

Kansas Migrant Education Program (MEP) 2021-22 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: The delivery of school readiness services to migratory preschool children is a provision under Title IC. There is no specific Kansas State Performance Target for school readiness.

Primary Concern Statements: We are concerned that migratory parents lack the educational skills, resources, and tools to support pre-literacy and pre-numeracy in the home and we are concerned that migratory children, especially 3-year-olds, do not have access to educational services due to a lack of preschool programs, transportation, and facilities.

Data Summary: In 2017-18, 23% of all eligible migratory children ages 3-5 (not in kindergarten) received MEP instructional services.

Need Statement: The percentage of eligible migratory children ages 3-5 (not in K) receiving MEP instructional services needs to increase to ensure that more migratory preschool children are prepared for kindergarten.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 1.1: 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.</p>	<p>MPO 1.1A: By the end of the 2021-22 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.</p>	<p>What percentage of 3- and 4-year old migratory children (PFS & non-PFS) demonstrated age-appropriate skills on the ASQ?</p>	<p>How many 3- and 4-year old migratory children participated in MEP early learning services?</p>
	<p>MPO 1.1B: By the end of the 2021-22 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.</p>	<p>What percentage of eligible migratory preschool children ages 3-5 (PFS & non-PFS) received MEP services in the summer?</p>	<p>What types of MEP services were provided to migratory preschool children during the summer?</p>
<p>Strategy 1.2: During the school year and summer, provide parent education events and educational resources aligned with the Kansas Early Learning Standards that incorporate Ages and Stages Questionnaire (ASQ) assessments and materials to increase parent capacity to increase their children's school readiness skills.</p>	<p>MPO 1.2: By the end of the 2021-22 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.</p>	<p>What percentage of migratory parents surveyed reported an increased capacity to support their child's school readiness skills?</p>	<p>What types of services were provided to parents to build their capacity to support their children's school readiness skills?</p>

GOAL AREA #2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

State Performance Target: In 2021-22, 54.65% of all students will score at Met or Exceeding Proficiency on Kansas Summative ELA Assessments, and 49.15% of all students will score at Met or Exceeding Proficiency on Kansas Summative Math Assessments.

Primary Concern Statement: We are concerned that fewer migratory students score proficient on Kansas ELA and Math Assessments than non-migratory students.

Data Summary: In 2017-18, 11% of the 1,538 migratory students assessed (6% of PFS students) scored at Met or Exceeding Proficiency (M/E) in ELA compared to 39% of non-migratory students; and 10% of the 1,541 migratory students assessed (7% PFS students) scored at M/E in Math compared to 35% of non-migratory students.

Need Statement: The percentage of migratory students scoring at M/E needs to increase by 28% (33% for PFS students) in ELA, and 25% in math (28% for PFS migratory students) to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 2.1A: 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.</p> <p>Strategy 2.1B: 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.</p>	<p>MPO 2.1A: By the end of the 2021-22 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).</p>	<p>What percentage of migratory students (PFS & non-PFS) improved their reading scores by 2%?</p>	<p>How many migratory students received supplemental reading instruction in each project?</p>
	<p>MPO 2.1B: By the end of the 2021-22 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).</p>	<p>What percentage of migratory students (PFS & non-PFS) improved their math scores by 2%?</p>	<p>How many migratory students received supplemental math instruction in each project?</p>
	<p>MPO 2.1C: By the end of the 2021-22 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.</p>	<p>What percentage of eligible migratory students in grades PK-12 (PFS and non-PFS) received MEP services in the summer?</p>	<p>What types of MEP services were provided to migratory students in grades PreK-12 during the summer?</p>

GOAL AREA #3: GRADUATION/COMPLETION OF A HIGH SCHOOL DIPLOMA

State Performance Target: In 2021-22, 90.18% of all 4-year cohort students in Kansas will graduate from high school.

Primary Concern Statement: We are concerned that as a result of migrancy, migratory students are not graduating at the same rate as non-migratory students, and OSY are not engaged in activities that lead to school re-engagement.

Data Summary: In 2016-17, the migratory student graduation rate was 80% (76.5% for PFS students) compared to 87% for non-migratory students.

Need Statement: The migratory student graduation rate needs to increase by 7% (10.5% for PFS students) to eliminate the gap between migratory and non-migratory students and increase by 9.5% (13% for PFS students) to meet the 2021-22 State Performance Target.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 3.1: 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.</p>	<p>MPO 3.1: By the end of the 2021-22 program year, 80% of secondary-aged migratory students/OSY enrolled in credit accrual opportunities and instruction will earn one-half credit toward graduation.</p>	<p>What percentage of migratory secondary students/OSY (PFS & non-PFS) obtained one-half credit toward high school graduation?</p>	<p>For which courses did migratory students/OSY receive high school credit?</p>
<p>Strategy 3.2A: 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.</p> <p>Strategy 3.2B: 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).</p>	<p>MPO 3.2: By the end of the 2021-22 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.</p>	<p>What percentage of migratory students in grades 7-12/OSY received MEP services in the summer?</p>	<p>What types of MEP services were provided to migratory students in grades 7-12/OSY during the summer?</p>

GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Target: The delivery of support services to migratory students is a provision under Title IC. There is no specific Kansas State Performance Target for support services.

Primary Concern Statement: We are concerned that migratory students and parents have limited knowledge of, and access to, supplementary counseling opportunities, and migratory students lack knowledge of and access to support services including health services.

Data Summary: In 2017-18, 70% of all eligible migratory students received MEP support services.

Need Statement: The percentage of migratory students and their family members receiving support services needs to increase in order to eliminate barriers to success in school.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 4.1: 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]).</p>	<p>MPO 4.1: By the end of the 2021-22 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).</p>	<p>What percentage of projects rated their implementation of Strategy 4.1 as succeeding or exceeding on the QSI?</p>	<p>What examples of evidence were reported for the provision of advocacy/counseling opportunities?</p>
<p>Strategy 4.2: 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.</p>	<p>MPO 4.2: By the end of the 2021-22 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.</p>	<p>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?</p>	<p>What services/information was provided to increase knowledge of health, mental health, and SEL programs in the community?</p>
<p>Strategy 4.3: Provide regular and timely referrals for all attendance centers (within 4 days) to local/regional recruiters when potential migratory students arrive in the district.</p>	<p>MPO 4.3: By the end of the 2021-22 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).</p>	<p>What percentage of projects rated their implementation of Strategy 4.3 as succeeding or exceeding on the QSI?</p>	<p>What examples of evidence were reported related to the regular and timely referrals of migratory students/OSY?</p>
<p>Strategy 4.4: During the school year and summer, provide parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, postsecondary/career readiness.</p>	<p>MPO 4.4: By the end of the 2021-22 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.</p>	<p>What percentage of parents responding to surveys reported that they increased their skills for supporting their child's education?</p>	<p>What types of parent activities were offered to migratory parents?</p>

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>Strategy 4.5: 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).</p>	<p>MPO 4.5: By the end of the 2021-22 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.</p>	<p>What percentage of staff reported increased capacity to provide needs-based services to migratory students?</p>	<p>What types of professional development opportunities were offered to staff?</p>