2019-20 Migrant Education Program Evaluation Results

Alaska Department of Education & Early Development

July 2021

Background

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Key Acronyms

- CNA – Comprehensive Needs Assessment
- MEP – Migrant Education Program
- FSI – Fidelity of Strategy Implementation
- GPRA – Government Performance and Results Act
- ID&R – Identification and Recruitment
- MPO – Measurable Program Outcome
- OME – Office of Migrant Education
- PFS – Priority for Services
- SDP – Service Delivery Plan

Executive Summary 2019-20

- **12,949** migratory children identified

- **77%** received an MEP support or instructional service

- **24%** received summer services

- **6 of 10** MPOs were met

- Strategy implementation was rated **3.7 out of 5.0**

Statute, Regulations, and Guidance

- The statute, regulations, and non-regulatory guidance are 3 main sources that inform and guide MEP CNAs, SDPs, and Evaluations
  - **Statute:** Section 1306 of ESSA (CNA/ SDP); Section 75.118 and 75.590 in Uniform Guidance (Evaluation)
  - **Regulations:** 34 C.F.R. §§ 200.83 (CNA/SDP); 34 C.F.R. §§ 200.84 (Evaluation)
  - **Non-Regulatory Guidance:** Chapter IV (CNA/SDP); Chapter VIII (Evaluation)

Key Evaluation Requirements

- The state MEP provides specific **implementation results** that demonstrate the level of fidelity in the implementation of regular year and summer/intersession activities and services contained within the SDP

- The State MEP collects **performance results** data on MPOs established in the SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students

Data Sources

- Student achievement results (e.g., statewide summative assessment results, graduation rates, dropout rates)
- Migrant Reports from Districts (e.g., Mass Withdrawal, Summer Withdrawal, Course History, Priority for Services)
- Demographic data from MIS2000
- Parent surveys
- Staff surveys
- District Fidelity of Strategy Implementation (FSI) results
- Anecdotal data from staff and parents

# Why do we evaluate the Migrant Education Program?

- Help, educators, parents, and community leaders find out what works and what doesn't

- Evaluate the success of education initiatives

- Identify highly successful practices

- Help programs target areas for improvement

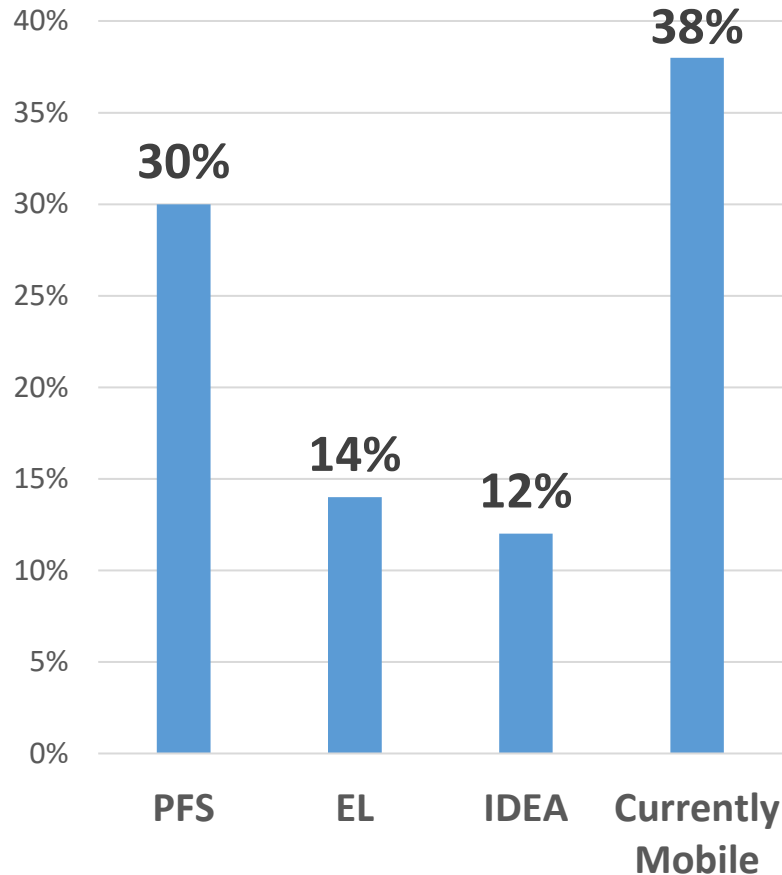- Show what programs are doing to achieve excellence

Demographics and Services Overview

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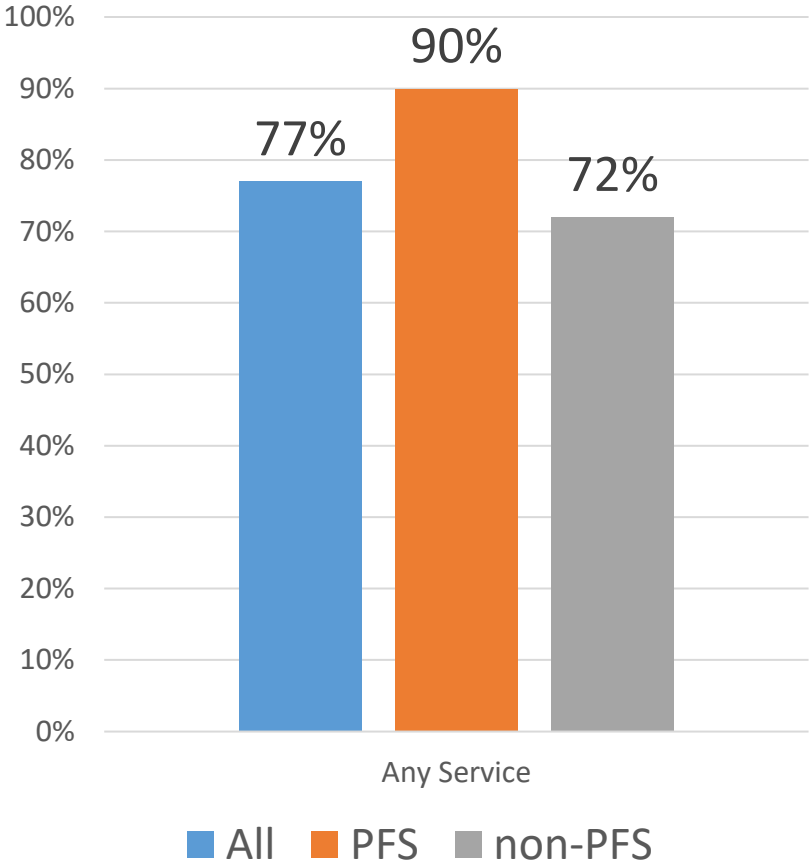# Migratory Children Identified 2016-17 through 2019-20
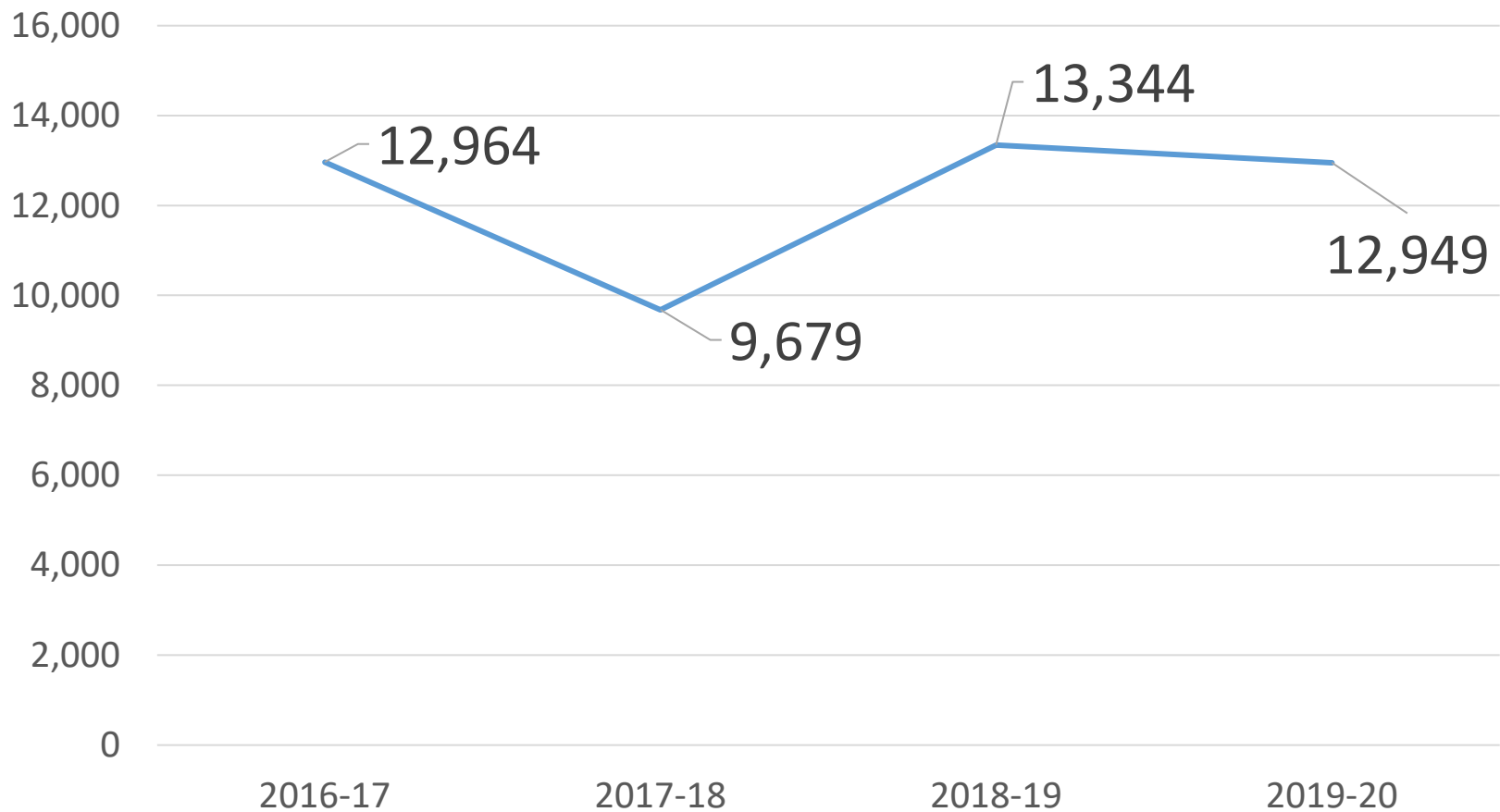
Demographics

Percentages of students identified who have priority for services (PFS), English learners (ELs), eligible for the Individuals with Disabilities Education Act (IDEA), and currently mobile children who made a qualifying move in 2019-20
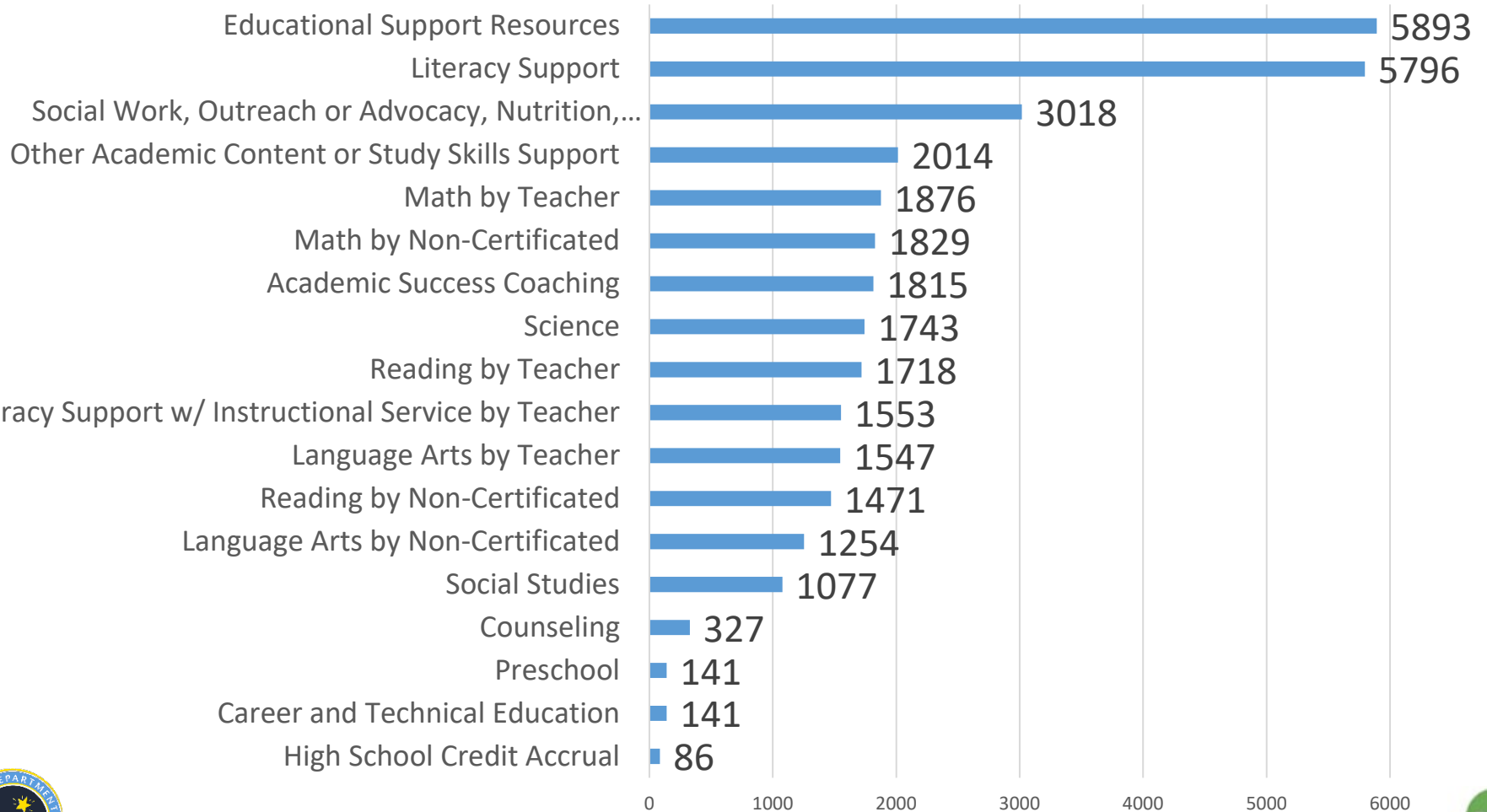
Supplemental Services

- Percent of migratory children receiving Title I-C funded supplemental services in 2019-20

Number of Migratory Children Receiving Each Type of Service

Service	Number
Educational Support Resources	5893
Literacy Support	5796
Social Work, Outreach or Advocacy, Nutrition,…	3018
Other Academic Content or Study Skills Support	2014
Math by Teacher	1876
Math by Non-Certificated	1829
Academic Success Coaching	1815
Science	1743
Reading by Teacher	1718
Literacy Support w/ Instructional Service by Teacher	1553
Language Arts by Teacher	1547
Reading by Non-Certificated	1471
Language Arts by Non-Certificated	1254
Social Studies	1077
Counseling	327
Preschool	141
Career and Technical Education	141
High School Credit Accrual	86

Percentages Served by Category

- Instruction, support services, reading, math, credit accrual, and summer services in 2019-20

Fidelity of Strategy Implementation

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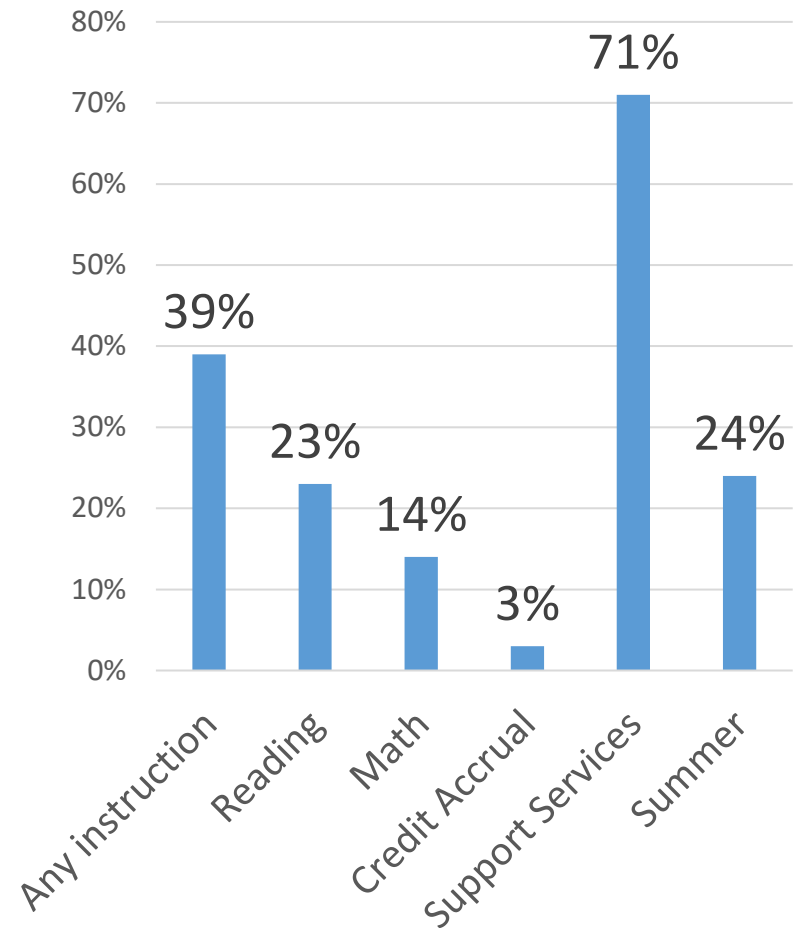
Evaluating Fidelity of Strategy Implementation

- 2019-20 implementation of the strategies was evaluated using the Fidelity of Strategy Implementation (FSI) Tool

Goal Area 1: English Language Arts and Mathematics

Strategy 1.1

Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.

Implementation Level ☐ Not Applicable (did not apply for this strategy – skip to next strategy)

☐ Not Aware	☐ Aware	☐ Developing	☐ Succeeding	☐ Exceeding
We are not aware that our program applied to implement supplemental ELA instruction for migratory children based on their ELA needs.	We are aware that our program applied to implement supplemental ELA instruction for migratory children, but we have not started developing or providing services yet.	We are developing supplemental ELA instruction for migratory children identified as PFS, EL, or at-risk of failure, but services were not provided or not targeted to needs.	We have provided sufficient ELA instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.	We have provided comprehensive ELA instruction targeted to the appropriate groups based on needs identified through a standards-based assessment, and could share our successful program with other programs in the state.

How was the strategy implemented?
- ☐ Curriculum/computer-based intervention programs/software
- ☐ Distance/online instruction
- ☐ Enrichment activities/ programs
- ☐ Evidence-based instructional materials/strategies
- ☐ Migrant tutor program
- ☐ One-on-one or small group after-school tutoring
- ☐ Peer tutoring
- ☐ Push-in or pull-out intervention
- ☐ Reading groups/book studies
- ☐ Summer school
- ☐ Weekend support
- ☐ Other:

How did you use Title I-C funds?
- ☐ Certified staff
- ☐ Coordination with partners
- ☐ Educational resources/materials
- ☐ Electronic devices for check-out
- ☐ Evidence-based supplemental curriculum and materials
- ☐ Fees for instructional services
- ☐ MOUs with partners
- ☐ Paraprofessionals
- ☐ Professional development
- ☐ Software/site licenses (evidence-based programs)
- ☐ Student travel
- ☐ Support staff

What documentation is kept on site?
- ☐ Agendas
- ☐ Attendance logs
- ☐ Communication with parents/guardians (flyers, announcements, contact logs, etc.)
- ☐ Evaluations/surveys
- ☐ Fiscal records
- ☐ Formative assessment results
- ☐ Individual learning plans
- ☐ Interim assessment results
- ☐ Meeting notes
- ☐ MOUs
- ☐ Participation of PFS, EL, and at-risk students
- ☐ Personnel contracts

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Purposes of the FSI Tool
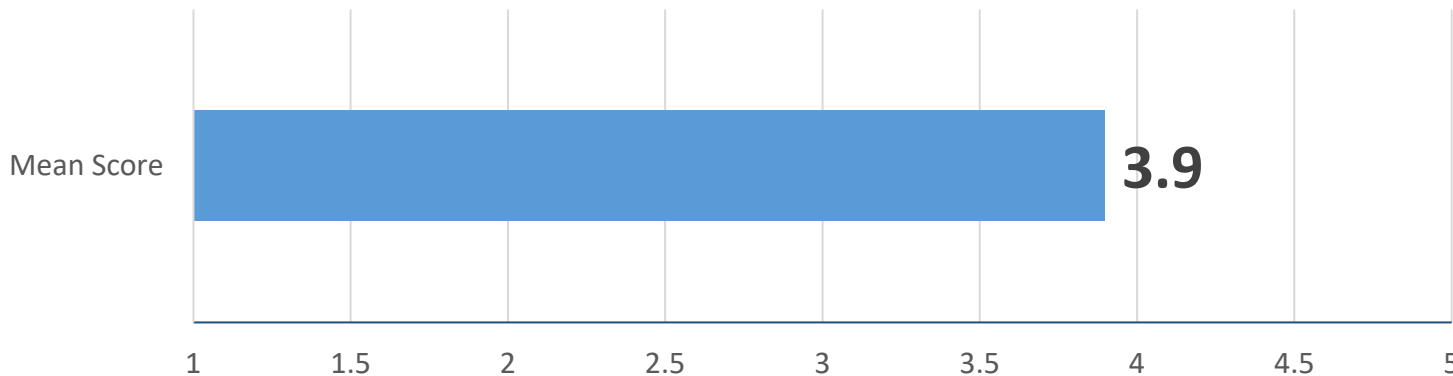
- Informs the **implementation evaluation** of the Alaska MEP as required by OME.

- Measures the level of implementation of each **Strategy** to determine the extent to which MEP services are delivered with fidelity.

- Determines the extent to which MEP services are delivered with **fidelity**.

- Serves as a **self-assessment guide** to local MEPs in implementing migrant-funded services.

ELA and Math Strategies (1 of 4)

Strategy 1.1: Deliver targeted supplemental English language arts instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their English language arts needs that were identified through a standards-based assessment.

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean Score: **3.9**

(Scale: 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5)

Mean: 3.9 with 81% Succeeding+
More districts with succeeding ratings did the following activities:
- Curriculum/computer-based intervention programs/software

Strategy 1.2: Deliver targeted supplemental mathematics instruction for migratory children identified as PFS, EL, or at-risk of failure, based on their mathematics needs that were identified through a standards-based assessment.

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean Score: 3.8

Mean: 3.8 with 78% Succeeding+
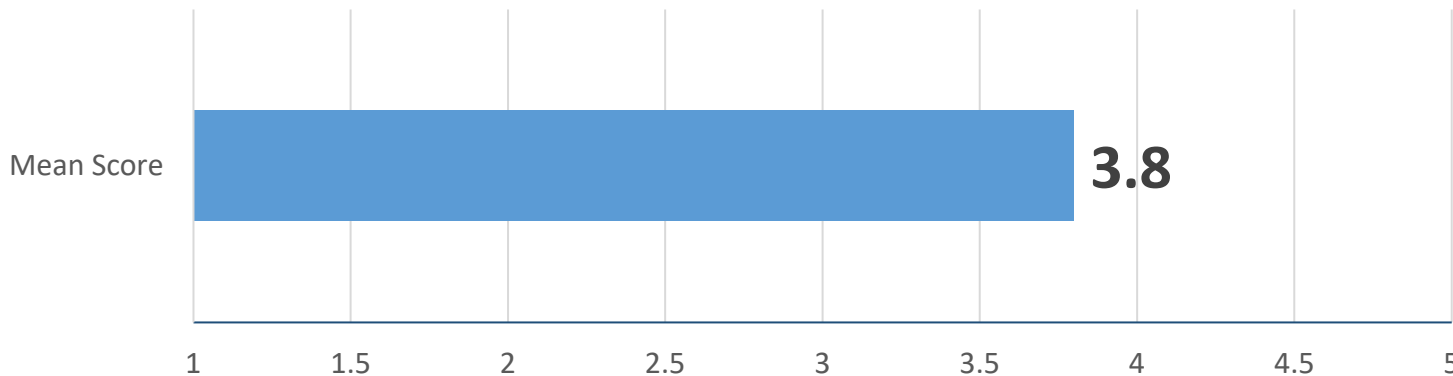**More districts with succeeding ratings did the following activities:**
- Curriculum/computer-based intervention programs/software
- Distance/online instruction
- Enrichment activities/programs

ELA and Math Strategies (3 of 4)

Strategy 1.3: Provide evidence-based, supplemental instruction for migratory children identified as EL that are designed to increase academic skills.

Mean Score ▇▇▇▇▇▇▇▇▇▇ **3.6**

| 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
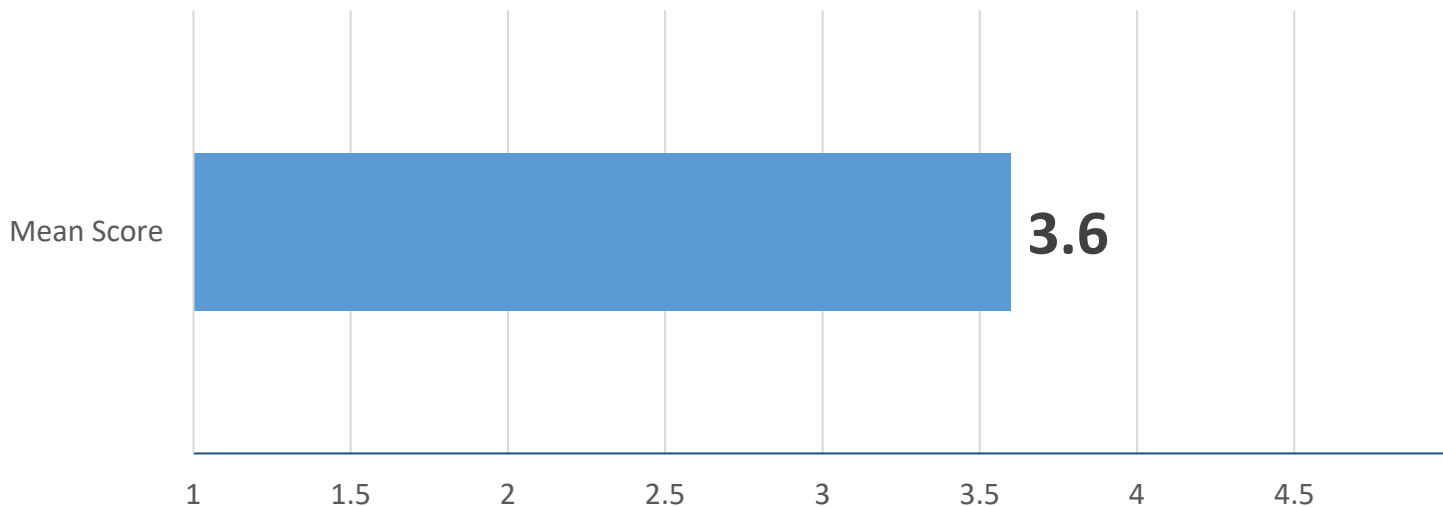
Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.6 with 60% Succeeding+

Too few districts implemented the strategy to make decisions on more successful activities.

ELA and Math Strategies (4 of 4)

Strategy 1.4: Implement the Migrant Literacy Grant to 1) increase access to literature in the homes of migratory families, 2) support literacy activities that increase family engagement, and 3) provide parents/ guardians with strategies to support reading
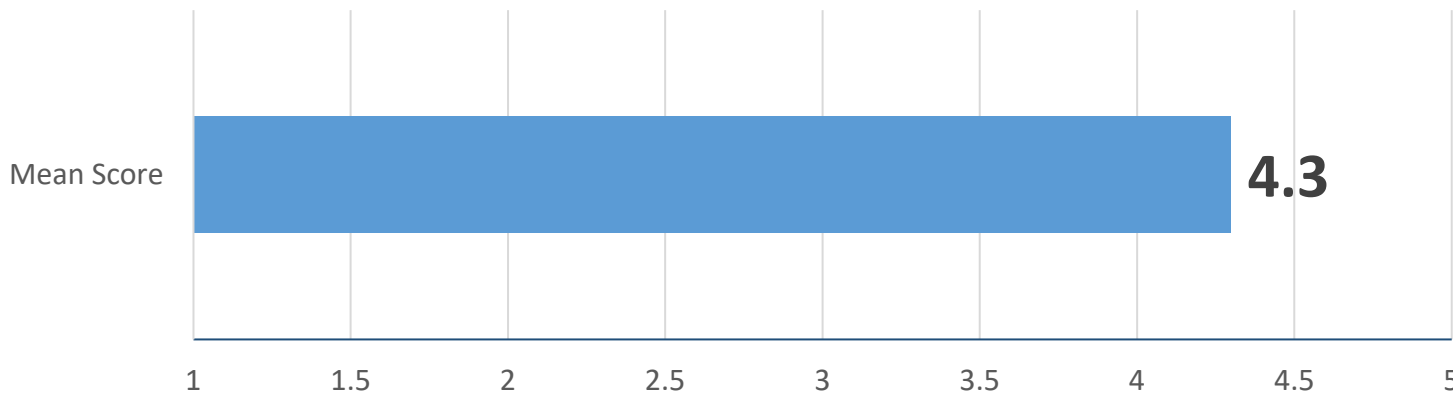
Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 4.3 with 97% Succeeding+

**All but one site was succeeding, so no conclusions can be made about more successful activities.**

School Readiness Strategies (1 of 3)

Strategy 2.1: Establish partnerships with tribal, local, district, Head Start, and other preschools in the communities to increase the enrollment of migratory children in preschool. This could include home-based visits and playgroups.
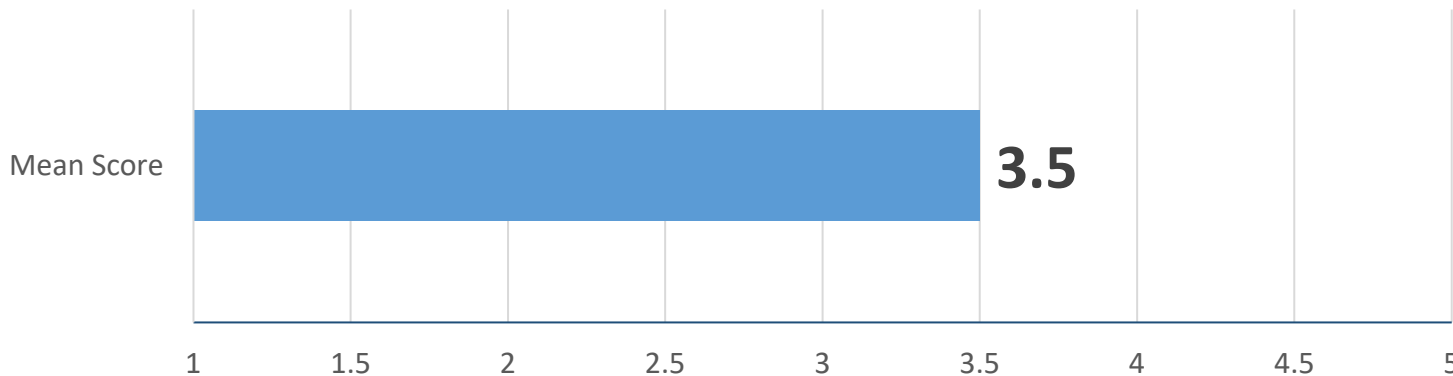
Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean Score: 3.5

Mean: 3.5 with 56% Succeeding+

More districts with succeeding ratings did the following activities:
- Organize/reach out to home-based preschools and playgroups

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School Readiness Strategies (2 of 3)

Strategy 2.2 Provide migrant-funded instructional services for preschool-aged children with a focus on social-emotional development (home-based or site-based). Provide professional development in areas such as: working with preschool-aged children, Advers

Mean Score — 3.1 (bar chart, scale 1 to 5)

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.1 with 50% Succeeding+

More districts with succeeding ratings did theses activities:
- Advocacy
- Home-based parenting education with parent and child together time
- Migrant-funded preschool
- Professional development
- Site-based preschool
- State of Alaska Frameworks: "Strengthening Families" and "Pyramid Models"

School Readiness Strategies (3 of 3)

Strategy 2.3: Use culturally responsive, evidence-based curriculum and instruction that support the implementation of the Early Learning Guidelines (ELGs) at migrant-funded preschools. This includes resources and/or training for appropriate staff.

Mean Score: **3**

(Horizontal axis: 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5)

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.0 with 50% Succeeding+

Too few districts implemented the strategy to make decisions on more successful activities.

Graduation & OSY Strategies (1 of 4)

Strategy 3.1: In the regular and/or summer terms, provide high school migratory children appropriate credit recovery and/or distance education opportunities for credit accrual.

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.7 with 75% Succeeding+

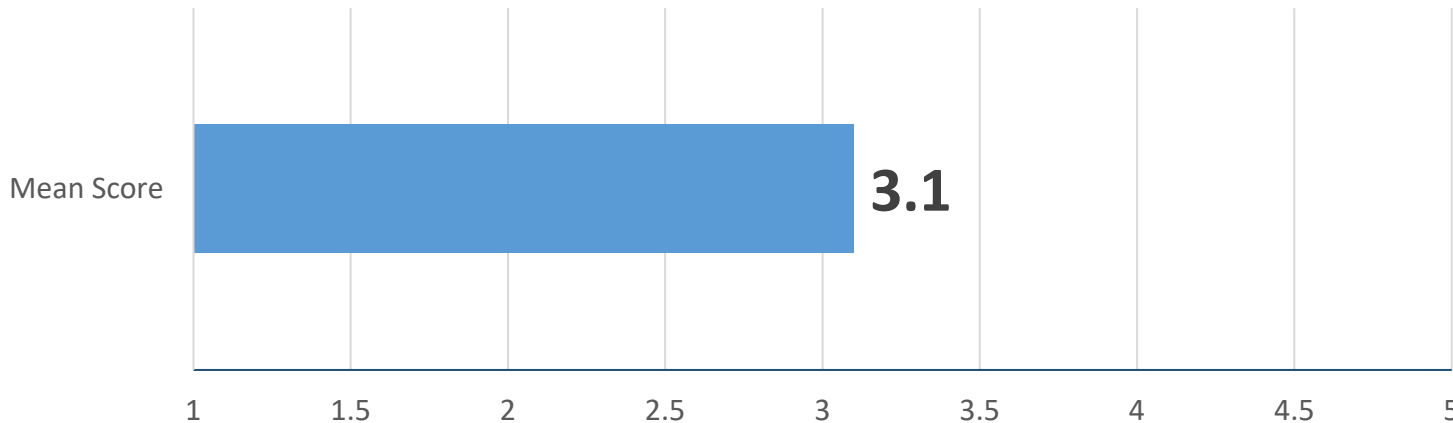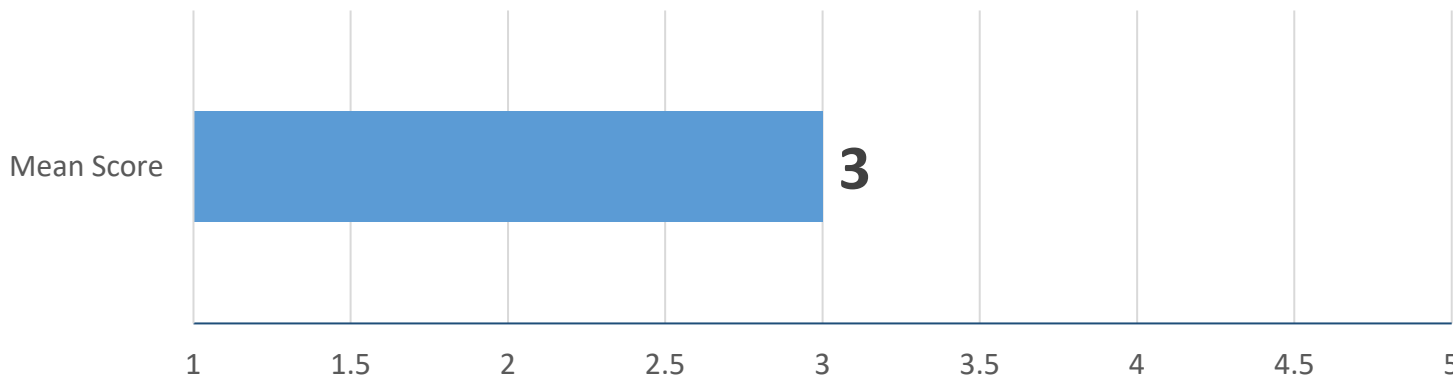**More districts with succeeding ratings did the following activities:**
- Summer school program
- Dual credit

Graduation & OSY Strategies (2 of 4)

Strategy 3.2: In the regular school term, provide middle and high school migratory children with an academic success coach to monitor child progress and provide assistance when a child is at-risk of receiving a D or F in an ELA or math course.

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean Score: **3.8**

Mean: 3.8 with 75% Succeeding+

More districts with succeeding ratings did the following activities:
- Academic success coach program
- Coordination with parents
- Interim/school break workshops
- Periodic progress check-ins during evening classes

Graduation & OSY Strategies (3 of 4)

Strategy 3.3: In the regular and/or summer terms, provide migratory children opportunities to participate in college/career readiness activities and work towards a career path.

Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean Score: 3.6

Mean: 3.6 with 67% Succeeding+

More districts with succeeding ratings did the following activities:
- FAFSA support
- Job shadow
- Work-based experiences

Graduation & OSY Strategies (4 of 4)

Strategy 3.4: In the regular and/or summer terms, provide outreach activities for migratory OSY to help them re-enroll in school and graduate.

Scoring Key
- Not Aware = 1
- Aware = 2
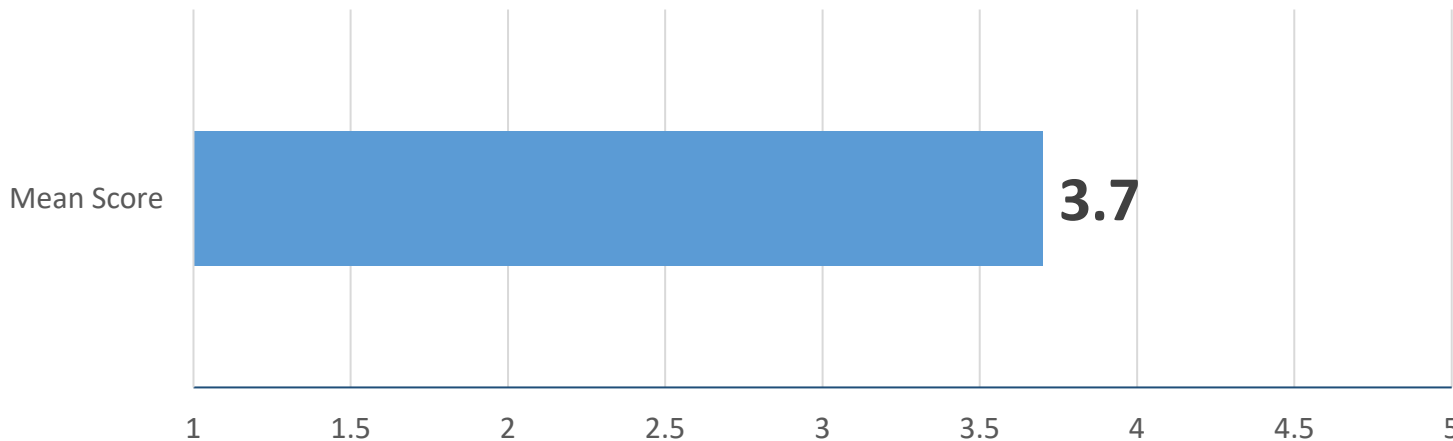- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean Score: **3.6**
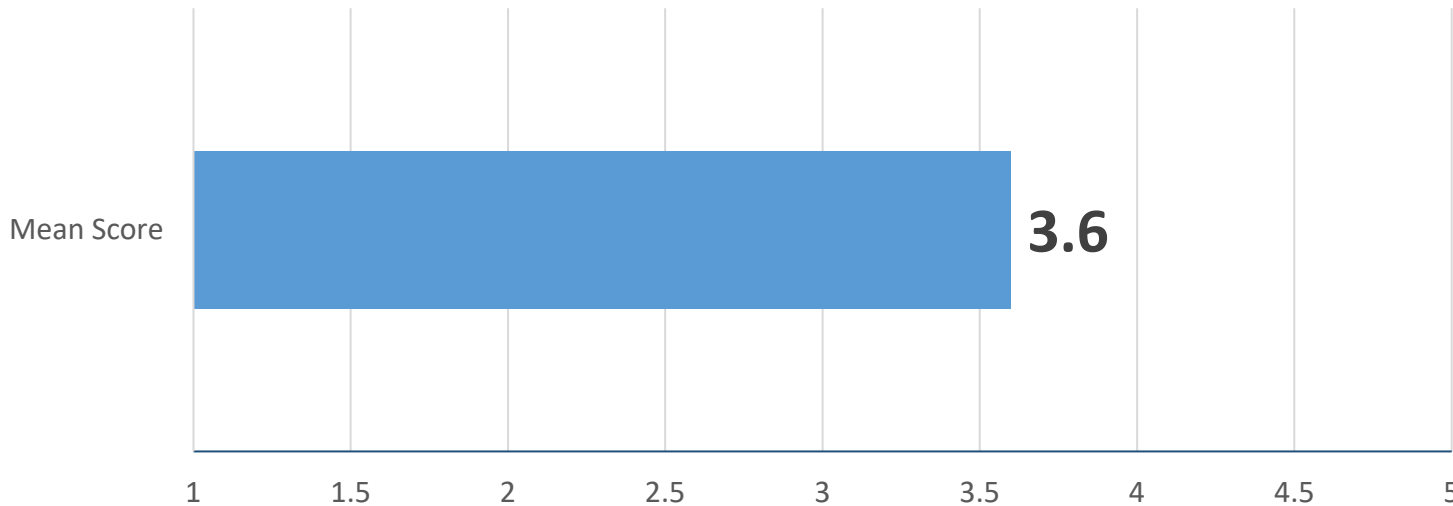
Mean: 3.6 with 71% Succeeding+

Too few districts implemented the strategy to make decisions on more successful activities.

Support Services (1 of 3)

Strategy 4.1: Provide parents of migratory children with access to information through multiple distribution methods (print and electronic) about migrant education events; support materials for reading, writing, math, and homework help; assistance navigat

Mean Score: 3.8
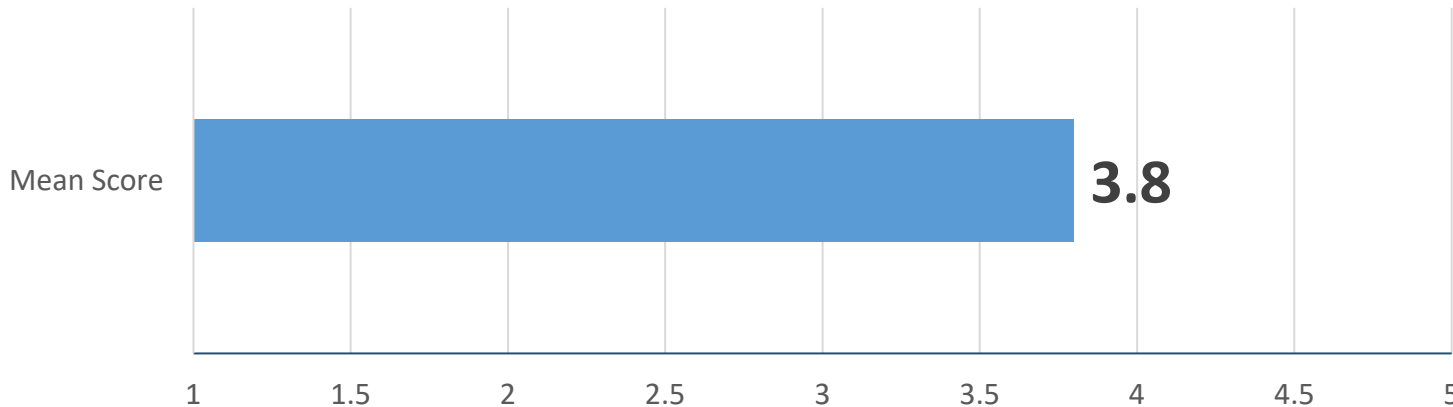
Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
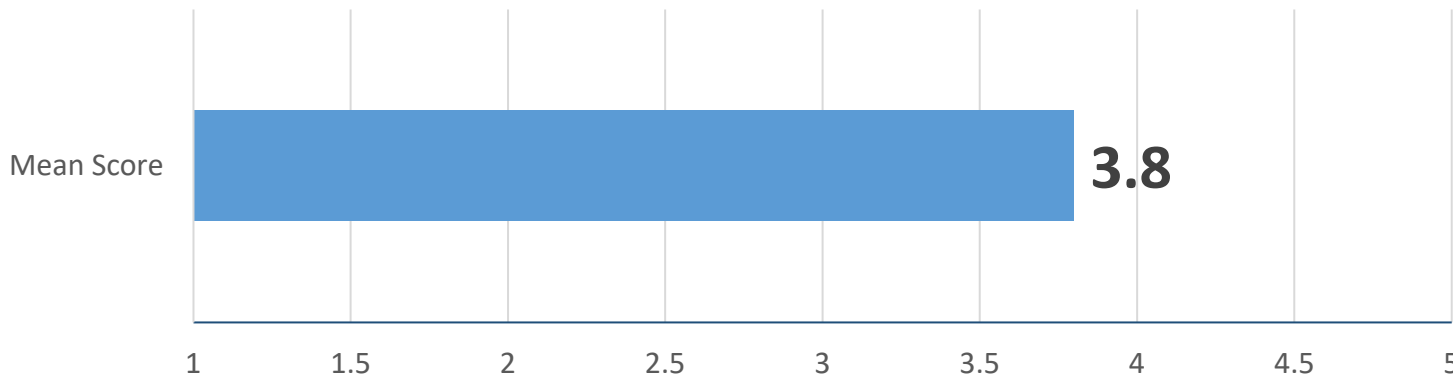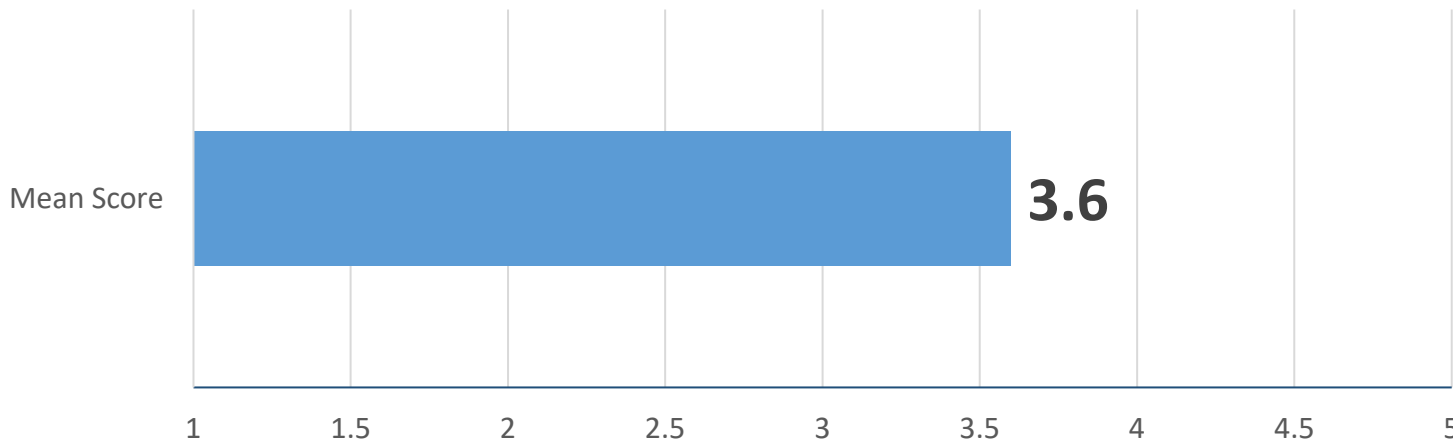- Succeeding = 4
- Exceeding = 5

Mean: 3.8 with 76% Succeeding+
More districts with succeeding ratings did the following activities:
- Automated notices
- Math/reading/writing help sheets
- Social media

Support Services (2 of 3)

Strategy 4.2: Provide educational support resources such as books for the home, school supplies, and technology support to migratory children as needed. Examples include: 1) Necessary school supplies such as backpacks, pencils, pens, paper etc. 2) Technol

Mean Score **3.9**

| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
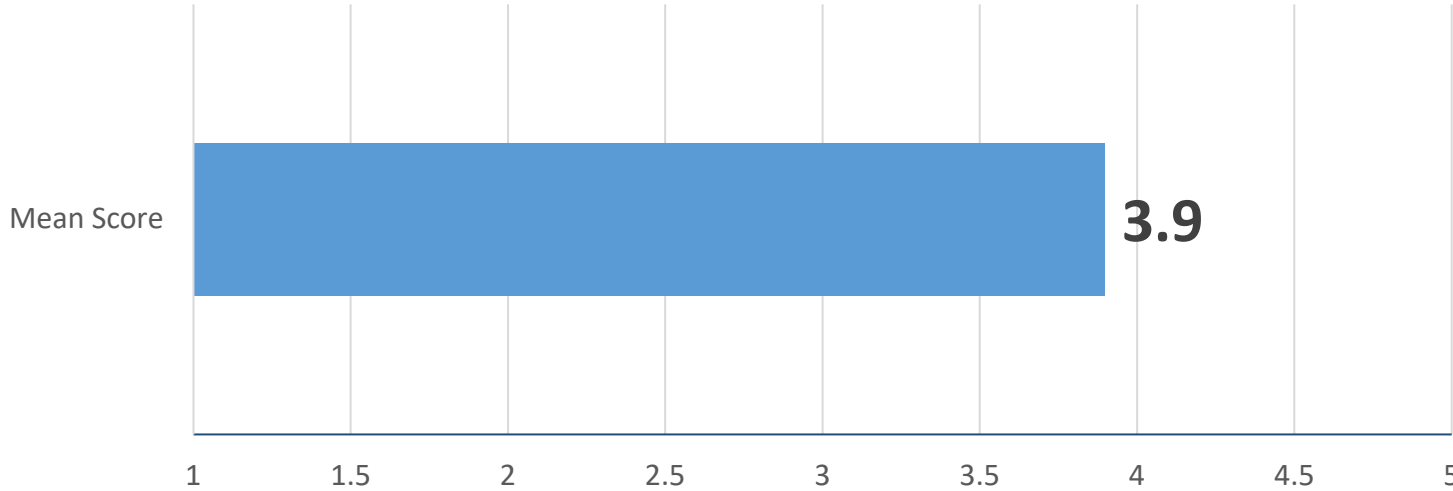
Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 3.9 with 89% Succeeding+

More districts with succeeding ratings did the following activities:
- Provide internet access
- School supply distribution
- Technology checkout program

Support Services (3 of 3)

Strategy 4.3: Provide support services to enable migratory children to access educational activities and community-based activities and services. Examples include: 1) Health services such as healthy living assistance, medical/dental/vision health, and men
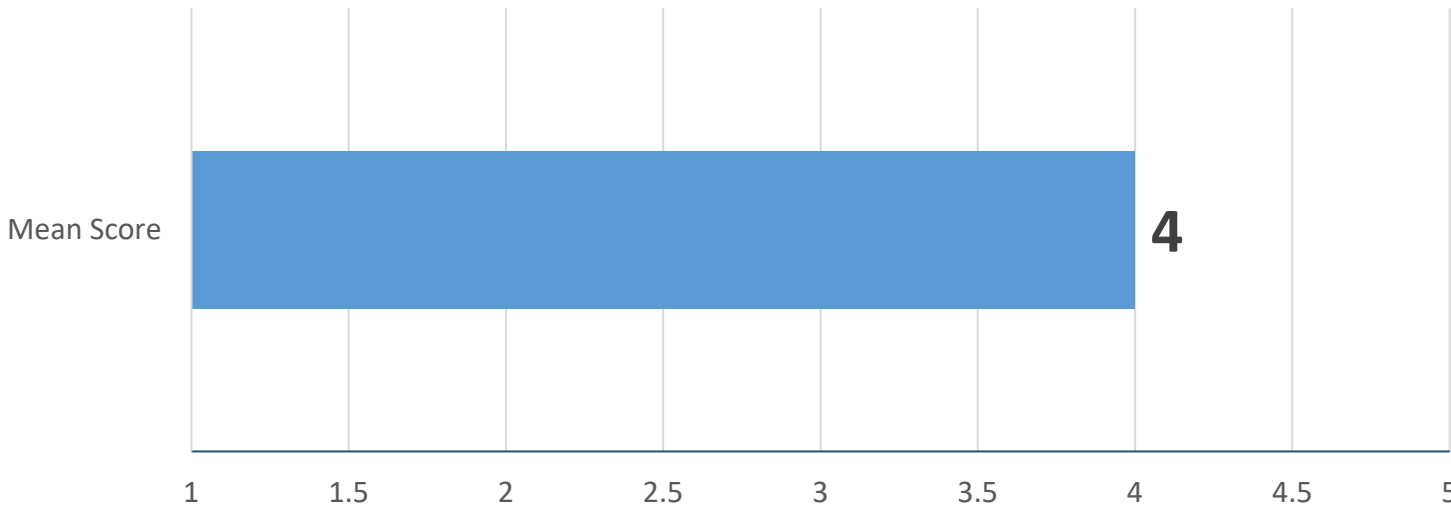
Scoring Key
- Not Aware = 1
- Aware = 2
- Developing = 3
- Succeeding = 4
- Exceeding = 5

Mean: 4.0 with 86% Succeeding+

**More districts with succeeding ratings did the following activities:**

- Health and safety class offering (e.g., water safety)

Parent Survey Results

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Parent Survey: Quality of Services

- When asked to rate the quality of the MEP services, 95% of parents responding rated services as good (37%) or excellent (58%)

Item	N	% Poor	% Fair	% Good	% Excellent	Mean Rating
How would you rate the overall quality of the MEP services?	597	1%	5%	37%	58%	3.52

Parent Survey: Most Helpful Services

- Parents were asked to describe what they found the **most helpful** about the program services. The chart shows the most common answers.

Service	Count
Books, literacy program	126
Free lunch	74
Swim classes, water safety, boat safety, life jackets	73
Summer boxes, summer camps	56
Family nights	54
Tutoring, paraprofessional assistance	39
Extra help, assistance	38
School supplies, educational materials	33
After school programs	13
College and career readiness activities, scholarship information	10
Winter gear, clothing, survival instruction	8

Parent Survey: Suggestions

- Parents were asked about **suggestions** for improvement, and most parents said they either had no suggestions or that the program was good as it is and should be continued. Common answers are shown in the chart.

Suggestion	Count
Nothing, no suggestions	100
Excellent, continue as is	87
Continue or provide additional family nights	33
More summer activities or programs	28
Continue literacy program/free books	24
Continue or provide water safety and survival classes	24
More information about the program	21
More tutoring	17
Continue or provide assistance with reading and math	15
Continue free lunches and breakfast	7
Cultural education, programs	5
Assistance with technology, internet, and distance learning	4
Transportation assistance	2

Staff Surveys

Staff Survey: Suggestions

- Staff provided **suggestions** and feedback regarding the MEP. The survey was completed in 2020 just before school buildings were closed nationwide due to the pandemic and suggestions do not reflect new situations or needs arising from this.

Suggestion	Value
Additional parent engagement activities	67
Nothing, no suggestions	55
It's great, thank you	40
More information or better communication	25
Continue or provide tutoring or mentors	15
Additional help with reading, math, writing, and STEM	15
More services for getting in college and high school graduation	10
Continue or provide water safety classes and supplies	10
More ways to engage students and families	7
Continue or provide access to books	7
Continue or provide summer activities	7
Continue or provide afterschool activities	7
Continue or provide technology assistance	5
Mental health or counseling services	4
Homework assistance	4

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Staff Training

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Staff Survey: Statewide Training on ID&R

- Percent of staff reporting the statement was True for the 2019-20 statewide training on the identification and recruitment of migratory children.

Legend: ■ Recruiter Training ■ Records Manager Training
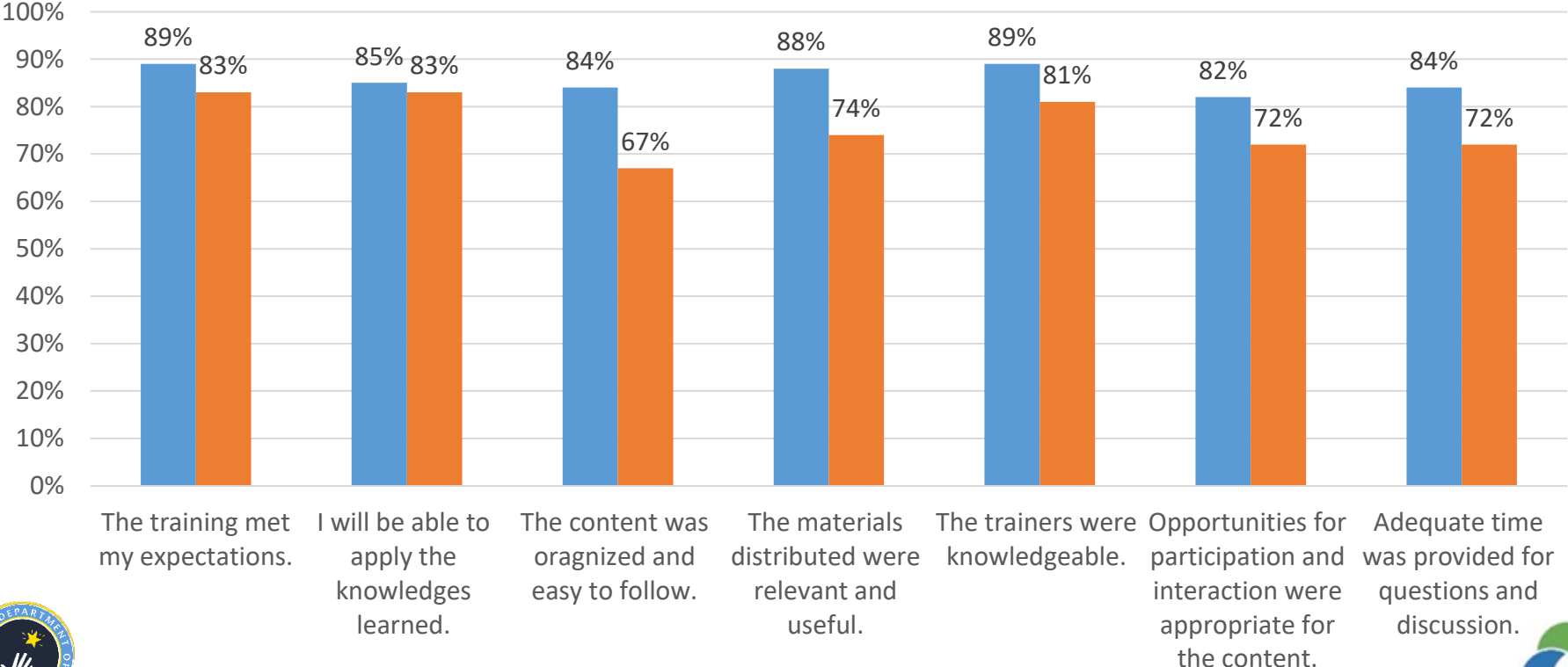
Statement	Recruiter Training	Records Manager Training
The training met my expectations.	89%	83%
I will be able to apply the knowledges learned.	85%	83%
The content was oraganized and easy to follow.	84%	67%
The materials distributed were relevant and useful.	88%	74%
The trainers were knowledgeable.	89%	81%
Opportunities for participation and interaction were appropriate for the content.	82%	72%
Adequate time was provided for questions and discussion.	84%	72%

Staff Training: Overall Ratings

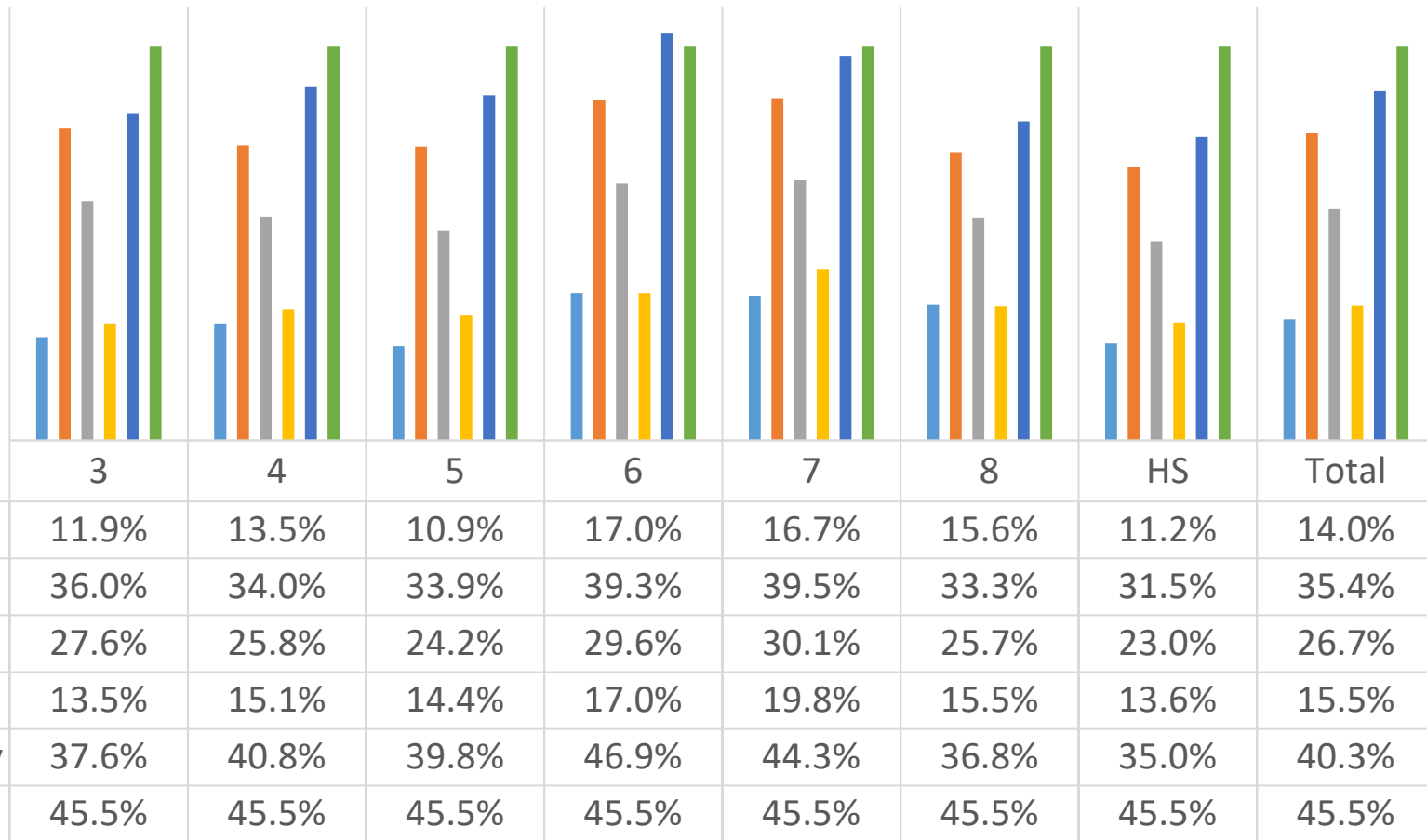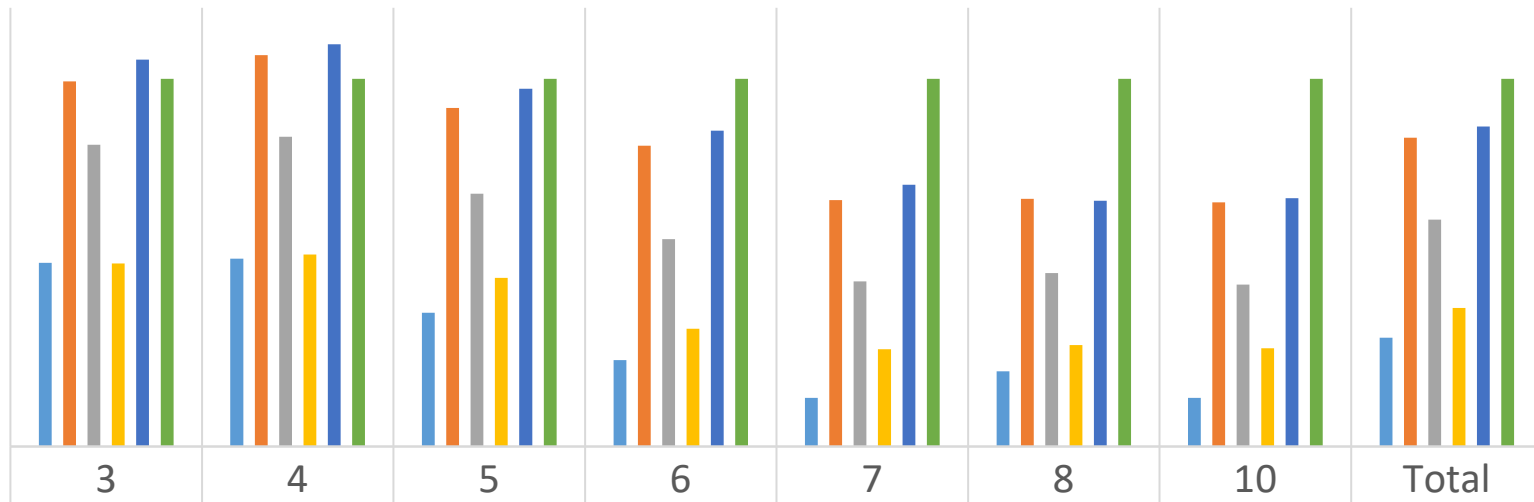| Training	N	% Very Poor	% Poor	% Average	% Good	% Excellent	Mean Rating
Recruiter Training	82	0%	0%	4%	27%	70%	4.66
Records Manager Training	35	3%	0%	3%	20%	74%	4.62

State Performance Results

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2019 PEAKS ELA Assessment Results – Proficiency Rates

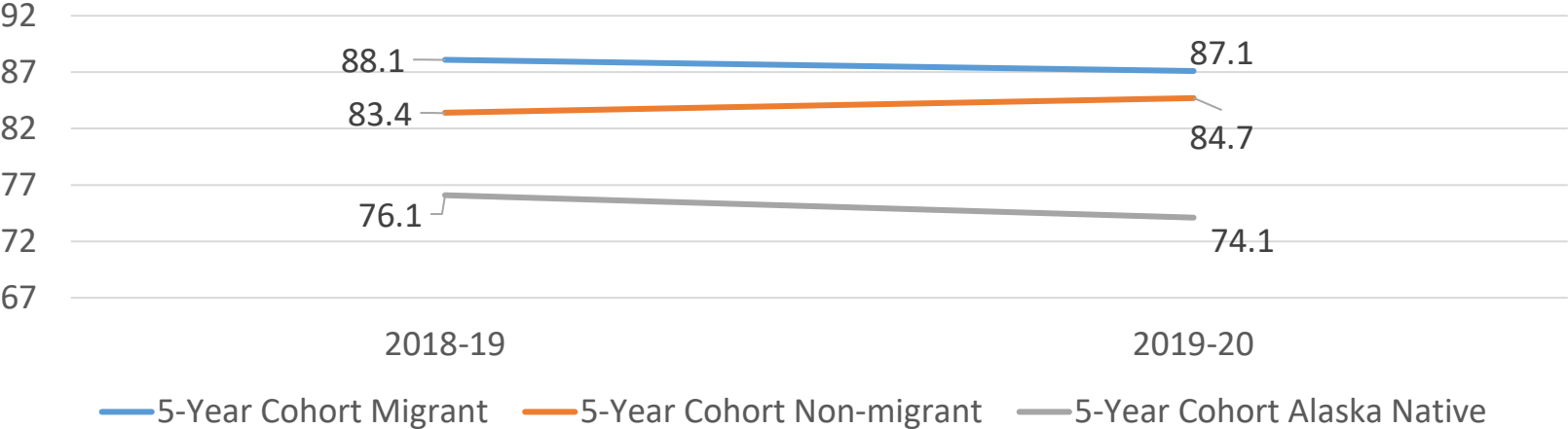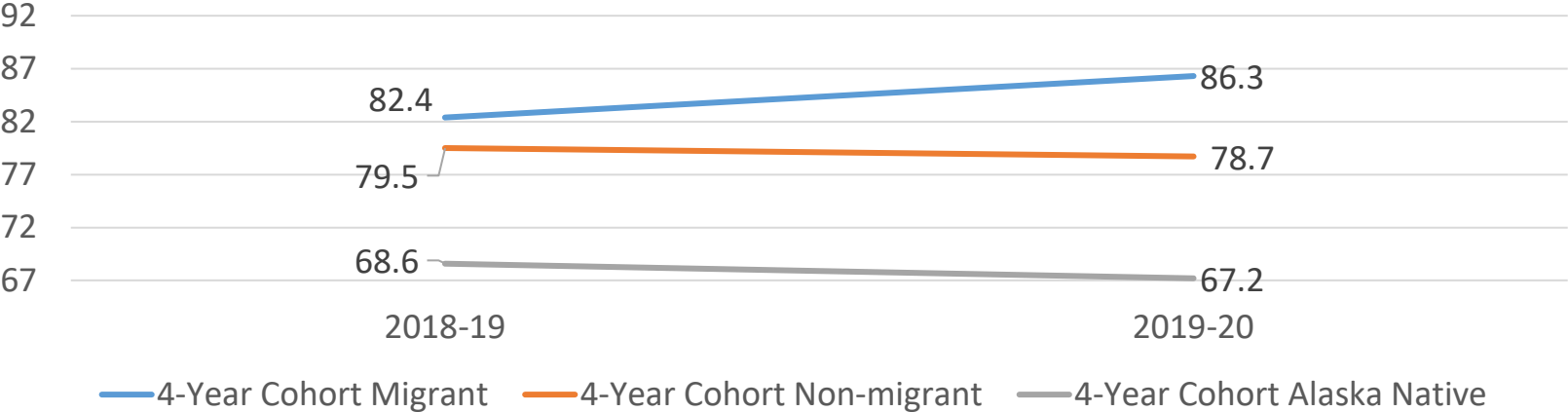|	3	4	5	6	7	8	HS	Total
■ PFS	11.9%	13.5%	10.9%	17.0%	16.7%	15.6%	11.2%	14.0%
■ Non-PFS	36.0%	34.0%	33.9%	39.3%	39.5%	33.3%	31.5%	35.4%
■ Migratory	27.6%	25.8%	24.2%	29.6%	30.1%	25.7%	23.0%	26.7%
■ AK Native	13.5%	15.1%	14.4%	17.0%	19.8%	15.5%	13.6%	15.5%
■ Non-Migratory	37.6%	40.8%	39.8%	46.9%	44.3%	36.8%	35.0%	40.3%
■ Target	45.5%	45.5%	45.5%	45.5%	45.5%	45.5%	45.5%	45.5%

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2019 PEAKS Mathematics Assessment Results – Proficiency Rates

	3	4	5	6	7	8	10	Total
■ PFS	20.9%	21.4%	15.2%	9.9%	5.6%	8.6%	5.6%	12.4%
■ Non-PFS	41.6%	44.6%	38.6%	34.3%	28.1%	28.2%	27.8%	35.2%
■ Migratory	34.4%	35.3%	28.8%	23.6%	18.8%	19.8%	18.4%	25.9%
■ AK Native	20.9%	21.9%	19.2%	13.4%	11.1%	11.6%	11.2%	15.8%
■ Non-Migratory	44.1%	45.8%	40.8%	36.0%	29.8%	28.0%	28.3%	36.5%
■ Target	41.9%	41.9%	41.9%	41.9%	41.9%	41.9%	41.9%	41.9%

4- and 5-Year Cohort Graduation Rates

Chart 1 (4-Year Cohort):

	2018-19	2019-20
4-Year Cohort Migrant	82.4	86.3
4-Year Cohort Non-migrant	79.5	78.7
4-Year Cohort Alaska Native	68.6	67.2

Chart 2 (5-Year Cohort):

	2018-19	2019-20
5-Year Cohort Migrant	88.1	87.1
5-Year Cohort Non-migrant	83.4	84.7
5-Year Cohort Alaska Native	76.1	74.1

Dropout Rates

GPRA Results

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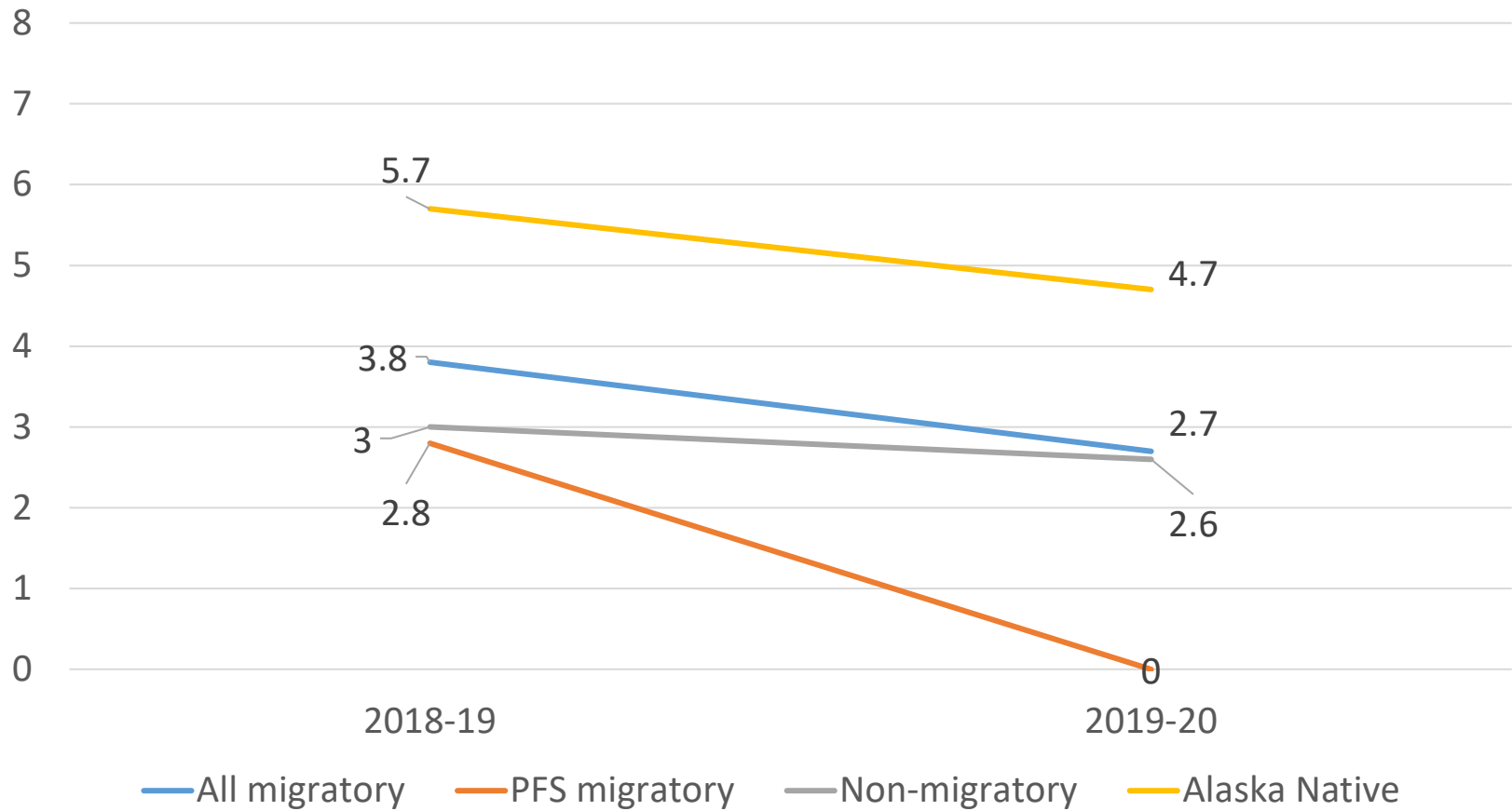
GPRA 3: Migratory Students in Grades 7-12 that Graduated in 2019-20 or Were Promoted

Grade	Number enrolled 2018-19	% promoted to the next grade level or graduated in 2019-20	PFS enrolled 2018-19	% PFS promoted to the next grade level or graduated in 2019-20	Non-PFS enrolled 2018-19	% Non-PFS promoted to the next grade level or graduated in 2019-20
7	838	92.2%	335	99.7%	503	87.3%
8	851	91.0%	360	98.3%	491	85.5%
9	794	87.0%	335	93.1%	459	82.6%
10	724	89.4%	314	95.9%	410	84.4%
11	627	89.0%	149	94.0%	478	87.4%
12	821	84.8%	154	80.5%	667	85.8%
Total	**4,655**	**88.9%**	**1,647**	**87.5%**	**3,008**	**85.6%**

GPRA 4: Entering 11th Grade Migratory Students Completing Algebra I or a Higher Math Course

PFS Status	Number entering the 11th grade in 2019-20	Percent who have received Algebra I credit
PFS	165	45%
Non-PFS	608	47%
Total	**773**	**46%**

Measurable Program Outcomes (MPOs) Results

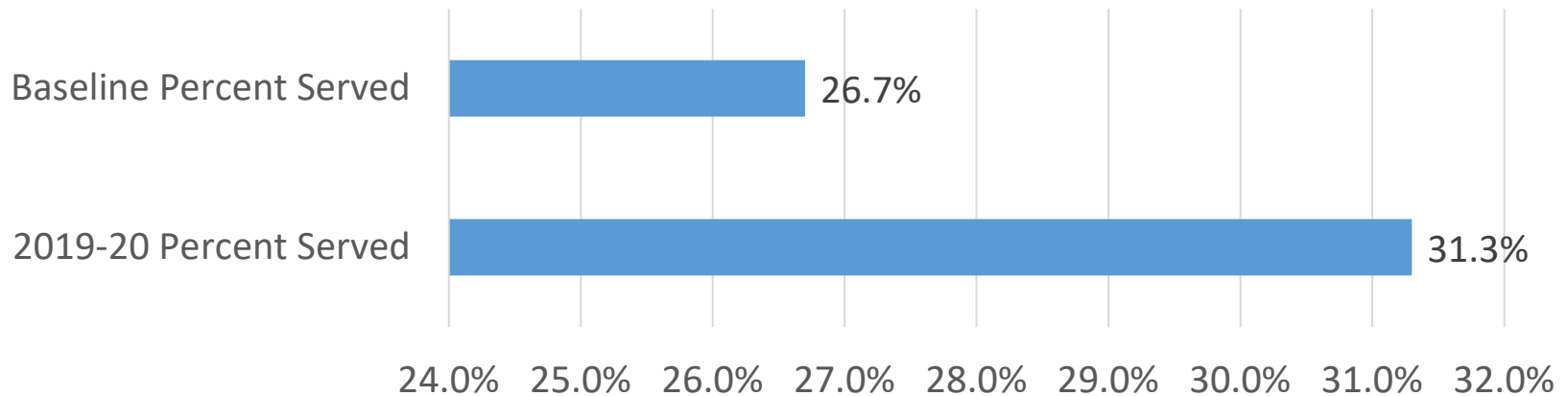*· An Excellent Education for Every Student Every Day ·*

MPOs Not Measured in 2019-20

- MPOs 1B and 1D were not addressed in 2019-20 due to cancellation of the State assessments.

- MPO 1E had insufficient data due to building closures in the middle of the ACCESS for ELLs assessment window.

- MPOs 2B and 2C are scheduled for reporting in 2020-21.

- MPOs 4B and 4C are scheduled for reporting in 2020-21, but baselines were set in 2019-20.

MPO: 1A

Annually beginning in 2019-20, **2% more** migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental language arts instructional services in the regular or summer term as shown in the Mass Withdrawal and Summer Withdrawal reports starting with the baseline 2016-17 reporting period.

Baseline Percent Served	26.7%
2019-20 Percent Served	31.3%

24.0% 25.0% 26.0% 27.0% 28.0% 29.0% 30.0% 31.0% 32.0%

Increase of 4.6%

MPO Met

MPO: 1C

Annually beginning in 2019-20, **2% more** migratory children identified as PFS, EL, or who score below proficient on the State assessment will receive supplemental mathematics instructional services as shown in the Mass Withdrawal or Summer Withdrawal reports starting with the baseline 2016-17 reporting period.
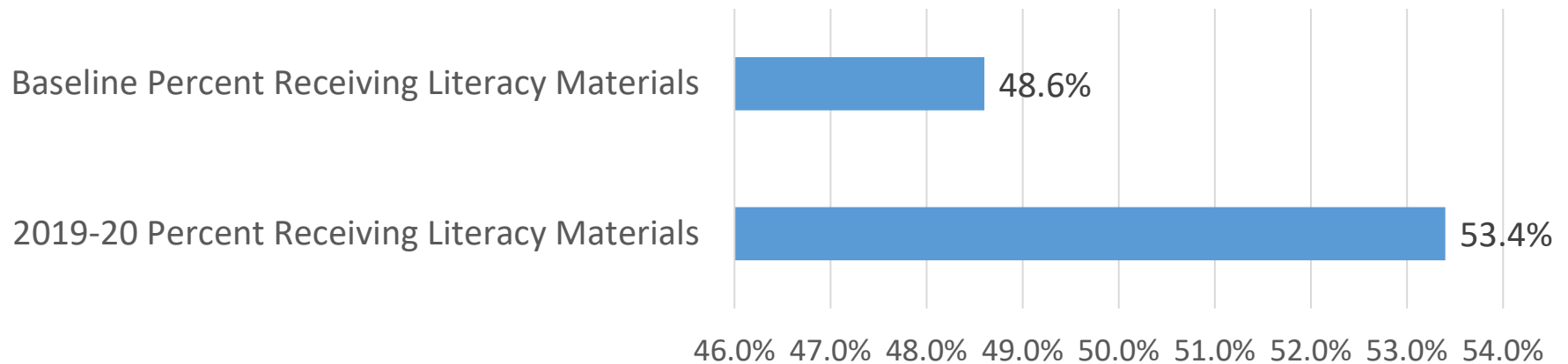
Baseline Percent Served	22.0%
2019-20 Percent Served	29.4%

0.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0%
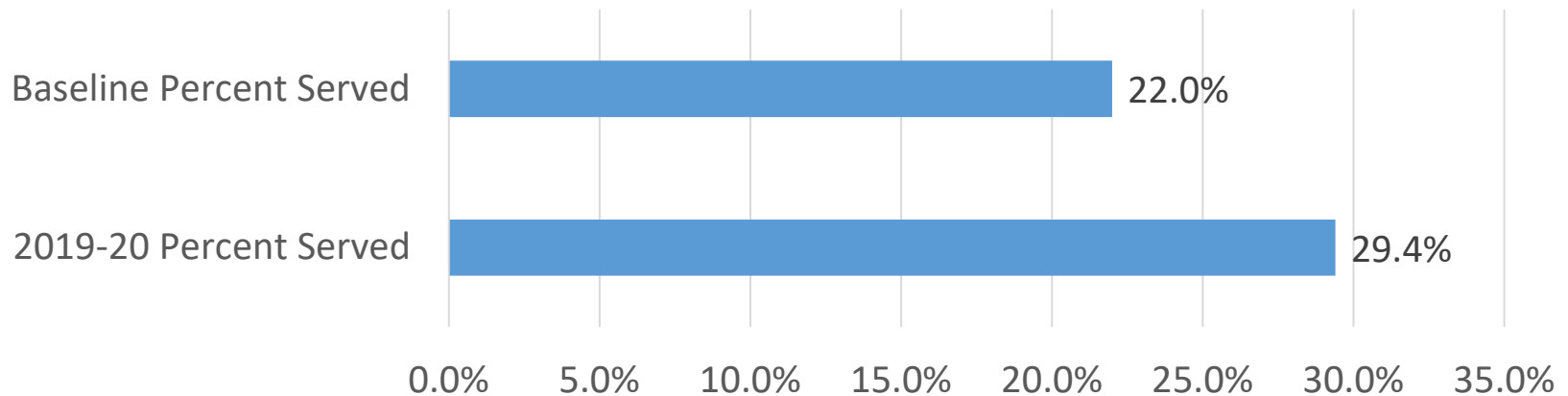
Increase of 7.4%

MPO Met

MPO: 1F

Annually beginning in 2019-20, **3% more** migratory children in districts receiving the Migrant Literacy Grant will receive reading materials as shown in the literacy grant final report and/or the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.
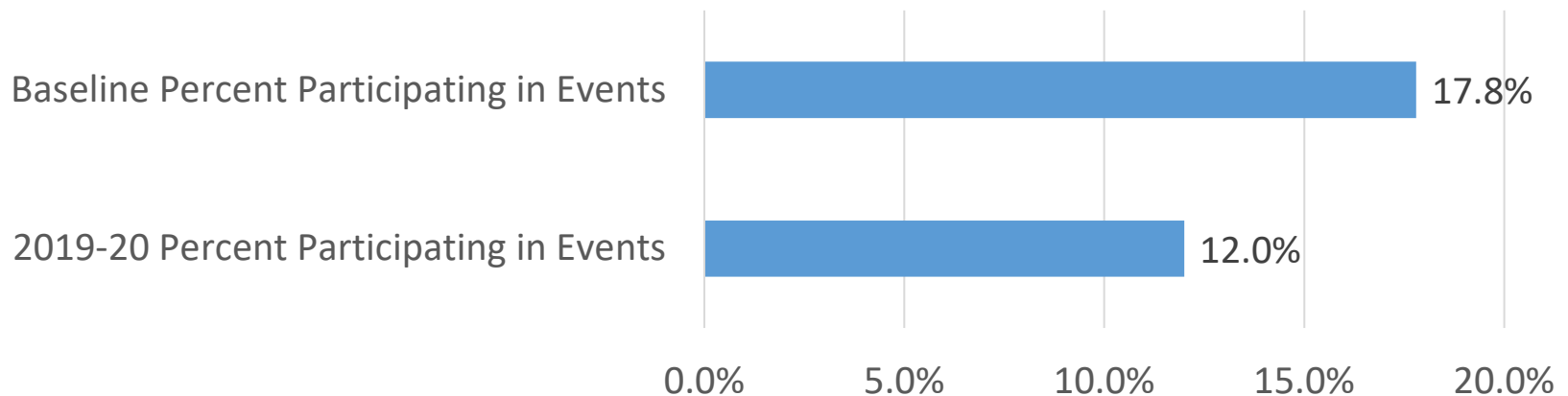
Baseline Percent Receiving Literacy Materials: 48.6%

2019-20 Percent Receiving Literacy Materials: 53.4%

46.0% 47.0% 48.0% 49.0% 50.0% 51.0% 52.0% 53.0% 54.0%

Increase of 4.8%

MPO Met

MPO: 1G

Annually beginning in 2019-20, the percentage of migratory children who participate in a literacy grant district/site literacy activity will **increase by 1%** as shown on the Mass Withdrawal and Summer Withdrawal reports starting with the 2016-17 baseline.
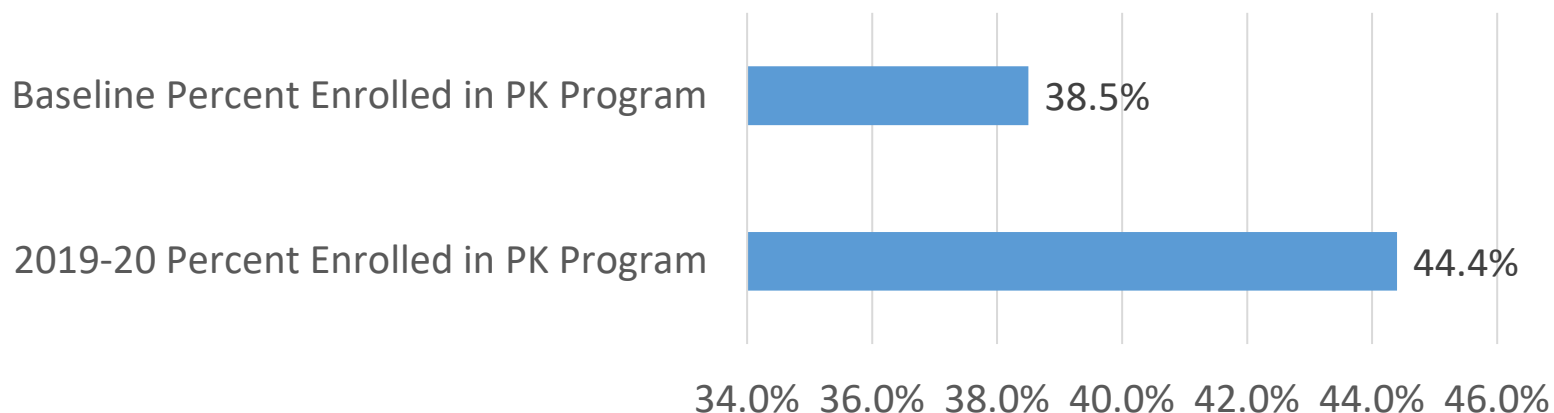

Baseline Percent Participating in Events — 17.8%

2019-20 Percent Participating in Events — 12.0%

0.0%   5.0%   10.0%   15.0%   20.0%

Decrease of 5.8%

MPO Not Met

MPO: 2A

Annually beginning in 2019-20, the percentage of migratory preschool aged children enrolled in early childhood programs will **increase by 2%** starting with the 2016-17 baseline.

Baseline Percent Enrolled in PK Program	38.5%
2019-20 Percent Enrolled in PK Program	44.4%

34.0% 36.0% 38.0% 40.0% 42.0% 44.0% 46.0%

Increase of 5.9%

MPO Met

MPO: 3A

By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) will **increase by 1%** starting with the 2016-2017 baseline.
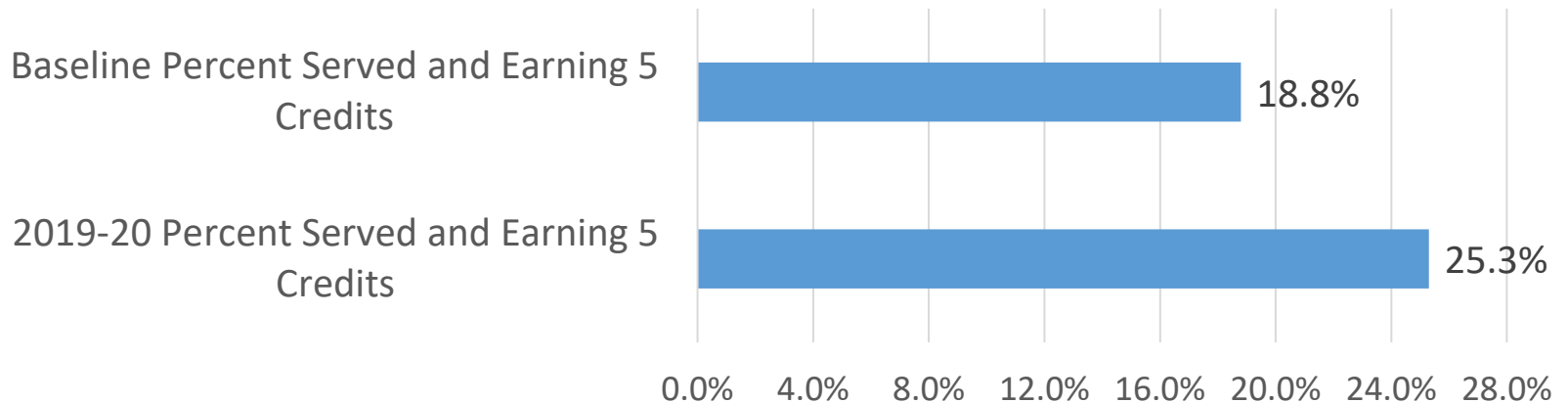

Baseline Percent Receiving Credit Accrual	5.8%
2019-20 Percent Receiving Credit Accrual	2.6%

0.0% 2.0% 4.0% 6.0% 8.0%
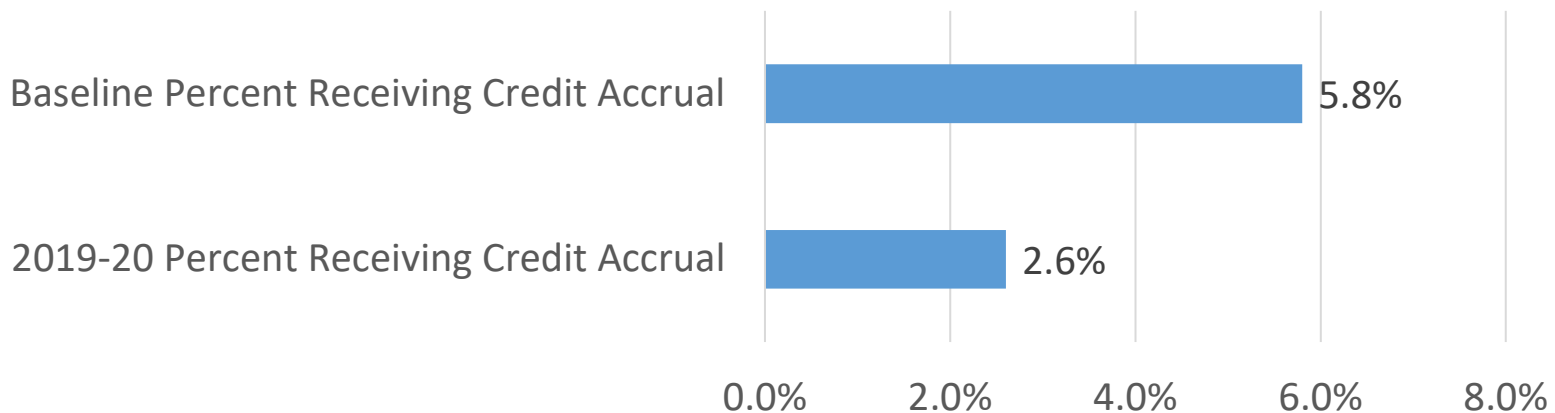
Decrease of 3.2%

MPO Not Met

MPO: 3B

By the end of the 2019-20 school year and each year thereafter, **3% more** high school migratory children receiving credit accrual services (credit recovery or dual enrollment including distance delivered courses) or academic success coaching will earn 5 credits per year, compared to the 2016-2017 baseline.

Baseline Percent Served and Earning 5 Credits: 18.8%

2019-20 Percent Served and Earning 5 Credits: 25.3%

0.0%   4.0%   8.0%   12.0%   16.0%   20.0%   24.0%   28.0%

Increase of 6.5%

MPO Met

MPO: 3C

By the end of the 2019-20 school year and each year thereafter, the percentage of high school migratory children receiving career and technical education (CTE) services will **increase by 3%** starting with the 2016-2017 baseline.
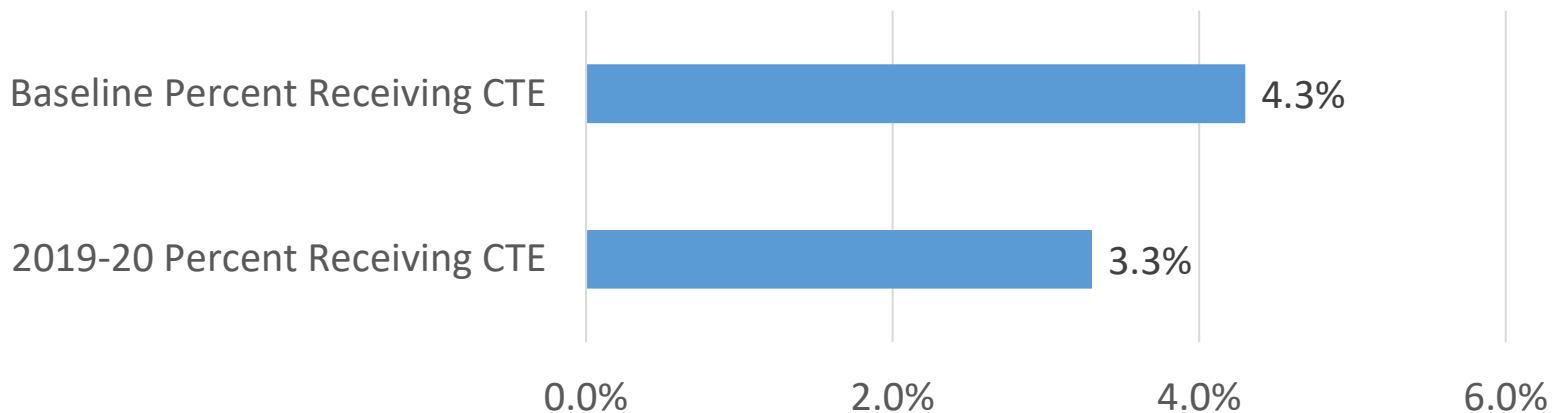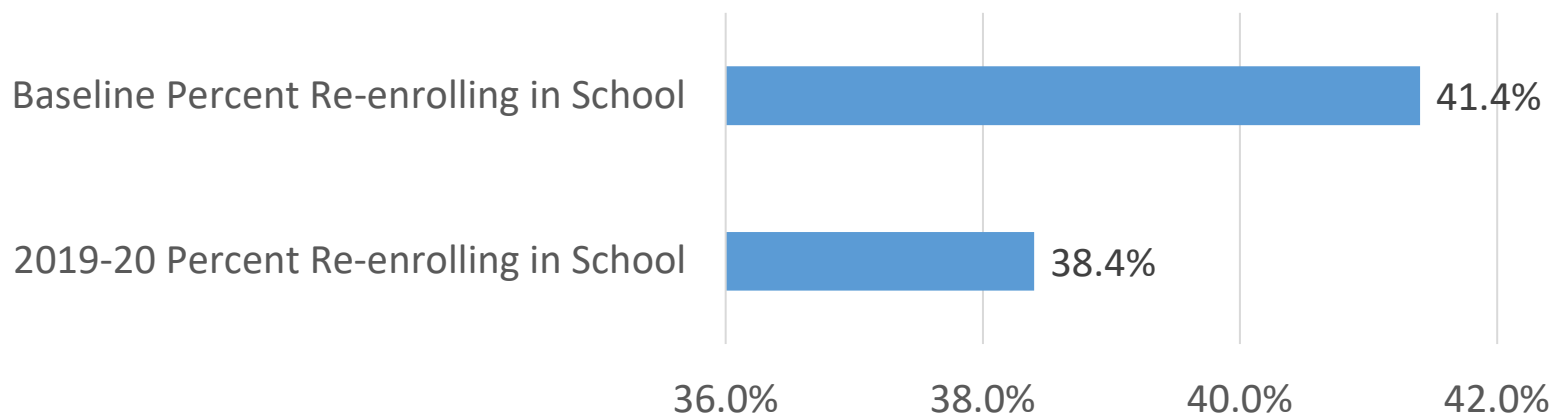

Decrease of 1.0%

MPO Not Met

MPO: 3D

By the end of the 2019-2020 school year, and each year thereafter, the percentage of OSY who re-enroll in school **will increase by 2%** starting with the 2016-2017 baseline.
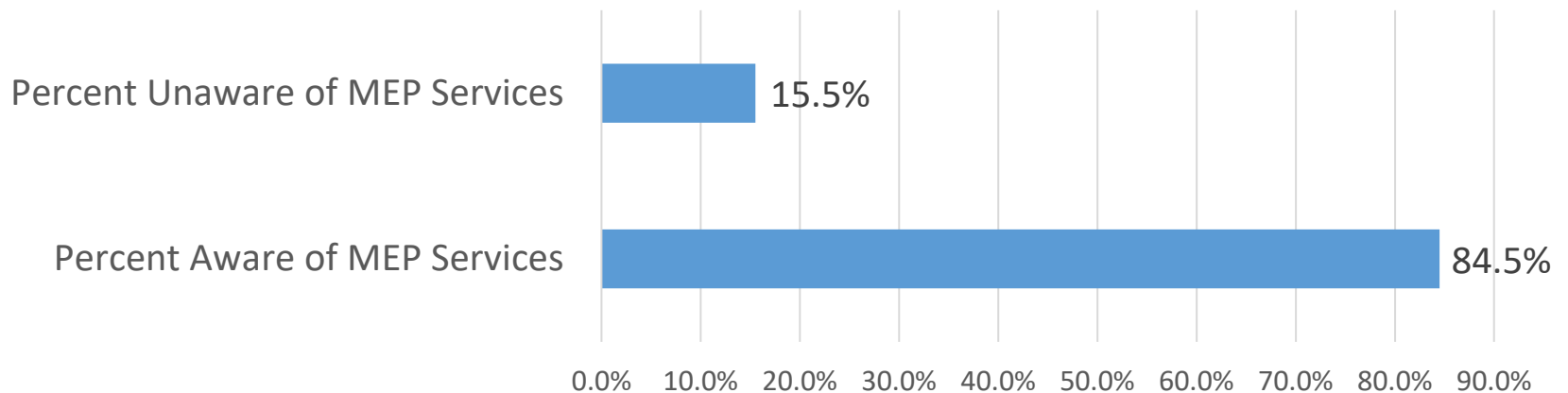

Baseline Percent Re-enrolling in School — 41.4%

2019-20 Percent Re-enrolling in School — 38.4%

36.0%   38.0%   40.0%   42.0%

Decrease of 3.0%

MPO Not Met

MPO: 4A

By the end of the 2019-20 reporting period, **80%** of parents of migratory children will indicate on the Parent Survey that they are aware of services provided through the MEP.
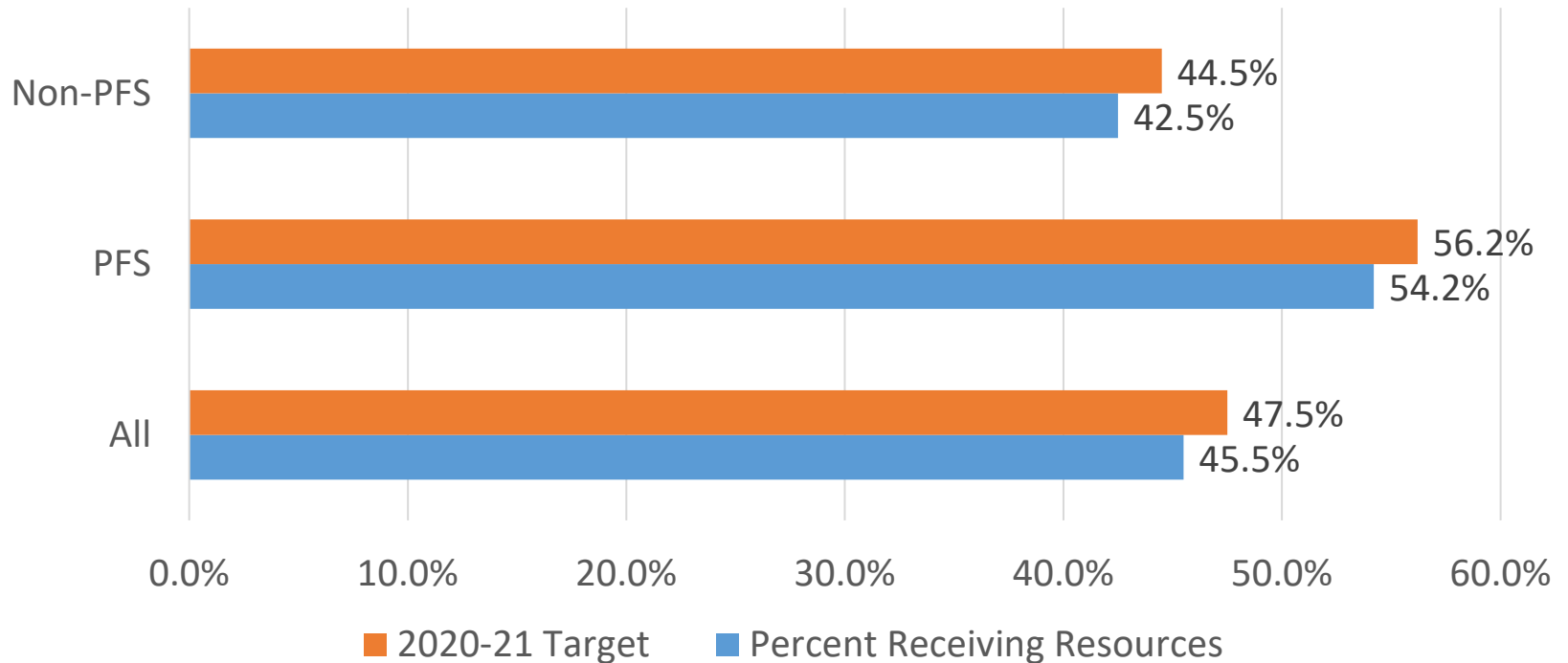
Percent Unaware of MEP Services — 15.5%

Percent Aware of MEP Services — 84.5%

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0%
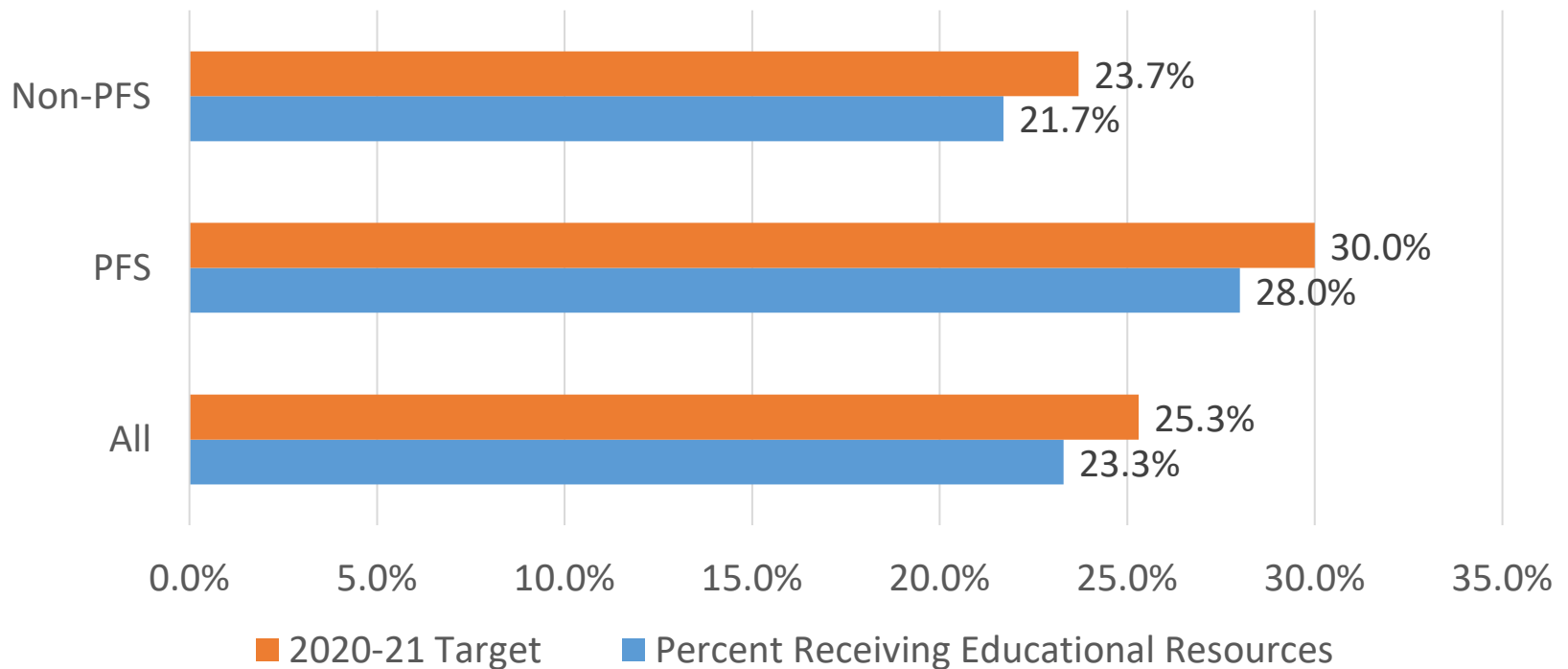
More than 80%

MPO Met

MPO: 4B

By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive necessary educational resources annually starting with the 2019-20 baseline.

Category	2020-21 Target	Percent Receiving Resources
Non-PFS	44.5%	42.5%
PFS	56.2%	54.2%
All	47.5%	45.5%

■ 2020-21 Target   ■ Percent Receiving Resources

Baseline Set

MPO: 4C

By the end of the 2020-21 reporting period following updating the support services data collection, 2% more migratory children will receive health and safety support annually starting with the 2019-20 baseline.

Non-PFS
- 2020-21 Target: 23.7%
- Percent Receiving Educational Resources: 21.7%

PFS
- 2020-21 Target: 30.0%
- Percent Receiving Educational Resources: 28.0%

All
- 2020-21 Target: 25.3%
- Percent Receiving Educational Resources: 23.3%

Legend: ■ 2020-21 Target ■ Percent Receiving Educational Resources

Baseline Set

Recommendations and Next Steps

Recommendations from Evaluators

- Put in place procedures for an annual results evaluation.

- Target underserved populations to meet MPO targets.

- Provide incentives for districts to implement school readiness strategies.

- Continue Literacy Grant activities.

- Adjust the evaluation plan and MPOs in the SDP based on 2019-20 evaluation results.

Next Steps

- Adjust the evaluation plan and SDP based on evaluation results

- Share evaluation results with stakeholders

- Begin the process for updating the CNA

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