

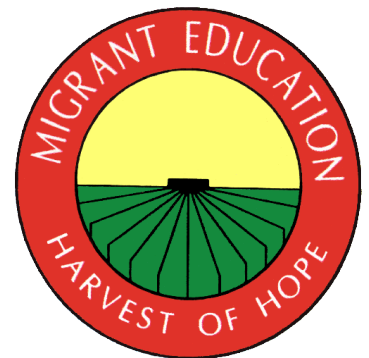
# Migrant Education Program

**Illinois State Board of Education**

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## Evaluation Report 2020-21



# LIST OF ACRONYMS USED IN THE REPORT

ACCESS	Assessing Comprehension and Communication in English State-to-State
CHP	Community Health Partnership
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Comprehensive State Performance Report
ECE	Early Childhood Education
EL	English Learner (also ELL for English Language Learner)
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
iSOSY	Instructional Services for Out-of-school and Secondary Youth
IAR	Illinois Assessment of Readiness
ID&R	Identification and Recruitment
IL	Illinois
IMC	Illinois Migrant Council
IMEC	Interstate Migrant Education Council
IDRC	Identification and Recruitment Consortium
ISBE	Illinois State Board of Education
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migratory Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
NGS	New Generation System
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAG	Parent Advisory Group
PARCC	Partnership for Assessment of Readiness for College and Careers
PD	Professional Development
PFS	Priority for Services
QSI	Quality of Strategy Implementation
SDP	Service Delivery Plan
SEA	State Education Agency
SAT	Scholastic Aptitude Test
SST	State Steering Team
STAAR	State of Texas Assessments of Academic Readiness
STEAM	Science, Technology, Engineering, Arts and Mathematics
TMIP	Texas Migrant Interstate Program
TST	Technical Support Team

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# 1 Executive Summary

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This report presents evaluation findings related to the delivery of Illinois Migrant Education Program (MEP) services for the 2020-21 performance period which includes the summer months. Administered by the Illinois State Board of Education (ISBE), the MEP assists schools in helping migratory students that may be negatively impacted by frequent migration and interrupted schooling meet State expectations for achievement. The term 'migratory child' means a child or youth ages birth to age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA) Section 1309 (3)].

The ESEA, as reauthorized, governs all federally funded educational programs. The ESEA requires Title I, Part C recipients to provide comprehensive services through the coordination of and collaboration with locally and federally funded programs. Supplementary MEP funds must be used to meet the identified needs of migratory children as well as meet the intent and purpose of the MEP. These migrant funds must supplement and not supplant other local and state funding.

ISBE has established high academic standards for all students and holds the Illinois public education system accountable for providing all students with a high-quality education that enables them to achieve their full potential. The Illinois standards support Title I, Part C, section 1301 of the ESEA for the Education of Migratory Children to ensure that migratory students have the opportunity to meet the same challenging state academic standards that all children are expected to meet.

The educational and support services needs of migratory children and youth in Illinois were identified through a comprehensive needs assessment (CNA). The CNA was updated during 2018-19, and the service delivery plan (SDP) was updated during 2019-20 based on the updated CNA. The 2020-21 program year was the first year in which the MEP was evaluated under the new SDP.

In 2020-21, there were 951 eligible migratory children ages 3-21 in Illinois, with 667 (70%) participating in instructional and/or support services. (Note: These figures will be used in tables throughout the report as the number of eligible students, although there was a total of 996 eligible migratory students when children birth to 2 years are included).

Because the funds provided to migrant programs may not be sufficient to provide services to all students, the MEP identifies those that have priority for services (PFS) per the federal and State definition. A total of 316 students (33%) ages 3-21 were identified as having PFS. The IL MEP uses the definition of PFS from ESSA.

Findings of the 2020-21 evaluation show that the Illinois MEP made substantial progress toward meeting its measurable program outcomes (MPOs) and implementing high quality programming designed to ameliorate the effects of mobility on student learning and achievement. As displayed in Exhibit 1, the Illinois MEP met all (100%) 15 MPOs, showing the benefit of MEP services for migratory students, their parents, and educators in Illinois.

**Exhibit 1**  
**Summary of MPO Progress**

MPO	Target met?	Evidence
<b>Reading and Mathematics</b>		
<b>1a.</b> By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.	Yes	94% of the 145 students assessed made gains, and the mean gain was statistically significant (p<.001)
<b>1b.</b> By the end of the 2020-21 reporting period, migratory students participating in the MEP regular year reading/ literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.	Yes	81% of the 59 students assessed made gains, and the mean gain was statistically significant (p<.001)
<b>1c.</b> By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.	Yes	91% of the 154 students assessed made gains, and the mean gain was statistically significant (p<.001)
<b>1d.</b> By the end of the 2020-21 reporting period, migratory students participating in the MEP regular year math instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math.	Yes	60% of the 42 students assessed made gains, and the mean gain was statistically significant (p<.001)
<b>1e)</b> By the end of the 2020-21 reporting period, the percent of identified migratory children (3-21) who participate in instructional services will increase to 55%.	Yes	56% of 951 eligible migratory children (3-21) received instruction
<b>School Readiness</b>		
<b>2a)</b> By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood (ECE) Assessment.	Yes	82% of the 33 migratory preschool children assessed gained 3+ points in emergent literacy and alphabet skills
<b>2b)</b> By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.	Yes	77% of the 30 migratory preschool children assessed gained 3+ points in counting
<b>Graduation/Services to Secondary-Aged Youth</b>		
<b>3a)</b> By the end of summer 2021, 41% of 9th-11th grade students who are migrant-eligible will participate in summer programs.	Yes	41% of the 186 eligible students in grades 9-11 participated in summer programming
<b>3b)</b> By the end of summer 2021, 70% of secondary-aged migratory students (both those attending a field-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/ learning goals identified on their Secondary Student Services Plan.	Yes	98% of the 64 students with plans made progress on goals in the secondary student services plan

MPO	Target met?	Evidence
<b>3c)</b> By the end of summer 2021, 70% of OSY and secondary students who completed OSYmigrant.org lessons will gain 5% on a curriculum-based assessment or score 80% or higher on the post assessment.	Yes	100% of the 29 OSY and students assessed gained 5% between pre- and post-test
<b>3d)</b> By the end of the 2020-21 reporting period, 75% of migratory high school students enrolled in schools served by MEP projects for at least 3 months during the regular school year will work with migrant project staff and their counselor to complete or update and sign their graduation plan.	Yes	95% of the 40 students worked with staff to update graduation plans
<b>Ancillary and Support Services</b>		
<b>4a)</b> As a result of MEP coordination/collaboration activities provided in 2020-21, 90% of summer MEP staff and migratory parents will report that migratory families received information about support and academic services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migratory children and youth.	Yes	99% of the 59 staff and 50 parents responding reported that parents received “some” or “a lot” of information about support services
<b>4b)</b> By the end of the 2020-21 reporting period, the percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 61%.	Yes	69% of the 951 eligible children ages 3-21 received support services
<b>4c)</b> As a result of MEP-sponsored parent engagement activities provided in 2020-21, 90% of migratory parents will report satisfactory ability to support their child’s success in school as measured by a rating of 3 or 4 on a 4-point scale using the parent engagement survey.	Yes	96% of the 50 parents responding reported that MEP activities helped them support their child’s success in school “some” or “a lot”
<b>4d)</b> As a result of MEP-sponsored professional development provided in 2020-21, 90% of MEP staff who provide instruction in PK-12 and OSY will report sufficient ability to support high quality instruction as measured by a rating of 3 or 4 on a 4-point scale using the professional development survey.	Yes	100% of the 54 MEP staff responding reported that training was useful for supporting high quality instruction

Other key findings from the 2020-21 evaluation include the following:

- Visitors from outside the projects went to four projects and rated implementation for twelve strategies, and 11 (92%) were fully evident or approaching fully evident ratings, eight (67%) received a perfect mean rating, and one strategy (8%) was partially evident.
- Testing interruptions in 2021 led the State to extend the Illinois Assessment of Readiness (IAR) assessment window into the fall of 2021. The number of students with assessment results and proficiency rates were lower for all students, including migratory students. Five percent of migratory students met expectations on the IAR in mathematics, and 4% of migratory students met expectations on the IAR in ELA. No students met expectations on the Scholastic Aptitude Test (SAT) in ELA or mathematics.
- All 15 migratory students (100%) enrolled in the 12<sup>th</sup> grade graduated by 8/31/2021;
- 2.4% of migratory students in grades 7-12 dropped out of school in 2019-20, most recent data available.
- 63.1% of migratory students enrolled in the 11<sup>th</sup> grade in Illinois in 2020-21 had completed a full credit for Algebra I in a previous year, an 8.0% decrease from 2019-20.
- 99% of students enrolled in grades 7-12 graduated or were promoted to the next grade level.



## 2 Evaluation Methodology

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States are required to evaluate the effectiveness of the MEP and to provide guidance to their local projects on how to conduct local evaluations. In its most recent *Non-Regulatory Guidance* (March 2017), the Office of Migrant Education (OME) at the U.S. Department of Education indicates that evaluations allow state education agencies (SEAs) and local operating agencies (LOAs) to:

1. determine whether the program is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children may need different MEP services.

To achieve these results, OME requires that SEAs conduct an evaluation that examines both program implementation and performance results. Program implementation evaluation is recommended every two or three years, and progress toward MPOs and State Performance Indicators 1 and 5 is required to be reported annually to inform program planning. In evaluating program *implementation*, the state should answer questions such as:

- Was the project implemented as described in the Quality of Strategy Implementation (QSI) Tool? If not, what changes are necessary to align services?
- What worked in the implementation of the MEP?
- What problems did the project encounter?
- What improvements should be made?
- To what extent were the strategies in the SDP implemented?

In looking at performance *results*, OME requires that a program's actual performance be compared to "*measurable outcomes established by the MEP and the state's performance targets, particularly for those students who have PFS.*"

Sources of data for this evaluation report include observations by a consultant using the QSI (results are included from summer 2021 observations); ratings of the implementation of the strategies in the SDP; mobility, participation, and demographic data gathered from NGS; a summary of participation and outcome data from reporting forms completed by MEP staff; surveys completed by MEP staff and migratory parents; and student assessment results and other outcomes. The goals of the evaluation are to:

- review services to ensure that they were implemented as intended;
- document the success of services for program validation;
- analyze information to identify the strengths of services and the areas targeted for improvement; and
- report the results of the evaluation to ISBE staff to disseminate to policy makers and decision makers.



This evaluation report follows the guidance found in the OME Evaluation Toolkit (August 2012) with particular emphasis on the revised checklist for state MEP evaluations (2013). The following items from the checklist are identified within this report and in the processes of the Illinois MEP evaluation.

- ▶ The State MEP collects performance results data on state performance targets related to Performance Goals 1 and 5 (the percentage of students attaining proficiency in Reading/Language Arts and Mathematics for each grade, and the percentage of students who graduate from high school), disaggregated for PFS, other migratory (i.e., non-PFS), and non-migratory students (34 CFR Sections 200.83 and 200.84).
- ▶ The State MEP collects performance results data on MPOs established in the SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students (34 CFR Section 200.83).
- ▶ The State MEP collects performance results data on Government Performance and Results Act (GPRA) measures and reports it annually to OME, to be used in the evaluation of the Federal MEP (34 CFR Section 80.40).
- ▶ The state MEP documents the evaluation in a written report (34 CFR Section 200.84).
- ▶ The state MEP provides specific implementation results that demonstrate the level of fidelity in the implementation of regular year and summer/intersession activities and services contained within the SDP (34 CFR Section 200.84).
- ▶ The state MEP provides performance results data for students having PFS and other migratory students compared to all other students and the state's performance targets (34 CFR Section 200.84).
- ▶ The state MEP provides implications and recommendations for improvement of services, based upon implementation results and performance results data (34 CFR Section 200.85).
- ▶ The state MEP provides a full evaluation report every two to three years and progress on MPOs annually.
- ▶ The state performs an annual performance and results evaluation in order to inform SEA decision-making.
- ▶ Upon the results of the full evaluation, the state describes specific changes to the SDP and services that were made based upon the evaluation of implementation results and performance results (34 CFR 200.85).

An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating the Illinois MEP, to examine the effectiveness of services, and to make recommendations to help the State improve the quality of the services provided to Illinois migratory students. Data analysis procedures used in this evaluation include the following:

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

# 3 Evaluation Context

## PROGRAM DESCRIPTION

Migratory children in Illinois are served in regular and summer term programs that emphasize reading and literacy skills, math skills, English language development, STEAM (science, technology, engineering, art, and math) skills, early childhood education, credit accrual, life skills, and progress toward graduation. In addition, the MEP provides services to seek parent input on the design, implementation, and effectiveness of programs and provides activities designed to help parents become more involved in their children's education.

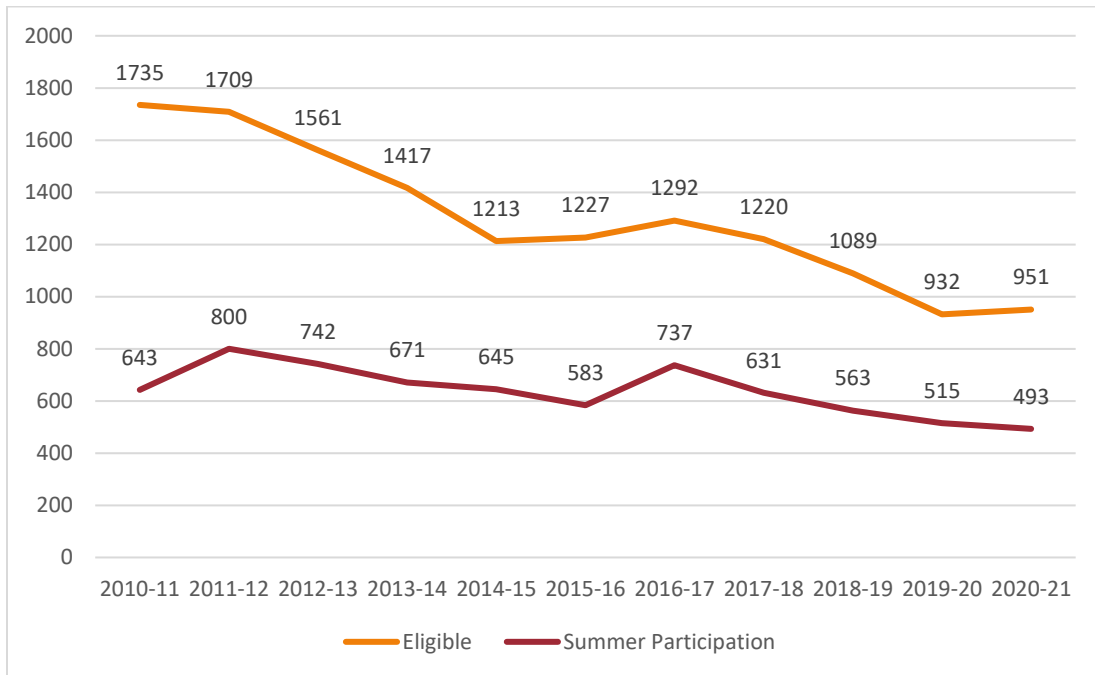
During 2020-21, the MEP operated projects through subgrants for summer and regular term programs. MEP services were dramatically impacted by the school closures and social distancing requirements resulting from the COVID-19 pandemic in 2020-21, especially in the fall 2020 when many schools were intermittently operating remotely and in person. As a result, many MEP services were conducted remotely during this time. MEP staff worked diligently to ensure that services to migratory students and families continued to address educational and educationally related needs.

According to the CNA completed in 2019, the largest group of Illinois migratory students (35%) are based in Texas, and the second largest group (23%) made a move from Mexico. Most students (68%) arrive during summer months (June through August). Almost half of the families identified (45%), are engaged in work having to do with cultivation of corn. Approximately 30% of families are engaged in other fruit and vegetable cultivation, and the remaining 25% are engaged in dairy or meat processing. MEP recruiters report anecdotally that meat and dairy is an area where the number of identified families is growing while other areas are decreasing.

In 2020-21, Illinois had 951 eligible migratory students ages 3-21, and an additional 45 eligible migratory children from birth to age two for a total of 996 eligible migratory children. For participation percentages throughout this report, the count for children ages 3-21 is used unless otherwise noted. Of the students identified (3-21), 667 (70%) participated in MEP support and/or instructional services in 2020-21.

Exhibit 2 provides a longitudinal breakdown of the number of eligible migratory students from 2010-11 through 2020-21. The 2020-21 count is up slightly from the previous year. Overall, the number of eligible migratory children in Illinois has decreased over the last decade. The number of students served in the summer has decreased overall as well, though the percentage served in the summer has remained similar ranging from 52% to 55% over the last three years. The global pandemic that began in March 2020 had an impact on the identification of families and on the number of families moving to Illinois for agricultural work in the summer.

**Exhibit 2**  
**Number of Eligible Students and Number Served in Summer 2011 through 2021**



Source: CSPR, NGS

## PRIORITY FOR SERVICES AND ENGLISH LEARNERS

The Illinois MEP collects information during identification and recruitment (ID&R) and comprehensive (statewide) and local needs assessment processes to determine which migratory students have the highest priority for services. ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, Illinois gives PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards, or who have dropped out of school.

Illinois expands on the “failing, or most at risk of failing, to meet the state’s challenging academic standards” with the following criteria:

- Failed to meet State standards on State reading and/or math assessments (including students who were enrolled during the test window but were absent, exempt, not tested, or not scored);
- English learner;
- Over-age for grade (i.e., student is older--2+ years--than a typical student in that grade);
- Retained in grade;
- Failed one or more core high school courses;
- Out-of-school youth; or
- Special education student.

Identification of failure to meet State standards come from State assessment results: the IAR in grades 3-8 and the Scholastic Aptitude Test (SAT) in 11<sup>th</sup> grade, or the Assessing Comprehension and Communication in English State-to-State for English learners (ACCESS for

ELLs). Standardized assessment results from another state (i.e., Texas STAAR scores) also may be used; however, state assessment results from other states must be verified through an online records transfer system such as NGS, MIS2000, or the Migrant Student Information Exchange (MSIX).

Exhibit 3 shows that 316 (33%) of the eligible migratory students ages 3-21 were identified as having PFS. Percentages by grade level ranged from 2% for preschool children to 92% of OSY. The percentage of PFS students decreased between 2018-19 and 2020-21 from 40% to 33%. English Learner (EL) status is determined using an assessment, usually the State English language proficiency assessment (currently ACCESS for ELLs). In 2020-21, 21% of migratory students were identified as EL. The percentage of students in school (K-12) identified as EL ranged from 8% of kindergarteners and twelfth graders to 50% of third and sixth graders. This was a 3% decrease from the 24% percent identified as EL in 2019-20. Note that the global pandemic affected assessment including the ACCESS for ELs, which may have contributed to the decrease in the number of migratory ELs identified in both 2019-20 and 2020-21.

**Exhibit 3  
Migratory PFS and English Learners by Grade Level**

Grade	# Eligible	# PFS	% PFS	# EL	% EL
Ages 3-5	106	2	2%	6	6%
K	39	1	3%	3	8%
1	59	13	22%	27	46%
2	29	3	10%	9	31%
3	36	5	14%	18	50%
4	39	7	18%	19	49%
5	42	7	17%	11	26%
6	52	14	27%	26	50%
7	45	10	22%	16	36%
8	62	11	18%	21	34%
9	57	8	14%	12	21%
10	60	6	10%	11	18%
11	69	8	12%	12	17%
12	16	1	6%	1	6%
OSY	240	220	92%	5	2%
<b>Total</b>	<b>951</b>	<b>316</b>	<b>33%</b>	<b>197</b>	<b>21%</b>

Source: NGS

As shown in Exhibit 4, 70% of eligible migratory children ages 3-21 participated in MEP instructional and/or support services over the course of the 2020-21 performance period, which was similar to the 71% served the previous year. The percentage of students participating by grade level ranged from 50% of twelfth graders to 81% of sixth graders. Fifty-two percent (52%) of migratory children received services in the summer, which was a 3% decrease from the previous year. Fifty-six percent (56%) of eligible migratory students received instructional services in 2020-21, and 69% received support services.

**Exhibit 4  
Migratory Students Served by Grade and Type of Service**

Grade	# Eligible	Participating 2020-21		Participating Summer 2021		Instructional Services		Support Services	
		#	%	#	%	#	%	#	%
Ages 3-5	106	75	71%	52	49%	52	49%	75	71%
K	39	30	77%	22	56%	23	59%	30	77%
1	59	44	75%	35	59%	36	61%	44	75%
2	29	22	76%	17	59%	19	66%	22	76%
3	36	23	64%	15	42%	17	47%	23	64%
4	39	29	74%	24	62%	24	62%	29	74%
5	42	32	76%	20	48%	24	57%	32	76%
6	52	42	81%	35	67%	41	79%	42	81%
7	45	28	62%	19	42%	21	47%	28	62%
8	62	43	69%	29	47%	34	55%	42	68%
9	57	34	60%	23	40%	25	44%	33	58%
10	60	37	62%	26	43%	23	38%	35	58%
11	69	43	62%	27	39%	27	39%	41	59%
12	16	8	50%	1	6%	3	19%	8	50%
OSY	240	177	74%	148	62%	164	68%	176	73%
<b>Total</b>	<b>951</b>	<b>667</b>	<b>70%</b>	<b>493</b>	<b>52%</b>	<b>533</b>	<b>56%</b>	<b>660</b>	<b>69%</b>

Source: NGS

# 4 Program Implementation

Program implementation was evaluated using program records, surveys, and onsite observations. Onsite observations used the QSI Tool, which was administered by trained staff in the summer of 2021. All funded summer term projects are scheduled to receive onsite evaluation visits by 2023, the final year of the current SDP. Results of services provided as they pertain to the MPOs are found in Section 5: *Results*. Recommendations for improvement based on this analysis are included in Section 6: *Implications and Recommendations*. Implementation evaluation and results evaluation by MEP site are on file with ISBE.

## STRATEGY IMPLEMENTATION

The evaluation plan calls for a sampling of projects to be visited each year for review of the implementation of SDP strategies from summer 2021 through summer 2023. In 2021, the Illinois Migrant Council (IMC) field-based project in Cobden, the Kankakee MEP, the Beardstown MEP, and the Parkland summer site-based project received implementation visits. Consultants observed the implementation of strategies using the QSI Tool (and a modified tool for the field-based project). For strategies that were not being implemented at the time of the visit (e.g., parent meetings), documents such as notes, flyers, and agendas were reviewed that pertained to the strategy.

Not all strategies were implemented by all projects as they are able to select strategies that are appropriate to the needs of the migratory students. Exhibit 5 displays the percentage of the six projects implementing each of the strategies in the SDP as reported in the ISBE regular term and summer term reports.

**Exhibit 5  
Percentage of Funded Programs Implementing Each SDP Strategy**

Strategy	% Implementing
<b>1.1)</b> Provide instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in reading/literacy.	83%
<b>1.2)</b> Provide instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in mathematics.	83%
<b>1.3)</b> Incorporate engagement and enrichment activities into programming to encourage student attendance and provide experiences students might not otherwise have.	83%
<b>2.1a)</b> Provide early literacy development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies providing services to migratory children if available.	83%
<b>2.1b)</b> Model early reading/literacy teaching and learning strategies for parents in the home and/or center-based early childhood education programs, including collaborating with other agencies providing services to migratory children if available.	83%
<b>2.2)</b> Provide early math development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies providing services to migratory children if available.	83%

Strategy	% Implementing
<b>3.1)</b> Provide differentiated learning opportunities in the summer to improve attendance, academic achievement and college and career readiness for secondary-aged students. Examples of activities include credit accrual, academic skill building, ESL instruction, life skills instruction, high school equivalency preparation, and enrichment strategies.	83%
<b>3.2)</b> Provide differentiated learning opportunities to improve attendance, academic achievement and college and career readiness for OSY. Examples of activities include credit accrual, academic skill building, bilingual support, life skills instruction, high school equivalency preparation, enrichment strategies, or other materials from osymigrant.org.	83%
<b>3.3)</b> During the regular school year, establish a collaboration among the school guidance counselor, MEP staff, and the migratory student and his/her parents to develop and monitor a graduation plan that is revisited at least annually to provide support and help ensure that students are on track for graduation.	83%
<b>4.1)</b> Coordinate and collaborate with public and private agencies to provide needed support services (medical, dental, mental health, disability services, and vision services) and build trust with migratory families. Provide services for the health/well-being of migratory children and youth designed to increase student and family knowledge of support services and community resources.	100%
<b>4.2)</b> Provide MEP-sponsored parent development on how to help support their child's school readiness, reading/literacy and math success in school, high school graduation, GED, post-secondary opportunities, and/or career goals and provide educational resources, materials and supplies, and appropriate activities that promote educational support at home. Establish communication and follow up with migratory families during the summer and regular school year to build trust and to communicate about the importance of education and benefits of programming.	100%
<b>4.3)</b> Provide MEP-sponsored professional development, learning activities, and learning resources, supplies, and materials on instructional strategies in the ELA/math, school readiness, and graduation goal areas to more effectively support high quality instruction in grades PK-12 and OSY.	100%

Source: ISBE Summer and Regular Term Reports

Site visitors assigned ratings and provided notes about the evidence and observations that correspond to the rating. The QSI rubric examines use of implementation methods aligned to SDP strategies. Twelve strategies were rated, 11 (92%) were fully evident or approaching fully evident ratings, eight (67%) received a perfect mean rating of 3.0 on the 3-point scale. Mean ratings ranged from 2.3 to 3.0. One strategy was rated “partially evident” which related to participation in the statewide Parent Advisory Group (PAG). Exhibit 6 displays mean ratings on the QSI by item. Site visitor comments and observations are on file with NIU and ISBE.

**Exhibit 6  
Ratings of Strategy Implementation**

Implementation method	Alignment to strategy	# Projects Observed	Non-Evident	Partially Evident	Fully Evident	Mean Rating
1. Balanced literacy: Evidence of consistent use of summer balanced literacy strategies	1.1	4	0%	0%	100%	3.0
2. Math practice: Classroom is organized for Project SMART/summer math program	1.2	4	0%	0%	100%	3.0



Implementation method	Alignment to strategy	# Projects Observed	Non-Evident	Partially Evident	Fully Evident	Mean Rating
3. Use of assessment results: Process for using analysis of reading/math assessment data to inform and differentiate instruction	1.1, 1.2, 1.3, 2.1a, 2.2, 3.1, 3.2	4	0%	0%	100%	3.0
4. Centers: Classroom use of learning centers	1.3	3	0%	0%	100%	3.0
5. ECE literacy: evidence of early literacy development opportunities	2.1a, 2.1b	4	0%	0%	100%	3.0
6. ECE math: evidence of early math development opportunities	2.2	4	0%	0%	100%	3.0
7. Summer high school support: evidence of opportunities for earning high school credit	3.1	4	0%	25%	75%	2.8
8. Summer OSY support: learning opportunities for OSY	3.2	2	0%	0%	100%	3.0
9. Post-secondary support: summer programs provide support that includes preparation for career and/or college	3.1	4	0%	50%	50%	2.5
10. Parent involvement: sites provide opportunities for quality parent involvement	2.1b, 4.2	4	0%	0%	100%	3.0
11. Participation in statewide PAG	4.2	4	0%	75%	25%	2.3
12. Support services: appropriate and high quality support services	4.1	4	0%	25%	75%	2.8

Source: Independent Visitor Site Visit Notes

The following sub-sections provide a detailed analysis of program implementation including all data available for 2020-21 on instruction and support services, parent involvement, and professional development.

## STUDENT SERVICES

Student services included instructional services provided by teachers and paraprofessionals in various settings such as in-class tutoring, after school programs, and site-based or home-based summer school. Summer services varied by project. IMC and Parkland provided field-based services in homes, community centers, and other non-school locations. All other projects provided center-based instructional services, including Parkland which also operated a center-based project. High school graduation services included credit accrual; state assessment preparation; English language development; post-secondary preparation and planning; and STEAM project-based learning.

*This program provided instructional support for migrant students in the areas of reading and math, as well as practice with STEM and cooperative group learning. Students also received health and dental screenings, along with information to support healthy lifestyles and choices. Families participated in group learning experiences that help parents to learn strategies for working with their children.*

**-MEP staff member**

MEP staff rated the extent to which the MEP was effective in meetings students' academic, reading, and math skills on a 4-point scale. Ratings were high across all areas ranging from 3.8 to 3.9. Exhibit 7 provide a breakdown by item and response for each of the areas surveyed.

**Exhibit 7**  
**Staff Ratings of MEP Instructional Services**

The MEP was effective in...	N	# (%) Not at All	# (%) Very little	# (%) Somewhat	# (%) A lot	Mean Rating
Meeting migratory students' academic needs.	59	0 (0%)	0 (0%)	8 (14%)	51 (86%)	3.9
Helping migratory students improve their reading skills.	58	0 (0%)	0 (0%)	5 (9%)	53 (91%)	3.9
Helping migratory students improve their math skills.	57	0 (0%)	0 (0%)	10 (18%)	47 (82%)	3.8

Source: Illinois MEP Instructional Staff Survey

Staff responded to the open-ended question on the Staff Survey : *"In what way was the Illinois MEP most beneficial to migratory students?"* Staff comments fell into seven broad categories noting that the MEP benefits migratory children through fostering a sense of belonging, meeting academic needs and closing gaps caused by mobility and lack of access to resources, providing information and resources for parents and families, providing instructional materials for the home, providing individualized instruction, meeting support services needs, and meeting social-emotional learning (SEL) needs. The Appendix includes representative staff comments.

Parents also responded to a survey following summer services. Parents rated programs for children, parents, and motivational activities. Exhibit 8 shows that all three items were rated highly with mean ratings ranging from 3.7 to 3.8 on the 4-point scale.

**Exhibit 8**  
**Parent Ratings of Illinois MEP Summer Services**

Ratings of MEP activities for...	N	# (%) Poor	# (%) Fair	# (%) Good	# (%) Very Good	Mean Rating
Summer programs for children	51	0 (0%)	1 (2%)	10 (20%)	40 (78%)	3.8
Summer programs for parents	48	0 (0%)	2 (4%)	12 (25%)	34 (71%)	3.7
Motivating children to do summer school activities	51	0 (0%)	0 (0%)	11 (22%)	40 (78%)	3.8

Source: Illinois MEP Parent Survey

Exhibit 9 shows how parents rated the impact of the MEP activities for helping them learn about supporting their child's learning in the home, reading and math skills, and their ability to use the information on their own. All three items were rated similarly from 3.5 or 3.6 on the 4-point scale. More than 90% of parents responding indicated positive impact in all three areas though mean ratings were slightly lower than the ratings of summer services.

**Exhibit 9**  
**Parent Ratings of the Impact of the MEP**

	N	# (%) None	# (%) Very little	# (%) Some	# (%) A lot	Mean Rating
How much did you learn about supporting your child's learning at home?	48	0 (1%)	5 (10%)	13 (27%)	30 (63%)	3.5
How much did you learn about supporting your child with reading and math skills?	48	0 (3%)	3 (6%)	16 (33%)	29 (60%)	3.5
How confident are you that you can use the information and activities on your own?	51	2 (1%)	1 (2%)	13 (25%)	35 (69%)	3.6

Source: Illinois MEP Parent Survey

*I love the project because I can see that my daughter is learning more. Also, they were able to have activities outside and the children could get to socialize.*

**-MEP parent**

Parents responded to an open-ended question on the Parent Survey: “How did summer school (or instruction received during the summer) help your children?” Parents commented that the program improved reading and math skills, helped with academics in general and school progress, improved motivation to learn, and gave children the chance to learn together in a safe environment.

Local projects provided activities for at-risk secondary students and OSY to facilitate pathways to graduation and college or careers. These activities included goal setting, career awareness, improving English language skills, and other activities. Exhibit 10 shows there were six activities for 55 participants.

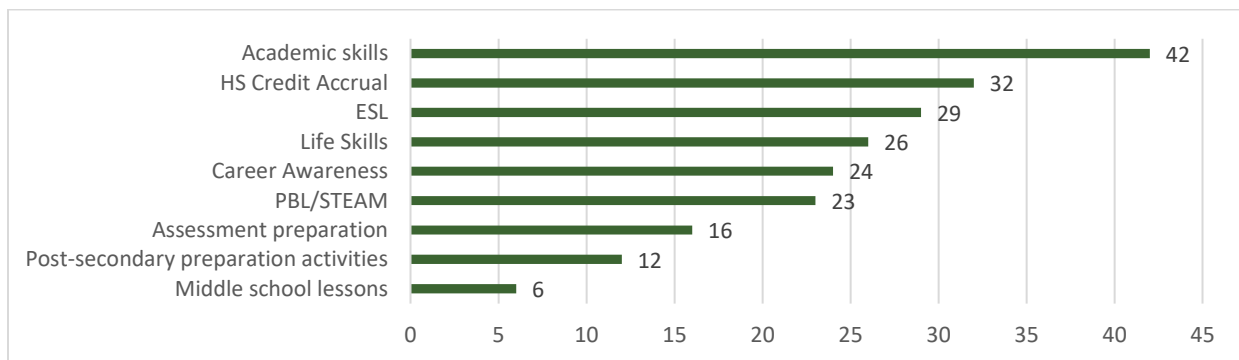
**Exhibit 10**  
**Activities for OSY and At-Risk Secondary Student Engagement**

Date	Topics	# of Participants
7/20/2021	COVID awareness and vaccination coordination	13
8/8/2021	Field trip to presidential museum	8
Not reported	GED preparation day	6
Not reported	Goal setting event	5
Not reported	Goal setting event	10
7/15/2021	Legal aid workshop	13
<b>Total</b>		<b>55</b>

Source: Local Project Reports, iSOSY Coordinator Report

On the Secondary Student Services Plan, MEP staff identified topics and areas of study for secondary youth and OSY. Exhibit 11 shows that the top four areas covered by the plans were academic skills building, high school credit accrual, English as a Second Language lessons (for OSY with no other avenues for this instruction), and life skills.

**Exhibit 11**  
**Areas of Focus on Secondary Student Services Plans**



Source: Illinois MEP Secondary Student Services Plan

## PARENT AND FAMILY ENGAGEMENT

Local MEPs conducted parent involvement activities, meetings, and trainings. Meetings and other presentations were conducted in English, Spanish, and French to accommodate parents of different linguistic backgrounds, and most meetings were conducted virtually with a few held

in homes or workplaces as conditions allowed. Topics at parent workshops included training and information about remote learning, goal setting, introductions to school systems, connections to community resources and local education resources, and supporting children’s learning in the home. During 2020-21, there were 27 activities in which 239 parents participated (duplicated count). Exhibit 12 displays the topics, location, number of activities, and number of parents attending by project.

**Exhibit 12  
Local Parent Activities**

Site	Topics	# of Activities	# Parents (duplicated)
Beardstown	PAG introduction and feedback, workshops, technology, math and literacy fair,	7	84
IMC	PAG updates, navigating pandemic instruction, financial education and college preparation	3	30
Kankakee	STEM, parents working with children, self-esteem, establish PAG, family field trip	3	27
Parkland	Enrollment and strategies for success in school, college information and secondary options, student progress and goal setting, school registration and community services, parent education, English resources, family feedback, progress discussion, community resources, migrant liaison meeting	9	40
Rochelle	Goal setting and enrollment, PAG overview, Social Emotional Learning Strategies	2	41
Urbana	Parent feedback, FAFSA and scholarship information, networking with community services and families	3	17
<b>Total (duplicated count)</b>		<b>27</b>	<b>239</b>

Source: Illinois MEP Regular and Summer Term Reports

**INTERSTATE COORDINATION ACTIVITIES**

Many migratory students who attend summer school in Illinois attend schools in other states for at least part of the regular school term. In order to ensure that these students receive instruction that will help them achieve high standards in schools inside and outside of Illinois, interstate coordination is a critical component of the Illinois MEP. National opportunities for interstate coordination in which Illinois participates (virtually or in person when possible) include:

- National Association of State Directors of Migrant Education (NASDME) Conference
- Texas Migrant Interstate Program (TMIP) Secondary Credit Exchange Workshop
- National ID&R Forum
- OME Annual State Directors’ Meeting
- Interstate Migrant Education Council (IMEC) Meetings

Illinois districts also participated in various coordination efforts designed facilitate transfer of school records, ensure proper ID&R, and meet the education and support needs of students and families. Exhibit 13 shows the percentage of projects indicating that they participated in the coordination activity either during the regular term or summer.

**Exhibit 13  
Percent of Projects Reporting Engagement in Coordination Activities**

Activity	% Projects Participating (N=6)
Requesting information from sending school districts about migratory families who have moved in	100%

Activity	% Projects Participating (N=6)
Using MSIX and NGS to review student records from other states	100%
Informing other school districts about migratory families who have moved to those districts	83%
Participating in iSOSY	83%
Making migratory student demographic and enrollment information available to other states and districts through NGS/MIS2000	83%
Transferring migratory student academic records to school districts where they have moved to promote continuity of instruction	83%
Coordination with other programs in the areas that provide services to migratory families	83%
Sharing information about students' math proficiency with appropriate MEP sending/receiving sites (summer only)	67%
Coordinating with other programs to identify and reach out to OSY	33%
Sharing information about students' reading proficiency with appropriate MEP sending/receiving sites (summer only)	33%

Source: Illinois MEP Regular and Summer Term Reports

In addition, Illinois is a part of three consortium incentive grants (CIGs): The Identification and Recruitment Consortium (IDRC); Instructional Services for Out-of-school and Secondary Youth (iSOSY); and Inspire and Innovate: The Migratory Parent Action Coalition (I<sup>2</sup>MPACT).

The goal of IDRC is to improve the proper and timely ID&R of eligible migratory children whose education is interrupted and assist SEAs and LEAs to develop, promote, and adopt enrollment, placement, and credit accrual policies to meet the unique needs of migratory children. It is a consortium of 26 states lead by Nebraska.

The goal of iSOSY is to increase state and staff capability to provide instruction that will improve the educational attainment of OSY and secondary students at-risk of dropping out. iSOSY is a consortium of 18 states lead by Kansas.

I<sup>2</sup>MPACT is designed to support state MEPs to strengthen migratory parent engagement and empowerment so that parents can better support their children's learning. Pennsylvania serves as the lead state for I<sup>2</sup>MPACT in collaboration with Illinois and six other states.

Illinois representatives participate in the State Steering Teams (SSTs) and Technical Support Teams (TSTs) for all three consortia, which were held virtually throughout 2020-21. CIG activities were completed in Illinois such as ID&R training and assessments for IDRC, instructional and assessment in English and life skills for iSOSY, and parent meetings and trainings for I<sup>2</sup>MPACT.

## PROFESSIONAL DEVELOPMENT

The Illinois MEP provides extensive professional development to prepare teachers and paraprofessionals to adapt instruction to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and agencies. During 2020-21, Illinois MEP staff participated in local and national trainings to identify migratory children, implement assessments, prepare for summer programs, and other instructional training. Exhibit 16 shows training related to the CIGs provided and the number of IL MEP staff participating.

**Exhibit 14**  
**Illinois MEP Staff Participation in CIG-Related Professional Development**

Type of Training	Number of Trainings	Number of Participants
I <sup>2</sup> MPACT PD for parent engagement	2	41
iSOSY PD regarding OSY and at-risk secondary students	1	46
IDRC PD for ID&R	31	86
iSOSY TST and SST meetings	4	8
IDRC TST and SST meetings	10	15
I <sup>2</sup> MPACT TST and SST meetings	4	6
<b>Total</b>	<b>52</b>	<b>202</b>

Source: CIG Documentation

The State provided several opportunities for statewide professional development for instructional and administrative support throughout 2020-21. Statewide opportunities included the Teacher Pre-service Workshop held virtually between April 28 and May 9, 2021; the Statewide MEP Workshop between June 9-16, 2021; and the administrators' meetings.

**Exhibit 15**  
**Participation in Statewide Professional Development and Administration Activities**

Site	2021 Spring Pre-Service	2021 Statewide Workshop	2020 Fall Administrators' Meeting	2021 Fall Administrators' Meeting
Beardstown	11	28	1	2
IMC	4	12	1	1
Kankakee	5	10	0	2
Parkland	9	58	0	1
Rochelle/NIU	7	7	1	1
Urbana	0	1	2	0
<b>Total</b>	<b>36</b>	<b>116</b>	<b>5</b>	<b>7</b>

Source: Illinois MEP Summer and Regular Term Reports

**Pre-Service Workshop**

Instructional staff attended the virtual Teacher Pre-Service Workshop in May 2021 addressing the provision of services in Illinois with a focus on remote learning. Staff completed the ISBE Evaluation for Workshop, Conference, or Seminar. Participants were asked to rate statements about the quality of the workshop on a 4-point scale where 1=disagree and 4=strongly agree. All items were rated highly with mean ratings ranging from 3.5 to 3.7. The distribution of ratings is shown in Exhibit 16.

**Exhibit 16**  
**Teacher Ratings of Knowledge Gained from Attending the Pre-Service Workshop**

Item	N	Disagree (1)	Somewhat Agree (2)	Agree (3)	Strongly Agree (4)	Mean Rating
The outcomes of this PD were clearly identified as the knowledge and/or skills that I should gain as a result of participation.	21	0 (0%)	0 (0%)	10 (48%)	11 (52%)	3.5
This PD will impact my professional growth or student growth in regard to content knowledge or skills or both.	21	0 (0%)	0 (0%)	10 (48%)	11 (52%)	3.5
This PD will impact my social and emotional growth or student social and emotional growth.	21	0 (0%)	0 (0%)	7 (33%)	14 (67%)	3.7



Item	N	Disagree (1)	Somewhat Agree (2)	Agree (3)	Strongly Agree (4)	Mean Rating
Overall, the presenter appeared to be knowledgeable of the content provided.	21	0 (0%)	0 (0%)	6 (29%)	15 (71%)	3.7
The materials and presentation techniques utilized were well-organized and engaging.	21	0 (0%)	1 (5%)	10 (48%)	10 (48%)	3.4
This PD aligned to my district or school improvement plans.	21	0 (0%)	1 (5%)	9 (43%)	11 (52%)	3.5

Source: Illinois MEP Pre-Service Workshop Evaluation

## Illinois State MEP Workshop

MEP staff, including teachers, paraprofessionals, recruiters, data entry specialists, and administrators, attended the virtual Statewide MEP Workshop in June 2021. The general sessions were designed to cover topics of interest to all MEP staff, and breakout sessions were provided to be of specific interest to various groups among MEP staff such as aides, recruiters, teachers, and administrators. Participants rated the sessions on the same scale as the Pre-service Workshop. On the 4-point scale, mean ratings ranged from 3.6 to 3.8 and were somewhat higher than the ratings from the previous year. Ratings for each of the components are displayed in Exhibit 17.

### Exhibit 17 Staff Ratings of the Virtual Statewide MEP Workshop

Item	N	Disagree (1)	Somewhat Agree (2)	Agree (3)	Strongly Agree (4)	Mean Rating
The outcomes of this PD were clearly identified as the knowledge and/or skills that I should gain as a result of participation.	62	0 (0%)	1 (2%)	21 (34%)	40 (65%)	3.6
This PD will impact my professional growth or student growth in regard to content knowledge or skills or both.	61	0 (0%)	1 (2%)	13 (21%)	47 (77%)	3.8
This PD will impact my social and emotional growth or student social and emotional growth.	61	0 (0%)	0 (0%)	20 (33%)	41 (67%)	3.7
Overall, the presenter appeared to be knowledgeable of the content provided.	63	0 (0%)	1 (2%)	14 (22%)	48 (76%)	3.7
The materials and presentation techniques utilized were well-organized and engaging.	61	0 (0%)	0 (0%)	21 (34%)	40 (66%)	3.7
This PD aligned to my district or school improvement plans.	59	0 (0%)	0 (0%)	19 (32%)	40 (68%)	3.7

Source: Illinois MEP Statewide Workshop Evaluation

## Identification and Recruitment

The IL MEP participated in opportunities for training in best practices in ID&R throughout 2020-21. Training included ongoing consultations with projects and recruiters and webinars around topics relevant to ID&R. Most participation was virtual in 2020-21. Exhibit 18 shows that there were 31 sessions in which 86 staff participated (duplicated count).

### Exhibit 18 IDRC Training in which Illinois MEP Staff Participated in 2020-21

Date(s)	IDRC Training/Webinar	# Staff
10/15/2020	SST Meeting	3
10/19-21/20	TST Meeting	1
10/20/2020	TST Recruiter Assessment	1
11/17/2020	Monthly Webinar: Electronic Referral Tool	2



Date(s)	IDRC Training/Webinar	# Staff
12/7/2020	TST Recruiter Assessment	1
12/8/2020	TST Meeting	1
12/8/2020	Monthly Webinar: Recruiting OSY/H2A	4
12/15/2020	Webinar: Beginning Excel Training	1
1/11/2021	TST Recruiter Assessment	1
1/12/2021	Webinar: Advanced Excel	6
1/19/2021	Monthly Webinar: Essentials of IDR	2
2/2/2021	All-CIG Webinar: Resource Sharing	8
2/8/2021	TST Recruiter Assessment	1
2/9/2021	TST Meeting	1
2/16/2021	Monthly Webinar: Recruiting Plan/SMART Goals	2
2/18/2021	SST Meeting	3
2/25/2021	Coordinator's Network Training	2
3/9/2021	Webinar: MSHS and MEP Regs Crosswalk	9
3/24/2021	IDRC Presentation at ADM	2
4/14-16/21	IDRC Virtual Recruiter Summer Institute	8
4/26/2021	Meeting w/Illinois about BatchGeo/Pilot	3
5/10/2021	TST Recruiter Assessment	1
5/11/2021	TST Meeting	1
5/27/2021	Coordinator's Network Training	1
6/15/2021	Webinar: Housing	8
6/21/2021	Collaboration Call with NFJP	2
7/6/2021	Monthly Webinar: Safety Course for Recruiters	1
7/14/2021	Data Tool Training	1
7/27/2021	Connecteam Training	1
8/27/2021	Back to School MSHS/MEP	2
9/14/2021	Monthly Webinar: Action Plan/IDR Performance	6

Source: IDRC CIG Training Evaluation (Form 2)

At all IDRC CIG professional development opportunities, participants completed training evaluations that included an item that asked them to rate their knowledge of the content presented before and after participating in training on a 5-point scale where 1=no knowledge, 2=a little knowledge, 3=some knowledge, 4=a lot of knowledge, and 5=extensive knowledge. Exhibit 19 shows that 90% of the 19 Illinois MEP staff responding that participated in 13 Year 1 IDRC training opportunities increased their knowledge of the ID&R content presented.

### Exhibit 19 Mean Ratings of Knowledge Gained During 2020-21 IDRC Professional Development

N	Points Poss.	Mean Rating of Knowledge Before	Mean Rating of Knowledge After	Mean Gain	P-Value 2-tailed	# (%) Gaining	# Sessions Evaluated
19	5	3.0	4.0	+1.0	<.001	17 (90%)	13

Source: IDRC CIG Training Evaluation (Form 2)

# 5 Results

This section provides a summary of performance results related to progress toward Illinois State Performance Indicators, MEP MPOs, and the MEP GPRA measures. Sources of data include student assessment results from State records; data submitted for the Consolidated State Performance Report (CSPR); demographic data from the State MEP database; and director, staff, and parent surveys.

Note that because Illinois has a highly mobile and small migratory student population during the regular year (average number of migratory students assessed per grade level in ELA and math is less than 30), performance results in this section are not disaggregated by PFS status per the guidance provided during the OME Small State Evaluation Webinar on June 18, 2014.

## STATE PERFORMANCE GOALS 1 AND 5 AND GPRA MEASURE RESULTS

ISBE extended the 2020-21 testing window for State assessments into fall 2021. The number of students assessed in 2021 is substantially smaller compared to previous years for all students, including migratory students. State assessment results should be interpreted with caution as the number of migratory students assessed is less than .01% of the total student population assessed, which is the case for 2021 assessment results as well as previous years.

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

ISBE has established long-term goals and measurements of interim progress for all students as outlined in the approved August 2017 ESSA State Plan. The baseline for the long-term goals and measurements of interim progress uses 2016 PARCC Assessment results and SAT results for ELA and mathematics. From this baseline, measures of interim progress for all learners in Illinois were determined in three-year increments beginning with the 2019 administration. However, State assessments changed in 2019 to the IAR for grades 3-8 (the SAT is still used for grade 11). Until new goals can be established, progress is measured against the previous goals set using PARCC proficiencies. Exhibit 20 displays baseline 2016 results, measurements of interim progress (2019-2031), and the long-term goal (2032).

**Exhibit 20**  
**Measures of Interim Progress and Long-Term Goals**

	Meeting and Exceeding 2016	Proficiency Goal 2019	Proficiency Goal 2022	Proficiency Goal 2025	Proficiency Goal 2028	Proficiency Goal 2031	Proficiency Goal 2032
Grades 3-8 ELA	6.7%	22.3%	37.9%	53.6%	69.2%	84.8%	90.0%
Grades 3-8 Math	9.4%	24.5%	39.6%	54.7%	69.9%	85.0%	90.0%
SAT ELA	0.0%	16.9%	33.8%	50.6%	67.5%	84.4%	90.0%
SAT Math	12.5%	27.0%	41.6%	56.1%	70.6%	85.2%	90.0%

Source: Illinois ESSA State Plan, Approved August 2017

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

Migratory students in grades 3-8 and high school were a tiny fraction of all students assessed on the IAR and SAT in ELA, including one student assessed with the alternative assessment. Of the 120 migratory students assessed in grades 3-8 in 2020-21, 4.2% met or exceeded expectations, compared to the 31.2% of the over 550,000 non-migratory students assessed. Migratory students were 33.7 percentage points below the target on the IAR, and all students were 25.4 points below the target. On the SAT, migratory students were 33.8 percentage points below the target and all students were 21.7 percentage points below.

**Exhibit 21**

**Migratory and Non-Migratory Students Meeting Expectations on the IAR and SAT in ELA**

Group	# Tested	% Students meeting expectations	2022 Goal	Increase needed to meet 2022 goal
3-8 Migratory	120	4.2%	37.9%	-33.7%
3-8 All students	555,216	31.2%	56.6%	-25.4%
SAT Migratory	19	0%	33.8%	-33.8%
SAT All students	129,580	33.4%	55.1%	-21.7%

Source: State Records, State Report Card 2022

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

Once again, migratory students in grades 3-8 and high school were a tiny fraction of all students assessed on the IAR and SAT in mathematics. Of the 119 migratory students assessed, 5.0% met or exceeded expectations, compared to 26.3% of the almost 550,000 non-migratory students assessed, a 21.3 point difference. Migratory students were 34.6 percentage points below the target on the IAR, and all students were 27.2 percentage points below the target. On the SAT, migratory students were 41.6 percentage points below the target and non-migratory students were 17.8 percentage points below.

**Exhibit 22**

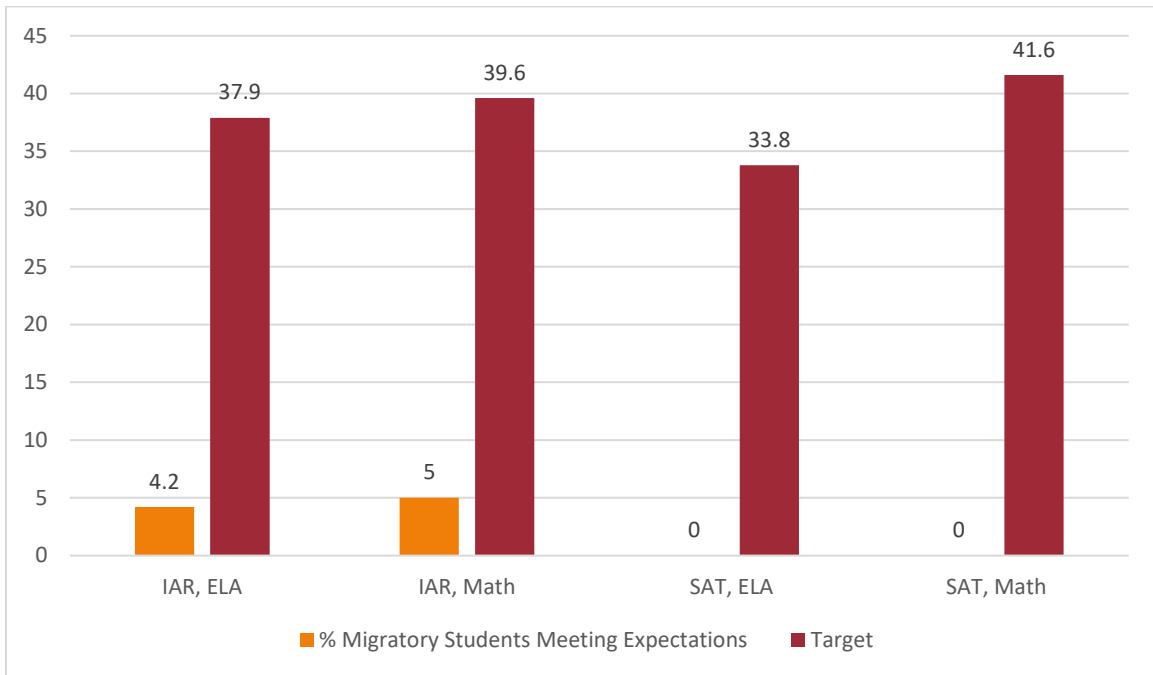
**Migratory and Non-Migratory Students Meeting Expectations on the IAR and SAT in Mathematics**

Group	# Tested	# (%) Students scoring proficient	2022 Goal	Difference from goal
3-8 Migratory	119	5.0%	39.6%	-34.6%
3-8 All students	548,715	26.3%	53.5%	-27.2%
SAT Migratory	19	0%	41.6%	-41.6%
SAT All students	129,580	29.6%	47.4%	-17.8%

Source: State Records, State Report Card 2022

Exhibit 23 shows IAR and SAT proficiency rates for migratory students compared to interim measures for 2021 in graphic form.

**Exhibit 23  
IAR and SAT Proficiency Rates for Migratory Students**



Source: State Records, ESSA State Plan

**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 number of migratory students enrolled in the twelfth grade for whom graduation data was available was 15 in 2020-21. All 12<sup>th</sup> grade students graduated.

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

The most recent data available for the dropout rate of all students according to the ISBE statistical report at <https://www.isbe.net/Pages/Annual-Statistical-Report.aspx> is from 2019-20. The dropout rate for all students in 2019-20 was 3.5% compared to 2.4% for migratory students in the same year. Illinois has not set a target for dropout rate for any group of students.

**GPRA 3: Promotion and Graduation**

**Measure 3: The percentage of MEP students who were enrolled in grades seven through twelve and graduated or were promoted to the next grade level.**

For 2020-21, the State used NGS records to determine grade level promotion and graduation. Exhibit 24 show that of the 302 migratory students in grades 7-12, 99% graduated or were promoted to the next grade level.

**Exhibit 24**  
**Migratory Students in Grades 7-12 that were Promoted or Graduated**

Grade Level 2020-21	# Eligible Migratory Students 2020-21	# 2020-21 Students Promoted or Graduated Compared to their Grade Level in 2019-20	% 2020-21 Students Promoted or Graduated
7	44	44	100%
8	62	62	100%
9	55	55	100%
10	59	56	95%
11	67	66	99%
12	15	15	100%
<b>Total</b>	<b>302</b>	<b>298</b>	<b>99%</b>

Source: NGS

**GPRA 4: Algebra I Completion**

**Measure 4:** The percentage of MEP students who entered 11th grade that had received full credit for Algebra I or a higher Mathematics course.

The State used NGS records to determine the number of eligible migratory students enrolled in the 11th grade in Illinois between September 1, 2020 and August 31, 2021. An indicator field is checked in NGS when records clerks have a transcript or course history record showing completion of Algebra I or an equivalent class. In 2020-21, 63.1% of migratory 11th graders had completed Algebra I prior to starting 11<sup>th</sup> grade.

**Exhibit 25**  
**Migratory 11th Grade Students Completing Algebra I Prior to Entering 11<sup>th</sup> Grade**

# Eligible Migratory 11 <sup>th</sup> Grade Students 2020-21 for Whom Course History Data was Available	# 11 <sup>th</sup> Grade Migratory Students that Received Full Credit for Algebra I in any Previous Year	% 11 <sup>th</sup> Grade Migratory Students that Received Full Credit for Algebra I in any Previous Year
65	41	63.1%

Source: NGS

**MEASURABLE PROGRAM OUTCOMES (MPO) RESULTS**

This section provides a summary of program results as indicated by the MPOs. Sources of data include student assessment results, demographic data, and MEP staff and parent surveys.

**READING AND MATHEMATICS**

**MPO 1a:** By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.

Exhibit 26 shows that **MPO 1a was met** with statistically significant gains ( $p < .001$ ) between pre- and post-assessments for all three assessments used (see descriptions below) for PFS, non-PFS, and all migratory students. (Note that there were no PFS students assessed using the Concepts about Print.) The p value ( $p < .001$ ) indicates a very high likelihood (greater than 99.9% confidence) that the relationship between pretest and posttest scores was caused by something

other than chance. PFS students taking the Rigby had a slightly lower confidence (greater than 99.0%) that still meets the MPO.

**Exhibit 26**  
**Migratory Student Progress on Local Reading Assessments**

Assessment	PFS	N	Mean Pre	Mean Post	Mean Gain	Percent Gaining	Significance (P-Value, two-tailed)	MPO met?
Rigby PM Benchmark	PFS	11	12.5	15.7	+3.2	11 (100%)	<.01	Yes
	Non-PFS	64	14.1	16.4	+2.3	59 (92%)	<.001	Yes
	All	75	13.9	16.3	+2.4	70 (93%)	<.001	Yes
Concepts about Print*	Non-PFS	12	11.3	14.8	+3.5	12 (100%)	<.001	Yes
	All	12	11.3	14.8	+3.5	12 (100%)	<.001	Yes
Fluency Snapshot	PFS	17	107.2	136.8	+29.6	16 (94%)	<.001	Yes
	Non-PFS	41	122.9	148.2	+25.3	39 (95%)	<.001	Yes
	All	58	118.3	144.8	+26.5	55 (95%)	<.001	Yes
All	PFS	28				27 (96%)	<.001	Yes
	Non-PFS	117				110 (94%)	<.001	Yes
	All	145				137 (94%)	<.001	Yes

Source: Illinois MEP Balanced Literacy Student Assessment

\*There were fewer than 10 non-PFS students assessed on the Concepts about Print.

The *Rigby PM Benchmark Assessment* assesses and monitors reading progress in the areas of accuracy, comprehension, and fluency for students in grades K-5. It may be administered in English or Spanish. Using the assessment, teachers can track what students know at the beginning of the program and what they have learned by the end.

The *Concepts About Print* assessment developed by Marie Clay (2002) was designed to help teachers assess young children’s understanding about print and how it works such as directionality, concepts of letters and words, and punctuation. The test can be given either in Spanish or English.

The *Fluency Snapshot* (Barr, Blachowicz, & Wogman-Sadow, 1995) allows teachers to gather information about a child’s use of reading strategies by analyzing the self-corrections the students make during a 1-minute oral reading of grade- and age-appropriate text. The instrument can be administered in English, French, or Spanish.

**1b:** By the end of the 2020-21 reporting period, migratory students participating in the MEP regular year reading/ literacy instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.

Migrant tutors who provided instructional services during the regular school year met with classroom teachers of migratory students to determine progress over the course of 2020-21. Tutors and teachers collaborated to complete the Classroom Teacher Survey, which asked about students’ reading and math achievement in three areas: classroom performance, math and reading grades, and curriculum-based assessments. Rubric ratings were on a four-item scale from zero to three. Overall, there were nine points possible. Note that most services are provided during the summer months, so there are fewer students with regular term results. Two regular term sites reported results for 2020-21 and fewer than five students were coded as PFS, so results are not disaggregated by PFS status.

Exhibit 27 shows that **MPO 1b was met** with migratory students demonstrating a statistically significant gain ( $p < .001$ ) of 1.7 points. Eighty-one percent (81%) of the 59 migratory students assessed gained.

**Exhibit 27**  
**Regular School Year Classroom Teacher Survey Results – Reading**

Assessment item	# Pts Poss	N	Mean Pre	Mean Post	Mean Gain	# (%) Gaining		Significance (P-Value, two-tailed)	MPO met?
Classroom Performance	3	59	1.8	2.3	+0.5	28	47%		
Reading/Literacy Grades	3	59	1.6	2.2	+0.6	34	58%		
Curriculum-based Assessments	3	59	1.5	2.1	+0.6	35	59%		
<b>Reading Total</b>	<b>9</b>	<b>59</b>	<b>4.9</b>	<b>6.6</b>	<b>+1.7</b>	<b>48</b>	<b>81%</b>	<b>&lt;.001</b>	<b>Yes</b>

Source: Illinois MEP Classroom Teacher Survey

**1c:** By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.

The Project SMART curriculum contains embedded pre- and post-assessments in math for migratory students attending summer school. Assessment items are tied to national standards as well as being aligned to the Texas academic standards. Many students attending summer school in Illinois are home-based in Texas, and participation in Project SMART is a component of the plan for interstate collaboration and continuity of instruction with Texas.

**MPO 1c was met** with 136 (91%) students with pre/post-test scores demonstrating a statistically significant ( $p < .001$ ) mean gain of 5.8 points. Mean gains were slightly higher for non-PFS students than PFS students but still statistically significant for both groups. The percentage of students gaining varied, ranging from 79% of seventh graders to all (100%) kindergarten, second, third, and fifth graders. Note that due to high mobility among students in Illinois, it was not always possible to get matched assessment scores for all students, so the number assessed was slightly higher than the number of matched scores. Exhibit 28 shows mean scores and the percent and number gaining on the Project SMART assessments by grade and PFS status.

**Exhibit 28**  
**Student Results on Project SMART Assessments by Grade and PFS Status**

Grade	# Assessed	# with matched scores	Mean Pre	Mean Post	Mean Gain	# (%) Gaining		P-Value	MPO met?
K	14	12	4.4	11.8	+7.4	12	100%		
1	30	26	5.4	9.7	+4.3	24	92%		
2	16	13	2.8	12.3	+9.5	13	100%		
3	11	11	2.8	9.9	+7.1	11	100%		
4	21	18	6.7	12.2	+5.5	15	83%		
5	13	11	2.2	11.5	+9.3	11	100%		
6	28	26	4.2	10.6	+6.4	22	85%		
7	15	14	4.3	7.3	+3.0	11	79%		
8-12	24	19	3.3	5.6	+2.3	17	89%		
<b>Total</b>	<b>172</b>	<b>150</b>	<b>4.3</b>	<b>10.1</b>	<b>+5.8</b>	<b>136</b>	<b>91%</b>	<b>&lt;.001</b>	<b>Yes</b>
PFS	18	17	3.1	7.6	+4.5	14	82%	<.001	Yes
Non-PFS	154	133	4.5	10.4	+5.9	122	92%	<.001	Yes



**1d:** By the end of the 2020-21 reporting period, migratory students participating in the MEP regular year math instructional services for at least 3 months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math.

Exhibit 29 shows that **MPO 1d was met** with 25 (60%) students with pre/post-test scores demonstrating a statistically significant mean gain ( $p < .001$ ) of 1.2 points. Fewer than five students were coded PFS on the survey, and two sites submitted results. Compared to the reading results (which used a similar rubric), migratory students made smaller gains in math than in reading, fewer students had results for math instruction, and the percent gaining was smaller.

**Exhibit 29**  
**Regular School Year Classroom Teacher Survey Results – Mathematics**

Assessment item	N	Mean Pre	Mean Post	Mean Gain	# (%) Gaining		Significance (P-Value, two-tailed)	MPO met?
Classroom Performance	42	1.9	2.3	+0.4	20	48%		
Math Grades	42	1.9	2.1	+0.2	13	31%		
Curriculum-based Assessments	42	1.8	2.0	+0.2	12	29%		
<b>Math Total</b>	<b>42</b>	<b>5.3</b>	<b>6.6</b>	<b>+1.2</b>	<b>25</b>	<b>60%</b>	<b>p&lt;.001</b>	<b>Yes</b>

Source: Illinois MEP Classroom Teacher Survey

**1e)** By the end of the 2020-21 reporting period, the percent of identified migratory children (3-21) who participate in MEP instructional services will increase to 55%.

Illinois provided instructional services based on the comprehensive needs assessment and local and individual needs assessments in 2020-21. Instructional services were designed to increase ELA and mathematics achievement and assist students along a path toward high school graduation.

The Illinois MEP identified 951 migratory children ages 3-21 and provided support services to 533 (56%) of those identified, which **meets the MPO**. By grade level, the 55% target was met for all grade levels except grades children ages 3-5, and students in grade 3, grade 7, and grades 9-12, where a slightly lower percentage of children received services. Exhibit 30 shows the number of migratory children identified and the number and percent receiving instruction.

**Exhibit 30**  
**Migratory Students Receiving Instructional Services by Grade**

Grade	N	Instruction		MPO met?
		#	%	
Ages 3-5	106	52	49%	No
K	39	23	59%	Yes
1	59	36	61%	Yes
2	29	19	66%	Yes
3	36	17	47%	No
4	39	24	62%	Yes
5	42	24	57%	Yes
6	52	41	79%	Yes
7	45	21	47%	No

Grade	N	Instruction		MPO met?
		#	%	
8	62	34	55%	Yes
9	57	25	44%	No
10	60	23	38%	No
11	69	27	39%	No
12	16	3	19%	No
OSY	240	164	68%	Yes
<b>Total</b>	<b>951</b>	<b>533</b>	<b>56%</b>	<b>Yes</b>

Source: NGS

## SCHOOL READINESS RESULTS

**MPO 2a:** During the summer 2021, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the *New York MEP ECE Assessment*.

For the purpose of addressing this MPO, ISBE has adapted the *New York MEP ECE Assessment* and aligned it with the Illinois Early Learning Standards for use in a short-term summer program. The language/literacy portion of the *Illinois MEP ECE Assessment* measures students' skills in the areas that follow:

- Alphabet Knowledge
- Colors
- Emergent Literacy Skills
- Emergent Writing Skills
- Initial Book Behaviors

For the MPO, the evaluation committee chose to focus on two sub-skills that have a high impact on children's ability to be successful in kindergarten: Emergent Literacy Skills and Alphabet Knowledge (the ability to identify and name upper and lower-case letters). Only children assessed in both areas with both a pre- and post-test score are included for measuring progress on the MPO. Thirty-three children had matched scores on Emergent Literacy Skills and Alphabet Knowledge, with 82% gaining 3.0 or more, which exceeded **the MPO** target of 80%. Eighty-eight percent (88%) of the students had a gain of at least one point. Exhibit 31 shows the number of students assessed and number and percent gaining.

### Exhibit 31 Migratory Preschool Children Improving Emergent Literacy Skills and Alphabet Knowledge on the Illinois MEP ECE Assessment

Total Assessed	# Matched Scores	# Points Possible	Mean Pretest	Mean Posttest	Mean Gain	# (%) Gaining	# (%) Gaining 3 or more	MPO Met?
40	33	75	16.2	25.2	+9.0	29 (88%)	27 (82%)	Yes

Source: Illinois MEP ECE Assessment

Exhibit 32 displays mean pre-test and post-test scores for all literacy skills assessed. Students had mean gains for all five skill areas. Note that only students scoring below the total number possible on the pretest are counted for the number and percent gaining.

**Exhibit 32**  
**Migratory Preschool Children Gaining on the MEP ECE Assessment by Reading Skill**

Skill	N	# Points Possible	Mean Pretest	Mean Post-test	Mean Gain	# (%) Gaining
Personal Data	33	3	1.8	2.3	+0.5	17 52%
Initial Book Behaviors	33	3	2.5	2.7	+0.2	8 24%
Emergent Literacy Skills	33	9	3.0	8.0	+5.0	26 79%
Colors	33	33	28.4	31.0	+2.6	23 70%
Emergent Writing Skills	33	4	1.9	2.7	+0.8	19 58%
Alphabet	33	60	10.2	17.2	+7.0	26 79%

Source: Illinois MEP ECE Assessment

**MPO 2b:** During the summer 2021, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the *New York MEP ECE Assessment*.

The *Illinois MEP ECE Assessment* also measures students' skills in math. Skills assessed include:

- Rote counting
- One-to-one correspondence
- Number identification
- Matching, identifying, and naming geometric shapes

The evaluation committee chose to focus on gains on the counting subtest of the assessment, which has 60 points possible. Only children scoring fewer than 57 on the pre-assessment had potential for meeting the MPO target. Of the 30 children with matched scores, 77% gained by 3.0 points or more, which **meets the MPO target**. Ninety-seven percent (97%) of children assessed had a gain of at least one point. Exhibit 33 displays the number of children assessed and the number and percent gaining. Fewer than five children were designated as PFS.

**Exhibit 33**  
**Migratory Preschool Children Gaining on the Counting Subtest of the Illinois MEP ECE Assessment**

Total Assessed	Matched Scores	# Points possible	Mean Pretest	Mean Posttest	Mean Gain	# (%) Gaining	# (%) Gaining 3 or more	MPO Met?
40	30	60	21.8	29.7	+7.9	29 (97%)	23 (77%)	Yes

Source: Illinois MEP ECE Assessment

Exhibit 34 displays mean pre-test and post-test scores by math skill and the number and percent of students gaining. Gains in the mean scores were observed in both skill areas assessed.

**Exhibit 34**  
**Migratory Preschool Children Gaining on the MEP ECE Assessment by Math Skill**

Skill	N	# Points possible	Mean Pretest	Mean Post-test	Mean Gain	# (%) Gaining
Counting	30	60	21.8	29.7	+7.9	29 (97%)
Shapes	30	27	11.6	18.4	+6.8	29 (97%)

Source: Illinois MEP ECE Assessment

## GRADUATION AND SERVICES TO SECONDARY-AGED YOUTH

**MPO 3a:** By the end of summer 2021, 41% of 9th-11th grade students who are migrant-eligible will participate in summer programs.

MEPs in Illinois provided various summer services for migratory secondary students in both field-based and center-based formats. Services included identification of needs on the Secondary Student Services Plan and instruction aligned with needs. Instructional services offered included Project SMART lessons, high school credit accrual, academic skills building in ELA and mathematics, assessment preparation, English lessons, post-secondary preparation, career awareness, life skills lessons, and project-based learning. Throughout 2020-21, the Illinois MEP identified 186 migratory students in grades 9-11, and 76 (41%) received services (instructional or support) during the summer.

**Exhibit 35**  
**Migratory Secondary Students Served in Summer Programs**

Grade	Number Eligible	# Served in the Summer	% Served in the Summer	MPO Met?
9	57	23	40%	No
10	60	26	43%	Yes
11	69	27	39%	No
<b>Total</b>	<b>186</b>	<b>76</b>	<b>41%</b>	<b>Yes</b>

Source: NGS

Summer programs offer credit accrual for migratory students who intend to graduate in either Illinois or their home state. The curricula used for credit accrual may include Portable Assisted Study Sequence (PASS) courses, Edgenuity, and credit-by-exam. These courses are designed to be completed semi-independently and are conducive for use with students who are highly mobile. During the summer of 2021, one student completed a credit in English I. In addition, students worked on skill building for 13 different courses; however, the coursework could not count for partial or full credit.

Courses attempted by students each year may vary depending on the credit needs of individual students. Completing a course in a short-term summer program is very difficult and represents great diligence on the part of the students and MEP summer school staff. Students are spending a decreasing amount of time in Illinois year after year due to changes in agriculture, resulting in reduced time and fewer credit accrual opportunities than in previous years. Illinois has shifted the focus of instruction to STEAM, project-based learning, and preparation for state assessments. More information about these instructional options is included under MPO 3d.

**MPO 3b:** By the end of summer 2021, 70% of secondary-aged migratory students (both those attending a field-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan.

The Illinois summer MEPs help students consider options for post-secondary education and careers through services such as high school coursework, test preparation, ESL instructional support, post-secondary preparation, STEAM and project-based learning, career awareness, life skills, and other services designed to meet student needs. Sites track services provided and the

number of students meeting the learning objectives outlined in their Secondary Student Services Plan.

Exhibit 36 displays the number of secondary students with a services plan and the number and percent of those who met their learning objectives. Almost all (98%) students with Services Plans made “some” or “a lot” of progress, **meeting the MPO**. As discussed earlier in the implementation section, the four top goals in terms of number participating were academic skill building, high school credit accrual, English lessons, and life skills. Note that fewer than five students were identified as PFS.

**Exhibit 36**  
**Secondary Students Making Progress toward their Instructional/Learning Goals**

# with Services Plan	# (%) No Progress	# (%) Very Little Progress	# (%) Some Progress	# (%) A Lot of Progress	# (%) Some or A lot	MPO Met?
64	0 (0%)	1 (2%)	19 (30%)	44 (69%)	63 (98%)	Yes

Source: Illinois MEP Secondary Student Services Plan

**MPO 3c:** By the end of summer 2021, 70% of OSY and secondary-aged students who completed OSYmigrant.org lessons will gain 5% on a curriculum-based assessment or score 80% or higher on the post-test.

The iSOSY Director for Illinois provided results on iSOSY curriculum-based assessments for 29 OSY and at-risk secondary students, with all (100%) demonstrating a gain of 5% between pre and post-assessment on the curriculum-based measures, which **exceeds the MPO target**. Life skills lessons used by students included calendar skills, filling out forms, groceries and health, mental health lessons, English for daily life, and goal setting. Note that fewer than five students were identified as PFS.

**Exhibit 37**  
**At-Risk Secondary Students and OSY**

Number completing lessons	Number gaining 5% between pre/post	Percent gaining 5% between pre/post
29	29	100%

Source: iSOSY Director/Coordinator Report

**MPO 3d:** By the end of the reporting period 2020-21, 75% of migrant high school students enrolled in schools served by MEP projects for at least 3 months during the **regular school year** will work with migrant project staff to complete or update and sign their secondary graduation completion plan.

During 2020-21, MEP representatives including tutors and administrative staff met with counselors and students to discuss migratory student graduation plans, goals for post-secondary education, and any needs a student may have (credit-related or other) that pose a challenge for graduation.

Across the three funded regular term programs reporting results, there were 40 high school migratory students who were enrolled for at least three months. As displayed in Exhibit 38, all 40 students had a completed graduation plan on file and all had their graduation plans verified

and transcripts reviewed. Illinois places an even higher bar in the strategy through having grantees include a meeting with students, counselors, and MEP staff to discuss plans and progress. Of the 40 students enrolled, 38 (95%) had this meeting, which **meets the MPO**.

**Exhibit 38  
Migratory High School Student Completion of Graduation Plans**

Number of migratory 9-12 grade students enrolled for 3 months	# (%) with completed graduation plan on file	# (%) with a meeting with the counselor, MEP representative, and student discussing the graduation plan	MPO met?
40	40 (100%)	38 (95%)	Yes

Source: Illinois MEP Graduation Plan Cover Sheet

**ANCILLARY AND SUPPORT SERVICES**

**MPO 4a:** As a result of MEP coordination/ collaboration activities provided in 2020-21, 90% of summer MEP staff and migratory parents will report that migratory families received information about support and academic services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migratory children and youth.

MEP staff and parents responded to end-of-summer program surveys about support services. Both groups were asked to rate the extent to which the MEP was effective in providing information about support services. Exhibit 39 shows that **MPO 4b was met** with 99% of parents and staff responding assigning ratings of somewhat or a lot indicating that migratory students received information about support services. Parents and staff rated the item similarly (98% of parents compared to 100% of staff).

**Exhibit 39  
Appropriate and Available Support Services Provided**

Survey item	N	# (%) Not at All	# (%) Very little	# (%) Somewhat	# (%) A lot	# (%) Somewhat or A lot	MPO Met?
Staff: How effective was the MEP in providing information to parents about support services such as health, nutrition, transportation, or other services to promote the health and well-being of migrant students?	59	0 (0%)	0 (0%)	10 (17%)	49 (83%)	100%	Yes
Parents: How well did the program do in providing information like health information, nutrition information, transportation, and information about community resources?	50	0 (0%)	1 (2%)	8 (16%)	41 (82%)	98%	Yes
<b>Combined</b>	<b>109</b>	<b>0 (0%)</b>	<b>1 (1%)</b>	<b>18 (17%)</b>	<b>90 (83%)</b>	<b>99%</b>	<b>Yes</b>

Source: Illinois MEP Parent Survey and Staff Survey

**MPO 4b:** By the end of the 2020-21 reporting period, the percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 61%.

Illinois provided support services based on the CNA and local and individual needs assessments in 2020-21. Support services were designed to increase access to educational opportunities and meet the needs of migratory families through health advocacy, nutrition, transportation, and other advocacy that increases access to school and community resources.

The Illinois MEP identified 951 migratory students ages 3-21 and provided support services to 660 (69%) of those identified, which **meets the MPO**. By grade level, the 61% target was met for all grade levels except for students in grades 9-12, where a slightly lower percentage of students received services. Exhibit 40 shows the number of migratory students identified and the number and percent receiving support.

**Exhibit 40**  
**Support Services Provided by Grade Level**

Grade	N	Support Services		MPO met?
		#	%	
Ages 3-5	106	75	71%	Yes
K	39	30	77%	Yes
1	59	44	75%	Yes
2	29	22	76%	Yes
3	36	23	64%	Yes
4	39	29	74%	Yes
5	42	32	76%	Yes
6	52	42	81%	Yes
7	45	28	62%	Yes
8	62	42	68%	Yes
9	57	33	58%	No
10	60	35	58%	No
11	69	41	59%	No
12	16	8	50%	No
OSY	240	176	73%	Yes
<b>Total</b>	<b>951</b>	<b>660</b>	<b>69%</b>	<b>Yes</b>

Source: NGS

**MPO 4c:** As a result of MEP-sponsored parent engagement activities provided in 2020-21, 90% of migratory parents surveyed will report satisfactory ability to support their child's success in school as measured by a rating of 3 or 4 on a 4-point scale using the parent engagement survey.

On an end-of-summer parent survey, parents were asked to rate how much they learned about supporting their child's success in school. Fifty parents that participated in parent development rated themselves on a 4-point scale.

Exhibit 41 shows that **MPO 4c was met** with 96% of parents responding assigning ratings of some or a lot indicating they learned about helping support their child's success in school (78% a lot and 18% some).



**Exhibit 41**  
**Parent Ability to Support Children’s Success in School**

Item	N	# (%) None	# (%) Very little	# (%) Some	# (%) A lot	# (%) Some or A lot	MPO met?
How much did you learn about helping support your child or children with <b>success in school</b> ?	50	0 (0%)	2 (4%)	9 (18%)	39 (78%)	48 (96%)	Yes

Source: Illinois MEP Parent Survey

**MPO 4d:** As a result of MEP-sponsored professional development provided in 2020-21, 90% of MEP staff who provide instruction in PK-12 and OSY will report sufficient ability to support high quality instruction as measured by a rating of 3 or 4 on a 4- point scale using the professional development survey.

On an end-of-summer staff survey, teachers, aides, instructional coaches, and administrators were asked to rate the extent to which MEP-sponsored training supported high quality instruction in reading, math, school readiness, and high school graduation. Teachers rated themselves on a 4-point scale or indicated that they did not attend training. Only those participating in MEP-sponsored training such as the Statewide MEP Workshop, the Spring Teacher Pre-Service, ID&R Training, iSOSY training, the NASDME Conference, or other MEP training counted toward the MPO.

Exhibit 42 shows that **MPO 4a was met** with all (100%) instructional staff reporting that training sponsored by the MEP was useful for supporting their ability to provide or support high quality instruction for migratory students (72% a lot, 28% somewhat).

**Exhibit 42**  
**Instructional Staff Ratings of the Impact of MEP Professional Development on Instruction**

	N	# (%) Not at All	# (%) Very little	# (%) Somewhat	# (%) A lot	# (%) Somewhat or A lot	MPO met?
Training sponsored by the MEP was useful for supporting my ability to provide or support high quality instruction for migratory students.	54	0 (0%)	0 (0%)	15 (28%)	39 (72%)	54 (100%)	Yes

Source: Illinois MEP Staff Survey

# 6 Implications

This section of the report provides recommendations for action based on the data reported for the evaluation of the Illinois MEP. Recommendations are summarized based on staff and parent surveys, results of student assessments, and tracking records prepared by program administrators. Recommendations are provided for implementation and outcomes as well as for addressing the MPOs.

## PROGRESS ON PREVIOUS RECOMMENDATIONS

Progress toward the recommendations from the previous evaluation report, changes to services delivery, and continuous improvement are found below. For additional detail on previous recommendations, the 2019-20 Illinois MEP Evaluation Report is on file with ISBE.

1. **Provide training on the rollout of the SDP.** The Virtual Statewide Workshop in June 2021 included sessions about the new strategies and MPOs. However, due to interruptions and alternatives employed due to the COVID-19 pandemic, additional training regarding expectations for strategies and MPOs may be needed.
2. **Assess the progress of all students participating in instructional services during the regular school year.** More projects provided information about student progress during the regular school year during 2020-21 as compared to previous years. However, progress on mathematics skills were assessed less often than progress on ELA skills. See the following section for recommendations regarding supplemental mathematics instruction.
3. **Resume use of the QSI for evaluation of strategy implementation when possible.** During the summer 2020, the Illinois MEP had to suspend in-person site visits and observations using the QSI tool due to the pandemic. However, in-person instruction and site visits were resumed in 2021. The QSI was employed by two site visitors and results are presented in the Implementation Evaluation.
4. **Employ additional remote learning strategies for high school students.** In-person instruction resumed in 2020-21 and there were 64 high school students with results for their secondary student learning plan, an increase of 43 students over the 21 with results in 2019-20. Comparing results from 2019-20 and 2020-21, it is clear that Illinois MEP staff are more successful in providing instructional services when students and staff are able to meet in person. Should remote instruction become necessary (or utilized to increase student access to instruction) in the future, the Illinois MEP may wish to revisit strategies for remote learning, especially for secondary students, to ensure that needed instruction can continue. In addition, students who live outside of project areas may have unmet instructional needs that should be explored during the upcoming CNA discussions.
5. **Ensure that all students participating in remote learning have access to devices and the internet.** In-person instruction resumed in 2021 during the summer and intermittently during the school year. Staff worked with families to determine needs and provide resources when other sources of aid were not possible, though most schools

provided devices for remote learning to all Illinois students. The topic of remote learning access is on the agenda for the update to the CNA in 2021-22.

## RECOMMENDATIONS

The Illinois MEP is commended for meeting all 15 MPOs in 2020-21. Efforts that led to this success should be continued. Recommendations for continued improvement based on implementation and performance evaluation results are provided below.

1. **Update the CNA** The most recent CNA for migratory students in Illinois was completed in December 2019. Illinois is on track for the three-year update of the CNA in 2021-22. OME recommends updates to the CNA every three years to respond to changes in needs due to changes in the migratory student population. An update of the CNA at this time is of particular importance because of the educational disruptions caused by the COVID-19 pandemic. In particular, the CNA update should include discussion of pandemic-related learning loss, mathematics instruction, social-emotional learning, and remote learning needs that are unique to migratory students.
2. **Provide MEP staff with additional instructional strategies for supporting mathematics learning.** While the MPOs for mathematics instruction were met, the percent of students gaining and the number of students with teacher ratings of mathematics progress during the regular term were substantially lower than the ratings for ELA on the same form. This may indicate a need for additional training and focus on mathematics instruction during the regular term.
3. **Update the QSI for greater alignment with the SDP.** On the QSI, site visitors recorded partial evidence of PAG participation in three-fourths of the sites visited. However, ISBE reports of parent and family engagement activities showed that the sites visited reported parent attendance at the PAG. Site visitors may have been confused that the PAG participation needed to occur during the summer when the site visits occurred (even though there were not PAG meetings planned during the summer). An update to the QSI may be necessary to eliminate this confusion. In addition, the QSI needs to be updated to better align with the current SDP.
4. **Provide training and strategies for addressing college and career readiness for migratory secondary students and OSY.** On the QSI, summer site visitors noted that activities for college and career readiness were only partially evident in half of the sites visited. This indicates a need for additional training and planning of college and career readiness activities for secondary students and OSY. As a member of the iSOSY CIG, Illinois has access to evidence-based resources designed to accomplish this goal. MEP staff may need additional training and planning time to implement strategies related to college and career readiness.

## CONCLUSION

The Illinois MEP is commended for its efforts in designing programs to meet the needs of a highly mobile migratory student population and for adapting rapidly to the changing needs during the pandemic and into a new era of education nationally. The MEP employed different delivery models for instruction and found innovative/alternative ways to reach students. In addition, the Illinois MEP successfully implemented new strategies and MPOs during an

uncertain time. Data collection instruments and procedures changed, and staff successfully changed how they measured student progress. While the many varied methods of addressing the challenges revealed areas that could be improved, overall, the MEP staff rallied to ensure that the most urgent needs of migratory children and families were met.

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# **APPENDIX A**

## **Staff and Parent Survey Comments**

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## Instructional Staff Survey on Project Effectiveness

### **In what way was the Illinois MEP most beneficial to migratory students?**

#### **Fostering a feeling of belonging**

- It helps them feel welcome to a new place.
- It also educates teachers to better understand their migratory students so that their support isn't just educational and allows students to feel like they have somewhere they belong.

#### **Meet academic needs and close gaps caused by mobility and lack of access to resources**

- This program provided instructional support for migrant students in the areas of reading and math, as well as practice with STEM and cooperative group learning.
- Recover some credits, help them to be ready for the next school year
- Provided instruction, activities for families, activities for students in the community (field-trips) and provided opportunities for students to engage with each other and with adults as well as swimming and outside play.
- It provides students with instruction for academic gaps due to migrating circumstances.
- MEP really supported students in catching up and reviewing academics especially considering the situation of remote learning everyone left off on. MEP provided social/emotional lessons, nutrition, tutoring, and it offered health/dental services.
- Providing resources and providing instructional support to students that needed help in different subjects.
- The MEP provided services to students and families in the program such as identifying their academic, health and other necessities. Also, it connected them to teachers who provided virtual or in-person instruction.
- It provides them the support, resources, and knowledge on how to further their education and other basic needs. Even during the present situation with COVID-19, Illinois MEP adapted to still be able to offer support to families.
- They really need the extra help with their studies and MEP provides that, through tutoring and instruction.
- We have been working and encouraging students to continue learning skills that they are not very strong in. Learning letter names, letter sounds, reading skills, math skills and also social emotional. They have all show growth some more in different areas but they have all in general showed some growth and we encouraged them to continue learning throughout the rest of the summer.
- IL MEP was the most beneficial to migratory students by engaging them in learning activities that will lessen the gap in learning caused by their migrant status and also caused by Covid-19 school closures.
- Academic needs and providing information to parents.
- The Illinois MEP provides educational support and allows them opportunities they would not have otherwise
- We have been working and encouraging students to continue learning letter names, sound reading skills also social emotional. They all have shown growth in different areas.
- Having the program available is important for students to continue learning and progressing on their academic and language skills.
- It ensured that migratory children were provided with appropriate educational services (including supportive services) that addressed their special needs in a coordinated and efficient

manner and ensured that migratory children received full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

- Illinois MEP was most beneficial in supporting and promoting student education.
- Stopping an even bigger educational gap
- The program provided a way for students to make progress and achieve goals, some students took advantage of this opportunity.
- Especially this year, the program helped students make educational gains that they may have been missing over the past few months.

### **Information and resources for parents and families**

- Families participated in group learning experiences that help parents to learn strategies for working with their children.
- We were also able to provide assistance to the parents by providing them with ideas, resources and activities to help their students learn all summer long.
- We were able to really make connections with families as our teachers and language facilitators communicated with families multiple times every week.
- The Illinois MEP was beneficial to migratory students in being able to offer resources and information to the families (food, health clinic info, etc.) and helping the students learn and review academic concepts over the summer, as well as helping families register for school.
- Supported them with educational resources, food, and parent education. We made a difference during this most unusual summer!
- In providing education and family support
- We have knowledgeable and helpful staff who are always eager to assist in various areas both in education and in general support. Many of our employees are also fluent Spanish speakers which makes it easier for the students and their parent/guardians to communicate with us.
- MEP helped new parents in the area with providing information on school and enrolling their child/ren in the appropriate school.
- We have talked with parents over the educational outcomes of this last summer as well as the goals for their children in future.

### **Instructional materials for the home**

- We were extremely flexible when making contact with families/ students. We provided materials to students that can be used at home.
- Sending them the package to work at home with parents
- Giving direct/home based instruction following school closures was appreciated by parents and students. Plus providing devices and internet connections for student through the summer was helpful to them to practice and be ready for remote instruction in the fall.

### **Individualized Instruction**

- We provided individual academic services to students based on the completed needs assessment. Students were able to somewhat close the gap by receiving 1:1 instruction in areas with which they struggled even before remote learning took place. We were able to facilitate doctor's appointments, dental appointments, provide food and other services our families needed during this time. We were able to provide information about the registration process



(for school) and make sure our parents knew what the requirements were for their children to enroll.

- Students were given services to help prevent loss of academic learning during the summer. The instruction was tailored to meet each student's needs. The instruction was focused on language arts and math but other subjects were weaved into the topics the students learned about. Other services provided for families included help with school registration, providing information about dental services, and COVID-19 testing.
- It provided a lot of one on one learning with focus on what they needed help on.
- Offering services to the students in whatever way they felt most comfortable in (online, in-person)
- MEP benefitted migratory students by providing them with recourses for both their academics and their families. During this pandemic, students were given the option to do instruction in a face-to-face manner or through an online platform. Students of all ages were able to get the academic support they needed along with the social-emotional support they also might have needed.
- It gave us an opportunity to connect with students even in these chaotic times and help them navigate some of the things that they missed at the end of the year last year which in this particular year was a lot for everyone.
- This program allows students to get one on one attention to strengthen the academic skills that they lack confidence in. By teaching things in an engaging way the students are also finding out that learning can be fun and exciting.
- We were able to video chat with the students and do lessons and activities.

#### **Meet support needs**

- Students also received health and dental screenings, along with information to support healthy lifestyles and choices.
- The migratory program provided valuable supports to all the students and parents. Services ranged from academic services all the way to health services.
- Helping them access service needs like food pantries and COVID-19 testing.
- The MEP helped provided educational and non-educational resources to students. The program was able to provide them materials they need to be engaged in learning. The program provided food and health services to ensure the students physical needs were being met. We also provided structure and routine to give the students safe spaces to practice educational areas of need with support.
- Helped get them the basic needs during this pandemic. It was needed more than ever before.
- Helped to support with food and school supplies and resources.
- Just this week MEP has provided school supplies removing a barrier that some migratory students have to education in the coming semester.
- Having the recruiters touch base with these families during this time to help and support, ask about their needs was huge in our community
- Also it provides families with nutrition, materials, medical and dental services. It is greatly beneficial to all migratory students and families.
- The way the MEP was most beneficial to the migratory students this summer was that they received the Health services, since in that academic areas we could not provide support them 100%.
- We provided supports in specific areas that were student's needs. We also provided health and dental services to students and families

- Providing food and educational games and learning opportunities for students.
- We did provide food daily and school supplies. We also provided individualized tutoring. However, I feel not all families wanted this service but did not know how to decline. We provided weekly academic activities but there was not much evidence that students completed this work.
- Provided support in many ways and to show solidarity in a challenging situation that benefits so many others across the United States.
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### **Learn English**

- Allows students to use and practice English, provides support academically and socially and emotionally, provides a respite for hard working students
- Providing instruction in ESL and assistance in navigating eLearning curriculum.

### **Social-emotional learning and needs**

- They had new experiences, made new relationships, and were able to improve their reading, writing, and math skills.
- The program helps all the students with their transition to the school system, the country and to create social and interactive relationships.
- Being actively involved with reassuring the kids we are still here for them by providing food every day and many of them getting tutored throughout the week.
- Provided them with educational and social-emotional supports to supplement their regular school instruction.
- The Illinois MEP provides students with a connection to an adult who cares about their personal and academic needs and is willing to assist in any way possible to ensure student success.
- The program always helps keep students engaged in their academics or caught up. This summer, however, I feel that the program was an opportunity to give some lightness and fun to students as they continue to experience childhood through a pandemic. The program gave students the opportunity to be kids/students again.

### **Other**

- The MEP was beneficial to the students in the way that they had a safe place to spend part of their summer.
- I feel like we were able to provide a lot of information related to the current pandemic as well as other local resources that may be needed. The student group I worked with we were able to provide information on higher education to help meet their goals.
- The Illinois MEP can help students not only with academics, but with finding career interests, goals, and resources.
- The program was able to provide resources for college readiness and scholarships.
- Somewhat because we missed the face-to-face meeting with the students
- For me in everything this is an excellent program for our students
- Overall, the ways in which Illinois MEP is beneficial to migratory students is multifaceted and unique to each family, just like any teacher student interaction.

## **What suggestions do you have to improve services or for topics for professional development?**

### **Professional Development Suggestions**

- I feel that the professional development provided through the MEP is always applicable and relevant to staff members.
- As always math support and ELL methods, Balanced literacy and Tech.
- Be organized and be more specific of what courses we need to take.
- Don't repeat the same sessions at the main June conference as you did with the pre-service. Provide new content.
- Mini lessons on different subjects.
- More STEM ideas that can be done outside and with simple objects.
- Everything was very good only thing missing was more activities for Pre-k and kinder
- Hands on activities for high school students.
- Have different sessions for Pre-Service and State-wide
- Having Reading A-Z was very helpful this past summer, more on how to use the teacher dashboard for data collection would be nice. Maybe more on the forms/paperwork teachers need to complete.
- Materials for 8th grade through 10th grade for students in the program, most of mine had already read all the novels provided and had completed the math provided in Project Math and OSY materials.
- I found the webinars on reading and English reaching to be most helpful. Continued PD on these topics would be great for my achievements as a teacher to migratory kids.
- I think it would be beneficial to have different professional development from the pre-service to the workshops. Maybe that was only the case this year since it was done virtually.
- Loved the balanced literacy and math topics - please keep these coming!
- Maybe updated instructional books for OSY
- One suggestion would be to continue working on providing training to all staff in regard to the services that are provided by the program.
- Organization for administrative purposes.
- PD was available in a range of topics, which is great, but it was very scattered. Other than that one week where we had sessions just about every day 3 times a day, I feel like I had to constantly search and ask about future session times. And was a bit unclear on whether I should be attending or not.
- Provided a clean schedule in the conference and keep all our sessions on time. It was different to complete the involved session when our program was back working with students.
- The professional development was fantastic! Maybe providing those that are new to teaching and the program with a mentor teacher.

### **Remote learning suggestions**

- If we continue to do remote learning consider including devices in our future budget
- Strategies for effective tutoring and remote learning.
- As we are navigating in a remote situation for the first time, I would like to see some strategies for homebound instruction or remote learning options for ELL children.
- How to make the most of a short amount of time. We were only able to meet with students two days a week for a couple hours. It's hard to show a lot of growth in 2-6 sessions.
- In light of the current situation, it would be beneficial to include training specific to instruction for at-home learning.

- Teaching students in a more interactive way through e-learning within the classroom
- More PD on remote learning

#### **Don't know, everything looks good**

- At the moment I do not have any suggestions or topics because the statewide workshop provided us with the most amazing topics giving us the knowledge and tools to work with the students and staff team.
- It's my first year working in the summer program for me was a good experience.
- Just to start recruitment early on the year so all families are found and serve in time.
- Overall this summer went great, it was my first time working summer school and it was a great experience.

#### **More resources for and communication with parents**

- Suggestion that could improve services is including the parents more in what we are doing with the students
- It would also be beneficial to provide some type of training for parents to help them learn how to provide instruction for their students at home.
- PD on the benefits of native language instruction vs. monolingual instruction would be helpful to parents. Many still believe that they want their child to learn English as soon as possible and they will learn Spanish in the household.

#### **Other, local program suggestions**

- As a tutor, I found it difficult to work on my own. I feel that I would be more effective if I were working with a partner.
- Definitely looking toward an even better MEP 2021
- Hopefully, the program will be able to resume as normal next summer.
- I think it would be good if we could get local assistance programs to provide us materials that would specifically help our families. I know a lot are willing to do this if we ask.
- Middle school academic supplies would be great to have on hand. For example, a math workbook or social studies workbook would be helpful in creating lessons.
- More development of resources that can be directly used by educators/students.
- More hands on activities.
- More resources for Migratory Students suffering from depression

#### **Summer Migratory Parent Survey**

#### **How did summer school (or instruction received during the summer) help your children?**

##### **Improved reading and math skills**

- It helped my kids in reading skills and math to better understand.
- The program has helped them a lot, it has helped them with reading and math.
- It was very good, it helped them in math, reading, and writing.
- The summer school helped my kids some, the teachers helped them with reading.
- The program has done activities with my kids and helped them with reading. They have done coloring, and outside activities like playing with scooters.
- They helped with math lessons and lent a calculator.

- It helped a lot especially in math and English.

#### **The program was good/helpful**

- The program is good, there are a lot of activities to help the kids and it is good that it is free to register as well and for the teachers to come help.
- It helped me a lot.
- The program has helped us with supporting our kids so that they can keep moving forward.
- The program has helped with learning and teaching at home, and has helped my kids with the subjects they need help in.
- The program has helped a lot and will help the kids pay attention in school once the new school year starts.
- With many things. They learned a little more, socialized with other kids, become more responsible, and made friends.
- My children are learning more, they have been working more and learning more with these summer classes.
- The migrant summer school has helped my children a fair amount. They took care of them a fair amount and they provide food and fun programs etc.

#### **Helped improve motivation**

- The program has helped to motivate my kids to study and get the job they want in the future.
- The program has motivated my child to complete homework and read more.
- The program has helped us a lot, with giving us information and helping the kids with classes with bilingual teachers and teaching motivates them a lot.
- My children were very excited each time they showed up with the activity packet and would immediately sit down and start working on the assignments.

#### **Helped fill in gaps for time missed due to the pandemic**

- The program helped my children to refresh over stuff they missed because of Covid-19 and not having face-to-face teaching.
- Him learning more since he was out of school and him occupied and distracted in schoolwork.
- I'm happy we had the alternative to stay at home to learn. The remote was better than just the packets.

#### **Academic focus was important**

- The program helped a lot because it distracted them from the boredom and gave them something academic to do. It helped them focus on areas they find difficult, and I'm thankful for the program.
- It helped them focus on academic skills.
- It helped keep them busy doing academics.

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## **APPENDIX B**

### **Site Visitor Comments**

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## Balanced Literacy Implementation Methods and Comments

- They also use booklets in the child's predominant language and complete comprehension sheets together.
- The teacher also brought a vocabulary game (Stackers Crackers) to play with the students at the end of the reading lesson. All students from preschool to 6th grade could play the game. The teacher and her assistant provided books for each child that were in English and Spanish. She previewed the books, went over vocabulary words, and encouraged them to read to each other, by themselves, and with mom.
- Each classroom had a display of the Project Smart books. They also had pictures and writing samples in the hallway.
- Students were reading high interest level books such as the Goosebumps series and journaling about them. They also were reading nonfiction informational text from Scholastic. They had a figure me out activity that incorporated math riddles that answered the questions about them. They provide all their curriculum and supplemental websites on a Summer Migrant Website. There is information about reading strategies, small groups, writing workshop lessons, guided reading, and lesson ideas. The links are impressive. Book selections in the classrooms are in English and Spanish. They use an exit slip/ Google Form to show the skill taught for the day, and whether they can recall what they learned using different strategies.
- The teacher and paraprofessional did an exceptional job meeting the needs of the students by differentiating instruction yet including everyone and encouraging being active learners. The teacher introduced The Lizard and the Sun (genre fable and myth). This book also incorporated science. She taught a brief lesson on eclipses. The twelve-year-old children were given the I Survived the Titanic. She explained how the story is historical fiction. She also gave background information on the Titanic. Another student received the book Leo the Late Bloomer. The students can keep these books. She practiced site words with the special education student while the ten-year-old read the book. The special education student has a list of site words that she practices daily. All the students at each home played the Stackers Cracker opposite game for language enrichment. The teacher and para helped the special needs child understand the meaning of some of the words and had her pronounce the correct word. They did a phenomenal job teaching vocabulary and introducing the books with the limited amount of time that they had at each house.
- Children were working on various writing activities such as comic books in 5th grade, they read The Lemonade War, and had summaries of the book in their writing journals. They also had I Survived the Sinking of the Titanic, 1912 graphic organizer posters about the story. The fourth-grade students were completing a figure me out activity. The Junior High students had journal entries in their writing notebooks about the novel Holes, and the centers had a variety of books for all reading levels. This site accommodates students who speak Spanish, French, English, and other languages. They learn to read in English and have paraprofessionals who speak in their native languages to help translate.

## Math Practice Implementation Methods and Comments

- Math vocabulary is written on the whiteboard as well as examples of the word. Visual examples of fractions are also on the board. They also had base 10 blocks, 3D geometric shapes, and an abacus.
- They used math manipulatives such as base ten blocks and Unifix cubes to understand different strategies for multiplication.



- All classrooms had math stations for the students to work at with different types of manipulatives such as Unifix cubes, base ten blocks, multiplication charts, and Project Smart worksheets. The paraprofessionals in each class work with individual students on different math strategies.
- They had the information to begin a STEM activity. One class was completing a figure me out activity. To find the answer you had to solve the math problem. All of the Project Smart lessons are on the Parkland Summer Migrant Website. They have created a Google Form that asks about the skill that taught to the student for the day and level of mastery. They supplement Project Smart math with the CGI (Cognitive Guided Instruction), an inquiry base approached to teaching mathematics.
- It is difficult to use the math videos because they only have an hour per visit to do math and reading twice a week. One of the students was special needs. The teacher differentiated her learning to the appropriate grade level. The child participated and understood the different multiplication strategies one being how to use partial products with area models. They were also taught to write expanded equations. The teacher introduced math vocabulary such as decompose, partial products, partial sums, area, length, width, regroup, take away, and product. All learners were active participants and invested in learning. They were happy and comfortable with their teacher, and paraprofessional. They practiced using base ten blocks and Unifix cubes for grouping. The teacher used Project Smart for home-based students.
- Special Education students were receiving differentiated math instruction that applied to their level of need. All students were engaged and happy to be in the program. The Junior High students received instruction on Pre-Algebra and had math and science stations in their classroom. The high school students were completing projects on robotic vehicles, created maze racecourses, and went fishing. While fishing they conducted experiments with the river/ pond water.

### **Assessment Methods and Comments**

- It is evident that the Rigby and Project Smart assessments were administered.
- Teachers received information about assessment results from the local high school.
- They have a math/ literacy coach who gives the assessments and then helps the teacher differentiate their lessons. The coach has also created a lesson plan template for the teachers to use. They have a Google Form/ Exit slip used daily for reading and math and for each grade level. They use the Concept About Print assessment for Kindergarten. First through fifth grade uses the Rigby and 6th- 8th uses Fluency Snapshot and Retell Rubric. They have a PowerPoint on how to know what the student knows. It explains the assessments and how to administer them.
- Lesson plans were written in fine detail describing daily activities to the minute. They have to follow a tight schedule to accommodate all the families that they service. Each child has their own folder with completed work and lessons to finish. All assessment are organized by grade level and subject.
- They have a literacy/ math coach who administers the Rigby and Smart pre and post assessments. Then discusses how to use the results to differentiate instruction with the grade level teacher. She helps with instruction in the classroom. In addition, she supports the teacher by gathering reading materials as well as math ones for lessons.

### **Classroom Center Methods and Comments (for site-based projects)**

- They have steam, math, and reading centers. They also provide a website that has different ideas for centers. The website also has sample lesson plans available for the teachers to use. They offer a variety of station information for the teachers.
- Each grade level had centers for reading and math. The junior high level even had different centers for STEAM projects. Students would rotate in and out of centers.

### **ECE Literacy Methods and Comments**

- This is a home-based site. The teacher had folders with completed work and work for him to have done for when she returned.
- The program incorporates reading into all activities.
- The preschoolers were working on writing and tracing letters. They were also working on writing their names on paper. They had a visible schedule. Students also sang songs in class. They also had carpet reading time.
- They have a variety of books in English and Spanish for the students. The teacher would write a summary recanted by the student after reading a book together. The student also draws a picture of what took place in the story. The students worked on their colors, writing their name, tracing letters, the alphabet, and matching and identifying letters. The teacher fills out an exit slip each day for each child.
- The student was P4. He worked on the letter sounds for S and U. He also worked on writing the letters S and U on a whiteboard first and then practicing on paper. The paraprofessional worked with him on sounding and identifying site words and asking what certain words on flashcards started with. She would draw shapes on the white board, and he would write the letter it started with. He was able to choose the color of Expo and identified the color he was working with. He was able to participate in the game Stackers Crackers vocabulary game concentrating on opposites with assistance from the para and teacher. He was given age-appropriate books for him to read with his sisters and mom. The teacher is certified in special education and supplemented lessons with materials she uses during the school year to help differentiate instruction
- The teacher is respected and trusted by her students, and it is very evident they enjoy learning from her.

### **ECE Math Methods and Comments**

- This is a home based site. The teacher brought all the materials needed and supplemented with her own classroom materials.
- Students were learning about shapes. They were practicing tracing and writing the number 9. They counted the number of apples in the picture and would repeat the number 9.
- They fill out an exit slip for each student every day. They work on shapes, counting, matching, and colors. They use the preschool assessment. They have different centers with manipulatives at each one. They also teach them how to associate a quantity with a number.
- The child is Pre-K4. He worked on patterns. She would draw shapes on the white board and he would write the letter it started with. He was counting blocks and matching numbers to cards.
- There is excellent support for students to succeed with math exactly where they are with varied methods of practice. For example: To learn fractions, students created paper airplanes, folded paper with fractions, watched a video to receive instruction from another input, received

instruction from their teacher, practiced problems as a group and practiced individually on white boards. They also glued a diagram in their notebook and completed it with math vocabulary.

### **Summer Secondary Instruction Methods and Comments**

- The high school student attends in the evening for tutoring and help with her math class. They practice for the ACT and SAT. They center also provides tutoring for the U.S. Constitution test.
- Communication with high schools
- They were building robots and competing. A few of the girls were on a field trip to a beauty salon. One of them wanted to be a beautician but didn't know exactly what it entailed. They were also going to do hair and make-up for the play in town and the boys were going to assist with the sound and lighting. They had gone fishing and tested the water. They also had gone on to the community college for a visit.
- They have a link on their website that has all of this information for the teachers to access. They complete attendance sheets, exit slips, and site sheets. They cover a large area. They provide a list of expectations and teacher responsibilities. They have a list of all the course offerings, CBE exams, and PASS classes. They provide access to study resources for AP classes, SAT, and ACT exams. The site provides links for preparing for college and secondary resource links. They provide STAAR testing and offer online credit recovery classes through Ingenuity,
- They are in contact with the high school regarding credits and classes that need to be completed. They do use some of the ISOSY materials for the high school student. Students created an informational PowerPoint on Covid and the different types of vaccinations. They then presented this to fellow students and parents.
- The teacher gives them math pre-tests that she has created with all of the requirements needed to complete high school math classes. She uses the assessment results to guide instruction. The majority of the math they learn is a review of Algebra.

### **Summer OSY Instruction Methods and Comments**

- English lessons, MP3 player, GED practices tests, technology on loan.
- They provide a variety of GED study guides in Spanish and English. They have textbooks on reading, writing, and arithmetic in English and Spanish. Michelle is on the team that helps create the OSY material on iSOSY. The Learning Plans have a link for the teachers to access. They provide lessons on life skills, career awareness, and nutrition. There are translating services available.

### **College and Career Readiness Methods and Comments**

- They discuss career planning and goals with the high school student. The review test taking skills and how to study for tests. In addition, they use the iSOSY website.
- The teacher does an extraordinary job introducing the students to different types of learning experiences through career exploration. They take fieldtrips to experience various types of jobs, explore the trades, have guest speakers, and visit the local community college.
- They provide education in life skills, career awareness, education and career goal development, and college essay writing essentials. They make available information on aid and college planning for undocumented high school students.

- In the future, they discussed working with Kankakee Community College, Olivet Nazarene University and Kankakee Area Career Center and taking field trips to visit them next year. They are going to work to include more options for post-secondary support. The secondary teacher is going to be speaking to them about more options hoping to inspire them with his own background and success.

### **Parent Engagement Methods and Comments**

- Parents are encouraged to participate in their child’s learning. Books are provided for each child. Each family is encouraged to read the books together and discuss them. Most books are in English and Spanish.
- Welcome letter
- They have everything translated to French, Spanish, and English. They also have translators that speak all three languages to interpret for the parents
- All information is on the Summer Migrant website. This site has all of their information organized and easy to locate.
- They encourage their parents to use the resources that the center has available. There were parents coming into the center asking about what programs they have available and when the health clinic was going to be in town. Parents are encouraged to attend workshops. The Center reminds them to be active participants in their child’s learning and to utilize the Center as much as possible for information.
- Phone contacts, and records

### **Parent Advisory Group Methods and Comments**

- They have parents that attend the Advisory Group meetings.
- Parental involvement is to be determined. The program has a list of 9 families that are interested in participating in the Parent Advisory Group but have not yet been a part of the group. At the time of the site visit, the parent liaison was going to be discussing this more with the families present for their parent night.

### **Support Services Methods and Comments**

- The center itself is a resource for families with multiple sources of funding that benefit migratory families and others. They offer financial grants for people in need of food and shelter. They have Back to School backpacks filled with hygiene products. They offer Wi-Fi to families who are in need. They provided boxes of cleaning products and masks for families. They had a vaccination drive where 300 people were vaccinated. The high school students created a PowerPoint about Covid and the differences between the companies offering the vaccinations. They offer English classes to the parents. There is a health fair that they sponsor for bloodwork, blood pressure, and to check blood sugar levels. Community Health Partnership (CHP) comes and provides dental and some basic medical attention for the students.
- They have a “Toys that Teach” grant to support activities.
- The students receive dental and medical services through CHP. They also receive lunch from the program. Transportation is provided to and from school.
- All information is on the website and is extremely organized. They have a list of support services and contact information for each area that they service.
- They are working on tracking forms for support services.