



STATE OF IOWA



Migrant Education Program

Evaluation

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1. Executive Summary

This report presents findings related to the delivery of the Iowa Migrant Education Program (MEP) that includes programs and services for 2013-14 (regular year and summer). Administered by the Iowa Department of Education, the MEP assists schools in helping migrant learners meet State expectations for achievement that may be negatively impacted by students' frequent migration and interrupted schooling.

Migrant student educational requirements were identified through the comprehensive needs assessment (CNA), completed in June 2010, and the Iowa MEP designed a service delivery plan (SDP) completed in July 2011 outlining how the program would meet the needs identified. The 2013-14 school year is the third year of implementation of the Service Delivery Plan. The evaluation of the extent to which goals are met is defined through 13 measureable program outcomes (MPOs) in four goal areas: proficiency in reading/literacy, proficiency in mathematics, school readiness, and graduation from high school. In addition to the results evaluation, implementation of program services was evaluated through staff and parent surveys, focus group interviews, observation protocols, and site visits.

A total of 1,318 eligible migrant children ages 3-21 were identified in 2013-14, and 587 (45%) participated in instructional or supportive services during the program year. Funds provided to migrant programs may not be sufficient to provide services to all students, and the Iowa MEP identifies those students who have a priority for services (PFS) according to the federal definition. A total of 222 (17%) students were identified as having the highest priority.

The MEP implements a variety of instructional and support programs designed to meet the needs of migrant students including supplemental instructional services during the regular school year, summer school programs, secondary credit accrual opportunities, parent involvement activities and meetings, and professional development designed to increase teachers' abilities to provide high quality instruction.

MPOs were established based on the CNA and committee member recommendations in the summer of 2011. As displayed in Exhibit 1; **11 of the 13 MPOs were met or exceeded.** Recommendations for improvement are provided in Section 6 based on student achievement results, surveys, site observations, and interviews.

Exhibit 1
Summary of Progress toward Measureable Program Outcomes

MPO	Target met?	Evidence
1a By the end of the 2013-14 school year and each year thereafter, 80% migrant students enrolled in summer programs will demonstrate a 2% gain between pre- and post-assessments on a state-approved measure of reading.	Yes	83% made a 2% gain
1b By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on an annual staff development survey that professional development on reading strategies has helped them to deliver high quality reading instruction.	Yes	100% reported support
1c By the end of the 2013-14 school year and each year thereafter, as a result of parent involvement activities/materials, 75% of parents responding on a parent survey will express increased confidence in their ability to help their child to succeed in reading.	Yes	100% reported support
2a By the end of the 2013-14 school year and each year thereafter, 80% migrant students enrolled in summer programs will demonstrate a 2% between pre- and post-assessment on a state-approved measure of mathematics.	Yes	86% made a 2% gain
2b By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on an annual staff development survey that professional development on math strategies has helped them to deliver high quality mathematics instruction.	Yes	100% report support
2c By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on an annual staff development survey that professional development on math strategies has helped them to deliver high quality mathematics instruction.	Yes	100% reported support
3a By the end of the 2013-14 school year and each year thereafter, 65% of identified migrant children ages four or older and not currently enrolled in kindergarten will be enrolled in a high quality early childhood program.	No	48% enrolled in the regular term and 15% enrolled in the summer term
3b By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on an annual staff development survey that professional development on early literacy strategies has helped them to deliver high quality early literacy instruction.	Yes	100% reported support
3c By the end of the 2013-14 school year and each year thereafter, as a result of parent involvement activities/ materials, 75% of parents responding on a parent survey will express increased confidence in their ability to help their young child to be ready for school.	Yes	100% report support
4a By the end of the 2012-13* school year and each year thereafter, the migrant student dropout rate will decrease by 1%.	Yes	Dropout rate decreased by 2.7%
4b By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on a staff professional development survey that professional development has helped them better assist migrant students to graduate.	Yes	100% report support
4c By the end of the 2013-14 school year and each year thereafter, as a result of parent involvement activities/materials, 75% of parents responding on a parent survey will express increased confidence in their ability to help their secondary student graduate.	Yes	100% report support
4d By the end of the 2013-14 school year and each year thereafter, the percentage of identified OSY who participate in instructional services will increase by 5%.	No	Percentage participating decreased by 66%

In addition to this brief introduction, this evaluation includes five sections: evaluation methodology, outlining the purpose and design of the evaluation; evaluation context, describing the processes in place through which the State developed service strategies and ensured that funds were allocated and used appropriately; program implementation, support services and

special programs, examining the extent to which services were implemented as planned and with which groups of students; results, analyzing the results of State assessments and other data regarding the State's MPOs; and recommendations, providing suggestions for improvement strategies that will help the State meet all MPOs and implement the program effectively.

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.

The ESEA governs all Federally-funded educational programs. The reauthorization language of this law was built on more than 30 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. The ESEA 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 Iowa has established high academic standards for all students and holds the Iowa public education system accountable for providing all students with a high quality education that enables them to achieve to their full potential. The Iowa standards support Title I, Part C, section 1301 of ESEA 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.

Section 1001 of ESEA further states, “*The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are societal good, are a moral imperative, and improve the life of every individual, because the quality of our lives ultimately depends on the quality of the lives of others.*”

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* (October 2010), the Office of Migrant Education indicates that evaluations allow 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 both examines **program implementation**, and examines **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 Iowa MEP conducted a thorough evaluation of the migrant education program in Iowa.

An external evaluation firm with experience in evaluating the MEP in 18 states, META Associates, was contracted to assist the SEA to 1) ensure objectivity in evaluating the Iowa 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 the project 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 a structured observation and summarize field notes 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 Iowa service delivery plan were implemented as planned to achieve the State's measurable objectives.

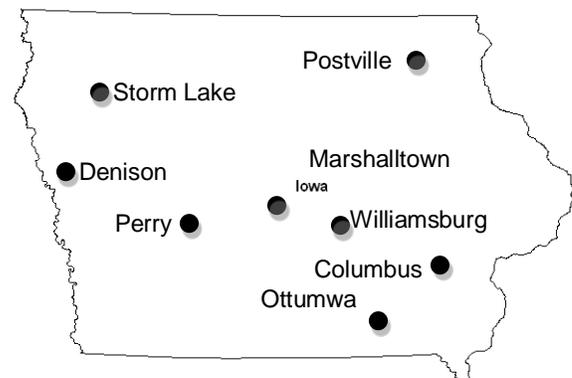
Student outcomes and achievement related to content and performance standards also were included in the annual report. Data analysis includes:

- descriptive statistics using means and frequencies;
- trend analysis noting 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.

According to technical assistance provided by OME in the small state evaluation webinar on June 18, 2014, small states (those with a median number assessed by grade under 30) 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 can be difficult to draw conclusions on the information due to the oversize impact of outliers on percentages.

The Iowa Department of Education administers the state Migrant Education Program (MEP) through eight regular year projects, two summer only projects, and five year-round projects. The locations of the projects are displayed in Exhibit 2. Funds are distributed to the local operating agencies (LOAs) through an application process, and they are tasked with providing a comprehensive program that includes identification and recruitment and enrollment plus instructional, health, parent involvement, Migrant Parent Advisory Councils (MPAC), and support services. The LOAs also have the responsibility for staff development, implementation of the SDP strategies, local needs assessment, services reporting, results reporting, and fiscal management.

Exhibit 2: Iowa Migrant Education Project Sites



The State MEP reviews, monitors, and evaluates MEP plans (applications for funding), program implementation, ID&R activities, and fiscal expenditures. In addition, it is responsible for ensuring outcomes as identified through assessment results and other outcome data.

In schools with a substantial migrant enrollment, supplemental tutors and instructors are employed to work with students on skills that are lacking due to mobility and the migrant lifestyle. In-school programs may take several forms depending on the needs of the students and other services available. Program models include extended day programs, summer

schools, English language assessment, computer-assisted instruction, supplemental English as a second language (ESL), and basic skills remediation programs. For the list of strategies employed in these programs, see the implementation evaluation section.

Exhibit 3 displays the number of students ages birth through 21 found to be eligible within the State over the past six years. The number of eligible students identified has remained relatively steady with counts varying by no more than 10% in the previous four years.

**Exhibit 3:
Number of Migrant Students Identified by School Year**

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
1,551	1,547	1,599	1,508	1,537	1,376

Source: CSPR Part I

The **Iowa Migrant Education Program Allocation Formula** is used to determine the amount of any subgrant that Iowa awards to local operating agencies (LOAs), taking into account the number and needs of migratory children, the statutory priority for services in section 1304(d), and the availability of funds from other Federal, State, and local programs. The PFS formula for Iowa is specified below.

Priority for Services children are those children who (1) are failing, or most at risk of failing, to meet the State’s challenging State academic content and student achievement, and (2) whose education has been interrupted. According to the instructions outlined by the Iowa MEP, Migrant children coded as PFS should be given priority as to services

In order to meet the Federal Priority for Services guidelines, a migrant student in Iowa must meet both of the following **criteria**.

1. Educational interruption: during the preceding 12 months, an eligible migrant student has changed school districts or missed a significant amount of school time and
2. Lack of achievement: an eligible migrant student fails or is at risk of failing to meet the State-determined level of proficiency for student academic achievement. Iowa’s level of proficiency is 41% in math, reading, and science for grades 3 - 8, and 11.

Of the 1,318 migrant children ages 3-21, 17% were PFS in 2013-14. By grade level, the percent of PFS students ranged from 5% of migrant children ages three to five and not in school to 29% of sixth graders. Forty-one percent (41%) of students were LEP. Preschool children and OSY were less likely to be identified as LEP because there is little assessment data for these groups. For students in school, LEP status generally ranged from 36% of kindergarteners to 59% of sixth graders.

Thirty-two percent (32%) of students had a qualifying arrival date during the performance period between September 1, 2013 to August 31, 2014. The number and percent of students identified as PFS, LEP, and moving during the regular term are displayed in Exhibit 4.

Exhibit 4
Numbers of PFS and LEP Students by Grade Level

Grade	Eligible	# PFS	% PFS	# LEP	% LEP	Moved in the performance period	% Moved in the performance period
Age 3-5	160	8	5%	16	10%	42	26%
K	77	17	22%	28	36%	21	27%
1	76	12	16%	43	57%	21	28%
2	89	24	27%	53	60%	25	28%
3	93	21	23%	49	53%	35	38%
4	100	11	11%	51	51%	25	25%
5	94	14	15%	45	48%	17	18%
6	75	22	29%	44	59%	21	28%
7	78	15	19%	32	41%	26	33%
8	73	18	25%	30	41%	28	38%
9	66	10	15%	26	39%	22	33%
10	83	20	24%	39	47%	33	40%
11	90	15	17%	37	41%	37	41%
12	97	11	11%	39	40%	29	30%
OSY	67	4	6%	7	10%	41	61%
Total	1,318	222	17%	539	41%	423	32%

Source: CSPR Part II, 2013-14

Throughout the course of the program year from September 1, 2013 to August 31, 2014; 587 students (45% of eligible students) received an instructional or support service. There were 39 students served under the continuation of services provision. For migrant students in school, the percentage of students served ranged from 34% of kindergarteners to 59% of eighth graders. For migrant children and youth not in school, the percent served was 7% of ages 3 to 5 and 10% of OSY received services. The number and percent of identified migrant students receiving a support or instructional service are displayed by grade in Exhibit 6.

Exhibit 5
Numbers of Migrant Students Participating in Support and/or Instructional Services during the Project Year

Grade	# Eligible	# Participating	% Participating	# Continuation
Age 3-5	160	11	7%	1
K	77	26	34%	3
1	76	40	53%	1
2	89	47	53%	2
3	93	53	57%	6
4	100	57	57%	3
5	94	51	54%	2
6	75	50	67%	4
7	78	39	50%	3
8	73	43	59%	6
9	66	27	41%	1
10	83	43	52%	3
11	90	48	53%	2
12	97	45	46%	2
OSY	67	7	10%	0
Total	1,318	587	45%	39

Source: CSPR Part II, 2013-14

4. Program Implementation

This section provides a description of the instructional and support services provided by MEPs in the Iowa MEP regions along with staff and parent perceptions of their effectiveness. The implementation of the services was examined for effectiveness through site visits from MEP staff, interviews, surveys, and an examination of data available on students served and types of activities provided. Results of services provided as they pertain to the MPOs are in Section 5: Results. Recommendations for improvement based on this analysis are included in Section 6: Recommendations.

Seven of the eleven math and reading strategies were implemented by all sites. All sites implemented strategies that were required. Strategies relating to providing summer services were implemented by 75% of sites receiving funding and strategies relating to parent involvement were implemented by 38% of sites. Note that optional strategies are not appropriate for student needs at all sites but are appropriate for others.

Seven of the eleven strategies were implemented with a rating of four or higher on the five-point rating scale (the Quality of Strategy Implementation Rubric is on file at the SEA), indicating sufficient implementation of the strategy. Four strategies relating to professional development received a rating of three, indicating a need for improvement in this area.

**Exhibit 6
Implementation of Reading and Math Strategies**

Strategies	# (%) of sites applying to implement	Implementation rating, evidence
1-1 Align reading professional development to the needs of migrant students as documented in the local CNA 1-2 Ensure that staff who work with migrant students receive professional development to provide effective reading instruction to migrant students 2-1 Align math PD to the needs of migrant students as documented in the local CNA 2-2 Ensure that staff who work with migrant students receive PD to provide effective math instruction to migrant students	8 (100%)	Rating: 3 Some professional development activities were provided at the state and local levels, though additional progress could be made. Staff attended NASDME conference; the state included a migrant strand in the language and learning conference; the state held three statewide migrant meetings
1-3 Provide effective, research-based supplemental services in reading 2-3 Provide effective, research-based supplemental services in math	8 (100%)	Rating: 4 Sufficient implementation of research-based supplemental services. Sites provided after school and summer tutoring and supplemental instructional support during the school day with certified teachers and/or paraprofessionals, instruction is aligned to the Common Core and standards at the local level
1-4 Provide summer programs using research-based reading strategies 2-4 Provide summer programs using research-based math strategies	6 (75%)	Rating: 5 Extensive summer programs provide research-based reading and math strategies. Sites are implementing summer program of two to four weeks in duration.

Strategies	# (%) of sites applying to implement	Implementation rating, evidence
1-5 Provide supplemental services or RTI designed to increase English language proficiency	8 (100%)	<p>Rating: 4 Sufficient supplemental services designed to increase English language proficiency are provided when existing services do not meet the needs of migrant students.</p> <p>Sites are providing supplemental English instruction when existing services are not adequate. These are included during after school tutoring and summer programs.</p>
<p>1-6 Provide parenting education activities and materials designed to aid parents in supporting their child in reading</p> <p>2-5 Provide parenting education activities and materials designed to aid parents in supporting their child in math</p>	3 (38%)	<p>Rating 4: Some parenting education activities and materials are provided but services could be improved.</p> <p>Sites are providing information about the overall education system for parents unfamiliar with US education (information about placement and graduation). Districts take parents through activities that they can do in the home. Marshalltown is in collaboration with a community agency that is going into the homes of young children to teach parenting strategies. The State is encouraging sites to hire migrant advocates</p>

All sites applied for the two school readiness strategies, and both strategies were implemented at level four, indicating sufficient fidelity of implementation to the strategy as designed in the SDP.

Exhibit 7 Implementation of School Readiness Strategies

Strategies	# (%) of sites applying to implement	Implementation rating, evidence
3-1 Develop and implement a comprehensive communication plan to inform migrant parents of children four and older about availability of early childhood education services	8 (100%)	<p>Rating 4: Sufficient communication between grantees and migrant parents occurred to inform migrant parents of the availability of early childhood education services.</p> <p>A parent involvement consultant helped organize PAC meetings to distribute information about a statewide voluntary preschool program. There are community partners offering school readiness with local programs certified by the state as in compliance. Migrant families are informed of these opportunities. Recruiters communicate with families at the time of the interview.</p>

Strategies	# (%) of sites applying to implement	Implementation rating, evidence
3-2 Collaborate with community and state agencies/organizations to provide early childhood education, special education, comprehensive services such as health, mental health, oral health, family support, nutrition, etc.	8 (100%)	Rating 4: Sufficient collaboration between migrant program grantees and community and state agencies providing early children education and support services. Families are connected with organizations at services fairs. Migrant families receive transportation and translation/interpretation.

All sites applied for the three high school graduation strategies, and all strategies were implemented at level four, indicating sufficient fidelity of implementation to the strategy as designed in the SDP.

Exhibit 8 Implementation of High School Graduation Strategies

Strategies	# (%) of sites applying to implement	Implementation rating, evidence
4-1 Conduct PD at LEAs to review/revise class scheduling for migrant students to assist in attaining necessary course credits and instruction time	8 (100%)	Rating 4: Sufficient PD was provided in reviewing and revising class scheduling to assist migrant students in attaining necessary course credits. The Iowa MEP facilitated an MSIX training in April 2014. Williamsburg works closely with sending districts in Texas.
4-2 Provide credit-recovery and accrual efforts at the LEA level such as PASS, Texas Migrant Interstate Program (TMIP) initiatives, Illinois Migrant Council (IMC) initiatives	8 (100%)	Rating 4: Sufficient credit-recovery and accrual efforts were provided with collaborators. 44 secondary students (31% of those served) received credit accrual services in the regular term. Five secondary students (33% of those served received secondary credit accrual services in 2012-13. Credit accrual services are provided to those students who need to make up credits or need additional credits due to mobility.
4-3 Provide or coordinate with community agencies to assist migrant students in accessing needed support services such as medical, vision, or hearing services; mental health counseling; vocational counseling; or school supplies.	8 (100%)	Rating 4: Sufficient support services are provided through migrant funds and/or through collaboration with community agencies. Dental issues are covered. Migrant programs provide glasses as needed. One student had a wheel chair covered. Sites are facilitating the connection with agencies.

INSTRUCTIONAL SERVICES

Of the 1,318 students identified, 416 (32%) received an instructional service during the regular term and/or summer term. In the summer term, 144 (11%) of students identified received an instructional service. Thirty-three percent (33%) of high school students identified received

credit accrual services. Exhibit 9 displays instructional services provided with breakdowns by reading, math, and secondary credit accrual. Exhibit 6 displays the number and percent receiving each type of instructional service by term.

Exhibit 9
Percent of Migrant Students Receiving Instructional Services
in the Regular and Summer Terms

Service	Program Year		Summer/ Intercession	
	N	%	N	%
Any Instructional Service Identified=1,318	416	32%	144	11%
Reading Instruction	389	30%		
Mathematics Instruction	300	23%		
Secondary Credit Accrual Identified= 336	111	33%		

Source: CSPR Part II, 2013-14

On the staff survey on project effectiveness, Iowa educators who had direct contact with migrant students were asked to comment on the way in which the Iowa MEP was most beneficial to migrant students. The most common comments about the benefits of the program were related learning more about what the program could provide to migrant students and the benefits of collaboration among MEP professionals. In addition, several staff from Williamsburg commented about hearing directly from the students on where they came from, what their family does, and the challenges they face. This information was helpful for connecting with migrant students. Representative comments from across the state follow.

- *It helped me learn new ideas of different types of services we can offer to our students and their families. It also make me realize the importance of having support from other migrant programs.*
- *I was able to observe and get a better grasp of what may other school districts are doing. It was great to see that Postville is ahead of most districts.*
- *The national conference allows us to get ideas to better serve our migrant students.*
- *The training was beneficial to me because it gave me the opportunity to understand the migrant program at our school. I understand the logistics of how the program works much better and the roles of people involved, such as parents and recruiters.*
- *I was able to meet many other knowledgeable people who could share resources, advice, and pertinent information. Many ideas were shared as well as to how to better educate migrant students.*
- *The program allows students to be successful at their level of instruction. Therefore, helping their self-confidence and boosting their learning. I see the kids that I work with starting to take more chances and not just playing it safe. This program really does help!*
- *The most beneficial thing for migrant students was providing reading and math lessons during the middle of the summer to help students retain skills and gain new skills.*
- *Providing associates that can facilitate with language and communication with parents was helpful.*
- *The MEP literacy support for students with language barriers fostered academic growth.*
- *Students continued learning through the summer, and I saw a decrease in summer loss.*

- *The program captures students' interest and attention. I saw an improvement in attitudes toward school and learning.*
- *The program provides extra help for migrant students in small groups where the students feel safe and successful.*
- *I know my students have improved in reading and writing.*
- *I believe the summer program is a great help for students who need more targeted instruction.*
- *Students are getting help with homework and we have seen improvements in reading and math.*

SUPPORT SERVICES

Of the 1,318 students identified during the program year, 326 (25%) received a support service with a breakout of those receiving counseling services of 236 or 18%. Exhibit 10 displays the number and percent of MEP students receiving support services during the program year.

Exhibit 10
Number of Students Receiving Support Services

Service	Program Year	
	N	%*
Any Type of Support Service Identified=1,318	326	25%
Counseling	236	18%

Source: CSPR Part II, 2013-14

On the parent survey of program effectiveness, parents rated the overall services of the Iowa migrant Education program. All respondents indicated that the services were good or very good. The mean rating on the four-point scale was 3.7. Exhibit 11 displays the distribution of parent responses.

Exhibit 11
Parent Ratings of MEP Services Provided

Survey item	Poor	Fair	Good	Very good	Mean
How do you rate the services provided by the Iowa Migrant Education Program?	0%	0%	30%	70%	3.7

Source: 2013-14 Parent Survey

On the parent survey and during PAC meetings, respondents were asked to comment on way the Iowa MEP helped their children succeed in school. The most common responses were that the afterschool tutoring and summer school programs helped migrant children improve in reading and math. Representative comments follow.

- *Everything the program told us was very important. We need to pass this along to our children. Thank you.*
- *Thank you so much for everything you do for migrant families. We now understand what we can do as parents to help our children succeed.*
- *The migrant education program helped my child complete the third grade and progress in reading and math.*

- *The program has opened many doors for my children.*
- *My daughter improved in reading because of the tutoring she received after school.*
- *The migrant program helps them learn to reading and with success in school. The success center helps migrant students with school work, FAFSA, scholarships and other things.*
- *Migrant summer school really helped my child be successful during the regular school year too.*
- *Children are improving in reading skills such as understanding their textbooks, understanding books they read, and understanding their homework.*
- *The students usually do math activities and games in school. After they're done, they get to take their work home. Children are improving in their math skills.*
- *They provide extra help after school.*
- *It is a great opportunity where kids can learn during summer and not stay at home all day without education.*
- *The program helps with special English classes. It helped my child a lot.*

STAKEHOLDER SUGGESTIONS FOR IMPROVEMENT

Staff and parents were asked to provide suggestions to improve the MEP services on their respective surveys. On the staff survey, the most common suggestions were to provide professional development regarding designing effective services around the needs of migrant students and providing opportunities for high school students to graduate and be college and career ready. Representative comments follow.

- *Not all migrant students in Iowa have the necessary tools or resources to achieve success in school. Students need migrant scholarships, credit in summer school, and better technology.*
- *I would like to see more general education teachers get professional development pertaining to migrant students, their needs and strategies to help them. I would also like more professional development about how to start clubs for migrant students to improve school engagement.*
- *I would love to see more training from the state regarding what services we can offer to our kids.*
- *I discovered the HEP and CAMP organizations that other states have and was very excited and impressed. I would love to see those types of programs come to Iowa.*
- *I would like to see more general education teachers get training pertaining to migrant students, their needs, and strategies to help them.*
- *Instead of having districts paying their own professional development for their staff, offer professional development at the state level to all migrant educators. That way all districts will benefit and save money.*
- *To better help our students, we need to teach our teachers new strategies when teaching migrant students.*
- *Continue to support projects and provide training. Bring in state migrant program directors to see what our programs look like.*
- *State staff should deliver guidance on site.*
- *We need more standardized templates for common uses of MEP funds.*
- *Because they move around so much, we need to know what level they're on so we can better help them.*

- *More opportunities to communicate about students' needs between teachers.*
- *Include more math instruction.*
- *Include career path programs for them to see jobs available to them and encourage them to pursue college and other post-secondary options.*

Parents were asked to provide suggestions for ways they would change the program to make it better on both the parent survey and during PAC meetings. Comments from both areas were similar. Parents wanted to know more about what the program provides and wanted more materials and/or activities to help their children succeed in school. Many parents commented that they would like to see support services, such as books for the home, continued. Representative comments follow.

- *More help in preparing for college.*
- *The Migrant program is excellent and a great help and benefit to our children and families in the United States. It would be excellent if the program had more collaboration between countries. We should join with other countries to help those families in need.*
- *It would be very good that the school offers ESL classes for parents.*
- *The top priority for parents was additional teachers in the elementary buildings to support migrant students in literacy and math.*
- *After school program*
- *Summer school*
- *Hire an associate for migrant students between the Middle School and High School.*
- *Additional teacher support at the elementary buildings*
- *Give more information. I received information in the beginning of the program only. I did not know what happened with the program and if my child was in it.*
- *Help students with sports programs.*
- *There is a need at the middle and high school for someone that speaks Spanish well to orient parents and to explain graduation requirements.*
- *It would be great if we could have some books that kids could keep at home and read. We also need more information about the program.*

PARENT INVOLVEMENT

Migrant parents were involved in their children's school through parent/teacher conferences, Parent Advisory Council (PAC) meetings, literacy nights, and various orientation meetings. Program coordinators tracked parent involvement in events throughout the 2013-14 school year and provided sign-in sheets, meeting agendas, and meeting notes. A duplicated total of 129 parents attended events. Exhibit 12 displays the parent involvement activities and number of parents attending by activity.

Exhibit 12
Parent Advisory Group Meetings and Parent Activities

Date	Activity	# Participants
9/5/13	Denison PAC Meeting	8
9/26/13	State PAC Meeting	Programs represented: Postville, Ottumwa, Marshalltown, Williamsburg, Denison, Columbus
10/11/13	Postville PAC Meeting	34

Date	Activity	# Participants
1/23/14	State PAC Meeting	Programs represented: Postville, Ottumwa, Williamsburg, Denison, Columbus
2/3/14	Perry Parent Meeting	1
2/4/14	Ottumwa Parent Meeting	3
2/4/14	Columbus Parent Meeting	6
2/5/14	Marshalltown Parent Meeting	3
2/5/14	Williamsburg Parent Meeting	1
2/6/14	Denison Parent Meeting	4
2/7/14	Postville PAC Meeting	25
4/24/14	Ottumwa PAC Meeting	5
5/16/14	Postville PAC Meeting	28

Source: Program Records

5. Results

This section provides a summary of program results related to the MPOs. Sources of data include student assessment results, demographic data from the State MEP database, and director, staff, and parent surveys.

PERFORMANCE GOALS AND AMOS

During 2013-14, academic achievement (reading and mathematics) of students attending public school in Iowa was assessed through the Iowa Assessment. Following are the 2014 Iowa Assessment results in reading and math for migrant students, PFS migrant students, and non-migrant students, compared to the State Performance Targets, which for 2014 was 100%. Note that the ESEA flexibility waiver is under review as of the completion of this report, and the original targets may change should the flexibility request be approved. Tables show the percent of students proficient and the gap in proficiency 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. Migrant students, PFS migrant students, and non-migrant students were below target at all grade levels. The gap for migrant students ranges from 56% in the third grade to 70% in the fifth grade. The gaps for PFS migrant students ranged from 60% in the seventh grade to 100% in the third grade. Non-migrant students also were below target at all grade levels, though the gap was substantially smaller and ranged from 21% in high school to 26% in the sixth grade.

Exhibit 13

Number/Percent of Students Scoring Proficient/Advanced on the 2014 Reading State Assessment Compared to the State Performance Targets

Gr	Migrant			PFS Migrant			Non-migrant			Target
	# Tested	% Prof.	Gap	# Tested	% Prof.	Gap	# Tested	% Prof.	Gap	
3	72	44%	56%	11	0%	100%	35,213	77%	23%	100%
4	51	35%	65%	8	38%	62%	35,490	75%	25%	100%
5	43	30%	70%	10	20%	80%	34,441	76%	24%	100%
6	59	37%	63%	13	23%	77%	34,865	74%	26%	100%

Gr	Migrant			PFS Migrant			Non-migrant			Target
	# Tested	% Prof.	Gap	# Tested	% Prof.	Gap	# Tested	% Prof.	Gap	
7	44	41%	59%	10	40%	60%	35,379	75%	25%	100%
8	52	42%	58%	14	29%	71%	35,915	75%	25%	100%
HS	44	34%	66%	18	6%	94%	33,985	79%	21%	100%
All	365	38%	62%	84	20%	80%	245,288	76%	24%	100%

Source: CSPR Part I, 2013-14 and program records for PFS proficiency

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. Migrant students, PFS migrant students, and non-migrant students were below target at all grade levels. For migrant students, the gap ranges from 36% in the seventh grade to 58% in the fourth grade. The gaps for PFS migrant students ranged from 54% in the sixth grade to 100% in high school. Non-migrant students also were below target at all grade levels, though the gap was substantially smaller and ranged from 17% in the seventh grade and high school to 25% in the eighth grade.

Exhibit 14
Number/Percent of Students Scoring Proficient/Advanced
on the 2014 Math State Assessment Compared to the State Performance Targets

Gr	Migrant			PFS Migrant			Non-migrant			Target
	# Tested	% Prof.	Gap	# Tested	% Prof.	Gap	# Tested	% Prof.	Gap	
3	58	52%	48%	11	9%	91%	33,570	80%	20%	100%
4	53	42%	58%	8	13%	87%	35,522	79%	21%	100%
5	54	50%	50%	10	20%	80%	35,397	77%	23%	100%
6	62	42%	48%	13	46%	54%	35,116	77%	23%	100%
7	45	64%	36%	10	30%	70%	35,222	83%	17%	100%
8	54	44%	56%	14	43%	57%	35,920	75%	25%	100%
HS	44	48%	52%	18	0%	100%	33,969	83%	17%	100%
All	370	48%	52%	84	23%	77%	244,716	79%	21%	100%

Source: CSPR Part I, 2013-14 and program records for PFS proficiency

Migrant Student Performance on Performance Indicator 1.3: The four-year cohort graduation rate. Migrant students were below the target graduation rate of 89% by 13%. Non-migrant students met the target graduation rate. (Note that a four-year cohort graduation rate for PFS migrant students was not available.)

Exhibit 15
Cohort Graduation Rates Compared to State Target 2014

Migrant		Non-migrant		Target
Graduation rate	Gap	Graduation rate	Gap	
76%	13%	90%	Met target	89%

Source: State Report Card 2014

Data related to state performance measures should be interpreted with caution. While percentages of migrant students that are proficient and graduating from high school provide a useful measure of the overall educational progress of migrant students, there is little that can be said about MEP instructional services based on these data. State assessments are designed to

measure student attainment of knowledge and skills outline in state standards that are set for all students, and migrant should be afforded the same opportunities to meet state standards.

However, the migrant program is supplemental in nature and cannot supplant the instruction provided by state and federal funds; therefore, the services provided by the MEP may be aligned with state standards *but* cannot replace what students are provided through other means. In practical terms, this means that if a student is receiving tutoring or other supplemental instruction during the regular school year from a source other than the MEP, the MEP may not provide this same tutoring. It is not possible to determine the extent to which proficiency and non-proficiency on state assessments are associated with MEP supplemental instruction and other instruction provided to migrant and non-migrant students. Other assessments that are aligned with the supplemental services offered through the MEP provide in the most appropriate accountability measurement of the outcomes and effectiveness of migrant services.

LITERACY RESULTS

The Needs Assessment Committee identified the primary concern for migrant students in the area of literacy: "We are concerned about the achievement gap between migrant students and all students in reading/language arts and English language development." The following three MPOs were established by the Service Delivery Plan Committee to evaluate progress toward closing this achievement gap.

MPO 1a: By the end of the 2013-14 school year and each year thereafter, 80% migrant students enrolled in summer programs will demonstrate a 2% gain between pre- and post-assessments on a state-approved measure of reading.

Iowa districts implementing programs (including federal programs) are allowed to use curriculum of their choice provided it meets the standards and guidance provided by the state. When applying for MEP funding during a summer program, LOAs choose from a list of possible assessments that will address this MPO. (LOAs may also petition the State to add to the list of possible assessments.) The summer reading assessments used in Iowa include:

- DIBELS
- QRI, BRI
- Jamestown Reader
- Gray Oral
- Scholastic Reading Inventory (SRI)
- Plato
- Release items from NAEP, New Standards
- Measures of Academic Progress (MAP)
- Iowa Collaborative Assessments Modules (ICAM)
- Approved locally developed measures (including portfolios, rubrics, project-based assessments)

The following strategies were implemented as methods for meeting this MPO:

- Provide effective, research-based supplemental services in reading

- Provide summer programs using research-based reading strategies

Overall, 83% of the migrant students assessed during the summer exhibited a gain between the pretest and the posttest, **meeting the MPO**. By grade level, the MPO was met in all grades but five and six, where 45% and 56% of students made a two percent gain respectively. Exhibit 16 displays the number with both a pre and post assessment and the number increasing by two percent from pretest to posttest.

Exhibit 16
Gains on Summer Program Reading Assessments—All Migrant

Grade	Number Assessed	# Gaining 2%	% Gaining 2%	MPO Met?
K	1	1	100%	Yes
1	13	13	100%	Yes
2	15	12	80%	Yes
3	19	18	95%	Yes
4	13	11	85%	Yes
5	11	5	45%	No
6	7	7	100%	Yes
7	9	5	56%	No
8	8	8	100%	Yes
Total	96	80	83%	Yes

Source: Summer Reports 2014

Gains for migrant students without a PFS designation were similar to the gains for all migrant students with 81% making a 2% gain.

Exhibit 17
Gains on Summer Program Reading Assessments—Non-PFS Migrant

Grade	Number Assessed	# Gaining 2%	% Gaining 2%	MPO Met?
1	9	9	100%	Yes
2	10	9	90%	Yes
3	15	14	93%	Yes
4	9	8	89%	Yes
5	8	2	25%	No
6	6	6	100%	Yes
7	8	4	50%	No
8	5	5	100%	Yes
Total	70	57	81%	Yes

Source: Summer Reports 2014

Migrant students with PFS performed slightly better than non-PFS migrant students with 88% of PFS students making a 2% gain on the summer program reading assessment.

Exhibit 18
Gains on Summer Program Reading Assessments—PFS Migrant

Grade	Number Assessed	# Gaining 2%	% Gaining 2%	MPO Met?
K	1	1	100%	Yes
1	4	4	100%	Yes
2	5	3	60%	No

Grade	Number Assessed	# Gaining 2%	% Gaining 2%	MPO Met?
3	4	4	100%	Yes
4	4	3	75%	No
5	3	3	100%	Yes
6	1	1	100%	Yes
7	1	1	100%	Yes
8	3	3	100%	Yes
Total	26	23	88%	Yes

Source: Summer Reports 2014

MPO 1b: By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on an annual staff development survey that professional development on reading strategies has helped them to deliver high quality reading instruction.

The following strategies were implemented as methods for meeting this MPO:

- Align reading professional development to the needs of migrant students as documented in the local CNA
- Increase community and school staff awareness of issues affecting language development
- Train staff to use SIOP strategies to make content comprehensible in reading & language arts
- Ensure that staff who work with migrant students receive professional development to provide effective reading instruction to migrant students
- Provide professional development to key staff who are the first contact of students new to a program or services directly to students new to a program

Staff who participated in migrant-funded professional development were asked to complete a survey regarding the effectiveness of the professional development. The activities included national and state conferences, technical assistance and training from the SEA, and local trainings in which the migrant program participated. Trainings were provided to help staff understand the unique needs of migrant children and better provide high quality reading instruction. All staff responding to the survey item indicated that the professional development provided helped them more effectively deliver high quality reading instruction, **meeting the MPO**. Exhibit 19 and 20 display the results of the survey.

Exhibit 19
Percent of Instructional Staff Reporting that Professional Development Supports Reading Instruction

Extent to which...	Percent Reporting Support	Percent Reporting no Support	MPO Met?
Professional development helped you more effectively deliver high quality reading instruction .	100%	0%	Yes

Source: Staff Survey 2013-14

Exhibit 16 displays the distribution of responses and mean rating—4.0 on the four-point scale.

Exhibit 20
Instructional Staff Ratings of Professional Development in Reading

Extent to which...	Not at All	Very little	Somewhat	Very Much	Mean
	%	%	%	%	
Professional development helped you more effectively deliver high quality reading instruction.	0%	0%	0%	100%	4.0

Source: Staff Survey 2013-14

MPO 1c: By the end of the 2013-14 school year and each year thereafter, as a result of parent involvement activities/materials, 75% of parents responding on a parent survey will express increased confidence in their ability to help their child to succeed in reading.

The following strategy was implemented as a method for meeting this MPO:

- Provide parenting education activities and materials designed to aid parents in supporting their child in reading

Parents participated in activities and received materials designed to help them better support their child’s reading development. See the implementation section for a description and list of activities provided. Parents who participated in activities and/or received materials related to helping their children learn to read were asked to respond to a survey item about how much the materials helped them. All parents responding indicated that the materials helped them increase their abilities, **meeting the MPO**. Exhibit 21 displays the results.

Exhibit 21
Parents Reporting Growth in their Ability to Support their Child’s Reading Success

Extent to which...	Percent Reporting Support	Percent Reporting no Support	MPO Met?
If you received materials, how much did the materials help you increase your ability to help your child with reading ?	100%	0%	Yes

Source: Parent Survey 2013-14

Exhibit 22 displays the distribution of parent responses and the mean rating. Ninety-three percent (93%) of respondents indicated that they increased their abilities “a lot.” The mean rating on the survey item was 3.9 on the four-point scale.

Exhibit 22
Parent Ratings of Growth in Ability to Help Children with Reading

N	Not at All	Very little	Somewhat	A lot	Mean
If you received materials, how much did the materials help you increase your ability to help your child with reading ?	0%	0%	7%	93%	3.9

Source: Parent Survey 2013-14

MATHEMATICS RESULTS

The Needs Assessment Committee identified the primary concern for migrant students in the area of mathematics: “We are concerned about the achievement gaps between migrant students and all students in mathematics.” The following three MPOs were established by the Service Delivery Plan Committee to evaluate progress toward closing this achievement gap.

MPO 2a: By the end of the 2013-14 school year and each year thereafter, 80% migrant students enrolled in summer programs will demonstrate a 2% between pre- and post-assessment on a state-approved measure of mathematics.

Iowa districts implementing programs (including federal programs) are allowed to use curriculum of their choice provided it meets the standards and guidance provided by the state. When applying for MEP funding during a summer program, LOAs choose from a list of possible assessments that will address this MPO. (LOAs may also petition the State to add to the list of possible assessments.) The summer mathematics assessments used in Iowa include:

- E2020
- Math summer program through Region 20 in Texas (MASTERS)
- Plato
- Release items from NAEP, New Standards
- Measures of Academic Progress (MAP)
- Iowa Collaborative Assessments Modules (ICAM)
- Approved locally developed measures (including portfolios, rubrics, project-based assessments)
- Publisher-designed test

The following strategies were implemented as methods for meeting this MPO:

- Provide effective, research-based supplemental services in math
- Provide summer programs using research-based math strategies

Overall, 86% of the migrant students assessed during the summer exhibited a gain between the pretest and the posttest, **meeting the MPO**. By grade level, the MPO was met in all grades assessed with the percent gaining ranging from 80% in grades 2 and 6 to all students in grades 1, 5, and 7. Exhibit 20 displays the number of migrant summer 2014 migrant students with both a pre and post assessment and the number increasing their score by 2% from pretest to posttest.

Exhibit 23
Gains on Summer Program Mathematics Assessments—All Migrant

Grade	Number Assessed	# Gaining 2%	% Gaining 2%	MPO Met?
1	1	1	100%	Yes
2	15	12	80%	Yes

Grade	Number Assessed	# Gaining 2%	% Gaining 2%	MPO Met?
3	13	11	85%	Yes
4	11	10	91%	Yes
5	3	3	100%	Yes
6	5	4	80%	Yes
7	3	3	100%	Yes
8	7	6	86%	Yes
Total	58	50	86%	Yes

Source: Summer Report 2014

Student without a PFS designation made gains at a similar rate as all students with 88% making a 2% gain.

Exhibit 24

Gains on Summer Program Mathematics Assessments—Non-PFS Migrant

Grade	Number Assessed	# Gaining 2%	% Gaining 2%	MPO Met?
1	1	1	100%	Yes
2	10	9	90%	Yes
3	12	10	83%	Yes
4	8	8	100%	Yes
5	1	1	100%	Yes
6	3	2	67%	No
7	3	3	100%	Yes
8	4	3	75%	No
Total	42	37	88%	Yes

Source: Summer Report 2014

Students with a PFS designation made gains meeting the MPO at a slightly lower rate than students without a PFS designation with 81% making a 2% gain.

Exhibit 25

Gains on Summer Program Mathematics Assessments—PFS Migrant

Grade	Number Assessed	# Gaining 2%	% Gaining 2%	MPO Met?
2	5	3	60%	No
3	1	1	100%	Yes
4	3	2	67%	No
5	2	2	100%	Yes
6	2	2	100%	Yes
8	3	3	100%	Yes
Total	16	13	81%	Yes

Source: Summer Report 2014

MPO 2b: By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on an annual staff development survey that professional development on math strategies has helped them to deliver high quality mathematics instruction.

The following strategies were implemented as methods for meeting this MPO:

- Align math professional development to the needs of migrant students as documented in the local CNA

- Train staff to use strategies to make content comprehensible in math
- Ensure that staff who work with migrant students receive professional development to provide effective math instruction to migrant students
- Provide professional development to key staff who are the first contact of students new to a program or services directly to students new to a program

Staff who participated in migrant-funded professional development were asked to complete a survey regarding the effectiveness of the professional development. The activities included national and state conferences, technical assistance and training from the SEA, and local trainings in which the migrant program participated. Trainings were provided to help staff understand the unique needs of migrant children and better provide high quality reading instruction. Seventy-six percent (76%) of staff responding to the survey item indicated that the professional development provided helped them more effectively deliver high quality reading instruction, **meeting the MPO**. Exhibit 26 displays the results of the survey.

Exhibit 26
Percent of Instructional Staff Reporting that Professional Development Supports Mathematics Instruction

Extent to which...	Percent Reporting Support	Percent Reporting no Support	MPO Met?
Professional development helped you more effectively deliver high quality math instruction .	100%	0%	Yes

Source: Staff Survey 2013-14

Exhibit 27 displays the distribution of responses and mean rating—3.8 on the four-point scale.

Exhibit 27
Instructional Staff Ratings of Professional Development in Mathematics

Extent to which...	Not at All	Very little	Somewhat	Very Much	Mean
	%	%	%	%	
Professional development helped you more effectively deliver high quality math instruction .	0%	0%	20%	80%	3.8

Source: Staff Survey 2013-14

MPO 2c: By the end of the 2013-14 school year and each year thereafter, as a result of parent involvement activities/materials, 75% of parents responding on a parent survey will express increased confidence in their ability to help their child to succeed in math.

The following strategy was implemented as a method for meeting this MPO:

- Provide parenting education activities and materials designed to aid parents in supporting their child in math

Parents participated in activities and received materials designed to help them better support their child's math skills development. See the implementation section for a description and list of

activities provided. Parents who participated in activities and/or received materials related to helping improve their children’s math skills were asked to respond to a survey item about how much the materials helped them. All parents responding indicated that the materials helped them increase their abilities, **meeting the MPO**. Exhibit 28 displays the results.

Exhibit 28

Parents Reporting Growth in their Ability to Support their Child’s Mathematics Success

Extent to which...	Percent Reporting Support	Percent Reporting no Support	MPO Met?
If you received materials about math learning, how much did the materials help you increase your ability to help your child with math?	100%	0%	Yes

Source: Parent Survey 2013-14

Exhibit 29 displays the distribution of parent responses and the mean rating. All respondents indicated that they increased their abilities “a lot.” The mean rating on the survey item was 4.0 on the four-point scale.

Exhibit 29

Parent Ratings of Growth in Ability to Help Children with Mathematics

Extent to which...	Not at All	Very little	Some	A lot	Mean
If you received materials about math learning, how much did the materials help you increase your ability to help your child with math?	0%	0%	0%	100%	4.0

Source: Parent Survey 2013-14

SCHOOL READINESS RESULTS

The Needs Assessment Committee identified the primary concern for migrant students in the area of school readiness: “We are concerned that preschool-age migrant children do not attend ECE programs and lack the English skills to effectively participate in ECE programs.” The following three MPOs were established by the Service Delivery Plan Committee to evaluate progress toward closing this services and skills gap.

MPO 3a: By the end of the 2013-14 school year and each year thereafter, 65% of identified migrant children ages four or older and not currently enrolled in kindergarten will be enrolled in a high quality early childhood program.

The following strategies were identified by the Service Delivery Committee as methods for meeting this MPO:

- Provide or coordinate transportation services to assure access to early childhood education services and parent education services

- Collaborate with community and state agencies/organizations to provide early childhood education, special education, comprehensive services such as health, mental health, oral health, family support, nutrition, etc.
- Ensure language and culture are not a barrier to access and participation in available ECE services
- Assure required records (medical, immunization, etc.) are not barriers to early childhood education (ECE) access and participation
- Ensure flexible scheduling of ECE services to accommodate parent schedules and needs (e.g., provide adequate wrap-around child care funding, etc.)
- Provide in-home or site-based services, or provide tuition to existing early childhood programs.
- Assure that high quality early childhood education programs used by migrant children are available that provide instruction in early reading, early math, and early science skills

Site coordinators completed an End-of-Project report that asked them to report the number of four-year-old and old migrant children not yet in kindergarten and the number of those that were enrolled in a high quality early childhood program which was migrant or non-migrant funded. During the regular term, 25 children were identified and 12 (48%) were enrolled in a preschool program. During the summer, 52 children were identified and 8 (15%) were enrolled in a preschool program, which **does not meet the MPO**. Exhibit 30 displays the number and of migrant preschool children enrolled in high quality early childhood programs by site.

Exhibit 30
Migrant Children Identified and Enrolled in High Quality Early Childhood Programs

Term	Number Identified	# Enrolled in EC Programs	% Enrolled	MPO Met?
Regular	25	12	48%	No
Summer	52	8	15%	No

Source: Regular Term Report 2013-14 and Summer Report 2014

MPO 3b: By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on an annual staff development survey that professional development on early literacy strategies has helped them to deliver high quality early literacy instruction.

The following strategy was identified by the Service Delivery Committee as a method for meeting this MPO:

- Ensure staff that work with migrant children and families receive PD on cultural competencies, quality instruction, and how to address the unique needs of migrant children and families

Staff who participated in migrant-funded professional development were asked to complete a survey regarding the effectiveness of the professional development. The activities included national and state conferences, technical assistance and training from the SEA, and local

trainings in which the migrant program participated. Trainings were provided to help staff understand the unique needs of migrant children and better provide high quality early literacy instruction. All staff responding to the survey item indicated that the professional development provided helped them more effectively deliver high quality early literacy instruction, **meeting the MPO**. Exhibit 31 displays the results of the survey.

Exhibit 31
Staff Reporting that Professional Development Supports Early Childhood Education

Extent to which...	Percent Reporting Support	Percent Reporting no Support	MPO Met?
Professional development helped you more effectively deliver early literacy instruction .	100%	0%	Yes

Source: Staff Survey 2013-14

Exhibit 32 displays the distribution of responses and mean rating—3.7 on the four-point scale.

Exhibit 32
Staff Ratings of Professional Development Regarding Early Childhood Education

Extent to which...	Not at All	Very little	Somewhat	Very Much	Mean
	%	%	%	%	
Professional development helped you more effectively deliver early literacy instruction .	0%	0%	33%	67%	3.7

Source: Staff Survey 2013-14

MPO 3c: By the end of the 2013-14 school year and each year thereafter, as a result of parent involvement activities/ materials, 75% of parents responding on a parent survey will express increased confidence in their ability to help their young child to be ready for school.

The following strategies were identified by the Service Delivery Committee as methods for meeting this MPO:

- Develop and implement a comprehensive communication plan to inform migrant parents of children four and older about availability of early childhood education services
- Provide parent education and materials (e.g., books) that address the use of home language, dialogic reading strategies, other early literacy strategies, parenting skills, parent’s role in supporting child’s learning in formal education settings, enhancing parent-child communication, and other needs identified by parents

Parents participated in activities and received materials designed to help them better support their young child’s development in preparation for school. See the implementation section for a description and list of activities provided. Parents who participated in activities and/or received materials related to helping their children be ready for school were asked to respond to a survey item about how much the materials helped them. All parents responding indicated that the materials helped them increase their abilities, **meeting the MPO**. Exhibit 33 displays the results.

Exhibit 33
Parents Reporting Growth in their Ability to Help their Child Prepare for School

Extent to which...	Percent Reporting Support	Percent Reporting no Support	MPO Met?
If you have young children and received materials from the migrant program, how much did the materials help you increase your ability to help your young child be ready for school?	100%	0%	Yes

Source: Parent Survey 2013-14

Exhibit 34 displays the distribution of parent responses and the mean rating, and 81% indicated that they increased their abilities “a lot.” The mean rating on the survey item was 3.8 on the four-point scale.

Exhibit 34
Parent Ratings of Growth in Ability to Help their Child Prepare for School

Extent to which...	Not at All	Very little	Some	A lot	Mean
If you have young children and received materials from the migrant program, how much did the materials help you increase your ability to help your young child be ready for school?	0%	0%	19%	81%	3.8

Source: Parent Survey 2013-14

HIGH SCHOOL GRADUATION RESULTS

The Needs Assessment Committee identified the primary concern for migrant students in the area of high school graduation: “We are concerned that migrant students are behind in credit accrual and at risk of not graduating due to high mobility, staff’s lack of knowledge about strategies to increase inter/intrastate coordination, insufficient instructional time, and summer school scheduling conflicts; and we are concerned that parents are not prepared to act as advocates for their children.” The following four MPOs were established by the Service Delivery Plan Committee to evaluate progress toward closing these achievement and services gaps.

MPO 4a: By the end of the 2012-13 school year and each year thereafter, the migrant student dropout rate will decrease by 1%.

The following strategies were identified by the Service Delivery Committee as methods for meeting this MPO:

- Assist students to develop graduation plans
- Provide credit-recovery and accrual efforts at the LEA level such as PASS, Texas Migrant Interstate Program (TMIP) initiatives, Illinois Migrant Council (IMC) initiatives

- Develop partnerships with programs and districts in sending states (such as the TMIP and IMC) to ensure continuity of instruction
- Provide or coordinate with community agencies to assist migrant students in accessing needed support services such as medical, vision, or hearing services; mental health counseling; vocational counseling; or school supplies.
- Utilize available records transfer systems to ensure students are placed appropriately and are able to transfer credits through MSIX, TMIP, and PASS

The baseline for the dropout rate was the 2011-12 school year in which 3.1% of migrant students enrolled in grades 7-12 dropped out of school. The dropout rate for migrant students in Iowa decreased by 2.7% from 2011-12 to 2013-14, **which meets the MPO**. Furthermore, the dropout rate for migrant students has decreased each year since 2010-11. Exhibit 35 displays dropout rates and the difference in the rates between 2011-12 and 2013-14.

Exhibit 35
Migrant Student Dropout Rates from Baseline 2011-12 to 2013-14

Baseline 2011-12	2013-14	Rate Change +/-
3.1%	0.4%	-2.7%

Source: CSPR Part II 2011-12 and 2013-14, dropout table

MPO 4b: By the end of the 2013-14 school year and each year thereafter, 75% of educators in districts receiving migrant funding will report on a staff professional development survey that professional development has helped them better assist migrant students to graduate.

The following strategies were identified by the Service Delivery Committee as methods for meeting this MPO:

- Conduct professional development at LEAs to review/revise class scheduling for migrant students to assist in attaining necessary course credits and instruction time
- Provide professional development to staff in the appropriate use of records transfer systems

Staff who participated in migrant-funded professional development were asked to complete a survey regarding the effectiveness of training related to assisting migrant students to graduate. The activities included national and state conferences, technical assistance and training from the SEA, and local trainings in which the migrant program participated. Trainings were provided to help staff understand the unique needs of migrant children and better assist migrant students graduate. All staff responding to the survey item indicated that the professional development provided helped them more effectively assist migrant students to graduate, **meeting the MPO**. Exhibit 36 displays the results of the survey.

Exhibit 36
Staff Reporting that Professional Development Supports High School Graduation

Extent to which...	Percent Reporting Support	Percent Reporting no Support	MPO Met?
Professional development helped you more effectively assist migrant students to graduate .	100%	0%	Yes

Source: Staff Survey 2013-14

Exhibit 37 displays the distribution of responses and mean rating of 3.9 on the four-point scale, and 89% of staff indicated that professional development helped “very much” to more effectively assist migrant students to graduate.

Exhibit 37
Staff Ratings of Professional Development Regarding High School Graduation

Extent to which...	Not at All	Very little	Somewhat	Very Much	Mean
	%	%	%	%	
Professional development helped you more effectively assist migrant students to graduate .	0%	0%	11%	89%	3.9

Source: Staff Survey 2013-14

MPO 4c: By the end of the 2013-14 school year and each year thereafter, as a result of parent involvement activities/materials, 75% of parents responding on a parent survey will express increased confidence in their ability to help their secondary student graduate.

The following strategies were identified by the Service Delivery Committee as methods for meeting this MPO:

- Improve communication with parents
- Provide parenting education activities and materials designed to aid parents in supporting their child toward graduation

Parents participated in activities and received materials designed to help them better support their high school student toward graduation. See the implementation section for a description and list of activities provided. Parents who participated in activities and/or received materials related to helping their children graduate were asked to respond to a survey item about how much the materials helped them. All parents responding indicated that the materials helped them increase their abilities, **meeting the MPO**. Exhibit 38 displays the results.

Exhibit 38

Parents Reporting Growth in their Ability to Help their Child Graduate High School

Extent to which...	Percent Reporting Support	Percent Reporting no Support	MPO Met?
If you have a high school student and received materials from the migrant program, how much did the materials help you increase your ability to help your high school student graduate ?	100%	0%	Yes

Source: Parent Survey 2013-14

Exhibit 39 displays the distribution of parent responses and the mean rating, and 91% of parents indicated that the materials helped them increase their ability to help their high school student graduate “a lot.” The mean rating on the survey item was 3.9 on the four-point scale.

Exhibit 39

Parent Ratings of Growth in Ability to Help their Child Graduate High School

Extent to which...	Not at All	Very little	Some	A lot	Mean
If you have a high school student and received materials from the migrant program, how much did the materials help you increase your ability to help your high school student graduate ?	0%	0%	9%	91%	3.9

Source: Parent Survey 2013-14

MPO 4d: By the end of the 2013-14 school year and each year thereafter, the percentage of identified OSY who participate in instructional services will increase by 5%.

The following strategy was identified by the Service Delivery Committee as a method for meeting this MPO:

- Provide supplemental services--such as English language lessons, career education, and life skills lessons--according to student needs on a flexible schedule for youth not in school.

In previous years, there has been limited emphasis on identifying and serving youth who were not in school. The Needs Assessment Committee and Service Delivery Planning Team identified this as an area where the migrant program should begin to design and implement services. Program coordinators were asked to report the number of OSY identified and the number served on their End-of-Project report. While the number of OSY identified increased in 2013-14, signifying increased efforts to find OSY, the districts reported serving 9% of them, a decrease of 66% from the previous year, which **does not meet the MPO**. Exhibit 40 displays the number of OSY recruited and receiving instructional services from 2011-12 through 2013-14.

Exhibit 40
OSY Identified and Participating in Services

2011-12		2012-13		2013-14		Rate Change +/-
# identified	# (%) served	# identified	# (%) served	# identified	# (%) served	
21	2 (10%)	28	21 (75%)	67	6 (9%)	-66%

Source: Summer Report 2014

6. Recommendations

This section of the report provides progress on recommendations from previous evaluations and recommendations for action based on the data collected for the evaluation of the Iowa MEP. Recommendations are summarized based on observations, staff and parent surveys, focus group results, results of student assessments, and interviews with State and local MEP staff and parents. Recommendations are provided for program implementation as well as for achieving measurable program outcomes. The state is commended for meeting 11 (85%) of the 13 applicable MPOs during 2013-14.

Furthermore, assessment data from summer programs shows that non-PFS migrant students and PFS migrant students perform similarly on summer assessments with both groups meeting the MPO of 80% demonstrating a 2% gain in both reading and math.

PROGRESS ON PREVIOUS RECOMMENDATIONS

1. **Disaggregate State Assessment results by PFS status.** The Iowa MEP was able to disaggregate PFS status by pulling the student identification numbers from the migrant student database and cross referencing the PFS student assessment results stored in the statewide student database. This resulted in the disaggregation of student data presented in the Performance Goals and AMO section. Note that PFS migrant student proficiency on state assessments will always be low as non-proficiency on state assessments is a factor used to determine PFS status.
2. **Streamline data reporting.** In 2011, Iowa collected data to be submitted to the CSPR in two separate and duplicative methods as the state was moving toward a different data collection system. All data systems are now in place and there is only one point of collection for information to be submitted for state and federal reporting.
3. **Provide technical assistance regarding reporting of continuation of services.** During 2010-11, sites reported providing continuation of services to 353 students. Upon examination of this relatively high number, it appeared that sites needed additional guidance on what constituted continuation of services. This guidance was provided and 17 students were reported as receiving continuation of services during 2012-13.
4. **Review practices regarding recruitment of migrant children and youth not in school.** The number of OSY recruited in Iowa remains low compared to surrounding

states. However, this may be due to factors other than recruitment structures. The state implemented new recruiting techniques beginning in 2012-13 and continuing into 2013-14 in coordination with Kansas, Nebraska, and New York. Topics at these trainings included identification of migrant youth not in school.

5. **Survey staff participating in migrant-funded professional development.** Staff surveys from 2013-14 indicated the trainings staff participated in and staff described outcomes of the trainings, rated the effectiveness of the various components, and provided suggestions for improvement.
6. **Provide professional development regarding migrant student needs.** Iowa MEP staff participated in some migrant-specific professional development during 2013-14, though additional training specific to migrant students and strategies for providing supplemental instruction could be provided. Staff attended the NASDME conference, the state included a migrant strand in the language and learning conference, and there were three statewide migrant meetings that focused on administration of the MEPs. See recommendations below for additional recommendations.
7. **Provide additional opportunities for parent involvement and communication.** Iowa made substantial progress on this recommendation by providing 13 parent involvement events throughout the 2013-14 school year for 129 participants.
8. **Provide a focus on reading instruction at the elementary level.** During 2010-11, the MPO related to supplemental literacy instruction was not met. The state provided the results to local programs and placed an emphasis on reading instruction in migrant meetings. During 2013-14, the literacy MPO was met with 83% of students assessed making gains between pre- and post-assessments, and PFS students performed similarly to all migrant students.
9. **Eliminate MPOs related to science.** MEP staff consulted with local programs and found that the strategies and MPOs related to science education that were in the original SDP were not meeting the needs of migrant students. There was not sufficient time or resources to devote to science as well as math and reading, and most programs did not apply to provide supplemental science instruction. The state met and decided to eliminate the science strategies and MPOs based on participant feedback.

RECOMMENDATIONS

1. **Recommendation #1: Increase the scope of services.** Just over 1,300 students were identified in 2013-14, and 45% of those students received an MEP service. During this year, the structure of the program was to provide services within the school districts that applied for funding to implement an MEP. If a migrant student were identified in an area that had too few students to apply or in an area that chose not to apply, there were no services available for the students. It is recommended that this structure be modified to allow for the participation of as many migrant students as possible. A regional model, such as those employed in Pennsylvania, Arkansas, and New York MEPs would provide a structure which could expand the areas in which migrant students are served. The state should coordinate with neighboring states and states with effective models for

delivering services to students spread across a wide geographic area. If funds allow, MEP staff should visit these states to observe MEP operations and implement a new model for service delivery.

- 2. Recommendation #2: Update the CNA and SDP.** OME recommends updates to the CNA and SDP every three years or where there have been substantial changes to the migrant student population and context. The last CNA for Iowa was completed in June 2010 and the last SDP was completed in July 2011. New guidance from OME and recommendations from the last monitoring visit indicate that the existing documents need changes.
- 3. Recommendation #3: Provide additional migrant-specific professional development.** Iowa provided opportunities for professional development during the 2013-14 school year. Additional professional development may be needed as staff suggestions indicated that MEP staff described a need for regular education teachers to know about the needs of migrant students, and MEP staff themselves wanted additional professional development in providing supplemental instruction services. Migrant-specific professional development is not typically marketed; however, migrant educators in Iowa and in surrounding states have the expertise to train staff on what works within the context that MEPs operate. If funds allow it is recommended that the state MEP provide additional opportunities for migrant-specific professional development or encourage local programs to provide opportunities for MEP educators to share effective practices across sites.
- 4. Recommendation #4: Emphasize the provision of services to children and youth not in school.** As a supplemental program, the MEP is tasked with providing services to migrant students that meet their needs and do not supplant services provided through other federal funds. Often, the migrant students that are the most difficult to serve are those that are not in school: preschool children, students resident in the summer only, and OSY, but these are also the children and youth who have the least access to educational programs. During 2013-14, the number of OSY recruited increased, but percent of OSY served decreased, which did not meet the MPO but also indicates that OSY may not be receiving services that would help them advance toward receiving a high school diploma or its equivalent. In addition, the percentage of preschool children enrolled in a high quality preschool program did not meet the MPO. Iowa should place an emphasis on designing programs that can provide services to migrant OSY and preschool children by providing professional development and technical assistance in these areas and, if funds allow, additional funding for sites piloting instructional programs. Suggestions for curriculum and program design for migrant OSY can be found on the SOSOSY website (the MEP consortium for providing OSY services): <http://osymigrant.org>. The state should coordinate with Teaching and Mentoring Communities (<http://www.tmccentral.org/>) which operates the Migrant and Seasonal Head Start program in Iowa.

APPENDIX

Evaluation Forms

Staff Training Survey Iowa Migrant Education Program

Training title: _____

Date: _____

Presenter: _____

Location: _____

*This form is provided to all staff who received migrant-sponsored training, and we are evaluating many aspects of the program. Some questions may **not apply** to your position or you may not have any knowledge of the item. Circle N/A if the question does not apply.*

1. School District:						
2. Indicate your primary position:	Grade(s) taught:	<input type="checkbox"/> PK/K	<input type="checkbox"/> Gr. 1-5	<input type="checkbox"/> Gr. 6-8	<input type="checkbox"/> H.S. 9-12	<input type="checkbox"/> OSY
	<input type="checkbox"/> Teacher	<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Parent Liaison	<input type="checkbox"/> Recruiter		
	<input type="checkbox"/> Administrator	<input type="checkbox"/> Family Educator	<input type="checkbox"/> Other (specify): _____			

1 = Not At All 2 = Very little 3 = Somewhat 4 = Very Much N/A = Not Applicable

<i>In your opinion, rate the extent to which...</i>	Rating
1. Migrant-sponsored professional development provided you with knowledge and skills to help you more effectively deliver high quality reading instruction to migrant students.	1 2 3 4 N/A
2. Migrant-sponsored professional development provided you with knowledge and skills to help you more effectively deliver high quality math instruction to migrant students.	1 2 3 4 N/A
3. Migrant-sponsored professional development provided you with knowledge and skills to help you more effectively deliver early literacy instruction to migrant students.	1 2 3 4 N/A
4. Migrant-sponsored professional development provided you with knowledge and skills to help you more effectively assist migrant students to graduate .	1 2 3 4 N/A
5. Migrant-sponsored professional development provided you with knowledge and skills to help you more effectively provide appropriate services to out-of-school youth (OSY) .	1 2 3 4 N/A

In what way was this training most beneficial to you?

.....

.....

What suggestions do you have to improve services to migrant students in Iowa?

.....

.....

What suggestions for professional development do you have?

.....

.....

Iowa Migrant Education Program Parent Survey

School district _____

1. What grade level(s) do you have children in? (check all that apply):

Preschool/Kindergarten Elementary Middle School High School

Directions: Please circle the number in the box below which best describes your experiences with migrant services. Then write your responses to the questions presented below. Thank you.

1=Not at all

2=Very little

3=Somewhat

4=Very much

N/A = Not Applicable

2. Did you do activities or get materials from the migrant program about helping your child with reading ? (examples: books, brochures about reading in the home, computers or other technology, help obtaining a library card, information about reading at parent meetings).	No		Yes		N/A
3. If you received materials, how much did the materials help you increase your ability to help your child with reading ?	1	2	3	4	N/A
4. Did you do activities or get materials from the migrant program about helping your child with math ? (examples: brochures about math in the home, computers, calculators, other technology, information about math at parent meetings).	No		Yes		N/A
5. If you received materials about math learning, how much did the materials help you increase your ability to help your child with math?	1	2	3	4	N/A
6. Did you receive materials or participate in activities from the migrant program about helping your young child be ready for school ? (examples: books, brochures about helping young children be ready for school, information at parent meetings).	No		Yes		N/A
7. If you have young children and received materials from the migrant program, how much did the materials help you increase your ability to help your young child be ready for school ?	1	2	3	4	N/A
8. Did you receive materials or participate in activities from the migrant program about helping your high school student graduate ? (examples: information about courses needed, information about the school system, information about required tests).	No		Yes		N/A
9. If you have a high school student and received materials from the migrant program, how much did the materials help you increase your ability to help your high school student graduate ?	1	2	3	4	N/A
10. Rate the services provided by the Iowa Migrant Education Program.	Poor	Fair	Good	Very Good	N/A

11. How did the Iowa Migrant Education Program help your child succeed in school?

.....

.....

.....

12. How would you change the Iowa Migrant Education Program to make it better?

.....

.....

.....

Tracking Form

Site:		Person Completing:	
Date:		Phone:	
Reading assessment used:	Grades:	Math assessment used:	Grades:
Reading assessment used:	Grades:	Math assessment used:	Grades:
Reading assessment used:	Grades:	Math assessment used:	Grades:

For MPOs 1b and 2b: 80% of migrant students enrolled in summer programs will demonstrate gains between pre and post assessments on state-approved measure of reading, math, and science.

Instructions: For numbers 1-4, enter the numerical score the student received on the assessment. DO NOT use assessment results where a gain cannot be calculated.

For number 5, indicate "yes" or "no" for all preschool children in your site. Enter "yes" for all students enrolled in a high quality preschool program (migrant or non-migrant) for at least two weeks.

For number 6, indicate "yes" or "no" for all out-of-school youth (OSY) enrolled in your site. Indicate "yes" for students who received migrant-funded instructional services including but not limited to English language instruction, basic math or reading skills instruction, life skills instruction, credit accrual, etc.

	Student Name*	Grade or Age Group	Migrant ID	1. Reading Pretest score	2. Reading Posttest score	3. Math Pretest Score	4. Math Posttest Score	5. PK child enrolled in PK program	6. OSY received instructional service
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									