

# **Kansas Migrant Education Program**

## **2020-2021 Evaluation**

**Prepared by META Associates**

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

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# ABBREVIATIONS/ACRONYMS

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ASQ	Ages and Stages Questionnaire
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
ELA	English Language Arts
EL	English Learner
EPT	Evaluation Planning Team
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
GED	General Educational Development
HS	High School
IDEA	Individuals with Disabilities Education Act
IDRC	Identification and Recruitment Consortium CIG
ID&R	Identification and Recruitment
IPS	Individual Plan of Study
iSOSY	Instructional Services for Out-of-School and Secondary Youth CIG
KELPA2	Kansas English Proficiency Assessment
KS	Kansas
KSDE	Kansas State Department of Education
LOA	Local Operating Agency
M/E	Meets/Exceeds
MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education, U.S. Department of Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PFS	Priority for Services
PreK	Pre-Kindergarten
QAD	Qualifying Arrival Date
QSI	Quality of Strategy Implementation
SDP	Service Delivery Plan
SEA	State Education Agency
UG	Ungraded
USD	Unified School District

# 1. Executive Summary

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

This report presents the results of the evaluation of the Kansas State Department of Education (KSDE) MEP that includes a review of 2020-21 programs and services (regular year and summer) and provides information on the extent to which goals were met as defined through nine measurable program outcomes (MPOs) in three goal areas: (1) School Readiness, (2) English Language Arts (ELA) and Mathematics, and (3) High School Graduation/Services to Out-of-School Youth (OSY). In addition to the results evaluation, implementation of program services was evaluated through surveys, focus groups, interviews, and an observation protocol that examined the level of implementation of the strategies as outlined in the Kansas MEP Service Delivery Plan (SDP).

Below is information showing migratory student demographics and MEP services provided during the 2020-21 performance period (9/1/20-8/30/21).

- ✚ In 2020-21, there were 3,978 eligible migratory students ages 0-21 (3,769 migratory students ages 3-21 – Category 1 count). This is a 9% decrease from 2019-20 which is likely due to the COVID-19 pandemic which affected identification and recruitment (ID&R) and mobility during 2020-21.
- ✚ 7% of migratory children/youth ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✚ 24% of migratory children/youth 0-21 (*6% fewer than in 2019-20*) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/21).
- ✚ 40% of migratory students ages 3-21 were categorized as having PFS.
- ✚ 58% of migratory students ages 3-21 were identified as being English learners (ELs).
- ✚ 91% of migratory students ages 3-21 received MEP services during the performance period (*1% more than in 2019-20*).
- ✚ 68% of migratory students ages 3-21 (*4% more than in the summer of 2020*) were served during the summer of 2021 (Category 2 count).
- ✚ 71% of migratory students ages 3-21 were served during the regular school year.
- ✚ 81% of migratory students ages 3-21 received instructional services (*5% more than in 2019-20*) and 86% received support services (*6% more than in 2019-20*).

Local migrant projects provide instructional and support services aligned with Kansas' MEP SDP and Comprehensive Needs Assessment (CNA). Services include supplemental instruction in reading, mathematics, and other content areas; enrichment activities to build experiential learning; support services to eliminate barriers to success in school (e.g., interpretation, transportation, counseling, referrals); and graduation enhancement and career education.

Services also are provided to parents to engage them in the education of their children, including Migrant Parent Advisory Committee (MPAC) meetings and training.

Findings of the 2020-21 evaluation show that the Kansas MEP made substantial progress toward meeting its MPOs and implementing high quality programming designed to ameliorate the effects of mobility on student learning and achievement. The chart on the following page shows that **8 of the 11 MPOs (73%) were met** showing the benefit of MEP services for migratory children/youth and their families.

MPO	MPO Met?	Evidence
<b>School Readiness</b>		
<b>MPO 1.1A:</b> By the end of the 2020-21 program year, <b>70%</b> of migratory preschool children assessed with the Ages and Stages Questionnaire (ASQ) will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.	Yes	<b>79%</b> of the 203 migratory preschool children assessed demonstrated age-appropriate skills
<b>MPO 1.1B:</b> By the end of the 2020-21 program year, <b>80%</b> of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	No	<b>70%</b> of the 580 eligible migratory children ages 3-5 received MEP services in summer 2021
<b>MPO 1.2:</b> By the end of the 2020-21 program year, <b>80%</b> of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child's school readiness skills.	Yes	<b>95%</b> of the 77 parents surveyed reported increased capacity to support their child's school readiness skills
<b>English Language Arts and Mathematics</b>		
<b>MPO 2.1A:</b> By the end of the 2020-21 program year, <b>70%</b> of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.	No	<b>68%</b> of the 1,407 migratory students assessed improved their reading scores by 2% or more
<b>MPO 2.1B:</b> By the end of the 2020-21 program year, <b>70%</b> of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.	No	<b>67%</b> of the 1,200 migratory students assessed improved their math scores by 2% or more
<b>MPO 2.1C:</b> By the end of the 2020-21 program year, <b>80%</b> of eligible migratory students in grades PreK-12 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	No	<b>70%</b> of the 3,514 eligible migratory students in grades PreK-12 received MEP services in summer 2021
<b>Graduation/Services to OSY</b>		
<b>MPO 3.1:</b> By the end of the 2020-21 program year, <b>80%</b> of secondary-aged migratory students/OSY enrolled in credit accrual opportunities and instruction will earn one-half credit toward graduation.	Yes	<b>97%</b> of the 75 migratory students enrolled in credit accrual opportunities earned ½ credit toward graduation
<b>MPO 3.2:</b> By the end of the 2020-21 program year, <b>80%</b> of eligible migratory students in grades 7-12/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	No	<b>65%</b> of the 1,171 eligible migratory students in grades 7-12 and OSY received MEP services in summer 2021
<b>Non-Instructional Support Services</b>		
<b>MPO 4.1:</b> By the end of the 2020-21 program year, <b>80%</b> of projects will rate their implementation of Strategy 4.1 (counseling/advocacy opportunities) as "succeeding" or "exceeding" on the Quality of Strategy Implementation (QSI).	Yes	<b>88%</b> of the 16 projects that completed the QSI rated their implementation of Strategy 4.1 as succeeding or exceeding



MPO	MPO Met?	Evidence
<b>MPO 4.2:</b> By the end of the 2020-21 program year, <b>80%</b> of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social/emotional programs in the community.	Yes	<b>95%</b> of the 240 parents responding to surveys reported increased knowledge of health, mental health, and social/emotional programs in the community
<b>MPO 4.3:</b> By the end of the 2020-21 program year, <b>80%</b> of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as “succeeding” or “exceeding” on the Quality of Strategy Implementation (QSI).	Yes	<b>81%</b> of the 16 projects completing the QSI rated their implementation of Strategy 4.3 as succeeding or exceeding
<b>MPO 4.4:</b> By the end of the 2020-21 program year, <b>80%</b> of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child’s education.	Yes	<b>91%</b> of the 206 parents surveyed reported that MEP parent activities increased their skills for supporting their child’s education
<b>MPO 4.5:</b> By the end of the 2020-21 program year, <b>80%</b> of MEP staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory students.	Yes	<b>98%</b> of the 48 staff surveyed reported that MEP PD increased their capacity to provide needs-based services to migratory students

The MPOs met during 2020-21 show the impact of the Kansas MEP on migratory preschool children’s school readiness skills, students’ reading and math skills, secondary student and OSYs’ progress toward graduation, parents’ skills for supporting their children’s learning and skills, and services provided by MEP in non-project areas and to OSY. Other key findings/trends revealed in the 2020-21 evaluation follow.

- ✚ Inter/intrastate collaboration resulted in enhanced services to migratory children/youth. Local projects collaborated with numerous community agencies and school programs such as 21<sup>st</sup> Century Community Learning Centers; HEP and CAMP projects; agencies serving farmworkers; community agencies that provide food, clothing, and shelter; and adult education programs.
- ✚ Implementation of the strategies in the Kansas SDP was evaluated using the Quality of Strategy Implementation (QSI) tool. The mean rating for all 12 strategies was 4.2 out of 5.0, with mean ratings ranging from 3.8 to 4.5 for individual strategies. Ten of the 12 strategies (83%) were rated at the “proficient” level (mean ratings of succeeding or exceeding).
- ✚ The Kansas MEP has a strong focus on graduation. Secondary students and OSY are provided with services and resources designed to support their efforts to graduate from high school/obtain a high school equivalency diploma. These services resulted in 75 secondary-aged migratory students/youth obtaining 87 credits toward graduation.

In summary, during 2020-21, the Kansas MEP offered individualized, needs-based, student-centered services to migratory students/youth that improved their learning and academic skills and helped them earn high school credits. In addition, parents were provided services to improve their skills and increase their involvement in their child’s education; MEP staff were trained to better serve the unique needs of migratory students/youth and their parents; and community resources and programs helped support migratory students/youth by providing instructional and support services.

## 2. Purpose of the Evaluation

The ESEA governs all Federally-funded educational programs. The reauthorization language of this law was built on decades of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, ELs, and other students placed in at-risk situations. The ESEA requires local operating agencies (LOAs) to provide comprehensive services through the coordination of, and collaboration with, locally- and Federally-funded programs.

The Office of Migrant Education (OME) provides funds to state education agencies (SEAs) to provide supplemental instruction and support services to children of migratory farmworkers and fishers in 46 of the 50 states in the U.S. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA, Sections 1301-1309. In December 2015, Congress reauthorized ESEA as ESSA. 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. [ESSA Section 1309 (3)]

Supplementary MEP funds must be used to meet the identified needs of migratory children as well as the intent and purpose of the MEP, by supplementing and not supplanting other local and state funding to address migratory students' unique educational needs. The Kansas standards support Title I, Part C, section 1301 of ESEA for the education of migratory children to ensure that migratory students have the opportunity to meet the same challenging State content standards that all children are expected to meet.

States are required to evaluate the effectiveness of the MEP and provide guidance to LOAs on how to conduct local evaluations. OME indicates that evaluations allow SEAs and their 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 and youth may need different MEP services.

To accomplish this end, OME requires SEAs to conduct an evaluation that examines both program implementation and program results (or outcomes).

### Evaluation Questions (Implementation)

In evaluating program implementation, this evaluation addresses the following questions.

- ✓ Was the program implemented as described in the approved project application? If not, what changes were made?
- ✓ What worked in the implementation of Kansas MEP projects and programs?
- ✓ What problems did the program encounter? What improvements should be made?
- ✓ How many 3- and 4-year old migratory children participated in MEP early learning services?
- ✓ What types of MEP services were provided to migratory preschool children during the summer?

- ✓ What types of services were provided to parents to build their capacity to support their children's school readiness skills?
- ✓ How many migratory students received supplemental reading instruction in each project?
- ✓ How many migratory students received supplemental math instruction in each project?
- ✓ What types of MEP services were provided to migratory students in grades PreK-12 during the summer?
- ✓ For which courses did migratory students/OSY receive high school credit?
- ✓ What types of MEP services were provided to migratory students in grades 7-12/OSY during the summer?
- ✓ What examples of evidence were reported on the QSI for the provision of advocacy/counseling opportunities?
- ✓ What services/information was provided to parents to increase knowledge of health, mental health, and SEL programs in the community?
- ✓ What examples of evidence were reported on the QSI related to the regular and timely referrals of migratory students/OSY?
- ✓ What types of parent activities were offered to migratory parents?
- ✓ What types of professional development opportunities were offered to staff?

### **Evaluation Questions (Results)**

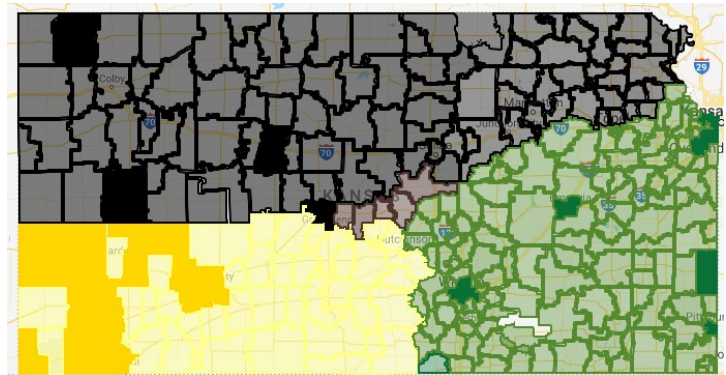
In evaluating program results, this evaluation addresses the following questions.

- ✓ What percentage of 3- and 4-year old migratory children (PFS & non-PFS) demonstrated age-appropriate skills on the ASQ?
- ✓ What percentage of eligible migratory preschool children ages 3-5 (PFS & non-PFS) received MEP services in the summer?
- ✓ What percentage of migratory parents surveyed reported an increased capacity to support their child's school readiness skills?
- ✓ What percentage of migratory students (PFS & non-PFS) improved their reading scores by 2%?
- ✓ What percentage of migratory students (PFS & non-PFS) improved their math scores by 2%?
- ✓ What percentage of eligible migratory students in grades PK-12 (PFS and non-PFS) received MEP services in the summer?
- ✓ What percentage of migratory secondary students/OSY (PFS & non-PFS) obtained one-half credit toward high school graduation?
- ✓ What percentage of migratory students in grades 7-12/OSY received MEP services in the summer?
- ✓ What percentage of projects rated their implementation of Strategy 4.1 as succeeding or exceeding on the QSI?
- ✓ What percentage of parents reported that the MEP helped them increase their knowledge of available health, mental health, and social/ emotional programs in the community?
- ✓ What percentage of projects rated their implementation of Strategy 4.3 as succeeding or exceeding on the QSI?
- ✓ What percentage of parents responding to surveys reported that they increased their skills for supporting their child's education?
- ✓ What percentage of staff reported increased capacity to provide needs-based services to migratory students?

### 3. Program Context

A sub-granting process is employed by KSDE with local projects being funded to provide a comprehensive program that includes ID&R; instructional and support services; staff development; and the involvement of migratory parents in the education of their children. Funding for local programs are determined based on the needs of eligible students and those having PFS as recorded in the local needs assessment. The services local projects intend to provide and the staff needed also are included. Exhibit 1 shows the Kansas MEP regions and local projects serving migratory students.

**Exhibit 1  
Map of Kansas Showing the MEP Regions**



Local projects have large concentrations of migratory students and limited access to comprehensive educational and support services. Many are rural and extremely remote. Student services are delivered to sites designated as “project” and “non-project.” The project sites have MEP staff onsite to deliver services whereas non-project sites with fewer than 10 students receive advocacy and academic services through the State's OSY/K-12 project staff.

**INSTRUCTIONAL SERVICES** - Migratory students are provided with a wide range of instructional services during the regular school year and summer including the following.

Supplementary Instructional Services	
Math Tutoring/Instruction	Preschool/School Readiness
Reading Tutoring/Instruction	High School Equivalency Preparation
Science/Social Studies Instruction	English as a Second Language (ESL) Instruction
Other Instructional Services	Secondary Credit Accrual
Summer School	Extended-day Instruction

**SUPPORT SERVICES** - Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support focuses on leveraging existing services during both the summer and regular year program. Support services include collaboration with other agencies and referrals of migratory children from birth to age 21 to programs and community services. Examples include health (medical and dental screening and referrals), instructional supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, and transportation. The needs-based support services provided to students throughout the year are listed in the chart below.

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

**INTER/INTRASTATE COORDINATION** - Because migratory children/youth move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing

barriers to their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Kansas, inter/intrastate collaboration is focused on the following activities:

- providing year-round ID&R;
- coordinating with other states for the ID&R of migratory students;
- serving as the lead State for the Instructional Services for Out-of-school and Secondary Youth (iSOSY) MEP Consortium Incentive Grant (CIG) and participating in the Identification and Recruitment Consortium (IDRC);
- coordinating secondary education coursework;
- coordinating secondary credit accrual with counselors and educators in other states;
- participating in the Migrant Student Information Exchange (MSIX) to transfer education and health data to participating states; and
- attending inter/intrastate MEP meetings.

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

The goal of the Kansas MEP is to identify all MEP-qualifying children, birth through the age of 21, who reside within the State. To better achieve this goal, and to ensure high quality eligibility determinations, in 2010 Kansas moved to a system of statewide recruitment carried out by state-level recruiters. Currently numbering 20, these recruiters operate from three ID&R offices:

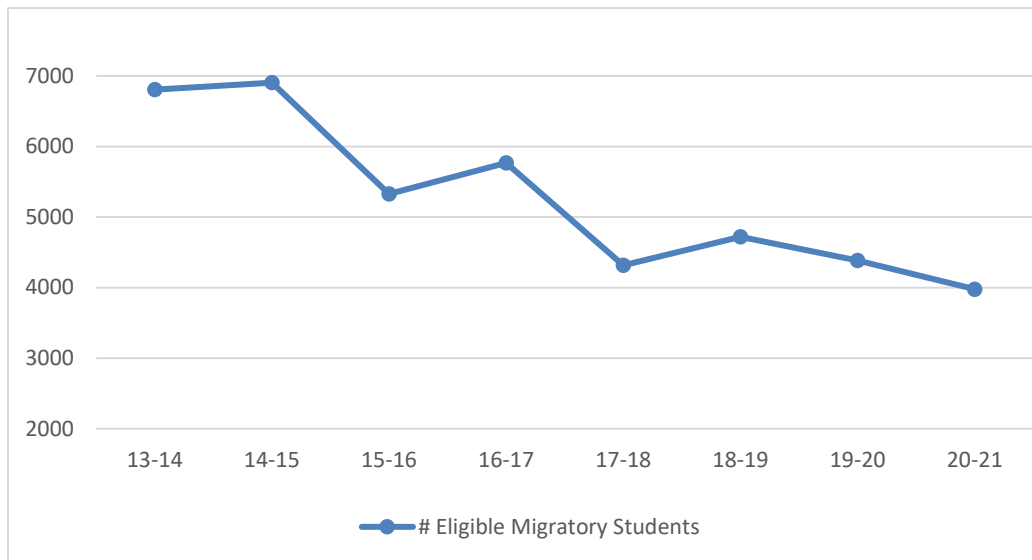
- ✓ The Northwest Kansas Educational Service Center (ESC) in Oakley (**black** area of the map in Exhibit 1);
- ✓ The Greenbush - Southeast Kansas Education Service Center in Girard (**green** area of the map in Exhibit 1); and
- ✓ The Southwest Plains Regional Service Center in Sublette (**yellow** area of the map in Exhibit 1).

The three ID&R offices operate under the direction of Doug Boline, Director of Migrant Education, at KSDE and through the oversight of Michael Toole, Kansas ID&R Coordinator at the Southwest Plains Regional Service Center. All recruiter eligibility determinations, as recorded on certificates of eligibility (COEs), are reviewed and approved by the Kansas Quality Control Office, operating under the direction of John Farrell at the Unified School District (USD) 491 in Eudora.

**MIGRATORY STUDENT DEMOGRAPHICS** - Exhibit 2 provides a longitudinal snapshot of the total number of migratory children/youth identified from birth through age 21 over the past eight years. Statewide, 3,978 migratory children were eligible for MEP services (birth to age 21) during 2020-21, which is a 9% decrease from 2019-20. *UG=Ungraded.*

**Exhibit 2**  
**Eligible Migratory Students/Youth by Grade Level and Program Year**

Age/ Grade	Number of Eligible Migratory Students/Youth							
	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
0-2	19	22	13	57	261	251	273	209
3-5	370	380	273	349	479	654	632	580
K	426	434	336	362	321	344	335	326
1	386	394	322	361	283	331	302	289
2	371	377	286	346	300	345	309	283
3	350	354	294	344	288	312	313	276
4	316	320	308	326	319	297	269	289
5	319	322	266	326	259	313	272	221
6	286	290	220	298	275	258	261	254
7	288	295	226	259	249	292	225	230
8	291	297	212	251	225	274	276	200
9	307	315	274	304	257	238	245	232
10	256	262	216	260	215	217	188	207
11	216	217	160	179	195	179	137	131
12	128	128	130	144	139	126	130	97
UG	60	60	18	20	23	21	20	5
OSY	2,416	2,437	1,771	1,583	226	266	196	149
<b>Total</b>	<b>6,805</b>	<b>6,904</b>	<b>5,325</b>	<b>5,769</b>	<b>4,314</b>	<b>4,718</b>	<b>4,383</b>	<b>3,978</b>



Source: CSPR 2011-12 through 2016-17 & 2020-21 and MIS2000

In making decisions about sub-allocations to its MEP sites, the KSDE takes into account several factors including the number of eligible students, the number of students who were designated PFS, the needs of migratory students, and the availability of other services. Priority for services is given to migratory children who **(1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school** (applies to USA schools only). Kansas' PFS criteria follows. One item must be met for both (1) and (2) for a student to be considered PFS.

**(1) Interruption**

- Qualifying move during the previous 1-year period

**AND**



**(2) At Risk of Failing to Meet State Standards Criteria**

- Scored at Level 1 on the Kansas Reading Assessment
- Scored at Level 1 on the Kansas Mathematics Assessment
- Scored at Level 1 or Level 1 on the Kansas Science Assessment
- Scored below proficient on other state assessments
- Scored below 50<sup>th</sup> percentile on a norm-referenced test (reading and/or math)
- Is below grade level on any K-3 reading diagnostic assessment
- Classified as non-English or limited English proficient on LAS, IPT, LPTS, or Kansas English Proficiency Assessment (KELPA2)
- Is behind in accruing credits toward graduation requirements
- Placed in a class that is not age-appropriate
- Has grades indicating below average performance in math, language arts, sciences, or social studies at the middle or high school level
- Repeated a grade level or course

**OR**

**(3) Dropout**

Exhibit 3 shows that of the 3,769 eligible migratory students/youth ages 3-21 in 2020-21, 40% were categorized as PFS and 58% were identified as being ELs. In addition, 7% of all 3,978 eligible migratory students/youth ages 0-21 were identified as having a disability through the IDEA and 24% had a QAD occurring within 12 months from the last day of the performance period (8/31/21). Migratory children birth to age two had the highest percentage of QADs during the performance period (48% of eligible children).

**Exhibit 3  
2020-21 Demographics of Migratory Students/Youth by Grade Level**

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	209	--	--	--	--	0	0%	101	48%
Age 3-5	580	124	21%	203	35%	34	6%	133	23%
K	326	156	48%	227	70%	25	8%	85	26%
1	289	143	49%	201	70%	26	9%	75	26%
2	283	145	51%	203	72%	26	9%	70	25%
3	276	129	47%	191	69%	18	7%	52	19%
4	289	130	45%	197	68%	22	8%	78	27%
5	221	91	41%	138	62%	16	7%	43	19%
6	254	102	40%	149	59%	23	9%	63	25%
7	230	104	45%	150	65%	19	8%	54	23%
8	200	94	47%	120	60%	17	9%	35	18%
9	232	97	42%	145	63%	20	9%	48	21%
10	207	91	44%	120	58%	17	8%	57	28%
11	131	48	37%	77	59%	9	7%	21	16%
12	97	27	28%	50	52%	6	6%	8	8%
UG	5	0	0%	0	0%	0	0%	3	60%
OSY	149	30	20%	19	13%	0	0%	34	23%
<b>Total</b>	<b>3,978</b>	<b>1,511</b>	<b>40%*</b>	<b>2,190</b>	<b>58%*</b>	<b>278</b>	<b>7%</b>	<b>960</b>	<b>24%</b>

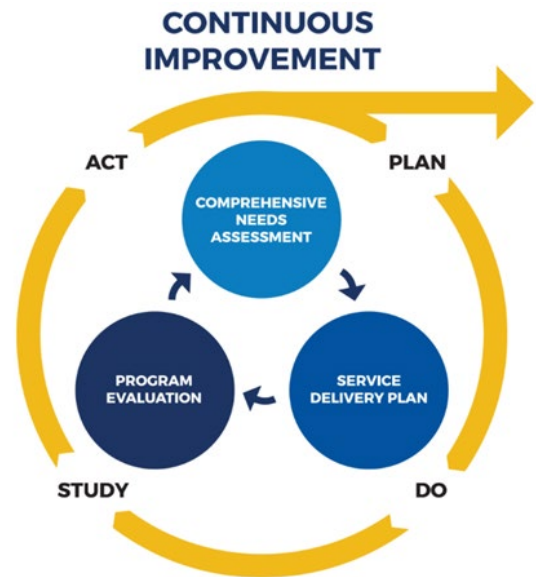
Source: 2020-21 CSPR Data Check Sheet

\*Percentage of eligible migratory students/youth ages 3-21 (N=3,769)

## 4. Evaluation Methodology

The Kansas MEP evaluation is part of the State MEP Continuous Improvement Cycle (as shown to the right) recommended by OME in the [Service Delivery Plan Toolkit](#) that includes:

- **CNA**: a five-step model to identify major concerns, gather data to define needs, and select priority solutions;
- **SDP**: a multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability;
- **Implementation of SDP**: information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability; and,
- **Evaluation**: measures to determine the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



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

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

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

Data analysis procedures used in this report include descriptive statistics (e.g., means, frequencies, t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement.

In order to gather information about the outcomes and effectiveness of the services provided to students in the Kansas MEP, the evaluator collected formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent to



which progress was made toward the State Performance Goals for reading and math achievement, and graduation and dropout rates; and the MEP MPOs listed below.

### School Readiness

**MPO 1.1A:** By the end of the 2020-21 program year, 70% of 3- and 4-year old migratory children assessed with the Ages and Stages Questionnaire (ASQ) will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.

**MPO 1.1B:** By the end of the 2020-21 program year, 80% of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

**MPO 1.2:** By the end of the 2020-21 program year, 80% of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child's school readiness skills.

### English Language Arts and Mathematics

**MPO 2.1A:** By the end of the 2020-21 program year, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.

**MPO 2.1B:** By the end of the 2020-21 program year, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.

**MPO 2.1C:** By the end of the 2020-21 program year, 80% of eligible migratory students in grades PreK-12 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

### High School Graduation/Services to OSY

**MPO 3.1:** By the end of the 2020-21 program year, 80% of secondary-aged migratory students/OSY enrolled in credit accrual opportunities and instruction will earn one-half credit toward graduation.

**MPO 3.2:** By the end of the 2020-21 program year, 80% of eligible migratory students in grades 7-12/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

### Non-Instructional Support Services

**MPO 4.1:** By the end of the 2020-21 program year, 80% of projects will rate their implementation of Strategy 4.1 (counseling/advocacy opportunities) as "succeeding" or "exceeding" on the Quality of Strategy Implementation (QSI).

**MPO 4.2:** By the end of the 2020-21 program year, 80% of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social/emotional programs in the community.

**MPO 4.3:** By the end of the 2020-21 program year, 80% of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as "succeeding" or "exceeding" on the Quality of Strategy Implementation (QSI).

**MPO 4.4:** By the end of the 2020-21 program year, 80% of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child's education.

**MPO 4.5:** By the end of the 2020-21 program year, 80% of MEP staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory students.

## 5. Implementation Evaluation Results

### MEP SERVICES

Exhibit 4 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2020-21 performance period (regular year and summer). Results show that 90% of the 3,978 eligible migratory students ages 0-21 (91% of students ages 3-21) were served during 2020-21. Forty percent (40%) of the 3,439 migratory students served ages 3-21 had PFS (92% of all PFS students). In addition, 68% of migratory students ages 0-21 (72% of students ages 3-21) were served during the summer of 2021. Forty-two percent of the 3,696 students ages 3-21 (76% of all PFS students) were served during the summer.

**Exhibit 4**  
**Migratory Students/Youth Served during the 2020-21 Performance Period and Summer**

Grade	Performance Period						Summer 2021				
	All Migratory students		PFS				All Students		Served		
	Eligible	Served		Total # PFS	Served		Served		Total # PFS	Served	
	#	%	#	#	%	#	%	#	%	#	%
Birth-2	209	157	75%	--	--	--	130	62%	--	--	--
Age 3-5	580	514	89%	124	111	90%	404	70%	124	101	81%
K	326	312	96%	156	147	94%	236	72%	156	122	78%
1	289	271	94%	143	132	92%	212	73%	143	104	73%
2	283	262	93%	145	137	94%	211	75%	145	116	80%
3	276	257	93%	129	120	93%	207	75%	129	107	83%
4	289	263	91%	130	114	88%	200	69%	130	97	75%
5	221	205	93%	91	86	95%	159	72%	91	71	78%
6	254	232	91%	102	98	96%	167	66%	102	81	79%
7	230	212	92%	104	96	92%	159	69%	104	79	76%
8	200	181	91%	94	85	90%	140	70%	94	70	74%
9	232	214	92%	97	91	94%	164	71%	97	74	76%
10	207	184	89%	91	75	82%	130	63%	91	62	68%
11	131	119	91%	48	47	98%	83	63%	48	41	85%
12	97	88	91%	27	22	81%	11	11%	27	1	4%
UG	5	2	40%	0	--	--	4	80%	0	0	0%
OSY	149	123	83%	30	26	87%	79	53%	30	16	53%
<b>Total</b>	<b>3,978</b>	<b>3,596</b>	<b>90%</b>	<b>1,511</b>	<b>1,387</b>	<b>92%</b>	<b>2,696</b>	<b>68%</b>	<b>1,511</b>	<b>1,142</b>	<b>76%</b>

Source: 2020-21 CSPR Data Check Sheet

Exhibit 5 shows that 78% of migratory students ages 0-21 received MEP instructional services (81% of the 3,769 migratory students ages 3-21). Sixty-two percent (62%) of students received reading instruction (65% of students ages 3-21) and 52% received math instruction (54% of students ages 3-21). Eighty-five percent (85%) of migratory students received support services (86% of students ages 3-21) and 58% received counseling (60% of students ages 3-21).

**Exhibit 5**  
**Migratory Students/Youth Receiving Instructional and Support Services during the 2020-21 Performance Period**

Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%
Birth-2	209	69	33%	17	8%	5	2%	146	70%	33	16%
Age 3-5	580	397	68%	262	45%	180	31%	484	83%	294	51%
K	326	295	90%	253	78%	215	66%	294	90%	179	55%

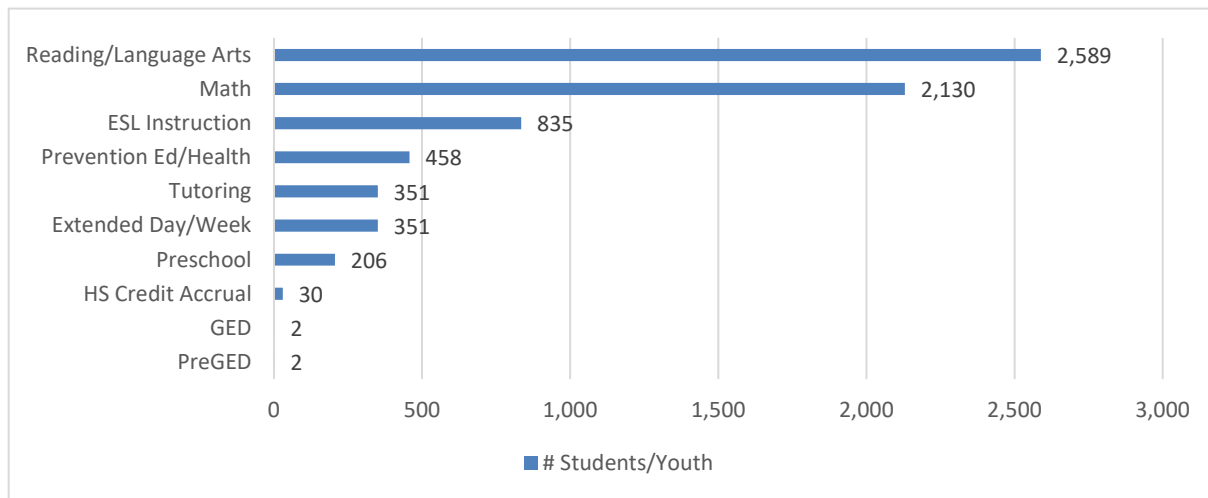
Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%
1	289	255	88%	213	74%	174	60%	250	87%	158	55%
2	283	244	86%	206	73%	166	59%	243	86%	158	56%
3	276	237	86%	201	73%	180	65%	238	86%	161	58%
4	289	241	83%	209	72%	189	65%	246	85%	152	53%
5	221	195	88%	163	74%	142	64%	191	86%	138	62%
6	254	216	85%	177	70%	160	63%	222	87%	154	61%
7	230	196	85%	162	70%	132	57%	202	88%	134	58%
8	200	163	82%	129	65%	117	59%	169	85%	129	65%
9	232	188	81%	151	65%	129	56%	202	87%	181	78%
10	207	160	77%	114	55%	99	48%	169	82%	155	75%
11	131	100	76%	71	54%	61	47%	109	83%	99	76%
12	97	62	64%	48	49%	40	41%	86	89%	72	74%
UG	5	2	40%	1	20%	1	20%	2	40%	1	20%
OSY	149	98	66%	73	49%	63	42%	116	78%	104	70%
<b>Total</b>	<b>3,978</b>	<b>3,118</b>	<b>78%</b>	<b>2,450</b>	<b>62%</b>	<b>2,053</b>	<b>52%</b>	<b>3,369</b>	<b>85%</b>	<b>2,302</b>	<b>58%</b>

Source: 2020-21 CSPR Data Check Sheet

Secondary-aged migratory students also received MEP credit accrual services. Twenty-seven (27) students in grades 9-12 (4% of all eligible students in grades 9-12) participated in MEP-sponsored credit accrual during 2020-21 (four 9<sup>th</sup> grade students, 12 10<sup>th</sup> grade students, eight 11<sup>th</sup> grade students, and three 12<sup>th</sup> grade students).

Exhibit 6 shows the specific instructional services received by migratory students and youth during 2020-21, as reported by local projects in MIS2000. The largest number of migratory students and youth received reading/language arts instruction, followed by math instruction.

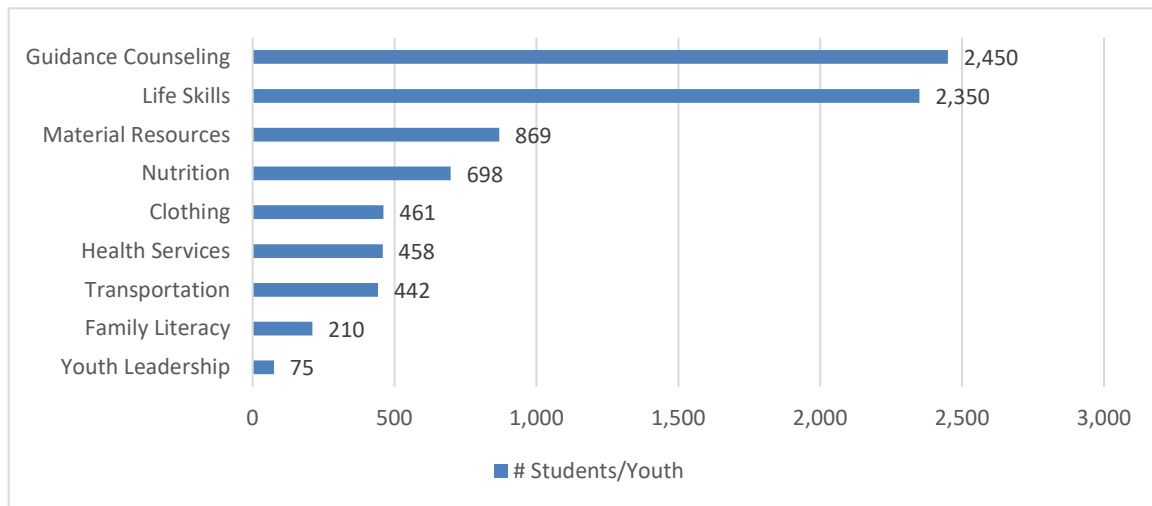
**Exhibit 6**  
**Instructional Services Received by Migratory Students during 2020-21**



Source: MIS2000

Exhibit 7 shows the specific support services received by migratory students and youth during 2020-21, as reported by local projects in MIS2000. Results illustrate that the largest number of students received guidance counseling, followed closely by life skills.

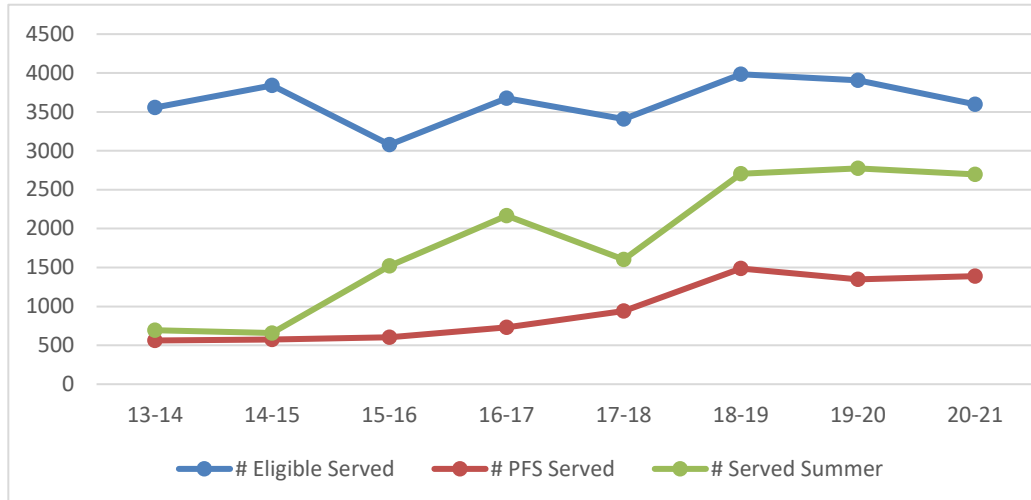
**Exhibit 7**  
**Support Services Received by Migratory Students during 2020-21**



Source: MIS2000

Exhibit 8 is a graphic display of the number of eligible migratory children served by the Kansas MEP during the performance period and summer, and the number of PFS migratory children served. The exhibit shows an increasing number of migratory children being served by the Kansas MEP over the past several years.

**Exhibit 8**  
**Longitudinal Display of Migratory Children Served by the Kansas MEP**



Source: CSPR 2013-14 through 2020-21 and MIS2000

**PARENT INVOLVEMENT** - The Kansas MEP values parents as partners with the program/schools in the education of their children. During 2020-21, migratory parents participated in parent involvement activities including State MPAC meetings, local PAC/parent meetings, open houses, and family nights. On parent surveys, parents were asked to indicate the ways in which the MEP impacted their children. Most parents mentioned books, community resources and information, COVID supplies/bags, meals (breakfast and lunch), school supplies, summer school, and tablets provided to children to assist with schoolwork. Following are examples of individual parent comments.

- *A lot of engagement from the advocate for my children with reading, Algebra, and COVID prevention and information.*
- *Always providing school resources and always steps ahead for child's needs.*
- *College scholarships for the tech school.*
- *Finding resources for clothing assistance and educational programs.*
- *Gave our children support when they needed it.*
- *Help with education/school. (2 responses)*
- *Help with homework in school and reading books.*
- *Help with the extra literacy books that are given to my kids. Also the extra help they received in school. We are also very thankful for the tablet they gave us.*
- *Helped children be more focused in school. Read a lot of books.*
- *Provided tablets for my children to use for their homework and extra help with homework.*
- *Helped my child be a better student.*
- *Helped my child be more independent.*
- *Helped my child focus on reading more.*
- *Helped my daughter a lot. My daughter received tutoring at high school two times a week. Before the program, her grades were low and now they are much better, thanks to this program and the support she offers my daughter. I have great faith that she will graduate from high school, thanks to this program.*
- *Helped us a lot with resource information and tutored my son twice a week via Zoom to help him with reading. Also, brought many books, backpacks, and tablets to help my children with their studies. I'm very grateful.*
- *Helped us with tutoring. My children's math is very difficult for my wife and me. We received help on weekends and nights. Thanks for everything.*
- *Helped with reading and math.*
- *Homework help (2 responses)*
- *Information about college.*
- *It helps my child begin to learn colors and shapes with the tools they gave us from the program.*
- *Learned a lot...likes to read more.*
- *Learning skills – math and reading.*
- *My child graduated. Also helped with studies.*
- *My child is in special education. The advocate has been supporting us at home. Communicates well with school principal and us to better help our child.*
- *My child is more focused and confident.*
- *My children have been doing great in school. Advocate checks on us and often brings material and reading pieces for our children to stay active at home.*
- *My children learned a lot.*
- *My son has a hard time reading. "M" helped him because she contacted him twice a week for Zoom to practice reading. I think his reading skills have improved.*
- *My son improved his language skills.*
- *Our family is very appreciative of all the help we received. It makes our lives much easier with all the help.*
- *Provided after school program and reading program.*
- *Provided information about preschool programs and helped me enroll my child.*
- *Reading was a subject my child struggled with and managed to move two levels up this year. Advocate was constantly checking and helping my child with reading.*
- *The after school program that helped my kids a lot.*
- *The PASS program is giving me the opportunity to receive my high school diploma. I have already completed a course in United States history, with the help of "M" and this program. I am so glad that I am on my way to finally receiving my high school graduation certificate. I couldn't do it without the help of this program.*

- *The program did a wonderful job in helping with high school math.*
- *The program has helped my child with extra help as needed in the classroom and being able to stay after school to work on homework. It also helped with the tablet that was given so my son could do homework if needed.*
- *The program has helped my kids with the tablet they provided. It has been great for my oldest to use for homework.*
- *The program helped my child by providing a learning bag to start learning colors, shapes, and numbers. They also helped by providing books and school supplies for my other child.*
- *The program helped my child with middle school math and sight words that helped my daughter learn how to read.*
- *The program helped my children with tutoring and school subjects. Due to the pandemic, it could be done by video and by cell phone.*
- *The program helped my family a lot by having the after school program for the kids to stay at and work more on homework.*
- *The program helped my family a lot by providing services for the kids in school. Help with homework, transportation.*
- *The program helped my kids a lot by providing different activities for them to do at home like books to read and activities for my younger ones. It also helped by providing the after school program, transportation, and helping pay for lunches. School supplies are also a huge help.*
- *The program helped my kids with the extra help in the school. My English is not very good, so them getting help with schoolwork helped me a lot. It also helped with the tablet that my child could use for schoolwork.*
- *They helped me enroll my children in school and helped me find transportation for my son to go to preschool. Without that help, he would not be able to attend because we do not have a car.*
- *Very helpful in enrolling my children and nephews in schools. It was a lot for me to understand, very different than in Honduras. Without the help of this program, I would have no idea what to do to enroll my children in school. Thank you.*
- *With extra help in school with finishing his classes.*

**PROFESSIONAL DEVELOPMENT** - Professional development supports staff that provide instructional and support services to migratory students. All MEP staff participate in professional learning opportunities, allowing them to serve migratory students more effectively and efficiently. Professional development takes many forms including national/State conferences, regional training, site-based workshops, webinars, coaching and mentoring, and IDRC CIG training. Following is a summary of the professional development that occurred during 2020-21. A total of 189 training opportunities were provided to MEP staff. Eighty-four sessions address reading, 78 sessions address math, 64 sessions addressed school readiness, 49 sessions address graduation, 43 sessions addressed OSY, and 155 sessions address other topics such as ID&R, data management, data security, program planning. A full list of the PD provided to MEP staff during 2020-21 can be found in the Appendix.

**Exhibit 9  
Summary of Professional Development Provided to MEP Staff during 2020-21**

Month	# Training Sessions	MEP Goal Areas Addressed						# Staff
		Reading	Math	School Readiness	Graduation	OSY	Other	
August 2020	14	3	3	3	2	3	10	98
September 2020	14	5	4	5	4	4	11	117
October 2020	15	7	5	5	5	1	12	95
November 2020	13	8	7	7	5	5	8	104
December 2020	9	4	4	1	1	2	8	58
January 2021	16	6	6	4	4	2	14	106
February 2021	15	9	7	5	3	4	12	154
March 2021	15	6	7	6	5	5	14	87

Month	# Training Sessions	MEP Goal Areas Addressed						# Staff
		Reading	Math	School Readiness	Graduation	OSY	Other	
April 2021	15	9	8	7	4	4	9	108
May 2021	17	10	9	8	8	3	15	96
June 2021	7	3	3	2	2	2	6	61
July 2021	16	5	6	5	5	3	12	82
August 2021	12	4	4	4	2	3	12	66
September 2021	11	5	5	2	2	2	11	99
<b>Total</b>	<b>189</b>	<b>84</b>	<b>78</b>	<b>64</b>	<b>49</b>	<b>43</b>	<b>155</b>	<b>1,331</b>

Source: Director Tacking Forms

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 10 shows Kansas MEP staff ratings of IDRC training. Results show that 80% of the 46 Kansas MEP staff responding that participated in 13 of the Year 1 IDRC training opportunities evaluated increased their knowledge of the ID&R content presented.

**Exhibit 10**  
**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
46	5	2.7	3.9	+1.2	<.001	37 (80%)	13

Source: IDRC CIG Training Evaluation (Form 2)

**STRATEGY IMPLEMENTATION** - During 2020-21, the QSI Tool was completed by each local project. The projects gathered a small group of people to come to consensus on the ratings of the implementation of the strategies in the QSI. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. Exhibit 11 shows the mean ratings assigned by projects for the level of implementation of each strategy and the number of projects assigning ratings of 4.0 or more (considered “proficient”). The mean rating for all 12 strategies was 4.2 out of 5.0, with mean ratings ranging from 3.8 to 4.5 for individual strategies. Ten of the 12 strategies (83%) were rated at the “proficient” level (mean ratings of succeeding or exceeding).

**Exhibit 11**  
**Mean Ratings on the Quality of Strategy Implementation (QSI)**

Strategies	# Projects Rating 4.0 or Higher	Mean Rating
<b>School Readiness</b>		
<b>Strategy 1.1:</b> During the school year and summer, coordinate/ provide high quality early learning instruction that is fully or partially funded by the MEP to 3- and 4-year old migratory children who are not yet in school.	15 of 16	4.3
<b>Strategy 1.2:</b> During the school year and summer, provide parent education events and educational resources aligned with the Kansas Early Learning Standards that incorporate ASQ assessments and materials to increase parent capacity to increase their children’s school readiness skills.	14 of 16	4.3
<b>ELA and Mathematics</b>		
<b>Strategy 2.1A:</b> During the school year and summer, coordinate/ provide migratory students (students with PFS first) with supplemental needs-based, evidence-based reading instruction with appropriate progress monitoring and instructional adjustments.	17 of 17	4.5

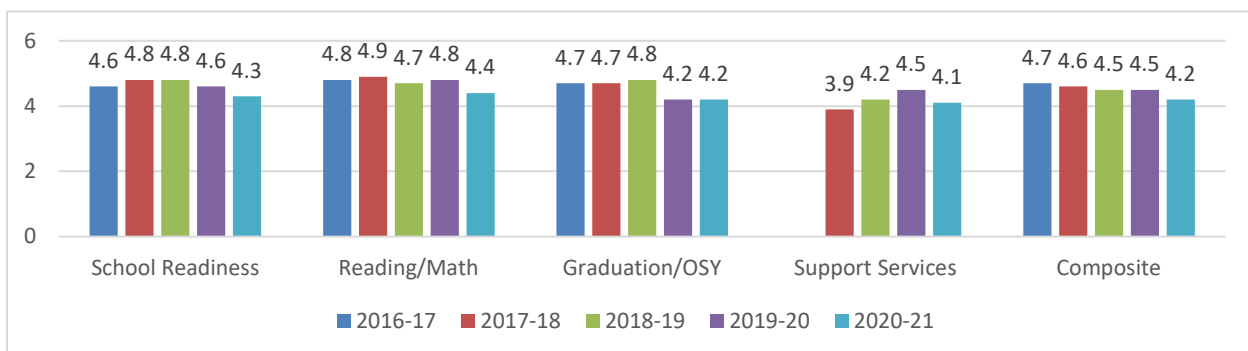


Strategies	# Projects Rating 4.0 or Higher	Mean Rating
<b>Strategy 2.1B:</b> During the school year and summer, coordinate/ provide migratory students (students with PFS first) with supplemental needs-based, evidence-based math instruction with appropriate progress monitoring and instructional adjustments.	14 of 16	4.3
<b>Graduation/Services to OSY</b>		
<b>Strategy 3.1:</b> During the school year and summer, coordinate/ provide secondary-aged migratory students and OSY with supplemental credit accrual options and instruction leading to graduation or a high school equivalency diploma.	15 f 17	4.3
<b>Strategy 3.2A:</b> During the school year and summer, provide educational opportunities to help middle and high school-aged migratory students and OSY plan for postsecondary education and careers.	14 of 17	4.2
<b>Strategy 3.2B:</b> During the school year and summer, promote migratory student/OSY participation in learning opportunities for graduation, postsecondary education, and career exploration/ readiness (e.g., Kansas Academy of Mathematics and Science [KAMS], leadership institutes/camps).	10 of 16	3.8
<b>Support Services</b>		
<b>Strategy 4.1:</b> During the school year and summer, provide counseling/advocacy opportunities for all migratory students/OSY/families (e.g., college and career readiness, information on students' Individual Plan of Study [IPS]).	14 of 16	4.1
<b>Strategy 4.2:</b> During the school year and summer, coordinate/ provide services to increase awareness of available health, mental health, and social/emotional programs, and advocate for migratory student/parent enrollment based on their identified needs.	15 of 16	4.4
<b>Strategy 4.3:</b> Provide regular and timely referrals for all attendance centers (within 4 days) to local/regional recruiters when potential migratory students arrive in the district.	13 of 16	4.3
<b>Strategy 4.4:</b> During the school year and summer, provide parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, postsecondary/ career readiness.	14 of 16	4.1
<b>Strategy 4.5:</b> Provide professional development to MEP staff to build their capacity to address the needs of migratory students (e.g., content areas, school readiness, Migrant 101, graduation).	11 of 16	3.9

Source: 2020-21 Kansas MEP QSIs

Exhibit 12 compares the mean ratings for the four goal areas addressed by the QSI for the past five years. The 2020-21 mean scores were the same for Graduation and Services to OSY; however, they were lower for all other goal areas and all goal areas combined. Of note is that projects began assigning their own ratings in 2019-20. Prior to this, a State MEP staff member worked with the projects to assign ratings.

**Exhibit 12**  
**Comparison of Strategy Mean Ratings from 2016-17 to 2020-21**



Source: Kansas MEP QSIs



In addition to assigning ratings for the implementation of the strategies, projects indicated the ways in which each strategy was implemented in their project as shown on the following pages. For each strategy, the ways in which the strategy was implemented is listed along with the number of projects that implemented that particular method.

**Strategy 1.1: Coordinate/provide early learning instruction that is fully or partially funded by the MEP.**

Ways in which Strategy 1.1 was implemented by most projects

- Books (17 projects)
- Activity folders/backpacks, coordination with district preK programs, preK packets (15 projects)
- Kindergarten readiness activities (13 projects)
- Coordination with local agencies, library programs, referrals to early learning providers (12 projects)
- Summer reading program (11 projects)
- Home-based services (10 projects)
- Learn and play programs, parent guides, summer program/Jumpstart (9 projects)

**Strategy 1.2: Provide parent education events and educational resources.**

Ways in which Strategy 1.2 was implemented by most projects

- Summer packets (16 projects)
- Meetings with parents, summer visits (15 projects)
- Backpacks, home visits (14 projects)
- Family night, MPAC (13 projects)
- Coordination with community agencies, library programs, parenting and family support (12 projects)
- Back to school night, school readiness nights (11 projects)
- Arts and crafts, ASQ Parent Activity Travel Packets (10 projects)
- Book programs, health and safety home visits, parent education classes/meetings, screening importance/notifications, summer reading program (9 projects)

**Strategy 2.1A: Coordinate/provide migratory students with reading instruction.**

Ways in which Strategy 2.1A was implemented by most projects

- Collaboration with teachers and school staff, parent/teacher conferences (18 projects)
- Grade checks, growth measure/progress monitoring, summer services (17 projects)
- EL supports, migrant liaisons, parent contacts (16 projects)
- Reading pre/post-testing (15 projects)
- Attendance checks, technology (14 projects)
- SIT referrals, translations, tutoring (13 projects)
- Curricular modifications, home-based services, in-class interventions (12 projects)
- Books, fluency monitoring, migrant para support, MTSS/Rtl models, transportation (11 projects)
- Homeroom support (10 projects)

**Strategy 2.1B: Coordinate/provide migratory students with math instruction.**

Ways in which Strategy 2.1B was implemented by most projects

- Grade checks, growth measure/progress monitoring (15 projects)
- Attendance checks, parent contacts, parent/teacher conferences (14 projects)

- Home-based services, math pre/post-testing (13 projects)
- EL supports (12 projects)
- Curricular modifications, migrant para support, SIT referrals, tutoring (11 projects)
- Computerized instruction, family math nights, homeroom support, migrant liaisons, migrant tutor, parent tip sheets, special course placement, summer services, technology, translations (10 projects)

**Strategy 3.1: Coordinate/provide secondary-aged migratory students and OSY with credit accrual options and instruction.**

Ways in which Strategy 3.1 was implemented by most projects

- District credit recovery (16 projects)
- Credit checks, summer school (15 projects)
- College and career ready advisory (13 projects)
- ESL core foundation class, tutoring (12 projects)
- Retake courses (11 projects)
- Career advisement (10 projects)
- Coordination with local businesses, home-based services (9 projects)

**Strategy 3.2A: Provide middle and high school students with educational opportunities to help plan for postsecondary education and careers.**

Ways in which Strategy 3.2A was implemented by most projects

- Counselor collaboration, FAFSA support/workshops (17 projects)
- Graduation plans/IPS (16 projects)
- ACT/SAT preparation, community service, home visits, scholarship support/assistance (14 projects)
- Career counseling, career pathway participation, college night/fair (13 projects)
- Parent/student meetings (12 projects)
- Career cruising, career test/survey, dual credit opportunities (10 projects)
- College nights/fairs, extracurricular participation, vocational education classes (9 projects)

**Strategy 3.2B: Promote student/OSY participation in learning opportunities for graduation, postsecondary education, and career exploration/readiness.**

Ways in which Strategy 3.2B was implemented by most projects

- District credit recovery (16 projects)
- Transportation (9 projects)
- Leadership camps/academies, local/district summer academies (7 projects)
- Entrepreneur classes, summer academies/camps (6 projects)
- PASS courses (4 projects)

**Strategy 4.1: Provide counseling/advocacy opportunities for all migratory students/OSY/families.**

Ways in which Strategy 4.1 was implemented by most projects

- Parent/teacher conferences (17 projects)
- Coordination with counselors (16 projects)
- IPS format, meetings with parents and students (15 projects)
- Home visits (13 projects)
- Parent access to IPS, professional development for MEP staff (12 projects)

- Advocate support during parent/teacher conferences (11 projects)
- Career interest inventories (10 projects)
- MEP staff included in development (9 projects)

**Strategy 4.2: Coordinate/provide services to increase awareness of available health, mental health, and social-emotional programs, and advocate for student/family enrollment.**

Ways in which Strategy 4.2 was implemented by most projects

- Community resources lists (15 projects)
- Coordination with community agencies, summer meal program (14 projects)
- McKinney-Vento Homeless Program (13 projects)
- Referrals to mental health providers (12 projects)
- Coats for Kids, social-emotional learning programming (11 projects)
- Food for Kids, medical/dental/vision/mental health, nutrition, resource booklets (10 projects)
- Police and fire, prevention programs (9 projects)

**Strategy 4.3: Provide regular and timely referrals for all attendance centers to local/regional recruiters.**

Ways in which Strategy 4.3 was implemented by most projects

- MEP staff training, recruiter training (16 projects)
- MSIX/MIS2000 training, review of student records, review of MIS2000/MSIX records (15 projects)
- Communication processes developed (11 projects)

**Strategy 4.4: Provide parent engagement activities.**

Ways in which Strategy 4.4 was implemented by most projects

- Home visits (15 projects)
- Meals/snacks served (14 projects)
- Books provided (12 projects)
- Materials provided (11 projects)
- Bilingual books to check out, MPAC, text messages (10 projects)
- FAFSA, hands-on math and reading materials, technology (9 projects)
- Coordination with local businesses, family literacy nights, KPIRC, parent education (8 projects)

**Strategy 4.5: Provide professional development to MEP staff.**

Ways in which Strategy 4.5 was implemented by most projects

- Collaboration with regular school training, school year staff development (11 projects)
- EL training provided to MEP staff (10 projects)
- National Migrant Education Conference (7 projects)
- Training on reading and math (6 projects)

## 6. Outcome Evaluation Results

This section provides a summary of Kansas MEP results on the State Performance Goals 1 and 5, the MEP MPOs, and the GPRA measures. Sources of data include student assessment results, data from MIS2000 and the State MEP database, survey responses, and a review of Kansas MEP records.

### State Performance Goals 1 and 5 Results

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

During 2020-21, ELA and Mathematics academic achievement of students attending public school in Kansas was assessed through the Kansas Assessment Program General Summative Assessments in grades 3-8 and 10. The four proficiency levels for the Summative Assessments are from lowest to highest: Level 1 (academic warning), Level 2 (approaching standards), Level 3 (meets proficiency), and Level 4 (exceeds proficiency).

Following are the 2021 results in ELA and Mathematics for migratory students, disaggregated by PFS, compared to the State Performance Targets for all students as indicated in the Kansas ESSA State Plan, and compared to non-migratory students. Tables show the number of migratory students assessed, the number and percent of migratory students scoring at Met or Exceeding Proficiency (M/E) on 2021 ELA and Math assessments, the State Performance Targets for 2020-21, the difference in the percentage of migratory students scoring at M/E compared to the State Performance Targets, and the non-migratory student proficiency rates.

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

Kansas migratory students assessed were 38% short of the Kansas State Performance Target (52%) for ELA proficiency in 2020-21, and 21.2% short of non-migratory students. PFS students were 42% short of the target and non-PFS students were 36% short of the target. For all seven grade levels assessed, the 2020-21 target was not met by migratory students. In addition, for all grade levels, fewer migratory students scored at M/E than non-migratory students.

**Exhibit 13**  
**Migratory Students Scoring at M/E on 2021 Kansas Summative ELA Assessments**

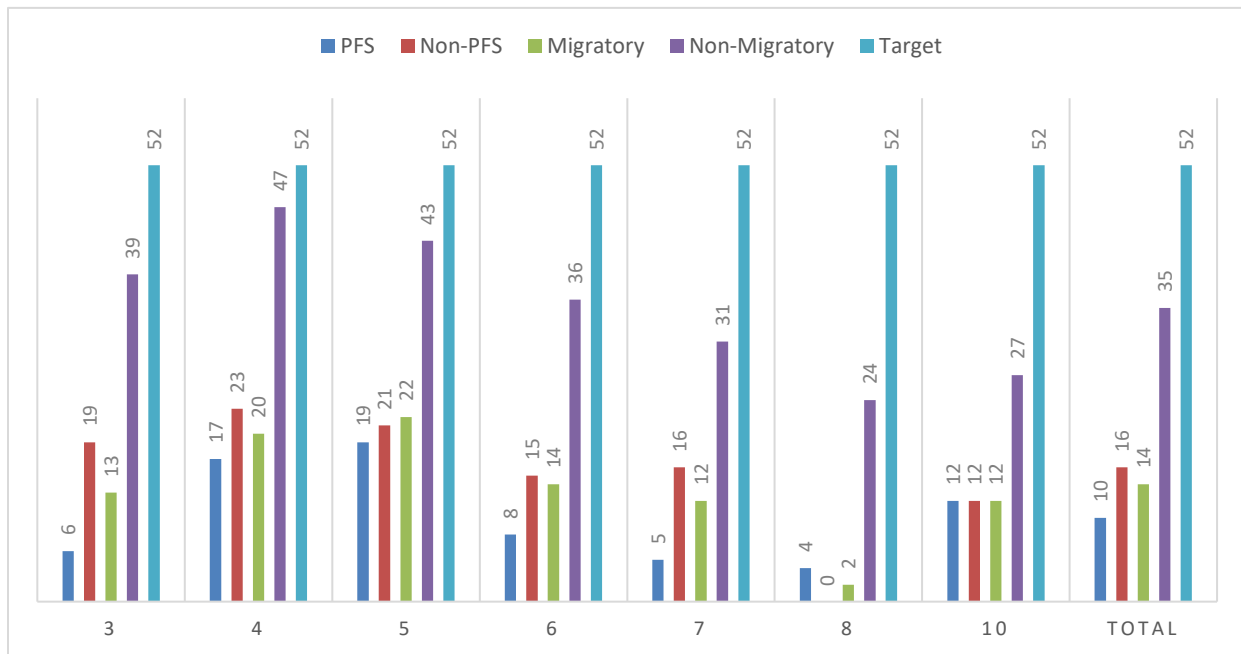
Grade Levels	PFS Status	# Tested	% Migratory Students Scoring M/E	2021 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring M/E
3	PFS	102	6 (6%)	52%	-46%	39.3%
	Non-PFS	115	22 (19%)		-33%	
	<b>All Migratory</b>	<b>217</b>	<b>28 (13%)</b>		<b>-39%</b>	
4	PFS	90	15 (17%)	52%	-35%	47.0%
	Non-PFS	120	28 (23%)		-29%	
	<b>All Migratory</b>	<b>210</b>	<b>43 (20%)</b>		<b>-32%</b>	
5	PFS	63	12 (19%)	52%	-33%	43.0%
	Non-PFS	100	21 (21%)		-31%	
	<b>All Migratory</b>	<b>163</b>	<b>33 (20%)</b>		<b>-32%</b>	
6	PFS	71	6 (8%)	52%	-44%	35.9%
	Non-PFS	121	18 (15%)		-37%	
	<b>All Migratory</b>	<b>192</b>	<b>24 (13%)</b>		<b>-39%</b>	
7	PFS	77	4 (5%)	52%	-47%	30.6%
	Non-PFS	100	16 (16%)		-36%	

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring M/E	2021 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring M/E
	<b>All Migratory</b>	<b>177</b>	<b>20 (11%)</b>		<b>-41%</b>	
8	PFS	71	3 (4%)	52%	-48%	24.0%
	Non-PFS	73	0 (0%)		-52%	
	<b>All Migratory</b>	<b>144</b>	<b>3 (2%)</b>		<b>-50%</b>	
10	PFS	52	6 (12%)	52%	-40%	26.9%
	Non-PFS	85	10 (12%)		-40%	
	<b>All Migratory</b>	<b>137</b>	<b>16 (12%)</b>		<b>-40%</b>	
<b>All</b>	<b>PFS</b>	<b>526</b>	<b>52 (10%)</b>	<b>52%</b>	<b>-42%</b>	<b>35.2%</b>
	<b>Non-PFS</b>	<b>714</b>	<b>115 (16%)</b>		<b>-36%</b>	
	<b>All Migratory</b>	<b>1,240</b>	<b>167 (14%)</b>		<b>-38%</b>	

Source: KSDE and MIS2000

Below is a graphic display of the differences in the percent of PFS, non-PFS, all migratory, and non-migratory students scoring at M/E on 2021 ELA Summative Assessments.

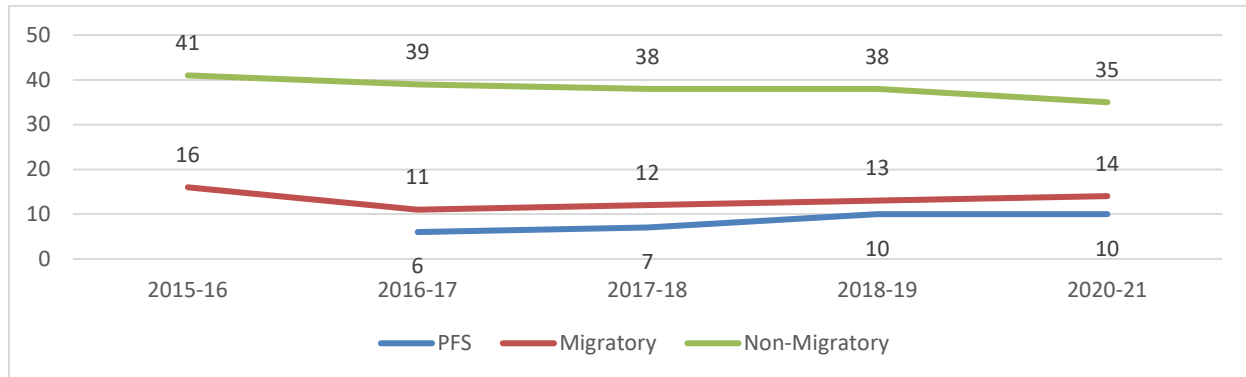
**Exhibit 14**  
**Graphic Display of 2021 Kansas ELA Summative Assessment Results**



Source: KSDE and MIS2000

Exhibit 15 provides a comparison of Kansas ELA Summative Assessment results for the past five years. Results show that from 2018-19 to 2020-21, there was a one percentage point increase in the number of migratory students scoring at M/E (same percentage PFS migratory students) compared to a three percentage point decrease for non-migratory students.

**Exhibit 15**  
**Comparison of Kansas ELA Summative Assessment Results Over the Years**  
**(Expressed in Percentages)**



Source: KSDE and MIS2000

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

Kansas migratory students assessed were 36% short of the Kansas State Performance Target (46%) for math proficiency in 2020-21, and 17.9% short of non-migratory students. PFS students were 39% short of the target and non-PFS students were 34% short of the target. For all seven grade levels assessed, the 2020-21 target was not met by migratory students. For all grade levels fewer migratory students scored at M/E than non-migratory students.

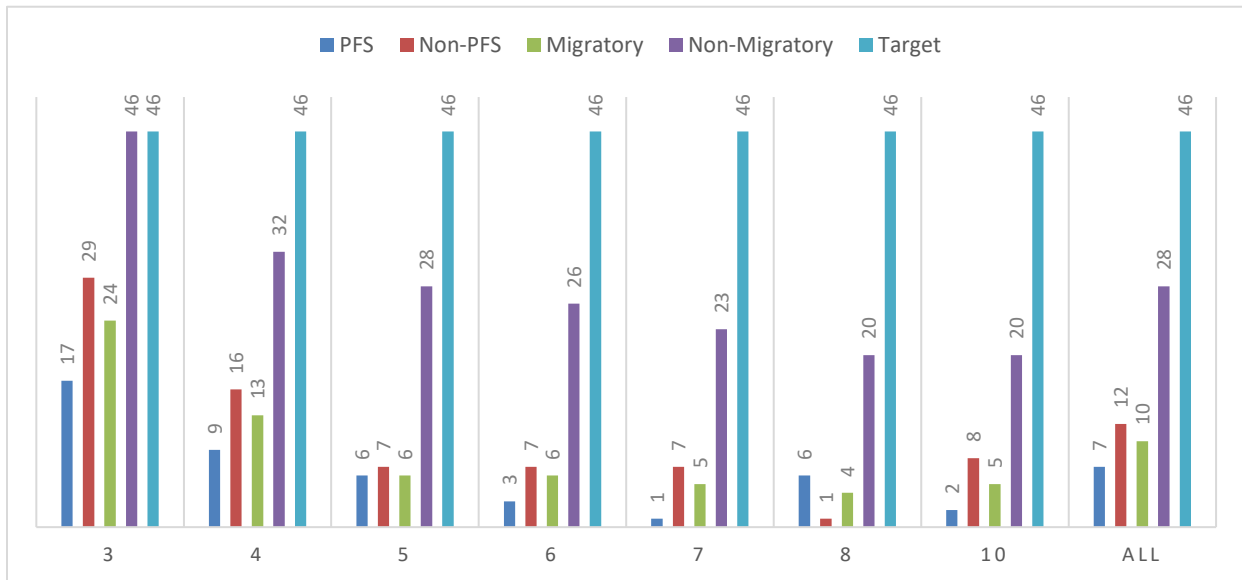
**Exhibit 16**  
**Migratory Students Scoring at M/E on 2021 Kansas Summative Math Assessments**

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring M/E	18-19 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring M/E
3	PFS	104	18 (17%)	46%	-29%	46.2%
	Non-PFS	115	33 (29%)		-17%	
	<b>All Migratory</b>	<b>219</b>	<b>51 (23%)</b>		<b>-23%</b>	
4	PFS	91	8 (9%)	46%	-37%	32.3%
	Non-PFS	120	19 (16%)		-30%	
	<b>All Migratory</b>	<b>211</b>	<b>27 (13%)</b>		<b>-33%</b>	
5	PFS	66	4 (6%)	46%	-40%	28.0%
	Non-PFS	100	7 (7%)		-39%	
	<b>All Migratory</b>	<b>166</b>	<b>11 (7%)</b>		<b>-39%</b>	
6	PFS	76	2 (3%)	46%	-43%	26.0%
	Non-PFS	122	9 (7%)		-39%	
	<b>All Migratory</b>	<b>198</b>	<b>11 (6%)</b>		<b>-40%</b>	
7	PFS	81	1 (1%)	46%	-45%	23.0%
	Non-PFS	99	7 (7%)		-39%	
	<b>All Migratory</b>	<b>180</b>	<b>8 (4%)</b>		<b>-42%</b>	
8	PFS	71	4 (6%)	46%	-40%	20.2%
	Non-PFS	74	1 (1%)		-45%	
	<b>All Migratory</b>	<b>145</b>	<b>5 (3%)</b>		<b>-43%</b>	
10	PFS	52	1 (2%)	46%	-44%	20.0%
	Non-PFS	85	7 (8%)		-38%	
	<b>All Migratory</b>	<b>137</b>	<b>8 (6%)</b>		<b>-40%</b>	
<b>All</b>	<b>PFS</b>	<b>541</b>	<b>38 (7%)</b>	<b>46%</b>	<b>-39%</b>	<b>27.9%</b>
	<b>Non-PFS</b>	<b>712</b>	<b>83 (12%)</b>		<b>-34%</b>	
	<b>All Migratory</b>	<b>1,253</b>	<b>121 (10%)</b>		<b>-36%</b>	

Source: KSDE and MIS2000

Below is a graphic display of the differences in the percent of PFS, non-PFS, all migratory, and non-migratory students scoring at M/E on 2021 Math Summative Assessments.

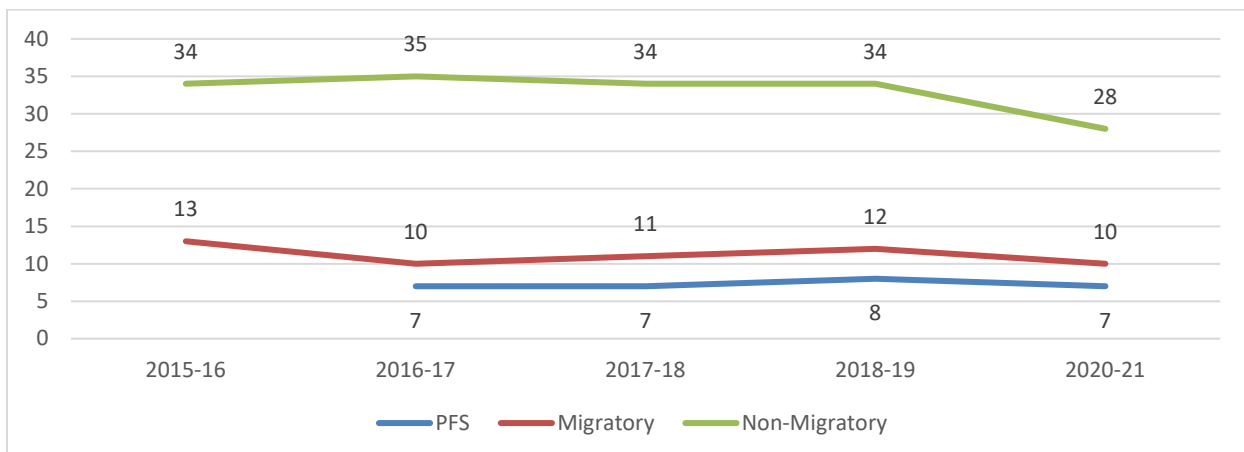
**Exhibit 17**  
**Graphic Display of 2021 Kansas Summative Math Assessment Results**



Source: KSDE and MIS2000

Exhibit 18 provides a comparison of Kansas Math Summative Assessment results for the past five years. Results show that from 2018-19 to 2020-21, there was a two percentage point decrease in the number of migratory students scoring at M/E (1% decrease for PFS migratory students) compared to a six percentage point decrease for non-migratory students.

**Exhibit 18**  
**Comparison of Kansas Math Summative Assessment Results Over the Years**  
**(Expressed in Percentages)**



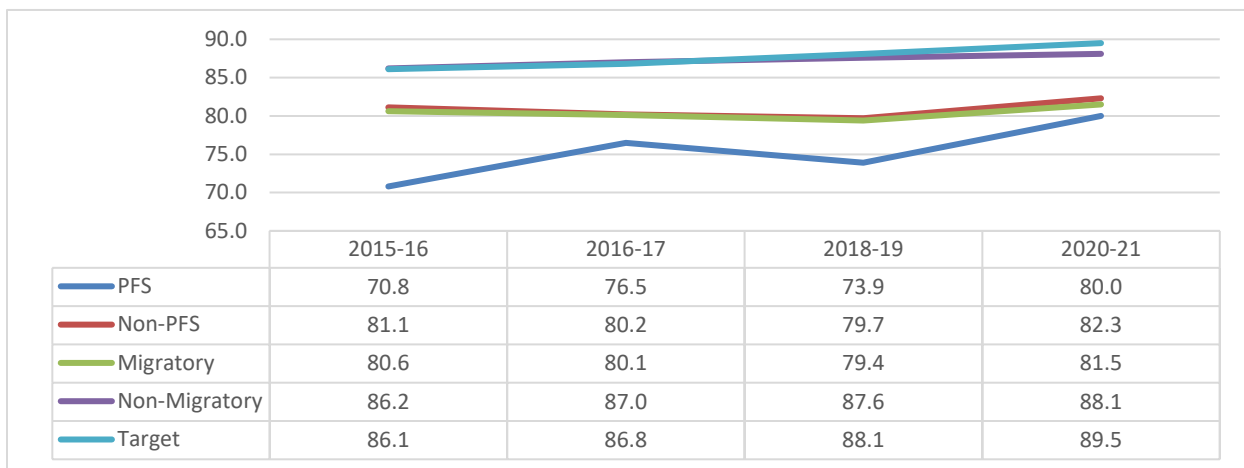
Source: KSDE and MIS2000

## Performance Goal 5: High School Graduation

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

The 2020-21 Kansas State Performance Target for high school graduation was 89.5%. Exhibit 19 shows that in 2020-21, the graduation rate for migratory students was 81.5% (8% short of the target), compared to the non-migratory student graduation rate which was 88.1% (1.4% short of the target). The graduation rate for non-PFS migratory students was 2.3% higher than the graduation rate of PFS migratory students. The graduation rate for PFS migratory students was 9.5% short of the state performance target, and the graduation rate for non-PFS migratory students was 7.2% short of the target. Of note is that the graduation rate for migratory, PFS migratory and non-PFS migratory students increased slightly from 2018-19 to 2020-21.

**Exhibit 19**  
**Graduation Rates for Non-Migratory and Migratory Students**

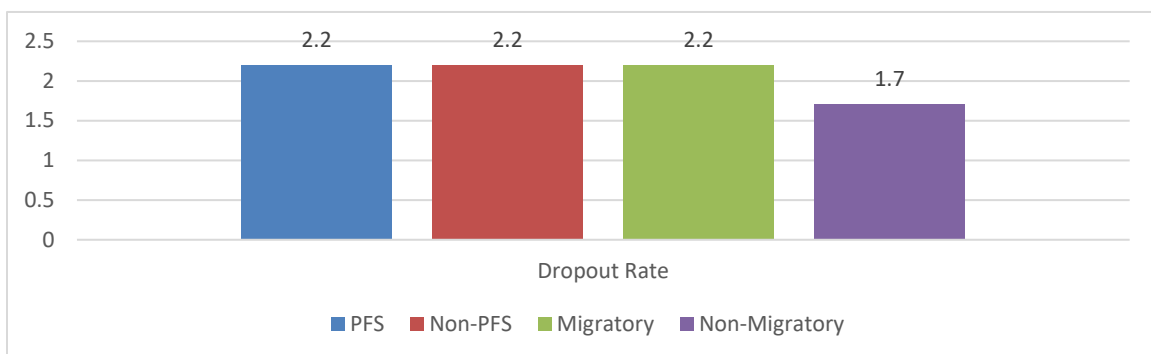


Source: KSDE and MIS2000

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

Kansas does not have a State Performance Target for dropout rate. The dropout rate for migratory students was 2.2% which was the same rate for both PFS and non-PFS students. The dropout rate for non-migratory students was 1.7%.

**Exhibit 20**  
**2020-21 Dropout Rates for Non-Migratory and Migratory Students**



Source: KSDE and MIS2000



Note: Data related to State Performance Goals should be interpreted with caution. While percentages of migratory students that are proficient and graduating from high school provide a useful measure of the overall educational progress of migratory students, there is little that can be said about MEP instructional services based on these data. State assessments are designed to measure student attainment of knowledge and skills outlined in State standards that are set for all students. It should be noted that since the MEP is supplemental in nature and cannot supplant the instruction provided by State and Federal funds, the services provided by the MEP are aligned with State standards *but* cannot replace what students are provided through other means. It is not possible to isolate the extent to which proficiency and non-proficiency on State assessments are associated with MEP supplemental instruction versus other instruction provided to migratory and non-migratory students. Other assessments that are aligned with the supplemental services offered through the MEP provide the most appropriate accountability measurement of the outcomes and effectiveness of MEP services.

## **GPRA Measure Results**

This section provides a summary of program results as indicated by the GPR

A measures for the MEP. Sources of data include data entered into MIS2000 on promotion, graduation, and completion of Algebra I as well as data from the KSDE. The results for GPRA 1 and 2 (ELA and math state assessment results) are included in the previous section.

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

Exhibit 21 shows that 90% of Kansas migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2020-21 school year (87% PFS students, 92% non-PFS students). Eighty-five percent (85%) of the 12<sup>th</sup> grade migratory students for whom data was available graduated, and 81% of the migratory students in grades 7-11 for whom data was available were promoted to the next grade level.

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

Grade Levels 2020-21	PFS Status	# Eligible Migratory Students in 2020-21	# Students for Whom Data Is Available	Students Promoted from 2020-21 to 2021-22		Students Graduated in 2020-21		# (%) Students Graduated or Promoted
				N	%	N	%	
7	PFS	104	101	87	86%	0	0	
	Non-PFS	126	110	88	80%	0	0	
	<b>Total</b>	<b>230</b>	<b>211</b>	<b>175</b>	<b>83%</b>	<b>0</b>	<b>0</b>	
8	PFS	94	91	72	79%	0	0	
	Non-PFS	106	90	80	89%	0	0	
	<b>Total</b>	<b>200</b>	<b>181</b>	<b>152</b>	<b>84%</b>	<b>0</b>	<b>0</b>	
9	PFS	97	85	68	80%	0	0	
	Non-PFS	135	119	92	77%	0	0	
	<b>Total</b>	<b>232</b>	<b>204</b>	<b>160</b>	<b>78%</b>	<b>0</b>	<b>0</b>	
10	PFS	91	87	66	76%	0	0	
	Non-PFS	116	101	85	84%	2	0	
	<b>Total</b>	<b>207</b>	<b>188</b>	<b>151</b>	<b>80%</b>	<b>2</b>	<b>1%</b>	
11	PFS	48	44	37	84%	0	0	
	Non-PFS	83	79	63	80%	1	0	
	<b>Total</b>	<b>131</b>	<b>123</b>	<b>100</b>	<b>81%</b>	<b>1</b>	<b>1%</b>	
12	PFS	27	27	0	--	24	89%	
	Non-PFS	70	61	0	--	51	84%	
	<b>Total</b>	<b>97</b>	<b>88</b>	<b>0</b>	<b>--</b>	<b>75</b>	<b>85%</b>	
<b>All</b>	<b>PFS</b>	<b>461</b>	<b>408</b>	<b>330</b>	<b>81%</b>	<b>24</b>	<b>6%</b>	<b>354 (87%)</b>

Grade Levels 2020-21	PFS Status	# Eligible Migratory Students in 2020-21	# Students for Whom Data Is Available	Students Promoted from 2020-21 to 2021-22		Students Graduated in 2020-21		# (%) Students Graduated or Promoted
				N	%	N	%	
	<b>Non-PFS</b>	<b>636</b>	<b>499</b>	<b>408</b>	<b>82%</b>	<b>51</b>	<b>10%</b>	<b>459 (92%)</b>
	<b>Total</b>	<b>1,097</b>	<b>907</b>	<b>738</b>	<b>81%</b>	<b>75</b>	<b>8%</b>	<b>813 (90%)</b>

Source: KSDE and MIS2000

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

According to MSIX records, 43% (90 of the 210 10<sup>th</sup> grade students) completed Algebra I or a higher math course prior to entering 11<sup>th</sup> grade.

### 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, QSI ratings, demographic data, MEP staff surveys, parent surveys, and student surveys.

Note: During 2020-21, the Kansas MEP was once again affected by the COVID-19 pandemic. Pre/post-testing was impacted, as services to students were both in-person and virtual. Migrant projects throughout Kansas worked with the local schools to ensure that migratory students had the support needed to be successful in a virtual learning environment and provided needed supports and instructional services.

## SCHOOL READINESS

**MPO 1.1A:** By the end of the 2020-21 program year, **70%** of 3- and 4-year old migratory children assessed with the ASQ will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.

Exhibit 22 shows that the Kansas MEP **met MPO 1.1A** with **79%** of the 203 migratory preschool children assessed with the ASQ demonstrating age-appropriate skills. Both PFS and non-PFS children met the target, with a larger percentage of PFS children meeting the target (+14%).

#### Exhibit 22 Migratory Preschoolers Demonstrating Age-Appropriate Skills on the ASQ

PFS Status	# (%) Assessed	# (%) w/Age- Appropriate Skills	MPO Met?
PFS	22	20 (91%)	Yes
Non-PFS	181	140 (77%)	Yes
<b>Total</b>	<b>203</b>	<b>160 (79%)</b>	<b>Yes</b>

Source: Kansas MEP Director Tracking Forms

On a survey, 46 MEP staff rated the extent to which the MEP impacted children's school readiness. Following are their ratings which are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All but one of the 46 MEP staff responding (98%) reported that the MEP impacted children's school readiness (28% very much, 22% a lot, 44% somewhat, 3% a little).

**Exhibit 23**  
**Staff Ratings of the Impact of the MEP on Children’s School Readiness**

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
46	1 (2%)	2 (3%)	20 (44%)	10 (22%)	13 (28%)	3.7

Source: Kansas MEP Staff Survey

**MPO 1.1B:** By the end of the 2020-21 program year, **80%** of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

Exhibit 24 shows that the Kansas MEP **did not meet MPO 1.1B** with **70%** of the 580 eligible migratory preschool children ages 3-5 (not attending kindergarten) receiving MEP services (instructional and/or support) during summer 2021. Eighty-two percent of PFS migratory preschool children were served by the MEP during summer 2021, meeting the MPO; however, only 67% of non-PFS children were served.

**Exhibit 24**  
**Migratory Children Ages 3-5 Receiving MEP Services During Summer 2021**

PFS Status	# Eligible	# (%) Served Summer 2021	MPO Met?
PFS	124	101 (82%)	Yes
Non-PFS	456	303 (67%)	No
<b>Total</b>	<b>580</b>	<b>404 (70%)</b>	<b>No</b>

Source: 2020-21 Kansas MEP CSPR Data Check Sheet and MIS2000

**MPO 1.2:** By the end of the 2020-21 program year, **80%** of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child’s school readiness skills.

Exhibit 25 shows that the Kansas MEP **met MPO 1.2** with **95%** of the 77 parents responding to surveys reporting that parent training helped them support their child’s school readiness skills (87% a lot, 8% somewhat).

**Exhibit 25**  
**Parent Ratings of the Impact of MEP Parent Training on their Skills for Supporting their Child’s School Readiness**

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Somewhat or A Lot	MPO Met?
77	4 (5%)	6 (8%)	67 (87%)	2.8	95%	Yes

Source: Kansas MEP Parent Surveys

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

**MPO 2.1A:** By the end of the 2020-21 program year, **70%** of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments (e.g., NWEA MAP, aimswebPlus, FastBridge, State Formative).

Exhibit 26 shows that the Kansas MEP **nearly met MPO 2.1A** with **68%** of the 1,407 migratory students in grades K-10 pre/post-tested gaining by 2% or more on local reading assessments.

Seventy-nine percent (79%) of the students assessed gained by at least one point ( $p < .001$ ). Non-PFS students met the MPO, but PFS students did not.

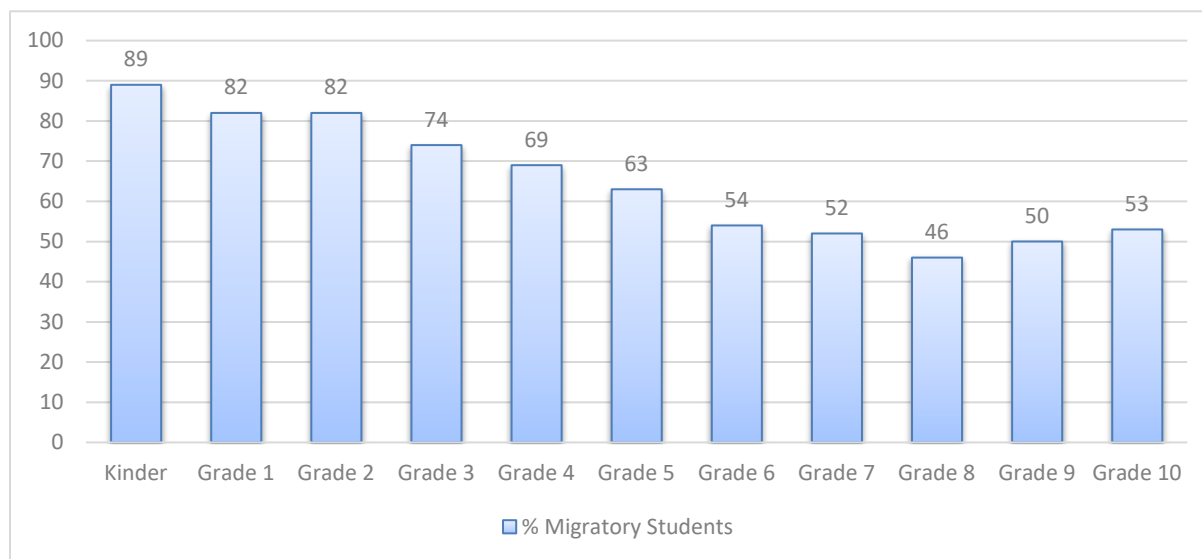
**Exhibit 26**  
**Migratory Student Gains on Local Reading Assessments**

PFS Status	# Students Tested	# (%) Gaining	P-Value	# (%) Gaining 2% or More	MPO Met?
PFS	601	460 (77%)	<.001	388 (65%)	No
Non-PFS	806	657 (82%)	<.001	567 (70%)	Yes
<b>Total</b>	<b>1,407</b>	<b>1,117 (79%)</b>	<b>&lt;.001</b>	<b>955 (68%)</b>	<b>No</b>

Source: Kansas MEP Director Tracking Forms

A total of 1,801 migratory students had either a pretest score or a post-test score, with 1,407 (78%) having both. Exhibit 27 is a graphic display of these results by grade level (# students: K=166, 1=151, 2=159, 3=154, 4=155, 5=122, 6=108, 7=115, 8=100, 9=100, 10=77).

**Exhibit 27**  
**Percentage of Migratory Students Improving Reading Skills by Grade Level**



Source: Kansas MEP Director Tracking Forms

Students in grades K-3 exceeded the 70% target, with kindergarten students having the largest percentage of students gaining by 2% (89%) or more, followed by 1<sup>st</sup> and 2<sup>nd</sup> grade students (82% each). Eighth grade students had the lowest percentage of students gaining by 2%.

On a survey, 61 MEP staff rated the extent to which the MEP impacted students' reading/language arts skills. Following are their ratings which are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All but one of the 61 MEP staff responding (98%) reported that the MEP impacted students' reading/language arts skills (30% very much, 30% a lot, 34% somewhat, 3% a little).

**Exhibit 28**  
**Staff Ratings of the Impact of the MEP on Students' Reading/Language Arts Skills**

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
61	1 (2%)	2 (3%)	21 (34%)	18 (30%)	19 (30%)	3.9

Source: Kansas MEP Staff Survey

**MPO 2.1B:** By the end of the 2020-21 program year, **70%** of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments (e.g., NWEA MAP, aimswebPlus, FastBridge, State Formative).

Exhibit 29 shows that the Kansas MEP **nearly met MPO 2.1B** with **67%** of the 1,200 migratory students in grades K-10 pre/post-tested gaining by 2% or more on local math assessments. Seventy-nine percent (79%) of the students assessed gained by at least one point ( $p < .001$ ). Non PFS met the 70% target for the MPO, but PFS students did not.

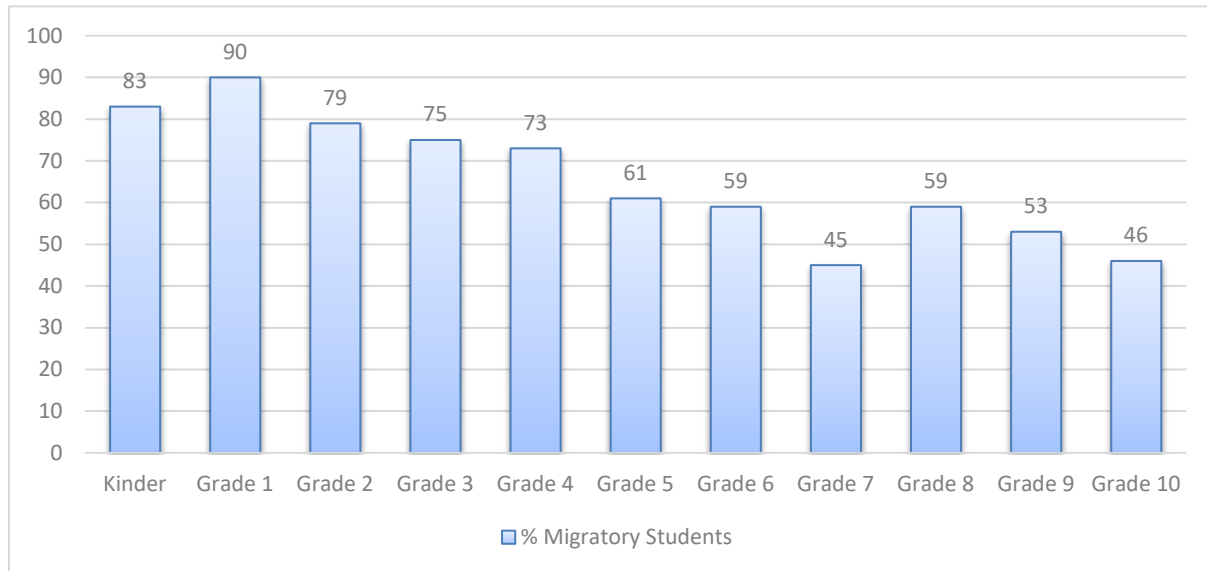
**Exhibit 29**  
**Migratory Student Gains on Local Math Assessments**

PFS Status	# Students Tested	# (%) Gaining	P-Value	# (%) Gaining 2% or More	MPO Met?
PFS	520	384 (74%)	<.001	318 (61%)	No
Non-PFS	680	567 (83%)	<.001	491 (72%)	Yes
<b>Total</b>	<b>1,200</b>	<b>951 (79%)</b>	<b>&lt;.001</b>	<b>809 (67%)</b>	<b>No</b>

Source: Kansas MEP Director Tracking Forms

A total of 1,476 migratory students had either a pretest or a post-test, with 1,200 (81%) having both. Exhibit 30 is a graphic display of these results by grade level (# students: K=117, 1=96, 2=145, 3=141, 4=138, 5=111, 6=106, 7=111, 8=97, 9=79, 10=59). Students in grades K-4 exceeded the target for the MPO, with 1<sup>st</sup> grade students having the highest percentage of students gaining by 2% (90%) or more. Seventh grade students had the fewest percentage of students gaining by 2% or more (45%).

**Exhibit 30**  
**Percentage of Migratory Students Improving Math Skills by Grade Level**



Source: Kansas MEP Director Tracking Forms

On a survey, 60 MEP staff rated the extent to which the MEP impacted students' math skills. Following are their ratings which are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All but one of the 60 MEP staff responding (98%) reported that the MEP impacted students' math skills (17% very much, 40% a lot, 38% somewhat, 3% a little).

**Exhibit 31  
Staff Ratings of the Impact of the MEP on Students' Math Skills**

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
60	1 (2%)	2 (3%)	23 (38%)	24 (40%)	10 (17%)	3.7

Source: Kansas MEP Staff Survey

**MPO 2.1C:** By the end of the 2020-21 program year, **80%** of eligible migratory students in grades PreK-12 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

Exhibit 32 shows that the Kansas MEP **did not meet MPO 2.1C** with **70%** of the 3,514 eligible migratory students in grades PreK-12 (does not include the 75 twelfth grade students that graduated in May 2021) receiving MEP services (instructional and/or support) during summer 2021.

**Exhibit 32  
Migratory Students in Grades PreK-12 Receiving MEP Services During Summer 2021**

PFS Status	# Eligible	# (%) Served Summer 2021	MPO Met?
PFS	1,481	1,126 (76%)	No
Non-PFS	2,033	1,357 (67%)	No
<b>Total</b>	<b>3,514*</b>	<b>2,483 (70%)</b>	<b>No</b>

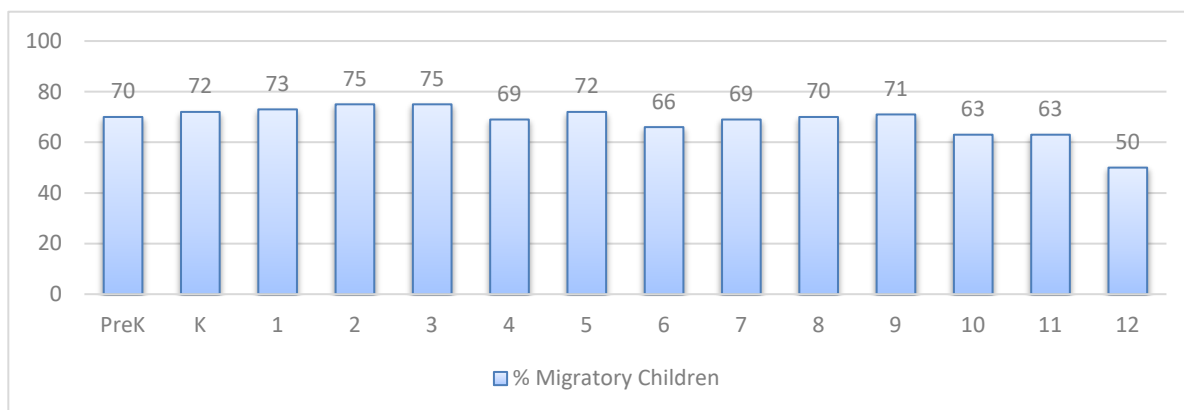
Source: 2020-21 Kansas MEP CSPR Data Check Sheet and MIS2000

\*Does not include the 75 twelfth grade migratory students that graduated

Seventy-six percent of PFS migratory students in grades PreK-12 were served by the MEP during summer 2021 as were 67% of non-PFS students.

Exhibit 33 is a graphic display of the percentage of students in grades PreK-12 served during summer 2021. The largest percentage of migratory children served were second and third grade students, followed closely by first grade students.

**Exhibit 33  
Percentage of Migratory Students in Grades PreK-12 Receiving MEP Services during Summer 2021, by Grade Level**



Source: 2020-21 Kansas MEP CSPR Data Check Sheet

On a survey, 58 MEP staff rated the extent to which the MEP supported migratory student learning during the summer. Following are their ratings which are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All 58 MEP staff

responding (100%) reported that the MEP supported migratory student learning during the summer (48% very much, 29% a lot, 21% somewhat, 2% a little).

**Exhibit 34**  
**Staff Ratings of the Learning Support Provided to Students during the Summer**

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
58	0 (0%)	1 (2%)	12 (21%)	17 (29%)	28 (48%)	4.2

Source: Kansas MEP Staff Survey

## GRADUATION/SERVICES TO OSY

**MPO 3.1:** By the end of the 2020-21 program year, **80%** of secondary-aged migratory students/OSY enrolled in credit accrual opportunities and instruction will earn one-half credit toward graduation.

Exhibit 35 shows that the Kansas MEP met MPO 3.1 with **97%** of the 75 migratory students/OSY enrolled in credit accrual opportunities receiving one-half credit toward high school graduation. Both PFS and non-PFS migratory students met the MPO.

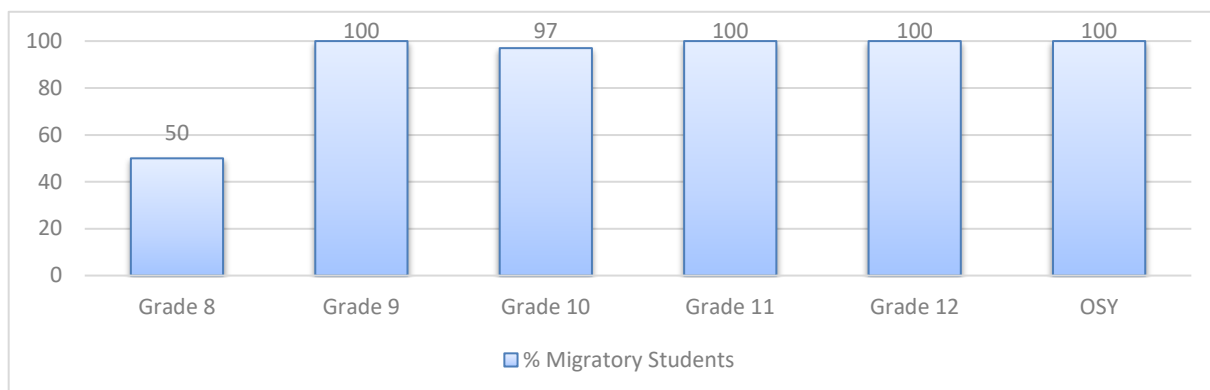
**Exhibit 35**  
**Migratory Students/OSY Obtaining Credits toward High School Graduation**

PFS Status	# Enrolled in Classes	# (%) Earning HS Credit	MPO Met?
PFS	53	51 (96%)	Yes
Non-PFS	22	22 (100%)	Yes
<b>Total</b>	<b>75</b>	<b>73 (97%)</b>	<b>Yes</b>

Source: Kansas MEP Director Tracking Forms

Exhibit 36 is a graphic display of these results by grade level expressed as percentage of migratory students obtaining credits (5=1, 8=2, 9=16, 10=30, 11=14, 12=10, OSY=2). All 9<sup>th</sup> graders, 11<sup>th</sup> graders, 12<sup>th</sup> graders, and OSY enrolled in courses received credits, followed by 97% of 10<sup>th</sup> grade students, and 50% of 8<sup>th</sup> grade students. The fifth grade student that received credit received credit for Personal Finance.

**Exhibit 36**  
**Percentage of Credits Received by Migratory Students, by Grade Level**



Source: Kansas MEP Director Tracking Forms



Exhibit 37 shows the courses for which migratory students earned credits. Students completed 28 different courses and earned 87 credits.

**Exhibit 37**  
**Secondary Courses for which Migratory Students Earned Credits**

Course(s) Enrolled	# Credits Earned
Algebra I	5
Algebra II	2
Algebra Essentials	1
American Government	1
American History	1
Basic Math	1
Biology	2
Business Economics	1
Career Skills	1
Creative Writing	1
English I	12
English II	11
English III	8
English IV	5
English Literature	7
Financial Algebra	2
Fitness/Conditioning	2
Fundamentals of Math	1
Health	5
Personal Finance	2
Personal Wellness	1
Physical Science	2
Psychology	1
Sculpture	1
Spanish Heritage Speakers	3
Speech I	4
U.S. History	3
World History	1
<b>Total</b>	<b>87</b>

Source: Kansas MEP Director Tracking Forms

On a survey, MEP staff rated the extent to which the MEP impacted secondary-aged migratory students and OSY. Following are their ratings which are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All 51 MEP staff responding (100%) reported that the MEP helped migratory students in grades 9-12 stay on-track to graduate (51% very much, 20% a lot, 29% somewhat), and all but two staff responding (92%) reported that the MEP supported migratory OSY (20% very much, 20% a lot, 36% somewhat, 16% a little).

**Exhibit 38**  
**Staff Ratings of the Impact of the MEP on Secondary-aged Students/OSY**

To what extent did the MEP...	N	# (%) Not at all	# (%) A Little	# (%) Some- what	# (%) A Lot	# (%) Very Much	Mean Rating
...help migratory students in grades 9-12 stay on-track to graduate?	51	0 (0%)	0 (0%)	15 (29%)	10 (20%)	26 (51%)	4.2
...support migratory OSY?	25	2 (8%)	4 (16%)	9 (36%)	5 (20%)	5 (20%)	3.3

Source: Kansas MEP Staff Survey



**MPO 3.2:** By the end of the 2020-21 program year, **80%** of eligible migratory students in grades 7-12/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

Exhibit 39 shows that the Kansas MEP **did not meet MPO 3.2** with **65%** of the 1,171 eligible migratory students in grades 7-12 (does not include the 75 twelfth grade students that graduated in May 2021) and OSY receiving MEP services (instructional and/or support) during summer 2021. Seventy percent of PFS students were served as were 62% of non-PFS students.

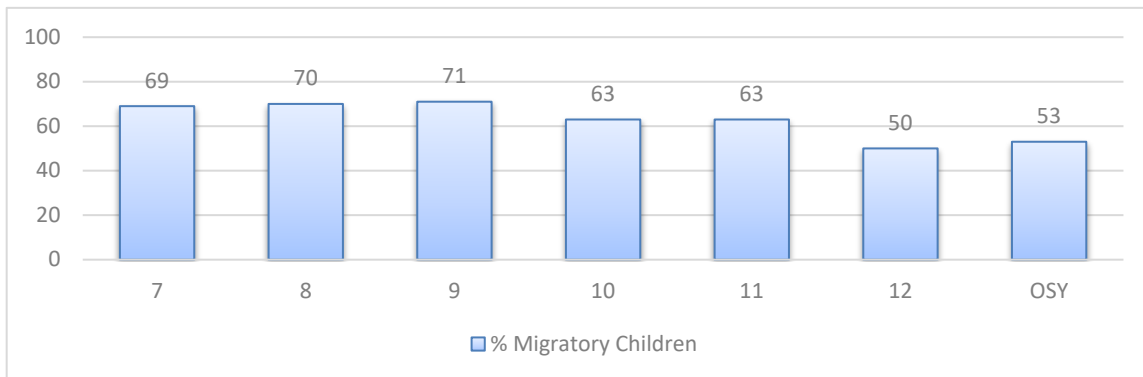
**Exhibit 39**  
**Migratory Students in Grades 7-12 and OSY Receiving MEP Services in Summer 2021**

PFS Status	# Eligible	# (%) Served Summer 2021	MPO Met?
PFS	491	343 (70%)	No
Non-PFS	680	423 (62%)	No
<b>Total</b>	<b>1,171*</b>	<b>766 (65%)</b>	<b>No</b>

Source: 2020-21 Kansas MEP CSPR Data Check Sheet and MIS2000  
\*Does not include the 75 twelfth grade migratory students that graduated

Exhibit 40 is a graphic display of the percentage of students in grades 7-12 and OSY served during summer 2021. The largest percentage of migratory students/youth served were ninth grade students, followed closely by eighth grade students and seventh grade students.

**Exhibit 40**  
**Percentage of Migratory Students in Grades 7-12 and OSY Receiving MEP Services during Summer 2021, by Grade Level**



Source: 2020-21 Kansas MEP CSPR Data Check Sheet

## NON-INSTRUCTIONAL SUPPORT SERVICES

**MPO 4.1:** By the end of the 2020-21 program year, **80%** of projects will rate their implementation of Strategy 4.1 (counseling/advocacy opportunities) as “succeeding” or “exceeding” on the QSI.

Exhibit 41 shows that the Kansas MEP **met MPO 4.1** with **88%** of the 16 projects (submitting a QSI) rating their implementation of Strategy 4.1 (counseling/advocacy opportunities) as succeeding nor exceeding. The overall mean rating for Strategy 4.1 was 4.1 out of 5.0.

**Exhibit 41  
Mean Ratings of Strategy 4.1 on the QSI**

Strategy	# Projects Rated 4.0 or Higher	MPO Met?
<b>Strategy 4.1:</b> During the school year and summer, provide counseling/advocacy opportunities for all migratory students/OSY/families (e.g., college and career readiness, information on students' IPS).	14 of 16 (88%)	Yes

Source: 2020-21 Kansas MEP QSIs

**MPO 4.2:** By the end of the 2020-21 program year, **80%** of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social/emotional programs in the community.

Exhibit 42 shows that the Kansas MEP **met MPO 4.2** with **95%** of the 240 parents responding to surveys reporting that the MEP helped increase their knowledge of available health, mental health, and social/emotional programs in the community (82% a lot, 13% somewhat).

**Exhibit 42  
Parent Ratings of the Impact of the MEP on their Knowledge of  
Community Health, Mental Health, and Social/Emotional Programs**

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Somewhat or A Lot	MPO Met?
240	13 (5%)	30 (13%)	197 (82%)	2.8	95%	Yes

Source: Kansas MEP Parent Surveys

In addition to collecting information from parents about MEP support services, staff were surveyed to determine the extent to which they thought the MEP addressed migratory student support services needs during the summer. Following are their ratings which are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All 59 MEP staff responding (100%) reported that the MEP addressed migratory student support services needs during the summer (44% very much, 34% a lot, 19% somewhat, 3% a little).

**Exhibit 43  
Staff Ratings of the Extent to Which the MEP Addressed  
Student Support Services Needs during the Summer**

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
59	0 (0%)	2 (3%)	11 (19%)	20 (34%)	26 (44%)	4.2

Source: Kansas MEP Staff Survey

**MPO 4.3:** By the end of the 2020-21 program year, **80%** of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as “succeeding” or “exceeding” on the QSI.

Exhibit 44 shows that the Kansas MEP **met MPO 4.3** with **81%** of the 16 projects (submitting a QSI) rating their implementation of Strategy 4.3 (regular and timely referrals) as succeeding nor exceeding. The overall mean rating for Strategy 4.3 was 4.3 out of 5.0.

**Exhibit 44  
Mean Ratings of Strategy 4.3 on the QSI**

Strategy	# Projects Rated 4.0 or Higher	MPO Met?
<b>Strategy 4.3:</b> Provide regular and timely referrals for all attendance centers (within 4 days) to local/regional recruiters when potential migratory students arrive in the district.	13 of 16 (81%)	Yes

Source: 2020-21 Kansas MEP QSIs

On a survey, MEP staff rated the impact of the MEP on ID&R. Following are their ratings which are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All but three of the 53 staff responding (94%) reported that MEP ID&R efforts were sufficient for finding migratory students in their area (28% very much, 32% a lot, 32% somewhat, 2% a little), and all but four of the 48 MEP staff responding (92%) reported that MEP PD helped increase their capacity to identify and recruit migratory students (31% very much, 25% a lot, 27% somewhat, 8% a little).

**Exhibit 45  
Staff Ratings of ID&R and ID&R Professional Development**

To what extent...	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
...did MEP PD increase your capacity to identify and recruit migratory students	48	4 (8%)	4 (8%)	13 (27%)	12 (25%)	15 (31%)	3.6
...were MEP ID&R efforts sufficient for finding migratory students in your area?	53	3 (6%)	1 (2%)	17 (32%)	17 (32%)	15 (28%)	3.8

Source: Kansas MEP Staff Survey

**MPO 4.4:** By the end of the 2020-21 program year, **80%** of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child's education.

Exhibit 46 shows that the Kansas MEP **met MPO 4.4** with **91%** of the 206 parents responding to surveys reporting that MEP parent activities helped increase their skills for supporting their child's education (72% a lot, 19% somewhat).

**Exhibit 46  
Parent Ratings of the Impact of MEP Parent Training on their Skills for Supporting their Child's Education**

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Somewhat or A Lot	MPO Met?
206	18 (9%)	39 (19%)	149 (72%)	2.6	91%	Yes

Source: Kansas MEP Parent Surveys

**MPO 4.5:** By the end of the 2020-21 program year, **80%** of MEP staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory students.

Exhibit 47 shows that the Kansas MEP **met MPO 4.5** with **98%** of the 48 staff responding who reported that they participated in MEP professional development indicating that training

increased their capacity to provide needs-based services to migratory students (33% very much, 35% a lot, 26% somewhat, 4% a little).

**Exhibit 47**  
**Staff Ratings of the Impact of MEP PD on their Capacity to Provide Needs-Based Services to Migratory Students**

# Staff Responding	# (%) 1	# (%) A Little 2	# (%) Somewhat 3	# (%) A Lot 4	# (%) Very Much 5	Mean Rating	% Rating 2-5	MPO Met?
48	1 (2%)	2 (4%)	12 (26%)	16 (35%)	15 (33%)	3.9	98%	Yes

Source: Kansas MEP Staff Surveys

Of the 67 staff responding to the survey, 72% reported that professional development was offered by the MEP during 2020-21.

## MEP STAFF COMMENTS ABOUT THE IMPACT OF THE KANSAS MEP

MEP staff were asked about the ways in which the Kansas MEP impacted migratory students. Responses addressed improved academic skills, and more preparation for school, graduation, and postsecondary education/careers. Following are examples of staff comments about the impact of the MEP.

### Impact on Academics

- *Academic support*
- *By providing summer school.*
- *By providing them with extra support in their daily class.*
- *Classroom support was a big part in this area.*
- *Helped during class, summer services, and services throughout the year.*
- *Helped in classes.*
- *Helped students more deeply understand the subject.*
- *Helped them to be more confident about their learning skills in every subject.*
- *In-class support, small group interventions, one-on-one support.*
- *It allowed for funding for tutoring which improved State testing scores dramatically.*
- *It helped them improve through the extended hours of learning*
- *It helped to identify students and allowed me to check in on their school progress and well-being. My migratory students were successful and engaged. They made good grades and felt supports by the program.*
- *Liaisons supported the students during class time and out of class. The MEP communicated with students and parents about supports for students; individually as well as in groups. Liaisons monitored grades, attendance, and benchmark data.*
- *MEP impacts student achievement by ensuring these students are receiving the right support to fit their needs in order to enable learning and growth.*
- *MEP staff helped migratory students with reading and math content. They also helped them continue their education during the summer months.*
- *Our migrant advocates helped improve student achievement by building relationships with students and supporting them academically and personally with their individual, unique needs.*
- *Provided in-class support and after-school support.*
- *Several K-12 students received tutoring in reading and math, and several preschool children were enrolled in preschool and received additional kindergarten readiness instruction.*
- *Students were offered after school programming and they participated in a reading project allowing them to achieve academic goals throughout the year*

- *The advocate closely monitors grades, offers tutoring, and makes parent contacts.*
- *The MEP is in constant communication with district staff directly involved with MEP students; therefore, MEP staff have the opportunity to share their findings with parents and successfully achieve results.*
- *The monthly (or more frequent) contacts were helpful in building a relationship, helping to engage the student in school, and identifying needs (academic and non-academic).*
- *We assisted students and parents through the most difficult school year by providing families with referrals, language, math, and school readiness skills. We monitored and provided tutoring, counseling, and materials.*
- *We hosted two STEM camps during the summer. We also offer in-class support for migratory students.*
- *We monitor grades and attendance, consult with teachers, and meet with parents and students to form an action plan. We provide school supplies and pay for after school tutoring programs. During the summer, we provided numerous field trips to museums and the cosmosphere.*

#### Impact on Secondary-aged Students and OSY

- *A couple of students I work with made the effort to go to classes, finish assignments, and one of them graduated from high school.*
- *Helping them through school and graduating.*
- *In several ways, including two OSY receiving credit recovery through PASS. They are on their way to a high school diploma!*
- *Students get the extra help and guidance to help them succeed during and after high school. Tutoring has been a big help to students.*
- *The MEP helped students with career choices, scholarships, provided assistance in the classroom, and made personal contact with parents and students.*
- *We were able to receive two CAMP scholarships for two of our high school graduates so they can continue with their education.*

#### Impact of Remote/Virtual Instruction and Support

- *Because of virtual resources and students', parents', and teachers' familiarity with Zoom, I have been able to offer a lot more services across my wide ranging districts. I have several students in grades 2-12, and OSY who have really benefited from virtual tutoring (reading, math, and other classroom content for K-12, and ESL and Life Skills for OSY).*
- *COVID was hard this year with students learning how to connect virtually. Our staff provided support with online learning and evening virtual events for our MEP students.*
- *Help with summer service with books.*
- *It helped them have academic supports they needed to be successful even with the challenges of remote and hybrid school. We had regular WebEx meetings to talk about time management and advocating their needs with their teachers. These meetings kept them on track academically.*
- *Last year was difficult for all students, but our MEP took many additional steps to provide support for students and their families. They provided both in-person and virtual opportunities.*
- *Provided many resources during the pandemic and online school.*
- *The MEP contacted students to keep them engaged in online learning and monitored attendance. We also provided some engaging evening virtual events to keep families connected to the MEP.*

#### Impact of Support Services

- *Ensure basic needs were met so learning could be the focus.*
- *Gave good tools and resources to have to help facilitate student achievement.*
- *In addition to resources, it gave them confidence knowing they had support. It gave parents peace of mind knowing that someone could help their kids.*
- *Our staff provided porch drop offs for instructional, hygiene, and personal needs. Resources were provided for families who needed outside services.*

- *Provided resources, technology support.*
- *Providing different resources to use to improve skills.*
- *Students received school supplies, orientation, and support.*
- *The building MEP coordinator met with the student(s) to address social and emotional concerns that may have impacted learning.*
- *The MEP provided multiple out-of-school resources and materials and technology support.*
- *The MEP was able to support and provide educational materials as much as possible due to COVID-19 restrictions.*
- *We are able to provide resources that may lessen stressors.*

#### Impact on Families

- *Helped parents understand and guide students. Provided language help for the entire family.*
- *Family engagement nights were very helpful to get to know families and identify/meet their needs.*

## 7. Implications

This section of the report provides progress on recommendations from the previous evaluation and recommendations for action based on the data collected for the evaluation of the 2020-21 Kansas MEP. Recommendations are summarized based on observations, staff and parent surveys, results of student assessments, and interviews with State and local MEP staff and parents. Recommendations are provided for program implementation as well as for improving services to achieve the State Performance Goals and MEP MPOs.

### Progress on Previous Recommendations

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

2019-20 Recommendations for the Implementation Evaluation	Status
From 2017-18 to 2018-19 (the most recent CSPR data available), there was a 20% increase in the percentage of migratory students served during the summer months. The Kansas MEP is commended for increasing services to migratory children during the summer as these supplemental services are critical to supporting the educational and educationally-related needs resulting from mobility. It is recommended that the State continue to focus on increasing the number of children served during the summer through center-based summer programming, home-based services, community-based services, and virtual services.	Once again, there was a 4% increase in the number of students served from summer 2020 to summer 2021. This has resulted from the Kansas MEP's focus on ensuring that projects provide services to migratory students and families during the summer. Funded projects were required to hold a particular amount of their allocation for summer services, and if they were not going to provide summer services, to return the money so that these funds could be distributed to one of the regional services centers to provide services in these areas.
During the next Evaluation Planning Team (EPT) meeting, review the MPOs related to parent involvement and MEP services to ensure that the targets reflect the 2019-20 evaluation results, as appropriate.	During the September 2020 EPT meeting, Kansas MEP staff reviewed the 2019-20 MPO evaluation results and determined that no changes were needed to the MPOs or MPO targets.
Consider the recommendations made by parents including more information about the MEP, English classes, and more communication and contact between the program and families.	Kansas MEP staff shared the comments and suggestions made by parents during MEP Director Meetings throughout 2020-21.

2019-20 Recommendations for the Results Evaluation	Status
During the next EPT Meeting, review the MPOs related to school readiness, ELA and math, and graduation/ services to OSY to ensure that the targets reflect the 2020-21 evaluation results, as appropriate.	During the September 2020 EPT meeting, Kansas MEP staff reviewed the 2019-20 MPO evaluation results and determined that no changes were needed to the MPOs or MPO targets.
MPO 1B was the only MPO not met by the Kansas MEP in 2020-21. It is recommended that MEP staff review the results of the Ages and Stages Questionnaire to determine areas in which the programs needs to increase their focus.	Kansas MEP staff incorporated training and technical assistance on the ASQ and services to preschool migratory children during PD held in 2020-21.



## 2020-21 Summary and Implications – Implementation Evaluation

**Parent Involvement:** Parents participating in parent activities and events reported that they increased their knowledge of the topics/content addressed to help them advocate for their children and be more involved in their children’s education. The Kansas MEP SDP includes three MPOs related to parent involvement:

MPO 1.2: By the end of the 2020-21 program year, 80% of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child’s school readiness skills.

MPO 4.2: By the end of the 2020-21 program year, 80% of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social/emotional programs in the community.

MPO 4.4: By the end of the 2020-21 program year, 80% of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child’s education.

During 2020-21, all three MPOs were met with 95% of parents surveyed reporting increased capacity to support their child’s school readiness skills and increased knowledge of health, mental health, and social/emotional programs in the community; and 91% of parents surveyed reporting that MEP parent activities increased their skills for supporting their child’s education.

**Professional Development:** MEP staff received ongoing and varied professional learning opportunities that positively impacted their ability to address the learning needs of migratory students. Professional development included statewide MEP training and meetings, local training and workshops, collaborative staff meetings during summer programming, and participation in IDRC CIG training. The Kansas SDP includes one MPO related to professional development.

MPO 4.5: By the end of the 2020-21 program year, 80% of MEP staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory students.

During 2020-21, MPO 4.5 was met with 98% of staff surveyed reporting that MEP PD increased their capacity to provide needs-based services to migratory students.

**MEP Services:** Migratory students were provided with supplemental instructional services including tutoring during the regular school year and comprehensive summer programming in addition to support services in order to reduce barriers to academic success including guidance counseling, transportation, health and dental services, educational supplies, transportation, and collaboration with other programs and agencies. The Kansas MEP SDP includes three MPOs related to MEP services.

MPO 1.1B: By the end of the 2020-21 program year, 80% of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

MPO 2.1C: By the end of the 2020-21 program year, 80% of eligible migratory students in grades PreK-12 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

MPO 3.2: By the end of the 2020-21 program year, 80% of eligible migratory students in grades 7-12/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

During 2020-21, none of the three MPOs addressing MEP services were met. Seventy percent of eligible children ages 3-5 received MEP services during summer 2021 (10% short of the target), as did 70% of PreK-12 students (10% short of the target), and 65% of students in grades 7-12 and OSY (15% short of the target). Note that the 75 twelfth grade migratory students that graduated in May 2022 were not included in the calculations for these MPOs.

**Strategy Implementation:** MEP staff assigned ratings on the implementation of the 12 strategies in the SDP using the QSI. MEP staff worked in teams to identify ways in which the strategies were implemented and documentation kept onsite to support QSI ratings and came to consensus on the ratings for each strategy. The mean rating for all 12 strategies was 4.2 out of 5.0, with mean ratings ranging from 3.8 to 4.5. Ten of the 12 strategies (83%) were rated at the “proficient” level (mean ratings of succeeding or exceeding). The Kansas SDP has two MPOs that address strategy implementation.

MPO 4.1: By the end of the 2020-21 program year, 80% of projects will rate their implementation of Strategy 4.1 (counseling/advocacy opportunities) as “succeeding” or “exceeding” on the QSI.

MPO 4.3: By the end of the 2020-21 program year, 80% of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as “succeeding” or “exceeding” on the QSI.

In 2020-21, both MPOs were met with 88% of projects completing the QSI rating their implementation of Strategy 4.1 as succeeding or exceeding, and 81% rating their implementation of Strategy 4.3 as succeeding or exceeding.

## **2020-21 Summary and Implications – Performance Results Evaluation**

**School Readiness:** Local projects collaborated with preschool service providers to ensure that migratory children received quality preschool services, and when no other services were available, provided direct instruction to migratory preschool children. The Kansas MEP SDP includes one MPO related to school readiness skills:

MPO 1.1A: By the end of the 2020-21 program year, 70% of 3- and 4-year old migratory children assessed with the ASQ will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.

During 2020-21, MPO 1.1A was met with 79% of the migratory preschool children assessed demonstrating age-appropriate skills.

**ELA and Mathematics:** Local projects provided extensive reading and math instruction to migratory students during the regular school year and summer in order to supplement the reading and math instruction received by the regular school program to address migratory student learning needs. The Kansas MEP SDP includes two MPOs related to reading and mathematics achievement:

MPO 2.1A: By the end of the 2020-21 program year, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.

MPO 2.1B: By the end of the 2020-21 program year, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.

During 2020-21, the two MPOs were *nearly* met with 68% of migratory students assessed improving their reading scores by 2% or more, and 67% of the students assessed improving their math scores by 2% or more.

**Graduation and Services to OSY:** There is a strong focus on graduation throughout the Kansas MEP. Secondary students and OSY are provided with a wealth of services and resources designed to support their efforts to graduate from high school. The Kansas MEP SDP includes two MPOs related to graduation and services to OSY.

MPO 3.1: By the end of the 2020-21 program year, 80% of secondary-aged migratory students/OSY enrolled in credit accrual opportunities and instruction will earn one-half credit toward graduation.

During 2020-21, MPO 3.1 was met with 80% of the 75 migratory students enrolled in credit-bearing courses obtaining 87 semester credits.

## Evaluator Recommendations

**Continue to increase services provided during the summer months.** From 2017-18 to 2020-21, there was a 29% increase in the percentage of migratory students served during the summer months (with another 4% increase in summer 2021). The Kansas MEP is commended for continuing to implement processes and procedures to ensure more migratory students and families receive needs-based services during the summer. These supplemental services are critical to supporting the educational and educationally related needs resulting from mobility. While the percentage of students served during the summer continues to increase, the percentage is still short of the target the SDP Committee set in 2020 of 80% served resulting in none of the three MPOs addressing summer services being met in 2020-21 (1.1B, 2.1C, 3.2). It is recommended that the State continue to focus on increasing services to migratory students and families in the summer by addressing this topic during training and technical assistance provided to projects, ensuring that the regional centers have adequate staff and financial capacity to provide services to migratory students not being served by funded projects, and ensuring that the processes and procedures put in place to increase summer services are reviewed and updated as needed.

**Review the MPOs during the next EPT meeting.** During the next EPT meeting this spring, review the MPOs to ensure that the targets reflect the 2020-21 evaluation results, as appropriate.

**Encourage more projects to provide secondary migratory students and OSY with opportunities to participate in credit-bearing courses.** During 2020-21, Kansas had 667 eligible migratory students in grades 9-12 and 149 OSY (816 total). On the 2020-21 CSPR, it was reported that 75% of these students/OSY received instructional services. In addition to receiving reading and math instruction, 75 students/OSY (9% of all eligible) participated in credit-bearing courses facilitated/supported by the MEP. While this is commendable for the students that participated and received credit, it is a fairly low percentage of all eligible students. It is recommended that project staff are provided ongoing training and support on secondary credit accrual options as well as identifying the high school credit needs of secondary-aged migratory students and youth from MEP databases (MIS2000, MSIX) in order to build staff skills for providing students/OSY with access to these opportunities for obtaining credits toward high school graduation.

**Focus professional development and technical assistance on supplemental reading and math instruction.** The two MPOs addressing migratory student gains on local reading and math assessments were not met this year for the first time in several years. For the past three years, an average of 75% of students gained by 2% or more on local reading assessments and an average of 74% gained by 2% or more on local math assessments. This year, 68% gained in reading and 67% gained in math. The number of students with pre and post-test scores increased this year to rates similar to those prior to the pandemic (there was a drop in 2019-20 due to school closures resulting from the pandemic) so a low number assessed did not factor into the decreased percentages. In addition, the assessments used by projects have not changed from previous years (e.g., AimsWeb, Fastbridge, NWEA MAP) and training specifically addressing appropriate reading and math assessments for the MPOs was provided to MEP staff by the evaluator in February 2021. Therefore, we can infer that the decreased number of students gaining has resulted from the learning loss experienced during the pandemic due to school closures and remote learning. It is recommended that the State focus efforts on supporting MEP staff to provide supplemental reading and math instruction to migratory students now more than ever. Key to this is providing training on evidence-based and effective strategies for reading and math instruction as well as information on available resources and curricular/instructional materials to address migratory students' foundational reading and math skills.

**Consider the recommendations made by MEP staff** for informing the implementation of the Kansas MEP, professional development for staff, and possibly share the recommendations with the local projects to inform their own program improvement.

- *Anytime we can engage parents/families in the school, the better for the student. Easy/user-friendly access to interpreters, services, goods, etc.*
- *As far as I know, summer school helped some students be on-track to graduate; however, some migrant students are also ELs, and a three-week class should NOT substitute a one semester class credit. ELs need time to internalize the new language, and this program does not help with that. As an extension of the school year is a great idea, but as a program to get students to graduate without the necessary language skills is a disservice to students.*
- *Clear deadlines and expectations stated early in the year; resources and a recognition by Kansas MEP that projects have very diverse language groups—not just Spanish.*
- *Continue to offer PD and education regarding the MEP.*
- *During COVID, it was problematic to have meetings in person. Next year, the goal is to reconvene onsite parent meetings. We also want to improve parent/school communication.*
- *Encourage/access as many students as possible.*
- *Have more field trips that are hands-on.*
- *Have more presence and support at school events from supervisors and higher level to visit them and have more contact with the students.*
- *I hope this year we can have an in-person PLC in this area.*
- *I think a short video explaining the MEP to send out to schools (admin/teachers) would be very beneficial - to raise awareness about MEP and "legitimize" us - when we introduce ourselves and some district staff aren't familiar with MEP, such a video (perhaps from KSDE?) could really help promote MEP and therefore, make it even more successful. I personally could also use training on how to use Propio or another interpretation service for my non-Spanish speaking families. Thank you.*
- *I think we're making improvements to our local MEP. For the state MEP, we really need to have a state conference again, once things are a little more normal. When I started with the program, that's where I learned the most, from speakers and other MEP personnel.*
- *I would like to provide families with more family events to expose them to the community (e.g., a health fair and provide families with community resources).*
- *Improve MPAC training/involvement.*

- *It would be good to build more tutoring resources. It also would be helpful to have some money allocated to help with basic needs throughout the year. This would allow us to meet individual family needs instead of events with free resources they may not utilize.*
- *It would be nice to have an overview sheet of program requirements and due dates at the beginning of the year, so it is easy to follow. Reminder e-mails help.*
- *It would be nice to have more elementary resources for families. Most of what I saw was for high school students (credit recovery, etc.).*
- *More one-on-one with the migratory students.*
- *More PD in reading and math.*
- *More PD would be nice. I do not feel that quarterly meetings are enough.*
- *More resources to use with preschoolers - printables, trace letter, etc.*
- *More support staff to help with the rising numbers in our district.*
- *MPAC resources/training on how to improve MPAC involvement.*
- *Need to improve MPAC involvement and training to engage parents in students in-person learning and in the MEP.*
- *Need to increase our recruitment efforts.*
- *Perhaps a training on the different types of assessments that districts use for reading and math since we need to collect scores to measure growth from Fall-Spring. School districts use a variety of local assessments (Fastbridge, MAP, Scantron), and it would help us to understand how these scores are interpreted so we can better support our migrant students.*
- *Reading materials and family learning activities to take home to keep.*
- *Require parents to get involved with their children academically through the MEP.*
- *Rides to school for MEP students (in town).*
- *Summer school should be an enrichment/extended learning program. Offer PD to migrant staff.*
- *This seems to me like a very obscure program the way it is being handled, at least in this school/district. I only know that part of my salary comes from MEP, but that's all I know. I never get any information about anything except when summer school is announced.*
- *To have more parents involve in our MAPC.*
- *Training and resources to better help parents on parent involvement.*
- *Trainings in MEP expectations and resources. Training in the parent component of the MEP.*
- *Would there be other languages you could include so it is not just Spanish and English?  
Example: MPAC meetings?*

**Consider the recommendations made by migratory parents.** While most parents responding did not feel that the MEP needed to improve or be enhanced, a few parents provided suggestions for the MEP. Consider the recommendations made by parents including more information about the MEP, more parent meetings/gatherings, and more communication and contact between the program and families.

- *A meeting once a month to talk about education.*
- *Adult education*
- *Being able to have more meetings with parents to get them more involved with everything that is going on.*
- *Being able to interact more face-to-face.*
- *Better communication with parents.*
- *Books for parents.*
- *Greater support for people who come for work with their family. The MEP is a good program.*
- *Group counseling.*
- *Have an advocate in every school.*
- *Hold more informational events.*
- *I wish someone at school spoke Spanish. (2 responses)*
- *I would have someone closer to my kids' school.*

- *I would just like to have somebody that speaks my language.*
- *I would like mental and emotional help for me and my children.*
- *I would like the meetings to be in person in the same careful way as it is in the children's class schedules.*
- *If they could help with internet for kids.*
- *Information dissemination to parents.*
- *Internet help*
- *It would be better if there was someone who lives closer to our house who works in this program.*
- *Maybe add materials for kids that speak Low German.*
- *Meetings with parents to understand mental health.*
- *More education resources.*
- *More exposure to families and different language dialects to better serve community.*
- *More family activities.*
- *More home visits.*
- *More information about technology.*
- *More information about the migrant program.*
- *More information on the resources they offer.*
- *More information.*
- *More mental health services. It has been tough to try to find resources in the area as it is a small town.*
- *More Spanish PASS courses would be nice.*
- *Offer more afterschool activities and outings (field trips).*
- *Offering Spanish courses for non-Spanish speaking families.*
- *Provide information on available learning materials.*

In summary, during 2020-21, the Kansas MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills and helped them earn high school credits. Project staff pivoted to ensure that services continued to migratory children and families during the school closures and social distancing requirements of the global pandemic. In addition, parents were provided services that improved their skills and increased their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students; and community agencies and programs helped support migratory students by providing direct instructional and support services.

# Appendix

## Professional Development Provided to MEP Staff during 2020-21

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Hugoton	8/3/20						√	School Safety and Health	17
Hugoton	8/3/20						√	Suicide Prevention Module 1	17
Pittsburg	8/3-4/20	√	√		√	√		Reading Strategies	1
Wichita	8/3/20	√	√	√	√	√		Staff Meeting (OSY, scholarships)	5
Multiple	8/6/20						√	MSIX Best Practices	8
Eastern KS	8/11/20					√	√	Best Practices in Virtual Learning	5
Hugoton	8/14/20						√	Suicide Prevention Module 2	17
Great Bend	8/19/20						√	Impact of COVID/Childhood Adversity	NR
Wichita	8/24/20	√	√	√				MS Math Night/Reading Logs	5
Syracuse	8/25/20						√	KSDE Security & Data Training	2
Multiple	8/25/20						√	IRRC: Your Questions, Our Answers	12
Multiple	8/26/20						√	Rights of Immigrant Children and ELs	2
Olathe	8/26/20						√	MEP Planning SY 2020-21	5
Ulysses	8/27/20			√				Local Migrant Meeting	2
SWPRSC	Sept 2021					√		iSOSY Personal Wellness Package	4
Emporia	9/2/20	√	√	√	√		√	Migrant Rep Meeting	2
Great Bend	9/2/20						√	Meeting Nutritional Needs/Pandemic	6
Olathe	9/2/20						√	IT Security Training	1
Hugoton	9/4/20						√	Migrant Quarterly Meeting	1
Eastern KS	9/8/20						√	Portal Resources/OSY Lang Screener	5
Great Bend	9/9/20						√	How Did we Get from There to Here?	NR
Multiple	9/10/20	√	√	√	√	√	√	Statewide MEP Directors' Meeting	18
Wichita	9/10/20	√	√	√	√	√	√	Backpack drive, iSOSY, scholarships	5
Shawnee Mission	9/16-17/20			√	√	√		Mentor Meeting and MEP Training	21
Wichita	9/22/20	√	√	√	√	√	√	iSOSY, reading night, resources	5
Ulysses	9/24/20						√	MPAC Meeting	4
Dodge City	9/30/20	√						Bump it up, Writing our Goal	28
Hugoton	9/30/20						√	Sexual Harassment	17
Olathe	10/1/20						√	ID&R Training	1
Shawnee Mission	10/4/20	√	√	√	√		√	PFS Overview and Training	21
Wichita	10/5/20	√						Las Links Training	3
Emporia	10/7/20	√	√	√	√		√	Migrant Rep Meeting	2
Great Bend	10/7/20						√	Traumatic Separation	NR
Ulysses	10/8/20						√	Local Migrant Meeting	6
Dodge City	10/14/20	√						Digging Deeper	28
Multiple	10/14/20						√	IDRC: TRI Recruiting Over the Phone	18
Multiple	10/15/20						√	IDRC: SST Meeting	3
Multiple	10/19-21/20						√	IDRC: TST Meeting	1
Multiple	10/20/20						√	IDRC: TST Recruiter Assessment	1
Wichita	10/26/20	√	√	√	√		√	MPAC: Tutors/MS STEM Night	5
Great Bend	10/26/21	√	√	√	√		√	Monthly Migrant Meeting	4
Garden City	10/28/20	√	√	√	√	√	√	KSDE LCP SETS Title Quarterly	1
Kansas City	10/29/20							KSDE Security Training	1
Great Bend	11/3/20	√	√	√	√	√	√	Monthly MEP Meeting	4
Dodge City	11/4/20	√						Lesson Planning	28
Wichita	11/9/20	√	√	√	√		√	MPAC: Tutors, STEM Night, iSOSY	5
Eastern KS	11/10/20	√	√	√		√	√	Resources, iSOSY lessons	5
Dodge City	11/11/20	√						Navigating/Negotiating Literacy Dev	28
Ulysses	11/12/20						√	Local Migrant Meeting	6
Wichita	11/12/20					√		Migrant Referral Training	2
Eastern KS	11/15/20	√	√	√	√	√	√	Data reviews/EOE recruiting/lessons	5
Wichita	11/16/20		√	√				ASQ/Tutors for Math	5
Multiple	11/17/20						√	IDRC: Electronic Referral Tool	6
Emporia	11/19/20	√	√	√	√		√	Migrant Rep Meeting	2



Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Shawnee Mission	11/20/20	√	√	√	√	√	√	QSI Meeting	2
Ulysses	11/24/20						√	MPAC Meeting	6
Syracuse	12/4/20	√	√					Math and Reading Para Training	2
Multiple	12/7/20						√	IDRC: TST Recruiter Assessment	1
Wichita	12/7/20	√	√			√	√	HS Grades/Grad Review/Story Night	5
Multiple	12/8/20						√	IDRC: Recruiting OSY/H2A Workers	7
Eastern KS	12/8/20	√	√				√	Community Services	5
Multiple	12/11/20	√	√	√	√	√	√	KSDE MEP Directors' Meeting	27
Multiple	12/15/20						√	IDRC: Beginning Excel Training	1
Ulysses	12/16/20						√	Local Migrant Meeting	6
Wichita	12/17/20						√	Nutritional Training	4
SWPRSC	Jan 2021						√	Mexican Consulate	4
Wichita	1/11/21	√	√	√	√		√	MEP Staff Meeting	5
Multiple	1/11/21						√	IDRC: TST Recruiter Assessment	1
Multiple	1/12/21						√	IDRC: Electronic Referral Tool	43
Multiple	1/12/21						√	IDRC: Advanced Excel	2
Pittsburg	1/14/21	√	√					Supporting SLIFE Students	1
Emporia	1/15/21	√	√	√	√		√	Migrant Rep Meeting	4
Great Bend	1/18/21	√	√	√	√		√	Monthly MEP Meeting	4
Multiple	1/19/21						√	IDRC: Essentials of ID&R	5
NKESC	1/20/21						√	MEP Discussion	7
Wichita	1/20/21					√	√	Pandemic EBT for Food/Nutrition	2
NKESC	1/26/21	√	√				√	MEP Discussion, PFS	6
Garden City	1/27/21	√	√	√	√	√		KSDE LCP SETS Title Quarterly	1
Kansas City	1/27/21						√	Registration for Recruitment	5
Multiple	1/28/21						√	MSIX Enhancements	10
Ulysses	1/29/21						√	Local Migrant Meeting	6
SWPRSC	Feb 2021	√	√	√	√	√	√	KS Advocate/Recruiters PD	4
Wichita	2/1/21	√	√	√			√	MEP Staff Meeting	5
Multiple	2/2/21						√	All-CIG Webinar: Resource Sharing	19
NKESC	2/4/21	√	√	√			√	MEP Discussion, PFS	8
Multiple	2/8/21						√	IDRC: TST Recruiter Assessment	1
Multiple	2/9/21						√	IDRC: TST Meeting	1
Dodge City	2/9/21	√						Formative/Summative Assessments	8
NKESC	2/9/21	√	√			√	√	Meal Cards (EBT)	9
Wichita	2/9/21	√				√		OSY	2
Emporia	2/10/21	√	√	√	√		√	Migrant Rep Meeting	2
Multiple	2/16/21	√	√	√	√	√	√	State MEP Training: Assessments	30
Multiple	2/16/21						√	IDRC: Recruiting Plan/SMART Goals	15
Multiple	2/18/21						√	IDRC: SST Meeting	3
Dodge City	2/19/21	√	√					Culturally Responsive Pedagogy	35
Multiple	2/25/21						√	IDRC: Coordinator's Network Training	12
Olathe	3/1/21						√	ID&R Training	1
Wichita	3/1/21	√	√	√		√	√	MEP Staff Meeting	5
Multiple	3/4/21						√	MSIX Cybersecurity	11
Ulysses	3/4/21						√	MPAC Meeting	6
Multiple	3/9/21						√	IDRC: MSHS/MEP Regs Crosswalk	10
Eastern KS	3/9/21	√	√	√	√	√	√	Tablets/Portal Resources/iSOSY	5
Multiple	3/10/21	√	√	√	√	√	√	Statewide MEP Meeting	22
Multiple	3/17/21						√	IDRC: TST Recruiter Assessment	1
Lakin	3/21/21	√	√					Kagan Training	1
Great Bend	3/22/21	√	√	√	√		√	Monthly Migrant Meeting	4
Multiple	3/24/21						√	IDRC: Presentation at ADM	2
Kansas City	3/25/21						√	IDR Coordination Training	8
NKESC	3/25/21						√	MEP Discussion	4
Wichita	3/29/21	√	√	√	√	√	√	MEP Staff Meeting	5
Garden City	3/30-31/21		√	√	√	√	√	KSDE Federal Funds Fiscal Forum	2
Kansas City	4/1-2/21						√	IDR Coordination Training	5
Olathe	4/2/21						√	ID&R Training	1
Multiple	4/9/21						√	KSDE Security Training	3

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Ulysses	4/12/21						√	Summer Learning Meeting	8
Eastern KS	4/13/21	√	√	√		√	√	Make/Take & Summer Resources	5
Emporia	4/14/21	√	√	√	√		√	Migrant Rep Meeting	2
Multiple	4/14-16/21						√	IDRC: Recruiter Summer Institute	34
Great Bend	4/19/21	√	√	√	√	√	√	Monthly MEP Meeting	4
Hugoton	4/19/21	√	√	√				Assessment: Module 1	1
Syracuse	4/19/21	√	√					Math and Reading Para Training	2
Multiple	4/19-23/21						√	KSDE ID&R Training Modules	27
Garden City	4/21/21	√	√	√	√	√		KSDE SETS Title LCP Quarterly	1
Dodge City	4/23/21	√						CREDE's 5 Standards	8
Wichita	4/26/21	√	√	√	√	√		MEP Staff Meeting	5
Wichita	4/27/21	√	√	√				P1-P4/Summer Services Needs	2
Multiple	5/3/21	√	√	√	√	√	√	National Migrant Ed Conference	13
Wichita	5/4/21	√	√	√			√	Summer School	3
Wichita	5/5/21	√	√	√	√		√	MEP Staff Meeting	5
Great Bend	5/7/21	√	√	√	√	√	√	Monthly Migrant Meeting	4
Emporia	5/8/21						√	SEL-Discussion on Poverty	2
Wichita	5/10/21	√	√	√	√	√	√	MEP Staff Meeting	5
Eastern KS	5/11/21						√	Summer Recruiting	5
Multiple	5/11/21						√	IDRC: Using What You Have-Data	7
Wichita	5/11/21	√	√		√		√	Summer Curriculum/Assessments	15
Ulysses	5/12/21						√	Local MEP Meeting	6
Dodge City	5/17/21	√						Demonstration Lessons	8
Hugoton	5/20/21	√	√	√	√			CAMP Explore Meeting	1
Shawnee Mission	5/21/21	√	√	√	√		√	MEP Summer Enrollment Meeting	3
Wichita	5/24/21	√	√	√	√		√	MEP Staff Meeting	4
Multiple	5/25/21						√	Statewide IDRC Assessment Review	8
Multiple	5/27/21						√	IDRC: Coordinators' Network Training	5
Multiple	5/27/21						√	IDRC: Pilot Test Training	2
Scott City	6/1/21						√	Data Security	2
Dodge City	6/3/21	√	√					Reading Strategies	20
Multiple	6/8/21						√	IDRC: Recruiter Training 101	7
Wichita	6/10/21	√	√	√	√	√	√	QSI	2
Multiple	6/15/21						√	IDRC: Housing	24
Multiple	6/21/21						√	IDRC: Collaboration with NFJP	1
Wichita	6/23/21	√	√	√	√	√	√	MEP Staff Meeting	5
SWPRSC	July 2021						√	Recruiter Expectations	4
Multiple	7/6/21						√	IDRC: Safety Course for Recruiters	5
Multiple	7/7/21						√	IDRC: TRI Planning Meeting	2
Kansas City	7/7/21						√	KSDE Security Training	5
NKESC	7/7/21	√	√	√				Summer School	7
Elkhart	7/13/21						√	KSDE IT Security & Data Privacy	1
Wichita	7/14/21	√	√	√	√	√	√	Migrant Retreat for Staff	4
Elkhart	7/20/21						√	ID&R Training	1
NKESC	7/21/21	√	√	√				Getting Ready for School	6
Great Bend	7/22/21		√					Math Skills at Home	NR
Wichita	7/23/21						√	Enrollment Training	4
Hugoton	7/24/21						√	CHIP Notification	17
Hugoton	7/24/21						√	Bullying Prevention	17
Elkhart	7/27/21						√	ID&R Module 1 & 2 Training	1
Garden City	7/27-30/21	√	√	√	√	√		KSDE TASN Summer Leadership	1
NKESC	7/28/21	√	√	√		√	√	Planning	7
Lakin	Aug 2021						√	McKinney-Vento Training	3
Lakin	Aug 2021						√	Lakin Training	2
Elkhart	8/4/21						√	ID&R Module 3 & 4 Training	1
NKESC	8/4/21			√		√	√	Planning Meeting	6
Elkhart	8/6/21						√	KSDE IT Security Training	1
NKESC	8/7&10/21	√	√	√	√	√	√	Staff Orientation	8
NKESC	8/11/21	√	√	√		√	√	Schedules for Staff	9
Multiple	8/17/21						√	IDRC: Quality Control	5

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
NKESC	8/25/21	√	√				√	Goals	10
Multiple	8/27/21						√	IDRC: Back to School MSHS/MEP	14
NKESC	8/28/21						√	Meeting Goals	3
Great Bend	8/31/21	√	√	√	√		√	Monthly Migrant Meeting	4
NKESC	9/1/21	√	√				√	MEP Discussion, Recruiting	8
NKESC	9/8/21	√	√				√	MEP Discussion, PFS/Recruiting	5
Multiple	9/10/21	√	√	√	√	√	√	State Migrant Meeting	30
Multiple	9/14/21						√	IDRC: Action Plan/IDR Performance	13
Great Bend	9/14/21	√	√	√	√		√	Monthly Migrant Meeting	4
NKESC	9/15/21	√	√			√	√	MEP Discussion	6
Hugoton	9/19/21						√	IDR Training Module 1	1
Multiple	9/21/21						√	IDRC: Reinterview Training	15
NKESC	9/22/11						√	MEP Discussion	6
Multiple	9/27/21						√	IDRC: Meeting with NFJP	3
NKESC	9/29/21						√	MEP Discussion	8
<b>Total</b>		<b>84</b>	<b>78</b>	<b>64</b>	<b>49</b>	<b>43</b>	<b>155</b>		<b>1,331</b>

Source: Kansas MEP Director Tacking Forms