



New Hampshire Migrant Education Program **2016-17 Annual Evaluation Report**



Submitted to:

New Hampshire Department of Education
Migrant Education Program
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GLOSSARY OF ACRONYMS

CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act of 2015
ESL	English as a Second Language
GED	General Education Development
HSE	High School Equivalency Exam
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
LEP	Limited in English Proficiency
LOA	Local Operating Agency
MEP	Migrant Education Program
MLN	Migrant Literacy NET (Reading Consortium website)
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NASDME	National Association of State Directors of Migrant Education
NCLB	No Child Left Behind Act of 2001
NH MEP	New Hampshire Migrant Education Program
NRG	Non-Regulatory Guidance
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PK	Pre-Kindergarten
QSI	Quality of Strategy Implementation Rubric
RFP	Request for Proposal
SDP	Service Delivery Plan
SEA	State Education Agency

NEW HAMPSHIRE MEP EVALUATION

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1. Executive Summary

The New Hampshire Migrant Education Program (NH MEP) assists schools in helping migrant learners meet State achievement expectations that may be negatively impacted by students' frequent migration and interrupted schooling. Services are designed to facilitate continuity of instruction to eligible students who migrate between New Hampshire and other states, within the State of New Hampshire, and across international borders.

Approximately 76% of NH's migratory students live in an urban area (Manchester). The majority are school-aged students whose parents mostly work in first-stage food processing. Especially at the upper grade levels, while these students are enrolled in school, they still suffer from social isolation as well as classroom disengagement stemming from their status as ELLs and their cultural background.

Close to one-fourth of New Hampshire's migratory students live in a rural area and are mostly out-of-school youth (OSY) who work on dairy farms, egg farms, or in nursery-related industries. They live throughout the state in rural agricultural areas such as Lancaster, Farmington, Alstead, and Claremont. These students are mostly English Learners and are economically and academically disadvantaged. They often live in farm housing that accompanies the job and may suffer from isolation.

This report presents findings related to the delivery of services through the NH MEP for 2016-17. In 2015-16 (the most recent Consolidated State Performance Report [CSPR] data available), there were 148 eligible migratory students in New Hampshire with 10% having priority for services (PFS). Services were provided to 121 students (82% of those eligible) during the performance period. Fifty-six percent of the migratory students served received services during the summer.

MEP staff provided instructional and support services aligned with the State Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA) within the three goal areas of: 1) Reading, 2) Mathematics; and 3) H.S. Graduation/Services to OSY. Services included tutoring, credit redemption, academic materials, referrals, mentoring, and child and family advocacy. Services also were provided to migratory parents to engage them in the education of their children including home visits, materials, and resources to support students' education and career goals.

Measurable program outcomes (MPOs) were established in the SDP. The chart below shows that of the 7 MPOs, all those measurable were met or exceeded. These positive results show the benefit of NH MEP services on migratory students' grades; OSY knowledge of educational services and career options; parents' increased preparation and knowledge to ways to help their child in school; and preschoolers enrolled in preschool programs and receiving MEP services. One MPO (MPO 2A) was not addressed because (pre-post) data were unavailable.

Summary of Progress towards Measurable Program Outcomes

New Hampshire Measurable Program Outcomes (MPOs)	MPO met?	Evidence
Reading		
1A. Annually, at least 5% more migrant students receiving 20 or more hours of supplemental instruction in reading through the MEP will improve their reading and/or English language proficiency scores by 5% on a State-MEP approved assessment.	Yes	78% of the migrant students/youth taking Tutorials improved their reading score by 15%

New Hampshire Measurable Program Outcomes (MPOs)	MPO met?	Evidence
1B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver reading instruction after participating in professional development in reading.	Yes	Migrant staff responding to training evaluations that participated in MiraCORE professional development increased their knowledge
Mathematics		
2A. By the end of the program year, at least 5% more migrant students receiving at least 20 hours of supplemental instruction in math through the MEP will improve their math scores by 5% on a State-MEP approved assessment.	N/A	Not enough information is available to measure this MPO (small number of students assessed)
2B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver math instruction after participating in professional development in math.	Yes	Responding staff indicated that they are "Somewhat" or "a lot" better prepared to deliver math instruction after participating in professional development
H.S. Graduation/Services to Out-of-School Youth		
3A. By the end of the program year, 80% of migrant OSY will receive services that support their educational and career goals.	Yes	89% of eligible OSY were served
3B. By the end of the program-year, 70% of OSY that received 20 or more hours of supplemental services will report being better able to support their child's/their own education and career goals.	Yes	100% of OSY completed 50% or more of the steps identified in their Learning plan
3C. By the end of the program-year, 80% of MEP staff will report using knowledge gained from professional development to promote graduation, continuing education, and/or career goals for migrant students.	Yes	All participants indicated how they will use training to improved services for OSY

Other findings/trends revealed in the 2016-17 evaluation follow.

- Of the 148 eligible migrant students 121 students including 28 OSY were served during the performance period.
- 15 of the 21 (71%) activities included in the SDP were fully implemented during the performance period.
- During the summer term, 83 (56%) students were served with 10 (67%) identified as PFS.
- MEP staff participated in activities and training sponsored by the MiraCORE and GOSOSY Consortium Incentive Grants (CIGs) and rated the training as effective.
- 111 (75%) students received instructional services and 107 (72%) received support services.
- Migrant parents are consulted in an ongoing and timely way in the planning, review, and improvement of the MEP.
- Parents and OSY are involved one-on-one with State MEP staff making home visits.
- The NH MEP provides targeted services to school-age children and OSY including: tutoring, summer classes, academic materials, referrals, mentoring, and child and family advocacy.

In summary, during 2016-17, the NH MEP state education agency (SEA) offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic achievement. MEP staff received professional development to better serve the unique needs of migrant students and their parents; community resources and programs helped support migrant students; and local projects expanded their capacity to meet student needs by conducting local needs assessments and professional learning activities.

2. Program Context

The State of New Hampshire does not provide sub-grants to local operating agencies (LOAs). Due to the small number of Title I-Part C eligible students in the state, all programs and services are operated out of the SEA office in Concord.

Program activities include identification and recruitment (ID&R); migrant student enrollment; instructional and support services; professional development; recordkeeping and reporting; and parent involvement. When funds are available, a small sub-grant is provided to a professional development center, North Country Education Services (NCES) through a Request for Proposal (RFP) process. The NCES assists the New Hampshire MEP in delivering services to migrant students in a timely fashion.

STATEWIDE MIGRANT EDUCATION PROGRAM ACTIVITIES

In providing services, states must give priority for services to migrant children who are failing or are most at risk of failing and whose education has been interrupted during the school year.

Services include educational or educationally-related activities that: directly benefit migratory children and youth; address a unique need consistent with the SEA's CNA and SDP; are evidence-based; and are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets.

Generally, funds may be used to provide instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school); and support services (e.g., educationally-related activities, such as health, nutrition, and social services for migrant families; necessary educational supplies not provided through the general education program; transportation to tutoring sessions).

The NH MEP provides services to pre-school children, school-aged children, and OSY. Services include:

- Tutoring instruction (GED, ESL classes, content areas of reading/math);
- Educational materials distribution (e.g., lessons, books, supplementary school supplies, MP3 players loaded with ESL curriculum, laptops)
- Participation in two MEP consortium incentive grants (MiraCORE and GOSOSY) to promote literacy, support content area skill development; and support the achievement of OSY learning plans;
- Enrichment activities to support academic achievement/educational goals and high school graduation; and
- Referrals to, and information about, graduation, postsecondary, career options, and community resources.

Exhibit 1
Map of New Hampshire with
Location of Migratory Students



SERVICE DELIVERY INITIATIVES

Performance Goals/Targets for New Hampshire

The performance targets/goals for migrant students in New Hampshire are the same as those for all students in the State that were established by the New Hampshire Department of Education as part of its State Plan. As such, migrant students are part of the “all students” designations that New Hampshire describes in its State ESSA Plan based on previous year data.

Reading – Reading targets for 2018 for all students in NH: 63.29% proficiency and for 2019 = 65.15%.

Mathematics – Targets for 2018 for all students in NH: 48.28% proficiency and for 2019: 49.19%.

Graduation – The four-year Adjusted Cohort Graduation Rate (ACGR) for the next five years are: 90.15% (2018); 90.74% (2019); 91.31% (2020); 91.87% (2021); and 92.41% (2012).

While these statewide **performance targets** represent the expectations that are held constant for all students in New Hampshire, we recognize that the MEP is a supplementary program and that our limited resources need to be directed at the *unique* educational needs that result from migrant students’ educational disruption, lack of continuity of instruction, and other factors related to migrancy and mobility.

The performance targets for reading, mathematics, and English proficiency are related to needs identified through the CNA. To meet the Office of Migrant Education (OME) Government Performance Reporting Act (GPRA) measures, we also have identified a performance target related to High School Graduation.

Measurable Program Outcomes and Statewide Service Delivery Strategies

New Hampshire statewide service delivery strategies and MPOs in the areas of reading, mathematics, and high school graduation/services to OSY were designed to guide the planning, implementation, and evaluation of the MEP. The charts that follow show the relationship between the strategies and MPOs, reflecting the supplementary nature of the MEP in coordination with Federal, state, local school, and community resources to address the needs of migratory children in New Hampshire.

Strategies	Measurable Program Outcomes READING
1.1 Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student reading achievement. 1.2 Conduct home visits to support student and family literacy. 1.3 Provide migrant parents with instructions and strategies for reading with their children. 1.4 Provide instruction, materials, and curriculum-embedded assessment through activities like a reading-focused Consortium Incentive Grant. 1.5 MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement.	1A. Annually, at least 5% more migrant students receiving 20 or more hours of supplemental instruction in reading through the MEP will improve their reading and/or English language proficiency scores by 5% on a State-MEP approved assessment. 1B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver reading instruction after participating in professional development in reading.

Strategies	Measurable Program Outcomes MATHEMATICS
<ul style="list-style-type: none"> 2.1 Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student math achievement. 2.2 Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet services for children to support their math proficiency. 2.3 Conduct home visits to support family math skills. 2.4 Provide math books, manipulatives, and materials to migrant students. 2.5. Provide migrant parents with instructions and strategies for doing math activities with their children in the home. 2.6 Facilitate home-based tutoring programs in mathematics. 2.7 MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student mathematics achievement. 	<ul style="list-style-type: none"> 2A. By the end of the program year, at least 5% more migrant students receiving at least 20 hours of supplemental instruction in math through the MEP will improve their math scores by 5% on a State-MEP approved assessment. 2B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver math instruction after participating in professional development in math.

Strategies	Measurable Program Outcomes H.S. GRADUATION/OSY SERVICES
<ul style="list-style-type: none"> 3.1. Coordinate with school staff and provide them with information about migrant student needs 3.2 Assist migrant secondary-aged students to obtain tutoring and/or the SEA to provide tutoring to support migrant student achievement. 3.3 Collaborate with service groups to leverage resources. 3.4 Assist secondary-aged youth to set goals and priorities, develop graduation plans, and plan their time to accommodate education as well as their work schedule. 3.5. Provide home visits, materials, and resources to support students' education and career goals. 3.6. Provide access to technology to facilitate student learning (e.g., computers, tablets, apps). 3.7. MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migratory secondary-aged youth to reach their educational and/or career goals. 3.8. Provide instruction, materials, and curriculum-embedded assessment through interstate coordination such as CIGs. 	<ul style="list-style-type: none"> 3A. By the end of the program year, 80% of migrant OSY will receive services that support their educational and career goals. 3B. By the end of the program-year, 70% of OSY that received 20 or more hours of supplemental services will report being better able to support their child's/their own education and career goals. 3C. By the end of the program-year, 80% of MEP staff will report using knowledge gained from professional development to promote graduation, continuing education, and/or career goals for migrant students.

State Monitoring

The monitoring of local MEPs is the responsibility of the New Hampshire Department of Education. However, because there are no local MEPs and the program is operated by the State, this activity is not applicable. The State provides ongoing coordination with schools/districts in which migrant students are located, collaborates with other Federal, state, and local programs, and works with community agencies to ensure that the needs of migratory children and youth are being met.

The accuracy of documentation for Certificates of Eligibility (COEs) and other quality control processes is monitored/verified by the State Recruiter from a neighboring state.

Professional Development

New Hampshire has a State Professional Development Master Plan (see www.education.nh.gov/certification/statewide_prof.htm) and a toolkit for educators useful for working with communities to promote student learning. In addition, the NH MEP will utilize the resources that follow that specifically target preparation for the education of migrant students.

- The Office of Migrant Education (OME) of the U.S. Department of Education, administers grant programs that provide academic and supportive services to eligible migrant students to assist them to meet challenging content and achievement standards that are expected of all children. Visit www.ed.gov/about/offices/list/oese/ome/index.html
- The Interstate Migrant Education Council (IMEC), an independent organization to advocate policies that education and services for migrant children, facilitates opportunities for members to examine policy issues at all levels of government. For more information, visit <http://imec-migrated.org/>
- ESCORT is a national center dedicated to improving educational opportunities for migrant children. It maintains the Migrant Hotline for parents and is available for technical assistance and training. For more information, see <http://easternstream.org/>
- The National Association of State Directors of Migrant Education holds an annual Conference in the spring. New Hampshire typically sends 1-2 staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.org
- OME sponsors workshops, institutes, and meetings (e.g., the annual MEP Directors' meeting, and other topic-related events). For more information, see <https://www2.ed.gov/programs/mep/index.html>
- The Annual ID&R Forum facilitated by ESCORT is an event to which NH sends its State (recruiting) staff. For more information, see <http://easternstream.org>
- A State website at <http://www.education.nh.gov> that provides a portal to information with sections for families and communities, students and adult learners, individuals with disabilities, and educators and administrators

Parent Involvement

The New Hampshire Department of Education coordinates with agencies to broaden its resources for involving and supporting parents and families. The State Office of School and Community Support is available for assistance with community support; School support; adult and family literacy; family and youth development; and career and technical education. In addition, NH has an Advisory Council in place through Title I, Part A in which some migrant parents and OSY participate. Title I supports parent involvement by enlisting parents to help their children do well in school. Migrant parents are consulted in an ongoing and timely way in the planning, review, and improvement of the MEP.

Information useful to parents and family is contained on the New Hampshire Department of Education website at: <http://www.education.nh.gov>. Specific links useful to New Hampshire parents and community are found on this site. General and specific information helps parents learn about the schools, adult education, school success, and student achievement.

Given the small size of the NH MEP, parents and OSY are involved one-on-one with State MEP staff making home visits. Using this individualized model for parent participation is successful to enable parents' voices to be heard. Staff serve as trusted agents through which information is passed between the parent and the school.

Identification and Recruitment

Under the Every Student Succeeds Act of 2015 (ESSA), Title I-Part C provides SEAs with funding through a state formula grant based on each state's per-pupil expenditure and counts of migratory children between 3 and 21. Rules for MEP eligibility are contained in the law, as follows:

1. The child is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate); and
2. The child is a migrant agricultural worker, including a migratory dairy worker, or a migratory fisher, OR has a parent, spouse, or guardian who is a migratory agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months across school district lines from one residence to another due to economic necessity.

As required, the New Hampshire Department of Education must:

- ensure that the unique educational needs of migratory children are identified and addressed;
- promote interstate and intrastate coordination of services for migratory children, including providing for educational continuity through the timely transfer of pertinent school records;
- provide migratory students with the opportunity to meet the same challenging state academic content standards that all children are expected to meet; and
- encourage family literacy services for migratory students and their families.

To the extent feasible, all MEPs also are expected to provide advocacy and outreach for migratory children and their families on such topics as education, health, nutrition, and social services. They also must provide professional development programs for teachers and other program personnel; family literacy programs; the integration of information technology into MEP activities; and programs to facilitate the transition of secondary school students to postsecondary education or employment.

The key responsibilities of the recruiter include finding and enrolling eligible children, a critical activity because they cannot receive MEP services without a record of eligibility. The children and youth most in need of program services often are those who are the most difficult to find. This is particularly true of the most mobile migratory children who may be more difficult to identify than those who have settled in a community.

The New Hampshire Department of Education is responsible for the proper and timely ID&R of all eligible migratory children in the State, including securing pertinent information to document the basis of a child's eligibility. Eligibility data is recorded on a Certificate of Eligibility (COE) that the recruiter obtains by interviewing the person responsible for the child, or the child, in cases where s/he moves on his or her own. The recruiter's primary responsibilities are to:

- obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP;
- accurately/clearly record information that establishes a child is eligible on a COE;

- make determinations of eligibility; and
- determine the child's eligibility.

The NH MEP has families throughout the State that are eligible for the NH MEP. These families are found in many different ways.

1. Through the "Migrant Child Movement Notification System," the NH MEP receives a form from another state, every attempt is made to locate the family by:
 - Calling or writing the receiving school to determine whether the child has been enrolled and to obtain the telephone number and address of the parents.
 - Calling or writing to the parents to schedule a home visit.
 - If the children have not been enrolled in that school district, contacting the sending school to learn where records were actually sent; communicating with the contact person identified in the home base school (if available).
 - If necessary, requesting information about the family through the homeless liaisons in each district who are knowledgeable about migrant students.
 - When none of the above works are to: a) Sending a letter to the former address and asking for a forwarding address; and b) requesting that a forwarding post card from the post office be sent back to the MEP office.
2. **Employer referrals:** *Dairy Farms* – Regular visits are made to the major dairy farms with an active employee turnover rate in Farmington, Lancaster, Alstead, and Claremont. In addition, one of the full-time NH MEP staff is active in many agricultural associations such as: Farm Bureau, Holstein associations, and 4-H. Extension workers and employers often make referrals directly to her. *Nurseries* – MEP staff has contacted nurseries and greenhouses in the state to determine hiring practices. Employers from some eligible businesses are willing to have the new employee fill out a form allowing us to go visit the employee in their home to determine eligibility.
3. **Other agency contacts:** New England Farmworkers Council and the NH Job Training Council have made referrals to the NH MEP. In addition, NH MEP staff meet with representatives of other agencies that could potentially serve migrant families in order to provide information about eligibility and services.
4. **Surveys:** Recruiters periodically survey industries where there are not currently eligible families. Some examples are forestry workers, Christmas tree growers, apple orchards, and fishing.
5. **Referrals from other families:** Occasionally, other families in the program contact the NH MEP when there is a new hire at the farm or when someone moves into their housing.
6. **Recheck visits:** A call or visit is made to families whose eligibility is about to end in order to verify that the families have had no additional qualifying moves subsequent to the last visit.

The NH State MEP is responsible for implementing procedures to ensure the accuracy of eligibility information received from the recruiter and others identifying or recruiting potential migrant students. The COE is used by the State to document MEP eligibility determinations.

The first line of quality control is prevention of errors and this occurs through professional development that addresses ID&R. The NH MEP has customized the National ID&R Manual to meet NH's needs and utilizes it along with the non-regulatory guidance, ID&R CIG training materials (e.g.,

tip sheets, scenarios, interview/re-interview questions); and best practices gleaned from ID&R work groups, other state MEP directors and state recruiters, and OME.

Training for new recruiters is conducted by the Recruitment Coordinator, who has 30 years of migrant recruiting experience. This training includes an explanation of the purpose of the program, discussion of eligibility criteria, and NH MEP services. Information about interviewing techniques and recording information on the COE also is part of the training. Recruiters must familiarize themselves with the law, non-regulatory guidance (NRG), the National ID&R Manual, and the IRRC CIG materials. They also attend the ID&R Forum each fall, ID&R CIG trainings, and sessions on ID&R at the National Migrant Education Conference. They typically accompany a full-time staff member on several days of recheck and recruiting visits to observe and ask questions about what transpired. Recruiters are in regular communication with the State MEP office and all eligibility issues are discussed.

As a quality control feature, annual internal audits are conducted and recruiters are required to attach a description of each interview on all new COEs. To check on the quality and accuracy of eligibility determinations, NH MEP re-interviews are conducted with families for most students that are available. Every third year, an external re-interview is done on the accuracy of COEs.

MIGRANT STUDENT DEMOGRAPHICS - Demographic data contained in this section was taken from the 2015-16 CSPR – the most recent data available. During 2015-16, NH identified 148 eligible migrant children during the regular year (unduplicated count). Twenty-one children were ages 3-5 and 28 were out-of-school youth.

Eighty-three children were identified during the summer term. Ten children were ages 3-5 and 13 were out-of-school youth.

During 2016-17, Priority for Services (PFS) students are migratory children who are failing, or most at risk of failing to meet the state’s challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. Both section (1) **and** (2) below must be met in order for a migrant child/youth to be considered PFS.

State MEP staff provides technical assistance to staff to help them most efficiently determine the students who are PFS. The New Hampshire PFS criteria follow.

- There must be an interruption of services during the regular school year **and** the student does not perform proficiently on the state assessment.
- PFS goes first to children who are failing or most at risk of failing to meet State academic content and achievement standards; children whose education has been interrupted during the regular school year; children who have been retained in a grade or are over age for grade; and children with limited proficiency in English.

If a student is identified as having PFS during the current regular school year and moves into/from another school district during the same regular school year, the student is still

Exhibit 2 – Eligible Migrant Children by Grade

Age/ Grade	Regular Term	Summer Term
3-5 (Not kdg)	21	10
K	11	7
1	9	6
2	12	4
3	5	2
4	9	8
5	7	6
6	10	8
7	5	4
8	8	5
9	8	4
10	3	3
11	5	3
12	7	0
Out-of-school	28	13
Total	148	83

Source: 2015-16 CSPR, Part I

considered as PFS and continues receiving extra educational services as *appropriate and available*.

When determining if a student has PFS, staff consider the questions that follow.

- What are the methods used to identify children who meet the PFS criteria?
- What provisions and types of services are focused on the children?
- What types of follow-up services are provided?
- What documentation is used to demonstrate ongoing efforts to identify and provide services for migrant children who meet the PFS criteria?
- What are the methods established to review and evaluate student performance based on student assessment results?

Exhibit 3 shows that of the 148 eligible students in 2015-16, 10% were categorized as PFS, 95% were identified as being an English learner (EL), and 3% were identified as having a disability through the Individuals with Disabilities Education Act (IDEA).

Exhibit 3
2015-16 Demographics of Migrant Students by Grade Level

Grade	Total Eligible	PFS		EL		IDEA		QAD within 12 months		QAD During Reg Year	
		#	%	#	%	#	%	#	%	#	%
Birth-2	-	-	-	-	-	-	-	-	-	-	-
Age 3-5	21	-	-	21	100%	1	5%	2	10%	1	5%
K	11	-	-	10	91%	-	-	1	9%	-	-
1	9	1	11%	7	78%	1	11%	1	11%	1	11%
2	12	-	-	11	92%	-	-	1	8%	-	-
3	5	-	-	5	100%	-	-	-	-	-	-
4	9	2	22%	9	100%	1	11%	3	33%	3	33%
5	7	1	14%	7	100%	-	-	1	14%	1	14%
6	10	1	10%	10	100%	-	-	3	30%	3	30%
7	5	-	-	5	100%	-	-	1	20%	-	-
8	8	3	38%	7	88%	1	13%	2	25%	2	25%
9	8	3	38%	6	75%	-	-	2	25%	2	25%
10	3	1	33%	3	100%	-	-	3	100%	2	67%
11	5	3	60%	5	100%	-	-	3	60%	3	60%
12	7	-	-	6	86%	-	-	-	-	-	-
OSY	28	-	-	28	100%	-	-	15	54%	13	46%
Total	148	15	10%	140	95%	4	3%	38	26%	31	21%

Source: CSPR Part II School Year 2015-16 (Most recent data available)

Twenty-six percent (26%) of the NH migratory students had a QAD occurring within 12 months from the last day of the performance period (8/31/16), and 21% had a QAD during the regular school year.

3. Purpose of the Evaluation

In 1966, Congress included language in ESEA to help the children of migratory farmworkers and established the Office of Migrant Education. MEPs that provide supplemental instruction and support services must comply with Federal mandates for program evaluation as specified in Title I, Part C of the ESEA, reauthorized in 2015 as ESSA.

New Hampshire established high academic standards and provides all students with a quality education to allow them to achieve to their full potential. These standards support ESSA to ensure that migrant students have the opportunity to meet the same challenging state content and student performance standards that all children are expected to meet.

Because states are required to evaluate the effectiveness of the MEP and provide guidance to local MEPs on how to conduct local evaluations, the actual performance of LOAs must be compared to “*measurable outcomes established by the MEP and State performance targets, particularly for those students who have priority for service.*” To investigate the effectiveness of its efforts to serve migrant children and improve those efforts based on comprehensive and objective results, the NH MEP conducted an evaluation of its MEP to:

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

EVALUATION QUESTIONS (IMPLEMENTATION AND RESULTS)

OME requires that SEAs conduct an evaluation that examines both program implementation and program results. Program **implementation** evaluation will address questions such as:

- ✓ Was the program implemented as described in the approved project application?
If not, what changes were made?
- ✓ What improvements should be made?
- ✓ What types of literacy and mathematics interventions were provided to students?
- ✓ What types of early childhood programs and services did migrant children receive?
- ✓ What types of instructional interventions were provided to secondary students?
- ✓ What types of information/assistance were provided to OSY?

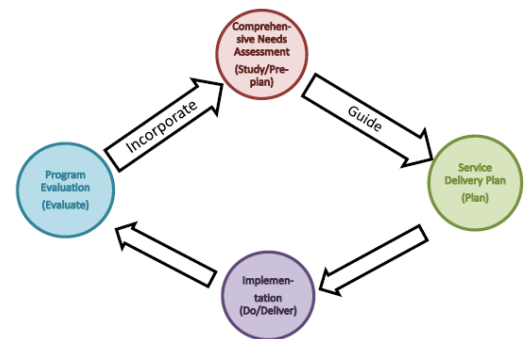
In evaluating program **results**, the evaluation will address questions such as:

- ✓ What percentage of parents reported being better prepared to help their child with reading/literacy, math, and/or school readiness at home?
- ✓ What percentage of school-aged migrant students (PFS and non-PFS) were enrolled in tutoring and other supplemental MEP services?
- ✓ What percentage of migrant students in grades 7-12 (PFS and non-PFS) obtained credits during summer leading toward high school graduation?
- ✓ What percentage of parents reported being more knowledgeable about graduation requirements and college and career readiness?
- ✓ What percentage of parents and OSY (PFS and non-PFS) reported being more knowledgeable about educational services and career options?

4. Evaluation Methodology

Evaluation is part of the State MEP Continuous Improvement Cycle (Office of Migrant Education, 2011), as depicted in the figure to the right. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity.

As required, the evaluation of the NH 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 demographics of migrant student *participation*; the perceived *attitudes* of staff, parent, and student stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the NH MEP.



State Migrant Education Program Continuous Improvement Cycle
(Office of Migrant Education, 2011)

An external evaluator experienced in conducting MEP evaluations nationwide was contracted to help ensure objectivity in evaluating the NH MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migrant students. To evaluate the services, the external evaluator in collaboration with NH MEP staff:

- developed and reviewed evaluation data collection forms and collected anecdotal and outcome information;
- observed the operation of MEPs and summarized field notes about project implementation and/or participated in meetings and professional development; and
- prepared an annual evaluation report to determine the extent to which progress was made, strategies implemented with fidelity to the SDP, and objectives were met.

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

In order to gather information about the outcomes and effectiveness of the services provided to students in the NH 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 in reading, math, graduation and dropout rates; and the seven MPOs listed below.

Reading

MPO 1A. Annually, at least 5% more migrant students receiving 20 or more hours of supplemental instruction in reading through the MEP will improve their reading and/or English language proficiency scores by 5% on a State-MEP approved assessment.

MPO1B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver reading instruction after participating in professional development in reading.

Mathematics

MPO 2A. By the end of the program year, at least 5% more migrant students receiving at least 20 hours of supplemental instruction in math through the MEP will improve their math scores by 5% on a State-MEP approved assessment.

MPO 2B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver math instruction after participating in professional development in math.

H.S. Graduation/OSY

MPO 3A. By the end of the program year, 80% of migrant OSY will receive services that support their educational and career goals.

MPO 3B. By the end of the program-year, 70% of OSY that received 20 or more hours of supplemental services will report being better able to support their child's/their own education and career goals.

MPO 3C. By the end of the program-year, 80% of MEP staff will report using knowledge gained from professional development to promote graduation, continuing education, and/or career goals for migrant students.

5. Implementation Evaluation Results

The New Hampshire MEP functions as both an SEA and an LEA, operating out of the NH Department of Education. The program was implemented by the Program Director and a Program Specialist who share responsibilities for the NH MEP program functions.

New Hampshire participates in the MiraCORE CIG to address the reading/literacy needs of its migratory students. The State also participates in the GOSOSY CIG to support the needs of OSY which comprise about 20 percent of NH's migrant population.

The NH MEP provides services to pre-school children, school-age children, and OSY. Services to school-age children and OSY include:

- **Tutoring Services** (at home, at school, or via Skype)
 - Homework and subject-specific support
 - Computer literacy
 - Personal finance
 - English as a Second Language
 - HiSET (High School Equivalency Test) preparation
 - Preschool tutoring (3 year-olds and up)
- **Summer Classes**
 - Credit redemption services and bilingual classroom TA Support
- **Academic Materials**
 - Computer loans and internet access
 - Test fees (HiSET, etc.)
 - Books, notebooks, calculators, etc.
- **Referral Services**
 - Utility access
 - Healthcare
 - Legal assistance
 - Other services
- **Mentoring**
 - Worker's rights
 - Job applications
 - Parenting classes
 - Goal setting
- **Child and Family Advocacy**
 - Speaking with teachers and administrators
 - Transcript translation
 - Interpretation

MIGRANT STUDENT SERVICES - Exhibit 4 shows that 121 migrant students (82% of all eligible migrant students) were served during the performance period, five (4%) of which were PFS (33% of *all* PFS students). Eighty-three migrant students (56% of all eligible migrant students) were served during the summer of 2016, 10 (12%) of which were PFS (67% of *all* PFS students).

Exhibit 4
Migrant Students Served during the Performance Period and Summer Term

Grade	Performance Period						Summer					
	All Migrant Students			PFS			All Migrant Students			PFS		
	Total Eligible	Served		Total	Served		Total Eligible	Served		Total	Served	
		#	%	# PFS	#	%		#	%	# PFS	#	%
Birth-2	-	-	-	-	-	-	-	-	-	-	-	-
Age 3-5	21	15	71%	-	-	-	21	10	48%	-	-	-
K	11	9	82%	-	-	-	11	7	64%	-	-	-
1	9	7	78%	1	-	-	9	6	67%	1	-	-
2	12	8	67%	-	-	-	12	4	33%	-	-	-
3	5	3	60%	-	-	-	5	2	40%	-	-	-
4	9	6	67%	2	2	100%	9	8	89%	2	2	100%
5	7	7	100%	1	-	-	7	6	86%	1	1	100%
6	10	10	100%	1	1	100%	10	8	80%	1	1	100%
7	5	4	80%	-	-	-	5	4	80%	-	-	-
8	8	6	75%	3	1	33%	8	5	63%	3	2	67%
9	8	6	75%	3	-	-	8	4	50%	3	1	33%
10	3	3	100%	1	1	100%	3	3	100%	1	1	100%
11	5	4	80%	3	-	-	5	3	60%	3	2	67%
12	7	3	43%	-	-	-	7	0	-	-	-	-
UG	-	-	-	-	-	-	-	-	-	-	-	-
OSY	28	25	89%	-	-	-	28	13	46%	-	-	-
Total	148	121	82%	15	5	33%	148	83	56%	15	10	67%

Source: CSPR School Year 2015-16

Exhibit 5 shows the unduplicated number of participating migrant children who received MEP-funded instructional or support services at any time during the 2015-16 performance period (regular year and summer). Seventy-five percent of eligible students served received instructional services. Seventy-two of the migrant students identified received support services with 9% receiving counseling services.

Not included in Exhibit 5 is the percentage of migrant students receiving reading and math instruction, and high school credit accrual during the performance period (instruction provided by a teacher only). One hundred and eight (73%) migrant students received reading instruction and 95 (64%) received math instruction. No students received high school credit accrual services.

Exhibit 5
Migrant Students Served by Type of Service Received

Grade	Total Eligible	Type of Services Received					
		Instruction		Support Services		Counseling	
		#	%	#	%	#	%
Birth-2	-	-	-	1	-	-	-
Age 3-5	21	13	62%	13	62%	-	-
K	11	9	82%	9	82%	-	-
1	9	7	78%	6	67%	-	-
2	12	7	58%	7	58%	-	-
3	5	3	60%	3	60%	1	20%
4	9	8	89%	8	89%	-	-
5	7	6	86%	6	86%	-	-
6	10	10	100%	10	100%	1	10%
7	5	4	80%	4	80%	1	20%

Grade	Total Eligible	Type of Services Received					
		Instruction		Support Services		Counseling	
		#	%	#	%	#	%
8	8	5	63%	6	75%	-	-
9	8	6	75%	5	63%	-	-
10	3	2	67%	3	100%	-	-
11	5	4	80%	3	60%	-	-
12	7	3	43%	3	43%	3	43%
OSY	28	24	86%	20	71%	7	25%
Total	148	111	75%	107	72%	13	9%

Source: CSPR School Year 2015-16

PARENT INVOLVEMENT - The NH Department of Education coordinates with agencies to broaden its resources for involving and supporting parents and families. The State Office of School and Community Support is available for assistance with community support; School support; adult and family literacy; family and youth development; and career and technical education. In addition, NH has an Advisory Council in place through Title I-Part A in which some migrant parents and OSY participate. Title I supports parent involvement by enlisting parents to help their children do well in school. Migrant parents are consulted in an ongoing and timely way in the planning, review, and improvement of the MEP.

Information useful to parents and family is contained on the NH Department of Education website at: <http://www.education.nh.gov>. Specific links useful to parents and community are found on this site. General and specific information helps parents learn about the schools, adult education, school success, and student achievement.

Given the small size of the NH MEP, parents and OSY are involved one-on-one with State MEP staff making home visits. Using this individualized model for parent participation is successful to enable parents' voices to be heard. Staff serve as trusted agents through which information is passed between the parent and the school.

PROFESSIONAL DEVELOPMENT - New Hampshire has a State Professional Development Master Plan (see www.education.nh.gov/certification/statewide_prof.htm) and a toolkit for educators useful for working with communities to promote student learning. In addition, the NH MEP will utilize the resources that follow that specifically target preparation for the education of migrant students.

- The Office of Migrant Education (OME) of the U.S. Department of Education, administers grant programs that provide academic and supportive services to eligible migrant students to assist them to meet challenging content and achievement standards that are expected of all children. Visit www.ed.gov/about/offices/list/oese/ome/index.html
- The Interstate Migrant Education Council (IMEC), an independent organization to advocate policies that education and services for migrant children, facilitates opportunities for members to examine policy issues at all levels of government. For more information, visit <http://imec-migrated.org/>
- ESCORT is a national center dedicated to improving educational opportunities for migrant children. It maintains the Migrant Hotline for parents and is available for technical assistance and training. For more information, see <http://easternstream.org/>
- The National Association of State Directors of Migrant Education holds an annual Conference in the spring. New Hampshire typically sends 1-2 staff to this event to learn

strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration. For more information, see www.nasdme.org

- OME sponsors workshops, institutes, and meetings (e.g., the annual MEP Directors’ meeting, and other topic-related events). For more information, see <https://www2.ed.gov/programs/mep/index.html>
- The Annual ID&R conference facilitated by ESCORT is an event to which NH sends its State (recruiting) staff. For more information, see <http://easternstream.org>
- A State website at <http://www.education.nh.gov> that provides a portal to information with sections for families and communities, students and adult learners, individuals with disabilities, and educators and administrators.

Exhibit 6
Professional Development Provided to MEP Staff during 2015-16

Date	Location	Title/Topic	# Staff Present
9/14/15	Denver, CO	GOSOSY New Trainers - Training of Trainers	1
10/21/15	Clearwater, FL	GOSOSY SST Meeting	1
11/17-18/15	Kansas City, MO	GOSOSY TST Meeting	1
2/29/16	Washington, DC	GOSOSY SST Meeting	1
3/29-30/16	Atlanta, GA	GOSOSY TST Meeting	1
11/2-3/16	Pittsburg, PA	GOSOSY TST Meeting	1
11/3/16	Pittsburg, PA	GOSOSY SST Meeting	1
4/25/16	San Diego, CA	MiraCORE Training of Trainers	1
7/18/16	Concord, NH	MiraCORE Field Test Training	2
11/21/16	NH DOE	OSY Website and Activities	3
10/15	Clearwater, FL	MiraCORE Steering Team Meeting	1
4/16	Orlando, FL	MiraCORE Steering Team Meeting	1
9/16	New Orleans, LA	MiraCORE Steering Team Meeting	1

FIDELITY OF STRATEGY IMPLEMENTATION - A Fidelity of Strategy Implementation Index (FSI) was developed by the evaluator to examine the execution of project activities related to the strategies developed by the SDP Committee. Exhibit 7 presents the completed FSI showing the level of implementation of each activity and the evidence supporting the assigned rating.

Four of the five (80%) of the reading activities were seen as *fully implemented* while the one remaining reading activity was determined to be *partially implemented*. All eight mathematics activities (100%) were observed to be fully implemented along with seven of the eight (88%) high school graduation/career activities. Strategies observed as having less than full implementation have been identified as “gaps in service”. Instructional and support activities to bring these strategies to full implementation have been designed (see recommendations).

Exhibit 7
MEP Evaluation Fidelity of Implementation Index

	Reading Strategy	Implementa-tion Level*	Evidence
1.1	Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student reading	3	Tutoring is offered to all students. Staff maintain progress on forms based on student needs and education plans. They assign tutors to those

	achievement.		wanting services.
1.2	Conduct home visits to support student and family literacy.	5	Staff and AmeriCorps VISTA volunteers were trained on CORE strategies, materials, and paperwork. They provide tutoring matched to documented student content area needs.
1.3	Provide migrant parents with instructions and strategies for reading with their children.	4	Students are given books in backpacks (in coordination with the Homeless Program); records are maintained on a spreadsheet by student, date, and service.
1.4	Provide instruction, materials, and curriculum-embedded assessment through activities like a reading-focused Consortium Incentive Grant.	4	Home visits are an integral part of the migrant program and occur based on student need. Service logs are documented.
1.5	MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement.	5	During home visits, lessons are modeled to increase literacy and build skills. Family literacy is promoted and recorded for all families.
	Mathematics Strategy	Implementa- tion Level*	Evidence
2.1	Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student math achievement.	5	This is demonstrated mostly through OSY who need help with life skills building and who are working toward documented education/career goals. Also, MEP staff uses Math on the Move and have created supplemental homework assignments in English and Spanish. School-aged children are tutored in math, if needed.
2.2	Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet services for children to support their math proficiency.	5	Individualized services to students are based on needs. Tutors monitor progress and plan math lessons/instruction in a one-on-one setting, as needed; spreadsheets are used to maintain student records of needs/services and materials students/families receive.
2.3	Conduct home visits to support family math skills.	5	Home visits are an integral part of the MEP and occur based on student need; students practice math using calculators. Service logs are maintained.
2.4	Provide math books, manipulatives, and materials to migrant students.	4	The MEP supports life skill development for migrant youth who need basic math skills to manage their financial resources. Records are maintained on a spreadsheet by student, date, and service on progress and materials received.
2.5	Provide migrant parents with instructions and strategies for doing math activities with their children in the home.	4	During home visits, lessons are modeled to increase literacy and build skills. Family math is promoted and documented on records for all families.
2.6	Facilitate home-based tutoring programs in mathematics.	4	Staff were trained through the Migrant Reading Net website on math strategies, materials, and paperwork. They provide math tutoring matched to documented student content area needs.
2.7	MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student mathematics achievement.	5	SEA /staff and full-time staff received PD on curriculum, curriculum-embedded assessments, and strategies for instructional staff through the OSY CIG to support migrant student math achievement and graduation.

	High School Graduation/OSY Services Strategy	Implementation Level*	Evidence
3.1	Coordinate with school staff and provide them with information about migrant student needs.	3	MEP staff coordinate with school staff and various community groups, libraries, etc. about how to facilitate tutoring to meet migrant student needs. Logs are kept
3.2	Assist migrant secondary-aged students to obtain tutoring and/or the SEA to provide tutoring to support migrant student achievement.	5	All eligible migrant secondary students are offered tutoring to support achievement; some OSY are only able to manage career/life skill development while working towards their educational goals.
3.3	Collaborate with service groups to leverage resources.	4	Coordination occurs with faith-based organizations, Department of Labor, New England Farm Workers Council, and Department of Health (for food, fuel, etc.).
3.4	Assist secondary-aged youth to set goals and priorities, develop graduation plans, and plan their time to accommodate education as well as their work schedule.	4	Elementary-level CORE lessons were redone for OSY because of their low level of proficiency; curriculum-embedded assessments used to monitor progress. New OSY lessons were created by New Hampshire and Vermont.
3.5	Provide home visits, materials, and resources to support students' education and career goals.	5	GOSOSY curriculum, instructional strategies, lessons, and the website are an integral part of services to OSY. All services are documented and outcomes reviewed to monitor progress and adjust as necessary.
3.6	Provide access to technology to facilitate student learning (e.g., computers, tablets, apps).	5	All OSY receive mp3 players loaded with educational materials and lessons. Internet service is problematic, but all families receive technology help, as needed.
3.7	MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migratory secondary-aged youth to reach their educational and/or career goals.	5	Staff receive training (e.g., NASDME conference and GOSOSY training), on how to work with parents. Farmers receive orientation on MEP services and ways to help children/youth meet goals.
3.8	Provide instruction, materials, and curriculum-embedded assessment through interstate coordination such as CIGs.	4	The MEP is using materials that contain pre- and post-tests developed through the Consortium Incentive Grants.

*1=No implementation of strategies observed; 2-3=Partial implementation observed; 4-5=Full implementation observed

SURVEY RESULTS

Surveys evaluating the services of the NH MEP were distributed to staff and to OSY and parents receiving MEP services. Seven staff members, 15 out-of-school youth, and 13 parents responded to these surveys. Below is a summary of their anecdotal responses. Survey questions addressed the extent to which activities from the MEP helped students improve in reading and math, and be successful in moving toward high school graduation; and parent involvement and increase parent skills in assisting their children to be successful in school. In each of these areas, parent, OSY, and staff survey respondents marked *Some* or *Very Much*. None of the respondents marked *Not at All* or *Very Little*.

MEP staff identified the biggest concern for the migrant students they serve as being lack of motivation, communication with teachers, English language skills, and access to community resources. Comments made by staff include:

What is your biggest concern for the migrant students you serve?

- *Having communication with teachers.*
- *Keeping him motivated throughout the school year and interested in extracurricular and educational activities during the summer.*
- *That they end up not connecting with people outside of their own culture in the USA due to a lack of English skills. My concern is that this will limit their opportunities to reach their goals in life or that they even won't know the concept of goals.*
- *Read and write English.*
- *Access to resources in the community during the school year and during the summer.*
- *Gaps in education and language.*
- *My biggest concern for migrant in-school kids is that they don't get the support that they need and fall through the cracks. For OSY it is that they won't buy into their own education.*
- *For high school students, how they can learn the curriculum (science, history) with low English skills.*

Below are parent and OSY responses to the same question.

- *Finish school. Attend college. Work towards a profession.*
- *English.*
- *Learn to speak, read, and write English (2).*
- *Graduate.*
- *Transportation.*
- *I don't know English, so I don't interact with my child's H.S. education.*
- *Everything seems very good to me.*
- *Afraid he will lose interest in a professional career.*
- *More events. Child-based reading events.*

SUCCESS STORIES

Staff prepared paragraphs about successes migrant children or youth that experienced related to the services offered through the MEP. Responses are presented below.

“Diana”: *Diana was starting to recognize some new words by the end of the school year. She was always very happy to see me coming and would give me a big hug. And it seemed like she was getting in less trouble at school as I was encouraging her to speak to a teacher rather than get physical or speak derogatively to her classmates. I also think she matured somewhat over the year.*

“Jiuina”: *One day after visiting the library Jiuina stated, “that was fun, when are we going again?” My three tutoring students (from The Congo) ages 4-8 have been introduced to the benefits of being connected to a city library. The staff from the Migrant Youth Program identified what documents were needed to obtain a library card and guided me in the process. I assisted my students in acquiring (and maintaining) a library card, accessing the library resources, and assuming responsibility for returning the loaned books and DVDs on time and in good condition or accept the financial consequences. Besides spending time reading books, playing with puzzles, and having access to a computer, the students have begun to engage in library activities, e.g. locating the hidden "Gnome" in the library; interacting with a therapy dog. In addition, the three students have started walking to the library with their mother on days other than "tutor days." Their mother has obtained her own library card.*

“Carlos”: I've only worked with Carlos for a few months, but I already know that the consistency of getting in-depth educational support outside of school is keeping his studies at the top of his mind even during the summer months. His biggest struggles I've found, and his mother and sister have confirmed, are reading and grammar. We spend time every week reading aloud from a book, and I can see him improving his pronunciation as well as comprehension. We also work on grammar worksheets, focusing on one or two subjects a week. I think many of the concepts he had covered in school but were becoming clearer to him the more time we spent on it. I'm proud of the small improvements I see and I think with more time the change will be noticeable in his school work.

“Ana”: Ana is a vibrant six year-old girl who loves to learn. She is from Nepal, where both her parents were teachers. Their only struggle is that they don't speak or understand English. Ana and I worked to establish her reading skills. Now, she is a fluent reader and getting better each week.

“Veronica and Andrea”: I work with two girls that are 9 and 11. They have been in the United States for almost three years. The girls carry on conversations in English fine, but have difficulties reading and writing. What amazes me is how motivated they are and how interested they are in learning. One practice that the girls have done consists of reading the beginning of a story and then writing the ending on their own, individually. The girls have done very well with this and enjoy the exercise.

One day I showed up for our session and the girls gave me a little handmade booklet. It was a story that they had written in English and Spanish. Each page came with a beautiful illustration. The girls told me that they had spent several days working on it. I was so moved and so proud of them that I started tearing up. It confirmed to me that our sessions do help motivate them. They truly are amazing kids and this program is doing such good things for them. With continued support, we can help them succeed in life.

6. Outcome Evaluation Results

The sources of data related to the MPOs and statewide performance targets include student assessment results from the New Hampshire State database and MEP director, staff, and parent surveys. In reviewing the results, the data related to state performance targets should be interpreted with caution. The percentage of migrant students that are proficient and graduating from high school provide a useful measure of the overall educational progress of migratory students; however, the small number assessed are unsuitable for generalizations.

Supplemental services cannot supplant the instruction provided by state and Federal funds; therefore, the services provided by the MEP are aligned with state standards but cannot replace what students are provided through other means. Assessments that are aligned with the supplemental services offered through the MEP provide the most appropriate accountability measurement of the outcomes and effectiveness of migrant services.

STATE PERFORMANCE TARGETS

Migrant Student Outcome Data

In accordance with guidance provided by OME, assessment data is not reported for the migrant student population because of the small number of students and less than 30 tested. For all grade levels, only 27 migrant students were tested in the 2016 school year. To ensure confidentiality, it is not appropriate, nor allowed, to include the results.

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the MPOs. Sources of data include data entered into the state database such as student grades, preschool participation, and secondary student credit accrual, in addition to parent and OSY surveys.

READING

MPO 1A. Annually, at least 5% more migrant students receiving 20 or more hours of supplemental instruction in reading through the MEP will improve their reading and/or English language proficiency scores by 5% on a State-MEP approved assessment.

As part of its responsibilities as a member of the MiraCORE Consortium, the NH MEP participated in a pre/post-test assessment of migrant students receiving supplemental reading tutorial instruction. Reading tutorial pre/post-tests are made up of the same items and each contains approximately five items. Assessments are graded by percent correct out of 100%. Exhibit 8 shows the number of students, the number of pre/post-test results (students typically take more than one tutorial), and their pre/post assessment results from July 1, 2015 to September 30, 2016.

Results for this performance period show that migrant students/youth utilized 74 reading tutorials. Students' mean pretest score was 34.6% and their mean post-test score was 75.1%, a mean gain of 40.5%. Seventy-eight percent of the migrant students/youth taking MiraCORE tutorials improved their score by 15%, **thus meeting MPO 1A.**

Exhibit 8

Mean Scores and Gains on Pre/Post Reading Tutorial Assessments

# Pre/Post Results	Mean Pretest Score	Mean Posttest Score	Mean Gain	Significance (p<.05)	# (%) Improving	# (%) Improving by 15%
74*	34.6	75.1	+40.5	<.001	58 (78%)	58 (78%)

Source: Data downloaded from the Migrant Literacy NET website. Represents the number of online reading lessons completed from 10/1/15 through 9/30/16 by NH MEP students as recorded by instructors and students using the system.

MPO 1B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver reading instruction after participating in professional development in reading.

Exhibit 9 shows the evaluation results of State-sponsored MiraCORE training evaluated during 2015-16. Based on a 3-point scale (1=developing, 2=good, 3=exemplary), ratings were assigned to the overall training, applicability, materials, and trainers. Participants assigned high ratings (mean rating of 3.0 out of a possible 3.0), indicating that training was exemplary. Applicability, materials, and trainers also were rated as exemplary as illustrated below.

Exhibit 9

Ratings of MiraCORE Field Test Training

Date	# Responding	Training	Applicability	Materials	Trainer(s)
7/5/16	1	3.0	3.0	3.0	3.0
7/18/16	1	3.0	3.0	3.0	3.0

Source: Training Evaluation Form (Form 1)

After all MiraCORE training sessions, participants rated their skills and knowledge before and after participating in training. Training evaluation items addressed understanding the resources on the Migrant Literacy NET (MLN) website, understanding how to access and use the online Literacy Screening Tools, understanding the field test process, and providing needs- and evidence-based literacy instruction to migrant students.

Items were rated on a 5-point scale (1=not at all, 2=a little, 3=somewhat, 4=a lot, 5=very much). Results show that both migrant staff responding to training evaluations that participated in MiraCORE professional development increased their knowledge of the MLN website, the Literacy Screening Tools, the field test process, and scientifically-based literacy instruction. The mean gain was 14.0 points **meeting MPO 1B.**

Exhibit 10

Mean Ratings of Knowledge Gained in MiraCORE Professional Development

N	Pts Poss	Before Training	After Training	Mean Gain	# (%) Gaining
2	20	6.0	20.0	+14.0	2 (100%)

Source: Training Evaluation Form (Form 1)

MATHEMATICS

MPO 2A. By the end of the program year, at least 5% more migrant students receiving at least 20 hours of supplemental instruction in math through the MEP will improve their math scores by 5% on a State-MEP approved assessment.

Only seven migrant students were assessed in **mathematics**, four in elementary school, two in middle school, and one was in high school. The results are not included to ensure confidentiality because of the extremely small number of students that were tested.

MPO 2B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver math instruction after participating in professional development in math.

Staff rated the professional development provided by the New Hampshire MEP using a 3-point scale (1 = Not at all, 2 = Somewhat, 3 = A lot). Exhibit 11 presents the ratings of the responding staff members. The staff responding to the item regarding the professional development in mathematics indicated that they are “Somewhat” or “a lot” better prepared to deliver math instruction after participating in professional development. Similarly, 100% of the respondents believed that the instructional services provided by the MEP helped migrant students improve their math skills at least “Somewhat”.

Exhibit 11
Ratings of MEP Professional Development Impact on Delivering Services

Survey Item	Rating		
	1	2	3
As a result of the Migrant Education Program, I am better prepared to deliver math instruction after participating in professional development in mathematics .	-	3 (60%)	2 (40%)
In my opinion, <u>instructional services</u> helped migrant students improve their math skills .	-	1 (14%)	6 (86%)

MEP staff were identified ways in which the NH MEP helped migrant students succeed. Respondents cited providing materials, ESL classes, and other life skills. Comments made by staff include:

- *Providing school resources and mentoring students has improved academic achievement.*
- *Educational training and teaching techniques for the relevant age groups being tutored would be helpful to assist students in the most effective manners possible.*
- *Increase the amount of materials able to be loaned out, such as lesson books and novels. Flexibility in scheduling times to tutor.*
- *The NH MEP provides great services to students. Most of my students learn quickly, have improved their performance in school, gained knowledge that protects them from being exploited, and received the accommodations and referrals they need.*
- *The NH MEP helps students succeed by giving them confidence in learning in a situation in which they have assistance and encouragement by one of the MEP staff. The NH MEP gives technology to students and advances them by using laptops and Skype beyond what*

many of their peers know. It sometimes is the “one person” necessary (according to research) for the student to achieve their educational goal.

- By providing direct regular tutoring to students in their home, a supportive and trusting relationship is built with both student and family. As a tutor, I could advocate for students within the MEP program, at school, and also assist families to gain access to community resources.
- I believe my students became more confident when faced with a challenge to take their time and think on their feet as they work at their own pace.

Survey results and anecdotal information revealed that **MPO 2B was met.**

H.S. GRADUATION/OSY

MPO 3A. By the end of the program year, 80% of migrant OSY will receive services that support their educational and career goals.

Exhibit 12 compares the number of migratory OSY identified and receiving instructional or support services in 2015-16 to the number receiving services in 2011-12. Eighty-nine percent of the identified OSY were served during the 2015-16 performance period. This is an increase of 24% over 2012.

Exhibit 12
Number of Migrant OSY Who Received Instructional and/or Support Services

Pre (2012)			Post (2016)						
# Identified	Served		# Identified	Served		Difference 2012 to 2016			
	#	%		#	%	Identified		Served	
	#	%	#	%	#	%	#	%	
23	15	65	28	25	89%	+5	+22%	10	24%

MPO 3A was met with 89% of OSY being served.

MPO 3B. By the end of the program-year, 70% of OSY that received 20 or more hours of supplemental services will report being better able to support their child’s/their own education and career goals.

The NH MEP utilized a Learning Plan template for use by OSY instructors with their students that was developed by the GOSOSY CIG. Instructors completed Learning Plans with OSY that outlined one or more attainable learning objectives. Generally, the Learning Plans are appropriate for OSY who are available for instruction more than once or twice a week and intend to be available for several weeks. Instructors tracked progress and rated the extent to which learning objectives were attained. One of the instructional aims of the Learning Plan was to help OSY break down large goals into manageable objectives or “steps.” The total number of achievable steps on each Learning Plan and the number completed were tracked.

Exhibit 13 shows that there were five OSY with learning plans. Each youth met half or more of their learning or achievement objectives. There was an average of 3.0 intermediate objectives or “steps” on the plans with OSY completing all of those steps.

**Exhibit 13
OSY Completing Learning Plans**

# OSY with Learning Plan	Average number of steps toward goal	Average number of steps completed	# (%) completing 50% or more of the steps
5	3.0	3.0	5 (100%)

One-hundred percent of OSY completed 50% or more of the steps identified in their Learning plan, thus **meeting MPO 3B**.

MPO 3C. By the end of the program-year, 80% of MEP staff will report using knowledge gained from professional development to promote graduation, continuing education, and/or career goals for migrant students.

New Hampshire participated in one GOSOSY training attended by three State MEP staff, including VISTA volunteer. Exhibit 14 shows the evaluation results of this training. Ratings assigned to the overall training, participant involvement, applicability, materials, and trainers based on a 3-point scale (1=developing, 2=good, 3=exemplary). Participants high ratings (2.67 out of a possible 3.0), indicating that training was well received. Applicability, materials, and trainers also were rated highly.

**Exhibit 14
Ratings of GOSOSY Field Test Training**

Date	# Responding	Training	Applicability	Involvement	Materials	Trainer(s)
11/21/16	3	2.67	2.0	3.0	2.67	3.0

Source: Training Evaluation Form (Form 1)

At the GOSOSY training session, participants rated their skills and knowledge before and after participating in training. Knowledge was rated on a 5-point scale (1=not at all, 2=a little, 3=somewhat, 4=a lot, 5=very much). While the number of respondents is small, the results show that those participating in professional development on OSY increased their knowledge by a mean gain of .67 points.

**Exhibit 15
Mean Ratings of Knowledge Gained in GOSOSY Professional Development**

N	Pts Poss	Before Training	After Training	Mean Gain	# (%) Gaining
3	5	4.3	5	.67	1*

Source: MiraCORE Training Evaluation Form (Form 1)

Participants at the GOSOSY training were asked how they will use the training to improve services for OSY. Below are the comments provided by NH participants.

- *As the person in our office who communicates with our volunteer tutors the most, I have recommended these resources several times to volunteers who work with OSY.*
- *The training will help me better instruct my students. It was a good refresher regarding what materials are available on the website.*
- *I have discovered learning places and goal setting for OSY.*

MPO 3C was met as all participants gained between pre- and post-assessment and indicated that they will use what was learned during this training to improve services for OSY.

7. Implications

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

PROGRESS ON PREVIOUS RECOMMENDATIONS

Recommendation #1: *As resources permit, provide tutoring to OSY and high school students as frequently as is feasible to permit more opportunities for youth to work one-on-one and in small groups on specific assignments, coursework, and credit accrual.* All identified migratory students, including those with PFS who were first served, received services through the NH MEP. The frequency and intensity of services were determined based on identified student needs.

Recommendation #2: *Provide more professional development to tutors on instructional strategies, especially related to the age groups that they are serving.* Tutors and/or other MEP staff in the NH MEP received professional development on instructional strategies in reading and language arts, ESL, services to OSY, identification and recruitment, and evidence-based strategies for working with migratory children and youth in pre-kindergarten, elementary and middle school, and secondary school. Professional development also covered strategies for post-secondary and career planning, and developing and helping to carry out learning plans for eligible migratory youth who no longer are enrolled in school.

Recommendation #3: *To maximize resources and meet the support service needs of the migrant student population, identify ways to further collaborate with agencies and organizations that serve the migrant population in New Hampshire.* The NH MEP has been successful in its collaboration efforts with Federal, state, regional, and local agencies as evidenced by MEP staff meetings and communication with and serving on committees with regional and state agencies, faith-based organizations, NH Department of Labor; New England Farm Workers Council, and NH Department of Health.

Recommendation #4: *Provide professional development on innovative ways to use technology as an instructional tool for OSY. New Hampshire is in the forefront in using technology and it should continue the use of these materials available through the MEP consortium incentive grants.* NH MEP staff participated in training on technology for instruction and recordkeeping at the Dissemination Event for the OSY CIG, training on delivering technology-based MiraCORE lessons, and state one-on-one technical assistance on innovative technologies.

Recommendation #5: *Take advantage of opportunities for full-time MEP staff to participate in professional learning activities given their key role in the planning and delivery of MEP services in the State of New Hampshire. Activities might include professional development for the State MEP director (e.g., Consortium Incentive Grant training and events, national conferences) and additional professional development for other program staff in strategies for working with migrant families (e.g., translation, identifying community resources for migrant newcomer families).* In addition to the professional learning activities discussed in Recommendation #4 above, NH MEP staff attended the annual NASME conferences and ID&R forums, steering team meetings of the four CIGs during which training was delivered on topics such as evidence-based instructional strategies, and the IMEC Symposium which featured sessions and workgroup discussion on identifying Federal and community resources.

Recommendation #6: Continue to work with families providing educational materials and working with some families to obtain temporary library cards and purchase low-cost books for children to support their literacy. Books in backpacks have been well received; however, working closely with the community library to provide library cards and help encourage parents to be comfortable in taking their children to the library would be beneficial. Not only have NH MEP staff worked with communities to obtain library cards, but they have downloaded instructional materials onto student's cell phones. Teachers report that the MEP has been instrumental in helping parents to feel comfortable in bringing their children to the local library for picking out books and participating in read-along programs.

Recommendation #7: To increase awareness of the MEP by regular classroom staff providing instructional services to migrant students, conduct promotion and outreach activities through MEP brochures, supplementary materials, professional development, and basic "migrant 101" materials. There has been a concerted effort on the part of NH MEP staff to share information and resource materials on the MEP with not only regular classroom staff and other school staff, but also with farmers/growers in the area who might help to recruit eligible migratory families.

SUMMARY AND IMPLICATIONS

Parent Involvement: The New Hampshire Department of Education coordinates with agencies to broaden its resources for involving and supporting parents and families. Migrant parents are consulted in an ongoing and timely way in the planning, review, and improvement of the MEP.

Thanks to the small size of the NH MEP, the State MEP was able to provide one-on-one assistance to parents and OSY through home visits, phone calls, and face-to-face meetings. Using this individualized model for parent participation was successful to help ensure parent input in program design and evaluation.

Professional Development: The NH MEP used numerous resources in providing staff with up-to-date information and materials on serving migratory student populations. These included: OME; IMEC; ESCORT; the annual MEP Conference, and the annual ID&R Forum. In addition, NH MEP staff attended trainings sponsored by the GOSOSY and MiraCORE CIGs.

Support Services: Seventy-two percent (72%) of all eligible migrant students received support services to reduce barriers to academic success including referrals, career counseling, academic guidance, opportunities for youth leadership, life skills instruction, health services, student advocacy, supplementary instructional supplies, extended learning opportunities, career/postsecondary opportunities, and interpretation/translation services.

Strategy Implementation: Four of the five (80%) reading activities were seen as being observed as *fully implemented* while the remaining reading activity was determined to be partially implemented. All seven of the math activities (100%) were observed to be fully implemented along with seven of the eight (88%) high school graduation/career activities. Activities observed as having less than full implementation have been identified as "gaps in service". Strategies to bring these activities to full implementation have been designed (see recommendations).

RECOMMENDATIONS

1. Continue the needs-driven services available through the MEP CIGs for migrant school-aged children and OSY. The consortium materials were well received by students, OSY, and migrant service providers and evidence amassed points to these strategies and materials having had a positive impact on migrant student outcomes. As a small state, NH benefits from the multi-state collaborations that occur through the CIGs.
2. Consider the recommendations and concerns of migratory parents and OSY regarding strategies for encouraging student motivation to participate in school, continue their education, and seek careers/employment.
3. Continue to focus on collaboration and communication with instructional staff in general education as well as community and state agencies. This has been a positive feature of the NH MEP.
4. The State MEP staff should annually review the targets set in each for the areas to ensure their relevance based on a review of the data and/or evaluation results.
5. Consider ways to encourage migrant parents and families to attend school-based family literacy and math activities. This is facilitated through verbal and/or written pictorial instructions and strategies for reading with their children in the home.
6. Continue the use of the Fidelity of Strategy Implementation as a tool for observing project implementation based on the strategies in the SDP. This might be done between the two full time staff on a regular basis during conversations about program implementation.

In summary, during 2016-17, the NH MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills, helped them earn high school credits toward graduation, and increased the learning of OSY. In addition, parents were provided services that improved their skills and increased their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students; and community agencies and programs helped support migratory students through direct supportive and instructional services.

APPENDIX A

CNA/SDP Planning Chart

New Hampshire Migrant Education Program

GOAL AREA 1: Reading

CONCERNS:				
<p>1a. We are concerned that migrant students at all grade levels are behind their non-migrant peers in reading achievement.</p> <p>1b. We are concerned that migrant students lack English proficiency that impacts their reading achievement.</p> <p>1c. We are concerned that migrant students have limited access to support services, life skills services, and community services such as the local library.</p> <p>1d. We are concerned that migrant parents, OSY, and staff report reading, writing, and learning English as students' greatest need.</p>				
<u>Solution strategy identified in the CNA</u>	<u>Performance Target/AMO</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed</u>
<p>1-1) Collaborate with agencies and refer students to appropriate reading instructional services and support services, as needed.</p> <p>1-2) Provide migrant students with opportunities for tutoring in reading/literacy and ESL.</p> <p>1-3) Increase migrant parent education, home visits, and information about resources that support student literacy/reading in the home.</p> <p>1-4) Collaborate with community libraries to facilitate migrant families obtaining library cards and obtain books.</p> <p>1-5) Provide instructional home visits to support student and family literacy.</p> <p>1-6) Provide home visits, and information about resources that support student learning reading in the home.</p> <p>1-7) Educate staff, students, and parents about health issues, agencies, and community programs to support families' health and well-being.</p> <p>1-8) Facilitate the participation of MEP staff in professional development to increase their strategies to support the reading/literacy and ESL instruction of migrant children and youth.</p> <p>1-9) Participate in a migrant CIG to help ensure interstate coordination that benefits migrant students and promotes their reading achievement.</p>	<p>Reading targets for 2018 for all students in NH = 63.29% proficiency and for 2019 = 65.15%</p> <p><i>*State Plan estimates are based on previous data.</i></p>	<p>1.1 Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet services for children/youth to support their literacy.</p> <p>1.2 Conduct home visits to support student and family literacy.</p> <p>1.3 Provide migrant parents with instructions and strategies for reading with their children.</p> <p>1.4 Provide instruction, materials, and curriculum-embedded assessment through activities like a reading-focused Consortium Incentive Grant.</p>	<p>1A. Annually, at least 5% more migrant students receiving 20 or more hours of supplemental instruction in reading through the MEP will improve their reading and/or English language proficiency scores by 5% on a State-MEP approved assessment.</p>	<ul style="list-style-type: none"> • Tutors • Professional development instructional staff and administrators • Technology support • Hardware and Software • Transportation • Curricula and supplies • Training materials for parents • Technology support • Reading lessons and assessments • Translators/ interpreters
		<p>1.5 MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement.</p>	<p>1B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver reading instruction after participating in professional development in reading.</p>	<ul style="list-style-type: none"> • Professional development • Staff time • Materials and resources for PD

GOAL AREA 2: Mathematics

NEED/CONCERN:				
<p>2a. We are concerned that migrant students at all grade levels are behind their non-migrant peers in mathematics achievement.</p> <p>2b. We are concerned that migrant students lack English proficiency that impacts their mathematics achievement.</p> <p>2c. We are concerned that migrant parents report not being able to help their children with their homework/school work.</p> <p>2d. We are concerned that migrant parents, OSY, and staff rate support services (e.g., school supplies, transportation, community resources) to support instruction as a high need.</p>				
<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed (TA, PD)</u>
<p>2-1) Collaborate with agencies and refer students to appropriate math instructional services and support services, as needed.</p> <p>2-2) Provide migrant students with opportunities for tutoring in mathematics.</p> <p>2-3) Increase migrant parent education, home visits, and information about resources that support student math learning in the home.</p> <p>2-4) Collaborate with community libraries to facilitate migrant families obtaining library cards, books, and technology to help their math learning.</p> <p>2-5) Provide instructional home visits to support the attainment of student and family skills in math.</p> <p>2-6) Provide migrant parent education, home visits, and information about resources that support student’s learning math in the home.</p> <p>2-7) Educate staff, students, and parents about health issues, agencies, and community programs to support families’ health and well-being.</p> <p>2-8) Facilitate the participation of MEP staff in professional development to increase their strategies to support the math instruction of migrant children and youth.</p>	<p>Mathematics targets for 2018 for all students in NH = 48.28% proficiency and for 2019 = 49.19%</p> <p><i>*State Plan estimates are based on previous data.</i></p>	<p>2.1 Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student math achievement.</p> <p>2.2 Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet services for children to support their math proficiency.</p> <p>2.3 Conduct home visits to support family math skills.</p> <p>2.4 Provide math books, manipulatives, and materials to migrant students.</p> <p>2.5. Provide migrant parents with instructions and strategies for doing math activities with their children in the home.</p> <p>2.6 Facilitate home-based tutoring programs in mathematics.</p>	<p>2A. By the end of the program year, at least 5% more migrant students receiving at least 20 hours of supplemental instruction in math through the MEP will improve their math scores by 5% on a State-MEP approved assessment.</p>	<ul style="list-style-type: none"> • Tutors • Professional development for instructional staff • Community libraries • Math manipulatives and materials • Technology support • Hardware and Software • Transportation • Curricula and supplies • Technology support Hardware and Software
		<p>2.7 MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student mathematics achievement.</p>	<p>2B. By the end of the program year, 80% of MEP staff will respond on a survey that they are better prepared to deliver math instruction after participating in professional development in math.</p>	

GOAL AREA 3: High School Graduation and Services to Out-of-School Youth

NEED/CONCERN:					
<p>3a We are concerned that migrant OSY report attending school to 9th grade or below affecting knowledge about graduation requirements and how to prepare for a career.</p> <p>3b We are concerned that migrant youth are not graduating or not graduating on time.</p> <p>3c We are concerned about the number of secondary-aged migrant ELLs who are falling behind and at risk of dropping out of school.</p> <p>3d We are concerned that staff, parents, and OSY report needs for parent involvement, strategies for helping their children with homework, and support services.</p>					
<u>Solution identified in the CNA</u>	<u>Performance Target (Goal)</u>	<u>Strategy</u>	<u>MEP Measurable Program Outcome (Objective)</u>	<u>Resources Needed (TA, PD)</u>	
<p>3-1) Assist secondary-aged youth to set learning goals and priorities, develop graduation plans, consider career paths, and plan their time to accommodate education as well as work.</p> <p>3-2) Inform NH school staff and community members about the MEP, migrant student needs, and available services.</p> <p>3-3) Facilitate and/or provide credit accrual opportunities.</p> <p>3-4) Refer migrant secondary-aged youth and parents to ESL programs and/or provide ESL through tutoring, technology, and written materials.</p> <p>3-5) Provide migrant students who have failed or are at risk of failing core courses with information about credit accrual opportunities.</p> <p>3-6) Provide MEP staff with professional development instructional strategies, graduation strategies, community resources, and college/career plan for migrant secondary-aged youth.</p> <p>3-7) Utilize materials from a migrant CIG to help ensure interstate coordination that benefits migrant secondary-aged out-of-school youth and promotes their achievement, graduation, and college/career readiness.</p> <p>3-8) Provide home- and school-based services to the increased growing number of OSY who will qualify as PFS under the new ESSA definitions.</p>	<p>The four-year Adjusted Cohort Graduation Rate (ACGR):</p> <p>2018 – 90.15%</p> <p>2019 – 90.74%</p> <p>2020 – 91.31%</p> <p>2021 – 91.87%</p> <p>2022 – 92.41%</p> <p>2023 – 92.93%</p> <p>2024 – 93.45%</p> <p>2025 – 93.96%</p>	<p>3.1. Coordinate with school staff and provide them with information about migrant student needs.</p> <p>3.2 Assist migrant secondary-aged students to obtain tutoring and/or the SEA to provide tutoring to support migrant student achievement.</p> <p>3.3 Collaborate with service groups to leverage resources.</p> <p>3.4 Assist secondary-aged youth to set goals and priorities, develop graduation plans, and plan their time to accommodate education as well as their work schedule.</p>	<p>3A. By the end of the program year, 80% of migrant OSY will receive services that support their educational and career goals.</p>	<ul style="list-style-type: none"> • Tutors • Mobile technology/Internet access • Staff time • PD time • Curricula and assessments • Communication with IHEs 	
		<p>3.5. Provide home visits, materials, and resources to support students' education and career goals.</p> <p>3.6. Provide access to technology to facilitate student learning (e.g., computers, tablets, apps).</p>	<p>3B. By the end of the program year, 70% of OSY that received 20 or more hours of supplemental services will report being better able to support their child's/their own education and career goals.</p>		<ul style="list-style-type: none"> • Staff time • Materials and resources • Hardware, software, apps
		<p>3.7. MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migratory secondary-aged youth to reach their educational and/or career goals.</p> <p>3.8. Provide instruction, materials, and curriculum-embedded assessment through interstate coordination such as Consortium Incentive Grants.</p>	<p>3C. By the end of the program year, 80% of MEP staff will report using knowledge gained from professional development to promote graduation, continuing education, and/or career goals for migrant students.</p>		

APPENDIX B

Fidelity of Strategy Implementation Tool (FSI)



NEW HAMPSHIRE MIGRANT EDUCATION PROGRAM FIDELITY OF STRATEGY IMPLEMENTATION

READING

Strategies	IMPLEMENTATION LEVEL				
	← NO EVIDENCE ← → HIGHLY EFFECTIVE →				
	1	2	3	4	5
1.1 Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet services for children/youth to support their literacy.	<ul style="list-style-type: none"> No assistance provided No evidence of students obtaining temporary library cards No evidence of students receiving low-cost books No evidence of students receiving Internet services 	<ul style="list-style-type: none"> Negligible assistance provided Negligible evidence of students obtaining temporary library cards Negligible evidence of students receiving low-cost books Negligible evidence of students receiving Internet services 	<ul style="list-style-type: none"> Approaching a sufficient level of assistance provided Approaching a sufficient level of evidence that students obtained temporary library cards Approaching a sufficient level of evidence that students received low-cost books Approaching a sufficient level of evidence that students received Internet services 	<ul style="list-style-type: none"> A sufficient level of assistance provided Sufficient evidence that students obtained temporary library cards Sufficient evidence that students received low-cost books Sufficient evidence that students received Internet services 	<ul style="list-style-type: none"> Extensive assistance provided Extensive evidence that students obtained temporary library cards Sufficient evidence that students received low-cost books Extensive evidence that students received Internet services
Evidence:					
Comments:					
1.2 Conduct home visits to support student and family literacy.	<ul style="list-style-type: none"> No home visits conducted to support student and family literacy 	<ul style="list-style-type: none"> Negligible home visits conducted to support student and family literacy 	<ul style="list-style-type: none"> Approaching sufficiency in the home visits conducted to support student and family literacy 	<ul style="list-style-type: none"> Sufficient home visits conducted to support student and family literacy 	<ul style="list-style-type: none"> Extensive home visits conducted to support student and family literacy
Evidence:					
Comments:					
1.3 Provide migrant parents with instructions and strategies for reading with their children.	<ul style="list-style-type: none"> No evidence that parents received instructions and strategies for reading with their children. 	<ul style="list-style-type: none"> Negligible evidence that parents received instructions and strategies for reading with their children. 	<ul style="list-style-type: none"> Approaching a sufficient level of evidence that parents received instructions and strategies for reading with their children. 	<ul style="list-style-type: none"> Sufficient evidence that parents received instructions and strategies for reading with their children. Sufficient records of parent involvement or opportunities maintained 	<ul style="list-style-type: none"> Extensive evidence that parents received instructions and strategies for reading with their children. Extensive records of parent involvement or opportunities maintained
Evidence:					
Comments:					

<p>1.4 Provide instruction, materials, and curriculum-embedded assessment through activities like a reading-focused Consortium Incentive Grant (CIG).</p>	<ul style="list-style-type: none"> • No evidence of instruction • No evidence of materials and curriculum-embedded assessment through activities like a reading-focused CIG 	<ul style="list-style-type: none"> • Minimal evidence of instruction • Minimal evidence of materials and curriculum-embedded assessment through activities like a reading-focused CIG 	<ul style="list-style-type: none"> • Approaching a sufficient level of evidence of instruction • Approaching a sufficient level of evidence of materials and curriculum-embedded assessment through activities like a reading-focused CIG 	<ul style="list-style-type: none"> • Sufficient evidence of instruction • Sufficient evidence of materials and curriculum-embedded assessment through activities like a reading-focused CIG 	<ul style="list-style-type: none"> • Extensive evidence of instruction • Extensive evidence of materials and curriculum-embedded assessment through activities like a reading-focused CIG
<p>Evidence:</p>					
<p>Comments:</p>					
<p>1.5 MEP staff participate in targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement.</p>	<ul style="list-style-type: none"> • Staff did not participate in targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement 	<ul style="list-style-type: none"> • Staff participated in minimal targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement 	<ul style="list-style-type: none"> • Staff participated in a moderate amount of targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement 	<ul style="list-style-type: none"> • Staff participated in a sufficient amount targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement 	<ul style="list-style-type: none"> • Staff participated in extensive targeted professional development that provides strategies, materials, and resources to support migrant student reading/literacy achievement
<p>Evidence:</p>					
<p>Comments:</p>					



NEW HAMPSHIRE MIGRANT EDUCATION PROGRAM FIDELITY OF STRATEGY IMPLEMENTATION MATHEMATICS

Strategies	IMPLEMENTATION LEVEL					
	NON-EVIDENT	←—————→			—————→	HIGHLY EFFECTIVE
	1	2	3	4	5	
2.1 Assist migrant students to obtain tutoring and/or SEA staff to provide tutoring to support migrant student math achievement.	<ul style="list-style-type: none"> No tutoring provided to support migrant students' math achievement 	<ul style="list-style-type: none"> Negligible tutoring provided to support migrant students' math achievement 	<ul style="list-style-type: none"> Approaching sufficiency in the amount of tutoring provided to support migrant students' math achievement 	<ul style="list-style-type: none"> Sufficient tutoring provided to support migrant students' math achievement 	<ul style="list-style-type: none"> Extensive tutoring provided to support migrant students' math achievement 	
Evidence:						
Comments:						
2.2 Assist migrant families to obtain temporary library cards and obtain low-cost books and Internet services for children to support their math proficiency.	<ul style="list-style-type: none"> No assistance provided No evidence of students obtaining temporary library cards No evidence of students receiving low-cost books No evidence of students receiving Internet services to support math proficiency 	<ul style="list-style-type: none"> Negligible assistance provided Negligible evidence of students obtaining temporary library cards Negligible evidence of students receiving low-cost books Negligible evidence of students receiving Internet services to support math proficiency 	<ul style="list-style-type: none"> Approaching a sufficient level of assistance provided Approaching a sufficient level of evidence that students obtained temporary library cards Approaching a sufficient level of evidence that students received low-cost books Approaching a sufficient level of evidence that students received Internet services to support math proficiency 	<ul style="list-style-type: none"> A sufficient level of assistance provided Sufficient evidence that students obtained temporary library cards Sufficient evidence that students received low-cost books Sufficient evidence that students received Internet services to support math proficiency 	<ul style="list-style-type: none"> Extensive assistance provided Extensive evidence that students obtained temporary library cards Sufficient evidence that students received low-cost books Extensive evidence that students received Internet services to support math proficiency 	
Evidence:						
Comments:						
2.3 Conduct home visits to support family math skills.	<ul style="list-style-type: none"> No home visits conducted to support student and family math skills 	<ul style="list-style-type: none"> Negligible home visits conducted to support student and family math skills 	<ul style="list-style-type: none"> Approaching sufficiency in the home visits conducted to support student and family math skills 	<ul style="list-style-type: none"> Sufficient home visits conducted to support student and family math skills 	<ul style="list-style-type: none"> Extensive home visits conducted to support student and family math skills 	
Evidence:						
Comments:						

2.4 Provide math books, manipulatives, and materials to migrant students.	<ul style="list-style-type: none"> No books, manipulatives, and materials were provided to migrant students 	<ul style="list-style-type: none"> A negligible number of books, manipulatives, and materials were provided to migrant students 	<ul style="list-style-type: none"> Approaching a sufficient number of books, manipulatives, and materials were provided to migrant students 	<ul style="list-style-type: none"> A sufficient number of books, manipulatives, and materials were provided to migrant students 	<ul style="list-style-type: none"> An extensive number of books, manipulatives, and materials were provided to migrant students
Evidence:					
Comments:					
2.5 Provide migrant parents with instructions and strategies for doing math activities with their children in the home.	<ul style="list-style-type: none"> No instructions and strategies for doing math activities with their children were provided to migrant parents 	<ul style="list-style-type: none"> Negligible instructions and strategies for doing math activities with their children were provided to migrant parents 	<ul style="list-style-type: none"> Approaching sufficiency in the amount of instructions and strategies for doing math activities with their children were provided to migrant parents 	<ul style="list-style-type: none"> Sufficient instructions and strategies for doing math activities with their children were provided to migrant parents 	<ul style="list-style-type: none"> Extensive instructions and strategies for doing math activities with their children were provided to migrant parents
Evidence:					
Comments:					
2.6 Facilitate a home-based tutoring program in mathematics.	<ul style="list-style-type: none"> No home-based math tutoring program was facilitated 	<ul style="list-style-type: none"> An inadequate home-based math tutoring program was facilitated 	<ul style="list-style-type: none"> Approaching sufficiency in the facilitation of a home-based math program 	<ul style="list-style-type: none"> A sufficient home-based math tutoring program was facilitated 	<ul style="list-style-type: none"> An extensive home-based math tutoring program was facilitated
Evidence:					
Comments:					
2.7 MEP staff participate in targeted PD that provides strategies, materials, and resources to support migrant student math achievement.	<ul style="list-style-type: none"> Staff did not participate in targeted professional development that provides strategies, materials, and resources to support migrant student math achievement 	<ul style="list-style-type: none"> Staff participated in minimal targeted professional development that provides strategies, materials, and resources to support migrant student math achievement 	<ul style="list-style-type: none"> Staff participated in a moderate amount of targeted professional development that provides strategies, materials, and resources to support migrant student math achievement 	<ul style="list-style-type: none"> Staff participated in a sufficient amount of targeted professional development that provides strategies, materials, and resources to support migrant student math achievement 	<ul style="list-style-type: none"> Staff participated in extensive targeted professional development that provides strategies, materials, and resources to support migrant student math achievement
Evidence:					
Comments:					



NEW HAMPSHIRE MIGRANT EDUCATION PROGRAM
FIDELITY OF STRATEGY IMPLEMENTATION
HIGH SCHOOL GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH STRATEGIES

Strategies	Implementation Level				
	NON-EVIDENT ← → HIGHLY EFFECTIVE				
	1	2	3	4	5
3.1 Coordinate with school staff and provide them with information about migrant student needs.	<ul style="list-style-type: none"> No evidence of coordination with school staff No information provided to school staff about migrant student needs 	<ul style="list-style-type: none"> Minimal evidence of coordination with school staff Minimal information provided to school staff about migrant student needs 	<ul style="list-style-type: none"> Approaching sufficiency in the evidence of coordination with school staff Approaching sufficiency in the information provided to school staff about migrant student needs 	<ul style="list-style-type: none"> Sufficient evidence of coordination with school staff Sufficient information provided to school staff about migrant student need 	<ul style="list-style-type: none"> Extensive evidence of coordination with school staff Extensive information provided to school staff about migrant student need
Evidence:					
Comments:					
3.2. Assist migrant secondary-aged students to receive tutoring and/or the SEA to provide tutoring to support migrant student achievement.	<ul style="list-style-type: none"> No tutoring provided to support secondary-aged migrant students' achievement 	<ul style="list-style-type: none"> Negligible tutoring provided to support secondary-aged migrant students' achievement 	<ul style="list-style-type: none"> Approaching sufficiency in the amount of tutoring provided to support secondary-aged migrant students' achievement 	<ul style="list-style-type: none"> Sufficient tutoring provided to support secondary-aged migrant students' achievement 	<ul style="list-style-type: none"> Extensive tutoring provided to support secondary-aged migrant students' achievement
Evidence:					
Comments:					
3.3. Collaborate with service groups to leverage resources to migrant students.	<ul style="list-style-type: none"> No evidence of collaboration with service groups to leverage resources 	<ul style="list-style-type: none"> Minimal evidence of collaboration with service groups to leverage resources 	<ul style="list-style-type: none"> Approaching sufficiency in evidence of collaboration with service groups to leverage resources 	<ul style="list-style-type: none"> Sufficient evidence of collaboration with service groups to leverage resources 	<ul style="list-style-type: none"> Extensive evidence of collaboration with service groups to leverage resources
Evidence:					
Comments:					

3.4 Assist secondary-aged youth to set goals and priorities, develop graduation plans, and plan their time to accommodate education as well as their work schedule.	<ul style="list-style-type: none"> No evidence of assisting youth to set goals and priorities No evidence of assisting youth to develop graduation plans No evidence of assisting youth to plan their time to accommodate education and work schedules 	<ul style="list-style-type: none"> Minimal assistance to youth to set goals and priorities Minimal assistance to youth to develop graduation plans Minimal assistance to youth to plan their time to accommodate education and work schedules 	<ul style="list-style-type: none"> Approaching sufficient assistance to youth to set goals and priorities Approaching sufficient assistance to youth to develop graduation plans Approaching sufficient assistance to youth to plan their time to accommodate education and work schedules 	<ul style="list-style-type: none"> Sufficient assistance to youth to set goals and priorities Sufficient assistance to youth to develop graduation plans Sufficient assistance to youth to plan their time to accommodate education and work schedules 	<ul style="list-style-type: none"> Extensive assistance to youth to set goals and priorities Extensive assistance to youth to develop graduation plans Extensive assistance to youth to plan their time to accommodate education and work schedules
Evidence:					
Comments:					
3.5 Provide home visits, materials, and resources to support students' education and career goals.	<ul style="list-style-type: none"> No home visits provided No resources provided to support students' education and career goals 	<ul style="list-style-type: none"> Minimal home visits conducted A negligible number of resources provided to support students' education and career goals 	<ul style="list-style-type: none"> Approaching sufficiency in the number of home visits conducted Approaching a sufficient number of resources were provided to support students' education and career goals 	<ul style="list-style-type: none"> Sufficient home visits conducted A sufficient number of resources were provided to support students' education and career goals 	<ul style="list-style-type: none"> Extensive home visits conducted An extensive number of resources were provided to support students' education and career goals
Evidence:					
Comments:					
3.6 Provide access to technology to facilitate student learning (e.g., computers, tablets, apps).	<ul style="list-style-type: none"> No evidence of access to technology to facilitate student learning 	<ul style="list-style-type: none"> Minimal evidence of access to technology to facilitate student learning 	<ul style="list-style-type: none"> Approaching sufficiency in the level of evidence of access to technology to facilitate student learning 	<ul style="list-style-type: none"> Sufficient evidence of access to technology to facilitate student learning 	<ul style="list-style-type: none"> Extensive evidence of access to technology to facilitate student learning
Evidence:					
Comments:					
3.7 MEP staff participate in targeted PD that provides strategies, materials, and resources to support migratory secondary-aged youth to reach their educational and/or career goals.	<ul style="list-style-type: none"> Staff did not participate in targeted PD that provides strategies, materials, and resources to support migrant secondary-aged youth to reach their educational and/or career goals 	<ul style="list-style-type: none"> Staff participated in minimal targeted PD that provides strategies, materials, and resources to support migrant secondary-aged youth to reach their educational and/or career goals 	<ul style="list-style-type: none"> Staff participated in a moderate amount of targeted PD that provides strategies, materials, and resources to support migrant secondary-aged youth to reach their educational and/or career goals 	<ul style="list-style-type: none"> Staff participated in a sufficient amount of targeted PD that provides strategies, materials, and resources to support migrant secondary-aged youth to reach their educational and/or career goals 	<ul style="list-style-type: none"> Staff participated in extensive targeted PD that provides strategies, materials, and resources to support migrant secondary-aged youth to reach their educational and/or career goals
Evidence:					
Comments:					

3.8 Provide instruction, materials, and curriculum-embedded assessment through interstate coordination such as Consortium Incentive Grants.	<ul style="list-style-type: none"> • No evidence of instruction, materials, and curriculum-embedded assessment through interstate coordination • No participation in CIGs 	<ul style="list-style-type: none"> • Minimal evidence of instruction, materials, and curriculum-embedded assessment through interstate coordination • Minimal participation in CIGs 	<ul style="list-style-type: none"> • Approaching sufficiency in providing instruction, materials, and curriculum-embedded assessment through interstate coordination • Approaching sufficiency in participation in CIGs 	<ul style="list-style-type: none"> • Sufficient instruction, materials, and curriculum-embedded assessment provided through interstate coordination • Sufficient participation in CIGs 	<ul style="list-style-type: none"> • Extensive instruction, materials, and curriculum-embedded assessment provided through interstate coordination • Extensive participation in CIGs
Evidence:					
Comments:					

