

Annual Evaluation Report



**New Mexico Public Education Department
Migrant Education Program**

2016-2017 Program Year

Draft sent to Louie on 9/22/17

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Acronyms Used in the Report

CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
ELL/EL	English Language Learner or English Learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
GED	General Educational Development
GPA	Grade Point Average
GPRA	Government Performance and Results Act
HEP	High School Equivalency Program
HS	High School
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IRRC	Identification and Recruitment Rapid Response Consortium
ISD	Independent School District
K-12	Kindergarten through Grade 12
LCNA	Local Comprehensive Needs Assessment
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficiency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
N	Number
NASDME	National Association of State Directors of Migrant Education
NCLB	No Child Left Behind Act of 2001
NM	New Mexico
NMCCSS	New Mexico Common Core State Standards
NMPARCC	New Mexico Partnership for the Assessment of Readiness of College and Careers
NMSU	New Mexico State University
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PED	New Mexico Public Education Department
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
RFR	Request for Reimbursement
SBA	Standards-Based Assessment
SDP	Service Delivery Plan
SEA	State Education Agency
TA	Technical Assistance
TRI	Targeted Response to ID&R
UNM	University of New Mexico

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1 Executive Summary

The New Mexico Migrant Education Program (MEP) offered supplemental instructional and support services and programs to eligible migrant students in New Mexico. Services are designed to facilitate continuity of instruction to students who migrate between New Mexico and other states and within the state of New Mexico. During 2016-17, a preliminary count of 882 migrant students (ages 3-21) were identified in New Mexico. Totals from the 2016-17 school year are preliminary counts taken from the migrant student database at the end of the 2017 summer programs. Final, certified tallies will be provided as part of the Consolidated State Performance Report (CSPR) in February 2018. Of the total number enrolled, 71% (619 students) were served and 79% of priority for services (PFS) students received services during the regular school year. Services included tutoring/instructional support, reading and mathematics enrichment activities, supportive and supplemental services, career education, technology instruction, as well as research-based activities to involve parents in the education of their children.

Major accomplishments for the 2016-17 school year include participation at a statewide professional development workshop designed to help migrant staff and other school staff with contact with migrant students to identify their unique needs. Representatives attended from all funded districts, and other interested districts sent people to learn more about the program. Results of this effort are reported in the implementation section.

Inter/intrastate collaboration resulted in increased identification of migrant students with 33% more students recruited in 2016-17 compared to 2015-16. New Mexico MEP collaborated with other states for data collection, transfer, and maintenance of MEP student records as well as through the Identification and Recruitment Rapid Response Consortium (IRRC).

Supportive services were provided to migrant students to eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services during the summer and regular year program, supportive services included referrals to community service providers, access to community services through transportation and interpretation, health services, advocacy and outreach, distributing instructional materials, and transportation to educational programs and community service providers.

Eight Measurable Program Outcomes (MPOs) were met, showing the benefit of MEP services for migrant students, their parents, and educators in New Mexico. There were two MPOs and associated strategies that were not implemented, and one MPO that was not met. The one MPO that was not met in 2016-17 pertained to migrant preschool child participation in Early Childhood Education (ECE) programs. Bolded MPOs in Exhibit 1 are those associated with required strategies.

**Exhibit 1
Summary of Progress toward MPOs**

New Mexico MEP MPOs	MPO Met?	Evidence
Reading and Mathematics		
1A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in reading between two district short cycle assessments.	Yes	71% met target gains

New Mexico MEP MPOs	MPO Met?	Evidence
1B) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in math between two district short cycle assessments.	Yes	76% met target gains
1C) By the end of the 2016-17 school year, 80% of instructional staff who participate in MEP-sponsored professional development will report through a survey that they can better identify the needs of migrant students.	Yes	99% reported increased ability
1D) By the end of the 2016-17 school year and each year thereafter, all projects implementing this strategy will report that 90% of MEP families received needed support as recorded on the MEP parent contact log.	Yes	90% received needed support
School Readiness		
2A) By the end of the 2016-17 school year and each year thereafter, 50% of migrant students participating in migrant-funded in-home school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment.	N/A	The strategy for this MPO was not implemented in 2016-17.
2B) By the end of the 2016-17 school year and each year thereafter, 50% of identified migrant students ages 4-5 and not in kindergarten who are resident for at least six months will participate in an early childhood education (ECE) programs (either MEP-funded or existing in the district).	Partial	49% participated in ECE programs
h School Graduation		
3A) By the end of the 2016-17 school year and each year thereafter, 50% of students in grades 9-12 who participate in supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.	Yes	87% were on track
3B) By the end of the 2016-17 school year and each year thereafter, 50% of youth receiving referrals will enroll in the program to which they were referred.	Yes	90% participated in referrals
3C) By the end of the 2016-17 school year and each year thereafter, 50% of students participating in life skills lessons will increase their score on the lesson pre/post assessment by 20%.	N/A	The strategy related to life skills lessons was not implemented
Family and Support Services		
4A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant parents who receive MEP parent training will report that the training helped them increase their ability to support their children's education.	Yes	99% reported increased ability
4B) By the end of the 2016-17 school year and each year thereafter, 70% of identified migrant students will receive support services designed to meet their identified needs.	Yes	84% received needed support

2 Evaluation Methodology

In 1966, Congress included language in the Elementary and Secondary Education Act (ESEA) to help the children of migrant farmworkers and establish the Office of Migrant Education (OME). Currently, programs provide supplemental instruction and support services to children of migratory workers and fishers in nearly all states in the U.S. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA and reauthorized under the Every Student Succeeds Act (ESSA) of 2015.

ESSA governs all Federally-funded educational programs. The reauthorization language of this law was built on many years of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, English learners (ELs) and other students in at-risk situations. ESSA requires districts to provide comprehensive services through the coordination of, and collaboration with, locally- and Federally-funded programs.

Supplementary MEP funds must be used to meet the identified needs of migrant children as well as meet the intent and purpose of the MEP. These migrant funds must supplement and not supplant other local and state funding. They often are referred to as “the funds of last resort.”

The State of New Mexico has established high academic standards for all students and holds the New Mexico public education system accountable for providing all students with a high quality education that enables them to achieve to their full potential. The New Mexico standards support Title I, Part C, section 1301 of ESSA for the education of migratory children to ensure that migrant students have the opportunity to meet the same challenging state content standards and challenging state student performance standards that all children are expected to meet.

States are required to evaluate the effectiveness of the MEP and to provide guidance to their local projects on how to conduct local evaluations. In its *Non-Regulatory Guidance* (March 2017), OME indicates that evaluations allow State Education Agencies (SEAs) and local operating agencies (LOAs) to:

1. determine whether the program is effective and documents its impact on migrant 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 achieve these results, OME requires that SEAs conduct an evaluation that examines both **program implementation**, and **program results** (or outcomes). In evaluating program implementation, the state should answer questions such as:

- Was the project implemented as described in the approved project application? If not, what changes were made from the original implementation plan that may have impacted the success of the program?
- What are the student demographics?
- What is the program context?

- What worked in implementation of the state MEP?
- What problems did the MEP encounter and how were barriers overcome?
- What improvements should be made?

In looking at program results, OME requires that a program's actual performance be compared against "measurable outcomes established by the MEP along with the state's performance targets, particularly for those students who have priority for service (PFS)."

To investigate the effectiveness of its efforts to serve migrant children and improve those efforts based on comprehensive and objective results, the New Mexico MEP conducted a thorough evaluation of the migrant education program in New Mexico.

An external evaluation firm with experience in evaluating the MEP in 22 states, META Associates, was contracted to assist the State Education Agency (SEA) to 1) ensure objectivity in evaluating the New Mexico MEP, 2) examine the effectiveness of services, and 3) make recommendations to help the state improve the quality of the services provided to its migrant students. To evaluate the services, the external evaluators worked in concert with MEP staff to:

- maintain and review interview records, logs, attendance sign-in sheets, meeting notes, and other anecdotal evaluation tools;
- conduct evaluation interviews, structured observations, and focus groups;
- review student achievement data and other outcomes;
- observe the operation of the local MEPs through structured observation with field notes completed about project implementation; and
- prepare an evaluation report to provide information about the extent to which program processes such as comprehensive needs assessment, professional development, parent involvement, and other activities described in the New Mexico service delivery plan were implemented as planned to achieve the state's measurable objectives.

Student outcomes and achievement related to content and performance standards also were included in the annual report. Data analysis includes:

- descriptive statistics using means and frequencies;
- trend analysis identifying substantial trends in the data summarized according to notable themes; and
- analysis of representative self-reported anecdotes about successful program features and aspects of the program needing improvement.

3 Evaluation Context

PROGRAM DESCRIPTION

The MEP is a state-operated program which signifies that funds go directly to the SEA which, in turn, sub-allocates to local operating agencies. These MEP sites have large concentrations of eligible migrant students with limited access to comprehensive educational and support services.

Statewide, 882 migrant children were eligible for MEP services (ages birth to 21) during 2016-17 (a preliminary count, to be validated during the CSPR process in February 2018). The number of eligible students identified has increased in recent years due to changes in the structures for identification and recruitment and additional outreach to districts with migrant students. New Mexico has made new efforts to identify eligible students by reorganizing ID&R and participating in the IRRC Consortium Incentive Grant (CIG). Exhibit 2 provides a longitudinal snapshot of the eligible migrant children and youth from birth through age 21 over the past eight years. The increase in students identified in the preliminary count for 2016-17 is a 33% increase over the previous program year.

Exhibit 2
Total Eligible Migrant Children 2009-10 to 2016-17

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
674	413	518	460	524	591	663	882*

Source: CSPR 2009-2016, MAPS 2017 *a preliminary count as of September 13, 2017

Exhibit 3 displays the number and percentage of migrant eligible students identified (by grade level) as PFS, as limited in English proficiency (LEP), and as having a disability (IDEA). Of the 882 eligible migrant students birth through 21, 259 (29%) were considered PFS, 319 (36%) were classified as LEP, and 28 (3%) were designated as children with disabilities. The percentage of students by grade level (not including young children not yet in school) with a PFS designation ranged from 17% of OSY to 45% of seventh graders.

Exhibit 3
Migrant Student Demographics for the 2016-17 Performance Period

Age/ Grade	# Eligible Students	PFS		LEP		IDEA	
		#	%	#	%	#	%
0-2yrs	14	0	0%	0	0%	0	0%
3-5yrs	89	3	3%	1	1%	1	1%
K	67	19	28%	20	30%	2	3%
1	66	18	27%	34	52%	0	0%
2	70	18	26%	27	39%	3	4%
3	61	17	28%	23	38%	1	2%
4	60	20	33%	27	45%	3	5%
5	70	28	40%	34	49%	2	3%
6	56	21	38%	28	50%	4	7%
7	65	29	45%	30	46%	5	8%
8	47	17	36%	19	40%	1	2%
9	57	22	39%	24	42%	1	2%
10	61	27	44%	26	43%	3	5%
11	39	8	21%	10	26%	1	3%
12	24	6	25%	8	33%	1	4%

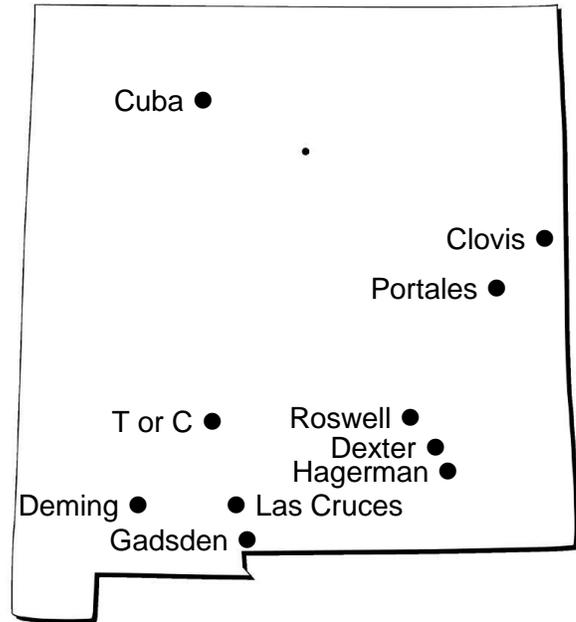
Age/ Grade	# Eligible Students	PFS		LEP		IDEA	
		#	%	#	%	#	%
OSY	36	6	17%	8	22%	0	0%
Total	882	259	29%	319	36%	28	3%

Source: Preliminary counts in MAPS database

In 2016-17, the New Mexico MEP provided services and programs that were designed to facilitate continuity of instruction for eligible students who migrate between New Mexico and other states and within New Mexico. Educational and support services provided to migrant students at sites across New Mexico were diverse and more detail is provided in the Implementation Evaluation section. Examples of the MEP supplemental services provided are listed below.

- Individual reading and math tutoring, starting with students identified as PFS.
- Information and training for teachers on the use of assessment results to guide instruction.
- Leadership development and parent involvement activities among migrant parents in New Mexico.
- Training for registrars and school secretaries in the placement and records transfer of migrant binational students.
- Information and resources for migrant parents and families in New Mexico on how to support the academic success of their children.
- Opportunities for migrant parents in New Mexico to give input on migrant programs and services for their children.

Exhibit 4: New Mexico Migrant Education Program Sites



The New Mexico Public Education Department (PED) provided sub-grants to local school districts to deliver migrant education services across the state as displayed in Exhibit 4. Cuba received a grant to put infrastructure in place to begin providing services in 2017-18 but did not provide services in 2016-17. Programs choose from options of how to provide services. All provide services during the school term while others also provide summer services in addition to those provided during the regular term.

SUB-ALLOCATION PROCESS

In making decisions about sub-allocations to its reporting MEP sites, the New Mexico PED takes into account several factors including the number of eligible students, the number of students who were designated PFS, the needs of migrant students, and the availability of other services within the district.

New Mexico makes the decision about how MEP services are delivered by assigning the *first priority* for services to students that have been determined to have the greatest needs. Students

are designated PFS based on a two-part process of: (1) educational interruption and (2) failing, or most at risk of failing, to meet state standards. (Note that the PFS definition will change in 2017-18 to match the new definition in ESSA and follow any new guidance published by the OME.)

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

(1) EDUCATIONAL INTERRUPTION

In the preceding 12 months...

- 1-a The student has a QAD between September 1 and June 30; OR
- 1-b Student has missed 10 or more days of school due to factors related to the migrant lifestyle; OR
- 1-c Student has changed schools in the same school district related to the child’s migrant lifestyle.

AND

(2) FAILING, OR MOST AT RISK OF FAILING, TO MEET STATE STANDARDS is defined as:

- 2-a Student has scored **below proficient** in reading or math on the state assessment; OR
- 2-b Student in grades K-12 with no recent state assessment and scored below proficient on local assessment instruments; OR
- 2-c Student has been identified as non-English proficient or LEP using the state-adopted language proficiency assessment; OR
- 2-d Student has repeated a grade level; OR
- 2-e Student is over age for grade; OR
- 2-f High school student has not accrued the needed credits to graduate with his/her peers; OR
- 2-g Out-of-school youth; OR
- 2-h Pre-K aged child determined to be “most at risk of failing” based on an appropriate preschool skills assessment.

A total of 619 (71%) eligible students received an instructional and/or support service during the regular term 2016-17. Seventy-nine percent (79%) of the 259 PFS students received services. Exhibit 5 displays the number of students served in the regular term and the number and percentage of PFS students served by grade level.

**Exhibit 5
Number Served and PFS Status for the Regular Term**

Grade	All Eligible	Served Regular Term		PFS Identified	PFS Served	
		N	%		N	%
Age 3-5	89	25	28%	3	0	0%
K	67	48	72%	19	15	79%
1	66	51	77%	18	14	78%
2	70	53	76%	18	14	78%
3	61	47	77%	17	12	71%
4	60	45	75%	20	16	80%
5	70	52	74%	28	24	86%
6	56	45	80%	21	18	86%
7	65	53	82%	29	23	79%

Grade	All Eligible	Served Regular Term		PFS Identified	PFS Served	
		N	%		N	%
8	47	36	77%	17	15	88%
9	57	47	82%	22	20	91%
10	61	47	77%	27	21	78%
11	39	22	56%	8	7	88%
12	24	23	96%	6	4	67%
OSY	36	25	69%	6	1	17%
Total	868	619	71%	259	204	79%

Source: Preliminary counts in MAPS database

During the summer, 167 (19%) of eligible students received an instructional and/or support service. Eighty percent (8%) of identify PFS students received services during the summer. Exhibit 6 displays the number of students served in the summer term and the number and percentage of PFS students served by grade level.

**Exhibit 6
Number Served and PFS Status for the Summer Term**

Grade	All Eligible	Served Summer Term		PFS Identified	PFS Served	
		N	%		N	%
Age 3-5	89	15	17%	3	1	33%
K	67	18	27%	19	3	16%
1	66	13	20%	18	0	0%
2	70	17	24%	18	0	0%
3	61	18	30%	17	1	6%
4	60	10	17%	20	2	10%
5	70	10	14%	28	0	0%
6	56	17	30%	21	2	10%
7	65	14	22%	29	3	10%
8	47	9	19%	17	0	0%
9	57	3	5%	22	1	5%
10	61	13	21%	27	3	11%
11	39	3	8%	8	1	13%
12	24	3	13%	6	2	33%
OSY	36	4	11%	6	2	33%
Total	868	167	19%	259	21	8%

Source: Preliminary counts in MAPS database

STATE EDUCATION AGENCY MONITORING PROCESS

While the MEP is administered by the state, it provides sub-grant funds to allow services to be provided to migrant students at the school level. Oversight and compliance monitoring is conducted by the New Mexico Public Education Department. The monitoring plan includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and student achievement.

To monitor local MEPs, the New Mexico PED uses a tool that is based on OME's *Guidance for Monitoring Title I, Part C—Migrant Education*. The state has taken this document and expanded it to contain the MPOs and strategies found in its SDP and a rubric that contains quality indicators on which the state can observe and gather evidence to go beyond determination of "in compliance" and "out-of-compliance."

Monitoring by New Mexico PED MEP staff through onsite visits occurs at least once every two years at each funded site. The schools are on a two-year cycle with half being monitored each year. In addition, desk monitoring through telephone, video conferencing, and email correspondence is ongoing and precedes request for reimbursement (RFR) and onsite monitoring. Meetings are scheduled with MEP staff twice each year to discuss issues of importance to the MEP and to share information to assist projects with implementation. Technical assistance is provided by the SEA on an as-needed basis.

4

Program Implementation

This section provides a description of the instructional and support services provided by MEPs across New Mexico and an evaluation of the extent to which services were implemented with fidelity to the SDP. In the spring of 2016, sites applied for grants to provide MEP services. Two sites (Cuba and T or C) were unable to identify more than ten students until toward the end of the program year and provided very limited services. Due to those limitations, there are no results to report for implementation or MPOs. In all other program applications, sites indicated which strategies from the SDP they would implement. Some strategies were required of all sites applying and others were optional to be implemented based on student population and needs. The implementation of the services was examined for effectiveness through onsite observations and interviews, surveys, a Quality of Strategy Implementation (QSI) rubric, and an examination of data available on numbers served and types of activities provided. Recommendations for improvement based on this analysis are included in the *Conclusions, Commendations, and Recommendations* section of this report.

Four site visits were conducted the week of February 13, 2017 in Deming, Gadsden, Las Cruces, and Truth or Consequences. The purpose of the visits was to observe the extent to which the services were implemented as approved in the project application, what worked in the implementation, identify challenges faced in meeting the needs of migrant students, and to determine what improvements should be made. Observations, evidence, and interviews provided the basis for ratings of implementation on a 5-point scale on the QSI rubric (see Appendix C for a copy of the rubric). A rating of “4” or above indicates sufficient evidence of implementation aligned with the description in the SDP while ratings of “3” or below indicate improvements should be made.

As displayed in Exhibit 7, for the four sites rated in 2017, ratings ranged from 3.3 regarding supplemental instruction for secondary students to 4.3 for the mentor or advocacy programs. There were five of the 11 strategies that achieved an average rating lower than 4. Recommendations for improvement in these areas is provided in the *Recommendations* section of the report.

**Exhibit 7
QSI Ratings for Four MEP Sites Visited in 2017**

	Strategy	Mean (out of 5 possible)
Reading and Mathematics	1.1a Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve reading and math achievement.	3.8
	1.1b Implement an innovative technology integration program to increase student achievement in reading and math and student engagement in school.	N/A
	1.2a Provide professional development (PD) to instructional staff (including counselors and instructional staff who have contact with migrant students) in identifying skills gaps, appropriate placement, and instructional strategies to improve reading and math achievement for MEP students.	4.0
	1.3 Implement a migrant mentor or advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families.	4.3

	Strategy	Mean (out of 5 possible)
School Readiness	2.1 Provide in-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs.	4.0
	2.2a Provide information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool (PK) instructional services to match parent schedules.	4.0
	2.2b Provide comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents.	3.7
High School and OSY	3.1 Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement.	3.3
	3.2a Provide referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY such as high school equivalency programs, HEP, or re-enrollment in school.	4.0
	3.2b Build connections between secondary age youth and the community education providers through a mentorship or job shadow program.	N/A
	3.3 Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills.	N/A
Family and Support Services	4.1 Provide ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children's educational goals, and be involved in their child's education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events.	3.8
	4.2a Provide information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed.	4.0
	4.2b Provide supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.	3.8

The following subsections of the implementation report provide additional evidence of implementation for professional development, parent involvement, supplemental instruction, and support services.

PROFESSIONAL DEVELOPMENT

A major activity of the MEP in 2016-17 was conducting professional development at a state conference called "*Promising Practices and Resources Roundup: Meeting the Unique Needs of Migrant Children and Youth*." The Roundup was an interactive sharing and networking opportunity for colleagues across New Mexico to address the unique educational needs of migrant children, youth, and families. There were 11 sites attending (both those with MEP grants and districts that were interested in applying) and 76 participants and presenters. The

conference was held February 27-28 in Santa Fe, New Mexico, and it included general sessions and breakout sessions on identifying migrant student needs and strategies to meet those needs. Staff had opportunities to participate in sessions geared toward their role in the MEP and plan with the staff from their district.

Following the Roundup, participants completed a survey about the quality of the Roundup and a reflection on what they learned over the two days. Ratings were provided on a four-point scale, where a 4 is “a lot” and 1 is “not at all.” Copies of all data collection tools and surveys are in Appendix A. Exhibit 8 displays the self-reflection ratings on what staff learned at the conference by position with the MEP. Overall, ratings were high across questions, ranging from 3.8 to 3.9.

Exhibit 8
Self-reflection Ratings of the Impact of NM Resources Roundup

To what extent are you better able to...	Instr. Staff N=15	Administrators N=16	Recruiters N=4	Data and other N=14	Everyone N=49
1. Identify the unique needs of migrant students.	3.7	3.9	4.0	4.0	3.9
2. Identify the impact of mobility on academic success.	3.7	3.8	4.0	3.9	3.8
3. Identify ways to support migrant students directly or indirectly.	3.9	3.9	4.0	3.9	3.9
4. Identify effective instructional strategies to meet migrant student needs.	4.0	3.7	4.0	3.8	3.8

Participants rated the quality of the content, trainers, and relevance of the Roundup. All components received a four out of four rating from all participants.

Exhibit 9
Ratings of the Quality of the Resources Roundup

Rate the quality of the following Roundup components.	Instr. Staff N=15	Administrators N=16	Recruiters N=4	Data and other N=14	Everyone N=49
5. The content of the training was applicable to migrant students.	4.0	4.0	4.0	4.0	4.0
6. Overall, the trainers were skilled at using various techniques to facilitate learning.	4.0	4.0	4.0	4.0	4.0
7. The training or technical assistance was highly relevant and informative.	4.0	4.0	4.0	4.0	4.0

Participants were asked to respond to some open-ended questions on the Roundup survey. Regarding how they would use the information from the Roundup, several participants commented that they would share the information with other staff, implement a summer program for migrant students, and use online resources for OSY. Comments representative of several respondents are quoted below.

How do you plan to use information or skill gained during the Resources Roundup to meet the needs of migrant students?

- I would like to share this information with our staff.
- Use the OSY online resources, the project-based learning, and sharing and mentoring my fellow teachers.
- We will implement a summer program this year.
- The internet resources will be most useful.
- I'll begin summer programs using ideas for project-based learning sessions.
- This will help me better identify possible students.
- The high school graduation and OSY session was great and I will use this information to better recruit OSY.

Participants were asked about additional professional development they might need. Responses varied, but some common responses included additional training for all staff in their home districts, database training, and experiences or training from successful migrant programs. Representative comments follow.

What additional professional development would help you support migrant students?

- I would love to see staff training for our teachers at the district level.
- Need more training on the database
- More training on binational transcripts.
- I still need to know more about allowable expenses and documentation.
- Websites and teaching methods will help support my migrant students. I learned new techniques I can use.
- More trainings like this.
- More information about students with interrupted education.
- PD on successful migrant programs.
- Even though I'm an experienced principal, migrant services are new to me. I am open to all PD and support in meeting the needs of migrant students.
- Financial and bookkeeping.

General suggestions for improvement also were solicited. The most common suggestion was having opportunities to shadow or visit successful programs.

What suggestions do you have for improving the NM MEP?

- Shadowing other programs.
- Have this conference every year to keep motivated and in contact with other districts.
- Continue to advocate for migrant students.
- More funding to provide students with technology.
- Bring more district staff and spread the knowledge of migrant students and families.
- There wasn't enough time to get all of the information I needed.

When provided with the opportunity to give additional comments, participants were complimentary of the conference and its organization.

Additional comments:

- Thank you so much. I have much more clarity and look forward to helping our program continue to evolve.
- I believe this was a very well-developed MEP meeting. I look forward to the continuance of this type of meeting.
- It was very informative. Thank you!

- This was a great training. We got plenty of new information.
- Very informative. I'm looking forward to the next conference.
- Wonderful conference. Thank you!
- This was an eye-opening training.
- Very organized conference.

In addition to the state conference, districts provided training to staff in the regular and summer terms. Exhibit 10 displays the observed and reported activities, by site, that were related to professional development. Professional development activities were provided to 96 participants (duplicated count) throughout the 2016-17 school year. Sites sent staff to national trainings such as the National ID&R Forum; attended the Resources Roundup, provided local ID&R training; and conducted local training for migrant mentors.

**Exhibit 10
Professional Development Provided during 2016-17**

Date(s)	Location	Topic	Number of Participants
9/2/16	Gadsden ISD	Mentor Training	7
9/14/16	Gadsden ISD	ID&R Training	7
9/22/16	Las Cruces	Migrant Program Training	8
10/3/16	Clovis	Migrant Mentor Goals and Requirements	22
10/18/16	San Antonio, TX	ID&R Forum	2
1/4/17	Las Cruces	Migrant Program Training	9
2/2/17	Clovis	Mentor Training	5
5/5/17	Las Cruces	Migrant Program Training	18
6/7/17	Gadsden ISD	COE Training	7
7/7/17	Las Cruces	Summer Program Training	4
7/27/17	Gadsden ISD	Mentor Training	7

Attendees at the trainings completed a survey about the quality of the trainings and a reflection on what they learned. Ratings were provided on a four-point scale, where a 4 is “a lot” and 1 is “not at all.” Exhibit 11 displays the self-reflection ratings on what staff learned at the local trainings. Overall, mean ratings ranged from 3.2 to 3.7.

**Exhibit 11
Self-reflection Ratings of the Impact of Local Professional Development**

To what extent are you better able to...	N	Not at all	Very little	Some	A lot	Mean
Identify skills gaps.	41	0 (0%)	7 (17%)	12 (29%)	22 (54%)	3.4
Identify effective instructional strategies.	41	0 (0%)	3 (7%)	15 (37%)	23 (56%)	3.5
Place migrant students appropriately.	38	3 (8%)	5 (13%)	12 (32%)	18 (47%)	3.2
Identify the impact of poverty and mobility on academic success.	41	0 (0%)	2 (5%)	10 (24%)	29 (71%)	3.7

Participants rated the quality of the content, trainers, and relevance of the local trainings. As displayed in Exhibit 12, mean ratings were high and ranged from 3.8 to 3.9.

Exhibit 12
Ratings of the Quality of Local Professional Development

Rate the quality of the following	N	Not at all	Very little	Some	A lot	Mean
The content of the training was applicable to migrant students.	41	0 (0%)	0 (0%)	6 (15%)	35 (85%)	3.9
Overall, the trainers were skilled at using various techniques to facilitate learning.	41	0 (0%)	0 (0%)	7 (17%)	34 (83%)	3.8
The training or technical assistance was highly relevant and informative.	41	0 (0%)	0 (0%)	8 (20%)	33 (81%)	3.8

Staff comments on Staff Training Surveys are included in Appendix B. Attendees at trainings were asked to indicate how they planned to use the training to improve the academic skills of migrant children. The comments that appeared most often were that staff understood the need to identify the unique needs of migrant students and make sure services helped meet those needs, and they intended to advocate for migrant students within their school districts.

When asked to provide suggestions for future professional development, staff comments varied without a single direction for professional development topics. However, some respondents indicated a desire for training about increasing student engagement, financial education for parents, and providing services for OSY.

PARENT INVOLVEMENT

MEPs provided 23 Parent Advisory Council (PAC) meetings and other parent activities during 2016-17 in which 310 parents participated (duplicated count). According to agendas and meeting notes submitted by each program, topics at PAC meetings and other parent involvement events included:

- Information about the migrant program
- Information about tutoring and MEP instructional services
- Preparing for state assessments
- Migrant mentors
- Information from collaborative partners such as HEP/CAMP, La Clinica, Migrant Legal Aid, health services, and nutrition services
- Parent feedback
- Support services and referrals
- Preventing bullying
- Parents as Teachers
- Local needs assessment and service delivery

Exhibit 13 displays meetings and the number of parents attending by date and site.

Exhibit 13

Parent Involvement Activities and Meetings

Date(s)	Location	Topic	Number of Participants
8/12/16	Las Cruces	Migrant Education Back to School	24
9/14/16	Hagerman	CAMP and Curriculum Overview	6
10/20/16	Hagerman	PAC Meeting, Parents' Role in School Success	3
10/20/16	Clovis	PAC Meeting, Parents' Role in School Success	8
10/20/16	Deming	PAC Meeting	13
10/20/16	Portales	PAC Meeting, MEP Orientation	9
10/20/16	Gadsden ISD	PAC Meeting	21
10/20/16	Dexter	PAC Meeting, MEP Orientation	8
11/3/16	Las Cruces	PAC Meeting and Guest Speakers	14
11/21/16	Las Cruces	Presentations from Collaborators	30
12/5/16	Roswell	Migrant Services and Family Activity	11
12/7/16	Gadsden ISD	How to Communicate with School Administration	21
12/15/16	Clovis	Referrals and Collaborator Presentations	12
1/25/17	Deming	PAC Meeting, Bullying, Preventing Dropouts, Using Computer Lab	14
2/15/17	Deming	Parent Meeting, Collaborator Presentations	48
3/8/17	Hagerman	Needs Assessment, Testing, and Computer Operation	6
3/23/17	Clovis	PAC Meeting, Exam Preparation	18
3/23/17	Portales	PAC Meeting Exam Preparation	11
4/19/17	Hagerman	PAC Meeting	6
4/19/17	Clovis	PAC Meeting	8
4/19/17	Deming	PAC Meeting	9
4/19/17	Portales	PAC Meeting	5
4/19/17	Dexter	PAC Meeting MEP Services	5

Source: PAC Agendas and Sign-in Sheets

Attendees at the parent involvement meetings, PAC meetings, and other parent events completed a survey that included a reflection on what they learned. Ratings were provided on a four-point scale, where a 4 is “a lot” and 1 is “not at all.” Exhibit 14 displays the self-reflection ratings on what parents learned at events. Overall, mean ratings ranged from 3.4 to 3.6. The slightly lower mean in what parents learned about requirements for high school graduation may indicate a need for additional attention to this subject during parent meetings.

Exhibit 14 Percent of Parents Increasing Parent Involvement in Reading

How much did you learn about...	N	Not at all	Very little	Some	A lot	Mean
Supporting math skills at home?	137	0 (0%)	8 (6%)	45 (33%)	84 (61%)	3.6
Supporting reading skills at home?	136	2 (2%)	5 (4%)	44 (32%)	85 (63%)	3.6
Requirements for graduation from high school?	81	3 (4%)	3 (4%)	32 (40%)	43 (53%)	3.4
Communicating with your child's teacher and school?	133	1 (1%)	5 (4%)	42 (32%)	85 (64%)	3.6

Source: Parent Survey

Surveys provided after parent trainings asked parents to provide remarks about what they found to be the most useful among the services provided by the MEP. The most common answers were that all the services were helpful. A particular theme was that parents felt comfortable with MEP staff and felt like staff were interested in helping meet their needs. All parent comments are included in Appendix B.

Parents provided suggestions for program improvement on the parent survey. Many parents indicated that services were good as they are. When suggestions were provided, the most common were requests for more information about college and scholarships and greater promotion of the program.

SUPPLEMENTAL INSTRUCTION RELATED TO READING AND MATH

Student services include supplemental instructional services provided by teachers and paraprofessionals in various settings such as in-class tutoring, after school programs, advocates and mentors, and summer school. High school graduation services include credit accrual and postsecondary preparation and planning.

During 2016-17, 143 students received instructional services, which is 16% of the students ages 3 through 21 who were identified. Four percent of eligible students received summer services. [Note that changes to the student database in the middle of the 2016-17 program year made it difficult for sites to view and correct data entry errors. As the information in the database is examined and corrected leading to the submission of the CSPR in February 2018, these numbers likely will change.] Exhibit 15 displays the number of students participating in instructional services during the regular year and summer by grade level.

Exhibit 15
Participation in MEP Instructional Services by Grade Level

Grade	Number Eligible	Instruction Regular Term		Instruction Summer Term	
		#	%	#	%
Ages 3-5	89	2	2%	3	3%
K	67	13	19%	4	6%
1	66	16	24%	4	6%
2	70	11	16%	3	4%
3	61	8	13%	7	11%
4	60	14	23%	4	7%
5	70	18	26%	4	6%
6	56	10	18%	5	9%
7	65	11	17%	4	6%
8	47	11	23%	0	0%
9	57	10	18%	1	2%
10	61	8	13%	0	0%
11	39	4	10%	0	0%
12	24	6	25%	0	0%
OSY	36	1	3%	0	0%
Total	868	143	16%	39	4%

Source: MAPS 2016-17 preliminary data

Instructional services are further broken down into the type of instruction provided, and reading and math instruction can only be counted if provided by a certified teacher. During the regular

term, nine students received reading instruction, 18 received math instruction, and two secondary students received high school credit accrual. During the summer, 39 received instruction, most of which were reading and math provided by a certified teacher. Exhibit 16 displays the number and percent of students receiving services and the type of service.

Exhibit 16
Migrant Students Served by Type of Service

Service Type	Regular Term	Summer
Any Instruction	143	39
Reading Instruction	9	38
Math Instruction	18	39
HS Credit Accrual	2	0

Source: MAPS 2016-17 preliminary data

On the parent survey, respondents rated the overall services provided by the New Mexico MEP. The mean rating on the four-point scale was 3.9. Most parents (87%) responding indicated that the services were “excellent.” Of note is that no parent indicated the overall quality of the program was “poor” or “fair.” Exhibit 17 displays the distribution of parent ratings of the overall quality of the MEP.

Exhibit 17
Parent Ratings of MEP Services

	N	Poor	Fair	Good	Excellent	Mean
How would you rate the overall quality of the New Mexico MEP?	132	0 (0%)	0 (0%)	17 (13%)	115 (87%)	3.9

SUPPORT SERVICES

According to program reports and parent contact logs, support services provided included:

- Necessary school supplies
- Referrals to programs providing housing, clothing, and nutrition
- Assistance to access needed services through interpretation or translation, transportation, and coordination
- Coordination with school social workers and parent outreach ambassadors
- Referrals to High School Equivalency Program (HEP), College Assistance Migrant Program (CAMP), and adult education programs
- Access to computer lab
- Coordination to provide vision, dental, and medical services

During the regular term, 52% of all students identified received a support service, and 30% of students received a referral. During the summer 15% received support services and 3% received a referral. Exhibit 18 displays the number and percent of students receiving services and the type of service by term.

Exhibit 18
Migrant Students Served by Grade Level and Type of Support Service

Service Type	Migrant Eligible	Regular Term	Summer Term
		Number Served	Number Served
Any Support Service	868	451 (52%)	126 (15%)
Referral	868	364 (30%)	26 (3%)

Source: MAPS 2016-17 preliminary data

On the Parent Survey, parents were asked to identify the support services they found useful. The top services identified as useful were school clothing and assistance with accessing food banks and medical care. Exhibit 19 displays the support services provided and the number of parents indicating on the parent survey that the service was useful.

Exhibit 19
Usefulness of Support Services

Support Service	Number of Parents indicating it was useful
Referrals and assistance with school clothing	92 (73%)
Referrals and assistance with accessing food banks	70 (56%)
Referrals and assistance with medical care	67 (53%)
Referrals and assistance with dental care	54 (43%)
Referrals and assistance with transportation	54 (43%)
Referrals and assistance with vision	46 (37%)
Other referrals	25 (20%)
Referrals and assistance for mental health	18 (14%)

Source: Parent Survey

INTER/INTRASTATE COORDINATION

New Mexico participates in the IRRC CIG. Leadership for this consortium is provided by Nebraska in collaboration with 13 consortium states. In addition to New Mexico, participating states include Arizona, Colorado, Delaware, Georgia, Illinois, Iowa, Kansas, Maine, New York, Oklahoma, South Carolina, and Tennessee.

The goal of IRRC is to provide services designed to improve the proper and timely ID&R of eligible migratory children whose education is interrupted by: (1) designing and developing ID&R systems, materials, strategies, and resources that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts; (2) expanding states' capacity through the sharing of resources, mentoring, and the deployment of a Targeted Response to ID&R (TRI) team of veteran ID&R specialists; and (3) disseminating effective, evidence-based ID&R practices throughout the MEP community.

Through IRRC, New Mexico enlisted the help of veteran ID&R specialists in providing training to recruiters and doing "sweeps" in regions where staff reported more students possibly could be found. Assistance and training were provided throughout 2016-17 to 85 participants (duplicated count). In addition to the listed events, the state worked with a consultant, Jessica Castañeda, throughout the year for technical assistance via phone calls and onsite visits. Exhibit 20 describes the technical assistance and training provided.

Exhibit 20
Technical Assistance and Training Provided through IRRC

Date	Description	Location	# Participants
9/16	National ID&R forum	San Antonio	4
5/17	ESSA eligibility changes	Dexter, Las Cruces	25
8/17	ESSA eligibility changes	Ruidoso	40
3/17	Recruiters meeting	Santa Fe	8
7/17	Recruiting sweep	Deming	6
10/16	IRRC leadership	Pittsburgh	1
11/16	Work with new regional recruiter	Eastern New Mexico	1

Source: IRRC Director/Coordinator Survey

5 Results

This section provides a summary of program results as measured by progress made toward reaching state performance targets and MPOs. Sources of data include director, parent, and staff surveys; student achievement and other outcome data from the state MEP database and the state website; the CSPR; and observations and interviews with MEP staff.

PERFORMANCE GOALS

In the 2014-15 school year, New Mexico's reading and mathematics components of the Standards Based Assessment (SBA) were replaced with the New Mexico Partnership for the Assessment of Readiness of College and Careers (NMPARCC) assessments developed to measure the full extent to which students are demonstrating mastery of the New Mexico Common Core State Standards (NMCCSS). Students in grades 3 through high school took the NMPARCC Assessments in math, and results were reported in reading for grades K-12.

Following are the 2016 most recent NMPARCC results in reading and math for migrant students and non-migrant students, compared to the State Performance Targets. Note that state performance targets were set before the adoption of the NMPARCC, and the change in assessments will require a resetting of Annual Measurable Outcomes as outlined in the ESSA State Plan and specified for migrant students in the SDP. However, because new targets have not yet been approved and published, the old targets are presented here.

Tables show the number of migrant students assessed, the number and percent of migrant students and non-migrant students scoring proficient or advanced on the 2016 NMPARCC, the State Performance Targets for 2015-16, and the difference in the percentage of migrant students scoring proficient or advanced compared to the State Performance Targets.

Migrant Student Performance on Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in reading/language. Both migrant and non-migrant students were substantially below the performance targets.

Exhibit 21
Number/Percent of Students Scoring Proficient/Above
on the Reading PARCC Compared to the State Performance Targets

Group	# Tested	# (%) Students Scoring Proficient or Above	State Performance Target	Diff
Migrant	264	48 (18%)	57%	-39
Non-migrant	284,743	105,407 (37%)		-20

Source: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

Migrant Student Performance on Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math. Both migrant and non-migrant students were substantially below the performance targets.

Exhibit 22
Number/Percent of Students Scoring Proficient/Above
on the Math PARCC Compared to the State Performance Targets

Group	# Tested	# (%) Students Scoring Proficient or Above	State Performance Target	Diff
Migrant	218	16 (7%)	41%	-34
Non-migrant	214,580	43,384 (20%)		-21

Source: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

Migrant Student Performance on Performance Indicator 1.3: The number of migrant students graduating from high school or obtaining a high school equivalency certificate.

The number of migrant students enrolled in the twelfth grade was 24 in 2016-17. Sixteen students graduated with a high school diploma, and eight had not yet finished. Note that because New Mexico has a highly mobile and small migrant population during the regular year (number of twelfth grade high school students is less than 30), only the number of graduates is necessary to report according to the guidance provided during the OME Small State Evaluation Webinar on June 18, 2014.

In addition, according to the OME Small State Evaluation Webinar, small states do not need to disaggregate PFS student achievement in performance indicators or results. This is because when there are very small numbers of students disaggregated, it is difficult to draw conclusions on the information due to the oversize impact of outliers on percentages.

READING AND MATHEMATICS RESULTS

1A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in reading between two district short cycle assessments.

Progress for this MPO is measured over a single school year for all students who were assessed with both a fall and a winter or spring short cycle assessment. The short cycle assessments are provided to all students in grades K-12. The assessment varies by district, though each is normed and includes a standard score on which growth in reading and math can be determined. Most districts submitted scores from the Discovery Benchmark assessment. A few results were from the DIBELS assessment.

For this evaluation, standard scores were collected from the fall 2016 and winter or spring 2017 for migrant students. Average gains are determined for each assessment for all students, and sites reported standard scores that were compared to the expected average gain. Overall, 195 migrant students had both a fall score and a winter or spring score, and 71% made the average gain between the second assessment and the first assessment, which **meets the MPO**. PFS and non-PFS students both had 71% of students making the average gain. By grade level, students in grades K-8 met the MPO. There was a smaller number of secondary students assessed, and that group did not meet the MPO. Exhibit 23 displays the number of students tested with both a fall and spring assessment and the number and percent demonstrating the average gain.

Exhibit 23
Gains in Short Cycle Standard Scores in Reading

Grade	2016-17			MPO met?
	# Tested	# Average Gain	% Average Gain	
K-5	122	89	73%	Yes
6-8	63	44	70%	Yes
9-12	10	5	50%	No
Total	195	138	71%	Yes

Source: Short Cycle Assessment Achievement Spreadsheet 2016-17

Exhibit 24 displays results on the short cycle assessment in reading for non-PFS and PFS migrant students. The percentage of PFS and non-PFS students demonstrating the target growth met the MPO.

Exhibit 24
Gains in Short Cycle Standard Scores for PFS and non-PFS Students in Reading

	2016-17			MPO met?
	# Tested	# Average Gain	% Average Gain	
PFS	72	51	71%	Yes
Non-PFS	123	87	71%	Yes
Total	195	138	71%	Yes

Source: Short Cycle Assessment Achievement Spreadsheet 2016-17

By site, three of the seven sites met the MPO as displayed in Exhibit 25. Two of the sites, Clovis and Gadsden, are implementing a formal mentoring model during the regular term, and the other site meeting the MPO, Hagerman, is a smaller site with a single staff member who performs duties similar to those performed by mentors in Clovis and Gadsden. The four sites that did not meet the MPO provide in-class tutoring for PFS students and other migrant students as funds allow. Note that Las Cruces does not have a short cycle assessment in place for any students and was not able to address the MPO.

Exhibit 25
Gains in Short Cycle Standard Scores by Site

Site	2016-17			MPO met?
	# Tested	# Average Gain	% Average Gain	
Clovis	36	30	83%	Yes
Gadsden	23	18	78%	Yes
Deming	56	33	59%	No
Dexter	11	7	64%	No
Roswell	14	7	50%	No
Hagerman	19	18	95%	Yes
Portales	36	25	69%	No
Total	195	138	71%	Yes

Source: Short Cycle Assessment Achievement Spreadsheet 2016-17

1B) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in math between two district short cycle assessments.

For this evaluation, standard scores were collected from the fall 2016 and winter or spring 2017 for migrant students. Average gains were determined for each assessment for all students, and sites reported standard scores which were compared to the expected average gain. Overall, 207 migrant students had both a fall score and a winter or spring score, and 76% made the average gain between the second assessment and the first assessment, which **meets the MPO**. By grade level, students in grades K-5 and high school met the MPO while students in grades 6-8 did not. Exhibit 26 displays the number of students tested with both a fall and spring assessment and the number and percent demonstrating the average gain.

Exhibit 26
Gains in Short Cycle Standard Scores in Mathematics

Grade	2016-17			MPO met?
	# Tested	# Average Gain	% Average Gain	
K-5	134	110	82%	Yes
6-8	61	39	64%	No
9-12	12	9	75%	Yes
Total	207	158	76%	Yes

Source: Short Cycle Assessment Achievement Spreadsheet 2016-17

Exhibit 27 displays results on the short cycle assessments in math for PFS and non-PFS migrant students. A smaller percentage of PFS students had an average gain than non-PFS students. PFS students did not reach the MPO target while non-PFS students did.

Exhibit 27
PFS and Non-PFS Gains in Short Cycle Standard Scores in Math

	2016-17			MPO met?
	# Tested	# Average Gain	% Average Gain	
PFS	78	53	68%	No
Non-PFS	129	105	81%	Yes
Total	207	158	76%	Yes

Source: Short Cycle Assessment Achievement Spreadsheet

By site, five of the seven sites met the MPO as displayed in Exhibit 28. Additional sites met the MPO for math as compared to reading. The sites that provided mentoring met the MPO again and the two that did not meet the MPO provided tutoring in-class or just provided support services. Note that Las Cruces does not have a short cycle assessment in place for any students and was not able to address the MPO.

Exhibit 28
Gains in Short Cycle Standard Scores by Site

Site	2016-17			MPO met?
	# Tested	# Average Gain	% Average Gain	
Clovis	43	37	86%	Yes
Gadsden	24	21	88%	Yes
Deming	54	32	59%	No

Site	2016-17			MPO met?
	# Tested	# Average Gain	% Average Gain	
Dexter	16	12	75%	Yes
Roswell	17	10	59%	No
Hagerman	19	18	95%	Yes
Portales	34	28	82%	Yes
Total	207	158	76%	Yes

Source: Short Cycle Assessment Achievement Spreadsheet

1C) By the end of the 2016-17 school year, 80% of instructional staff who participate in MEP-sponsored professional development will report through a survey that they can better identify the needs of migrant students.

The professional development section of the implementation evaluation describes the activities implemented in order to meet this MPO. This section provides the results of teacher surveys regarding the impact of professional development on staff ability to identify the unique needs of migrant students.

Staff who received MEP-sponsored professional development were asked to rate the extent to which it helped them better identify migrant students' unique needs. This was identified by the SDP committee as an important first step in providing appropriate services. Staff provided ratings following the state conference and following local trainings. Of the 90 staff responding who received MEP-sponsored professional development, 99% indicated that the professional development helped "some" or "a lot," which **meets the MPO**. Exhibit 29 displays the distribution of staff ratings by training.

Exhibit 29
Staff Ratings of Ability to Identify Unique Needs of Migrant Students

To what extent are you better able to identify the needs of migrant students?	N	Not at all	Very little	Some	A lot	% Some or a lot	MPO met?
Resource Roundup	49	0 (0%)	1 (2%)	5 (10%)	43 (88%)	98%	Yes
Local Training	41	0 (0%)	0 (0%)	12 (29%)	29 (71%)	100%	Yes
Total	90	0 (0%)	1 (1%)	17 (19%)	72 (80%)	99%	Yes

Source: Staff Training Survey

1D) By the end of the 2016-17 school year and each year thereafter, all projects implementing this strategy will report that 90% of MEP families received needed support as recorded on the MEP parent contact log.

The New Mexico MEP has implemented a migrant mentor program in Clovis and Gadsden during the regular term. Other programs are adapting this model to fit their districts and are calling MEP staff migrant mentors as well. The mentor program is designed to give students a contact at the school who can help them navigate the school system, provide support for integrating into the school community, and help meet family needs that may affect educational outcomes. To measure the impact of this strategy, sites interview families at the beginning of the school year to determine academic and support needs and maintain documentation of needs as they arise throughout the year. As services are provided, this information is recorded on the parent contact log. At the end of the regular term, contact

logs are reviewed to determine the extent to which needs were addressed with appropriate services.

During 2016-17, there were 196 parent contact logs completed, and 90% indicated that most or all needed services were provided. For the families that did not receive needed services, there were several reasons noted. Some families moved out before services could be provided, some families refused services, and some were in districts where there were no mentors available. Exhibit 30 displays the extent of services provided as recorded on the parent contact logs.

**Exhibit 30
Services Provided as Recorded on Parent Contact Logs**

	Number of Parent Contact Logs Completed	Received no services	Received few aligned services	Received most aligned services	Received all aligned services	% most or all	MPO met?
To what extent were documented services provided aligned to the needs expressed by parents on the contact log?	196	15 (8%)	5 (3%)	43 (22%)	133 (68%)	176 (90%)	Yes

Source: Parent Contact Log

SCHOOL READINESS RESULTS

2A) By the end of the 2016-17 school year and each year thereafter, 50% of migrant students participating in migrant-funded in-home school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment.

This strategy was optional. No sites provided migrant-funded in-home or other direct school readiness instruction in 2016-17.

2B) By the end of the 2016-17 school year and each year thereafter, 50% of identified migrant students ages 4-5 and not in kindergarten who are resident for at least six months will participate in an early childhood education programs (either MEP-funded or existing in the district).

The strategy for ensuring migrant students receive sufficient support for gaining kindergarten readiness skills is to connect families with existing preschool programs and help eliminate barriers to attendance by providing transportation and advocacy for migrant children and families. To measure the extent to which this strategy is successful, sites report the number of migrant children ages 4-5 who are present for at least six months during the performance period and the number participating in early childhood education programs whether funded through the MEP or some other source.

Of the 49 children present for six months, 49% participated in a school readiness program, which partially meets the MPO. Three of the seven sites reporting 4-5-year-old migrant children present for six months met the MPO target of 50% and four did not. Two sites report zero participating in early childhood programs. Exhibit 31 displays participating in early childhood programs by site.

Exhibit 31
Participation in Early Childhood Education Program by Site

Site	4-5-Year-old Participation in ECE Programs			MPO met?
	# resident for 6 months	# Participating	% Participating	
Clovis	3	0	0%	No
Deming	12	9	75%	Yes
Dexter	5	3	60%	Yes
Gadsden	5	5	100%	Yes
Las Cruces	14	6	43%	No
Portales	3	1	33%	No
Roswell	7	0	0%	No
Total	49	24	49%	Partial

Source: Program Director Report

HIGH SCHOOL GRADUATION RESULTS

3A) By the end of the 2016-17 school year and each year thereafter, 50% of students in grades 9-12 who participate in supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.

MEP sites provide supplemental instruction to secondary students during the regular term. These include tutoring, extended day programs, credit accrual and distance learning, college and career readiness support, and online instruction. The intent of these services is to help migrant students graduate and prepare for a career. The results are measured through a review of the student's Next Step Plan, which articulates the classes and steps needed to graduate. Every student in New Mexico is required to have a Next Step Plan as they move through high school.

There were 69 secondary students who participated in MEP instructional services who also had a Next Step Plan. This represents 40% of the secondary youth identified overall. Other migrant secondary students may have a Next Step Plan, but because they did not receive services, they are not counted toward the MPO. Of those participating, 60 (87%) were on track toward graduation, which meets the MPO. All sites individually met MPO targets as well. Note, however, that directors reported an additional 11 secondary students in three sites who participated in the MEP services but did not yet have a Next Step Plan, possibly due to mobility and not being present when plans are created for all students. Exhibit 32 displays the participating secondary students who are on track for graduation by site.

Exhibit 32
Participating Secondary Students On Track for Graduation by Site

Site	Secondary Students On Track for Graduation			MPO met?
	# Participating	# On Track	% On Track	
Deming	17	17	100%	Yes
Dexter	2	2	100%	Yes
Gadsden	13	10	77%	Yes
Hagerman	2	2	100%	Yes

Site	Secondary Students On Track for Graduation			MPO met?
	# Participating	# On Track	% On Track	
Las Cruces	22	17	77%	Yes
Portales	5	4	80%	Yes
Roswell	8	8	100%	Yes
Total	69	60	87%	Yes

Source: Program Director Report 2016-17

3B) By the end of the 2016-17 school year and each year thereafter, 50% of youth receiving referrals will enroll in the program to which they were referred.

In addition to direct instructional services, MEP staff provide referrals and support to access services and resources that meet the needs of students at risk of dropping out and OSY services such as high school equivalency programs (HEP), adult education programs, alternative schools, and advocacy. Mentoring and job shadowing programs also may be part of these services. To measure effectiveness, staff document when referrals are provided and follow-up with students to determine if they participated.

Of the 117 secondary students who received a referral, 90% participated in the activity related to the referral, which meet the MPO. Four of the six sites reporting that they provided the referral met the MPO. For the two sites that did not meet the MPO, reasons included student pregnancy, lack of student motivation/desire to participate, family emergencies, and work. The mentors generally felt that the students who did not follow-up were too polite to refuse the service and gave excuses rather than admitting that they did not want to follow-up. Exhibit 33 displays student participation rates for referrals by site.

**Exhibit 33
Middle School and Secondary-aged Youth Receiving and Participating in Referred Programs**

Site	Youth Participating in Referred Programs			MPO met?
	# Receiving Referral	# Participating	% Participating	
Clovis	10	8	80%	Yes
Deming	26	26	100%	Yes
Dexter	1	0	0%	No
Gadsden	8	2	25%	No
Las Cruces	59	56	95%	Yes
Portales	13	13	100%	Yes
Total	117	105	90%	Yes

Source: Program Director Report 2016-17

3C) By the end of the 2016-17 school year and each year thereafter, 50% of students participating in life skills lessons will increase their score on the lesson pre/post assessment by 20%.

The strategy for this MPO was optional in the grant application. No sites reported results of life skills lessons.

FAMILY AND SUPPORT SERVICES RESULTS

4A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant parents who receive MEP parent training will report that the training helped them increase their ability to support their children’s education.

Progress toward the MPO was measured using a survey provided to parents who participated in MEP parent involvement activities. Parents rated the extent to which the services they received from the MEP increased their ability to support their children’s education. Ninety-nine percent (99%) of the 136 parents responding indicated that the services helped “some” or “a lot,” which **meets the MPO**. Exhibit 34 displays the distribution of parent ratings.

**Exhibit 34
Percent of Parents Increasing Ability to Support their Children’s Education**

	N	Not at all	Very little	Some	A lot	% Some or a lot	MPO met?
To what extent did the training you received help you increase your ability to support your child’s or children’s education?	136	0 (0%)	1 (1%)	34 (25%)	101 (74%)	99%	Yes

Source: Parent Survey 2016-17

4B) By the end of the 2016-17 school year and each year thereafter, 70% of identified migrant students will receive support services designed to meet their identified needs.

MEPs provide information and access to support services from community organizations and non-profit agencies through transportation, translation, and supplies distribution. In addition, sites provide supplemental support services that are necessary for students to attend school and school-related events. Examples of these services include supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.

MEP staff interviewed parents at the beginning of the program year and documented support services needs on the parent contact log. Services and additional needs were documented throughout the year. At the end of the program year, sites reviewed services needed and provided and documented the extent to which services were provided as needed by student. Overall there were 607 students identified who were present for enough time to determine needs and 510 (84%) received needed support services, meeting the MPO. Eight sites reported providing support services, and seven met the MPO target. Exhibit 35 displays the number and percent of migrant students receiving needed support services by site.

Exhibit 35
Migrant Students Receiving Support Services Aligned to Needs

Site	PK-12 and OSY Participating in Support Services			MPO met?
	# Identified	# Receiving needed support services	% Receiving needed support services	
Hagerman	12	12	100%	Yes
Portales	69	55	80%	Yes
Las Cruces	169	90	53%	No
Clovis	76	75	99%	Yes
Gadsden	81	81	100%	Yes
Deming	129	129	100%	Yes
Dexter	36	33	92%	Yes
Roswell	35	35	100%	Yes
Total	607	510	84%	Yes

Source: Program Director Report

6 Recommendations

Lessons learned and recommendations for action based on the evaluation of the New Mexico Migrant Education Program are included in this section of the report. The conclusions, commendations, and recommendations are summarized based on surveys and interviews with local MEP staff and migrant parents, site and classroom observations, results of assessments, reports provided by program directors, and other supporting information submitted to the program evaluator.

PROGRESS ON EVALUATION RECOMMENDATIONS

The following is a report of the progress made on 2015-16 recommendations in 2016-17.

Recommendation #1: Implement the updated SDP following the next steps identified in the report.

The state has followed the steps for implementation in rolling out and implementing the SDP that was completed in the spring of 2016. The program application was updated with new strategies and MPOs, data collection forms were updated, and onsite observation protocols and state monitoring tools were aligned to the new SDP. Onsite observations revealed implementation of the SDP to varying degrees as described in the implementation evaluation. There were two strategies that were not implemented in the first year of the SDP: direct instructional services for preschool students and life skills lessons for secondary students.

Recommendation #2: Provide additional summer services.

Though not reflected in the numbers currently in the MAPS database, one site—Las Cruces—implemented a summer school in 2017 in addition to Clovis which has had a long-running summer program. However, there remains room for growth in the provision of summer instructional services. While providing support services in the summer is a step in the right direction, additional instructional services may be necessary to bridge the achievement gap between migrant and non-migrant students as shown in the state assessment results.

Recommendation #3: Continue participation in the IRRC CIG.

New Mexico has continued participation in IRRC, and this has had an impact on increases in the number of migrant students identified and served. There was a 33% increase from 2015-16 to 2016-17, and a substantial portion of this increase occurred during the “sweeps” performed by collaborators connected with IRRC. In addition, the technical assistance and changes in the structure of recruiting have resulted in greater numbers identified. Increases have been achieved while maintaining quality control as all COEs reinterviewed were found eligible according to the IRRC Director Report.

Recommendation #4: Continue to monitor student assessment results to determine effective models of service delivery and target services to PFS and high school students.

New Mexico has improved reporting around assessments and has provided more assessment results in 2016-17 than in previous years. These results provide a basis for the recommendations for 2017-18 that follow.

Recommendation #5: Continue to identify needs through a local needs assessment.

Sites implemented the Parent Contact Log in 2016-17 that includes a family needs assessment. In addition, several sites provided needs assessment surveys for students and parents. The needs assessment data will be useful for an update to the New Mexico CNA that is on cycle for the 2017-18 school year.

RECOMMENDATIONS FOR 2017-18

Based on the data contained within this report, the following are recommendations for continuous improvement in 2017-18.

1. **Provide additional focus on academic information during parent meetings and events.** The MPO related to parent involvement was met with 99% of parents responding to the Parent Survey saying they believed the parent events helped increase their ability to support their child's education. However, a review of agendas for parent meetings and onsite observations revealed that there were few events with a focus on reading and math activities for the home. Parent satisfaction with services is important, and sites should maintain positive connections with parents while also intentionally providing information about supporting math and reading in the home. In addition, some parents mentioned on the surveys and during site visits that more information about post-secondary options and pathways to graduation and careers were needed.
2. **Ensure the data system will provide information helpful to sites and the state in the continuous improvement process.** The MAPS migrant-specific database has improved functionality such that multiple enrollments are now possible. However, in the transition to a new way of recording data, there was some confusion among sites about how to record enrollments. Compounding the confusion was that the system deleted the capacity to generate reports that would show the user the information that had been entered in a readable format. This means that if data were incorrectly entered, there was no way to see that on the system. The state should ensure that a report for data checks locally and at the state level is available as soon as possible. A user report is the only way for local MEP sites and the state to certify that data are correct and accurate.
3. **Begin implementation of direct instructional services for migrant preschool children.** The MPO related to migrant preschool child participation in early childhood education programs was partially met with three of the seven sites reporting half or more migrant preschool students enrolled in program. Statewide, just over half of all 4-5-year-old migrant children were not enrolled in any program. There were 3 to 4 students at almost every site that were not participating. The SDP strategy for school readiness includes providing instruction when children are not participating in existing programs. Providing early instruction is critical for school success. Sites should experiment with methods for involving migrant families, reducing barriers to participating, and various methods of instructional delivery to find what works best with the local population.
4. **Expand instructional services for migrant secondary youth and OSY.** Forty percent of secondary youth who were present for at least six months participated in instructional

services. These services included tutoring, credit accrual, and progress checks. While providing life skills lesson like those available on the osymigrant.org website were part of the new SDP strategies and MPOs, these lessons were not reported as being used. In interviews with staff and discussions among directors, staff noted that many secondary youth were not interested in these kinds of activities. However, there is a need for additional instruction and advocacy for migrant students. There is an achievement gap on the state assessment, high school students did not meet the MPO for gains on the short cycle assessment in reading, and though 87% of those served were on track for graduation, this doesn't include the 14% of participating youth who did not have a Next Step Plan or the 60% of secondary youth who did not receive services and progress on Next Step plans was not reported. The New Mexico MEP should expand secondary services through more intentional work with secondary students, implement life skills lessons, and explore avenues for providing instructional services to OSY. The state should explore the value of participation in the national CIG with a focus on secondary youth and/or OSY.

5. **Update the Comprehensive Needs Assessment.** New Mexico is on a three-year cycle of continuous improvement with CNA, SDP, and evaluation. In 2017-18, the state is due to update the CNA. This will entail meetings and data collection to determine the broad statewide needs of migrant students. In addition to the data already collected and reported in this evaluation, it is recommended that the state address the following questions:

- During 2016-17, how many migrant students and youth (ages 3-21) resided in each district during the regular school term for at least one day?
- During the summer of 2017, how many migrant students (ages 3-21) were identified in each district who never attend during the regular school year?
- For students who were present in each district during the 2016-17 school term, how many were absent for 10 or more days?
- For students who were present in each district during the 2016-17 school term, how many were retained and not promoted to the next grade level in 2017-18?
- What were the reasons for retentions?
- So far in 2017-18, what percentage of migrant middle school and secondary students are participating in extracurricular activities?
- So far in 2017-18, what percentage of migrant students (K-12) are participating in tutoring beyond the school day (other than tutoring provided by the MEP)?

The New Mexico MEP is commended for making substantial improvements to systems and services over the three-year improvement cycle from 2013-14 through 2016-17 lead by MEP Director Louie Torrez. Systems for ID&R have changed resulting in a 68% increase in identified students over 2013-14. The number of sites providing services has increased, and the quality of services has improved. New models of service delivery have been implemented, such as the mentor model, that show promise for increasing academic achievement among migrant students. Data collection and quality have improved to meet Federal requirements and be useful for program improvement. The New Mexico MEP is a high quality supplemental program that can serve as a model for other MEPs.

APPENDIX A

Data Collection Forms

Data Collection and Tracking Tools

Required Reporting Forms

Data Collection Form/Instrument	Who is surveyed/assessed?	Measureable Program Outcome	Due to the State
1. Staff Training Survey	Staff who have received MEP-sponsored professional development	MPO 1c	May 31, 2017 (Reg. Term) Aug. 18, 2017 (Summer)
2. Parent Survey or Project Effectiveness	Parents who received MEP-sponsored parent involvement services	MPO 4a	May 31, 2017 (Reg. Term) Aug. 18, 2017 (Summer)
3. Short Cycle Assessment Results Spreadsheet	Migrant students in grades K-12 who received supplemental instruction	MPOs 1a and 1b	May 31, 2017 (Reg. Term) Aug. 18, 2017 (Summer)
4. Program Director Report	Program directors complete information about program services and results	MPOs 1d, 2a, 2b, 3a, 3b, 3c, 4b	May 31, 2017 (Reg. Term) Aug. 18, 2017 (Summer)
5. Evidence of parent meetings—sign-in sheets and agendas	Coordinators of Parent Advisory Council meetings keep track of agendas and attendance	MPOs 1d, 4b	May 31, 2017 (Reg. Term) Aug. 18, 2017 (Summer)

Optional Supporting Documents*

Data Collection Form/Instrument	Who is surveyed/assessed?	Measureable Program Outcome
6. Next Step Plan	Secondary students on track for graduation. These plans are particular to each district and not provided by the MEP.	MPO 3a
7. Parent Contact Log and Youth Referral Log	Family needs and services provided	MPO 1d, 3b, 4b
8. Student Assessment Score Sheet	Results of secondary life skills lessons	MPO 3c

*Use these documents to complete the Program Director Report, and have them (or other supporting documentation) available for onsite evaluation visits.

Please ensure that all of the information listed above is collected and submitted to the Migrant Education Program at the state by the date listed.

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Instructional Staff and Mentor Survey

Training title: _____ Date: _____

Presenter: _____ Location: _____

Position:

Tutor/instructor: Preschool Elementary (K-5) Middle school (6-8) High School

District Level Recruiter Other:

As a result of this training, I am better able to...	A lot	Some	Very little	Not at all	Not applicable
1. Identify the needs of migrant students.	<input type="radio"/>				
2. Identify skills gaps.	<input type="radio"/>				
3. Identify effective instructional strategies.	<input type="radio"/>				
4. Place migrant students appropriately.	<input type="radio"/>				
5. Identify the impact of poverty and mobility on academic success.	<input type="radio"/>				
6. The content of the training was applicable to migrant students.	<input type="radio"/>				
7. The trainer was skilled at using various techniques to facilitate learning.	<input type="radio"/>				
8. The training or technical assistance was highly relevant and informative.	<input type="radio"/>				

How do you plan to use this training to improve the academic skills of migrant children or meet their needs?

.....

.....

.....

What additional professional development would help you provide instruction for migrant students?

.....

.....

.....

How could the New Mexico Migrant Education Program services be improved?

.....

.....

.....

2016-17 Parent Survey New Mexico Migrant Education Program

	Yes	No	Not applicable		
8. Did you participate in activities about supporting your children's education?	<input type="radio"/>	<input type="radio"/>			
If you participated in activities, how much did you learn about...	A lot	Some	Very little	Not at all	Not applicable
9. Supporting your children's education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Supporting math skills at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Supporting reading skills at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Requirements for graduation from high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Communicating with your child's teacher and school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. What services are most useful to your family? Mark all that apply.	<input type="checkbox"/> Clothing	<input type="checkbox"/> Medical	<input type="checkbox"/> Dental	<input type="checkbox"/> Vision	<input type="checkbox"/> Food bank
	<input type="checkbox"/> Referrals	<input type="checkbox"/> Transportation	<input type="checkbox"/> Mental health	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
	Excellent	Good	Fair	Poor	Not applicable
15. Please rate the overall quality of the migrant program services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you like most about migrant program services or activities?

.....

.....

.....

.....

What suggestions do you have to improve the program?

.....

.....

.....

.....

**Achievement Spreadsheet for 2016-17
New Mexico Migrant Education Program**

Site:				Date:			
Person Completing:				Phone:			
Assessment(s):							
<p>1A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in reading between two district short cycle assessments.</p> <p>1B) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in math between two district short cycle assessments.</p>							
Student Name*	Age/Grade	Received services? Y/N	PFS? Y/N	Short Cycle Reading Assessment Results (use scale score)		Short Cycle Math Assessment Results (use scale score)	
				1st Assessment	2nd Assessment	1st Assessment	2nd Assessment
<i>Sample Student</i>	3	Y	Y	35	55	25	80
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							

*IMPORTANT: Delete student names prior to submitting information to the State.

End of project annually

updated 8/16/2016

Program Director Report

Program Information

Site Name	
Project Director's Name	
Project Director's Phone Number & Email Address	

MPO 1D) By the end of the 2016-17 school year and each year thereafter, all projects implementing this strategy will report that 90% of MEP families received needed support as recorded on the MEP parent contact log.

Report the number of Parent Logs completed and the number of families receiving all needed services, most needed services, few needed services, and no needed services (none).

Number of Parent Contact Logs completed	# All	# Most	# Few	# None

2A) By the end of the 2016-17 school year and each year thereafter, 50% of migrant students participating in migrant-funded in-home school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment.

What test was used to assess school readiness? (Write "N/A" if no MEP in-home instruction provided.)

Number of preschool students receiving MEP in-home instruction	Number assessed	Number meeting developmentally appropriate benchmarks

2B) By the end of the 2016-17 school year and each year thereafter, 50% of identified migrant students ages 4-5 and not in kindergarten who are resident for at least six months will participate in an early childhood education programs (either MEP-funded or existing in the district).

Include participation in any early childhood program for all children ages 4-5 resident for 6 months or more.

Number of migrant children ages 4-5 resident for at least six months	Number participating in an early childhood education program

MPO 3A) By the end of the 2016-17 school year and each year thereafter, 50% of students in grades 9-12 who participate in supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.

Grade	Number of students participating in instructional services	Number with a Next Step Plan	Number "on track" according to Next Step Plan
9			
10			
11			
12			
Total			

3B) By the end of the 2016-17 school year and each year thereafter, 50% of youth receiving referrals will enroll in the program to which they were referred.

Use the referral tracking form to identify which students received referrals to programs such as GED, HEP, CAMP, dropout prevention, job shadow, college and career readiness program, or other relevant program and track the number of students participate in the programs.

Grade	Number receiving a referral	Number participating in the program to which they were referred
7		
8		
9		
10		
11		
12		
OSY		
Total		

3C) By the end of the 2016-17 school year and each year thereafter, 50% of students participating in life skills lessons will increase their score on the lesson pre/post assessment by 20%.

Life skills lessons can be downloaded from osymigrant.org. Each lesson includes a pre/post assessment. Use the Student Assessment Score Sheet to track results.

Grade	Number of students completing at least one life skills lesson	Number increasing score by 20% on at least one lesson
7		
8		
9		
10		
11		
12		
OSY		
Total		

4B) By the end of the 2016-17 school year and each year thereafter, 70% of identified migrant students will receive support services designed to meet their identified needs.

In “number receiving needed support services” include families/students receiving most or all needed services recorded in the parent contact log.

Grade	Number identified	Number receiving needed support services	Grade	Number identified	Number receiving needed support services
Age 3-5			7		
K			8		
1			9		
2			10		
3			11		
4			12		
5			OSY		
6			Total		

Parent Contact Log for Supplemental Support Services

Family:		COE #:	
Number of children in household:		Grade/Age(s): PK (0-2) PK (3-5) K 1 2 3 4 5 6 7 8 9 10 11 12 OSY	
Parent English oral language proficiency: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None	Child English oral language proficiency (list # of children next to each applicable level) ___High ___Medium ___Low ___None	Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:	
Family expressed need for support services: <input type="checkbox"/> School supplies/backpacks <input type="checkbox"/> Secondary counseling (credit related) <input type="checkbox"/> College and career counseling <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/interpretation in school <input type="checkbox"/> Help communicating with the school <input type="checkbox"/> Counseling <input type="checkbox"/> Vision <input type="checkbox"/> Mental <input type="checkbox"/> Nutrition/food box <input type="checkbox"/> Transportation <input type="checkbox"/> Clothing/shoes <input type="checkbox"/> Locating community resources <input type="checkbox"/> Translation/interpretation outside of school <input type="checkbox"/> Legal service referrals <input type="checkbox"/> Medical <input type="checkbox"/> Dental <input type="checkbox"/> Other:		Comments and other support service needs:	
Family received: (Use the back of this sheet to track individual services) <input type="checkbox"/> School supplies/backpacks <input type="checkbox"/> Secondary counseling (credit related) <input type="checkbox"/> College and career counseling <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/interpretation in school <input type="checkbox"/> Help communicating with the school <input type="checkbox"/> Counseling <input type="checkbox"/> Vision <input type="checkbox"/> Mental <input type="checkbox"/> Nutrition/food box <input type="checkbox"/> Transportation <input type="checkbox"/> Clothing/shoes <input type="checkbox"/> Locating community resources <input type="checkbox"/> Translation/interpretation outside of school <input type="checkbox"/> Legal service referrals <input type="checkbox"/> Medical <input type="checkbox"/> Dental <input type="checkbox"/> Other:		Did the family receive support services needed? <input type="checkbox"/> All needed services provided <input type="checkbox"/> Most needed services provided <input type="checkbox"/> Very few needed services provided <input type="checkbox"/> No needed services provided If few or no services, explain the circumstances:	
Family expressed need for instructional services: <input type="checkbox"/> Study skills <input type="checkbox"/> Reading instruction <input type="checkbox"/> Writing instruction <input type="checkbox"/> Math instruction <input type="checkbox"/> Learning English <input type="checkbox"/> Technology instruction, materials, and devices <input type="checkbox"/> GED <input type="checkbox"/> After-school tutoring <input type="checkbox"/> Opportunities after graduating high school <input type="checkbox"/> Making good scores on the State test <input type="checkbox"/> Keeping students motivated to stay in school <input type="checkbox"/> Preparing for kindergarten <input type="checkbox"/> Other:		Comments and other instructional service needs:	Follow-up:
Family:		COE #:	

Support Services Log

- | | | |
|--|---|---|
| <input type="checkbox"/> School supplies/backpacks
<input type="checkbox"/> Secondary counseling (credit related)
<input type="checkbox"/> College and career counseling
<input type="checkbox"/> Childcare
<input type="checkbox"/> Translation/interpretation in school
<input type="checkbox"/> Help communicating with the school | <input type="checkbox"/> Nutrition/food box
<input type="checkbox"/> Transportation
<input type="checkbox"/> Clothing/shoes
<input type="checkbox"/> Locating community resources
<input type="checkbox"/> Translation/interpretation outside of school
<input type="checkbox"/> Legal service referrals | <input type="checkbox"/> Mental
<input type="checkbox"/> Dental
<input type="checkbox"/> Medical
<input type="checkbox"/> Vision
<input type="checkbox"/> Counseling
<input type="checkbox"/> Referral to GED/HEP/CAMP/ESL program |
|--|---|---|

List services provided including referrals. Services that primarily benefit parents are not listed unless they are parent involvement.

Support Service Provided	Date	Service provided to (list family or name/grade if not for the whole family)

Referral Log for Secondary and Out-of-School Youth (OSY)

List secondary youth or OSY who received a referral to a program to further their education, prevent dropping out, or prepare them for college or career. Follow up after the referral and list whether or not they participated in the program they were referred to.

Name	Grade or OSY	Referred to (list the program or service name)	Did the youth enroll or participate?

APPENDIX B
Staff and Parent Survey
Comments

Staff Training Survey Comments

How do you plan to use this training to improve the academic skills of migrant children or meet their needs?

- We need to understand where students are coming from academically and personally to make sure services we offer will help meet needs. (5)
- I plan to further promote the academic skills of migrant students by advocating for them as necessary and being available to them, their parents, and teachers. This will enable the student to have any available resources for success. (4)
- Share the information with colleagues and follow-up to ensure that migrant students receive academic support.
- The activities they presented would be great to implement during summer instruction.
- I plan to work with staff to meet the needs of migrant students
- I plan to be a better support to students and teachers for academics and post-secondary opportunities.
- Relay the information to our teachers at the high school to identify and meet the needs of migrant students
- Use referrals and identify the specialist that can find the resources to help the family.
- Receiving the knowledge on the types of educational or behavior needs that we have and resources to meet the needs.
- Sharing information with parents about the importance of testing and what parents can do to help children prepare.
- I will address the issues of concern in academics to best serve the needs of the migrant families.

What additional professional development would help you provide instruction for migrant students?

- How to help students make up credits and become more engaged in school. (2)
- Parents would like financial education. (2)
- Identification of students that move in during the school year.
- Have a presenter share academic strategies with our migrant students and parents. Have secondary students present to lower grade levels.
- How to motivate and increase English proficiency.
- How to provide after school remediation programs that improve reading and writing skills for those that are proficient.
- Coordinating for resources to meet needs.
- Coordinating with other districts on how they meet needs.

How could the New Mexico MEP services be improved?

- A workshop about providing services for OSY. (2)
- Increase recruitment because there are many more families that qualify, but they are not aware of the program. (2)
- Increase the number of MEPs throughout the state.
- Continue to educate staff about the needs of migrant students and identification.
- I think we need a program where secondary migrant students help primary migrant students with things like tutoring, self-esteem, leadership, sports, and other things.
- More specific training on how to be a mentor.

- Migrant students in middle and high school need more help with math.
- A workshop for parents about improving math skills

Parent Survey Comments

What do you like most about the services from the migrant program?

- Everything is good. (5)
- The whole program has been a great help. (5)
- They are very understanding and help a lot. (4)
- All of the services are important to me. (4)
- They are friendly and give us a lot of help. (4)
- Everything is good. (4)
- Their communication is clear and simple to understand. (3)
- They let us know about services that we might not know about. (3)
- Overall, they are thinking about the needs of all the members of the family and give us support to meet our needs. (3)
- They help my children with school. (2)
- They pay us a lot of attention and provide family services. (2)
- They teach us and help our children succeed with things like school supplies and other things we need, and they are very friendly. (2)
- They care and take interest in the education of our children, and the great support that most receive. (2)
- Everything they help out with and anything to help meet our needs. (2)
- I like that there is always help with activities and if we have any questions or problems we can always come and get answers. (2)
- I'm happy with their excellent work because my daughter is more motivated to continue her studies.
- Student support such as clothing.
- The tutors are very helpful.
- The meetings and everything they provide my children.
- They understand our children and their needs, and they inform us about their progress.
- They have a lot of support from school principals and everything to do with help at the school.
- I like the events where we learn about what the program offers so that we can get all of the benefits.
- That they have tutoring for primary grades.
- I like the tutors and that they help with behavior issues.
- I like the summer school.
- They support us in every facet of the school and daily life of the student to increase learning.
- They are very involved with parents and students.
- Help with school supplies and clothing.
- Summer school
- They continue to give information about all of the programs that benefit our children.
- I am satisfied with the services and activities they have provided for my child.

- They help by bringing my daughter to the school and back home again after the summer classes.
- The information provided helps a lot with our questions.
- They help my kids learn more and not forget what they've learned during the summer.
- Day by day I see the progress my children make in learning the language.
- They help a lot with school supplies and the Rosetta Stone program.

What suggestions do you have for improving the program?

- None. Everything is good. (36)
- I More information about scholarships for college. (4)
- have no suggestions. I'm very grateful for what has been provided. (3)
- More parents should attend the meetings. (2)
- Continue providing the support because it has really helped my daughter with her education.
- More communication between tutors and teachers to understand educational needs.
- More after school programs to help our children with their education.
- I hope that the children who are in grades 9 or 10 could go to the summer school.
- I wish they could give things to the children for Christmas
- People who are not in the program need to know about it and get information to be in it.
- We should have more meetings so we can know about everything that's going on.
- More help in English for those students who have difficulties.
- I wish there were more classes in the week.

APPENDIX C
Quality of Strategy
Implementation Rubric

New Mexico Migrant Education Program Quality of Strategy Implementation (QSI) Tool

Site: _____

Date: _____

Goal Area: Reading and Mathematics

	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of reading and math instructional services designed improve achievement.	<input type="checkbox"/> Some evidence of reading and math instructional services designed improve achievement.	<input type="checkbox"/> Sufficient evidence of reading and math instructional services designed improve achievement.	<input type="checkbox"/> Evidence exceeds expectations of reading and math instructional services designed improve achievement.
Strategy 1.1a					
Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve reading and math achievement.	<ul style="list-style-type: none"> - How many students participated in reading or math instructional services? - Describe the supplemental instructional services provided in reading and math? - How is the delivery of services structured? - Who delivers services and what training do they have? - What materials or instructional programs are provided or used? 				
Comments/follow-up:					
	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of innovative technology integration to increase achievement and student engagement.	<input type="checkbox"/> Some evidence of innovative technology integration to increase achievement and student engagement.	<input type="checkbox"/> Sufficient evidence of innovative technology integration to increase achievement and student engagement.	<input type="checkbox"/> Evidence exceeds expectations of innovative technology integration to increase achievement and student engagement.
Strategy 1.1b					
Implement an innovative technology integration program to increase student achievement in reading and math and student engagement in school.	<ul style="list-style-type: none"> - How many students participated in the MEP technology integration? - Describe the technology integration program? - How did the technology program help increase student achievement in reading and math? - How did the technology program help increase student engagement in school? 				
Comments/follow-up:					

Strategy 1.2a	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of PD for promoting reading and math achievement.	<input type="checkbox"/> Some evidence of PD for promoting reading and math achievement.	<input type="checkbox"/> Sufficient evidence of PD for promoting reading and math achievement.	<input type="checkbox"/> Evidence exceeds expectations of PD for promoting reading and math achievement.
Provide professional development (PD) to instructional staff (including counselors and instructional staff who have contact with migrant students) in identifying skills gaps, appropriate placement, and instructional strategies to improve reading and math achievement for MEP students.	<ul style="list-style-type: none"> - How many staff participated in MEP-funded professional development? - Describe the professional development provided (provide agendas/materials from trainings)? - To what extent are the topics/strategies from the training being used? 				
Comments/follow-up:					
Strategy 1.2b	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of PD on impact of poverty and mobility.	<input type="checkbox"/> Some evidence of PD on impact of poverty and mobility.	<input type="checkbox"/> Sufficient evidence of PD on impact of poverty and mobility.	<input type="checkbox"/> Evidence exceeds expectations of PD on impact of poverty and mobility.
Provide professional development to staff on the impact of poverty and mobility on the academic success of migrant students.	<ul style="list-style-type: none"> - How many staff participated in MEP-funded professional development? - Describe the professional development provided (provide agendas/materials from trainings)? - What changes in staff understanding of migrant students have been observed since the training? 				
Comments/follow-up:					
Strategy 1.3	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of a mentor program to meet migrant student needs.	<input type="checkbox"/> Some evidence of a mentor program to meet migrant student needs.	<input type="checkbox"/> Sufficient evidence of a mentor program to meet migrant student needs.	<input type="checkbox"/> Evidence exceeds expectations of a mentor program to meet migrant student needs.
Implement a migrant mentor or advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families.	<ul style="list-style-type: none"> - How many students participated in the migrant mentor or advocacy program? - Describe the mentor or advocacy program? - How did the program meet the specific needs of individuals and/or families? 				

Goal Area: School Readiness

Strategy 2.1	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of school readiness instruction or parenting education.	<input type="checkbox"/> Some evidence of school readiness instruction or parenting education.	<input type="checkbox"/> Sufficient evidence of school readiness instruction or parenting education.	<input type="checkbox"/> Evidence exceeds expectations of school readiness instruction or parenting education.
Provide in-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs.	<ul style="list-style-type: none"> - How many preschool students participated in in-home instructional programs? - Describe the in-home instruction and parenting education? - Who delivers services and what training do they have? - What materials or instructional programs are provided or used? 				
Comments/follow-up:					
Strategy 2.2a	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of referrals to and support for existing preschool programs.	<input type="checkbox"/> Some evidence of referrals to and support for existing preschool programs.	<input type="checkbox"/> Sufficient evidence of referrals to and support for existing preschool programs.	<input type="checkbox"/> Evidence exceeds expectations of referrals to and support for existing preschool programs.
Provide information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool (PK) instructional services to match parent schedules.	<ul style="list-style-type: none"> - How many preschool students were referred to existing preschool programs? - How many preschool students received support for attending existing preschool programs? - Who provides services through the existing preschool programs? - To what extent are existing providers meeting the needs of migrant students? 				
Comments/follow-up:					
Strategy 2.2b	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of partnerships with existing early childhood education providers.	<input type="checkbox"/> Some evidence of partnerships with existing early childhood education providers.	<input type="checkbox"/> Sufficient evidence of partnerships with existing early childhood education providers.	<input type="checkbox"/> Evidence exceeds expectations of partnerships with existing early childhood education providers.
Provide comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents.	<ul style="list-style-type: none"> - How does the program coordinate with early childhood education providers? - Are there any MEP students who are not attending existing preschool services? If not, why not? 				

Goal Area: High School Graduation and Services to OSY

Strategy 3.1	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of instruction to improve core content achievement for secondary students.	<input type="checkbox"/> Some evidence of instruction to improve core content achievement for secondary students.	<input type="checkbox"/> Sufficient evidence of instruction to improve core content achievement for secondary students.	<input type="checkbox"/> Evidence exceeds expectations of instruction to improve core content achievement for secondary students.
Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement.	<ul style="list-style-type: none"> - How many students participated in instructional services to improve core content achievement? - Describe the supplemental instructional services provided? - How is the delivery of services structured? - Who delivers services and what training do they have? - What materials or instructional programs are provided or used? 				
Comments/follow-up:					
Strategy 3.2a	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of referrals for secondary students.	<input type="checkbox"/> Some evidence of referrals for secondary students.	<input type="checkbox"/> Sufficient evidence of referrals for secondary students.	<input type="checkbox"/> Evidence exceeds expectations of referrals for secondary students.
Provide referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY such as high school equivalency programs, HEP, or re-enrollment in school.	<ul style="list-style-type: none"> - How many students received referrals to programs to help prevent dropping out? - To what programs were students referred? - How many students enrolled in programs, reenrolled in school, or obtained a GED? 				
Comments/follow-up:					
Strategy 3.2b	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of mentorship or job shadow program.	<input type="checkbox"/> Some evidence of mentorship or job shadow program.	<input type="checkbox"/> Sufficient evidence of mentorship or job shadow program.	<input type="checkbox"/> Evidence exceeds expectations of mentorship or job shadow program.
Build connections between secondary age youth and the community education providers through a mentorship or job shadow program.	<ul style="list-style-type: none"> - How many students participated in a mentorship or job shadow program? - Describe the mentorship or job shadow program? - Who provides services and what training do they have? 				
Comments/follow-up:					
Strategy 3.3	<input type="checkbox"/> Strategy was	<input type="checkbox"/> Little evidence of life	<input type="checkbox"/> Some evidence of	<input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Evidence exceeds

	not implemented	skills instruction that meets student needs.	life skills instruction that meets student needs.	of life skills instruction that meets student needs.	expectations of life skills instruction that meets student needs.
Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills.	<ul style="list-style-type: none"> - How many students participated in programs to help secondary youth gain life skills? - What programs or lessons were used? - How do the programs meet student needs? - Who provides services and what training do they have? 				
Comments/follow-up:					

Goal Area: Family and Support Services

Strategy 4.1	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of parent involvement regarding topics listed in the strategy.	<input type="checkbox"/> Some evidence of parent involvement regarding topics listed in the strategy.	<input type="checkbox"/> Sufficient evidence of parent involvement regarding topics listed in the strategy.	<input type="checkbox"/> Evidence exceeds expectations of parent involvement regarding topics listed in the strategy.
Provide ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children’s educational goals, and be involved in their child’s education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events.	<ul style="list-style-type: none"> - How many parent events were provided? - How many parents attended? - What were the topics of the parent events? - What other parent involvement did the MEP provide? - Who provides services and what training do they have? 				
Comments/follow-up:					

Strategy 4.2a	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of the provision of information and access to support services.	<input type="checkbox"/> Some evidence of the provision of information and access to support services.	<input type="checkbox"/> Sufficient evidence of the provision of information and access to support services.	<input type="checkbox"/> Evidence exceeds expectations of the provision of information and access to support
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					services.
Provide information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed.	<ul style="list-style-type: none"> - With which organizations does the MEP partner for support services? - How did the MEP support access to these organizations/services? - How are support services aligned to the needs of migrant students and families? 				
Comments/follow-up:					
Strategy 4.2b	<input type="checkbox"/> Strategy was not implemented	<input type="checkbox"/> Little evidence of support services aligned to needs.	<input type="checkbox"/> Some evidence of support services aligned to needs.	<input type="checkbox"/> Sufficient evidence of support services aligned to needs.	<input type="checkbox"/> Evidence exceeds expectations of support services aligned to needs.
Provide supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.	<ul style="list-style-type: none"> - How many students participated in support services? - What support services were provided? - How are support services aligned to the needs of migrant students and families? 				
Comments/follow-up:					

