children that were available in English and Spanish. The lessons always included a family engagement component for students to practice a language or content area skill. Families also had access to, and instructions for accessing, online resources, such as BrainPop ELL, BrainPop Español, BadgerLink, and Epic Books. Additionally, families received backpacks of materials that included bilingual books, STEM family engagement projects, printed learning activities, and parent resource materials from DPI.*
- *Staff met with parents almost every evening during the course of the program and had regular conversations with them about the program and anticipated academic needs. Parents, particularly the mothers, were highly engaged in both family activities as well as daily learning that took place each night at the camp.*
- *Teachers met with parents daily to inform them of their children’s progress.*
- *We planned on providing family events and English language instruction but were not able to do this due to COVID. We created a calendar of activities and supported families with access (e.g., state park stickers to connect families to learning and growth with reflection; building home libraries, puzzles). Our instructors reached out to families through phone and email regularly. We also delivered resources to them to provide access to items without having to go to the school.*

#### Strategy 4.3

- *Difficult this year with recruiters not being able to leave and drive to camps.*
- *During the summer program, the statewide recruiter was not in contact with local staff. No statewide recruiter reached out to us during the course of the program. No contact was initiated on the part of the recruiter. Program staff was told that we would hear from this person at some*

*point, but we were later told that they would not be meeting with anyone in person due to COVID.*

- I did not have any communication with the recruiters except in our scheduled meetings with DPI. I am not sure how many of our families they contacted or supported.*
- We reached out to our recruiters and MEP State staff regularly to check in on families that we were expecting and had not heard from.*

#### Strategy 4.4

- I met with DPI employees weekly via phone and email. The officials assigned to this program are helpful and proactive. I felt supported the entire time.*
- MEP staff received training from the district for online management systems and videoconferencing platforms.*
- Staff attended the DPI training for the MEP summer school and shared materials with local program staff. Staff, instructors, and school district staff met regularly to stay updated on eligible students, instructional materials, and program needs.*
- The majority of the program staff are seasoned teachers and professional staff with many years of MEP experience. Due to COVID, the majority of program staff meetings were conducted over the phone, and extensive email communication was present both before and during the program. Informal site staff meetings took place several times each week.*
- This year our team met every week in the planning stages to talk through as many creative strategies that we could to engage all of our migratory learners. We met every other week once we began instruction to ensure everyone was keeping up with their instruction and attending. Staff PD could certainly be enhanced; however, we work to support them throughout the year as they are licensed ESL teachers.*

In addition to regional FSI ratings and documentation, the DPI MEP team provided their thoughts about factors that affected program improvements in the implementation of the Wisconsin MEP during summer 2020 which include the following.

#### Strengthened relationships with partner agencies

*The DPI MEP program staff joined The Wisconsin Farmworkers Coalition COVID Response Steering Committee which is a collaboration of more than 12 community partners and State agencies that came together (meeting weekly in spring/summer, and monthly thereafter) to respond to the health, safety, and other challenges presented by the COVID-19 pandemic. This motivated group was integral to some of the successes of the 2020 summer MEP, and the partnerships established through this collaboration will have lasting effects on the Wisconsin MEP in the future.*

*As part of training for regional coordinators, the DPI MEP team conducted recorded interviews with four partner agencies to share information about services provided by those agencies, eligibility criteria, and referral processes.*

*This year, the MEP and HEP maintained ongoing communication to support one another's efforts, determine ways to improve services to older youth, and develop improved strategies for information sharing between HEP, MEP, and other community partners.*

*This year, a group of MEP directors and staff from multiple midwestern states collaborated to meet (virtually) on an ongoing basis to share ideas, problem solve local challenges, and elevate suggestions and questions to the federal level. Wisconsin and Illinois facilitated these monthly phone calls, which regularly included staff from Indiana, Michigan, and Minnesota. This new partnership*

*has been an invaluable resource for enhancing the capacity of MEP program staff as we continue to improve program coordination and service delivery.*

### Identification and Recruitment

*Despite the challenges faced by the COVID-19 pandemic, Wisconsin made great strides in expanding its ID&R capacity. A new statewide recruiter has joined the team and the ID&R team continues to build connections and pursue innovative strategies for finding additional migratory students across the State.*

### The IDRC Consortium

*Wisconsin joined the migrant Identification and Recruitment Consortium (IDRC) which has formed workgroups from 26 states to improve major aspects of the ID&R process. For year one of this three-year consortium, technical improvement workgroups have identified six areas for improvement. Wisconsin has joined the Training for ID&R Coordinators Technical Steering Team. The Wisconsin MEP also plans to utilize grant funds to address some long standing needs to expand ID&R capacity in Wisconsin.*

According to the DPI MEP team, challenges to implementation this year included the pandemic and ID&R capacity.

- *The COVID-19 pandemic created unanticipated challenges to program implementation this year. Most notably, the regional programs provided mostly virtual instruction, and with limits on communication abilities, fewer students were served this year than last. Additionally, the pandemic shifted the DPI MEP team's original intentions to focus program efforts more directly on enhanced family engagement strategies. However, as expressed during the regional coordinator debrief, some enhanced family engagement strategies were actually developed as a result of the pandemic. Multiple regions reported that by being forced to bring instruction directly to students and families where they lived, lessons were learned about how direct family engagement can happen in practice.*
- *ID&R capacity continues to be a challenge as we strive to reach every migratory family in the State. By hiring an additional statewide recruiter, through our participation in IDRC, as well as other strategies being developed at the State level, the Wisconsin MEP continues to make further progress in building ID&R capacity. The COVID-19 pandemic contributed additional challenges to connecting with employers and families during this cycle.*

## 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 2018-19 (the most recent results available due to cancelled State assessments in 2019-20 resulting from the COVID-19 pandemic).*

### Migratory Student Achievement of State Performance Goals 1 and 5

#### Performance Goal 1: Proficiency in Reading and Math

The 2019-20 Wisconsin State assessments were canceled due to school closures resulting from the COVID-19 pandemic. During 2018-19, 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 2019 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 2019 ELA and Math assessments, the State Performance Targets for 2018-19, 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.**

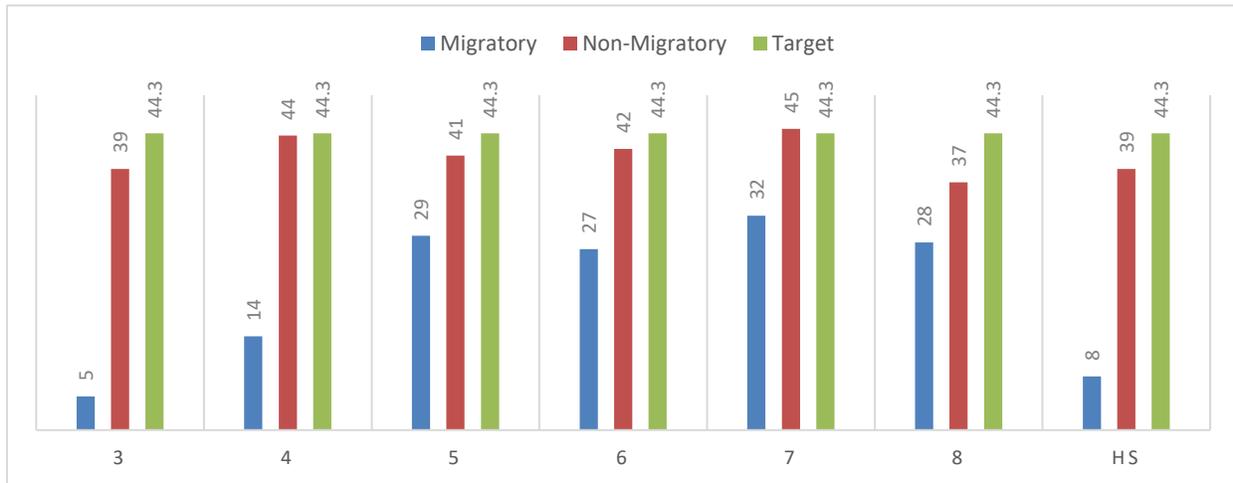
**Exhibit 12**  
**Migratory Students Scoring P/A on 2019 Forward ELA Assessments**

Grade Level	# Tested	% Migratory Students Scoring P/A	18-19 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	21	1 (5%)	44.3%	-39.3%	39%
4	21	3 (14%)	44.3%	-30.3%	44%
5	17	5 (29%)	44.3%	-15.3%	41%
6	15	4 (27%)	44.3%	-17.3%	42%
7	19	6 (32%)	44.3%	-12.3%	45%
8	18	5 (28%)	44.3%	-16.3%	37%
HS	13	1 (8%)	44.3%	-36.3%	39%
<b>Total</b>	<b>124</b>	<b>25 (20%)</b>	<b>44.3%</b>	<b>-24.3%</b>	<b>41%</b>

Source: 2018-19 CSPP Part 1

Wisconsin migratory students were 24.3% short of the Wisconsin State Performance Target (44.3%) for ELA proficiency in 2018-19, and 21% short of non-migratory students. For all grade levels assessed, the 2018-19 target was not met by migratory students. Differences ranged from -12.3% (7<sup>th</sup> graders) to -39.3% (3<sup>rd</sup> 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 2019 Forward ELA Assessments.

**Exhibit 13**  
**Graphic Display of 2019 Forward ELA Assessment Results**  
**(Percentage of Students Scoring P/A)**



Source: 2018-19 CSPR Part 1

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

**Exhibit 14**  
**Migratory Students Scoring P/A on 2019 Forward Math Assessments**

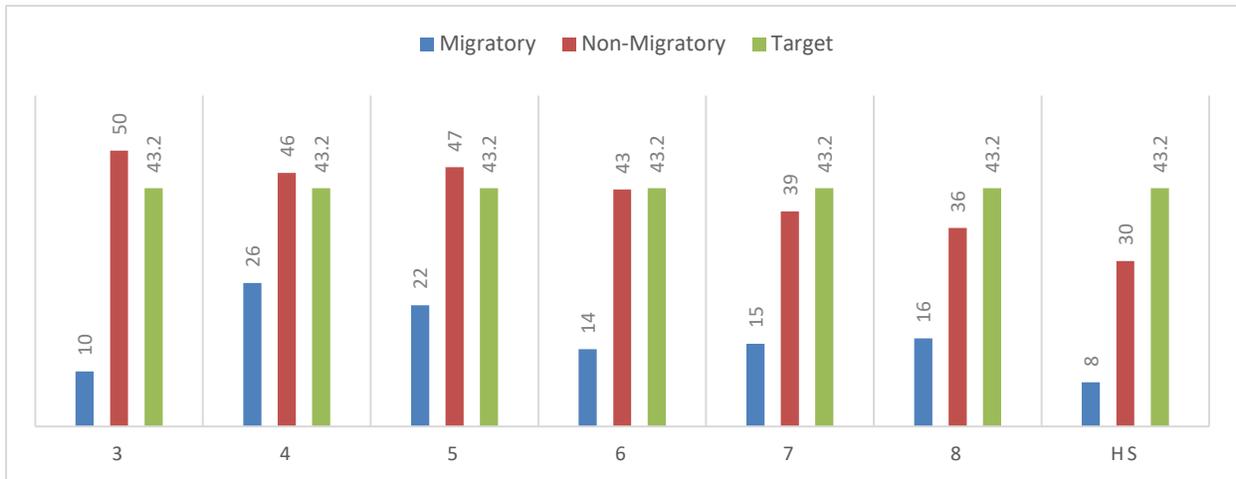
Grade Level	# Tested	% Migratory Students Scoring P/A	18-19 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	21	2 (10%)	43.2%	-33.2%	50%
4	23	6 (26%)	43.2%	-17.2%	46%
5	18	4 (22%)	43.2%	-21.2%	47%
6	14	2 (14%)	43.2%	-29.2%	43%
7	20	3 (15%)	43.2%	-28.2%	39%
8	19	3 (16%)	43.2%	-27.2%	36%
HS	13	1 (8%)	43.2%	-35.2%	30%
<b>Total</b>	<b>128</b>	<b>21 (16%)</b>	<b>43.2%</b>	<b>-27.2%</b>	<b>42%</b>

Source: 2018-19 CSPR Part 1

Wisconsin migratory students were 27.2% short of the Wisconsin State Performance Target (43.2%) for math proficiency in 2018-19, and 26% short of non-migratory students. For all grade levels assessed, the 2018-19 target was not met by migratory students. Differences ranged from -17.2% (4<sup>th</sup> graders) to -35.2% (high school students). 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 2019 Forward Math Assessments.

**Exhibit 15**  
**Graphic Display of 2019 Forward Math Assessment Results**  
**(Percentage of Students Scoring P/A)**



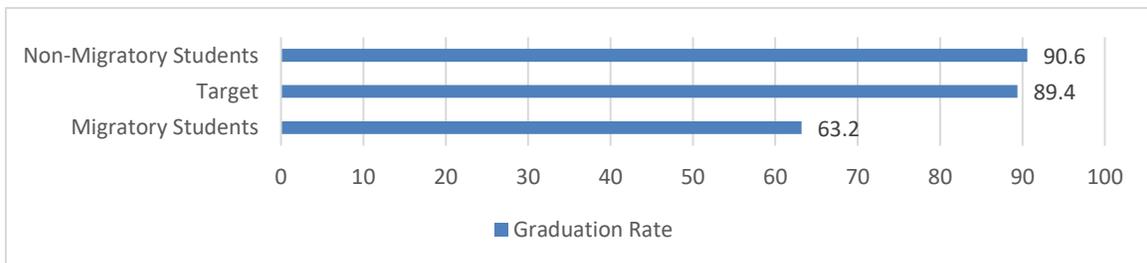
Source: 2018-19 CSPR Part 1

**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 2019-20 Wisconsin State Performance Target for all students for high school graduation (4-years or less) was 89.4%. Exhibit 16 shows that in 2019-20, the 4-year graduation rate for migratory students (12 of the 19 migratory students) was 63.2% (26.2% short of the target), compared to the non-migratory student graduation rate of 90.6% (exceeding the target by 1.2%).

**Exhibit 16**  
**2019-20 Graduation Rates for Migratory and Non-Migratory Students**

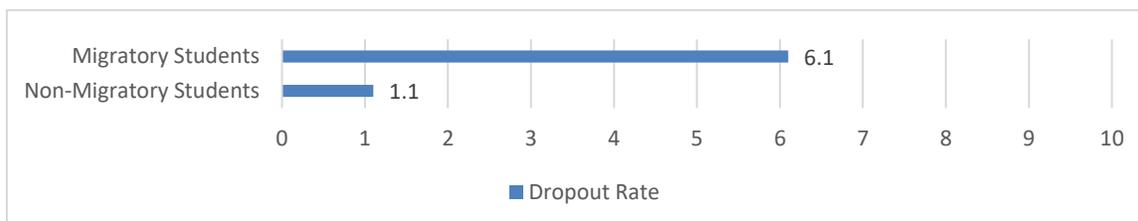


Source: MIS2000 (Migratory); WISEdash (Non-Migratory)

## 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 17 shows that the 2019-20 dropout rate for Wisconsin migratory students (6 of the 98 migratory students) was 6.1% compared to the non-migratory student dropout rate of 1.1% (difference of 5%).

**Exhibit 17**  
**2019-20 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, parent training evaluations, 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 18 shows that the Wisconsin MEP **met MPO 1a** with 97% of the 37 migratory students in grades K-9 with both a pretest and a post-test maintaining (24%) or gaining (73%) on local reading assessments. An additional four students were assessed but did not have both a pretest and a post-test score. Pre/post-testing was impacted by the social distancing requirements/virtual instruction resulting from the COVID-19 pandemic.

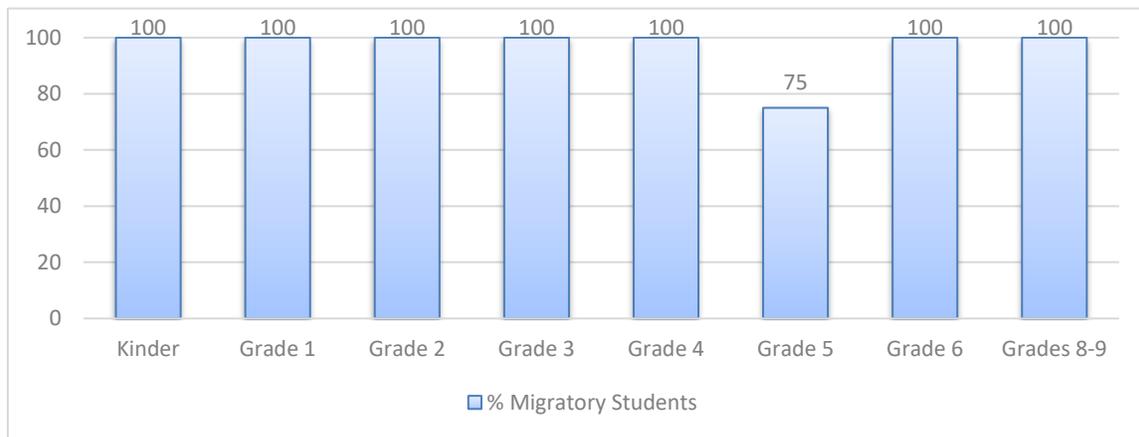
**Exhibit 18**  
**Migratory Students Maintaining or Gaining on Local Reading Assessments**

# Students Tested	# (%) Maintaining	# (%) Gaining	# (%) Gaining or Maintaining	P-Value (2-tailed)	MPO Met?
37	9 (24%)	27 (73%)	36 (97%)	>.05	Yes

Source: Reading/Math Assessment Tracking Form

Exhibit 19 is a graphic display of these results by grade level (number of students: K=5, 1=7, 2=6, 3=2, 4=3, 5=4, 6=3, 7=3, 8=3, 9=1). All migratory students in all grades except grade five maintained or increased their reading score.

**Exhibit 19**  
**Migratory Students Maintaining or Gaining on Local Reading Assessments by Grade (Expressed in Percentages)**



Source: Reading/Math Assessment Tracking Form

On a survey, 22 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 22 regional MEP staff surveyed reported that summer MEP services helped migratory students improve their reading skills (25% a lot, 73% somewhat).

**Exhibit 20**  
**Regional MEP Staff Ratings of the Impact of the Summer Program on Students' Reading Skills**

# Staff Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
22	0 (0%)	16 (73%)	6 (25%)	0 (0%)	2.3

Source: MEP Staff Survey

On a survey, nine 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 nine parents surveyed (100%) reported that summer MEP services helped their children improve their reading/writing skills (67% a lot, 33% somewhat).

**Exhibit 21**  
**Parent Ratings of the Impact of the Summer Program**  
**on their Children's Reading/Writing Skills**

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
9	0 (0%)	3 (33%)	6 (67%)	2.7

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 22 shows that the Wisconsin MEP met MPO 2a with 100% of the 24 migratory students in grades K-9 with both a pretest and a post-test score maintaining (25%) or gaining (75%) on local math assessments. An additional four students were assessed but did not have both a pretest and a post-test score. Pre/post-testing was impacted by the social distancing requirements/virtual instruction resulting from the COVID-19 pandemic.

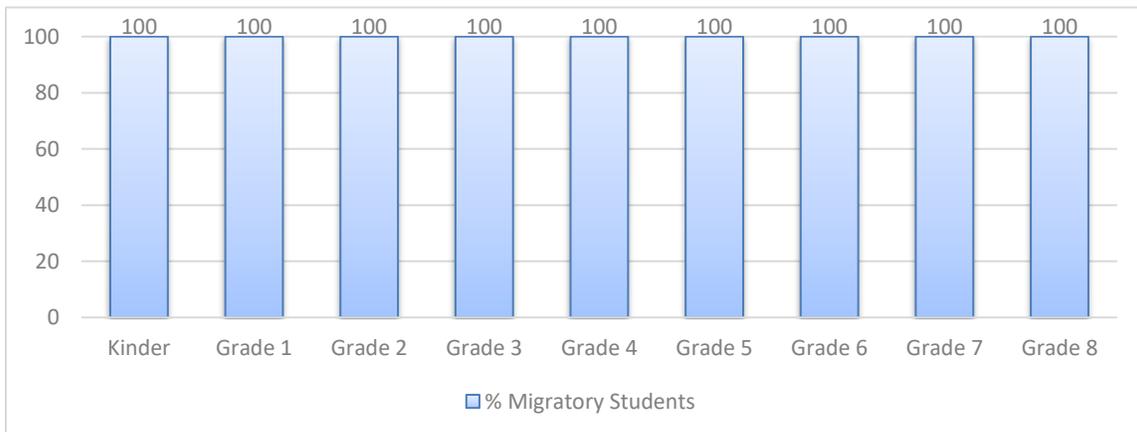
**Exhibit 22**  
**Migratory Students Maintaining or Gaining on Local Math Assessments**

# Students Tested	# (%) Maintaining	# (%) Gaining	# (%) Gaining or Maintaining	P-Value (2-tailed)	MPO Met?
24	6 (25%)	18 (75%)	24 (100%)	<.05	Yes

Source: Reading/Math Assessment Tracking Form

Exhibit 23 is a graphic display of these results by grade level (number of students: K=2, 1=4, 2=3, 3=2, 4=2, 5=4, 6=3, 7=2, 8=1). All migratory students in all grades maintained or increased their math score.

**Exhibit 23**  
**Migratory Students Maintaining or Gaining on Local Math Assessments by Grade**  
**(Expressed in Percentages)**



Source: Reading/Math Assessment Tracking Form

On a survey, 16 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 but one of the 16 regional MEP staff surveyed (94%) reported that summer services helped migratory students improve their math skills (13% very much, 19% a lot, 63% somewhat).

**Exhibit 24**  
**Regional MEP Staff Ratings of the Impact of the Summer Program on Students' Math Skills**

# Staff Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
16	1 (6%)	10 (63%)	3 (19%)	2 (13%)	2.4

Source: MEP Staff Survey

On a survey, nine 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 nine parents surveyed (100%) reported that summer MEP services helped their children improve their math skills (78% a lot, 22% somewhat).

**Exhibit 25**  
**Parent Ratings of the Impact of the Summer Program on their Children's Math Skills**

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
9	0 (0%)	2 (22%)	7 (78%)	2.8

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.

Exhibit 26 shows that the Wisconsin MEP met MPO 3a with both migratory students (100%) enrolled in courses for credit (Language Arts) receiving one-half credit toward high school graduation.

**Exhibit 26**  
**Migratory Students/OSY Obtaining Credits toward High School Graduation**

# Enrolled in Classes	# (%) Earning HS Credit	MPO Met?
2	2 (100%)	Yes

Source: MIS2000

On a survey, 13 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 but two of the 13 MEP staff surveyed (85%) reported that summer services

helped secondary-aged migratory students obtain credits toward graduation (54% very much, 23% a lot, 8% somewhat).

**Exhibit 27**  
**Regional MEP Staff Ratings of the Impact of the Summer Program on Credit Accrual**

# Staff Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
13	2 (15%)	1 (8%)	3 (23%)	7 (54%)	3.2

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 2020 as only one preschool-age child was assessed.

On a survey, 16 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 but one of the 16 regional MEP staff surveyed (94%) reported that summer services helped preschool students improve their school readiness skills (13% very much, 38% a lot, 44% somewhat).

**Exhibit 28**  
**Regional MEP Staff Ratings of the Impact of the Summer Program on Preschool Children’s School Readiness Skills**

# Staff Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
16	1 (6%)	7 (44%)	6 (38%)	2 (13%)	2.6

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 29 shows that the Wisconsin MEP met MPO 4b with 100% of the eight parents surveyed reported that MEP training, information, and resources helped them improve their skills for supporting their child’s learning (75% a lot, 25% somewhat).

**Exhibit 29**  
**Parent Ratings of the Impact of MEP Parent Training, Information, and Resources**

To what extent did training, information, and/or resources provided by the MEP help you improve your skills for supporting your child's learning?						
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A lot	# (%) Reporting Improved Skills	Mean Rating	MPO Met?
8	0 (0%)	2 (25%)	6 (75%)	8 (100%)	2.8	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 30 shows that the Wisconsin MEP **did not meet MPO 4c** with 73% of the 11 regional staff responding to surveys reporting that MEP professional development increased their skills for supporting migratory students (18% very much, 55% somewhat).

**Exhibit 30**  
**Regional 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	# (%) Somewhat	# (%) A lot	# (%) Very Much	Mean Rating	# (%) Reporting Increase	MPO Met?
11	3 (27%)	6 (55%)	0 (0%)	2 (18%)	2.1	8 (73%)	No

Source: MEP Staff Survey

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

- *Due to COVID, I was only able to attend two trainings. The second training focused a great deal on how to utilize and navigate through MIS2000 which was very helpful.*
- *Expectations for program, following CCSS as a guide for lesson planning.*
- *I applied everything I learned at the PD since this is my first year.*
- *I read through the materials provided by the DPI, but - due to this being an extremely atypical year because of COVID - application was limited.*
- *I applied PD to planning and implementing the program.*
- *I utilized the sheets to follow what the student was to know and the progress that was made. They were followed for both math instruction and reading. I also referred to instruction sheets that we have used in past years. Books and standard tests were also used.*
- *I was able to use MIS2000 to quickly find information about our students.*
- *Specifics for DPI requirements.*
- *We used the Seesaw online learning platform during the summer program. I will be implementing this in my kindergarten classroom this year for our distance learning curriculum.*

## **Regional MEP Staff Comments on Surveys**

**Regional MEP Staff Comments on the Staff Survey** – Twenty-four (24) staff from the five regions responded to the Staff Survey during the summer of 2020. Staff responding included instructional 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, material resources for learning and school that could be utilized during the pandemic, high school credit accrual, and parent engagement via individualized communication.

### **Impact on Academic Skills**

- *All students received materials for the upcoming school year and all students got a review of basic skills and heard fluent English speakers reading to them, which they may not have at home.*
- *Daily contact helped students stay academically engaged.*
- *English class.*
- *Improving reading and math skills.*
- *My class was small, and I have known the students and their families for the past 6-7 years, so it was much better as far as the classroom situation, as they knew me and what I expected. We worked and used knowledge games for math and reading instruction, so every day went well. The class was also near the home the family was in, so I was able to speak to the parents daily about what was taught that day and their children's behavior.*
- *My students are ready for the 20-21 school year. My students feel very connected to the school district due to the support received by all of us.*
- *Students got the opportunity to participate in many hands-on learning activities as well as online activities. They seemed to really enjoy them and showed excitement for school and learning.*
- *The summer MEP provided the migratory students with whom I worked a creative and explorative setting to apply and extend their knowledge of math, science, social studies, and ELA. First, the card game Math 24 extended students' knowledge of basic math facts and the order of operations while encouraging creativity and stimulating mathematical reasoning and problem solving. Second, the daily journal prompts I used gave students the opportunity to express themselves while practicing their writing skills and opened the door for deeper discussions based on historical and current events.*
- *This was a time for children to practice their reading and math skills. They learned to work together to solve problems and conduct science experiments.*
- *We supported a couple of PreK students and their families to help build a strong foundation for them to continue to grow in their literacy skills.*

### **Impact on Secondary-aged Migratory Students**

- *Credit accrual.*
- *Helped high school students get school credit.*
- *Our secondary students were able to earn credits and we purchased all students' school supplies. For the elementary students that attended, this was a great refresher for basic reading skills.*
- *Our secondary students were able to receive high school credits for coursework. Our district issued Chromebooks and hotspots to families that helped our students connect with us via web-ex so we could utilize e-learning for the first three weeks of summer school.*
- *The program helped high school students receive credit for literature. Younger children enjoyed being back in a school setting and working in-person with adults. They were very excited about the school supplies.*

### Impact from Virtual Learning

- *It was helpful to have digital resources that children could complete in their own time, and online resources to choose from for further, independent study.*
- *Keeping students connected to learning and supporting our families with the learning process and increasing our connection with them.*
- *One-on-one time with a teacher.*
- *One-on-one time; being online providing flexibility.*
- *The COVID-19 situation affected students in an extraordinary way. I realized that some of them missed an instructional time in the past school year. I provided them instructional time and materials, individualized lesson plans to support their individual needs, and I motivated the parents to follow the guidelines that I provided them to continue developing their children's performance even after finishing the program.*

### Impact from Support/Material Resources

- *It was helpful to provide bilingual physical materials (books, printed activities, etc.) and school supplies in the backpacks.*
- *My families enjoyed their MEP picnic.*
- *School supplies for the fall and review of basic reading skills.*
- *Students received school supplies for the fall.*
- *Students received their school supplies for the fall and had a basic review of reading skills.*
- *We provided resources through electronic means and backpacks with physical resources that will be useful for students as they start the school year in Wisconsin and then travel back to their home state.*

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.

### Connections/Relationships

- *I felt the connection between the student, the family, and myself. Families appreciate the support provided to them through MEP classes. One of my families shared a video with me showing how their child enjoyed doing homework.*
- *I don't think the impact for students and families was academic as much as it was showing support in this difficult time. Families really appreciated the backpacks, and they appreciated having digital resources they could use in their own time. Our goal was not to force parents or students into a rigid schedule of academic activities; our goal was to provide standards-based, grade level-appropriate learning activities, as well as resources they could use for further inquiry and language development on their own terms, in their own time.*
- *We had daily contact (M-F) with students and their parents. Strong relationships are built. After the conclusion of the program, I continued to return to the camp daily to deliver food and each day the students asked if the teachers were going to come back.*
- *We made a connection with a family that is staying in the area that will continue beyond MEP summer school and into the school year for tutoring.*
- *We were very excited about our programming this year. Our families enjoyed the connections to learning and growing with us in the alternative types of educational programming we provided the children and families this year.*

### Support Services/Connectivity

- *I feel the families were happy that we delivered Chromebooks and hotspots for the students to use for the e-learning sessions, and the grab-and-go lunches the first week of school. Students were happy to see us (even at a distance with our masks on) and it showed the families that they are not forgotten, even in these strange times.*
- *Through the summer program, we were able to provide all the students with grab-and-go lunches. Families and students really appreciated this.*
- *We found out two weeks before the end of the MEP service window that we had students in our region. This was very little time to create learning materials for students, contact families, get their feedback about what materials they wanted, send them the materials, respond to questions, offer support, and get feedback on the experience.*

### Academics

- *Throughout the program, staff did multiple science experiments with the students. Their favorite was growing crystals from borax. The students had fun while also learning.*

### Individualized Support

- *I served a girl from Honduras who did not have the tools to practice her work. She had a Chromebook and hotspot from her school, but she didn't know how to use it. I took the Chromebook, and I wrote to the help desk and I got all the information to make her Chromebook work. I went to her house and worked through the lessons on her porch. I am planning to continue tutoring this girl because I am so sorry that she is not able to perform at grade level due to interrupted schooling, so she needs a lot of help.*

### Parent Involvement

- *Parents at a camp were very involved in their child's learning. They asked for extra books and math activities their child could work on once summer school was done.*
- *The family appreciated that I was near to their residence and able to communicate and care for their children while they were at work nearby.*

## 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 2019-20 performance period, whereby services were provided to migratory students and families during summer 2020. 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

Program Implementation Recommendations	Status
MPO 4c was not met with 70% of staff responding reporting that professional development increased their skills for supporting migratory students. It is recommended that the DPI MEP team conduct an assessment of professional development needs to determine what additional training could be provided to MEP staff to support their efforts to serve migratory students.	The DPI team provided regional coordinators with ongoing and individualized training in the spring and summer of 2020 to support the implementation of services during the pandemic and address learning needs.
During the next SDP update process, guide the SDP Committee to increase the focus on summer services (i.e., create strategies addressing summer services) as only 13% of all eligible students (101 students) received services during the summer of 2018, and only 21% of all eligible migratory students (114) received services during the summer of 2019 (preliminary results). It is especially important to increase the number of migratory students receiving services (instructional and support) during the summer because the State MEP allocation is based, in part, on the number of eligible migratory children/youth students served during the summer.	The SDP update process is scheduled to begin in the 2021-22 school year, upon the completion of the CNA update in spring/summer 2021.
Preliminary results for summer 2019 show that 21% of eligible migratory children in the seven regions were served. It is recommended that the DPI MEP team continue to provide professional development and technical assistance related to outreach and providing needs-based services to migratory students that may not be able to come to a center-based program during the summer.	During summer 2020, projects had to pivot due to the pandemic and provide virtual or socially distanced face-to-face programming. Much of the professional development provided by the DPI MEP team was focused on providing services during the pandemic.
Very few migratory students with PFS were identified in the East Central (1%), North Central (5%), and North West (7%) regions. It is recommended that the State MEP team review the procedures used to determine the PFS status of students in these regions to ensure that they are accurately identifying the PFS status of students.	The priority status of migratory students in summer 2020 was consistent among the five regions resulting from more training on entering data into MIS2000.
During 2019-20, review the MPOs related to parent engagement and professional development to ensure that the targets reflect the 2018-19 evaluation results.	The targets for the MPOs related to parent engagement and professional development were not adjusted in 2019-20.

Results Evaluation Recommendations	Status
Even though all seven regions indicated that they implemented Strategy 1.1 and Strategy 2.1 (coordinate/provide summer reading and math instruction), only five of the seven submitted pre/post reading and math assessment results. One region did not provide post-test results, one region only provided reading results, and one region reported that they did not formally assess the students participating in the summer program. It is recommended that the DPI MEP team focus training and technical assistance on selecting appropriate summer reading and math assessments and provide individualized technical assistance to the regions, so they are administering pre/post-tests to assess student learning needs to inform instruction and determine student learning outcomes.	Pre/post-testing was difficult to conduct this summer due to the impact of the pandemic on program services. Project staff received ongoing support related to pre/post-testing prior to and during the year, and this support will continue in the future to ensure that appropriate summer reading and math assessments are chosen.
Once summer 2019 services data has been verified by the CSPR process, it would be worthwhile to determine the number of preschool migratory children receiving MEP preschool/school readiness instruction. Six of the seven regions reported implementing Strategy 4.1 (coordinating with preschool providers and/or providing preschool instruction to children not being served by any other program), however pre-test and/or post-test results were only provided for four children.	As reported in the 2018-19 CSPR, the number of preschool migratory students that received instruction in 2018-19 was four, which matches the number of children for whom pre/post-test results were submitted.
During 2019-20, review the MPOs related to school readiness, reading, math, and graduation/ services to OSY to ensure that the targets reflect the 2018-19 evaluation results.	The targets for the MPOs related to parent engagement and professional development were not adjusted in 2019-20.

## 2019-20 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 2020, MPO 4b was met with all eight 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 2020, MPO 4c was not met with 73% of staff (7% short of the target) reporting that MEP professional development increased their skills for supporting migratory students. Following are staff suggestions for future professional development or technical assistance.

- *Basic ESL knowledge.*
- *CCSS as a guide for lesson planning.*
- *Determining what kind of pretest and post-test is appropriate for each student's special circumstances.*
- *DPI's vision and mission towards migratory students.*
- *Online platforms such as Seesaw and WebEx.*
- *Providing services in an online environment.*
- *Recruiting new families.*
- *Strategies for how to most impact learning during short time frames to optimize student learning and growth.*
- *Technical assistance in advance to provide to every student quality and accurate distance learning tools.*
- *Technical needs (computers).*
- *The strategy to be followed, the subjects, and the computer programs that are used to reinforce instruction.*
- *Virtual learning.*
- *Working with ESL learners.*

**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 2020, much of the services were provided either remotely or via social distancing.

**Strategy Implementation:** Regional Coordinators/MEP staff assigned ratings on the implementation of the 14 strategies in the SDP using the FSI. Staff identified evidence to support implementation of 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 2.3 to 4.0. Strategy 4.4 was the only strategy rated at the "proficient" level (mean ratings of succeeding or exceeding). Regions also reported on the accommodations to program implementation during the pandemic which included virtual learning opportunities, socially distanced instruction, and extensive support services and materials resources to ensure student/family needs were met.

### **Evaluator Recommendations Based on the Implementation Evaluation**

- ✚ Increase professional development for MEP staff. 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 professional development 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 professional development and technical assistance listed previously in this section.
- ✚ Implement strategies to increase the number of migratory students served. 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.

- ✦ Increase collaboration between regional MEP staff and the statewide recruiters. 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.

## 2019-20 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 2020, 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 2020, both MPOs were met with 97% of the migratory students assessed maintaining or improving their reading scores, and 100% 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 2020, MPO 3a was met with both migratory students enrolled in credit-bearing courses obtaining credit toward high school graduation.

### **Evaluator Recommendations Based on the Results Evaluation**

- ✚ Provide training/technical assistance on selecting reading, math, and school readiness assessments. 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 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.
- ✚ Continue the provision of services virtually or in locations close to migratory families to increase access to MEP instructional services. 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.

### **MEP Staff Suggestions for the Wisconsin MEP**

Consider the recommendations made by regional MEP staff on Staff Surveys and other feedback forms for improving/enhancing the Wisconsin MEP such as continuing remote instruction/support, flexibility in how instruction is delivered, and communication with schools about the MEP.

- *Build lines of communication with parents and OSY during the school year and summer.*
- *Consider using social media platforms like Facebook to create a Wisconsin MEP family group.*
- *Could we have a choice for online next summer as well?*
- *Hopefully, next year we can teach the children at a school and attend field trips.*
- *I think there has to be more room for flexibility in how instruction is delivered. Planning for instructional delivery in a virtual or blended environment has to be a top priority for next year. Also, coordinating virtually between CESA, DPI, the school districts, and families is something that could use some work. This was, of course, an unusual year for education, but communication between all of the stakeholders in this program was very challenging.*
- *Make every effort to keep family contact information updated.*
- *More specific support on instruction throughout summer.*

- *Create a continuum liaison with the migratory families during the year. I think this is crucial for the success of the program because it takes time to know each other, to build confidence, and to find the support from them.*
- *Once we can get through the COVID challenges, I think our program will continue to improve. I know that the feedback from our schools is that the funding should come directly to the schools so they can support the students in their communities. They already build strong relationships with families who are traveling to each community and maintain those relationships throughout the summer and early fall. Direct funding to those programs would have impact on student services.*
- *Please consider providing online classes to middle and high school students. I don't think elementary students are ready to learn virtually.*
- *Provide technical support for distance learning.*
- *Support the regional coordinator in communicating with the other schools in the area, as I don't believe the other schools understand what the MEP is all about.*

After observing and reviewing the implementation of the MEP during the summer of 2020, the DPI MEP team reported that they will focus efforts for summer 2021 on service delivery improvement in six main areas including the following.

- *Direct support in adding program sites to regions to serve more students: In response to feedback from regional coordinators, the DPI MEP program consultants will facilitate conversations between regions and potential program sites. Program consultants will assist in explaining administration of the Title I, Part C grant under a regional model, and the benefits of the summer regional program for all migratory students.*
- *Use of MIS2000 for regional data reporting: Incorporate pre/post-test assessment results with other student data currently reported directly into MIS2000 by regional staff to streamline reporting for regions.*
- *Technical assistance to local educational agencies (LEAs): The DPI MEP program consultants will work with LEAs to help them better understand their role in identifying and referring migratory students and connecting them to regional summer programming. A valuable tool in this effort will be a completely revamped web page for the Wisconsin MEP, which we hope to publish by the end of the calendar year 2020.*
- *Family engagement: The MEP will build upon the lessons learned this year regarding improved family engagement strategies. Continued support will be given to regional coordinators to conduct outreach to families and provide enhanced family engagement opportunities to encourage participation and build the capacity of families to fully engage in and support their children's education.*
- *Secondary students/OSY: Efforts will continue to focus on how summer program enhancements as well as collaboration with partner agencies can better meet the needs of these students.*
- *Enhanced ID&R capacity: Through participation in the IDRC, the ID&R team will continue to build capacity to utilize innovative tools and resources to reach more families across the State.*

In conclusion, during the summer of 2020, the Wisconsin MEP offered individualized, needs-based, student-centered 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.