



ARKANSAS
DEPARTMENT
OF EDUCATION

Arkansas Migrant Education Program

2019-2020 Evaluation

Prepared by META Associates

May 2021



2019-2020 Evaluation of the Arkansas Migrant Education Program

Prepared for:

Arkansas Department of Education

Migrant Education Program

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ABBREVIATIONS AND ACRONYMS

ADE	Arkansas Department of Education
AMESLA	Arkansas Migrant Education Student Leadership Academy
AR	Arkansas
CAMP	College Assistance Migrant Program
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
ELA	English Language Arts
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FSI	Fidelity of Strategy Implementation
HEP	High School Equivalency Program
HS	High School
IDEA	Individuals with Disabilities Education Act
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
LEP	Limited English Proficient
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSAC	Migrant Student Advisory Council
MSIX	Migrant Student Information Exchange
MUA	Moving Up Arkansas
OME	Office of Migrant Education, U.S. Department of Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
QAD	Qualifying Arrival Date
R/E	Ready/Exceeds
SDP	Service Delivery Plan
SEA	State Education Agency
TMIP	Texas Migrant Interstate Program

1. Executive Summary

The primary purpose of the Arkansas Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with mobility, in order that they might succeed in school. Furthermore, the Arkansas MEP must give priority for services (PFS) to migratory children and youth 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. 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. [Section 1309(3) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015].

Administered by the Arkansas Department of Education (ADE), the MEP assists schools in helping migratory learners meet State expectations for achievement that may be negatively impacted by their frequent migration resulting in interrupted schooling. Migratory student educational needs were identified through the comprehensive needs assessment (CNA), completed in April 2017, and the Arkansas MEP service delivery plan (SDP) completed in June 2017 (and updated in May 2019) outlines how the program plans to meet migratory student needs. This evaluation provide information on the Arkansas MEP progress toward measurable program outcomes (MPOs) in four goal areas: (1) Literacy, (2) Mathematics, (3) High School Graduation and Services to Out-of-School Youth (OSY); and (4) School Readiness. Both program results and implementation of program services were evaluated, the latter being measured through staff and parent surveys, records reviews, and determinations made regarding the level of strategy implementation in each of the local programs.

MEP services are designed to facilitate continuity of instruction to eligible students who migrate between Arkansas and other states, within the State of Arkansas, and across international borders. Services provided to migratory students 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 migratory parents to engage them in the education of their children, including Parent Advisory Committee (PAC) meetings and training.

Below is information showing migratory student demographics and MEP services provided during the 2019-20 performance period (9/1/19-8/30/20).

- ✚ In 2019-20, there were 5,593 eligible migratory students ages 0-21 (5,357 Category 1 migratory students ages 3-21) which is a 3% decrease from 2018-19. School closures and social distancing requirements resulting from the COVID-19 pandemic affected identification and recruitment (ID&R) and mobility during the second half of the 2019-20 performance period.
- ✚ 10% of migratory children/youth ages 0-21 were identified as having a disability through the Individuals with Disability Education Act (IDEA).
- ✚ 36% of migratory children/youth 0-21 (3% fewer than in 2018-19) had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/20).
- ✚ 35% of migratory students ages 3-21 were categorized as having PFS.
- ✚ 38% of migratory student ages 3-21 were identified as being English learners (ELs).

- ✚ 91% of migratory students ages 3-21 received MEP services during the performance period (9% more than in 2018-19).
- ✚ 90% of migratory students ages 3-21 were served during the 2019-20 regular school year.
- ✚ 10% of migratory students ages 3-21 (6% fewer than in the summer of 2019) were served during the summer of 2020 (Category 2 count).
- ✚ 79% of migratory students ages 3-21 received instructional services (4% more than in 2018-19) and 91% received support services (10% more than in 2018-19).

Findings of the 2019-20 evaluation show that the Arkansas MEP made substantial progress toward meeting its MPOs and implementing high quality programming designed to ameliorate the effects of mobility on migratory student learning and achievement. The chart below shows that 12 of the 14 MPOs (86%) were accomplished showing the benefit of MEP services for migratory children/youth and their families.

MPO	MPO met?	Evidence
Literacy		
MPO 1a By the end of the 2019-20 performance period, 80% of migratory students served in a summer migrant program that participate in a SEA-approved supplementary literacy program will show a gain of 3% between pre- and post-testing on a reliable assessment of literacy.	Yes	81% of students assessed gained by 3% or more in literacy
MPO 1b By the end of the 2019-20 school year, 80% of migratory parents completing a survey will report receiving useful strategies to promote their child(ren)'s literacy achievement.	Yes	99% of parents surveyed reported receiving useful literacy strategies
MPO 1c By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development on literacy instruction, EL strategies, and services for migratory students will report a gain of 5% in their knowledge/skills related to the training topic.	No	79% of staff surveyed reported gaining by 3% or more
Mathematics		
MPO 2a By the end of the 2019-20 performance period, 80% of migratory students served in a summer migrant program that participate in a SEA-approved supplementary math program will show a gain of 3% between pre- and post-testing on a reliable assessment of math.	Yes	84% of students assessed gained by 3% or more in math
MPO 2b By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development in math will report a gain of 5% in their knowledge/skills in the training topic.	Yes	85% of staff surveyed reported gaining by 3% or more
MPO 2c By the end of the 2019-20 school year, 80% of migratory parents completing a survey will report receiving useful strategies and resources to promote their child(ren)'s achievement in math.	Yes	99% of parents surveyed reported receiving useful math strategies
Graduation/Services to OSY		
MPO 3a By the end of the 2019-20 performance period, 80% of secondary migratory students who participate in a MEP sponsored credit recovery program will complete all attempted courses.	Yes	86% of the 7 students enrolled received credit
MPO 3b By the end of the 2019-20 performance period, 75% of secondary-aged migratory students will receive support services, and supplementary resources and supplies.	Yes	99% of secondary-aged students received MEP support services
MPO 3c By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving information in their home language on promoting their child(ren)'s graduation.	Yes	99% of parents surveyed reported receiving useful strategies to promote graduation

MPO	MPO met?	Evidence
MPO 3d By the end of the 2019-20 performance period, 75% of identified OSY will receive support services and/or educational resources and information from the MEP.	Yes	80% of OSY received MEP services
MPO 3e By the end of the 2019-20 performance period, 80% of staff that work with secondary migratory students and receive professional development on graduation, GED, HEP, and related topics, will report a gain of 5% in their knowledge/skills in the training topic.	No	79% of staff surveyed reporting gaining by 3% or more
School Readiness		
MPO 4a By the end of the 2019-20 program year, 75% of migratory children ages 3-5 participating in migrant funded pre-k instructional services will show a gain of 3% between pre- and post-assessments.	Yes	89% of children ages 3-5 assessed gained by 3%
MPO 4b By the end of the 2019-20 program year, 80% of migratory parents completing a survey will report receiving useful strategies and resources to help their child be ready for kindergarten.	Yes	97% of parents surveyed reported receiving useful school readiness strategies
MPO 4c By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development in school readiness strategies will report a gain of 5% in their knowledge/skills in the training topic.	Yes	80% of staff surveyed reporting gaining by 3% or more

Other key findings/trends revealed in the 2019-20 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 21st Century Community Learning Centers; High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) projects; agencies serving farmworkers; community agencies that provide food, clothing, and shelter; and adult education programs.
- ✚ Implementation of the strategies in the Arkansas SDP was evaluated using the Fidelity of Strategy Implementation (FSI) tool. Four of the 18 strategies (22%) were rated at the “proficient” level (succeeding or exceeding), and the mean rating for all strategies combined was 3.6 out of 5.0.
- ✚ In 2018-19 (there was no State assessment conducted during 2019-20 due to the COVID-19 pandemic), there were substantial gaps in the percentage of migratory and non-migratory students scoring proficient or above on ACT Aspire summative English language arts (ELA) and math assessments. The gap in ELA proficiency was 24% and the gap in math proficiency was 21%.

In summary, during 2019-20, the Arkansas MEP provided migratory students with individualized, needs-based supplemental instructional and support services, while pivoting to ensure that services continued during the pandemic. 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, as amended. 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. Arkansas State 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 Arkansas MEP projects and programs?*
- ✓ *What problems did the program encounter? What improvements should be made?*
- ✓ *What types of reading and math instruction/interventions were provided to migratory students?*
- ✓ *What types of parent services were provided to parents?*
- ✓ *What types of professional development opportunities were provided to MEP staff?*
- ✓ *What courses did secondary-aged migratory students complete?*
- ✓ *What types of support services did secondary-aged migratory students receive?*
- ✓ *What types of instructional and support services did OSY receive?*

Evaluation Questions (Results)

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

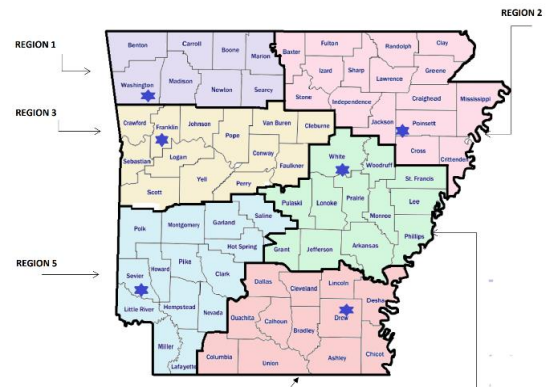
- ✓ *What percentage of migratory students (PFS & non-PFS) improved their reading scores by 3%?*
- ✓ *What percentage of migratory students (PFS & non-PFS) improved their math scores by 3%?*
- ✓ *What percentage of MEP staff reported a gain of 5% in their knowledge/skills as a result of participating in MEP professional development?*
- ✓ *What percentage of parents reported that they received useful strategies and resources to promote their child's achievement in literacy?*
- ✓ *What percentage of parents reported that they received useful strategies and resources to promote their child's achievement in math?*
- ✓ *What percentage of migratory secondary students (PFS & non-PFS) completed courses leading toward high school graduation?*
- ✓ *What percentage of secondary-aged migratory students (PFS & non-PFS) received support services and supplementary resources and supplies?*
- ✓ *What percentage of parents reported receiving information on promoting their child's graduation?*
- ✓ *What percentage of OSY (PFS & non-PFS) received support and/or educational resources and information from the MEP?*

3. Program Context

A sub-granting process is employed by ADE with six MEP Cooperatives (co-ops) 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 co-ops is determined based on the needs of eligible students and those having PFS as recorded in the local needs assessment. The services to be provide and the staff needed also are included. Services in Arkansas are provided by local projects during the regular year and summer. Arkansas has six statewide MEP cooperatives (co-ops) that serve the State's local projects as shown below and in Exhibit 1.

Region 1 – Northwest Arkansas
Region 2 – Crowley's Ridge
Region 3 – Guy Fenter
Region 4 – Wilbur Mills
Region 5 – Dequeen-Mena
Region 6 – Southeast Arkansas

**Exhibit 1: Map of Arkansas
Showing the Six Co-op Regions**



The co-ops provide a comprehensive program and ensure that there is no redundancy in services. These centers serve the entire State with full-time statewide recruiters collaborating with full-time community liaisons and numerous district liaisons.

The co-ops have the responsibility for staff development, implementation of the SDP strategies, local needs assessment, services reporting, results reporting, and fiscal management while the State MEP, in turn, reviews, monitors, and evaluates MEP plans (applications for funding), program implementation, ID&R activities, and fiscal expenditures.

Instructional and Support Services

In schools with a substantial migratory student enrollment, supplemental tutors and instructors are employed to work with students on skills that are lacking due to mobility. In-school programs may take several forms based on students' needs and other services available. Program models include extended day programs, summer school, computer-assisted instruction, and basic skills remediation programs.

The services provided by the Arkansas MEP are designed to meet the unique, identified needs of migratory children and youth while supplementing the programs and services provided in schools and communities serving this population and their families. In conjunction with partners and collaborators as well as local school districts, MEPs may offer—or collaborate to offer—the following instructional and support services to eligible migratory students. The MEP is primarily responsible for providing the services and programs below through a sub-allocation to an LOA or co-op, or through a State initiative.

- **Arkansas Migrant Education Student Leadership Academy** is a weekend ExCEL Program for high school students to develop their leadership and teamwork skills.
- **Extended Day and Summer School** are provided at the local level as funds are available. These include summer math and summer literacy instruction for students in grades 1-8.

- **Technology Camp** for secondary students during the summer includes the use of technology for instruction.
- **Digital Reading/MyON Reading** is a supplemental program offered during the regular school year that includes pre/post measures of success.
- **Family Assistance and Support** is provided through the MEP which offers a support system to assist families in receiving basic needs and meeting emergency situations through collaboration and referrals with other agencies.
- **Health Services** are available on a limited basis for students including vision/hearing screening, wellness checkups, blood pressure, dental, eyeglasses, doctors' visits, and prescriptions.
- **Limited English Proficient (LEP)/English as a Second Language (ESL) Materials** contain supplemental materials to help teachers make content comprehensible.
- **Migrant Tutoring** is provided (when there is sufficient enrollment) and co-ops reimburse the cost of a tutor (full- or half-time) to provide supplemental instructional activities for migratory students.
- **Moving Up Arkansas - Summer School** allows migratory high school students in grades 9-12 the opportunity to work on credit accrual leading toward graduation. This is a two-week residential program operated by the MEP and housed on the Arkansas Tech University campus.
- **On Track to Success** is an organizational/tracking plan to help all migratory students graduate from high school and successfully apply for scholarships and financial aid for their postsecondary education. On Track to Success also tracks students who may be at risk for credit deficits and provides a guide to determine an appropriate intervention strategy to recover credits.
- **Preschool Packets** contain age-appropriate books, Kindergarten Readiness Indicators, and educational materials for preschoolers.

In addition to the services/programs mentioned above, Arkansas provides migratory children and youth with strategies and options such as **CAMP projects** which offer grant funds for first year college expenses along with an academic tutoring program, **educational and personal care packets** containing supplemental school supplies, dictionaries, educational materials, hygiene products, etc. are provided for youth as needed, and **free school meals** for which all migratory students are eligible through Public Law 108-265 (the co-ops provide certification of eligibility to the school). Further, the Migrant Student Advisory Council (**MSAC**) is a dropout prevention program for students in grades 9-12 that meets twice annually for students to learn and practice leadership skills and learn about career information that is provided by cooperating agencies and partners.

Inter/Intrastate Coordination

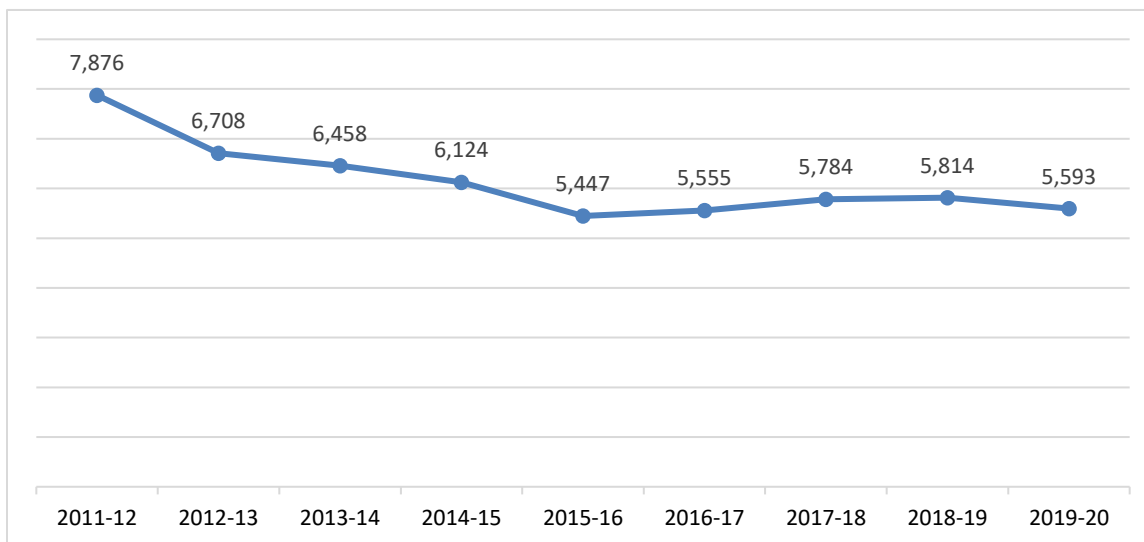
Coordination activities include collaboration with the Texas Migrant Interstate Program (TMIP) to exchange critical student demographic information and student progress to ensure appropriate placement and identification of credit accrual needs; the transfer of migratory student records through the Migrant Student Information Exchange (MSIX) and MIS2000; and national MEP meetings such as the ID&R Forum, Interstate Migrant Education Council (IMEC) Symposia, and the National Migrant Education Conference sponsored by the National Association of State Directors of Migrant Education. In addition, the Arkansas MEP utilizes the Texas-based Project SMART curriculum and content-embedded assessments that align with the recommendations included in the SDP.

Migratory Student Demographics

Exhibit 2 provides a longitudinal snapshot of the total number of migratory children/youth ages birth through 21 in the State over the past eight years. Results show that statewide, 5,593 migratory children ages 0-21 were eligible for MEP services during 2019-20, a 4% decrease from 2018-19. Of note is that the number of eligible migratory children identified has decreased by 29% since 2011-12. Reasons may include factors such as reluctance to move, searches for more permanent jobs, changes to agriculture affecting the need for labor, etc.

Exhibit 2
Eligible Migratory Students/Youth by Program Year

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
7,876	6,708	6,458	6,124	5,447	5,555	5,784	5,814	5,593



Source: CSPRs from 2011-12 to 2019-20

In making decisions about sub-allocations to its MEP projects, the ADE considers several factors including the number of eligible students, the number of students who are designated PFS, the needs of migratory students, and the availability of other services. PFS 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).

Exhibit 3 on the following page shows that of the 5,357 eligible migratory students/youth ages 3-21 in 2019-20, 35% were categorized as PFS and 38% were identified as being ELs. In addition, 10% of all 5,593 eligible migratory students/youth ages 0-21 were identified as having a disability through IDEA, and 36% had a QAD occurring within 12 months from the last day of the performance period (8/31/20). Children birth to age two had the highest percentage of QADs during the performance period (69%).

Exhibit 3
2019-20 Demographics of Migratory Students/Youth by Grade Level

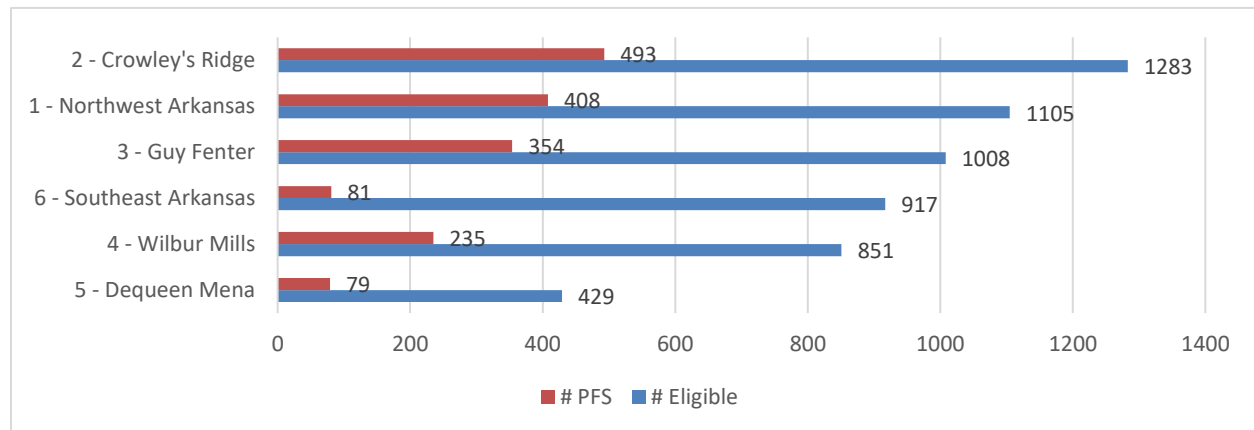
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	236	--	--	--	--	0	0%	162	69%
Age 3-5	532	26	5%	44	8%	0	0%	143	27%
K	372	151	41%	193	52%	2	1%	103	28%
1	319	116	36%	169	53%	35	11%	65	20%
2	361	121	34%	197	55%	42	12%	90	25%
3	370	133	36%	210	57%	57	15%	97	26%
4	344	114	33%	160	47%	57	17%	69	20%
5	366	140	38%	182	50%	72	20%	92	25%
6	338	115	34%	141	42%	49	14%	71	21%
7	314	117	37%	147	47%	60	19%	79	25%
8	260	85	33%	115	44%	45	17%	58	22%
9	287	108	38%	140	49%	34	12%	74	26%
10	282	93	33%	134	48%	40	14%	65	23%
11	184	55	30%	94	51%	27	15%	41	22%
12	172	34	20%	73	42%	16	9%	14	8%
OSY	856	448	52%	15	2%	8	1%	772	90%
Total	5,593	1,856	35%*	2,014	38%*	544	10%	1,995	36%

Source: 2019-20 CSPR Data Check Sheet

*Percentage of eligible migratory students/youth ages 3-21 (n=5,357)

Exhibit 4 shows the 2019-20 demographics for each region including the number of eligible migratory students and the number of eligible migratory students with PFS. Region 2 - Crowley's Ridge had both the largest number of eligible migratory students and the largest number of eligible migratory students with PFS.

Exhibit 4
2019-20 Migratory Student Counts for Each Region

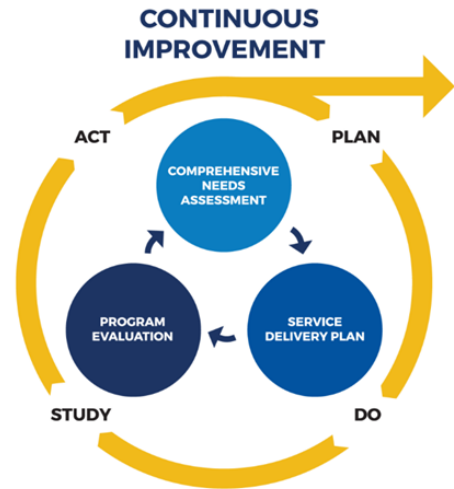


Source: MIS2000

4. Evaluation Methodology

The Arkansas 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](#) (OME, 2018) that includes the following.

- **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 the SDP**: information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability.
- **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 Arkansas 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 and parent stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Arkansas MEP.

An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating the Arkansas 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 migratory students by the Arkansas 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 14 MEP MPOs listed below.

Literacy

MPO 1a By the end of the 2019-20 performance period, 80% of migratory students served in a summer migrant program that participate in a SEA-approved supplementary literacy program will show a gain of 3% between pre- and post-testing on a reliable assessment of literacy.

MPO 1b By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving useful strategies to promote their child(ren)'s literacy achievement.

MPO 1c By the end of the 2019-20 performance period, 80% of migrant instructional staff receiving professional development on literacy instruction, EL strategies, and services for migratory students will report a gain of 5% in their knowledge/skills related to the training topic.

Mathematics

MPO 2a By the end of the 2019-20 performance period, 80% of migratory students served in a summer migrant program that participate in a SEA-approved supplementary math program will show a gain of 3% between pre- and post-testing on a reliable assessment of math.

MPO 2b By the end of the 2019-20 performance period, 80% of migrant instructional staff receiving professional development in math will report a gain of 5% in their knowledge/skills in the training topic.

MPO 2c By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving useful strategies and resources to promote their child(ren)'s achievement in math.

High School Graduation and Services to OSY

MPO 3a By the end of the 2019-20 performance period, 80% of secondary migratory students who participate in a MEP sponsored credit recovery program will complete all attempted courses.

MPO 3b By the end of the 2019-20 performance period, 75% of secondary-aged migratory students will receive support services, and supplementary resources and supplies.

MPO 3c By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving information in their home language on promoting their child's graduation.

MPO 3d By the end of the 2019-20 performance period, 75% of identified OSY will receive support services and/or educational resources and information from the MEP.

MPO 3e By the end of the 2019-20 school year, 80% of migrant staff that receive professional development on graduation, GED, HEP, and related topics, will report a gain of 5% in their knowledge/skills in the training topic.

School Readiness

MPO 4a By the end of the 2019-20 program year, 75% of migratory children ages 3-5 participating in migrant funded pre-k instructional services will show a gain of 3% between pre- and post-assessments.

MPO 4b By the end of the 2019-20 program year, 80% of migratory parents completing a survey will report receiving useful strategies and resources to help their child be ready for kindergarten.

MPO 4c By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development in school readiness strategies will report a gain of 5% in their knowledge/skills in the training topic.

5. Implementation Evaluation Results

MEP Services

Exhibit 5 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2019-20 performance period (9/1/19-8/30/21). Results show that 89% of the 5,357 eligible migratory students ages 0-21 were served during 2019-20 (91% of all eligible students ages 3-21 were served). Thirty-five percent (35%) of the students ages 3-21 served had PFS (94% of *all* PFS students). Not shown in the table is the percentage of students served during the summer. A total of 547 migratory students (10% of all eligible migratory students) were served during the summer of 2020.

Exhibit 5
Migratory Students/Youth Served during the 2019-20 Performance Period

Grade	All Migratory students			PFS		
	Eligible	Served		Total	Served	
		#	%	# PFS	#	%
Birth-2	236	112	47%	--	0	0%
Age 3-5	532	354	67%	26	25	96%
K	372	346	93%	151	149	99%
1	319	306	96%	116	115	99%
2	361	347	96%	121	119	98%
3	370	350	95%	133	133	100%
4	344	331	96%	114	112	98%
5	366	358	98%	140	139	99%
6	338	328	97%	115	114	99%
7	314	304	97%	117	116	99%
8	260	252	97%	85	84	99%
9	287	279	97%	108	105	97%
10	282	269	95%	93	92	99%
11	184	178	97%	55	54	98%
12	172	171	99%	34	34	100%
OSY	856	684	80%	448	360	80%
Total	5,593	4,969	93%	1,856	1,751	94%

Source: 2019-20 Data Check Sheet

Exhibit 6 shows that 80% migratory students ages 3-21 received instructional services (87% of the students served) during 2019-20. Seventy-six percent (76%) of migratory students ages 3-21 received reading instruction (95% receiving instruction) and 36% received math instruction (44% receiving instruction). Ninety-three percent (93%) of migratory students ages 3-21 received support services (89% of students ages 0-21, 99.8% of migratory students served), and 25% of students that received support services received counseling services (majority which were students in grades 9-12).

Exhibit 6
Migratory Students/Youth Receiving Instructional and Support Services during the 2019-20 Performance Period

Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Breakout of Counseling	
		#	%	#	%	#	%	#	%	#	%
Birth-2	236	64	27%	62	97%	2	3%	111	47%	1	1%
Age 3-5	532	227	43%	210	93%	40	18%	349	66%	9	3%
K	372	270	73%	263	97%	178	66%	344	92%	24	7%

Grade	# Eligible	Instructional Services						Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Support Services		Breakout of Counseling	
		#	%	#	%	#	%	#	%	#	%
1	319	263	82%	257	98%	140	53%	306	96%	32	10%
2	361	312	86%	304	97%	190	61%	347	96%	43	12%
3	370	319	86%	314	98%	198	62%	349	94%	48	14%
4	344	289	84%	283	98%	176	61%	331	96%	36	11%
5	366	330	90%	322	98%	171	52%	358	98%	53	15%
6	338	303	90%	293	97%	144	48%	328	97%	57	17%
7	314	262	83%	251	96%	146	56%	304	97%	57	19%
8	260	220	85%	210	95%	118	54%	252	97%	59	23%
9	287	248	86%	226	91%	118	48%	279	97%	239	86%
10	282	234	83%	212	91%	130	56%	269	95%	248	92%
11	184	152	83%	133	88%	72	47%	178	97%	152	85%
12	172	143	83%	129	90%	47	33%	171	99%	154	90%
OSY	856	664	78%	609	92%	42	6%	684	80%	10	1%
Total	5,593	4,300	80%*	4,078	95%	1,912	44%	4,960	89%	1,222	25%

Source: 2019-20 Data Check Sheet

*Percentage of eligible migratory children ages 3-21 (5,357)

Exhibit 7 shows that 57% of all eligible students in grades 9-12 received MEP high school credit accrual services, as did one OSY (not shown in the table).

Exhibit 7 Migratory Students/Youth Receiving Credit Accrual Services during the 2019-20 Performance Period

	Grade 9	Grade 10	Grade 11	Grade 12	Total
# Eligible	287	272	184	172	925
# Receiving MEP Credit Accrual Services	76 (31%)	187 (80%)	126 (83%)	135 (94%)	524 (57%)

Source: 2019-20 Data Check Sheet

Exhibit 8 displays the migratory students/youth eligible and served by each of the six regions during 2019-20. The percentage of eligible migratory students served in the regions ranged from 77% (Dequeen-Mena, Region 5) to 92% (Crowley's Ridge, Region 2 and Wilbur Mills, Region 4). The percentage of students with PFS served by the regions ranged from 81% (SE Arkansas, Region 6) to 100% (NW Arkansas, Region 1) with a total of 94% of PFS being served across the State. Eighty-six percent (86%) of the non-PFS students were served.

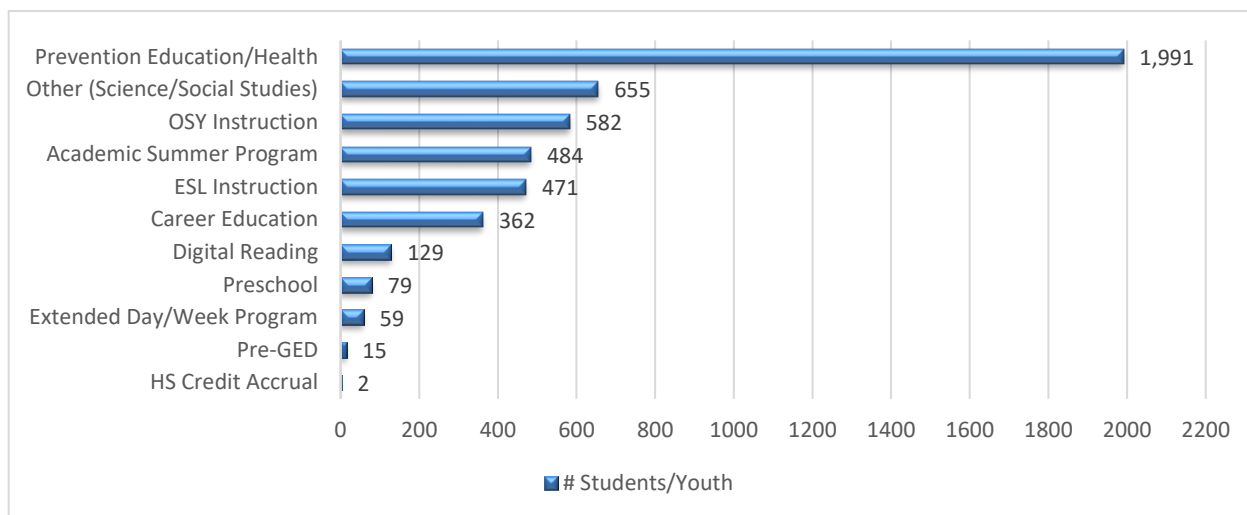
Exhibit 8 2019-20 Regional Migratory Child Counts and Student Served

Region	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
1-NW Arkansas	1,105	1,010	91%	408	37%	408	100%	697	63%	602	86%
2- Crowley's Ridge	1,283	1,184	92%	493	39%	474	96%	790	62%	710	90%
3-Guy Fenter	1,008	918	91%	354	35%	345	96%	654	65%	573	88%
4-Wilbur Mills	851	782	92%	235	28%	220	94%	616	72%	562	91%
5-Dequeen Mena	429	329	77%	79	19%	70	89%	350	82%	259	74%
6-SE Arkansas	917	746	81%	287	31%	233	81%	630	69%	513	82%
Total	5,593	4,969	89%	1,856	33%	1,751	94%	3,737	67%	3,218	86%

Source: MIS2000

Exhibit 9 shows the specific instructional services (not including literacy and mathematics) received by migratory students/youth during 2019-20, as reported by local projects in MIS2000. Results show that largest number of students received prevention education/health instruction. Students participated in extended day/week programming, tutoring, academic summer programming, preschool, and high school credit accrual.

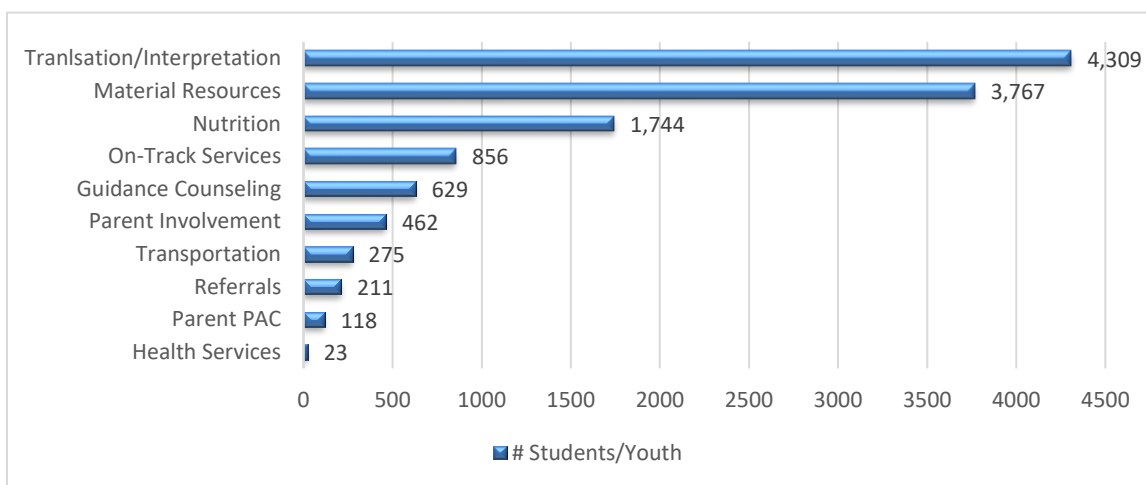
Exhibit 9
Instructional Services Received by Migratory Students during 2019-20



Source: MIS2000

Exhibit 10 shows the specific support services received by migratory students/youth during 2019-20, as reported by local projects in MIS2000. Results show that the largest number of students received translation/interpretation services, followed by material resources. Other support services received included on-track services, transportation, guidance counseling, health services, referrals, and parent involvement.

Exhibit 10
Support Services Received by Migratory Students during 2019-20



Source: MIS2000

Parent Involvement

The Arkansas MEP parent involvement Mission Statement states: ***The Arkansas MEP seeks to encourage and support migratory parent involvement in the education of their children at home and in school.*** Typically, parent involvement is facilitated through communication initiated either by schools or by MEP staff. To ensure maximum participation, the activities that follow were initiated in each co-op service area. Of note is that only a small portion of parent involvement activities continued during the pandemic (second half of the year) due to school closures and social distancing requirements. Where possible, these parent services continued virtually.

- Migratory parents receive written communication from the MEP in a language that they understand.
- Translators and interpreters are available at each MEP project to assist parents who are not literate or fluent in English.
- Parent workshops, classes, and information are offered to parents for the purpose of assisting them to review and improve programs and services to benefit their children.
- PAC meetings are held in each region.
- Parents are invited to participate in joint planning with schools and other local, State, and Federal programs.
- Home/school/community partnerships are ways for parents to support the education of their children, and advocacy for their children were training topics targeting parent audiences sponsored by LOAs or co-ops.
- Family literacy services are provided to parents and their children to build their literacy skills.

Each co-op hosted at least one regional PAC meeting during the year—some with two. Exhibit 11 shows the local PAC meetings, regional PAC meetings, and other parent involvement events. A total of 184 parent events/activities were provided to 1,487 participants (duplicated count) during 2019-20 (Region 1=55; Region 2=46; Region 3=46; Region 4=15; Region 5=5; and Region 6=17).

Exhibit 11
Parent Activities Provided by Each Region during 2019-20

Date	Parent Involvement Activities	Location	# Parents
Region 1 – Northwest Arkansas Educational Cooperative			
8/1/2019	Back to School Bonanza	Lincoln	3
8/2/2019	Back to School Bash	Berryville	9
8/2/2019	Student Registration	Berryville	10
9/1/2019	Grandparents Day	Lincoln	2
9/6/2019	Grandparents Day	Green Forest	20
9/17/19-9/19/19	Parent/Teacher Conferences	Decatur	7
9/18/2019	Parent Night – Family Game Night	Huntsville	5
9/18/2019	Parent/Teacher conference	Bald Knob	6
9/19/2019	Parent Meeting	Bald Knob	6
9/19/2019	Parent/Teacher Conferences	Siloam Springs	3
9/19/2019	Book Fair to Meet New Families	Green Forest	5
9/19/2019	PAC Meeting	Green Forest	5
9/24/2019	Parent/Teacher Conferences	Siloam Springs	5
9/25-27/19	Parent/Teacher Conferences	Huntsville	10
10/2/2019	Parent Involvement Night	Green Forest	2
10/4/2019	Safety Day	Decatur	1
10/9/2019	Flu Clinic	Decatur	1

Date	Parent Involvement Activities	Location	# Parents
10/12/2019	PAC Council Meeting	Cave City	1
10/12/2019	Parent Meeting	Cave City	1
10/16/2019	PAC Council meeting	Gosnell	3
10/16/2019	Parent Meeting	Gosnell	3
10/17/2019	Parent/Teacher Conferences	Siloam Springs	4
10/17/2019	Elementary Awards Assembly	Decatur	5
10/19/2019	PAC Meeting	Jasper	3
10/21/2019	PAC Meeting	Lincoln	2
10/21/2019	FAFSA Night	Lincoln	0
10/21/2019	Picture Day	Decatur	0
10/22/2019	Parent/Teacher Conferences	Siloam Springs	1
10/30/2019	PAC Meeting - What is the MEP?	Springdale	16
11/7/2019	PAC - Preschool readiness, tutoring, health, summer programs	Fayetteville	2
11/7/2019	Veteran's Day Assembly	Decatur	0
11/17/2019	PAC Council Meeting	Batesville	2
11/17/2019	Parent Meeting	Batesville	23
11/22/2019	PAC Meeting	Siloam Springs	4
11/22/2019	Parent Involvement	Siloam Springs	4
12/3/2019	Literacy Night/Parent Night	Decatur	2
12/6/2019	PAC Council Meeting	Lonoke	4
12/6/2019	Parent Meeting	Lonoke	4
12/11/2019	Christmas Around the World – Culture, food, social studies	Huntsville	5
12/11/2019	PAC Council Meeting	Bald Knob	6
12/12/2019	Culture Fest	Decatur	2
12/17/2019	Winter Program Band and Choir	Decatur	2
1/16/2020	Elementary Awards Assembly	Decatur	4
2/6/2020	College Night - Crowder College	Springdale	6
2/6/2020	Book Fair to Meet New Families	Green Forest	5
2/6/2020	PAC Meeting	Green Forest	5
2/11/20-2/13/20	Parent/Teacher Conferences	Decatur	7
2/13/2020	Parent/Teacher Conferences	Siloam Springs	2
2/13/2020	Tour of Crowder College	Springdale	5
2/18/2020	Parent/Teacher Conferences	Siloam Springs	3
2/25/2020	Trivia Scholarship Night	Lincoln	0
2/26-27/18	Parent/Teacher Conferences	Huntsville	10
3/2/2020	Parent Involvement Night	Green Forest	2
3/4/20-3/5/20	PAC Meeting	Rogers	6
3/13/2020	Donuts with Dad	Decatur	2
Region 2 – Crowley's Ridge Educational Cooperative			
8/8/2019	Open House BJHS and BHS for students and parents	Batesville	5
8/8/2019	Open House	Cave City	--
8/12/2019	Open House Elementary Schools students and for parents	Batesville	35
8/13/2019	5th Grade Tech Night	Trumann	--
10/2/2019	UHSMA 3rd Grade Trip to Parker Homestead	Nettleton	1
10/11/2019	Grandparents/Parents Breakfast	Cave City	--
10/14/2019	Parent Meeting	Newport	9
10/17/2019	UHSMA Willy Wonka Play at High School	Nettleton	1
10/18/2019	Parent Meetings	Cross County	--
10/22/2019	P/T Conferences all schools for parents	Batesville	40
10/24/2019	Fall Festival	Trumann	--
10/25/2019	PAC Meeting	Pocahontas	6
10/28/2019	UHSMA Trip to Forum	Nettleton	1
10/28/2019	Parent Night at Bookfair	Trumann	--
10/28/2019	TES/THS Parent/Teacher Conferences	Trumann	--
10/29/2019	UHSMA Trip to LR/Capitol/Clinton Library	Nettleton	1
10/29/2019	TMS Parent/Teacher Conferences	Trumann	--
10/31/2019	PAC Meeting	Cave City	6
10/31/2019	Parent Meeting	Cave City	6
10/31/2019	Flu Clinic	Trumann	--

Date	Parent Involvement Activities	Location	# Parents
11/5/2019	Migrant PAC Night	Jonesboro	43
11/11/2019	Kindergarten Thanksgiving Play for Parents	Cave City	--
11/11/2019	Migrant PAC Meeting	Nettleton	2
11/12/2019	Parent Fun and Family Night	Jonesboro	19
11/14/2019	Fall PAC Meeting for parents	Batesville	53
11/15/2019	PAC Meeting	Manilla	6
11/19/2019	Parental Involvement Meeting	Jonesboro	14
11/20/2019	Local Migrant PAC Mtg (Literacy, Math, Grad. requirements)	Wynne	3
11/25/2019	District Spelling Bee	Trumann	--
11/27/2019	TMS Bookfair	Trumann	--
12/5/2019	Snoopy Family Night	Cave City	455
12/5/2019	PAC Meeting	Paragould	11
12/10/2019	Movie and Popcorn Night	Jonesboro	10
12/12/2019	Parent Advisory Council Meeting	Buffalo Island	8
12/12/2019	PAC Meeting for Parents and Children	Southside	6
12/16/2019	Kindergarten Christmas Play for Parents	Cave City	--
12/17/2019	Fall Migrant Parent Night	Greene County	--
12/17/2019	Soup and Stuff	Jonesboro	13
12/17/2019	UHSMA Christmas Pay at HS PAC	Nettleton	2
12/19/2019	Migrant Parent Meeting - health, lit, math, credit recovery, etc.	Wynne	3
1/30/2020	Vaping Awareness for Parents, Kids and School Staff	Cave City	--
2/6/2020	Steam Meeting at Elementary schools for students and parents	Batesville	--
2/11/2020	TMS Parent/Teacher Conferences	Trumann	--
2/13/2020	TES/THS Parent/Teacher Conferences	Trumann	--
3/13/2020	Poinsett County Spelling Bee	Trumann	--
3/19/2020	Math Night	Trumann	--
Region 3 – Guy Fenter Educational Cooperative			
Fall 2019	District Parent/Teacher Conferences	Heber Springs	--
8/11/2019	Senior and Mother meeting	Clinton	2
9/17/2019	Parent/Teacher Conferences	Clinton	7
9/24/2019	Darby Jr High Cafecito - Importance of school attendance	Fort Smith	1
9/26/2019	Sutton Elem Cafecito - Grades and attendance	Fort Smith	0
10/2/2019	Math and Science Night	Russellville	0
10/3/2019	Kimmons Jr High Cafecito - Diverse academic topics	Fort Smith	0
10/4/2019	Parent Volunteer/ARKTESOL	Clarksville	10
10/8/2019	FAFSA Workshop	Van Buren	5
10/10/2019	Sunnymede Elem Cafecito - Parent's Role	Fort Smith	1
10/10/2019	Parent Involvement Meeting	Conway	3
10/11/2019	Parent Volunteer/ARKTESOL	Clarksville	7
10/15/19-10/17/19	Parent/Teacher Conferences	Van Buren	10
10/15/19-10/7/19	Parent/Teacher Conferences	Fort Smith	--
10/17/2019	HS Parent/Teacher Conferences	Clinton	3
10/21/19-10/22/19	Parent/Teacher Conferences	Russellville	3
10/24/2019	PAC Meeting	Clinton	13
10/24/2019	College and Career Night	Russellville	1
10/28/2019	Senior Success Night	Russellville	0
10/31/2019	Secondary Students - On-Track, Credits	Clinton	5
11/4/2019	Saavedra Family	Clinton	2
11/14/2019	Junior High Parent/Teacher Conferences	Clinton	4
11/14/2019	Hispanic Heritage Night	Conway	--
11/15/2019	Migrant Education Night Literacy/Schoolology	Clarksville	28
11/20/2019	Local PAC Meeting	Fort Smith	12
11/22/2019	Parent Volunteer/Gingerbread Literacy Night	Clarksville	5
Dec. 2019	Christmas Cards	Waldron	--
12/9/2019	PAC Meeting	Vilonia	0
12/10/2019	Book Club Party #1	Van Buren	3
12/12/2019	Parent Advisory Council	Van Buren	11
1/10/2020	Parent Volunteer/Parents More Homecoming	Clarksville	3
1/17/2020	Parent Volunteer/Homecoming	Clarksville	3

Date	Parent Involvement Activities	Location	# Parents
1/24/2020	Parent Volunteer/Math Charts	Clarksville	4
2/7/2020	Parent Volunteer/Frequency Words	Clarksville	1
2/18/2020	Junior High Parent/Teacher Conferences	Clinton	2
2/19/2020	Howard Elem Cafecito - Academic Performance	Fort Smith	0
3/6/2020	Parent Volunteer/Art and Science Project	Clarksville	7
3/6/2020	Book Club Party #2	Van Buren	2
3/13/2020	Literacy Night Parent Involvement	Clarksville	48
5/1/2020	Porch Deliveries	Waldron	--
5/1/2020	Porch Deliveries	Waldron	--
2/10/20-2/11/20	Parent/Teacher Conferences	Russellville	1
5/18/20-5/20/20	COVID-19 Resources	Fort Smith	--
Spring 2020	District Parent/Teacher Conferences	Heber Springs	--
On-going	High School Letters for Parent/Teacher Conferences	Waldron	--
On-going	Elem./MS/HS PAC Meeting	Waldron	--
Region 4 – Wilbur Mills Educational Cooperative			
8/5/2019	Open House	Barton	--
8/8/2019	District Wide Open House	Clarendon	--
9/24/2019	District Parent/Teacher Conferences	Clarendon	--
10/3/2019	PAC Meeting	Searcy	14
10/10/2019	Fall PAC Meeting	Clarendon	3
10/14/2019	PAC Meeting	Lonoke	2
10/17/2019	Parent Conference Fall	Barton	--
10/28/2019	Fall Family Festival	Barton	--
11/5/2019	Academic Night (Grades 7-12)	Clarendon	--
12/13/2019	PAC Meeting	Bald Knob	3
12/19/2019	PAC Meeting	Beebe	14
2/13/2020	STEAM Night	Barton	--
2/13/2020	District Parent/Teacher Conferences	Clarendon	--
3/12/2020	Parent Conference Spring	Barton	--
3/15/2020	College Night	Barton	--
Region 5 – Dequeen-Mena Educational Cooperative			
9/24/2019	Fall Parent/PAC Meeting	De Queen	9
10/6/2019	Meeting w/Marshallese Community	De Queen	
10/17/2019	Fall Parent/Teacher Conferences	De Queen	
10/26/2019	Centerpoint Migrant Family Meeting	Centerpoint	21
12/5/2019	Migrant Parent Night	Hope	4
Region 6 – Southeast Arkansas Educational Cooperative			
09/15/19	Fall Parent Teacher Conference	Hamburg	13
09/16/19	Fall Parent Teacher Conference	Star City	6
09/16/19	Book Distribution	Star City	6
09/17/19	Meet and Greet/Meeting the Migrant Families	Hermitage	10
09/23/19	Fall Parent Meeting – Overview of MEP, AMESLA and MSAC	Dumas	18
10/10/19	Parent Academy/ Teaching your child how to read	Hermitage	6
10/31/19	Fall Fest w/Families/Educational Games	Hermitage	15
10/31/19	Parent Meeting	Warren	4
11/07/19	Reading is Magical Parent Meeting	Hamburg	10
11/18/19	MASC Day/College Preparation	Hermitage	9
12/10/19	PAC, High School Credits, Reading levels, Book Distribution	Hermitage	16
12/20/19	Migrant Parent Night	Star City	6
01/14/20	Motivate Migrant/Parent Voice, Needs, Wants, and Assistance	Hermitage	18
02/13/20	The LOVE for Migrant/Summer Programs, Grades	Hermitage	20
02/14/20	Spring Parent Teacher Conference	Star City	7
02/14/20	Book Distribution	Star City	7
03/05/20	March Madness/HIPPY Program, Sign Up for Preschool & K	Hermitage	24
TOTAL			1,487

Source: 2019-20 AR MEP FSI

On the Parent Survey, parents were asked to rate the overall quality of the Arkansas MEP. A total of 121 parents responded, with all parents reporting that MEP services were excellent (92%) or good (8%).

Professional Development

The Arkansas MEP and its regional co-ops have systems in place to provide high quality professional learning opportunities to teachers and administrators. The Arkansas MEP and its regional/LOAs offer professional development activities such as the following.

- Arkansas Statewide Migrant Conference (held in November)
- Co-op directors visit schools to share information and resources
- Co-ops provide supplementary materials and resources provided to LOAs
- Local MEP directors' meetings (3-4 times each year)
- Local and regional data collection training opportunities
- Newsletter for tutors on resources and topics of interest (weekly or monthly)
- Newsletter on strategies and activities for migratory students (spring/fall)
- Regional fall and spring workshops for tutors
- State and co-op websites
- State PAC meetings
- Statewide and regional training and meetings for recruiters (annually)
- Training for summer math and literacy programs
- Training for the MyON digital reading program

Exhibit 12 shows that during 2019-20, 424 staff (duplicated count) participated in 48 professional development opportunities across the State.

Exhibit 12
Professional Development Provided in Each Region during 2019-20

Title of Training/Topic	# Staff
Region 1 – Northwest Arkansas Education Cooperative	
Assessment and analyzing data	2
Back to School Meetings/Events	11
Behavior Training	5
Bright Futures Champions Breakfast	3
Co-op Migrant Meetings	11
HEP/MSAC/Crowder College	2
Identification and Recruitment	46
Leadership, Ethics, Teen Suicide Prevention, etc.	--
Literacy, Math and Science Tutoring	1
LPAC/ESL/EL	7
MEP Training for Clerks and Tutors	8
Migrant Instructional Strategies	5
Miscellaneous PD	19
Reading, Science and Behavioral Sessions	8
Registration	1
RISE	3
Science of Reading Training	10
STEM	1
Strategic Planning	10
Triand Training for Secondary Tutors	4
Tutoring/Classroom Training	--

Title of Training/Topic	# Staff
Region 2 – Crowley’s Ridge Education Cooperative	
Co-op Migrant Meeting	34
Identification and Recruitment	26
New Tutor Training	4
Region 3 – Guy Fenter Education Cooperative	
ARKTESOL	7
Back to School Meetings/Events	10
Co-op Migrant Meetings	16
ELL/Migrant Para Meetings	46
Data Workshop	7
Identification and Recruitment	27
Local Training - Sexual Harassment, Ethics, Safety	8
Lock Down Procedures	2
Math Tools/Techniques	17
MEP Administrator Training	8
MEP Tutor Training	6
Miscellaneous PD	2
Monitoring/Planning for Summer School	2
Step into the River, Not the Puddle	15
Teen Suicide	2
Region 4- Wilbur Mills Education Cooperative	
Co-op Meetings for Policies and Procedures	--
Co-op Migrant Meetings	--
Identification and Recruitment	--
New Tutor training	--
Region 5 – Dequeen-Mena Education Cooperative	
ABICE Training	1
Co-op Migrant Meetings	5
Identification and Recruitment	3
Region 6- Southeast Arkansas Education Cooperative	
Evaluation Requirements	9
Back to School and ID&R	10
Total	424

Source: 2019-20 AR MEP FSI

Following are examples of staff comments about the professional development received during 2019-20 that demonstrate the usefulness of the sessions and ways in which they will use what they learned in working with migratory students.

- *Excellent!! (multiple responses)*
- *Great presenters. Very active and very interesting. (multiple responses)*
- *I enjoyed this workshop and I feel like I left with some valuable information that will help me and the students.*
- *Information was well thought out and clear.*
- *It is wonderful to know we have the support we need from migrant. The list of folder forms is very helpful.*
- *It was a good training/great training. (multiple responses)*
- *It was a great workshop with lots of information. I was new to the migrant program and left having knowledge of what the program was about as well as my duties with the program.*
- *Lots of info about games, etc. to help learning be more fun. (multiple responses)*
- *Loved the math and literacy workshops. Very informative. (multiple responses)*
- *Really enjoyed this workshop. I've learned a lot. (multiple responses)*
- *Strategies shared were of a great value.*
- *Thank you for the math website resources. This will be very helpful. (multiple responses)*

- *The information on MAP testing was very helpful. GPS and E-school information was very much needed. Thanks!*
- *This training was very informative. (multiple responses)*
- *This was a very informative training. Thank you for providing resources to use without students and fellow teachers.*
- *This workshop was very helpful with the math sites to use for my tutoring.*
- *Very fun*

On the Staff Survey, MEP staff were asked to rate the overall value of MEP professional development. Exhibit 13 shows their mean ratings on a 4-point scale where 1=low value, 2=medium value, 3=high value, and 4=very high value. Ninety-one percent (91%) of the 55 staff responding rated professional development provided during 2019-20 as either high value (42%) or very high value (48%).

Exhibit 13
Staff Ratings of MEP Professional Development Provided During 2019-20

# Responding	# (%) Low Value	# (%) Medium Value	# (%) High Value	# (%) Very High Value	Mean Rating
55	0 (0%)	5 (9%)	23 (42%)	27 (48%)	3.4

Source: 2019-20 MEP Staff Survey

Strategy Implementation

During 2019-20, The Fidelity of Strategy Implementation (FSI) Tool was used by State staff during onsite observations to rate the implementation of the 18 service delivery strategies in the Arkansas SDP. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. Exhibit 14 shows the mean ratings assigned by State staff for the level of implementation of each strategy, the number of projects implementing each strategy, and the number of projects receiving ratings of 4.0 or more (considered proficient). The mean rating for all 18 strategies combined was 3.6 out of 5.0.

Four (22%) of the 18 strategies (1-1, 1-4, 2-1, and 3-2) addressing literacy instruction, literacy professional development, math instruction, and information and counseling on high school graduation and college and career opportunities were rated at the proficient level or higher (succeeding or exceeding). Lowest rated were Strategies 1-3 and 2-2 addressing SEA-approved supplemental programs, literacy services, and/or resources to migratory students; and summer math instruction. All 62 projects implemented four of the strategies (1-1, 1-5, 2-1, 2-5) addressing literacy and math instruction and parent activities addressing literacy and math. The fewest number of projects implemented Strategies 2-4 and 4-3 addressing math and school readiness professional development.

Exhibit 14
Mean Ratings on the 2019-20 Fidelity of Strategy Implementation (FSI)

Strategy	# (%) Implementing Strategy (N=62)	# (%) Rating 4 or Higher (N=62)	Mean Rating
Literacy			
1-1) Provide migratory students with supplemental in-school and extended day tutoring or support in literacy during the regular school year.	62 (100%)	57 (92%)	4.1
1-2) Provide summer literacy instruction.	61 (98%)	50 (82%)	3.8

Strategy	# (%) Implementing Strategy (N=62)	# (%) Rating 4 or Higher (N=62)	Mean Rating
1-3) Provide SEA-approved supplemental programs, literacy services and/or resources to migratory students (e.g., reading materials, digital reading programs, magazines).	50 (81%)	24 (48%)	2.8
1-4) Provide relevant and ongoing professional development in literacy to MEP staff.	33 (53%)	29 (88%)	4.1
1-5) Provide support for parents to promote the achievement of their children in literacy (e.g., PAC and parent meetings focused on teaching parents how to help their children in school, instructional home visits, etc.).	62 (100%)	43 (69%)	3.7
Mathematics			
2.1) Provide migratory students with supplemental in-school and extended day tutoring and support in mathematics during the regular school year.	62 (100%)	55 (89%)	4.0
2-2) Provide summer math instruction.	49 (79%)	24 (49%)	2.8
2-3) Provide SEA-approved supplemental programs, math services, and/or resources to migratory students (e.g., math materials, digital programs, manipulatives).	61 (98%)	53 (87%)	3.9
2-4) Provide relevant and ongoing professional development in math to MEP staff.	32 (52%)	26 (81%)	3.8
2-5) Provide support for parents to promote the achievement of their children in math (e.g., PAC and parent meetings focused on teaching parents how to help their children in school, instructional home visits, etc.).	62 (100%)	39 (63%)	3.6
High School Graduation/Services to OSY			
3-1) Provide credit recovery opportunities through a SEA-approved credit recovery program along with tutoring where needed.	58 (94%)	42 (72%)	3.6
3-2) Provide information and counseling to secondary migratory students, parents, and OSY, including those in non-project schools, on high school graduation, and college and career opportunities (e.g., On Track, Moving Up Arkansas, Scholarships, CAMP, ACT prep, concurrent credit, MSAC, AMESLA, summer programs at local colleges).	53 (85%)	44 (83%)	4.0
3-3) Identify and provide supplemental health services with a focus on academic performance and high school graduation.	58 (94%)	45 (78%)	3.7
3-4) Provide professional development for cooperative staff and LOA and LEAs on strategies for appropriate instructional and counseling services on graduation/GED for OSY.	29 (47%)	22 (76%)	3.8
School Readiness			
4-1) Provide migratory children ages 3-5 that are not enrolled in kindergarten or other preschool programs with home-based or site-based instruction using a SEA-approved preschool curriculum.	45 (73%)	26 (58%)	3.3
4-2) Provide supplemental materials and instructional resources (e.g., books, manipulatives).	50 (81%)	32 (64%)	3.7
4-3) Provide relevant professional development to MEP staff about school readiness.	32 (52%)	18 (56%)	3.3
4-4) Provide support for parents to prepare their child for school.	48 (77%)	25 (52%)	3.4

Source: 2019-20 AR MEP FSI

Exhibit 15 lists examples of evidence cited by the projects when assigning ratings to each of the strategies in the FSI.

Exhibit 15
Evidence Cited by Most Projects on the 2019-20 FSI

Strategy	Evidence Cited Most by Projects
Literacy	
1-1	After school support, benchmark assessment, books/bilingual books, culturally-relevant literature, collaboration with other programs, curriculum, differentiated instruction, documentation of staff providing services, enrollment document, one-on-one tutoring, para educators providing support, PFS Student Intervention Plans, small group instruction, strategies to build reading skills, student needs assessment data, student progress shared with parents, student records, parent-teacher conferences, and copies of progress reports in student files
1-2	Attendance checks, computerized instruction, curricular modifications/accommodations, individual student plans targeting literacy, migrant tutors, online intervention programs, parent contacts, assessment results, curriculum and materials. supplies/materials to support literacy, and technology use/instruction
1-3	Academic improvement plans, attendance checks, bilingual books, books, coordination with teacher(s), counselor coordination, digital reading resources, grade checks, home visits, migrant para support to students, migrant tutor, parent contact, parent/teacher conferences, progress monitoring, reading assessment results, supplies/materials to support literacy, tutoring before, after, or during the school day, and notes/newsletter sent home. books, digital reading programs, student records, MyOn book distribution
1-4	Documentation of local, regional, and state PD, documentation of staff meetings, handouts and materials from PD, local/regions conferences, PD agendas and sign-in sheets, samples of materials provided at PD, training on reading strategies/resources, State conference, and Fall co-op meeting
1-5	Bilingual books/book distributions, home visits, newsletters, PAC Meetings that address literacy, parent meetings, parent nights, parent/teacher conferences, phone calls, report cards, student progress reports, and parent telephone calls
Mathematics	
2-1	Benchmark assessment, books/bilingual books, curriculum, differentiated instruction, documentation of staff providing services, enrollment document, one-on-one tutoring, para educators providing support, small group instruction, student records, student self-assessments, and tutoring before, after, or during the school day
2-2	Attendance checks, computerized instruction, curricular modifications/accommodations, individual student plans targeting math, migrant support schedules, migrant tutors, online math intervention programs, progress monitoring, math program assessment results, math program curriculum and materials, supplies/materials to support math, and technology use/instruction
2-3	Attendance checks, computerized instruction, curricular modifications/accommodations, individual student plans targeting math, migrant tutors, online intervention programs, parent contacts, assessment results, curriculum and materials. supplies/materials to support math, and technology use/instruction, books, manipulatives, student records, manipulatives, and services documented daily
2-4	Documentation of local, regional, and state PD, handouts and materials from PD, local/regions conferences, PD agendas and sign-in sheets, samples of materials provided at PD, training on math strategies/resources, State conference, and Fall co-op meeting
2-5	Bilingual books/book distribution, home visits, newsletters, PAC meetings that address math, parent education nights, parent meetings, parent training agendas/sign-in sheets, phone calls, math and science connection books
High School Graduation/Services to OSY	
3-1	Attendance records, correspondence with counselor, description of resources provided, description of services provided, progress reports, student progress reporting, transcripts, OnTrack data, emails with math teach, and MSAC scholarship/next level
3-2	AMESLA records, attendance records, career exploration, communication with ADE, correspondence with counselor, credit accrual and recovery, graduation plans, materials, MSAC records, On-Track records, and tutoring
3-3	Coordination with counselors, coordination with community service providers, coordination with teachers, health services, home visits, meals/nutrition, documentation of health screenings
3-4	Attendance records, bilingual books, books, coordination with other programs, coordination with teacher(s), computerized instruction, counselor coordination, counselor records, grade checks, migrant para support to students, migrant tutor, parent/teacher conferences, and MSAC next level

Strategy	Evidence Cited Most by Projects
3-5	Documentation of local, regions, and State PD, handouts and materials from PD, Fall co-op meeting, State conference
School Readiness	
4-1	Activity folders/backpacks/bags, attendance lists, documentation of student learning needs, early literacy assessment results, early literacy resources, enrollment/attendance records, family resource centers, home visits, and para schedules.
4-2	Activity folders/backpacks/bags, books, early learning centers, bags with supplies (books, crayons, toothbrush, toothpaste), early literacy resources for parents, participation records, resources provided by outside agencies, and supplies.
4-3	Collaboration with district ECE program, documentation of local, regional, and state PD. documentation of staff meetings, handouts and materials from PD. National Migrant Education Conference, samples of materials provided at PD, and school year staff development.
4-4	Activity folders/backpacks/bags, collaboration with local early childhood programs (e.g., Head Start), early learning centers, early literacy resources for parents, family resource centers, home visits, constant communication with parents, and participation records.

Source: 2019-20 AR MEP FSI

6. Outcome Evaluation Results

This section provides a summary of Arkansas MEP results toward the State Performance Goals 1 and 5 and the MEP MPOs. Sources of data include student assessment results, demographic data from the Arkansas State student assessment database and State MEP database (MIS2000), survey responses, and a review of Arkansas MEP records.

State Performance Goals 1 and 5

Performance Goal 1: Proficiency in Reading and Math

During 2018-19 (the most recent State assessment results available due to the 2019-20 State assessments cancelled due to the COVID-19 pandemic), ELA and Mathematics academic achievement of students attending public school in Arkansas was assessed through the ACT Aspire summative assessments in grades 3-10. The four proficiency levels for the ACT Aspire summative assessments are from lowest to highest: In Need of Support (substantially below the ACT Readiness Benchmark); Close (below but near the ACT Readiness Benchmark); Ready (on target for meeting the ACT Readiness Benchmark) or Exceeding (substantially above the ACT Readiness Benchmark).

Following are the 2018-19 results in ELA and Mathematics for migratory students, disaggregated by PFS, compared to the State Performance Targets for all students as indicated in the Arkansas ESSA State Plan. Tables show the number of migratory students assessed, the number and percent of migratory students scoring at Ready or Exceeding (R/E) on the 2018-19 ELA and Math assessments, the State Performance Targets for 2018-19, and the difference in the percentage of migratory students scoring at R/E compared to the State Performance Targets.

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

Arkansas migratory students assessed were short of the Arkansas State Performance Targets for ELA proficiency. For all grade levels assessed, the 2019-20 target was not met by migratory students. Differences ranged from -23.7% (PFS 10th graders) to -52.0% (PFS 3rd graders).

Exhibit 16
Migratory Students Scoring at R/E on 2019 Arkansas ACT Aspire ELA Assessments

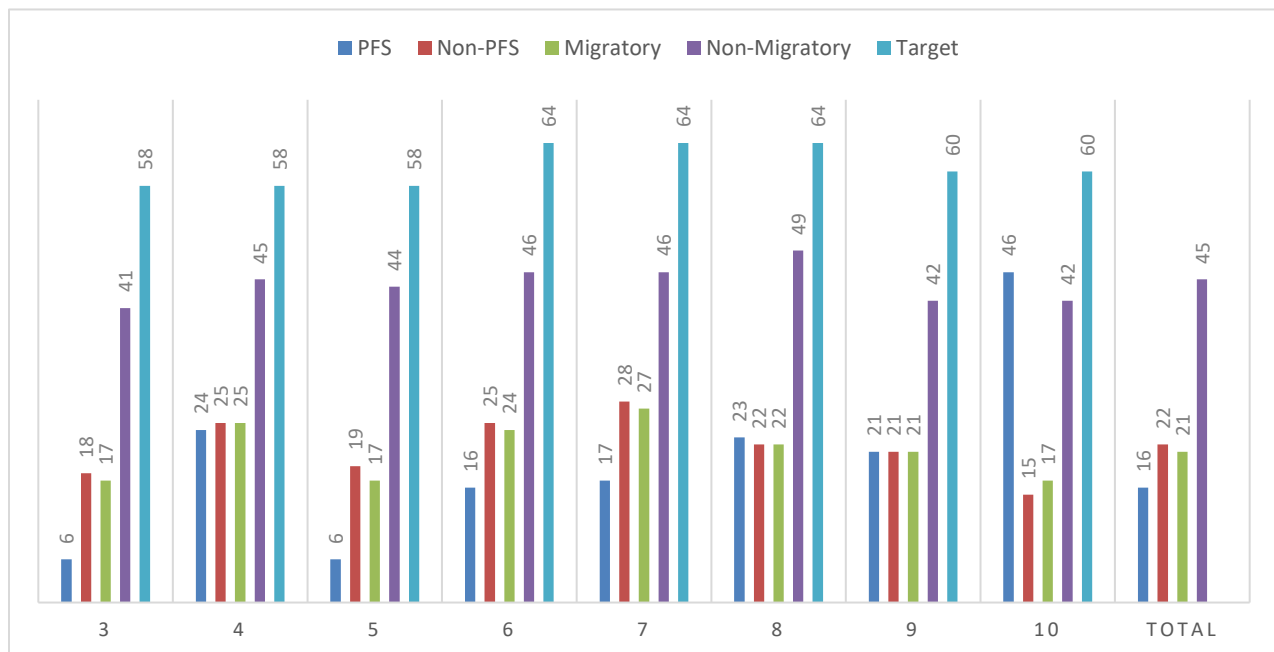
Grade Levels	PFS Status	# Tested	#/% Migratory Students Scoring R/E	19-20 State Performance Target (Baseline)	Diff (+/-%)	% Non-Migratory Students Scoring R/E
3	PFS	35	2 (6%)	57.7%	-52.0%	41%
	Non-PFS	195	36 (18%)		-39.2%	
	All Migratory	230	38 (17%)		-41.2%	
4	PFS	29	7 (24%)	57.7%	-33.6%	45%
	Non-PFS	177	44 (25%)		-32.8%	
	All Migratory	206	52 (25%)		-32.9%	
5	PFS	32	2 (6%)	57.7%	-51.5%	44%
	Non-PFS	160	30 (19%)		-39.0%	
	All Migratory	192	32 (17%)		-41.0%	
6	PFS	25	4 (16%)	63.8%	-47.8%	46%
	Non-PFS	140	35 (25%)		-38.8%	
	All Migratory	165	39 (24%)		-40.2%	

Grade Levels	PFS Status	# Tested	#/% Migratory Students Scoring R/E	19-20 State Performance Target (Baseline)	Diff (+/-%)	% Non-Migratory Students Scoring R/E
7	PFS	18	3 (17%)	63.8%	-47.1%	46%
	Non-PFS	150	42 (28%)		-35.8%	
	All Migratory	168	45 (27%)		-37.0%	
8	PFS	30	7 (23%)	63.8%	-40.5%	49%
	Non-PFS	142	31 (22%)		-42.0%	
	All Migratory	172	38 (22%)		-41.7%	
9	PFS	14	3 (21%)	60.1%	-38.7%	42%
	Non-PFS	117	25 (21%)		-38.7%	
	All Migratory	131	28 (21%)		-38.7%	
10	PFS	11	4 (46%)	60.1%	-23.7%	42%
	Non-PFS	114	17 (15%)		-45.2%	
	All Migratory	125	21 (17%)		-43.3%	
All	PFS	194	32 (16%)	N/A	--	45%
	Non-PFS	1195	260 (22%)		--	
	All Migratory	1389	292 (21%)		--	

Source: ADE Assessment Department

Below is a graphic display of the differences in the percentage of PFS, non-PFS, all migratory, and non-migratory students scoring at R/E on the ACT Aspire ELA summative assessments, as well as the target for each grade level.

Exhibit 17
Graphic Display of 2019 Arkansas ACT Aspire ELA Assessment Results



Source: ADE Assessment Department

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

Arkansas migratory students assessed were short of the Arkansas State Performance Targets for math proficiency. For all grade levels assessed, the 2019-20 target was not met by migratory students. Differences ranged from -17.6% (non-PFS 6th graders) to -44.0% (PFS 9th graders).

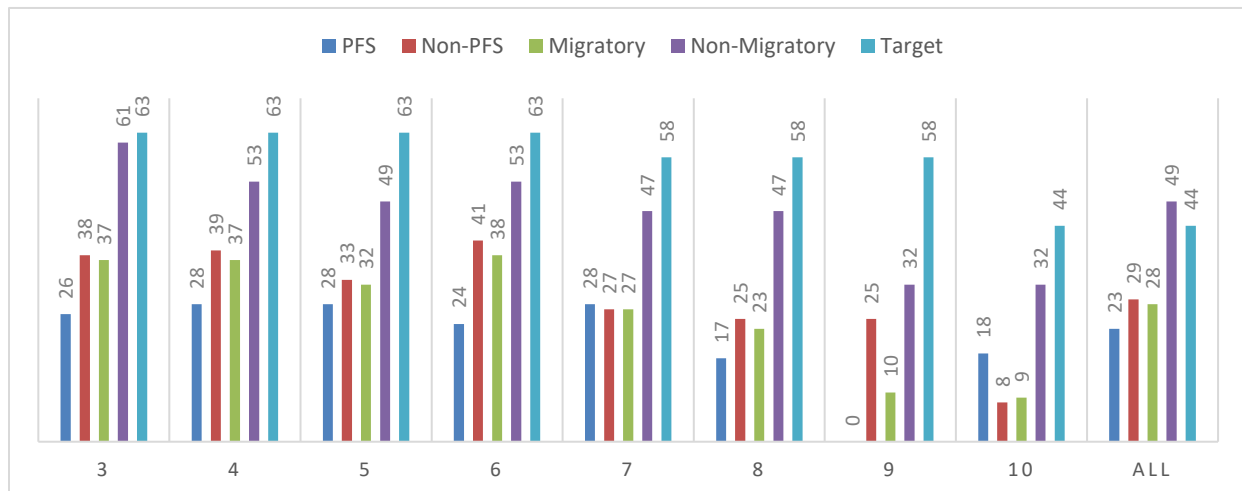
Exhibit 18
Migratory Students Scoring at R/E on 2019 Arkansas ACT Aspire Math Assessments

Grade Levels	PFS Status	# Tested	#/% Migratory Students Scoring R/E	19-20 State Performance Target (Baseline)	Diff (+/-%)	% Non-Migratory Students Scoring R/E
3	PFS	35	9 (26%)	63.4%	-37.7%	61%
	Non-PFS	195	75 (38%)		-24.9%	
	All Migratory	230	84 (37%)		-26.9%	
4	PFS	29	8 (28%)	63.4%	-35.8%	53%
	Non-PFS	177	69 (39%)		-24.4%	
	All Migratory	206	77 (37%)		-26.0%	
5	PFS	32	9 (28%)	63.4%	-35.3%	49%
	Non-PFS	160	52 (33%)		-30.9%	
	All Migratory	192	61 (32%)		-31.6%	
6	PFS	25	6 (24%)	58.3%	-34.3%	53%
	Non-PFS	140	57 (41%)		-17.6%	
	All Migratory	165	63 (38%)		-20.1%	
7	PFS	18	5 (28%)	58.3%	-30.5%	47%
	Non-PFS	150	40 (27%)		-31.6%	
	All Migratory	168	45 (27%)		-31.5%	
8	PFS	30	5 (17%)	58.3%	-41.6%	47%
	Non-PFS	142	35 (25%)		-33.7%	
	All Migratory	172	40 (23%)		-35.0%	
9	PFS	14	0 (0%)	44%	-44.0%	32%
	Non-PFS	117	35 (25%)		-32.9%	
	All Migratory	131	13 (10%)		-34.1%	
10	PFS	11	2 (18%)	44%	-25.8%	32%
	Non-PFS	114	9 (8%)		-36.1%	
	All Migratory	125	11 (9%)		-35.2%	
All	PFS	194	44 (23%)	N/A	--	49%
	Non-PFS	1195	350 (29%)		--	
	All Migratory	1389	394 (28%)		--	

Source: ADE Assessment Department

Below is a graphic display of the differences in the percent of PFS, non-PFS, all migratory, and non-migratory students scoring at R/E on 2019 ACT Aspire Math summative assessments, as well as the target for each grade level.

Exhibit 19
Graphic Display of 2019 Arkansas ACT Aspire Math Assessment Results



Source: ADE Assessment Department

Performance Goal 5: High School Graduation

Note: At this time, graduation and dropout rates cannot be disaggregated by PFS and non-PFS. Arkansas MEP staff are working with the State Student Assessment Department to ensure that this data disaggregation can be done in the future.

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

The 2019-20 Arkansas State Performance Target for high school graduation was 89.3%. The graduation rate of students in Arkansas is calculated using the U.S. Department of Education's guidance issued in 2008. Exhibit 20 compares the four-year graduation rate of migratory students to that of non-migratory students in Arkansas. The 2019-20 migratory student graduation rate was 81.1% which was 8.2% short of the target and 7.68% short of the non-migratory student graduation rate of 88.78%.

Exhibit 20
2019-20 Graduation Rates (4-Year) of Migratory and Non-Migratory Students

State Performance Target	Non-Migratory Students	Migratory Students
89.3%	88.78	81.1

Source: MIS2000

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

Arkansas does not have a State Performance Target for dropout rate. The dropout rate for migratory students was 0.08% which was 1.23% less than the dropout rate of 1.31% for non-migratory students.

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 overall educational progress, there is little that can be said about supplemental MEP services based on these data. 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.

Government Performance and Reporting Act (GPRA) Measures

This section provides a summary of program results as indicated by the GPRA measures for the MEP. Sources of data include data entered into MIS2000 on promotion, graduation, and completion of Algebra I. The results for GPRA 1 and 2 (ELA and math state assessment results) are included in the previous section.

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

Exhibit 21 shows that 87% of all Arkansas migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2019-20 school year (79% PFS students, 90% non-PFS students). Eighty-four percent (84%) of the 12th grade migratory

students for whom data was available graduated, and 88% 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 2019-20 or were
Promoted to the Next Grade Level from 2019-20 to 2020-21

Grade Level 2019-20	PFS Status	# Eligible Migratory Students 2019-20	# Students For Whom Data Was Available	Students Promoted from 2019-20 to 2020-21		Students Graduated in 2019-20		# (%) Students Graduated or Promoted
				#	%	#	%	
7	PFS	110	71	55	78%	N/A	N/A	
	Non-PFS	272	223	211	95%	N/A	N/A	
	Total	382	294	266	91%	N/A	N/A	
8	PFS	80	54	43	80%	N/A	N/A	
	Non-PFS	181	156	144	92%	N/A	N/A	
	Total	261	210	187	89%	N/A	N/A	
9	PFS	98	62	45	73%	N/A	N/A	
	Non-PFS	197	178	161	91%	N/A	N/A	
	Total	295	240	206	86%	N/A	N/A	
10	PFS	82	60	51	85%	N/A	N/A	
	Non-PFS	191	169	149	88%	N/A	N/A	
	Total	273	229	200	87%	N/A	N/A	
11	PFS	42	27	21	78%	1	5%	
	Non-PFS	147	131	119	91%	6	5%	
	Total	189	158	140	89%	7	5%	
12	PFS	24	21	N/A	N/A	17	81%	
	Non-PFS	143	138	N/A	N/A	116	84%	
	Total	167	159	N/A	N/A	133	84%	
Total	PFS	436	295	215	73%	17	6%	232 (79%)
	Non-PFS	1,131	995	784	79%	116	12%	900 (90%)
	Total	1,567	1,290	999	77%	133	10%	1,132 (87%)

Source: MIS2000 and ADE Data

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

Exhibit 22 shows that 81% of all Arkansas migratory 10th grade students in 2019-20 completed Algebra I or a higher math course prior to entering 11th grade in 2020-21 (78% PFS students, 83% non-PFS students).

Exhibit 22
10th Grade Migratory Students Completing Algebra I or a
Higher Math Course in 2019-20 or Before

PFS Status	# Eligible Migratory 10 th Grade Students 2019-20	# Students for Whom Data Is Available	# 2019-20 10 th Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2019-20 or Before
PFS	82	58	45 (78%)
Non-PFS	191	95	79 (83%)
Total	273	153	124 (81%)

Source: MIS2000 and ADE Data

Measurable Program Outcome (MPO) Results

This section provides a summary of program results as indicated by the MPOs. Sources of data include student assessment results, local project performance reports (summer/regular term), demographic data, MEP staff surveys and migratory parent surveys.

LITERACY

MPO 1a: By the end of the 2019-20 performance period, 80% of migratory students served in a summer migrant program that participate in a SEA-approved supplementary literacy program will show a gain of 3% between pre- and post-testing on a reliable assessment of literacy.

Exhibit 23 shows that the Arkansas MEP **met MPO 1a** with 81% of the 276 migratory students in grades K-11 pre/post-tested gaining by 3% on reading assessments ($p < .001$). PFS and non-PFS students met the MPO; however, students who did not have their PFS status indicated did not. Of note is that 307 migratory students had either a pre-test score or a post-test score with 276 students (90%) having both.

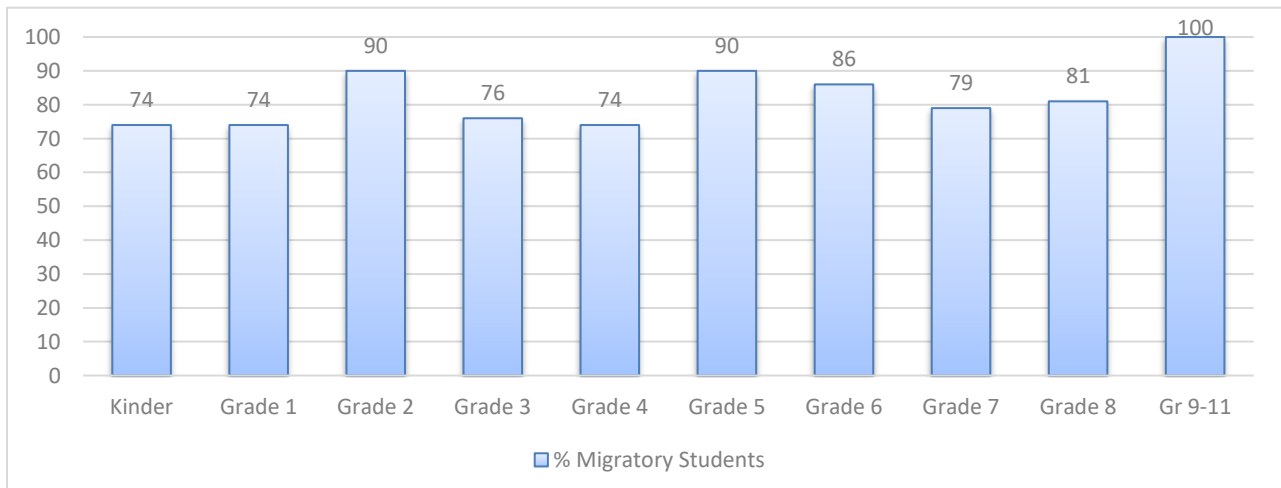
Exhibit 23
Migratory Students Gaining by 3% on Reading Assessments

PFS Status	# Students Assessed	# (%) Gaining	# (%) Gaining by 3%	P-Value	MPO Met?
PFS	59	55 (93%)	55 (93%)	<.001	Yes
Non-PFS	74	60 (81%)	60 (81%)	<.001	Yes
Not Reported	143	108 (76%)	108 (76%)	<.001	No
Total	276	223 (81%)	223 (81%)	<.001	Yes

Source: 2019-20 Co-op Reports

Exhibit 24 is a graphic display of these results by grade level (# students: K=38, 1=27, 2=29, 3=33, 4=34, 5=31, 6=29, 7=24, 8=21, 9-11=9). The highest percentage of students gaining by 3% were students in grades 9-11 (100%), followed by 2nd and 5th grade students (90% each).

Exhibit 24
Migratory Students Gaining by 3% on Reading Assessments by Grade
(Expressed in Percentages)



MPO 1b: By the end of the 2019-20 school year, 80% of migratory parents completing a survey will report receiving useful strategies to promote their child(ren)'s literacy achievement.

Exhibit 25 shows that the Arkansas MEP **met MPO 1b** with 99% of the 123 parents responding to the Parent Survey reporting that they received useful strategies to promote their child's literacy development (76% a lot, 24% some). Ratings are based on a 3-point scale where 1=not at all, 2=some, and 3=a lot.

Exhibit 25
Parent Ratings of the Impact of the MEP on their Skills for
Promoting their Children's Literacy Achievement

How useful were the strategies/resources you received to promote your child(ren)'s literacy achievement?					
N	# (%) Not at all	# (%) Some	# (%) A lot	Mean Rating	MPO Met?
123	1 (<1%)	29 (24%)	93 (76%)	2.8	Yes

Source: 2019-20 Parent Survey

MPO 1c: By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development on literacy instruction, EL strategies, and services for migratory students will report a gain of 5% in their knowledge/skills related to the training topic.

Exhibit 26 shows that the Arkansas MEP **nearly met MPO 1c** with 79% of the 58 MEP staff responding to the Staff Survey improving their knowledge/skills related to literacy instruction, EL strategies, and services for migratory students by 5%. The mean rating assigned by staff prior to participating in MEP professional development was 2.7 out of 4.0, and the mean rating assigned by staff after participating in training was 3.8 out of 4.0 – a statistically significant ($p<.001$) mean gain of 1.1 points. Ratings are based on a 4-point scale where 1=not at all, 2=a little, 3=somewhat, 4=very much.

Exhibit 26
MEP Staff Ratings of the Impact of Professional Development on their
Knowledge/Skills for Providing Literacy Instruction

To what extent did training help you become knowledgeable of the strategies and/or services for migratory students related to literacy?							
N	Mean Pretest Rating	Mean Post-test Rating	Mean Gain	P-Value	# (%) Gaining	# (%) Gaining by 5%	MPO Met?
58	2.7	3.8	+1.1	<.001	46 (79%)	46 (79%)	No

Source: 2019-20 MEP Staff Survey

MATHEMATICS

MPO 2a: By the end of the 2019-20 performance period, 80% of migratory students served in a summer migrant program that participate in a SEA-approved supplementary math program will show a gain of 3% between pre- and post-testing on a reliable assessment of math.

Exhibit 27 shows that the Arkansas MEP **met MPO 2a** with 84% of the 349 migratory students in grades K-11 pre/post-tested gaining by 3% on summer math assessments ($p<.001$). PFS,

non-PFS, and students for whom PFS status was not indicated met the MPO. Of note is that 357 migratory students had either a pre-test score or a post-test score, with 349 students (98%) having both.

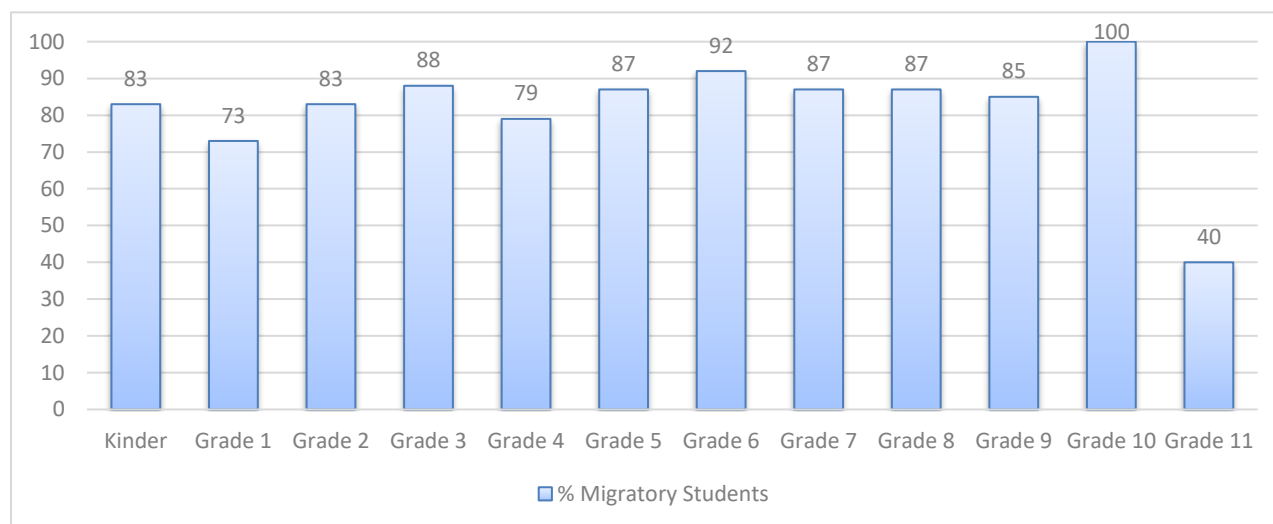
Exhibit 27
Migratory Students Gaining by 3% on Math Assessments

PFS Status	# Students Assessed	# (%) Gaining	# (%) Gaining by 3%	P-Value	MPO Met?
PFS	50	45 (90%)	45 (90%)	<.001	Yes
Non-PFS	61	55 (90%)	55 (90%)	<.001	Yes
Not Reported	238	194 (82%)	193 (81%)	<.001	Yes
Total	349	294 (84%)	293 (84%)	<.001	Yes

Source: 2019-20 Co-op Reports

Exhibit 28 is a graphic display of these results by grade level (# students: K=41, 1=30, 2=35, 3=33, 4=34, 5=39, 6=36, 7=38, 8=23, 9=13, 10=17, 11=10). The highest percentage of students gaining by 3% were students in grade 10 (100%), followed by 6th grade students (92%).

Exhibit 28
Migratory Students Gaining by 3% on Math Assessments by Grade
(Expressed in Percentages)



Source: 2019-20 Co-op Reports

MPO 2b: By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development in math will report a gain of 5% in their knowledge/skills in the training topic.

Exhibit 29 shows that the Arkansas MEP met MPO 2b with 85% of the 65 MEP staff responding to the Staff Survey improving their knowledge/skills related to math instruction by 5%. The mean rating assigned by MEP staff prior to participating in training was 2.6 out of 4.0, and the mean rating assigned by MEP staff after participating in training was 3.7 out of 4.0 – a statistically significant ($p < .001$) mean gain of 1.1 points. Ratings are based on a 4-point scale where 1=not at all, 2=a little, 3=somewhat, 4=very much.

Exhibit 29
MEP Staff Ratings of the Impact of Professional Development on their Knowledge/Skills for Providing Math Instruction

To what extent did training help you become knowledgeable of the strategies, and/or services for migratory students related to math?							
N	Mean Pretest Rating	Mean Post-test Rating	Mean Gain	P-Value	# (%) Gaining	# (%) Gaining by 5%	MPO Met?
65	2.6	3.7	+1.1	<.001	55 (85%)	55 (85%)	Yes

Source: 2019-20 MEP Staff Survey

MPO 2c: By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving useful strategies and resources to promote their child(ren)'s achievement in math.

Exhibit 30 shows that the Arkansas MEP met MPO 2c with 99% of the 115 parents responding to the Parent Survey reporting that they received useful strategies to promote their child's math development (75% a lot, 24% some). Ratings are based on a 3-point scale where 1=not at all, 2=some, and 3=a lot.

Exhibit 30
Parent Ratings of the Impact of the MEP on their Skills for Promoting their Children's Math Achievement

How useful were the strategies/resources you received to promote your child(ren)'s math achievement?					
N	# (%) Not at all	# (%) Some	# (%) A lot	Mean Rating	MPO Met?
115	2 (1%)	27 (24%)	86 (75%)	2.7	Yes

Source: 2019-20 Parent Survey

GRADUATION/SERVICES TO OSY

MPO 3a: By the end of the 2019-20 performance period, 80% of secondary migratory students who participate in a MEP sponsored credit recovery program will complete all attempted courses.

Exhibit 31 shows that the Arkansas MEP met MPO 3a with 86% of the seven secondary-aged migratory students that participated in a credit recovery program completing the course(s). Both PFS and non-PFS students met the MPO. PFS students received 2.5 credits (five semester credits [0.5]) and non-PFS students received 1.5 credits (three semester credits).

Exhibit 31
Migratory Students Obtaining Credits toward High School Graduation

PFS Status	# Students Enrolled in Courses	# (%) Students Obtaining Credits	MPO Met?
PFS	5	4 (80%)	Yes
Non-PFS	2	2 (100%)	Yes
Total	7	6 (86%)	Yes

Source: 2019-20 Moving Up Arkansas Credit Report

MPO 3b: By the end of the 2019-20 performance period, 75% of secondary-aged migratory students will receive support services, and supplementary resources and supplies.

Exhibit 32 shows that the Arkansas MEP **met MPO 3b** with 97% of the 925 eligible migratory students in grades 9-12 receiving MEP support services during 2019-20. Both PFS and non-PFS migratory students exceeded the target and met the MPO.

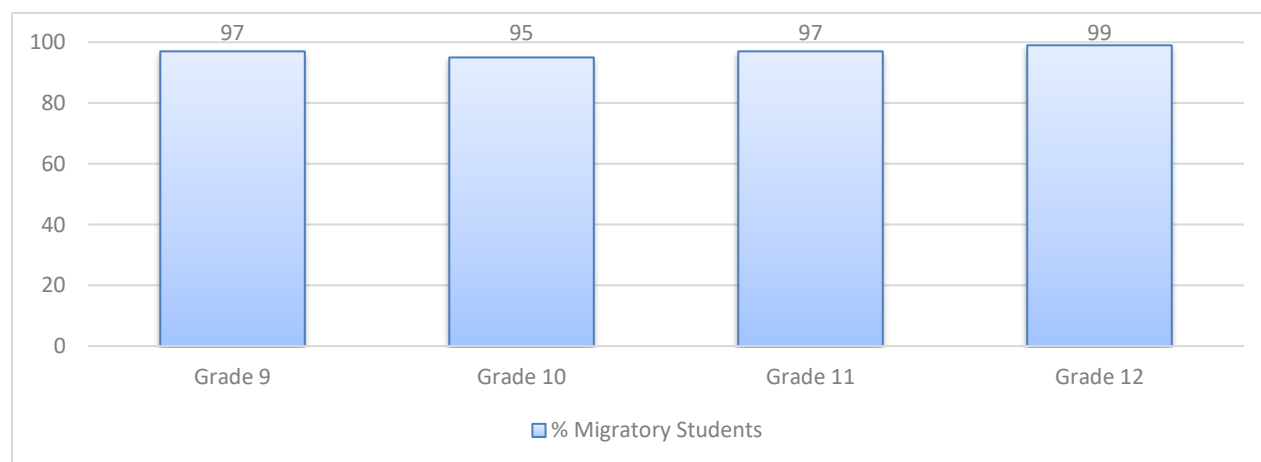
Exhibit 32
Migratory Students in Grades 9-12 Receiving Support Services in 2019-20

PFS Status	# Eligible Migratory Students (Gr 9-12)	# (%) Receiving Support Services	MPO Met?
PFS	290	285 (98%)	Yes
Non-PFS	635	612 (96%)	Yes
All Migratory	925	897 (97%)	Yes

Source: MIS2000

Exhibit 33 shows the percentage of migratory students that received support services by grade level. Nearly all eligible 12th grade migratory students (99%) received support services, as did 97% of 9th grade students, 95% of 10th grade students, and 97% of 11th grade students.

Exhibit 33
Migratory Students in Grades 9-12 Receiving Support Services, by Grade Level



Source: MIS2000

MPO 3c: By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving information in their home language on promoting their child's graduation.

Exhibit 34 shows that the Arkansas MEP **met MPO 3c** with 99% of the 64 parents responding to the Parent Survey reporting that they received useful information to promote their child's graduation (86% a lot, 13% some). Ratings are based on a 3-point scale where 1=not at all, 2=some, and 3=a lot.

Exhibit 34
Parent Ratings of the Impact of the MEP on their Skills for
Promoting their Children's Graduation

If you received information on promoting your child's graduation, how useful was the information?					
N	# (%) Not at all	# (%) Some	# (%) A lot	Mean Rating	MPO Met?
64	1 (1%)	8 (13%)	55 (86%)	2.8	Yes

Source: 2019-20 Parent Survey

MPO 3d: By the end of the 2019-20 performance period, 75% of identified OSY will receive support services and/or educational resources and information from the MEP.

Exhibit 35 shows that the Arkansas MEP **met MPO 3d** with 80% of the 856 eligible migratory OSY receiving MEP services in 2019-20. All migratory OSY with PFS (100%) received MEP services, exceeding the target therefore meeting the MPO; however 58% of non-PFS received MEP services not meeting the MPO.

Exhibit 35
OSY Receiving MEP Services in 2019-20

PFS Status	# Eligible Migratory OSY	# (%) Receiving MEP Services	MPO Met?
PFS	448	448 (100%)	Y
Non-PFS	408	236 (58%)	N
All Migratory	856	684 (80%)	Y

Source: MIS2000

MPO 3e: By the end of the 2019-20 school year, 80% of migrant staff that receive professional development on graduation, GED, HEP, and related topics, will report a gain of 5% in their knowledge/skills in the training topic.

Exhibit 36 shows that the Arkansas MEP **nearly met MPO 3e** with 79% of the 58 MEP staff responding to the Staff Survey increasing their knowledge/skills related to supporting secondary migratory students by 5%. The mean rating assigned by MEP staff prior to participating in training was 2.5 out of 4.0, and the mean rating assigned by MEP staff after participating in training was 3.7 out of 4.0 – a statistically significant ($p < .001$) mean gain of 1.2 points. Ratings are based on a 4-point scale where 1=not at all, 2=a little, 3=somewhat, 4=very much.

Exhibit 36
MEP Staff Ratings of the Impact of Professional Development on their
Knowledge/Skills for Supporting Secondary-Aged Migratory Students

To what extent did training help you become knowledgeable of strategies to support secondary-aged migratory students?							
N	Mean Pretest Rating	Mean Post-test Rating	Mean Gain	P-Value	# (%) Gaining	# (%) Gaining by 5%	MPO Met?
58	2.5	3.7	+1.2	<.001	46 (79%)	46 (79%)	No

Source: 2019-20 MEP Staff Survey

SCHOOL READINESS

MPO 4a: By the end of the 2019-20 program year, 75% of migratory children ages 3-5 participating in migrant funded pre-k instructional services will show a gain of 3% between pre- and post-assessments.

Exhibit 37 shows that the Arkansas MEP **met MPO 4a** with 89% of the 36 migratory children ages 3-5 pre/post-tested gaining by 3% on school readiness assessments. PFS, non-PFS, and children for whom PFS status was not indicated met the MPO. Of note is that 49 migratory preschool children had either a pre-test score or a post-test score, with 36 (73%) having both.

Exhibit 37
Migratory Preschool Children Gaining by 3% on School Readiness Assessments

PFS Status	# Students Assessed	# (%) Gaining	# (%) Gaining by 3%	P-Value	MPO Met?
PFS	9	8 (89%)	8 (89%)	>.05	Yes
Non-PFS	9	7 (78%)	7 (78%)	<.05	Yes
Not Reported	18	17 (94%)	17 (94%)	<.001	Yes
Total	36	32 (89%)	32 (89%)	<.001	Yes

Source: 2019-20 Co-op Reports

MPO 4b: By the end of the 2019-20 program year, 80% of migratory parents completing a survey will report receiving useful strategies and resources to help their child be ready for kindergarten.

Exhibit 38 shows that the Arkansas MEP **met MPO 4b** with 97% of the 68 parents responding to the Parent Survey reporting that the strategies and resources they received from the MEP helped them get their child ready for kindergarten (81% very much, 16% some). Ratings are based on a 3-point scale where 1=not at all, 2=some, and 3=very much.

Exhibit 38
Parent Ratings of the Impact of the MEP Helping to Get their Children Ready for Kindergarten

If you received information on helping your child be ready for kindergarten, how useful were the strategies and resources?					
N	# (%) Not at all	# (%) Some	# (%) Very much	Mean Rating	MPO Met?
68	2 (3%)	11 (16%)	55 (81%)	2.8	Yes

Source: 2019-20 Parent Survey

MPO 4c: By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development in school readiness strategies will report a gain of 5% in their knowledge/skills in the training topic.

Exhibit 39 shows that the Arkansas MEP **met MPO 4c** with 80% of the 54 MEP staff responding to the Staff Survey increasing their knowledge/skills related to school readiness strategies by 5%. The mean rating assigned by MEP staff prior to participating in training was 2.7 out of 4.0, and the mean rating assigned by MEP staff after participating in training was 3.7 out of 4.0 – a

statistically significant ($p < .001$) mean gain of 1.0 point. Ratings are based on a 4-point scale where 1=not at all, 2=a little, 3=somewhat, 4=very much.

Exhibit 39
**MEP Staff Ratings of the Impact of Professional Development on their
 Knowledge/Skills for Supporting Migratory Preschool Children**

To what extent did training help you become knowledgeable of school readiness strategies?							
N	Mean Pretest Rating	Mean Post-test Rating	Mean Gain	P-Value	# (%) Gaining	# (%) Gaining by 5%	MPO Met?
54	2.7	3.7	+1.0	<.001	43 (80%)	43 (80%)	Yes

Source: 2019-20 MEP Staff Survey

7. Implications

This section of the report provides progress on recommendations from the previous evaluation compared with the most recent data collected for the current evaluation. Recommendations are provided both for program implementation as well as for achieving Arkansas' MPOs that align with the State performance targets.

Progress on Previous Recommendations

To follow are the recommendations from the 2018-19 Evaluation along with a description of how they were addressed by ADE during the past year.

- 1. Review the MPOs related to literacy, mathematics, and graduation/services to OSY to ensure that the targets reflect the 2018-19 evaluation results, as appropriate.** During the fall 2020 Evaluation Planning Team (EPT) meeting, MPO targets were revised in consideration of the 2018-19 evaluation results and adjusted as needed to ensure they were appropriate and reflective of the evaluation results.
- 2. Work with the evaluator to determine the data needed to demonstrate the effectiveness of programs that serve secondary migratory students including Moving Up Arkansas, Technology Camp, and AMESLA in future evaluations.** The State is currently in the process of updating the SDP. Specific strategies and MPOs that target effective practices for secondary migratory students are being included in the new SDP, and subsequently, data to assess the impact of these services will be included in the evaluation of the new SDP.
- 3. Review programming to ensure the needs of migratory preschool children are addressed – either through MEP funds or by other service providers. It also is recommended that the Arkansas MEP reach out to the Preschool Initiative Consortium Incentive Grant to consider additional strategies.** To begin the process of meeting migratory preschool children's needs, the State added school readiness as a goal area in the SDP and added four strategies and three MPOs addressing migratory preschool children for 2018-19. In addition, the plan for programming for preschool migratory children was to be explored for the 2020 summer programming; however, due to the COVID-19 pandemic, migratory services in summer were limited. The State MEP team will continue to explore supplemental summer programs for use by local migrant programs to serve preschool-age migratory children.
- 4. Review the PFS status of all eligible OSY to determine if their PFS status is correct.** During the 2018-19 performance period, only 13% of OSY were eligible even though 84% of OSY had a QAD during the performance period, the first requirement for being classified as PFS. After ensuring that appropriate coding systems were in place, the State classified 52% of OSY as PFS during the 2019-20 performance period which is more closely aligned to the 90% of OSY having a QAD during 2019-20.
- 5. State provide training to local staff on summer services, include requirements for summer programming in local applications, and determine strategies (local and/or statewide) to increase the number of migratory students served during the summer months.** Due to the COVID-19 pandemic, professional development was limited. The training that was provided did not address summer programming as many projects were not able to conduct a summer program.
- 6. Consider the recommendations of MEP staff including providing training on technology, making learning fun, and including interactive activities during training; as well as more support for health services, increased allocations to projects, and more staff to serve students in non-project areas.** Professional

development provided during 2019-20 incorporated the suggestions of MEP staff during 2018-19.

2019-20 Summary and Implications - Program Implementation

Parent Involvement: Parents participating in parent activities and events reported that they increased their knowledge of the topics/content addressed such as reading, math, graduation, and school readiness. The 2019-20 Arkansas MEP SDP includes four MPOs related to parent involvement.

MPO 1b By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving useful strategies to promote their child(ren)'s literacy achievement.

MPO 2c By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving useful strategies and resources to promote their child(ren)'s achievement in math.

MPO 3c By the end of the 2019-20 performance period, 80% of migratory parents completing a survey will report receiving information in their home language on promoting their child(ren)'s graduation.

MPO 4b By the end of the 2019-20 program year, 80% of migratory parents completing a survey will report receiving useful strategies and resources to help their child be ready for kindergarten.

During 2019-20, all four MPOs were met with nearly all parents responding to surveys (99% MPOs 1b, 2c, 3c, and 97% MPO 4b) reporting that they received useful strategies to promote their children's literacy achievement, math achievement, their children's graduation, and their child's preparation for kindergarten.

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, and collaborative staff meetings; with professional developing moving to a virtual format during the pandemic. The Arkansas MEP SDP includes four MPOs related to professional development.

MPO 1c By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development on literacy instruction, EL strategies, and services for migratory students will report a gain of 5% in their knowledge/skills related to the training topic.

MPO 2b By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development in math will report a gain of 5% in their knowledge/skills in the training topic.

MPO 3e By the end of the 2019-20 school year, 80% of migrant staff that receive professional development on graduation, GED, HEP, and related topics, will report a gain of 5% in their knowledge/skills in the training topic.

MPO 4c By the end of the 2019-20 school year, 80% of migrant instructional staff receiving professional development in school readiness strategies will report a gain of 5% in their knowledge/skills in the training topic.

MPOs 2b and 4c were met with 85% and 80% (respectively) of staff reporting that professional development increased their knowledge and skills. MPOs 1c and 3e were nearly met with 79% of staff reporting that professional development increased their knowledge and skills.

MEP Services: Migratory students received instructional services including tutoring during the regular school year and comprehensive summer programming, as well as 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 Arkansas MEP SDP includes two MPOs related to MEP services.

MPO 3b By the end of the 2019-20 performance period, 75% of secondary-aged migratory students will receive support services, and supplementary resources and supplies.

MPO 3d By the end of the 2019-20 performance period, 75% of identified OSY will receive support services and/or educational resources and information from the MEP.

In 2019-20, both MPOs were met with 99% of secondary-aged migratory students receiving MEP support services, and 80% of OSY receiving MEP services.

Strategy Implementation: State MEP staff assigned ratings to local projects on the implementation of 18 strategies in the SDP using the FSI. SEA/MEP staff worked in teams to identify evidence to support implementation of the strategies and came to consensus on the ratings for each strategy. The mean rating for all 18 strategies was 3.6 out of 5.0, with mean ratings ranging from 2.8 to 4.1. Four of the 18 strategies evaluated (22%) were rated at the “proficient” level (mean ratings of succeeding or exceeding).

2019-20 Summary and Implications - Program Results

Literacy: Local projects provided extensive literacy instruction to migratory students during the regular school year and summer. During the pandemic, projects provided literacy instruction remotely. The Arkansas MEP SDP includes one MPO related to literacy achievement.

MPO 1a By the end of the 2019-20 performance period, 80% of migratory students served in a summer migrant program that participate in a SEA-approved supplementary literacy program will show a gain of 3% between pre- and post-testing on a reliable assessment of literacy.

During 2019-20, MPO 1a was met with 81% of migratory students assessed demonstrating a gain of 3% or more between pre/post-testing on a summer reading assessment.

Mathematics: Local projects provided extensive math instruction to migratory students during the regular school year and summer. During the pandemic, projects provided math instruction remotely. The Arkansas MEP SDP includes one MPO related to mathematics achievement.

MPO 2a By the end of the 2019-20 performance period, 80% of migratory students served in a summer migrant program that participate in a SEA-approved supplementary math program will show a gain of 3% between pre- and post-testing on a reliable assessment of math.

During 2019-20, MPO 2a was met with 84% of migratory students assessed demonstrating a gain of 3% or more between pre/post-testing on a summer math assessment.

Graduation and Services to OSY: There is a strong focus on graduation throughout the Arkansas MEP. Secondary-aged students and OSY are provided with a wealth of services and resources designed to support their efforts to graduate from high school. During the pandemic, MEP staff continued to provide needs-based services virtually. The Arkansas MEP SDP includes one MPO related to high school graduation.

MPO 3a By the end of the 2019-20 performance period, 80% of secondary migratory students who participate in a MEP-sponsored credit recovery program will complete all attempted courses.

During 2019-20, MPO 3a was met with 86% of the seven migratory students enrolled in credit-bearing courses obtaining high school credit.

School Readiness: Services to preschool migratory students are a priority for the Arkansas MEP to ensure that migratory children are prepared to enter kindergarten. The Arkansas MEP SDP includes one MPO related to school readiness skills.

MPO 4a By the end of the 2019-20 program year, 75% of migratory children ages 3-5 participating in migrant funded pre-k instructional services will show a gain of 3% between pre- and post-assessments.

During 2019-20, the Arkansas MEP met the MPO with 89% of migratory children ages 3-5 participating in migrant-funded preschool instructional services demonstrating a gain of 3% or more from pretest to post-test.

Evaluator Recommendations

- **Increase the number of migratory students receiving MEP-funded math instruction.** During 2019-20, only 36% of migratory students and youth ages 3-21 received instructional services in math, compared to 76% for reading. Given that there is a 21% gap between migratory and non-migratory achievement on the State math assessment, projects should concentrate their efforts on providing more supplemental math instructional services.
- **Increase the number of migratory students receiving MEP services during the summer.** Since 2017-18, there has been a decreasing percentage of migratory students receiving services during the summer (19% in 2017-18, 16% in 2018-19, and 10% in 2019-20). While 2019-20 was a difficult year to provide summer services due to the COVID-19 pandemic, the downward trend shows that increased efforts need to be put in place to ensure that more students receive services during the summer. It is critical that services during the summer are provided to migratory students to address their educational and educationally related needs. In addition, the number of migratory children ages 3-21 served during the summer (Category 2 count) is figured into the State's Federal MEP allocation. Therefore, it is recommended that systems be put in place to facilitate increased summer services during the summer of 2021 and beyond.
- **Review the strategies and MPOs to determine if revisions need to be made.** It is recommended that all strategies and MPOs be reviewed during the May 2021 EPT meeting to ensure that the targets reflect the 2019-20 evaluation results, as appropriate.
- **Provide training on the evaluation requirements to ensure consistent completion of data collection forms.** Some co-ops submitted outdated surveys and FSIs that did not align to the data needed for the 2019-20 evaluation. Therefore, these data were not included in the data reported in this evaluation. It is recommended that the State provide statewide training on the 2021-22 evaluation data collection requirements and tools to ensure the evaluation provides an accurate reporting of the statewide results. It will be especially important for this training as the evaluation will be re-designed based on the new strategies and MPOs in the updated SDP.

- **Report data on the impact of AMESLA on secondary migratory students.** The State utilizes several programs to serve secondary migratory students including Moving Up Arkansas (MUA) and the Arkansas Migrant Education Student Leadership Academy (AMESLA). Data on MUA was used to determine if MPO 3a was met; however, no information was provided for the evaluation on the other programs serving secondary migratory students which could be due to the fact that these programs were not provided during 2019-20 due to the pandemic. Regardless, it is recommended that the State work with the evaluator to ensure that the impact of these initiatives are included in future evaluations.

In summary, during 2019-20, the Arkansas MEP offered individualized, needs-based, student-centered services to migratory children and youth to support their learning and academic skills and helped them earn high school credits. Project staff were able to continue services virtually (both educational and educationally related services) during the pandemic during the second half of the performance period. Additionally, 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; and community agencies and programs helped support migratory students by providing direct instructional and support services.