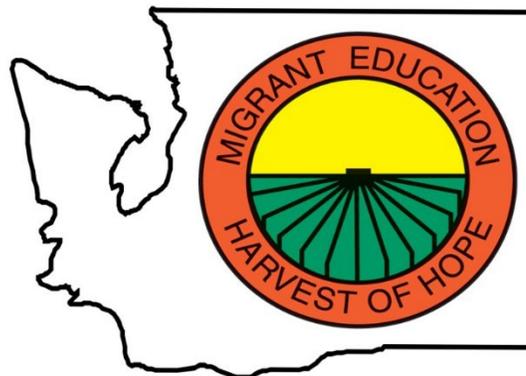




2020-2021 Evaluation Report

Washington Migrant Education Program



March 2022

2020-2021 Evaluation of the Washington Migrant Education Program (MEP)

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Acronyms & Abbreviations

CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESD	Educational Service District
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	Every Student Succeeds Act of 2015
FSI	Fidelity of Strategy Implementation
GLAD	Guided Language Acquisition Design
GPRA	Government Performance and Results Act
HS	High School
ID&R	Identification and Recruitment
IDEA	Individuals with Disability Education Act
IDRC	Identification and Recruitment Consortium
MEP	Migrant Education Program
MGS	Migrant Graduation Specialist
MPO	Measurable Program Outcomes
MSA	Migrant Student Advocate
MSDRS	Migrant Student Data Recruitment and Support
MSIS	Migrant Student Information System
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education (of the U.S. Department of Education)
OSPI	Office of Superintendent of Public Instruction
OSY	Out-of-School Youth
P/A	Proficient/Advanced
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering, and Math
UG	Ungraded
WaKIDS	Washington Kindergarten Inventory of Developing Skills

1. Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The Washington MEP assists schools throughout the State in helping migratory children that may be negatively impacted by students' frequent migration and interrupted schooling meet State achievement expectations. Services are designed to facilitate continuity of instruction to eligible students who migrate between Washington and other states, within the State of Washington, and across international borders. Below is information showing migratory student demographics and MEP services provided during the 2020-21 performance period (9/1/20-8/30/21).

- ✚ In 2020-21, there were 30,116 eligible migratory students ages 0-21 (28,937 Category 1 migratory students ages 3-21) which is a 1% decrease from 2019-20. School closures and social distancing requirements resulting from the COVID-19 pandemic affected identification and recruitment (ID&R) and mobility during the 2020-21 performance period.
- ✚ Funded projects had 28,286 eligible migratory students and non-project districts had 1,830 eligible students.
- ✚ Eleven percent (11%) of all eligible migratory children ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✚ Thirty-four percent (34%) of eligible migratory students 0-21 (5% more than in 2019-20) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/21).
- ✚ Forty-eight percent (48%) of eligible migratory students ages 3-21 (14% more than in 2019-20) were categorized as having priority for services (PFS).
- ✚ Forty-three percent (43%) of eligible migratory student ages 3-21 were identified as being English learners (ELs).
- ✚ Nearly 16,000 migratory students received MEP services (57% of eligible migratory students in the project districts and 53% of all eligible migratory students).
- ✚ Fifty-three percent (53%) of migratory students ages 3-21 (6% more than in 2019-20) were served during the 2020-21 school year, and 9% of migratory students ages 3-21 (3% more than in 2019-20) were served during the summer of 2021 (Category 2 count).
- ✚ Nineteen percent (19%) of the eligible migratory students ages 3-21 received instructional services (3% more than in 2019-20) and 48% received support services (8% more than in 2019-20).

Seventy-one school districts and two Educational Service Districts (ESDs) provided services to migratory students during 2020-21. Projects provided instructional and support services aligned

with the State MEP Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA) within the four goal areas of: (1) English Language Arts [ELA], (2) Mathematics; (3) School Readiness; and (4) High School Graduation/Services to Out-of-School Youth (OSY). Services included supplemental tutoring/instructional support, summer school programs, extended day programming, supplemental reading and mathematics instruction, graduation enhancement and career education, and support services. Support services helped eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services and resources, support services included health services, translations and interpretations, advocacy and outreach, family literacy programs, nutrition services, referrals, educational materials, transportation, academic and non-academic guidance, student advocacy, case management, career/postsecondary awareness, and social work outreach. MEP services also were provided to migratory parents to engage them in the education of their children through parent advisory committee (PAC) meetings, college visits, and parent training/ activities/events.

The chart below shows that eight of the 11 (73%) measurable program outcomes (MPOs) applicable during 2020-21 in the Washington MEP SDP were accomplished. Positive results show the benefit of Washington MEP services on migratory students' reading and math achievement, high school credit accrual, graduation, and promotion to the next grade level. The MPOs not met address summer reading gains, credit accrual, and increases in MEP services from the previous year, which was impacted by the pandemic.

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
English Language Arts		
MPO 1a: By the end of the 2020-21 school year, 65% of migratory students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.	Yes	73% of the 1,329 students assessed improved their reading/ELA scores by at least one point or one level
MPO 1b: By the end of the 2021 summer program, 75% of migratory students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.	No	74% of the 725 students assessed maintained or improved their reading/ELA scores by 2%
MPO 1c: By the end of the 2020-21 performance period, 75% of migratory families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.	Yes	94% of the 241 parents responding reported being better prepared to support reading in the home
Mathematics		
MPO 2a: By the end of the 2020-21 school year, 65% of migratory students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.	Yes	70% of the 1,197 students assessed improved their math scores by at least one point or one level
MPO 2b: Upon completion of the 2021 summer program, 75% of migratory students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.	Yes	84% of the 478 students assessed maintained or improved their math scores by 2%
MPO 2c: By the end of the 2020-21 performance period, 75% of migratory families who participated in MEP family math services will report being better prepared to have conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.	Yes	91% of the 147 parents responding reported being better prepared to support math in the home
School Readiness		
MPO 3a: By the end of the 2020-21 school year, 48% of migratory students entering kindergarten who received MEP	N/A	Children were not assessed with the WaKIDS in fall

Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.		2020 due to school closures resulting from the pandemic
MPO 3b: By the end of the 2020-21 performance period, 75% of families of preschool migratory children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child’s learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.	Yes	84% of the 115 parents responding reported being better prepared to support their preschool child’s learning at home
Graduation/Services to OSY		
MPO 4a: By the end of the 2020-21 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.	Yes	76% of the 272 migratory students and youth completing courses obtained credit
MPO 4b: By the end of the 2020-21 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.	No	Same percentage (63%) of students in grades 9-12 received MEP services in 2020-21 and 2019-20
MPO 4c: By the end of the 2020-21 performance period, 80% of migratory students in grades 9-12 who received support from Migrant Graduation Specialists (MGSs) will graduate or be promoted to the next grade level.	Yes	95% of the 1,269 students in grades 9-12 that received support from MGSs (for whom data was available) graduated or were promoted to the next grade
MPO 4d: By the end of the 2020-21 performance period, there will a 15% increase in the percentage of OSY served by the Washington MEP over the 2016-17 program year (<1% served).	No	6% more OSY received MEP services in 2020-21 than in 2016-17

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

-  Inter/intrastate collaboration resulted in increased services to migratory students. Local MEP directors reported that their programs collaborated with numerous community agencies and school programs such as universities and colleges, 21st Century Community Learning Center projects, College Assistance Migrant Program (CAMP) programs, GEAR UP programs, Special Education, and the State Transitional Bilingual Instructional Program.
-  MEP staff at each of the local projects worked in teams to assign ratings of the implementation of the Strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) tool. The mean rating for all 11 strategies was 3.3 out of 5.0 with mean ratings ranging from 2.9 to 3.6. Mean ratings for all 11 strategies were below the “proficient” level (4.0/“succeeding”). The composite mean rating for all strategies combined was one percentage point higher than it was in 2019-20, and the mean ratings for the implementation of the mathematics and school readiness strategies were higher in 2020-21 than in 2019-20.
-  Data collected for the Government Performance and Results Act (GPRA) measures show that 93% of migratory students in grades 7-12 were promoted or graduated in 2020-21, and 64% of 2020-21 10th grade students received full credit for Algebra I or a higher math course prior to entering 11th grade in 2021-22.

INSTRUCTIONAL SERVICES - Migratory students are provided with a wide range of supplemental instructional services during the regular school year and summer including the services listed below. The MEP is a supplemental program whereby all other resources should be exhausted prior to using MEP funds to provide instructional services to migratory students. As a result, local projects coordinate services with schools, other programs, and community service providers.

MEP Instructional Services	
Math Tutoring/Instruction	Preschool/School Readiness
Reading Tutoring/Instruction	GED Preparation
Science/Social Studies Instruction	ESL Instruction
Other Instructional Services	Secondary Credit Accrual
Summer School	Extended-day Instruction

SUPPORT SERVICES - Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support services include collaboration with other agencies and referrals of migratory children from birth to age 21 to programs and community service providers, health services (medical and dental screening and referrals), instructional supplies, information and training on nutrition, translating and interpreting, advocacy and outreach, transportation, and services to OSY. The needs-based support services provided to migratory students throughout the year in Washington are listed in the chart below.

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

Beginning in 2017, the Washington MEP began implementation of the Migrant Education Health Program. The goal of this program is to provide advocacy and outreach to help migratory students and their families gain access to comprehensive health, nutrition, and social services through health care providers, and partnership organizations free of charge. With the support of the Anacortes, Pasco, Wenatchee, and Yakima ESDs, the Migrant Education Health Program works with districts to identify and provide eligible migratory students with supplemental services such as health, dental, transportation, and counseling services. This is done in coordination with migrant staff at local districts, ESD OSY/Health Coordinators, the School Nursing Corps, and other school health resources.

The services provided by the program include direct preventative services (e.g., physicals, dental exams, vision/hearing, immunizations, health education, homelessness support, social-emotional support, mental health service) or treatment on an emergency or one-time basis (e.g., infections, fractures, open wounds, tooth extractions/repairs, behavioral intervention needs). Exhibit 2 shows the number of migratory students and youth receiving health services through the program from 2016-17 to 2020-21.

Exhibit 2
Services Provided by the Migrant Education Health Program

Migrant Health Services Provided	2016-17	2017-18	2018-19	2019-20	2020-21
MEP-funded physical exams	46	45	71	32	20
Non-MEP-funded physical exams	440	395	283	1,064	121
Physical exam data provided from other sources	4,756	5,728	7,913	8,083	5,743
MEP-funded dental exams	29	2	0*	5	4
Non-MEP-funded dental exams	332	53	0*	53	5
Dental exam data provided from other sources	1,968	1,763	2,153	837	1,647
Medical alerts created	415	68	84	187	201
Immunization flags recorded	0	312	5,894	5,154	4,246

Source: Migrant Education Health Program Records

*These services were provided but not captured in reporting in 2018-19.

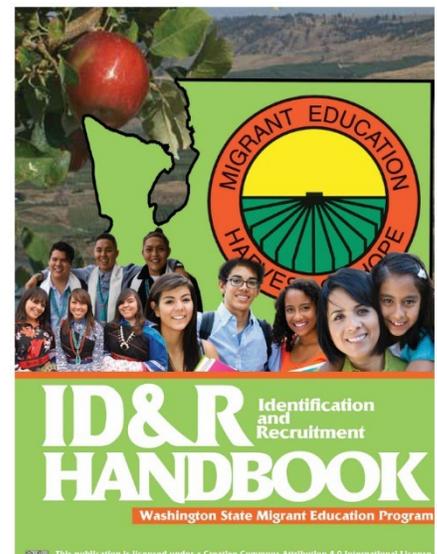
INTER/INTRASTATE COORDINATION - Because migratory students move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. Local projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Washington, inter/intrastate collaboration is focused on the following activities:

- providing year-round ID&R;
- coordinating with other states for the ID&R of migratory students;
- participating in the Identification and Recruitment Consortium (IDRC) CIG;
- coordinating secondary education coursework;
- coordinating secondary credit accrual with counselors and educators in other states;
- participating in the Migrant Student Information Exchange (MSIX) to transfer education and health data to participating states; and
- attending inter/intrastate MEP meetings (i.e., Interstate Migrant Education Council meetings, CIG meetings, the ID&R Forum, Annual Directors Meetings at the U.S. Department of Education, the National Migrant Education Conference).

IDENTIFICATION AND RECRUITMENT - The Washington MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in the State. This includes securing pertinent information to document the basis of a child’s eligibility. Ultimately, it is the State’s responsibility to implement procedures to ensure that migratory children and youth are identified and determined as eligible for the MEP.

ID&R for Washington is led by Migrant Student Data, Recruitment and Support (MSDRS) and conducted by MSDRS staff along with local recruiters and staff. Detailed information about ID&R in Washington and instructions for conducting ID&R can be found in the ID&R Handbook (March 2018) which can be requested from MSDRS.

The Handbook provides detailed information for local projects on their responsibilities for ID&R, MEP eligibility criteria, interviewing migratory families, eligibility scenarios/rulings, completing certificates of eligibility (COEs), and the Migrant Student Information System (MSIS) for recruiters.

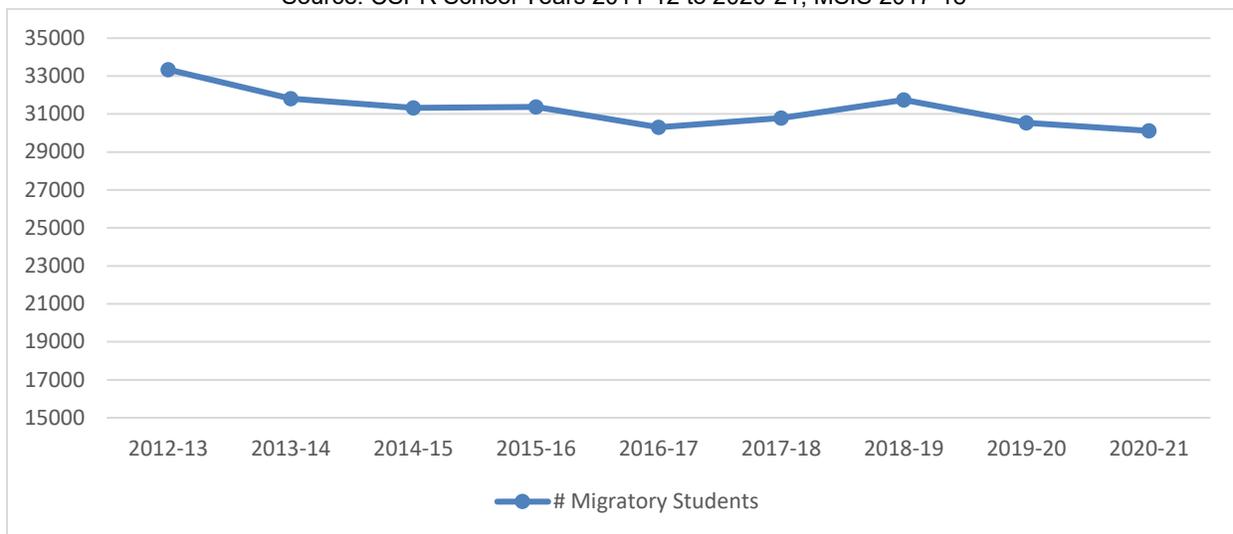


Student Demographics - During the 2020-21 performance period, there were 30,116 eligible migratory students ages 0-21 in Washington (28,937 Category 1 migratory students ages 3-21), a slight decrease from 2019-20 (-1%). The COVID-19 pandemic affected identification and recruitment and mobility in 2020-21. The three-year average count of Category 1 migratory students is 29,503. *UG=ungraded*

**Exhibit 3
Eligible Migratory Students by Grade Level and Year**

Grade	Number of Eligible Migratory Students								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
0-2	1,849	1,473	1,254	1,625	1,332	1,301	1,440	1,273	1,179
3-5	3,946	2,801	2,710	2,612	2,669	2,757	3,116	3,174	2,499
K	2,073	1,724	1,655	1,483	2,084	2,028	1,886	1,449	2,081
1	1,995	2,080	1,958	1,833	1,800	1,741	1,701	1,515	1,576
2	1,955	2,102	2,157	1,969	2,001	1,852	1,791	1,659	1,608
3	1,879	2,023	1,991	2,040	1,991	1,979	1,882	1,753	1,727
4	1,776	1,941	1,907	1,993	2,000	1,965	1,957	1,849	1,807
5	1,829	1,846	1,900	1,878	1,938	2,021	2,005	1,911	1,917
6	1,920	1,813	1,816	1,890	1,954	1,965	2,079	2,000	1,959
7	1,862	1,930	1,771	1,929	1,960	1,945	2,006	2,052	2,057
8	1,698	1,923	1,839	1,738	1,755	1,943	1,949	1,965	2,108
9	1,857	1,841	1,871	1,864	1,872	1,833	2,055	1,992	2,049
10	1,715	1,861	1,776	1,945	1,937	1,869	1,786	2,002	2,000
11	1,569	1,670	1,682	1,699	1,771	1,870	1,834	1,720	1,978
12	1,745	2,444	2,235	2,605	1,804	1,856	2,002	2,008	1,946
OSY	3,675	2,344	2,809	2,279	1,438	1,873	2,255	2,220	1,625
Total	33,343	31,816	31,331	31,382	30,306	30,798	31,744	30,542	30,116

Source: CSPR School Years 2011-12 to 2020-21; MSIS 2017-18



As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the SDP. The definition for PFS described below is used to determine if migratory children are considered PFS and serves as the PFS number used in the MEP funding formula.

Washington Priority for Services (PFS) Criteria	
Criterion #1 – Migratory children who made a qualifying move within the previous 1-year period	
Qualifying Move within Previous 1-Year period defined by the following parameter:	
<ul style="list-style-type: none"> A Qualifying Arrival Date (QAD) has been made within the last 365 days (<i>within the last 12 months, including summer</i>). 	
Documentation Required	
<ul style="list-style-type: none"> Certificate of Eligibility (COE) 	
AND	
Criterion #2 – Migratory children who are failing, or most at risk of failing, to meet the State’s challenging academic standards or dropped out of school.	
<input type="checkbox"/> Has not met standard on Smarter Balanced or WA-AIM (Washington-Access to Instruction and Measurement) in Grades 3-8 or 11 in either English language arts or math; <input type="checkbox"/> Has not demonstrating readiness characteristics of entering Kindergartners as measured by WaKIDS.	
Documentation Required	
<ul style="list-style-type: none"> Student level assessment results in the areas tested 	
OR	
<input type="checkbox"/> Has been identified as dropout (not yet graduated).	<ul style="list-style-type: none"> State student database system indicates the student is no longer enrolled in WA state school. State or federal (MSIX) database system does not indicate student transferred out-of-state. State or federal (MSIX) database system does not indicate the student received a high school diploma or equivalent.
<i>USE OF PROXY RISK FACTORS when State assessment data is not available to determine whether migratory students are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards.</i>	One Proxy risk factor may be applied when: <ul style="list-style-type: none"> The student was not present in the district when the State assessment was administered, OR The student is enrolled in a grade level where a State assessment is not administered (grades 1-2 and high school).
Proxy Risk Factors to Criteria #2	
<input type="checkbox"/> 2–a) Student has not yet met Washington’s English language proficiency level on state assessment.	<ul style="list-style-type: none"> English language proficiency score.
<input type="checkbox"/> 2–b) Retained – student is enrolled in same grade level from one school year to the next.	<ul style="list-style-type: none"> Grade level retained.
<input type="checkbox"/> 2–c) Grade Age Compatible (Over Age for Grade)-age does not match acceptable range for grade level placement within 2 years.	<ul style="list-style-type: none"> Age and grade level placement.
<input type="checkbox"/> 2–d) Credit Deficiency (for secondary-age students only) - student has not earned sufficient credits per his/her school’s graduation requirements and grade level.	<ul style="list-style-type: none"> Number of credits deficient and area of deficiency
<input type="checkbox"/> 2–e) Attendance – Student attendance is less than 90% of days enrolled	<ul style="list-style-type: none"> Number of days attended divided by number of days enrolled
<input type="checkbox"/> 2-f) Special Education	<ul style="list-style-type: none"> Identified with IDEA flag
<input type="checkbox"/> 2-g) Homeless	<ul style="list-style-type: none"> Identified with homeless flag in state database
<input type="checkbox"/> 2-h) Minimal Enrollment Days	<ul style="list-style-type: none"> Total days enrolled in a WA State school is fewer than 90

Exhibit 4 shows that of the 28,937 eligible migratory students ages 3-21, 48% were categorized as PFS (14% more than in 2019-20) and 43% were identified as being ELs. Of all 30,116 eligible migratory students ages 0-21, 11% were identified as having a disability through IDEA,

and 34% (5% more than in 2019-20) had a QAD occurring within 12 months from the last day of the performance period (8/31/21).

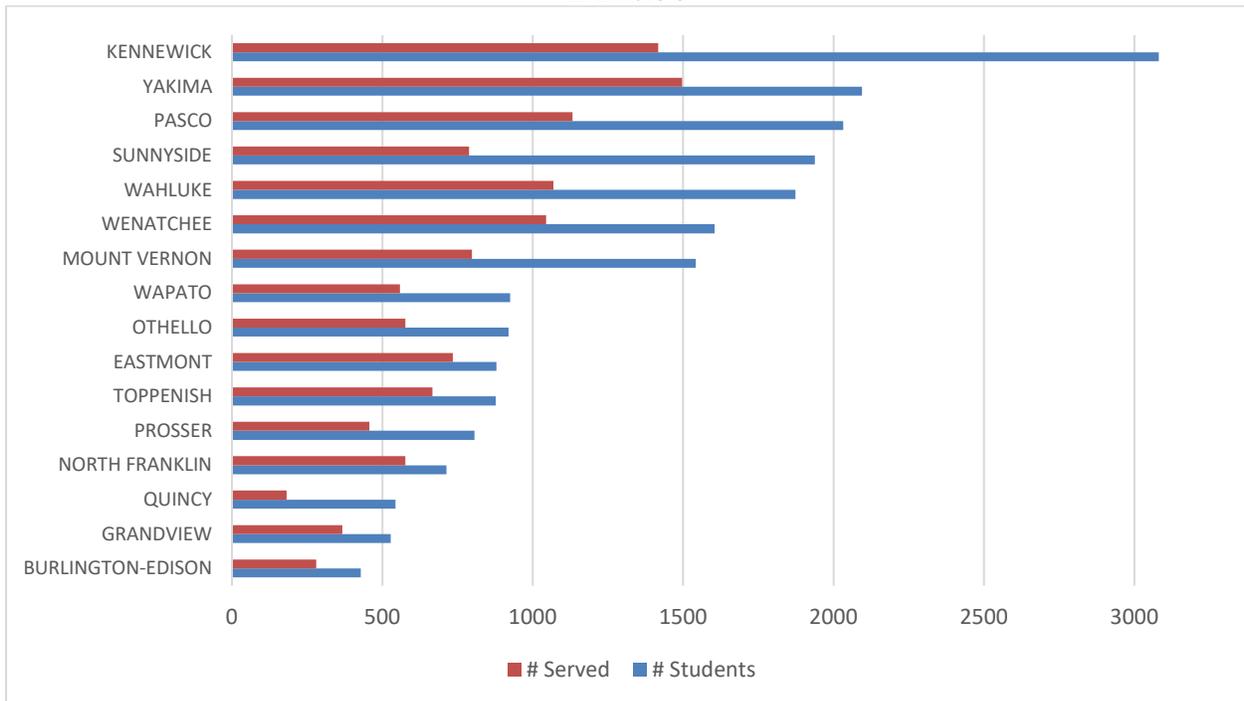
**Exhibit 4
2020-21 Performance Period Demographics of Migratory Students**

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	1,179	--	--	--	--	0	0%	670	57%
Age 3-5	2,499	880	35%	0	0%	40	2%	969	39%
K	2,081	1039	50%	1,171	56%	208	10%	744	36%
1	1,576	730	46%	1,249	79%	183	12%	478	30%
2	1,608	824	51%	1,227	76%	172	11%	526	33%
3	1,727	944	55%	1,134	66%	228	13%	554	32%
4	1,807	960	53%	1,088	60%	258	14%	586	32%
5	1,917	979	51%	928	48%	249	13%	635	33%
6	1,959	1039	53%	808	41%	279	14%	603	31%
7	2,057	1061	52%	825	40%	270	13%	671	33%
8	2,108	1064	50%	824	39%	275	13%	631	30%
9	2,049	1057	52%	882	43%	276	13%	650	32%
10	2,000	1042	52%	867	43%	276	14%	595	30%
11	1,978	1010	51%	795	40%	228	12%	574	29%
12	1,946	794	41%	746	38%	256	13%	290	15%
OSY	1,625	589	36%	0	0%	0	0%	1,059	65%
Total	30,116	14,012	48%*	12,544	%*	3,198	11%	10,235	34%

Source: 2020-21 CSPR Data Check Sheet *Percentage of eligible migratory students ages 3-21 (28,937)

Exhibits 5-7 show the number of eligible migratory students and the number of migratory students served at each of the 71 districts and two ESDs during 2020-21. Funded projects had 28,286 eligible migratory students/youth compared to 1,830 in non-project areas. Actual numbers can be found in Exhibit 11 on page 18.

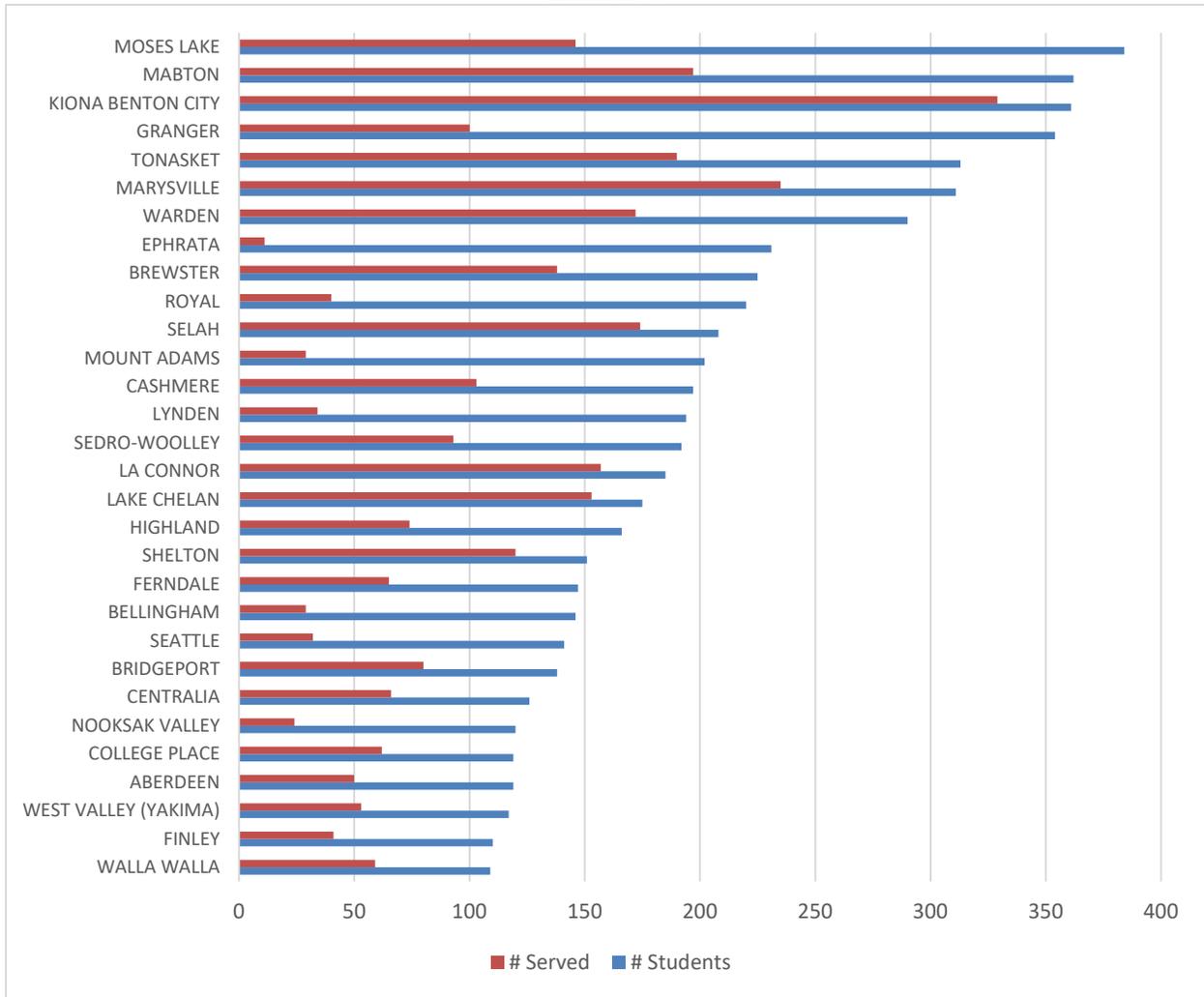
Exhibit 5



2020-21 Child Counts for Projects with More than 400 Migratory Students

Source: MSIS

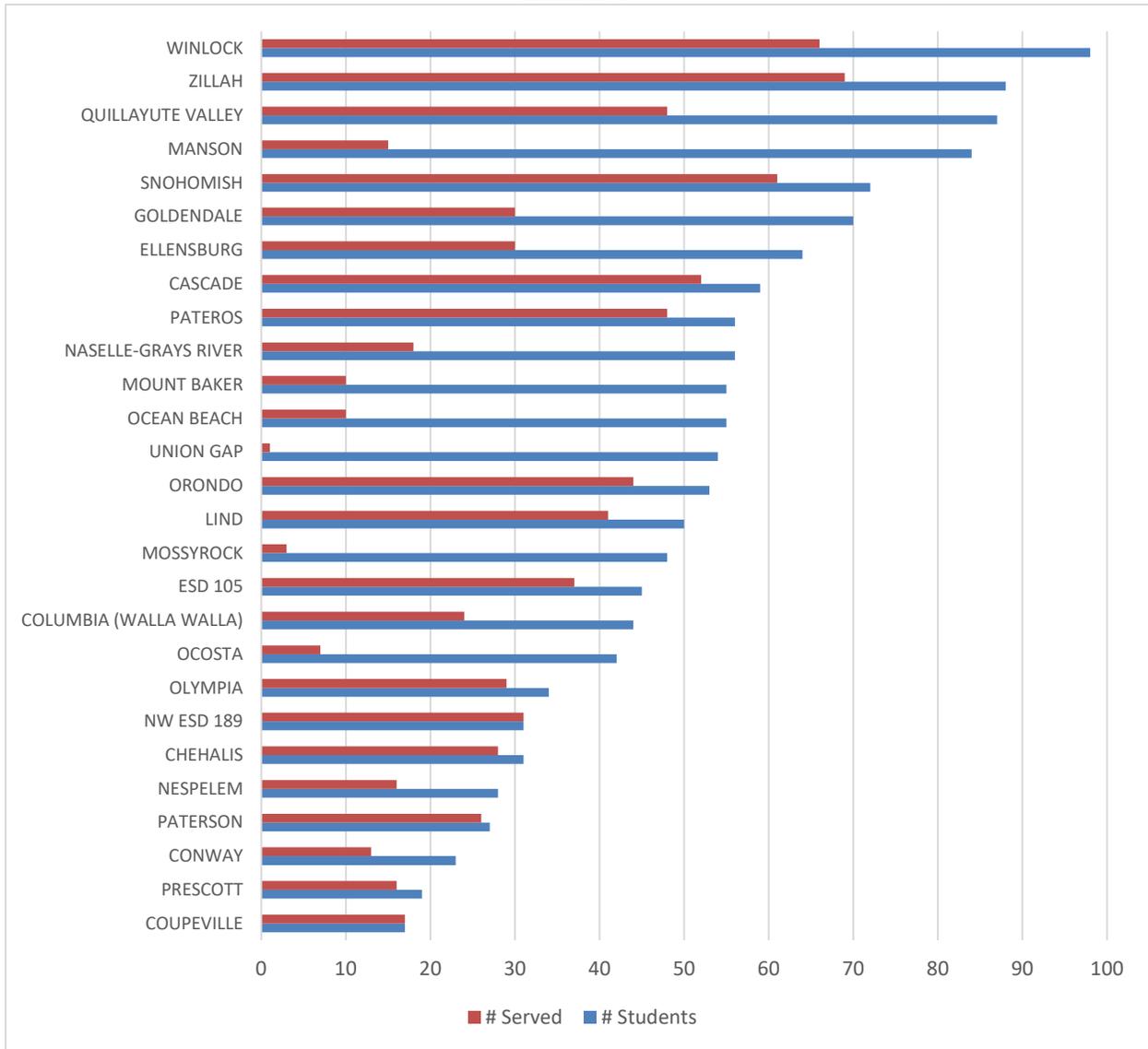
Exhibit 6



2020-21 Child Counts for Projects with 100-399 Migratory Students

Source: MSIS

Exhibit 7



2020-21 Child Counts for Projects with Less Than 100 Migratory Students

Source: MSIS

3. Purpose of the Evaluation

In 1966, Congress included language in the ESEA to help the children of migratory farmworkers and established the Office of Migrant Education (OME) in the U.S. Department of Education. Migrant education programs provide supplemental instructional and support services to children of migratory workers and fishers in nearly all states. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA, as reauthorized by ESSA.

The State of Washington has established high academic standards and provides all students with a high-quality education to allow them to achieve to their full potential. The Washington standards support Title I, Part C, Section 1301 of the ESEA to ensure that migratory children have the opportunity to meet the same challenging State academic performance standards that all children are expected to meet.

State education agencies (SEAs) are required to evaluate the effectiveness of the State MEP and provide guidance to local MEPs on how to conduct local evaluations. A program's actual performance must be compared to *"measurable outcomes established by the MEP and State performance targets, particularly for those students who have PFS."*

To investigate the effectiveness of its efforts to serve migratory children and improve those efforts based on comprehensive and objective results, the Washington MEP conducted an evaluation of its MEP to:

- determine whether the program is effective and document its impact on migratory children;
- improve program planning by comparing the effectiveness of different interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- identify areas in which children may need different MEP services; and
- consider evaluation questions regarding program implementation and results.

EVALUATION QUESTIONS (IMPLEMENTATION)

OME requires that SEAs conduct an evaluation that examines both program implementation and program (performance) results. In evaluating program implementation, the evaluation of the Washington MEP addresses questions such as:

- ✓ Was the program implemented as described in the approved project application? If not, what changes were made?
- ✓ What worked in the implementation of Washington MEP projects and programs?
- ✓ What problems did the projects encounter?
- ✓ What improvements should be made?
- ✓ What types of supplemental reading/ELA and math instruction was provided to migratory students during the regular term?
- ✓ What instructional programs were used to teach reading/ELA and math to migratory students?
- ✓ What types of reading/ELA and math instruction was provided to migratory students during the summer?
- ✓ What types of family literacy services/training were provided to migratory families?
- ✓ What types of MEP supplemental instruction were provided to migratory preschool children?

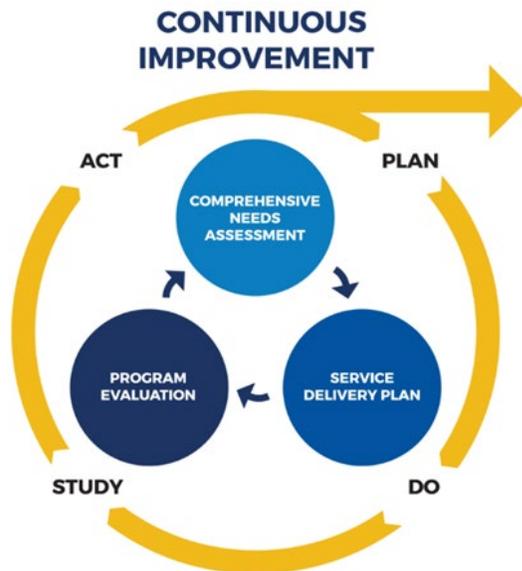
- ✓ For which courses/programs did secondary-aged migratory students receive credit?
- ✓ What types of MEP instructional and support services were provided to secondary-aged migratory students?
- ✓ What types of support did MGSs provide to secondary-aged migratory students?
- ✓ What types of services did OSY/dropouts receive?

EVALUATION QUESTIONS (RESULTS)

In evaluating program (performance) results, the evaluation of the Washington MEP addresses questions such as:

- ✓ What percentage of K-8 migratory students (PFS and non-PFS) receiving regular term reading and/or math instruction showed a gain of at least one point or level on district reading/ELA assessments during the school year?
- ✓ What percentage of K-8 migratory students (PFS and non-PFS) receiving summer reading and/or math instruction maintained or increased their score on district reading/ELA assessments?
- ✓ What percentage of migratory family members completing Parent Training Evaluations reported being better prepared to engage in activities for supporting reading and/or math in the home?
- ✓ What percentage of migratory children (PFS and non-PFS) that received MEP services in the past entering kindergarten fall 2020 demonstrated skills typical of entering kindergarteners in 4 or more domains on the WaKIDS?
- ✓ What percentage of migratory family members completing Parent Training Evaluations reported that they are better prepared to support their preschool child's learning at home?
- ✓ What percentage of migratory students (PFS and non-PFS) enrolled in credit-bearing courses received high school credit?
- ✓ Did the percentage of migratory students in grades 9-12 (PFS & non-PFS) receiving MEP instructional and/or support services during 2020-21 increase by 2% over the previous year?
- ✓ What percentage of migratory students (PFS and non-PFS) in grades 9-12 that received support from MGSs graduated or were promoted to the next grade level?
- ✓ What percentage of OSY (PFS and non-PFS) were served during 2020-21 compared to 2016-17?

4. Evaluation Methodology



The Washington MEP evaluation is part of the State MEP Continuous Improvement Cycle (U.S. Department of Education, 2018), as depicted in the figure to the right. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity, and informs the subsequent activity.

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

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

- ✚ maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- ✚ observing the operation of MEPs and summarizing field notes about project implementation and/or participation in meetings and professional development; and
- ✚ preparing an evaluation report to determine the extent to which progress was made and MPOs were met.

Data analysis procedures used in this report include descriptive statistics (e.g., means, frequencies, and t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement. To gather information about the outcomes and effectiveness of the services provided to migratory students in Washington, formative and summative evaluation data was collected to determine the level of implementation of the strategies contained in the SDP, the extent to which progress was made

toward the Washington State Performance Goals, GPRA measures, and the MEP MPOs listed below.

English Language Arts (ELA)

MPO 1a: By the end of the 2020-21 school year, 65% of migratory students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.

MPO 1b: Upon completion of the 2021 summer program, 75% of migratory students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.

MPO 1c: By the end of the 2020-21 performance period, 75% of migratory families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

Mathematics

MPO 2a: By the end of the 2020-21 school year, 65% of migratory students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.

MPO 2b: Upon completion of the 2021 summer program, 75% of migratory students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.

MPO 2c: By the end of the 2020-21 performance period, 75% of migratory families who participated in MEP family math services will report being better prepared to have conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

School Readiness

MPO 3a: By the end of the 2020-21 school year, 48% of migratory students entering kindergarten who received MEP supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.

MPO 3b: By the end of the 2020-21 performance period, 75% of families of preschool migratory children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child's learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.

Graduation/Services to OSY

MPO 4a: Upon completion of the 2020-21 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.

MPO 4b: By the end of the 2020-21 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.

MPO 4c: By the end of the 2020-21 performance period, 80% of migratory students in grades 9-12 who received support from MGSs will graduate or be promoted to the next grade level.

MPO 4d: By the end of the 2020-21 program year, there will a 15% increase in the percentage of OSY served by the Washington MEP over the 2016-17 program year (<1% served).

5. Implementation Evaluation Results

MIGRATORY STUDENT SERVICES

Exhibit 8 shows that 15,425 (51%) migratory students (12% more than in 2019-20) were served during the 2020-21 school year, 54% of which were students with PFS (59% of *all* PFS students); and 2,619 (9%) migratory students (3% more than in 2019-20) were served during the summer of 2021 (Category 2 count), 50% of which were students with PFS (9% of *all* PFS students).

**Exhibit 8
Migratory Students Served during the Regular School Year and Summer**

Grade	Regular School Year						Summer (Category 2 Count)					
	All Migratory Students			PFS			All Migratory Students			PFS		
	Total	Served		Total	Served		Total	Served		Total	Served	
	Eligible	#	%	PFS	#	%	Eligible	#	%	PFS	#	%
Birth-2	1,179	34	3%	--	--	--	1,179	1	<1%	--	--	--
Age 3-5	2,499	246	10%	880	90	10%	2,499	48	2%	880	18	2%
K	2,081	1164	56%	1039	624	60%	2,081	253	12%	1039	114	11%
1	1,576	863	55%	730	417	57%	1,576	211	13%	730	86	12%
2	1,608	888	55%	824	487	59%	1,608	224	14%	824	108	13%
3	1,727	1010	58%	944	596	63%	1,727	261	15%	944	143	15%
4	1,807	1028	57%	960	580	60%	1,807	252	14%	960	133	14%
5	1,917	1087	57%	979	603	62%	1,917	269	14%	979	126	13%
6	1,959	1314	67%	1039	714	69%	1,959	162	8%	1039	80	8%
7	2,057	1376	67%	1061	744	70%	2,057	136	7%	1061	84	8%
8	2,108	1429	68%	1064	769	72%	2,108	209	10%	1064	124	12%
9	2,049	1250	61%	1057	696	66%	2,049	206	10%	1057	98	9%
10	2,000	1175	59%	1042	680	65%	2,000	165	8%	1042	84	8%
11	1,978	1262	64%	1010	710	70%	1,978	201	10%	1010	105	10%
12	1,946	1194	61%	794	535	67%	1,946	22	1%	794	13	2%
OSY	1,625	105	6%	589	75	13%	1,625	0	0%	589	0	0%
Total	30,116	15,425	51%	14,012	8,320	59%	30,116	2,620	9%	14,012	1,316	9%

Source: 2020-21 CSPR Data Check Sheet & MSIS

Exhibit 9 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2020-21 performance period. Results show that 55% of eligible migratory students ages 3-21 were served during 2020-21 (8% more than in 2019-20). Fifty-four percent (54%) of the students served (11% more than in 2019-20) met the criteria for PFS (55% of *all* PFS students).

Exhibit 10 shows that 18% of the eligible migratory students ages 3-21 received instructional services during the performance period (2% more than in 2019-20), with 1% receiving reading and math instruction by a teacher. Forty-six percent (46%) of all eligible migratory students ages 0-21 received support services (8% more than in 2019-20), and 20% received counseling services. Sixty-one percent (61%) of high school students (grades 9-12) received support services, as did 62% of middle school students (grades 6-8) (15% more than in 2019-20), 45% of elementary students in grades K-5 (9% more than in 2019-20), 6% of OSY (5% fewer than in 2019-20), 8% of children ages 3-5 (not in kindergarten), and 3% of children birth to age two.

Exhibit 9
Migratory Students Served during the 2020-21 Performance Period

Grade	All Migratory Students			PFS		
	# Eligible	Served		Total # PFS	Served	
		#	%		#	%
Birth-2	1,179	35	3%	--	--	--
Age 3-5	2,499	284	11%	880	105	12%
K	2,081	1210	58%	1039	644	62%
1	1,576	904	57%	730	436	60%
2	1,608	926	58%	824	500	61%
3	1,727	1052	61%	944	624	66%
4	1,807	1086	60%	960	616	64%
5	1,917	1146	60%	979	634	65%
6	1,959	1340	68%	1039	731	70%
7	2,057	1399	68%	1061	760	72%
8	2,108	1451	69%	1064	783	74%
9	2,049	1284	63%	1057	714	68%
10	2,000	1217	61%	1042	697	67%
11	1,978	1295	65%	1010	722	71%
12	1,946	1195	61%	794	536	68%
OSY	1,625	105	6%	589	75	13%
Total	30,116	15,929	55%*	14,012	8,577	61%

Source: 2020-21 CSPR Data Check Sheet

*Percentage of eligible migratory children/youth ages 3-21 [N=28,937]

Exhibit 10
Migratory Students Receiving Instructional and Support Services during the 2020-21 Performance Period

Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Breakout of Counseling	
		#	%	#	%	#	%	#	%	#	%
Birth-2	1,179	2	<1%	0	0%	0	0%	34	3%	4	<1%
Age 3-5	2,499	100	4%	0	0%	0	0%	190	8%	43	2%
K	2,081	619	30%	24	1%	32	2%	925	44%	331	16%
1	1,576	456	29%	37	2%	34	2%	667	42%	218	14%
2	1,608	463	29%	40	2%	30	2%	689	43%	260	16%
3	1,727	515	30%	36	2%	37	2%	787	46%	291	17%
4	1,807	526	29%	45	2%	37	2%	798	44%	273	15%
5	1,917	529	28%	27	1%	55	3%	925	48%	286	15%
6	1,959	385	20%	36	2%	41	2%	1226	63%	533	27%
7	2,057	377	18%	34	2%	47	2%	1253	61%	547	27%
8	2,108	438	21%	34	2%	37	2%	1313	62%	709	34%
9	2,049	272	13%	7	<1%	8	<1%	1265	62%	572	28%
10	2,000	245	12%	10	1%	10	1%	1189	59%	554	28%
11	1,978	273	14%	6	<1%	6	<1%	1266	64%	716	36%
12	1,946	195	10%	4	<1%	4	<1%	1154	59%	615	32%
OSY	1,625	3	<1%	0	0%	0	0%	105	6%	15	1%
Total	30,116	5,398	19%*	340	1%*	378	1%*	13,786	46%	5967	20%

Source: 2020-21 CSPR Data Check Sheet

*Percentage of eligible migratory children/youth ages 3-21 [N=28,937]

Nine percent (9%) of migratory students in grades 8-12 (907 students) received MEP credit accrual services during the 2020-21 performance period. Migratory students also were served by Special Education (10%), the State Bilingual Program (39%), and the Learning Assistance Program (27%).

Exhibit 11 displays the migratory students and youth eligible and served at each of the project districts during 2020-21 (*Note: this chart does not include non-project districts*). A total of 28,286 migratory students were eligible to receive MEP services during 2020-21 in the project districts, with 51% of these students considered PFS, and 49% considered non-PFS. **Fifty-seven percent (57%) of the eligible migratory students received MEP services in the project districts.**

**Exhibit 11
2020-21 Local Project Migratory Child Counts and Student Served**

Districts	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Aberdeen	119	50	42%	29	24%	22	76%	90	76%	28	31%
Bellingham	146	29	20%	66	45%	13	20%	80	55%	16	20%
Brewster	225	138	61%	101	45%	62	61%	124	55%	76	61%
Bridgeport	138	80	58%	68	49%	42	62%	70	51%	38	54%
Burlington-Edison	428	280	65%	228	53%	132	58%	200	47%	148	74%
Cascade	59	52	88%	33	56%	30	91%	26	44%	22	85%
Cashmere	197	103	52%	148	75%	60	41%	49	25%	43	88%
Centralia	126	66	52%	59	47%	22	37%	67	53%	44	66%
Chehalis	31	28	90%	6	19%	4	67%	25	81%	24	96%
College Place	119	62	52%	49	41%	25	51%	70	59%	37	53%
Columbia (Walla Walla)	44	24	55%	30	68%	16	53%	14	32%	8	57%
Conway	23	13	57%	15	65%	6	40%	8	35%	7	88%
Coupeville	17	17	100%	7	41%	7	100%	10	59%	10	100%
Eastmont	879	734	84%	509	58%	424	83%	370	42%	310	84%
ESD 105	45	37	82%	4	9%	0	0%	41	91%	37	90%
Ellensburg	64	30	47%	25	39%	10	40%	39	61%	20	51%
Ephrata	231	11	5%	101	44%	5	5%	130	56%	6	5%
Ferndale	147	65	44%	90	61%	17	19%	57	39%	48	84%
Finley	110	41	37%	51	46%	19	37%	59	54%	22	37%
Goldendale	70	30	43%	44	63%	21	48%	26	37%	9	35%
Grandview	528	367	70%	261	49%	208	80%	267	51%	159	60%
Granger	354	100	28%	147	42%	45	31%	207	58%	55	27%
Highland	166	74	45%	69	42%	43	62%	97	58%	31	32%
Kennewick	3081	1417	46%	1532	50%	653	43%	1549	50%	764	49%
Kiona-Benton City	361	329	91%	161	45%	147	91%	200	55%	182	91%
La Connor	185	157	85%	140	76%	127	91%	45	24%	30	67%
Lake Chelan	175	153	87%	71	41%	64	90%	104	59%	89	86%
Lind	50	41	82%	31	62%	25	81%	19	38%	16	84%
Lynden	194	34	18%	129	66%	10	8%	65	34%	24	37%
Mabton	362	197	54%	164	45%	94	57%	198	55%	103	52%
Manson	84	15	18%	52	62%	12	23%	32	38%	3	9%
Marysville	311	235	76%	209	67%	163	78%	102	33%	72	71%
Moses Lake	384	146	38%	128	33%	37	29%	256	67%	109	43%
Mossyrock	48	3	6%	0	--	--	--	48	100%	3	6%
Mount Adams	202	29	14%	154	76%	26	17%	48	24%	3	6%
Mount Baker	55	10	18%	30	55%	6	20%	25	45%	4	16%
Mount Vernon	1542	798	52%	492	32%	234	48%	1050	68%	564	54%
Naselle-Grays River	56	18	32%	33	59%	12	36%	23	41%	6	26%
Nespelem	28	16	57%	14	50%	10	71%	14	50%	6	43%
Nooksack Valley	120	24	20%	74	62%	7	9%	46	38%	17	37%
North Franklin	713	577	81%	406	57%	338	83%	307	43%	239	78%
Northwest ESD 189	31	31	100%	0	--	--	--	31	100%	31	100%
Ocean Beach	55	10	18%	28	51%	7	25%	27	49%	3	11%

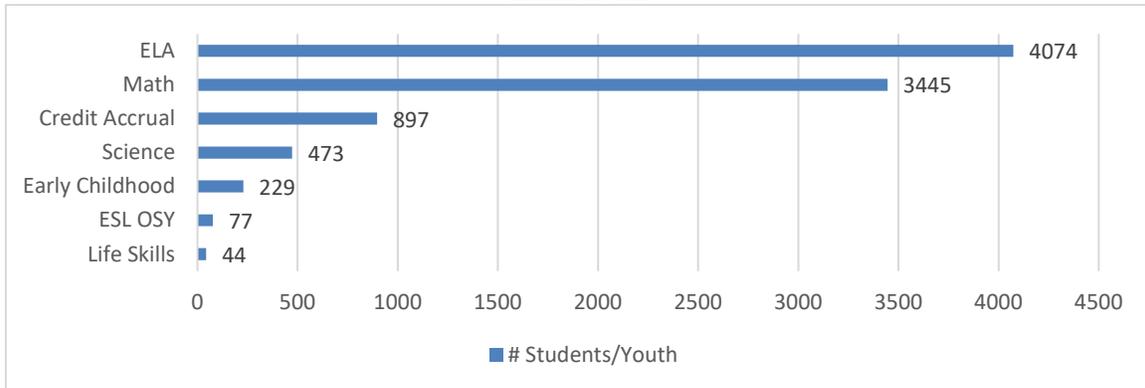
Districts	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Ocosta	42	7	17%	12	29%	6	50%	30	71%	1	3%
Olympia	34	29	85%	17	50%	15	88%	17	50%	14	82%
Orondo	53	44	83%	28	53%	20	71%	25	47%	24	96%
Othello	919	577	63%	450	49%	301	67%	469	51%	276	59%
Pasco	2032	1132	56%	1022	50%	578	57%	1010	50%	554	55%
Pateros	56	48	86%	15	27%	9	60%	41	73%	39	95%
Paterson	27	26	96%	13	48%	13	100%	14	52%	13	93%
Prescott	19	16	84%	9	47%	9	100%	10	53%	7	70%
Prosser	806	457	57%	324	40%	196	60%	482	60%	261	54%
Quillayute Valley	87	48	55%	33	38%	24	73%	54	62%	24	44%
Quincy	544	182	33%	300	55%	104	35%	244	45%	78	32%
Royal City	220	40	18%	127	58%	27	21%	93	42%	13	14%
Seattle	141	32	23%	30	21%	11	37%	111	79%	21	19%
Sedro-Woolley	192	93	48%	78	41%	32	41%	114	59%	61	54%
Selah	208	174	84%	64	31%	56	88%	144	69%	118	82%
Shelton	151	120	79%	50	33%	45	90%	101	67%	75	74%
Snohomish	72	61	85%	24	33%	24	100%	48	67%	37	77%
Sunnyside	1938	788	41%	958	49%	446	47%	980	51%	342	35%
Tonasket	313	190	61%	165	53%	105	64%	148	47%	85	57%
Toppenish	877	667	76%	433	49%	335	77%	444	51%	332	75%
Union Gap	54	1	2%	23	43%	1	4%	31	57%	0	0%
Wahluke	1873	1069	57%	1275	68%	830	65%	598	32%	239	40%
Walla Walla	109	59	54%	44	40%	18	41%	65	60%	41	63%
Wapato	925	559	60%	589	64%	373	63%	336	36%	186	55%
Warden	290	172	59%	139	48%	98	71%	151	52%	74	49%
Wenatchee	1604	1044	65%	908	57%	633	70%	696	43%	411	59%
West Valley (Yakima)	117	53	45%	27	23%	23	85%	90	77%	30	33%
Winlock	98	66	67%	41	42%	31	76%	57	58%	35	61%
Yakima	2094	1496	71%	1283	61%	893	70%	811	39%	603	74%
Zillah	88	69	78%	29	33%	22	76%	59	67%	47	80%
Total	28,286	15,990	57%	14,498	51%	8,483	59%	13,788	49%	7,507	54%

Source: MSIS

Fifty-nine percent (59%) of the PFS migratory students were served, as were 54% of the non-PFS migratory students. The two largest projects were Kennewick (3,081 eligible students) and Yakima (2,094 eligible students), and the projects that served the largest percentage of students were the Northwest ESD 189 and Coupeville (100% each), Paterson (96%), Kiona-Benton (91%), and Chehalis (90%). Of note is that the 16 projects with more than 400 eligible migratory students served 58% of their eligible students (20,783 eligible students, 12,144 served) and the 57 projects with fewer than 400 eligible migratory students served 51% of their eligible students (7,503 eligible students, 3,846 served).

Exhibit 12 shows the specific instructional services received by migratory students and youth during 2020-21, as reported by local projects in MSIS. The largest number of migratory students and youth received ELA instruction, followed by math instruction, and credit accrual. Students also received science instruction, OSY received English as a second language (ESL) and life skills instruction, and preschoolers received early childhood services.

Exhibit 12



Instructional Services Received by Migratory Students during 2020-21

Source: MSIS

Exhibit 13 shows the specific support services received by migratory students and youth during 2020-21, as reported by local projects in MSIS. Results illustrate that the largest number of students/youth received non-academic guidance, followed by student advocacy, educational supplies, case management, and social work outreach. Other support services received included career/postsecondary education, student leadership opportunities, health services, transportation, and dental.

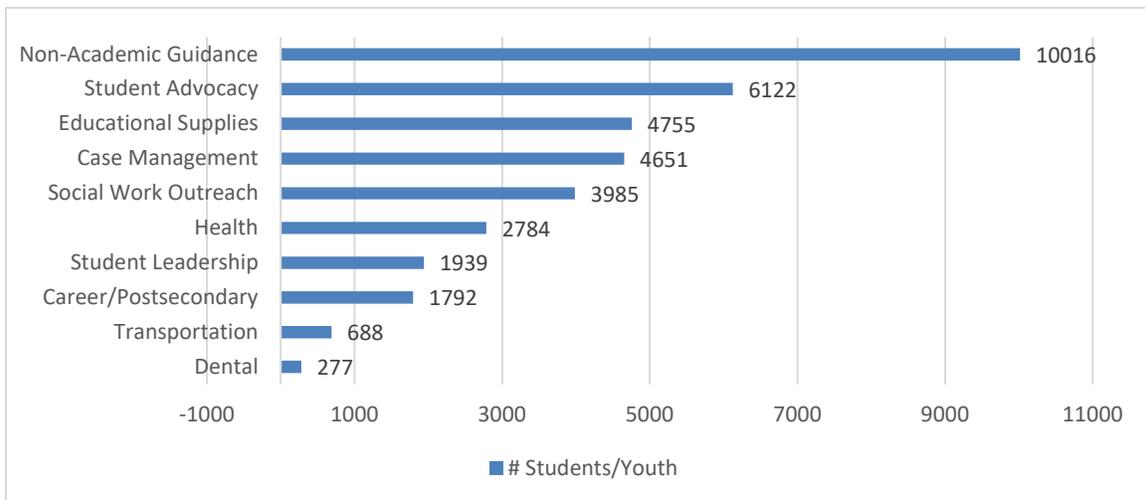


Exhibit 13

Support Services Received by Migratory Students during 2020-21

Source: MSIS

PARENT INVOLVEMENT

The Washington MEP values parents as partners with the program/schools in the education of their children. As a result, parents take part in regular and ongoing PAC meetings during the regular school year and various other parent activities during both the regular school year and summer. Each project has a PAC that provides guidance and input into the planning and implementation of the MEP. The school closures, social distancing requirements, and gathering restrictions resulting from the pandemic dramatically impacted the projects' ability to provide parent activities. As a result, projects got creative and held PAC meetings and parent activities virtually via Zoom and Google Meet, among other methods. Other examples of flexibility to ensure that services to parents continued was mailing surveys, calling parents and conducting

surveys over the phone, and many projects moved to individual consultations with parents to ensure that parent and family needs were met. Following are examples of the events, activities, and meetings in which parents typically participate in through MEP efforts.

- | | |
|--|---------------------------------------|
| ✓ College field trips | ✓ Migrant family nights |
| ✓ College informational nights | ✓ Migrant math nights |
| ✓ Dare to Dream parent nights | ✓ Migrant Parent Symposium |
| ✓ End-of-year parent events | ✓ Migrant Student Leadership Club |
| ✓ English classes for parents | ✓ NASDME Conference |
| ✓ FAFSA/WASFA nights | ✓ Open houses |
| ✓ Family information nights | ✓ PAC meetings |
| ✓ Field trips | ✓ Parent classes |
| ✓ Health fairs | ✓ Parent Day |
| ✓ High school parent night for incoming freshmen | ✓ Parent engagement series |
| ✓ Hispanic Family Forums | ✓ Parent/teacher conferences |
| ✓ Holiday family events | ✓ Parent Universities |
| ✓ Home visits | ✓ Regional Title I Parent Conferences |
| ✓ Informational fairs | ✓ Spanish financial aid nights |
| ✓ LEAP Conference | ✓ State Parent Advisory Council |
| ✓ Literacy nights | ✓ STEM nights |
| ✓ Math nights | ✓ Student presentations/events |
| ✓ Migrant awards banquets | ✓ Summer school orientation |
| | ✓ Washington MEP State Conference |

Examples of training topics provided to parents by the MEP included the following:

- | | |
|---|--|
| ✓ Attendance | ✓ Increased Knowledge of citizenship and immigration |
| ✓ Brain Development in Young Children | ✓ Leadership Skills |
| ✓ Bullying | ✓ Mathematics |
| ✓ Career Exploration | ✓ Media Safety |
| ✓ College and Career Readiness - FAFSA and Scholarships | ✓ Migrant After School Tutoring in Reading and Math |
| ✓ College Pathways | ✓ Migrant Education Program Overview |
| ✓ Community Resources | ✓ Overcoming Barriers |
| ✓ Discipline | ✓ Parent Engagement |
| ✓ Drug and Alcohol Awareness | ✓ Planning for the Future |
| ✓ Effective Conferencing with Teachers | ✓ Postsecondary Education |
| ✓ English Language Arts | ✓ Project Fit |
| ✓ Financial Aid/FAFSA/WAFSA | ✓ Program Evaluation |
| ✓ Graduation Requirements | ✓ Reading |
| ✓ Health and Fitness | ✓ Scholarships |
| ✓ Hispanic Heritage | ✓ School Safety |
| ✓ How to Support Academics in the Home | ✓ Science Programs |
| ✓ Improved School Relationships and Advocacy | ✓ Social-emotional |
| | ✓ State Assessments |
| | ✓ Strong Families |

On end-of-year reports, local project staff identified **activities conducted to increase migratory parent engagement**. Following are examples from individual projects that address

PAC meetings and training, parent involvement activities and training, and parent communication and engagement during the pandemic.

PAC Meetings and Training

- *As we struggled to hold face-to-face parents sessions due to COVID restrictions, we were able to provide parents with the opportunity to follow a virtual six session series on the different aspects of social emotional learning. These sessions were designed to provide parents with information, guidance, and resources that they could use at home to support them in supporting their children/youth with the social emotional needs they were confronting during the pandemic. A number of parents joined our sessions virtually and reported that they were able utilize the sessions/resources to support their students during the pandemic. Parents reported that in maintaining their social/emotional level low, students were able maintain their academics level high. The following were the topics covered: empathy, self-awareness, social awareness, self-management, decision making, relationship skills.*
- *During our general PAC meetings this year we offered the following presentations/activities for our migrant parents: How to work with and support your student at home in math, presentations on social/emotional support with your kids during the pandemic, presentation on how to work with your child at home in reading/ELA and build vocabulary in English Spanish, graduation requirements and changes in testing, reviewed bylaws, voted to suspend elections into the 202122 school year and reviewed the MEP program.*

I really enjoyed the art and cultural night Zoom meeting. It helped me spend some time with my kids doing a fun activity while teaching them about the Huichol culture.

-Migratory Parent

- *The district has continued to conduct monthly CorePAC meetings to plan and review General PAC agenda items, and we were also able to have three General PAC sessions offered by zoom throughout 2021 school year. Although our format for PAC meetings adjusted to the online format, we were able to reach parents and community members in a nontraditional school year. By offering these activities we were able to reinforce our platform of parent support for the new concepts of online learning and resources for social emotional well-being.*
- *The program worked in conjunction with ESD 123 to provide trainings for zoom, TEAMS and skyward. Our program moved forward with a social media campaign to reach more parents as well. Our initial efforts did not yield much engagement. Once the state lifted restrictions on gatherings, we had an average of 130 families attend our General PAC meetings. We held them in open public parks that allowed for adequate spacing. During the Christmas break, we hand delivered materials to students and families to work on ELA and Math skills over the break together. Every migrant student family was contacted.*
- *We conducted a Chromebook class with parents to help them develop computer skills so they could assist their students with their school work and they had a platform for connecting with school resources and staff. We dedicated one Monday a week to parent engagement. Our paraeducator called parents, made home visits, and made personal connections to ensure parents were engaged with their students learning. Both of these activities were well received by parents and increased their connection to the school and their engagement with activities.*
- *We continued meetings this year and provided support to parents in many areas. We started with early learning and school readiness. This was done in a virtual platform via Facebook live and Zoom. We created a virtual Facebook page to ensure all parents could access information*

because we had many parents express having more ease with usage of Facebook than Zoom. We also provided support and suggestions for activities for parents to help students with reading but most importantly how to help students with social emotional needs. This year was very difficult and our PAC officers wanted to ensure all parents' and students' social emotional needs were addressed. This was done by providing access to behavioral counselors, Catholic Charities, Worksource and other resources from the community.

Parent Engagement

- *School liaisons and MGS prioritized outreach to our migrant families and indigenous speaking families and made personal calls to all students during remote learning. The intentional connections to migrant families opened the opportunity to establish two way communication between our families and our schools with regards to student engagement, attendance, and social, emotional, and mental supports given the remote learning experiences for students and families.*
- *This year all of our outreach efforts and events occurred either over the phone or virtually, with the exception of porch visits. We started the year with a collection of how-to videos for families that were created in English, Spanish, and Arabic. We also held question and answer sessions before school started and in September and October in English, Spanish, Karen, and Arabic so families could get their questions about school answered. We advertised these events on our Migrant FB page as well as through phone calls and our Arabic WhatsApp list. In February we conducted our first ever virtual Sembrando Esperanza. We had 169 individual zoom accounts log into this event. The outreach was done via phone calls, individual invitations, community announcements, and Facebook posts.*
- *We focused our outreach to a combination of home visits, site visits to employment areas and to a series of workshops we called the Bilingual Tech Academy. Because of COVID, we routinely planned evening events and then had them canceled but we did manage to hold 4 sessions in our Bilingual Tech Academy. We focused on Increased access to school, literacy materials, and communication through digital literacy. As a result, parents had increased access to their children's education through the use of Google Classroom and Skyward training Increased access to public support such as creating their own email address and using it to apply to services such as EBT support, or how to send an email regarding other personal supports.*
- *We recently started a Migrant Parent Social hour. We have been able to get more parents into an informal parent meeting through this venue.*

Parent Communication/Engagement during the Pandemic

- *A literacy/math/health drive thru family night was conducted which provided migrant families with math and literacy activities as well as health supplies and school supplies. Migrant CORE PAC organized and ran the family night.*
- *Due to COVID restrictions, in person meetings were limited until early spring. However, the MEP was able to adapt and meet bimonthly via zoom.*
- *Our team purchased PPE kits for all families to ensure all parents had access to a thermometer, masks, gloves and other protective resources.*
- *The district held a series of art and culture nights sponsored by the Migrant/EL PAC. Each night focused on a different art form and we celebrated culture, provided make and take art items, and integrated literacy. We recorded the sessions so families could watch it later. We grew to over 62 sign ons for one of our events Multiple people were represented behind those 62 devices.*
- *The MGS communicated directly with families through text or phone calls at all hours.*
- *This year the MEP staff did continuous outreach and porch visits when not able to engage or find a family. There were multiple calls and outreach attempts for those who were a little harder to track down. Individual tutorials were provided to parents via text and walk through of how to use*

and access technology. They then were transitioned to Zoom once understanding of programs were grasped in how to find and access.

- *This year we focused on staying connected with the families through distance learning. It was a difficult year for many of our families and the consistent meeting helped maintain some sense of normalcy. Meeting attendance was down this year, but we still connected with many of our families.*

PROFESSIONAL DEVELOPMENT

Professional development supports staff that provide instructional and support services to migratory students. MEP staff participate in professional learning opportunities, allowing them to serve migratory students more effectively and efficiently. Professional development takes many forms including national/state conferences, regional training, site-based workshops, and coaching and mentoring. During 2020-21, despite the pandemic, Washington MEP and ESD staff provided numerous professional development opportunities to MEP staff. Following are examples of the key professional development in which MEP staff typically participate.

- ✓ Migrant Student Advocate(MSA)/MGS professional learning communities (PLCs)
- ✓ Latino/a Educational Achievement Project (LEAP) Conference
- ✓ Migrant staff meetings
- ✓ Migrant Grant Application Training (OSPI)
- ✓ MSIS Data Training
- ✓ National Migrant Education Conference
- ✓ National Summer Learning Association (NSLA) Summer School Institute
- ✓ OSPI/ESD meetings
- ✓ Quarterly MEP webinars (OSPI)
- ✓ Regional migrant meetings
- ✓ Title I Parent Conference
- ✓ Washington Migrant Education Conference
- ✓ Washington Student Support Conference

MEP staff participate in regular and ongoing professional development provided by local districts, ESDs, and the MEP. Following is a sample of the topics covered during professional development provided during 2020-21.

Credit Retrieval	Mental Health
Cultural Awareness	MGS/MSA Training
Culturally Responsive Teaching	Migrant 101
Distance Learning	MSDRS Training
Engineering is Elementary	Multicultural Learners
Family Math/ELA Strategies	Multitiered Systems of Support
Family Visits	OSPI ELA Suite
Fastbridge	Positive Behavior Interventions and Supports
Funds of Knowledge	Project-Based Learning
GLAD Strategies	ReaderPens/LingoPens
Graduation Requirements	School Readiness
Health	Social-Emotional Learning
Imagine Learning	STEM
iReady	Technology
Literacy	Trauma-Informed Instruction
Marginalized/Disengaged Students	Tribal Education

Mathematics

Universal Design for Learning

Following is a summary of the professional development provided to local projects by ESDs during 2020-21. ESD staff were able to continue their efforts to support districts during the pandemic by moving to a virtual format when needed.

- Graduation (N=707)
- Needs Assessment/Understanding Migratory Lifestyle (N=474)
- OSPI, ESD, MSDRS, and AESD Meetings and Collaboration (N=269)
- School Readiness Program Models (N=330)

MEP staff completing end-of-year reports of summer programming indicated the ways in which **professional learning impacted MEP staff**. They reported that staff incorporated strategies learned from PD while working with migratory students, extending staff knowledge of the needs and home life of migratory students, and in creating and implementing innovative and engaging instruction. Following are examples of MEP staff comments.

Impact on classroom instruction

- *Because some of the academic mentors in our program are not certified teachers, they benefited from instruction in grade level milestones and an overview of what being on grade level looks like in both math and ELA. Academic mentors were also provided with information and resources about social-emotional learning, which they implemented into their classrooms when appropriate.*
- *Daily debriefs occurred in which teachers were given the opportunity to reflect and research best instructional strategies. Teachers worked closely with their PLC teams to identify student strengths and areas of concern. Teachers analyzed student data to provide interventions and small group instruction supports.*
- *Having time to review the units and plan out the lessons, allowing for differentiated instruction.*
- *The professional learning provided summer school staff time to discuss the needs and academic levels of students attending, as well as an opportunity to determine content and strategies that could be used to increase engagement and learning.*

Impact on staff skills for implementing innovative and engaging instruction

- *Professional learning focused on incorporating GLAD strategies within the classroom and how to embed ELA instruction within the EiE science kits. Staff was able to ask questions in regard to curriculum and best practices for supporting migrant students.*
- *Staff had training in Engineering is Elementary as well as Foundations of Migrant Education. This helped teachers equip their thinking regarding migrant inclusive and culturally responsive implementation of EiE lessons. The training took about 90 minutes to complete. For some staff this was a refresher training and, for others, this was their first interaction with the module. Teachers were able to draw meaningful connections to their work with students this summer. Once teachers completed the Virtual Gallery Walk they moved onto the EiE module. This 1.5 hour module offered an overview of EiE unit structures as well as opportunities for teachers to independently plan for migrant inclusive implementation this summer.*
- *Staff were able to use technology to provide instruction.*
- *Teachers were able to transition the PD into engaging lessons for the students which had a significant project based hands-on approach.*
- *Teaching staff was excited to use the STEM and project based learning kits. The STEM projects provided a great platform for migrant students to showcase their academic skills.*
- *The professional learning allowed the staff to utilize materials and resources for enhanced engagement and provided for differentiation/extensions in order to serve the whole family.*

Impact on staff knowledge of the needs and home life of migratory students

- *MEP summer staff were able to implement and use elements of Why try and 2nd steps curriculums during the summer session. The information shared with staff also provided crucial foundational knowledge of migrant students and how we can facilitate their navigation of our school system.*
- *The teachers were better equipped to serve the students having a better understanding of who they were serving. They also were able to provide them with a richer experience.*

STRATEGY IMPLEMENTATION

The **Fidelity of Strategy Implementation (FSI)** tool was completed by local projects in Washington. MEP staff worked in teams to discuss how the 11 strategies were implemented in their projects, arrive at consensus on the level of implementation of each strategy, and identify evidence used to determine ratings for their projects. Following are the mean ratings assigned by MEP staff for the level of implementation of each strategy in the Washington SDP prior to and after school closings. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. A rating of succeeding (4) or above is considered “proficient”.

The mean rating for all 11 strategies was 3.3 out of 5.0 with mean ratings ranging from 2.9 to 3.6. Mean ratings for all 11 strategies were below the “proficient” level (4.0/“succeeding”). Four strategies were rated highest (1.1, 1.2, 2.1, and 4.2) addressing ELA instruction during the regular school year, ELA instruction during the summer, math instruction during the summer, and graduation support and advocacy (mean ratings of 3.6 each). Lowest rated was Strategy 2.3 (mean rating of 2.9) addressing utilizing the OSPI Mathematics Suite to provide family mathematics services.

Exhibit 14
Mean Ratings on the Fidelity of Strategy Implementation (FSI)

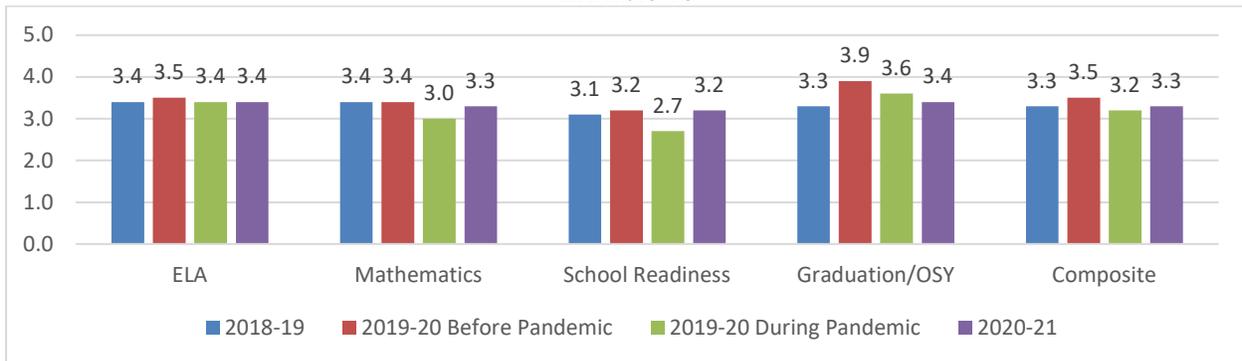
Strategies	# (%) Projects Rating 4 or Higher	2020-21 Mean Rating
English Language Arts		
Strategy 1.1: Provide regular term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using: a) research-based, evidence-based, or best practices and resources; b) services aligned to individual needs; and c) targeted interventions and strategies through small group, after school, and/or before school supplemental instruction.	17 of 29 (59%)	3.6
Strategy 1.2: Provide summer term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in ELA and ELP Standards using research-based, evidence-based or best practices, resources, and services aligned to individual needs.	16 of 25 (64%)	3.6
Strategy 1.3: Use the OSPI ELA Suite (Menu of Best Practices, Early Literacy Pathways, Literacy Plan Summer 2017) and additional family resources highlighted by OSPI and their regional and national partners (e.g., Preschool Initiative Consortium Incentive Grant) to provide family literacy services (reading, writing, speaking, listening in L1 or L2) that include opportunities for families to learn strategies to support learning in the home (e.g., PAC, Teacher Conferences, Family Literacy Night).	10 of 30 (33%)	3.0
Mathematics		
Strategy 2.1: Provide regular term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics through strategies such as: a) academic discourse for research-based mathematics	16 of 26 (62%)	3.6

Strategies	# (%) Projects Rating 4 or Higher	2020-21 Mean Rating
instruction and language acquisition; b) growth mindset learning and strategies; and c) targeted interventions through small group, after school, and/or before school supplemental instruction.		
Strategy 2.2: Provide summer term academic support designed to help migratory students in grades K-12 meet or exceed WA State K-12 Learning Standards in Mathematics that incorporate: a) research-based mathematics instruction; b) growth mindset learning and strategies; c) math content using evidence-based best practices, resources, and services aligned to individual needs; and/or d) best practices in language acquisition strategies that promote student academic discourse.	10 of 21 (48%)	3.4
Strategy 2.3: Use the OSPI Mathematics Suite (Menu of Best Practices, Early Numeracy Pathways, Growth Mindset) to provide family mathematics services that include: a) opportunities for families to learn about strategies that support student academic discourse and core mathematical concepts; and b) suggested activities for engaging in mathematical discourse at home.	7 of 26 (27%)	2.9
School Readiness		
Strategy 3.1: Provide or partner with programs to provide supplemental, research-based and best practices instructional services (including a focus on social-emotional development) to 3-5-year-old migratory children that are aligned to their needs (e.g., preschool opportunities, home visits with school readiness instruction, trained paraprofessional support in kindergarten classrooms, kindergarten jumpstart).	13 of 25 (52%)	3.3
Strategy 3.2: Offer a series of family engagement trainings that are research-based or best practice, culturally-appropriate, and relevant that could include: a) home visits that include a focus on Funds of Knowledge; b) partnering with other early learning programs to combine parent outreach efforts (e.g., Head Start, ECEAP); c) embedded ongoing early learning opportunities for parents to learn what students are learning and ways to support their learning; d) early learning and school readiness strategies; e) providing parents with access to counseling and advocacy programs; and f) providing education about the State 211 Referral Network	9 of 24 (38%)	3.1
Graduation/Services to OSY		
Strategy 4.1: Provide wrap-around support for secondary-age migratory students with multi-tiered systems of support including: a) credit retrieval and competency-based high school credit options aligned to WA standards; b) dual credit and career technical education (CTE) applied credit options; c) academic support focused on individual needs (with ongoing data review); and d) professional learning for all teachers on effective instructional strategies (e.g., AVID, GLAD, SIOP, ELA, mathematics, Migrant 101, Integrated Basic Education, and Skills Training Program or I-BEST).	16 of 33 (49%)	3.5
Strategy 4.2: Provide migratory student graduation support and advocacy that includes: a) monitoring and tracking attendance and academic progress; b) conducting referrals to services aligned to students' needs; c) facilitating appropriate scheduling options for students to gain access to Advanced Placement, Highly Capable, CTE, and regular academic core course options; d) facilitating access to services to address social/emotional needs; e) fostering family school connections and conducting home visits; f) conducting parent information sessions to ensure that migratory students and their parents understand assessment and graduation requirements and students understand their rights to an equitable and rigorous education that prepares them for college and career; and g) promoting access to or developing leadership and mentoring programs.	20 of 33 (61%)	3.6
Strategy 4.3: Provide outreach to OSY ages 16-21 and eligible migratory H2A workers, including dropouts, to increase participation in MEP services, referrals to needed educational and support services, and high school recovery.	8 of 32 (25%)	3.1

Source: 2020-21 FSIs

Exhibit 15 compares the mean scores for the four goal areas addressed by the FSI from 2018-19 to 2020-21. The composite mean rating for all strategies combined was one percentage point higher than it was during the pandemic in 2019-20, and higher in 2020-21 for mathematics and school readiness strategies.

Exhibit 15



Comparison of Strategy Mean Ratings from 2018-19 to 2020-21

Source: Washington MEP FSIs

MEP staff completing FSIs provided comments about the implementation of the strategies as well as ways they plan to improve implementation of the strategies in the future. Following are examples of staff comments on 2020-21 FSIs for each strategy.

Strategy 1.1: Provide regular term academic support in ELA

- *Due to the COVID-10 pandemic, we saw five different learning formats throughout the school year. We started in 100% remote learning, then hybrid groups in person two days a week, then all students four days a week, to ending the last quarter of the school year back to five days a week in person. Because of all the changes, it was hard to track and get consistent data for our migrant students. WE hope that next year, we will be able to start the school year full time and be able to track and keep up-to-date data on our migrant students and their learning.*
- *Focus for next year – culturally relevant literature and practices.*
- *For the future, our MEP is working to allow the Student Educational Advocate (certified teacher) more time for one-on-one supports with students working on ELA.*
- *Migrant funded services provided a the high school level only. Due to COVID, it was hard to implement the strategies as planned due to the ever-shifting virtual/in-person environments.*
- *Next year, intentional scheduling in 9-12 to identify academic support. Identify opportunities to use MEP funds in ways not currently funded by TBIP or gen ed funds.*
- *Our next steps will be to continue to develop sufficient provision of ELA services in tandem with math services.*
- *Students enrolled in the MEP received literacy/math packets with parent guides on how to support at home.*
- *The migrant coordinator, para, and PAC president need to analyze and discuss data.*
- *To improve, we will use our progress monitoring tool (Galileo) with more fidelity when in-person learning is allowed.*
- *We are working to improve our core program by implementing the Universal Design for Learning Framework. In addition, we will be conducting a deep study of effective K-12 literacy programs to prepare for an adoption the following year. This will include research on resources for migrant/EL students requiring extra support.*
- *We will look closely at building supports that are already being provided and work with the migrant team to determine the best way to supplement ELA supports for migrant students who are not making growth with all current supports. Pending COVID-19, we also will add family literacy nights to build our families’ confidence in their abilities to develop literacy in the home.*

Strategy 1.2: Provide summer term academic support in ELA

- *More need for GLAD training – working on certification of new trainers.*
- *Need to have curriculum in central location – no designated summer site. It changes every year.*
- *Next year we expect more interest in summer programming – students are burnt out right now due to the pandemic.*
- *Our program this year collaborated with other programs and then added additional supports. The plan for the future is to identify a more robust provision for ELA services during the summer.*
- *Record keeping from the program was not sufficient, so that will be a focus for summer 2022 (new FPD).*
- *Some ELA is built into the EiE curriculum. We also used the iReady ELA, but due to the short session, we did not pre/post-test any students. Including iReady ELA is on our radar for future implementation.*
- *Summer enrolled students received literacy/SEL packets with parent guides on how to support in the home.*
- *This is our first year offering a K-7 summer program. We have targeted students who are most likely to benefit from this intervention through assessment data and teacher referrals. We are partnering with the AFTERs program staff to include high-interest, engaging STEAM activities. We will review the impact of our first year program.*
- *This summer we offered a virtual summer school program due to lack of staff that could commit to in-person instruction. Next year we will plan for in-person instruction.*
- *This year ESSER funds and 21st Century were used for the majority of summer services. Jump Start was provided to all students in the district. As we move out of COVID-19 protocols, we will look at how we can build on the district's summer programming and further accelerate migrant student growth.*

Strategy 1.3: Provide family literacy services

- *As restrictions lift, we will be holding more parent events.*
- *COVID is still having an impact on our ability to provide services to families on a divers and regular basis. We have strategies we are ready to re-implement.*
- *Due to COVID, it was hard to plan and implement the strategies as planned, and staff focused on keeping families informed of the ever-shifting virtual/in-person environments. Data shared on how their children were doing. In the past, we have always done the events and when we are able to hold them safely, we will begin to hold the events again.*
- *Due to COVID, unable to host large scale meetings.*
- *Due to COVID, we didn't have much participation. We are increasing this in 21-22.*
- *Due to the ongoing pandemic, we were limited on the in-person gatherings and meetings we could hold onsite during the 20-21 school year. We were able to hold our PAC meetings virtually and track attendance. WE are planning on having literacy nights and increase our family services next school year.*
- *Focus for next year – use Suite of Best Practices, more family literacy services.*
- *In the past, we rated this strategy “succeeding” and it will be there again when we are able to fully meet in person and have a larger capacity for meetings and training.*
- *Our efforts around this were greatly inhibited due to COVID-19 restrictions. WE plan to host family literacy events in the 2021-22 school year.*
- *Our next steps will be to develop a district plan for provision of family literacy services in person since our online services were not well received.*
- *Parents received literacy packets with parental guides on how to support literacy development at home.*

- *Provided online parent information opportunities and individual phone calls to identify family needs. Due to COVID restrictions, we were and are still unable to host family in-person engagement activities.*
- *This year, our family services and supports focused on health and safety information, technology use and on how to support students on remote days. We did not host literacy nights and other events which are typically a part of our family services plan and will continue to be in the future.*
- *To improve, we will reinstate Family Reading Night as in-person meetings are allowed. In the school years 19-20 and 20-21, this Reading Night was not permitted due to COVID restrictions. Implement parent survey upon completion.*
- *We are a small MEP district with about 25% of our families in our PAC. We plan to provide intentional Native American support next year, as all our meetings this year have been in Spanish.*
- *We conducted parent interviews this year to gather information regarding what services are needed at home for literacy and families were provided resources to the local library who have bilingual and English learning services available for adults at this time. We are hoping to have an established PAC in the 21-22 school year and will bring in resources and best practices for family literacy at this time based on feedback from our parent interviews.*
- *We will be partnering with local providers to provide ESL/adult literacy classes designed to promote parent engagement within their school buildings and student support at home.*
- *We will work hard to provide family literacy nights and during PAC meetings, we will build in strategies for parents to support literacy in the home. We offered several virtual options, but attendance was spotty.*
- *While we made great strides in supporting our PAC this year, the pandemic made it difficult to engage with our broader migrant parent community. We aim to provide more supports to our migrant families next year with additional literacy nights and bilingual literacy resources.*

Strategy 2.1: Provide regular term academic support in math

- *All students in the MEP received literacy/math packets with parental guides to take home.*
- *For the future, our MEP is working to allow the Student Educational Advocate (certified teacher) more time for one-on-one supports with students working on math.*
- *Migrant funded services provided at the high school level only. Due to COVID, it was hard to implement the strategies as planned due to the ever-shifting virtual/in-person environments.*
- *The migrant coordinator, para, and PAC president need to analyze and discuss data.*
- *To improve, we will use our progress monitoring tool (Galileo) with more fidelity when in-person learning is allowed.*
- *We plan to run a full-scale elementary support after school with services in math and ELA.*
- *We provided during the school day supports for students through push-in and pull-out supports. We need a more uniform approach to both the core program and supplemental supports. We will assemble a K-12 team in the spring to bring to discuss this need. We need evidence-based strategies and resources, including Universal Design for learning in order to ensure academic success in math.*
- *We will bring back family math nights at the elementary level, we will continue to support after school teacher for secondary students. FPD also will meet with the Director of Teaching and Learning to look for ways to provide additional strategies to staff to use in the classroom with migrant students. Finally, we will look at data with the MEP team to identify need for any supplemental math supports.*

Strategy 2.2: Provide summer term academic support in math

- *Middle and elementary students received an additional math packet and high school students received a graphing code in packet.*

- *Oure program this year collaborated with other program and then added additional supports. The plan for the future is to identify a more robust provision of math services during the summer.*
- *Progress monitoring needs to be more consistent to show student growth.*
- *Record keeping from the program was not sufficient, so that will be a focus for summer 2022 (new FPD).*
- *Secure summer personnel earlier – staff burnt out this summer. MEP geometry tutor for PASS posted but went unfulfilled.*
- *Some math is built into the EiE curriculum. We also used iReady Math, but due to the short session, we did not pre/post-test students. Including iReady Math is on our radar for future implementation.*
- *This is our first year offering a K-7 summer program. We have targeted students who are most likely to benefit from this intervention through assessment data and teacher referrals. We are partnering with the AFTERs program staff to include high-interest, engaging STEAM activities. We will review the impact of our first year program.*
- *This summer we offered a virtual summer school program due to lack of staff that could commit to in-person instruction. Next year we will plan for in-person instruction.*

Strategy 2.3: Provide family mathematics services

- *As restrictions lift, we will be holding more family events.*
- *COVID has delayed the implementation of more strategies.*
- *Difficult to arrange virtual math nights so provided information at PAC for use of family budgets for math.*
- *Due to COVID, unable to host large scale meetings.*
- *Family engagement is an area of development for our district. This past school year, there was limited access due to COVID restrictions.*
- *Focus for next year - Menu of Best Practices and need to ensure growth mindset at home.*
- *In collaboration with our EL department, we will be looking at ways to implement a series of parents sessions/workshops designed to provide parents with strategies/resources that they can use at home to support their children.*
- *In the past, we rated this strategy “succeeding” and it will be there again when we are able to fully meet in person and have a larger capacity for meetings and training.*
- *Notes are kept from the parent/student interviews that were conducted including documentation of feedback, barriers, and student successes this year. We are hoping to have an established PAC in the 21-22 school year and will bring in resources and best practices for family mathematics at this time based on feedback from our parent interviews.*
- *Our efforts around this were greatly inhibited due to COVID-19 restrictions. WE plan to host family literacy events in the 2021-22 school year.*
- *Our next steps will be to develop a district plan for provision of family mathematics and mathematical reasoning resources in person since our online services were not well received.*
- *Oure math nights and other support activities have continued to be limited due to COVID. We do send additional materials home.*
- *Parents received additional training on financial literacy in collaboration with a local university.*
- *To improve, we will reinstate Family Math Night as in-person meetings are allowed. In the school years 19-20 and 20-21, this Math Night was not permitted due to COVID restrictions. Implement parent survey upon completion.*
- *We have rated higher in the past on this strategy, but this year we struggled to support our parents well with family mathematics services. We did a better job of keeping our PAC informed and supported than our broader group of migrant families. We need to plan several family math*

nights for next year. We also need to develop and make accessible, resources that migrant families can use to help their children learn.

- We hold regular PAC meetings and will increase in this area during 21-22.
- We were only able to participate in Juegos Mathnificos with the ESD 189. We plan to continue participating in Juegos Mathnificos with other ESD 189 project districts this school year. In the past, we have always done the events and when we are able to hold them safely, we will begin to hold the events again.
- With only one in-person PAC meeting, our family math services were limited. This year we will embed these strategies into PAC meetings in addition to bringing back family math nights.

Strategy 3.1: Provide or partner with programs to provide instructional services to 3-5-year old migratory children

- Hired early learning advocate for program to lead this area.
- Home visits and partnership with Inspire/ECEAP. Identification and progress monitoring program needs to be development.
- MEP staff is keeping notes regarding the inquires of parents regarding preschool services, as well as referrals and reported student concerns. MEP staff and the staff at the local ECEAP program are working together to increase migrant student enrollment in their programming for the 21-22 school year. We received a lot of interest at the end of the school year in enrolling younger students in preschool and are working on an MOU and are jointly holding enrollment meetings.
- Migrant staff have been working with a district funded preK staff member and part of a team and begin to provide more preschool opportunities and school readiness. Due to COVID, our progress was slowed.
- MSA worked closely with neighboring preschools to support the enrollment and provision of preschool services. For 2020-21, MEP staff will hold a school readiness night to support parents in the home with at home kits and strategies provided by certified staff.
- Next year – provide culturally responsive training for preschool partners and COVID resources for families.
- Offer more Ready! For Kinder and CIELO parenting classes.
- Our next steps will be to develop a district plan for sufficient provision of services for 3-5 year old children. We have been unsuccessful with three year olds.
- Professional development and support from the ESD 123 migrant specialists will be utilized this school year to develop plan.
- We have only two students to qualify so we would like to include progress monitoring.
- Will conduct a data review of impact with PAC board.

Strategy 3.2: Offer a series of family engagement trainings

- As restrictions lift, we plan on increasing amount of parent trainings.
- Because of COVID, we were unable to complete our plan. Our next steps will be to develop a district plan for sufficient provision of family engagement activities in person since our online services were not well received.
- Due to COVID, our family engagement was lacking. We do have ECEAP.
- During parent interviews, all families were asked about having toddlers in the home. If they stated they did, information was given on ECEAP services, and then, if interested, registration meetings set with a Spanish-speaking ECEAP staff person. We will continue this outreach into the fall and include information and trainings in our developing PAC meetings, including a presentation from ECEAP staff at a full PAC meeting in 21-22.
- ESD migrant specialists will work with our district team to development and implement family engagement opportunities.

- *Kindergarten administration meets regularly with local Head Start/ECEAP staff to plan and coordinate joint training sessions on early learning and school success.*
- *Migrant preschool does parent education through parent/teacher conferences and sending other information and resources home. This year we will offer family nights as well to help parents gain more strategies and tools to support kinder readiness at home.*
- *Need to build a PAC.*
- *Next year – provide culturally responsive training for preschool partners. Missing the ECEAP and Head Start component. Will share the State 211 Referral Network support at PAC meeting. Connect to local ESD.*
- *Offer more Ready! For Kinder and CIELO parenting classes.*
- *Our efforts around this were greatly inhibited due to COVID-19 restrictions. WE plan to host family literacy events in the 2021-22 school year.*
- *School readiness was embedded within our financial literacy night with supplemental take home packets. Our goal for 2020-21 is to provide parents with direct training on school readiness techniques through a birth to five parent night.*
- *Virtual meetings and digital surveys were changing – in person in the future.*

Strategy 4.1: Provide wrap-around support for secondary-age migratory students

- *All students enrolled in the MEP had access to credit retrieval through APEX with MGS monitoring and supporting.*
- *Consistent student check-ins were completed with high school counselor and secondary staff. WE are continuing to work on a collaboration model for this and working toward a collaboration team including MEP staff, the high school interventionist, and the open doors case management for this purpose.*
- *Due to COVID, our MSA was very involved in keeping our migratory students engaged in their courses.*
- *Increase professional learning for teachers on effective instructional strategies.*
- *Next year we will focus on early identification with recruiter and ESD migrant specialist to develop a plan and implement, to bring students back to graduate.*
- *Our next steps will be to develop a clear MTSS system to wrap students and PL for our staff.*
- *To improve, Program Coordinator and Migrant Student Advocate will meet in addition to the monthly MEP meeting to discuss progress monitoring of students.*
- *We don't have an MGS. Due to COVID, field trips couldn't happen.*
- *We had a difficult time getting students to participate, especially in the summer months because they wanted to work and/or they were concerned with the pandemic.*
- *We hired an MGS in April with carryover funds who speaks Spanish to connect with our migrant students on a more personal level. She will continue in 21-22 as well.*
- *We need to increase the focus on supporting high school students and create systems.*
- *We rely heavily on the ESD to help with this. We continue to meet with OSY to share options and resources.*
- *We will offer PASS.*
- *We will try to do more wrap-around services with MKV. Schedule with PSESD regarding Migrant 101. Increase the number of certified staff to implement GLAD and SIOP strategies.*
- *We would like to further develop the MSA's connection to the high school's MTSS systems.*
- *With increased experience in position, network with others, develop more of a rapport with families, rebuild bridges and continue to develop better relationships (COVID has had an impact on services).*
- *Work with ESD 105 to learn more engaging strategies for OSY.*

Strategy 4.2: Provide graduation support and advocacy

- *A plan will be developed and implemented by recruiter/clerk and migrant ESD specialist to identify and serve students.*
- *After school tutoring to support credit retrieval and literacy/math at home packets with instructional materials.*
- *Due to COVID, our MSA was very involved in keeping our migratory students engaged in their courses.*
- *Focus next year – review outside resources and use of for college readiness.*
- *No MGS. Looking at adding.*
- *One staff member this year will be overseeing all OSY and will work closely with the high school MGS to connect with students at risk of becoming OSY. Big Bend Community College is partnering with our students and we will work closely to connect OSY to these opportunities (ESL, GED, etc.).*
- *To improve, Program Coordinator and Migrant Student Advocate will meet in addition to the monthly MEP meeting to discuss progress monitoring of students.*
- *WE had one student participate in the My Dream, My Journey Conference as a leadership activity. WE will continue to work to engage our secondary students in leadership activities through increased collaboration with the high school counselors to establish possible credit for these activities.*
- *We hired a bilingual MGS in April who will continue in SY 21-22.*
- *We partnered with ESD 105 this year to participate in a Migrant Student Leadership opportunity. Our students participated in a partnership with Hispanavisión to produce PSAs for migrant youth to participate in STEM and TV related career fields/projects. In addition, two of our students participated and collaborated in a project with OSPI on student voice and one of our students was in a conversation with Superintendent Reykdal. We would like to grow these opportunities and provide more opportunities for more students in the future. In addition, our MSA worked with the counselors and MTSS teams to provide oversight to the success of our migrant students.*
- *We will be creating better systems to offer more support to students.*
- *We will continue to provide information and resources to OSY. Partnering with MSDRS and ESD to help.*
- *We will offer PASS.*
- *When we have more students in this category, we will better address this.*
- *With increased experience in position, network with others, develop more of a rapport with families, rebuild bridges and continue to develop better relationships (COVID has had an impact on services).*

Strategy 4.3: Provide outreach to OSY and eligible H2A workers

- *As we have learned more about what we can provide to our OSY, our dedicated OSY staff member will work to connect them to more MEP services and other services to help them work toward their goals.*
- *Continue fostering graduation focus as early as preschool. Add additional support at new junior high.*
- *Due to COVID restrictions, connections were difficult to make in remote services this year. We hope to resume our in-person services in the fall. This will allow us to connect more easily with our students and families to better support their needs.*
- *Due to COVID restrictions, we were unable to focus on, or provide any services to our OSY. We are in the process of planning for the 21-22 SY.*
- *In 20-21, the adult ESL night classes that are promoted in the community (not MEP funded), were cancelled due to COVID restrictions.*

- *MSA/recruiter worked with NWCAC and H2A housing authority to identify OSY and support with recruitment.*
- *Our MSA works with the alternative schools and ESD/Open Doors programs to get youth back in school. We would like to further refine our systems for OSY outreach and continue to connect more and more with OSY.*
- *Our OSY coordinator is very skills in knowing our families and the local employment opportunities for families and is often able to find the students in need. It is still changing to re-engage students once they have shifted to working but we continue to do anything we can to meet their needs and keep them engaged in school and post-secondary options.*
- *Strategic effort to develop, implement, and progress monitor the work required to complete and outreach and serve OSY.*
- *To improve, collaborate with regional OSY coordinator to develop ideas to engage more OSY in our service area and reinstate ESL night classes for the 21-22 school year.*
- *We are hiring a new migrant recruiter to begin work this summer. An area of focus for the recruiter will be outreach to OSY and eligible migrant H2A workers. We will be partnering with agricultural employers to post signage and present materials at worksite and housing locations. The recruiter will also be visiting these locations regularly with a particular focus on the start of seasonal employment. We also will be partnering with community organizations to provide services to identified students.*
- *We continue to do outreach but we do not get many students to participate in services. We will continue to provide information to OSY and local employers.*
- *We don't have hardly any students in this category, but we will offer services if we have students in need who fit this category in the 21-22 school year.*
- *We have worked on a process to provide support to OSY. We are going to hire another advocate to help with addressing these needs. Currently, we are partnering with the OSY Health/OSY Coordinator to support students.*
- *We hired a bilingual MGS in April who was able to build relationships with all of our students who needed guidance/assistance on graduation/credit retrieval, etc.*
- *We will be creating better systems to support these students.*
- *We will offer PASS and Open Doors Program.*
- *We will try to do more wrap-around services with MKV. Schedule with PSESD regarding Migrant 101. Increase the number of students participating in MEP services and increase the number of high school students graduating. Increase the number of students to take the World Language Credit testing.*
- *With increased experience in position, network with others, develop more of a rapport with families, rebuild bridges and continue to develop better relationships (COVID has had an impact on services).*
- *Working on providing more support to our OSY by adding more staff support.*

6. Outcome Evaluation Results

State Performance Goals 1 and 5 Results

Performance Goal 1: Proficiency in Reading and Math

Academic achievement in reading and math of students attending public school in Washington is assessed by the Smarter Balanced Assessment in ELA and Math (grades 3-8 and 10). Proficiency levels for all assessments are as follows: Level 1=Below Basic; Level 2=Basic; Level 3=Proficient; and Level 4=Advanced. Note: P/A = Proficient/Advanced. The State of Washington has set measurements of interim progress leading toward long term goals for ELA and math proficiency rates and graduation rates in its ESSA State Plan. Below are Washington’s long-term goals and measurements of interim progress from 2017 (baseline) to 2027.

Exhibit 16
Washington’s Measurements of Interim Progress and Long-Term Goals

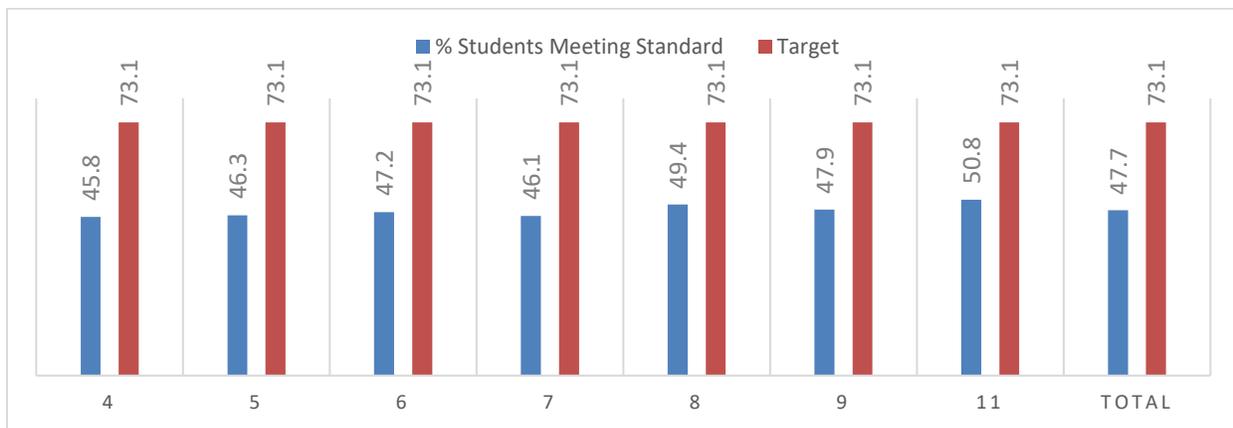
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ELA	61.9	64.7	67.5	70.3	73.1	75.9	78.7	81.5	84.3	87.1	89.9
Math	53.7	57.4	61.1	64.8	68.5	72.2	75.9	79.6	83.3	87.0	90.7
Graduation	79.1	80.2	81.3	82.4	83.5	84.6	85.7	86.8	87.9	89.0	90.1

Source: Washington ESSA State Plan

In 2020-21, the Washington Smarter Balanced Assessments were administered in fall 2021 per a waiver granted to the State from the U.S. Department of Education. The OSPI released summary results only for these assessments. No individual student assessment results are being released for these assessments. Therefore, summary results are being provided in this report.

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

Exhibit 17
Fall 2021 Smarter Balanced ELA Assessment Results
(Expressed in Percentages)



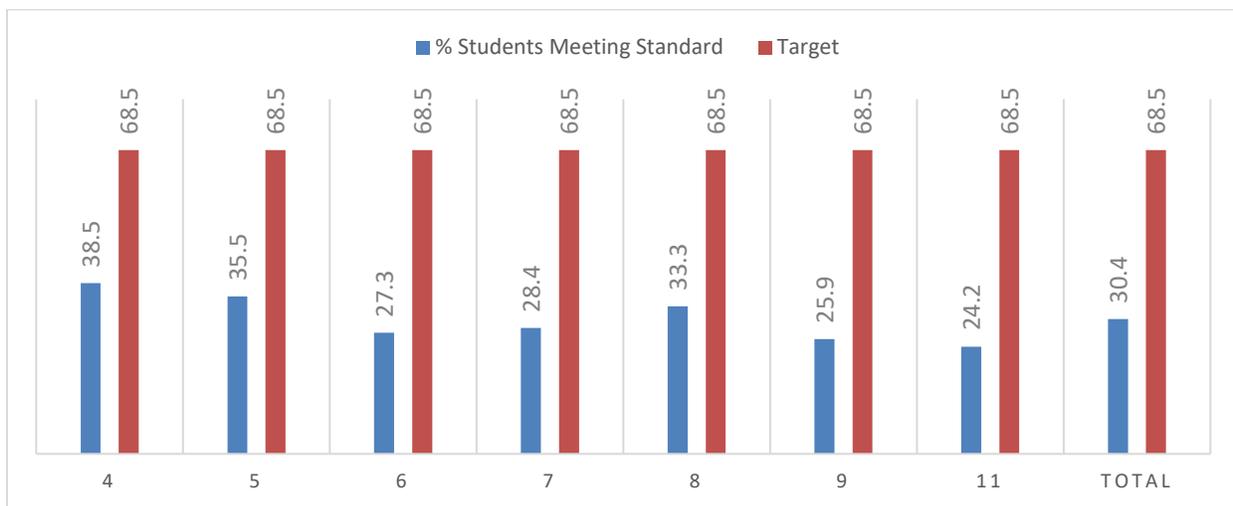
Source: Washington OSPI

Exhibit 17 displays the percent of students assessed meeting standards on the fall 2021 Smarter Balanced ELA Assessments. Since only summary results were released by OSPI, we are not able to disaggregate results for migratory students.

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

Below is a graphic display of the percent of students assessed meeting standards on the fall 2021 Smarter Balanced Math Assessments. Since only summary results were released by OSPI, we are not able to disaggregate results for migratory students.

**Exhibit 18
Fall 2021 Smarter Balance Math Assessment Results
(Expressed in Percentages)**



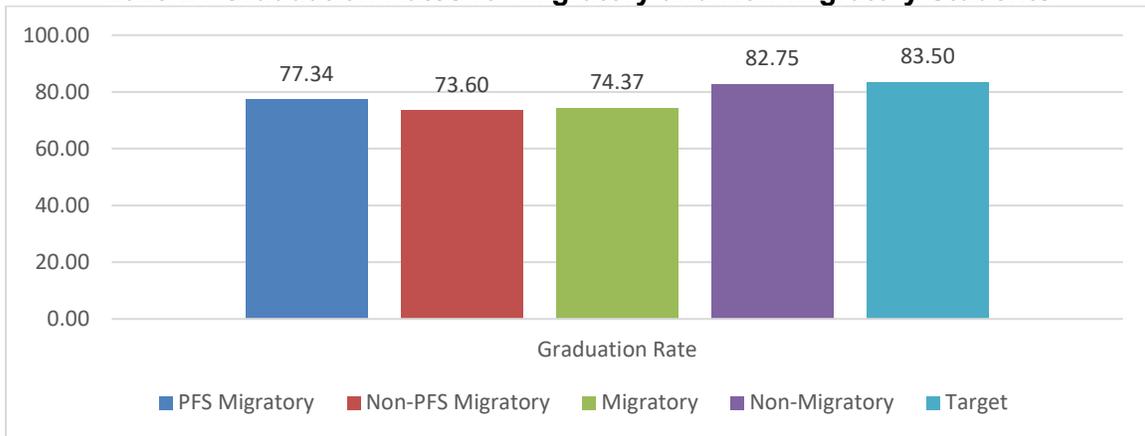
Source: Washington OSPI

Performance Goal 5: High School Graduation

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

The 2020-21 Washington State Performance Target for high school graduation is 83.50%. In 2020-21, the 4-year Cohort graduation rate for migratory students was 74.37% (9.13% short of the target). The graduation rate for PFS migratory students was 77.34% (6.16% short of the target), and the graduation rate for non-PFS migratory students was 73.60% (9.90% short of the target). The non-migratory student graduation rate was 82.75% which was 8.38% more than the migratory student graduation rate but 0.75% short of the target.

Exhibit 19
2020-21 Graduation Rates for Migratory and Non-Migratory Students

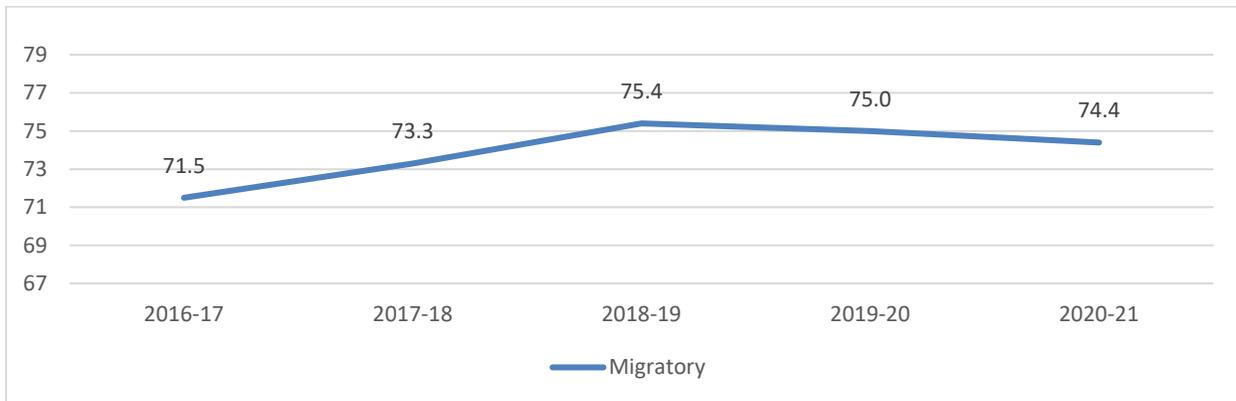


(Expressed as Percentages)

Source: Washington OSPI

Exhibit 20 provides a comparison of migratory student graduation rates for the past five years. Results show an increasing graduation rate the first three years and slightly decreasing rates the last two years.

Exhibit 20
Comparison of Migratory Student Graduation Rates Over the Years
(Expressed as Percentages)



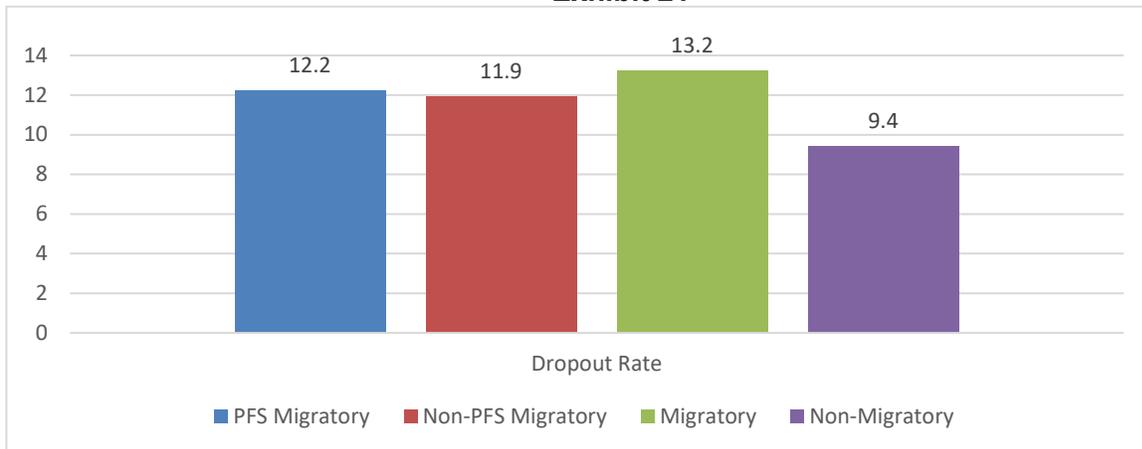
Source: Washington OSPI

The five year graduation rate for migratory students was 79.22% compared to 85.80% for non-migratory students. In addition, the four year graduation rate of migratory students that started in the Cohort in 9th grade regardless of 2020-21 MEP eligibility was 77.74%.

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

Washington does not have a State Performance Target for dropout rate. The 2020-21 dropout rate for Washington migratory students was 13.2% (3.8% higher than the non-migratory student dropout rate). The dropout rate for PFS migratory students was 2.8% more (2.5% for non-PFS students) than the non-migratory student dropout rate.

Exhibit 21



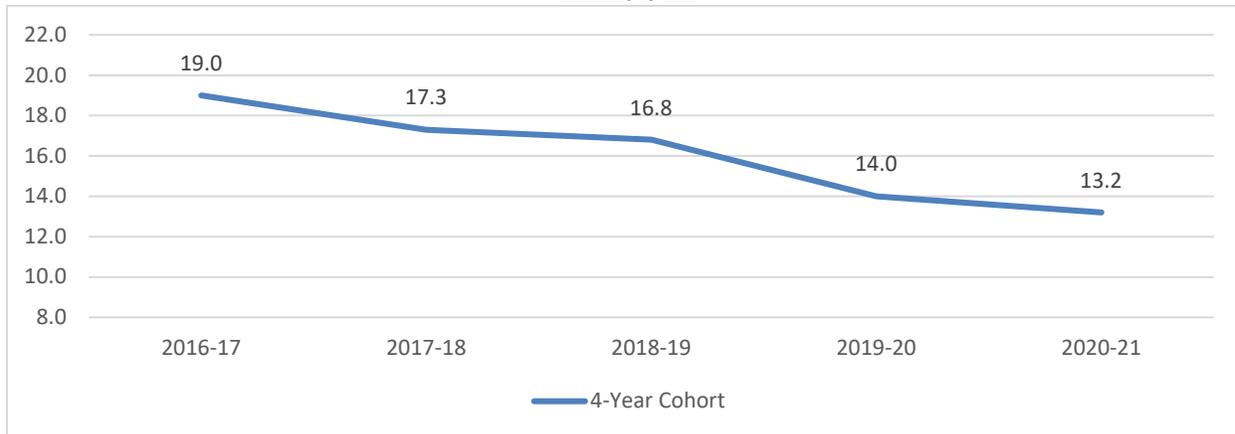
2020-

21 Dropout Rates for Migratory and Non-Migratory Students

Source: Washington OSPI

Exhibit 22 provides a comparison of migratory student dropout rates for the past five years. Results show a decreasing dropout rate each year.

Exhibit 22



Comparison of Migratory Student Dropout Rates Over the Years

Source: Washington OSPI

GPRA Measure Results

This section provides a summary of program results as indicated by the GPRA measures for the MEP. Sources of data include data entered into MSIS on promotion, graduation, and completion of Algebra I. The results for GPRA 1 and 2 (ELA and math state assessment results) are included in the previous section.

GPRA 3: The percentage of migratory students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level.

Exhibit 23 shows that 93% of all Washington migratory students for whom this information was available were promoted or graduated (89% PFS students, 98% non-PFS students).

Exhibit 23

Migratory Students in Grades 7-12 that Graduated in 2020-21 or were Promoted to the Next Grade Level from 2020-21 to 2021-22

Grade Level 2020-21	PFS Status	# Eligible Migratory Students 2020-21	# Students For Whom Data Was Available	Students Promoted from 2020-21 to 2021-22		Students Graduated in 2020-21		Students Graduated or Promoted	
				#	%	#	%	#	%
7	PFS	1,014	992	977	98%	--	--	977	98%
	Non-PFS	1,043	818	775	95%	--	--	775	95%
	Total	2,057	1,810	1,752	97%	--	--	1,752	97%
8	PFS	1,200	1,139	1,122	99%	--	--	1,122	99%
	Non-PFS	908	723	693	96%	--	--	693	96%
	Total	2,108	1,862	1,815	97%	--	--	1,815	97%
9	PFS	1,017	972	968	99%	--	--	968	99%
	Non-PFS	1,032	816	767	94%	--	--	767	94%
	Total	2,049	1,788	1,735	97%	--	--	1,735	97%
10	PFS	995	971	950	98%	--	--	950	98%
	Non-PFS	1,005	809	772	95%	--	--	772	95%
	Total	2,000	1,780	1,722	97%	--	--	1,722	97%
11	PFS	995	972	947	97%	--	--	947	97%
	Non-PFS	983	825	773	94%	--	--	773	94%
	Total	1,978	1,797	1,720	96%	--	--	1,720	96%
12	PFS	1,152	1,116	--	--	525	46%	525	46%
	Non-PFS	794	660	--	--	773	97%	773	97%
	Total	1,946	1,776	--	--	1,298	67%	1,298	67%
Total	PFS	6,373	6,162	4,964	81%	525	9%	5,489	89%
	Non-PFS	5,765	4,651	3,780	81%	773	17%	4,553	98%
	Total	12,138	10,813	8,744	81%	1,298	12%	10,042	93%

Source: MSIS

GPRA 4: The percentage of migratory students who entered 11th grade that had received full credit for Algebra I.

Exhibit 24 shows that 64% of all Washington migratory 10th grade students in 2020-21 completed Algebra I or a higher math course prior to entering 11th grade (62% PFS students, 67% non-PFS students).

**Exhibit 24
Tenth Grade Migratory Students Completing Algebra I
or a Higher Math Course in 2020-21 or Before**

PFS Status	# Eligible Migratory 10 th Grade Students 2020-21	# 2020-21 10 th Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2020-21 or Before
PFS	1,005	622 (62%)
Non-PFS	995	663 (67%)
Total	2,000	1,285 (64%)

Source: MSIS

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the MPOs. Sources of data include data entered into MSIS by local projects (MEP services, assessment results), data submitted by the OSPI Student Information Office, and parent ratings/comments on the Washington MEP Parent Education Evaluation (Form 1).

ENGLISH LANGUAGE ARTS (ELA)

MPO 1a: By the end of the 2020-21 school year, 65% of migratory students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.

Exhibit 25 shows that the Washington MEP **met MPO 1a** with 73% of the 1,329 migratory students pre/post-tested during the 2020-21 regular school year improving their reading/ELA score by at least one point or one level. Both PFS and non-PFS migratory students met the MPO with 74% of the 693 PFS students and 71% of the 636 non-PFS students improving their reading/ELA scores. Students had a statistically significant mean gain ($p < .001$).

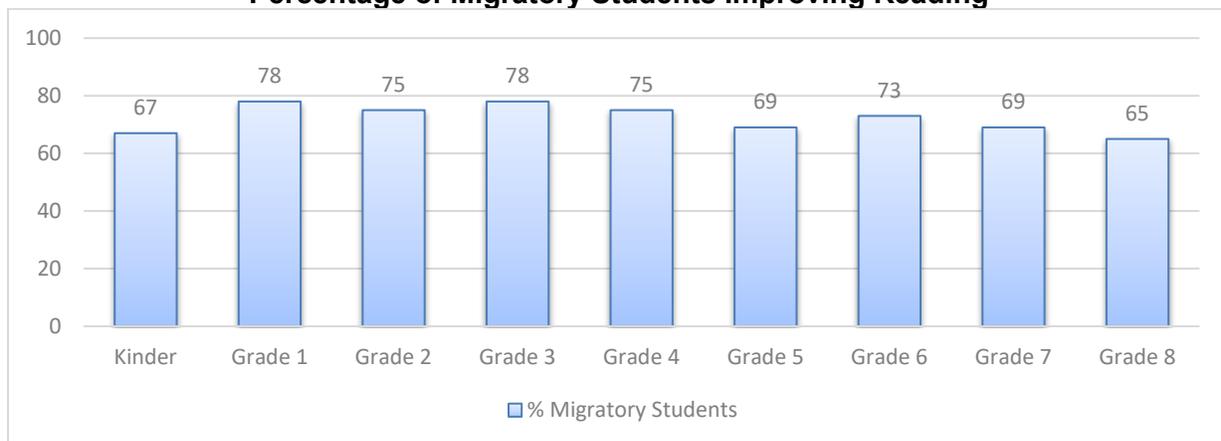
Exhibit 25
Migratory Student Gains on Regular Year Reading/ELA Assessments

PFS Status	# Assessed Pre/Post	# (%) Gaining	P-Value (2-tailed)	MPO Met?
PFS	693	515 (74%)	<.001	Yes
Non-PFS	636	452 (71%)	<.001	Yes
Total	1,329	967 (73%)	<.001	Yes

Source: MSIS

Exhibit 26 is a graphic display of the percentage of migratory students demonstrating gains on regular year reading/ELA assessments by grade level [K=219, 1=143, 2=176, 3=166, 4=210, 5=195, 6=90, 7=58, 8=72] expressed as percentage gaining.

Exhibit 26
Percentage of Migratory Students Improving Reading



Skills by Grade Level during the Regular School Year

Source: MSIS

First and third grade students had the highest percentage of students gaining on local regular year reading/ELA assessments, followed closely by second and fourth grade students. Eighth grade students had the lowest percentage of students improving their reading/ELA skills.

Twenty-three projects provided reading/ELA instruction during the regular school year and submitted results for 2,162 migratory students [1,329 (62%) had matched pre/post-test scores].

MPO 1b: Upon completion of the 2021 summer program, 75% of migratory students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.

Exhibit 27 shows that the Washington MEP **did not meet MPO 1b** with 74% of the 725 migratory students pre/post-tested that received summer 2021 reading/ELA instruction maintaining or improving their reading/ELA score by 2% or more. Sixty-eight percent (68%) of the 320 PFS students and 79% of the 405 non-PFS students maintained or improved their reading/ELA score by 2%. Sixty percent (60%) of the students assessed improved their score by at least 1% from pretest to post-test.

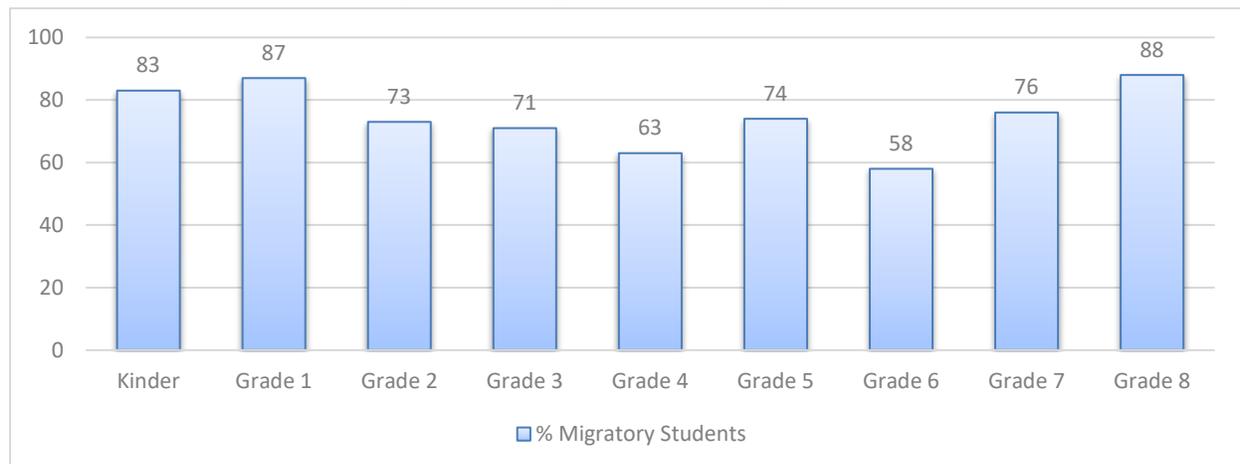
Exhibit 27
Migratory Students Maintaining/Gaining on Summer Reading/ELA Assessments

PFS Status	N	# (%) Gaining	# (%) Gaining By 2%	# (%) Maintaining	% Gaining by 2% or Maintaining	P-Value (2-tailed)	MPO Met?
PFS	320	180 (56%)	164 (51%)	54 (17%)	218 (68%)	>.05	No
Non-PFS	405	258 (64%)	250 (62%)	69 (17%)	319 (79%)	>.05	Yes
Total	725	438 (60%)	414 (57%)	123 (17%)	537 (74%)	>.05	No

Source: MSIS

Exhibit 28 is a graphic display of these results by grade level [K=86, 1=107, 2=115, 3=112, 4=119, 5=96, 6=40, 7=33, 8=17] expressed as percentage maintaining or gaining by 2% or more.

Exhibit 28
Percentage of Migratory Students Maintaining or Improving Reading Skills by 2% during the Summer by Grade Level



Source: MSIS

Eighth grade students had the highest percentage of students gaining on local summer reading/ELA assessments, followed closely by first grade students. Sixth grade students had the lowest percentage of students improving their reading/ELA skills during the summer.

Nineteen projects provided reading instruction during the summer and submitted results for 1,175 migratory students [725 (62%) had matched pre/post-test scores].

MPO 1c: By the end of the 2020-21 performance period, 75% of migratory families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

Exhibit 29 shows that the Washington MEP **met MPO 1c** with 94% of the 241 migratory parents completing Parent Training Evaluations reporting that they are better prepared to support their child’s reading at home “very much” (56%) or “a lot” (38%).

**Exhibit 29
Parent Ratings of the Impact of Parent Training on Reading**

How much did this training help you learn skills to better support your child’s reading at home?							
# Parents Responding	# (%) Not at all 1	# (%) Somewhat 2	# (%) A Lot 3	# (%) Very Much 4	Mean Rating	# (%) Rating 3 & 4	MPO Met?
241	3 (1%)	12 (5%)	92 (38%)	134 (56%)	3.5	226 (94%)	Yes

Source: Parent Training Evaluations

For the second year, the number of parents responding to surveys and the number of parent activities provided to parents were impacted by the pandemic.

MATHEMATICS

MPO 2a: By the end of the 2020-21 school year, 65% of migratory students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.

Exhibit 30 shows that the Washington MEP **met MPO 2a** with 70% of the 1,197 migratory students pre/post-tested during the 2020-21 regular school year improving their math score by at least one point or one level. Both PFS and non-PFS migratory students met the MPO with 69% of the 621 PFS students and 71% of the 576 non-PFS students improving their math scores. Migratory students had a statistically significant mean gain ($p < .001$).

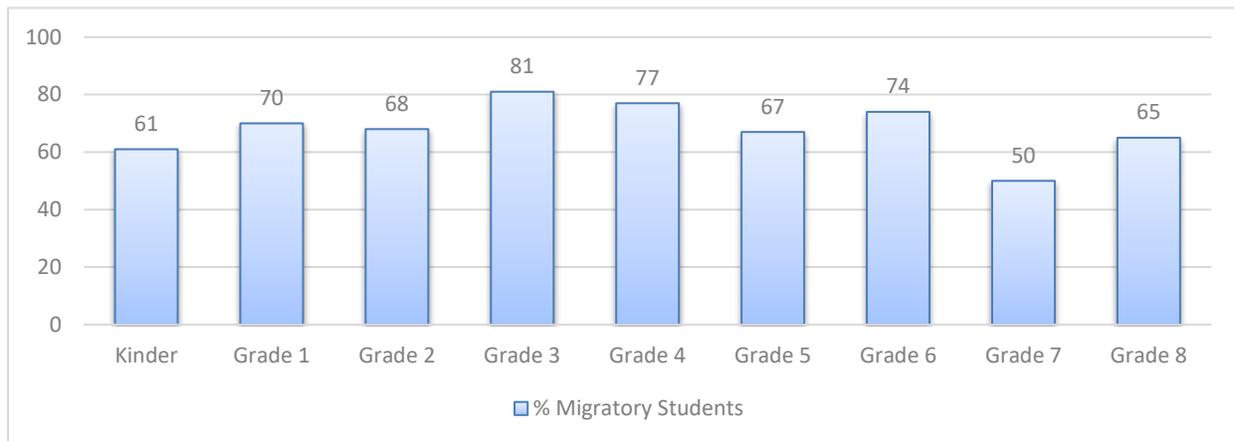
**Exhibit 30
Migratory Student Gains on Regular Year Math Assessments**

PFS Status	# Assessed Pre/Post	# (%) Gaining	P-Value (2-tailed)	MPO Met?
PFS	621	427 (69%)	<.001	Yes
Non-PFS	576	407 (71%)	<.001	Yes
Total	1,197	834 (70%)	<.001	Yes

Source: MSIS

Twenty projects provided math instruction during the regular school year and submitted results for 2,042 migratory students [1,197 (59%) had matched pre/post-test scores]. Following is a graphic display of the percentage of migratory students demonstrating gains on regular year math assessments by grade level [K=195, 1=128, 2=123, 3=155, 4=180, 5=190, 6=109, 7=42, 8=75] expressed as percentage gaining. Third grade students had the highest percentage of students gaining on local regular year math assessments, followed closely by fourth grade students. Seventh grade students had the lowest percentage of students improving their math skills.

Exhibit 31
Percentage of Migratory Students Improving Math Skills
by Grade Level during the Regular School Year



Source: MSIS

MPO 2b: Upon completion of the 2021 summer program, 75% of migratory students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.

Exhibit 32 shows that the Washington MEP **met MPO 2b** with 84% of the 478 migratory students pre/post-tested that received summer 2021 math instruction maintaining or improving their math score by 2% or more. Both PFS and non-PFS students met the MPO with 82% of the 229 PFS students and 86% of the 249 non-PFS students maintaining or improving their math score by 2%. Migratory students had a statistically significant mean gain ($p < .001$). Sixty-two percent (62%) of the migratory students assessed improved their score by at least 1% from pretest to post-test.

Exhibit 32
Migratory Students Maintaining/Gaining on Summer Math Assessments

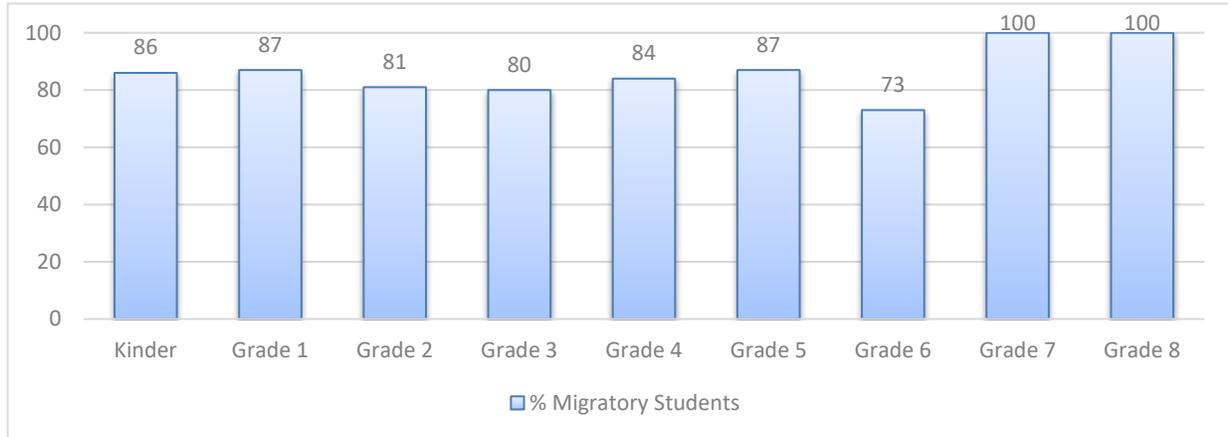
PFS Status	N	# (%) Gaining	# (%) Gaining By 2%	# (%) Maintaining	% Gaining by 2% or Maintaining	P-Value (2-tailed)	MPO Met?
PFS	229	135 (59%)	135 (59%)	53 (23%)	188 (82%)	<.001	Yes
Non-PFS	249	161 (65%)	160 (64%)	55 (22%)	215 (86%)	<.001	Yes
Total	478	296 (62%)	295 (62%)	108 (23%)	403 (84%)	<.001	Yes

Source: MSIS

Thirteen projects provided math instruction during the summer and submitted results for 822 migratory students [478 (58%) had matched pre/post-test scores]. Following is a graphic display

of these results by grade level [K=49, 1=55, 2=80, 3=71, 4=105, 5=46, 6=33, 7=24, 8=15] expressed as percentage maintaining or gaining by 2% or more. All seventh and eighth grade students maintained their score or gained by 2% or more. Sixth grade students had the lowest percentage of students maintaining or improving their math score by 2%.

Exhibit 33
Percentage of Migratory Students Maintaining or Improving Math Skills by 2% during the Summer by Grade Level



Source: MSIS

MPO 2c: By the end of the 2020-21 performance period, 75% of migratory families who participated in MEP family math services will report being better prepared to engage in activities for supporting math in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

Exhibit 34 shows that the Washington MEP met MPO 2c with 91% of the 147 migratory parents completing Parent Training Evaluations reporting that they are better prepared to have conversations about math with their children “very much” (53%) or “a lot” (38%).

Exhibit 34
Parent Ratings of Parent Training on Math

How much did this training help you learn to have conversations about math with your child?							
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating	# (%) Rating 3 & 4	MPO Met?
147	0 (0%)	13 (9%)	56 (38%)	78 (53%)	3.4	134 (91%)	Yes

Source: Parent Training Evaluations

For the second year, the number of parents responding to surveys and the number of parent activities provided to parents were impacted by the pandemic.

SCHOOL READINESS

MPO 3a: By the end of the 2020-21 school year, 48% of migratory children entering kindergarten who received MEP supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.

Children entering kindergarten were not assessed in fall 2020 due to the school closures resulting from the global pandemic. As a result, progress toward MPO 3a could not be measured during 2020-21.

MPO 3b: By the end of the 2020-21 performance period, 75% of families of preschool migratory children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child’s learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.

Exhibit 35 shows that the Washington MEP **met MPO 3b** with 84% of the 115 migratory parents completing Parent Training Evaluations reporting that they are better prepared to support their preschooler’s learning at home “very much” (46%) or “a lot” (38%).

**Exhibit 35
Parent Ratings of the Impact of Parent Training on School Readiness**

How much did this training help you learn skills to support your preschooler’s learning at home?							
# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating	# (%) Rating 3 & 4	MPO Met?
115	0 (0%)	18 (16%)	44 (38%)	53 (46%)	3.3	97 (84%)	Yes

Source: Parent Training Evaluations

For the second year, the number of parents responding to surveys and the number of parent activities provided to parents were impacted by the pandemic.

GRADUATION/SERVICES TO OSY

MPO 4a: Upon completion of the 2020-21 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.

Exhibit 36 shows that the Washington MEP **met MPO 4a** with 76% of the 272 migratory students completing credit-bearing courses (duplicated count as students could enroll in more than one course) obtaining credit toward high school graduation. Programs included PASS, Odysseyware, Red Comet, APEX Learning, and Dare to Dream (DTD) program credits. All 64 non-PFS students received credit as did 68% of PFS students.

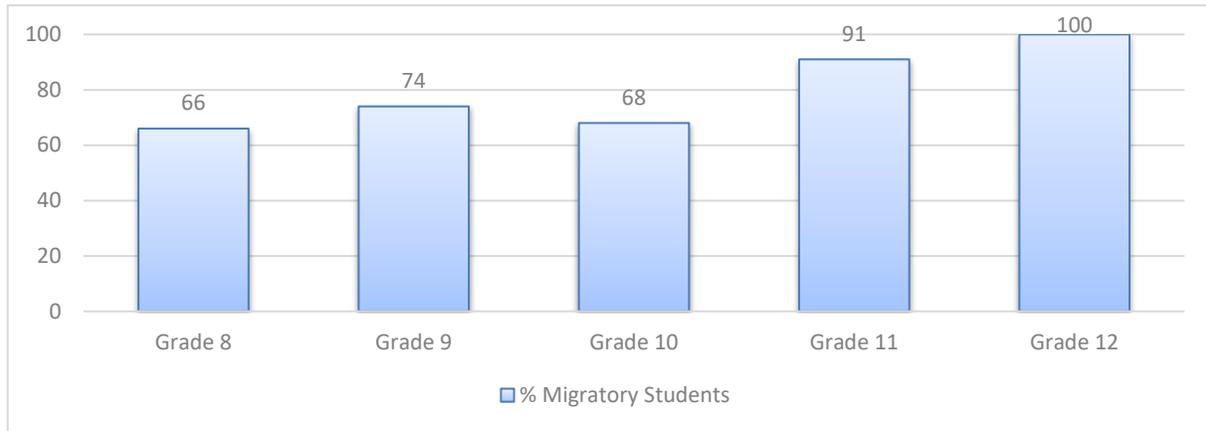
Exhibit 36
Secondary Credits Received by Migratory Students
(43 Districts Reporting)

PFS Status	# Students Enrolled	# (%) Students Receiving HS Credit	MPO Met?
PFS	208	142 (68%)	No
Non-PFS	64	64 (100%)	Yes
All	272	206 (76%)	Yes

Source: MSIS

Exhibit 37 is a graphic display of these results by grade level expressed as percentage of migratory students obtaining credits. Two-thirds of the 70 eighth grade students (66%) received credit for participating in DTD academies, 74% of the 65 ninth grade students received credit, 68% of the 60 tenth grade students received credit, 91% of the 66 eleventh grade students received credit, and all 11 twelfth grade students (100%) received credit.

Exhibit 37
Percentage of Credits Received by Migratory Students, by Grade Level



Source: MSIS

Exhibit 38 shows the courses for which migratory students earned credits during 2020-21. Students completed 19 different courses and participated in DTD earning a total of 206 credits.

Exhibit 38
Secondary Courses for which Migratory Students Earned Credits

Course(s) Enrolled	Total Credits Earned
Algebra 1A	1
Algebra 1B	2
Dare to Dream Academies	136
English 2B	1
English 3A	1
Environmental Science	16
Four Ps: Plan Pathway Portfolio Project	6
General Math A	2
General Math B	1
Geometry A	1
Geometry B	6

Course(s) Enrolled	Total Credits Earned
US Government	7
US Government-Spanish	1
US History A	6
US History B	5
Visual Arts A	1
Washington State History & Government	4
World Geography	6
World Geography-Spanish	2
World History B	1
Total	206

Source: MSIS

MPO 4b: By the end of the 2020-21 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.

Exhibit 39 shows that the Washington MEP **did not meet MPO 4b** with a 0% increase over 2019-20 in the number of 2020-21 eligible migratory students in grades 9-12 receiving MEP services (2% short of the target). The MPO was not met for PFS or non-PFS students.

Exhibit 39

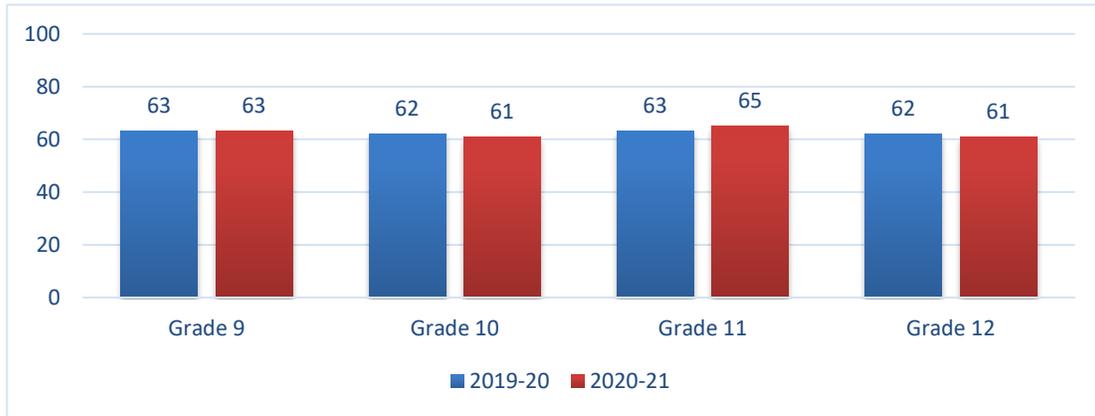
Migratory Students in Grades 9-12 Receiving MEP Services during 2019-20 and 2020-21

PFS Status	2019-20		2020-21		Diff	MPO Met?
	# Eligible Migratory Students Grades 9-12	# (%) Receiving MEP Services	# Eligible Migratory Students Grades 9-12	# (%) Receiving MEP Services		
PFS	2,937	2,116 (72%)	3,903	2,669 (68%)	-4%	No
Non-PFS	4,785	2,731 (57%)	4,070	2,322 (57%)	0%	No
All	7,722	4,847 (63%)	7,973	4,991 (63%)	0%	No

Source: 2019-20 and 2020-21 CSPR Data Check Sheets

The percentage of eligible migratory students in grades 9-12 increased by 3% as did the percentage of students in grades 9-12 served. In 2020-21, 12% of the eligible migratory students in grades 9-12 received instructional services (1% fewer than in 2019-20) and 61% received support services (1% more than in 2019-20). Exhibit 40 is a graphic display of these results by grade level. Results show a 2% increase for 11th grade students, the same percentage of 9th grade students served, and 1% decreases for 10th and 12th grade students.

Exhibit 40
Percentage of Migratory Students in Grades 9-12
Receiving MEP Services, by Grade Level



Source: 2019-20 and 2020-21 CSPR Data Check Sheets

MPO 4c: By the end of the 2020-21 performance period, 80% of migratory students in grades 9-12 who received support from MGSs will graduate or be promoted to the next grade level.

Exhibit 41 shows that the Washington MEP **met MPO 4c** with 95% of the 1,269 migratory students in grades 9-12 who received support from MGSs (for whom data was available) during 2020-21 graduating (39%) or promoted to the next grade level (55%). The MPO was met for both PFS students (95%) and non-PFS students (94%). Data was not available for an additional 1,377 students in grades 9-12 that received support from MGSs during 2020-21.

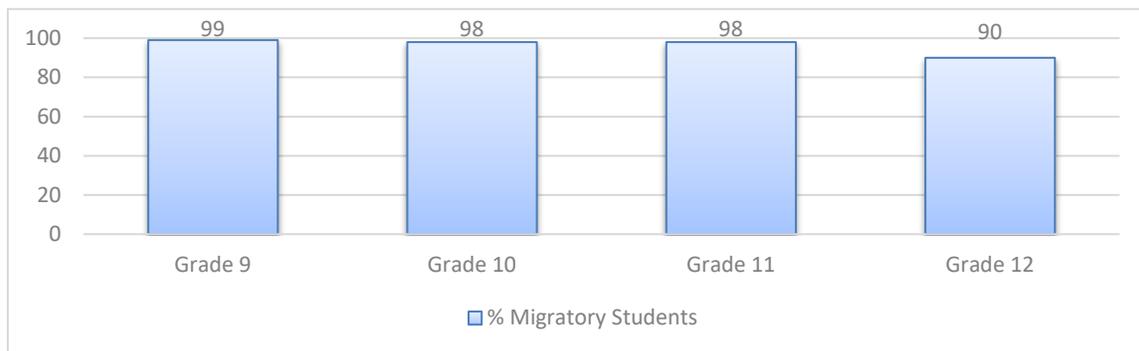
Exhibit 41
Migratory Students in Grades 9-12 Supported by MGSs in
2020-21 that Graduated or Were Promoted to the Next Grade Level

PFS Status	# Migratory Students in Grades 9-12 that Received MGS Support	# Students for Whom Data is Available	# (%) Promoted	# (%) Graduated	# (%) Graduated or Promoted	MPO Met?
PFS	1,464	635	367 (58%)	237 (37%)	604 (95%)	Yes
Non-PFS	1,182	634	336 (53%)	262 (41%)	598 (94%)	Yes
All	2,646	1,269	703 (55%)	499 (39%)	1,202 (95%)	Yes

Source: MSIS

Exhibit 42 is a graphic display of these results by grade level expressed as percentage graduating or promoted to the next grade level. Ninety-nine percent (99%) of the 255 ninth grade students supported by MGSs were promoted, as were 98% of the 217 tenth grade students and 244 eleventh grade students. Ninety percent (90%) of the 553 twelfth grade students supported by MGSs graduated (1 student received a GED).

Exhibit 42
Migratory Students in Grades 9-12 Supported by MGSs in
2020-21 that Graduated or Were Promoted, by Grade Level



Source: MSIS

Following are a few examples of the ways in which MGSs (and MSAs) supported migratory students during 2020-21 as reported on end-of-year reports.

- *Met with building principals on a weekly basis to monitor the list of students that are not passing. Conferenced with the students, called parents, scheduled parent/student meetings, and created plans to get the students on track including progress monitoring.*
- *The MGS is able to work collaboratively with the counseling and career center team in grades 9-12 to support students in a variety of ways such as enrolling them in PASS, weekly check-ins, grade checks, attending meetings, helping students attend college readiness activities such as virtual university visits and visiting professionals. She monitors parent questions and helps parents understand grades, transcripts, and the high school and beyond plan.*
- *MGS met with counselors, teachers, and different department heads when a student was not engaging or needing support. The MGS was available via email, text, and phone and created and expanded office hours. MEP staff met with administration for support when needing assistance with engaging students. Home visits were also utilized with proper safety protocols in place.*
- *Communicate with other school staff regarding the identified needs of priority students and work to help students stay on track to graduate or promote to next grade level. Develop the students' High School and Beyond Plan unique to intended school of graduation. Promote participation in available supplemental instruction to help the student stay on track to complete graduation requirements in not more than five years of high school. Support successful transition from ESL to mainstream classes. Monitor credit accrual: track high school credit accrued across schools attended, analyze credit accrual status, collaborate with counselors and district graduation specialist across schools attended for appropriate placement, help students gain access to alternative credit accrual options, and ensure that students earn transcript credit for partial coursework in grading periods interrupted by migrant moves. Use MSIS out of school youth reports to monitor students needing additional support and resources. Conduct weekly meetings to discuss current needs for at risk migrant students.*
- *The MGS facilitates parent information sessions to ensure that migrant students and their parents understand assessment and graduation requirements. The MGS promotes access to and coordinates leadership programs for student participation. The MGS will advocate and ensure migrant students are supported and making progress towards graduation through high school counselor updates and student database checks with students. Students are monitored weekly for current grade reports. Students are met with twice monthly on a rotating basis to review an academic support plan if needed. Coordination with school counselor is done on a student-by-*

student basis. Services provided could be outside agencies for health services, resources for technology check out, supplies and clothing.

- This year we implemented a report through Skyward that allows student academic progress to be charted and reported to building principals to make program decisions. MGS and MSA both meet with school counselors on a regular basis.
- The MGS worked intensively with school counseling and administrative staff, as well as IEP Case Managers, to identify needs for at risk students.
- The graduation specialist and student advocate are included in the All Hands on Deck support structure that has been implement at the high school. This structure ensures that all personnel play a key role in ensuring student are being provided with all academic, social/mental and crises intervention support.
- Our MGS and MSA are part of school student study teams and leadership improvement teams, they regularly communicate with school staff and families to remove the barriers and create opportunities for students. They connect families with resources and report their services in MSIS regularly. We met weekly this year to support our PLC growth and productivity.

MPO 4d: By the end of the 2020-21 performance period, there will be a 15% increase in the percentage of OSY served by the Washington MEP over the 2016-17 program year (<1% served).

Exhibit 43 shows that the Washington MEP **did not meet MPO 4d** with a 6% increase over 2016-17 in the number of migratory OSY served by the Washington MEP in 2020-21 (13% increase for PFS OSY served, 2% increase for non-PFS OSY served).

**Exhibit 43
Migratory OSY Receiving MEP Services in 2020-21 Compared to 2016-17**

PFS Status	2016-17		2020-21		Diff	MPO Met?
	# Eligible Migratory OSY	# (%) Receiving MEP Services	# Eligible Migratory OSY	# (%) Receiving MEP Services		
PFS	0	--	589	75 (13%)	+13%	No
Non-PFS	1,438	2 (1%)	1,036	30 (3%)	+2%	No
All	1,438	2 (1%)	1,625	105 (7%)	+6%	No

Source: 2016-17 CSPR and 2020-21 CSPR Data Check Sheet

7. Implications

This section of the report provides progress on recommendations from the previous evaluation and recommendations for action based on the data collected for the evaluation of the Washington MEP. Recommendations are summarized based on the data reported in this report. Recommendations are provided for program implementation as well as for improving services to achieve the State’s MPOs.

PROGRESS ON PREVIOUS RECOMMENDATIONS

To follow are the recommendations from the 2019-20 Evaluation Report along with a description of how they were addressed during the past year.

Program Implementation Recommendations	Status
Continue the provision of virtual/remote learning opportunities for students and families to serve a greater number. The percentage of migratory students served was barely impacted, even though the second half of the performance period was dramatically impacted by the school closures and social distancing requirements resulting from the COVID-19 pandemic. Projects should continue thinking “outside-the-box” to provide MEP services.	School closures and virtual learning continued during the 2020-21 performance period, so MEP staff continued to provide remote/virtual services to migratory students and families.
Focus on increasing the number of migratory students served during the summer. Summer programming/services are critical for addressing the learning gaps that migratory students have caused by mobility. In addition, the MEP allocation is based, in part, on the number of migratory children served (educational and educationally related services) during the summer/intersession.	During summer 2021, 9% of migratory students ages 3-21 were served. Once again, projects had to think “outside-the-box” to be able to serve students via hybrid (virtual and in-person) learning as a result of the pandemic.

Results Evaluation Recommendations	Status
Review the results of the 2019-20 evaluation in depth to inform future services and programming. Given the challenges faced by programs and migratory students/families during 2019-20 resulting from the pandemic, it is more important than ever to carefully review the results of the evaluation to determine lessons learned and ways in which the project succeeded during these unprecedented times.	During the virtual EPT meeting in spring 2021, EPT members reviewed and discussed the 2019-20 evaluation results in depth to inform the project in the future.
Review the new Evaluation Plan in the new SDP as well as the new evaluation data collection instruments and checklists during the spring 2021 EPT meeting. During the spring 2021 EPT meeting, review the overall evaluation design for 2021-22 – which is the evaluation of the implementation of the strategies and MPOs in the new SDP.	During the virtual EPT meeting in spring 2021, EPT members reviewed the new evaluation plan and evaluation documents, made adjustments, and finalized the plan/forms.
Continue to assist projects with selecting and utilizing appropriate local reading and math assessments to determine the impact of MEP supplemental reading and math services. Even with the pandemic, projects submitted the assessment scores that they had (pretest, post-test, or both). The State is commended for supporting these efforts to collect and report assessment results even during these unprecedented times.	OSPI and ESD staff continue to provide technical assistance and support to local projects in selecting and administering local assessments to determine MEP impact.

2020-21 SUMMARY AND IMPLICATIONS - PROGRAM IMPLEMENTATION

Parent Involvement: MEP staff reported that parents participating in PAC meetings, parent events, family literacy activities, home-based services, parent training, statewide/regional parent conferences, and virtual meetings/individual support increased their involvement in their child's education and their capacity to advocate for their children and families. Parents were pleased with the parent programming and were involved in planning parent/family activities and student services (e.g., extended learning opportunities, summer programming) on a regular basis. The Washington MEP SDP includes three MPOs related to parent involvement.

MPO 1c: By the end of the 2020-21 performance period, 75% of migratory families who participated in MEP family literacy services will report being better prepared to engage in activities for supporting reading in the home, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

MPO 2c: By the end of the 2020-21 performance period, 75% of migratory families who participated in MEP family math services will report being better prepared to have conversations about math with their children, as measured by a rating of 3 or 4 (out of 4) on the Parent Training Evaluation.

MPO 3b: By the end of the 2020-21 performance period, 75% of families of preschool migratory children who received training in school readiness (e.g., early reading, early math) will report that they are better prepared to support their child's learning at home, as measured by a rating of 3 or 4 rating (out of 4) on the Parent Training Evaluation.

All three MPOs were met in 2020-21 with 94% of parents surveyed reporting being better prepared to support reading in the home, 91% of parents responding reporting being better prepared to support math in the home, and 84% of parents responding reporting being better prepared to support their preschool child's learning at home.

Professional Development: MEP staff were provided with ongoing and varied professional learning opportunities throughout the year that positively impacted their ability to address the learning needs of migratory students. Professional development included attendance at national, State, and regional conferences and meetings, local training and workshops, and coaching and mentoring. During 2020-21, much of the professional development provided to MEP staff was conducted remotely due to the pandemic.

MEP Services: Migratory students were provided with educational services including supplemental reading and math instruction, summer programming, and secondary credit accrual. In addition, the MEP provided migratory students with educationally related (support) services to reduce barriers to academic success. Examples of support services provided include academic guidance, student advocacy, non-academic guidance, case management, career/postsecondary services, student leadership, social work outreach, health and dental, educational supplies and transportation, and collaboration with other programs and agencies. During 2020-21, services were provided through in-person and virtual platforms. The Washington MEP SDP includes two MPOs related to MEP services.

MPO 4b: By the end of the 2020-21 performance period, the percentage of migratory students in grades 9-12 receiving MEP instructional and/or support services will increase by 2% over the previous performance period.

MPO 4d: By the end of the 2020-21 program year, there will a 15% increase in the percentage of OSY served by the Washington MEP over the 2016-17 program year (<1% served).

During 2020-21, neither MPO was met with a 0% increase over 2019-20 in the number of migratory students in grades 9-12 receiving MEP serves, and a 6% increase over 2016-17 in the number OSY receiving MEP services.

Strategy Implementation: Local migrant projects completed the FSI. MEP staff worked in teams to discuss how each of the strategies identified in the Washington SDP were implemented in their projects, arrive at consensus on the level of implementation, and identify ways in which the strategies were implemented to determine ratings for their projects. During 2020-21, the mean rating for all 11 strategies was 3.3 out of 5.0 with mean ratings ranging from 2.9 to 3.6. Mean ratings for all 11 strategies were below the “proficient” level (4.0/“succeeding”). Four strategies were rated highest (1.1, 1.2, 2.1, and 4.2) addressing ELA instruction during the regular school year, ELA instruction during the summer, math instruction during the summer, and graduation support and advocacy (mean ratings of 3.6 each). Lowest rated was Strategy 2.3 (mean rating of 2.9) addressing utilizing the OSPI Mathematics Suite to provide family mathematics services.

2020-21 SUMMARY AND IMPLICATIONS - PROGRAM RESULTS

English Language Arts and Mathematics: Local projects focus supplemental MEP services on reading and math instruction to migratory students during the regular school year and the summer. The Washington MEP SDP includes four MPOs related to reading and math for 2020-21.

MPO 1a: By the end of the 2020-21 school year, 65% of migratory students in grades K-8 who received regular term supplemental reading instruction will show a gain of at least one point or one level on pre/post district reading/ELA assessments.

MPO 1b: Upon completion of the 2021 summer program, 75% of migratory students in grades K-8 who received summer reading instruction will maintain or increase their score by 2% on pre/post district reading/ELA assessments.

MPO 2a: By the end of the 2020-21 school year, 65% of migratory students in grades K-8 who received regular term supplemental math instruction will show a gain of at least one point or one level on pre/post district math assessments.

MPO 2b: Upon completion of the 2021 summer program, 75% of migratory students in grades K-8 who received summer math instruction will maintain or increase their score by 2% on pre/post district math assessments.

During 2020-21, three of the four MPOs were met with 73% of migratory students assessed during the regular school year improving their reading/ELA scores, 70% of students assessed during the regular school year improving their math scores, and 84% of students assessed in the summer improving their math scores. MPO 1b was nearly met with 74% of students assessed improving their reading scores during the summer.

School Readiness: Local projects provide direct supplemental instructional services to preschool-age children or coordinate with early childhood service providers/programs to ensure that migratory preschool children receive services (or both). The Washington SDP includes one MPO related to school readiness.

MPO 3a: By the end of the 2020-21 school year, 48% of migratory students entering kindergarten who received MEP supplemental instruction will demonstrate skills typical of entering kindergarteners in four or more domains on the WaKIDS.

Progress toward MPO 3a could not be measured during 2020-21 due to the cancellation of the fall 2020 administration of the WaKIDS due to the pandemic.

Graduation and Services to OSY: Services to secondary migratory students and OSY were designed to ensure that students graduate from high school. The Washington MEP puts a priority on services to secondary-aged students through Migrant Graduation Specialists (MGSs). The Washington MEP SDP includes two MPOs related to graduation.

MPO 4a: Upon completion of the 2020-21 performance period, 75% of migratory students enrolled in credit-bearing courses will obtain credit toward high school graduation.

MPO 4c: By the end of the 2020-21 performance period, 80% of migratory students in grades 9-12 who received support from MGSs will graduate or be promoted to the next grade level.

Both MPOs were met with 76% of migratory students completing courses obtaining credit toward high school graduation, and 95% of migratory students in grades 9-12 who received support from MGSs graduating or being promoted to the next grade level.

RECOMMENDATIONS

Focus on increasing the number of migratory students served during the summer. While the percentage of migratory students served increased in summer 2021, the number of students served during the summer is low (9%). Summer programming/services are critical for addressing the learning gaps that migratory students have caused by mobility. In addition, migratory students and families often need support services during summer when school is not in session (e.g., free meals, transportation, interpreting/translating). It is important that the Washington MEP encourage local projects to provide services to migratory students during the summer and/or institute statewide policies and procedures regarding summer services to ensure that the needs of migratory students and families are addressed during the summer. Finally, the MEP allocation is based, in part, on the number of migratory children served by the MEP (educational and educationally related services) during the summer/intersession, so increasing the number of migratory students served during the summer will positively impact the MEP allocation for the State.

Continue to provide migratory students with supplemental ELA and math instruction. Even though all but one of the ELA and math MPOs were met during 2020-21 (MPO 1b was not met by 1%), it is critical that the MEP continue to provide migratory students with supplemental ELA and math instruction to ameliorate the effects of mobility combined with the impact of the learning loss experienced by migratory students during the pandemic.

Review the results of the 2020-21 evaluation in depth to inform future services and programming. Given the challenges faced by programs and migratory students/families during 2020-21 resulting from the pandemic, it is more important than ever to carefully review the results of the evaluation to determine lessons learned and ways in which the project succeeded during these unprecedented times. Project staff completing FSIs indicated ways in which the

implementation of the strategies was impacted. This information is included in this evaluation report and should be shared with MEP staff across the State to determine lessons learned, plans for moving forward post-pandemic, and studying the impact that the pandemic had on programs, students, and families.

Review the strategies and MPOs in light of the 2020-21 evaluation results. During the spring 2022 EPT meeting, review the strategies and MPOs in light of the 2020-21 evaluation results and make adjustments, as necessary.

Following are examples of **parent recommendations for future training topics/ideas** to be considered by the Washington MEP and local projects when designing and implementing parent activities and services.

- *Being able to get into skyward and see my child's grades.*
- *Bullying*
- *Classes for parents to make sure students are ready for college.*
- *Classes to help people who can't read or write.*
- *English classes.*
- *FAFSA information*
- *Gangs*
- *How to open a bank account/savings*
- *How to relate more with the children to talk about school issues.*
- *I would like information on how to detect depression in students of all levels and also what resources there are in Spanish for counseling.*
- *Information on counseling*
- *Information on Special Education*
- *Involving parents with school issues and how they can help their children.*
- *Learn more about the program (MEP).*
- *Math games to do at home*
- *Math programs for parents*
- *Maybe some links or recommendations of useful apps they can use.*
- *Mental health*
- *More classes on how to use Zoom and Canvas.*
- *More on distance learning.*
- *PreK information*
- *Reading*
- *School nurse*
- *Student groups*
- *This was excellent! Our daughters loved this and we did too! All the cultural events are great! Keep them up please.*

Following are examples of **parent recommendations for the MEP** to be considered by the Washington MEP and local projects when designing and implementing services.

- *College fairs*
- *Helping students look for a good college*
- *Information on summer jobs and programs*
- *Literature/writing/preparation for university*
- *More community events for kids*

- *More financial assistance for students*
- *More information on sports*
- *More one-on-one learning*
- *More resources for students.*
- *More sports events*
- *More student activities*
- *More support with low grades*
- *More youth programs*
- *Nutrition*
- *Online tutoring*
- *Presentations from previous students that have graduated*
- *Talent show*
- *Teachers answer emails.*
- *Teachers more hands-on with reading*

In summary, during 2020-21, the Washington MEP offered individualized, needs-based, student-centered services to migratory children and youth that improved their learning and academic skills and helped them earn high school credits. Projects, ESDs, and the State continued to provide both in-person (where possible and safe) and remote services due to the pandemic. While fewer projects were able to provide services to parents due to in-person restrictions for large gatherings, migratory parents continued to receive services that improved their skills and increased their involvement in their child's education. In addition, MEP staff received professional learning opportunities designed to improve their skills for serving the unique needs of migratory students, and community agencies and programs helped support migratory students by providing direct supportive and instructional services.