



### Title IC End of Year Program Evaluation 2014-2015

Migrant Education Program Region:	26	Coordinator:	Julie Conroy
Document Due (August 31st):			

<p>1. Out of all the things that your program does for migrant students, what are you most proud of? Please use evaluation data to support your response.</p>	
<ul style="list-style-type: none"> <li>• Progress toward a focus on high school graduation and kindergarten readiness during the regular school year, which allows us to zero in on target needs and provide appropriate support.               <ul style="list-style-type: none"> <li>• Hiring a Preschool Specialist to improve our community and district partnerships in order to better serve our 3-5 year olds (developed 3 new partnerships in 2014-15).</li> <li>• Working with the MEP team, Krysta Williams and Jesus Sandoval to provide high school students with the best services available to meet their needs (see evaluation data in the MPO 4, Graduation section)</li> </ul> </li> <li>• Increased communication with district partners through distribution of a MEP Newsletter each month. In October 2014 there were 7 recipients of the newsletter. Currently 104 district and community partners receive the monthly communication.</li> <li>• Increase in the number of participants in summer school and in the increase in hours spent on reading and math instruction. Summer enrollment increased to 253 from 224, a 13% increase in attendance. Students participated in reading instruction for a minimum of 2.11 hours/day, a 12.5% increase from 2013-14. Students participated in math instruction for a minimum of 1.5 hours/day, a 12% increase from 2013-14.</li> </ul>	
<p>2. As you plan for the 2014-2015 school year, on which areas will you focus? Please list strategies or changes you will use to make improvements.</p>	
<ul style="list-style-type: none"> <li>• We will make significant changes to our parent meeting structure to provide academic services to KG – 8<sup>th</sup> graders and a more focused opportunity to reach high school students. This will strengthen the reading, math and graduation MPOs and parent engagement.</li> <li>• Our preschool program will expand to provide services to 3-5 year olds and their parents throughout the academic year.</li> </ul>	
<p>3. MPO 1, Kindergarten Readiness: Please list strategies and programs you use to meet this MPO.</p>	
<ul style="list-style-type: none"> <li>• Summer Kindergarten Classroom: 25 incoming kindergarten students participated in a 3-week, all day summer program to prepare them for school</li> <li>• Partnered with Head Start for staffing to ensure access to research-based childhood curriculum Pre and post assessments conducted on all 25 students, 100% growth documented</li> <li>• 52% of the 25 students (13 students) were exposed to their first preschool experience</li> <li>• Ages &amp; Stages Questionnaire completed for incoming kinders who participated</li> <li>• Kindergarten Readiness Parent Meeting (2 during summer) prepared parents for ways they can prepare their children and support them as they begin kindergarten</li> <li>• Connected incoming KG children to their school's Connect to Kindergarten and Early Kindergarten Transition programs and to KG enrollment opportunities</li> </ul>	
<p>What is going well? Please use evidence to explain.</p>	<p>What would you like to improve? Please use evidence to explain.</p>
<ul style="list-style-type: none"> <li>• 100% of students who participated in the summer program showed gains on their post assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a partnership with Latino Network's Early Childhood Development Program to enhance services to 3-5 year</li> </ul>

<ul style="list-style-type: none"> <li>• Program was designed to serve incoming KG students who had not attended preschool, and 87% of those target students participated</li> <li>• Partnership with Multnomah County Library Bilingual Outreach Specialist enabled us to offer professional training to parents –100% of parents who attended and properly completed the assessment showed growth. Seven parents attended the first training and six attended the second.</li> <li>• 100% of ASQ results were shared with district partners to ensure students are properly served and placed in KG</li> <li>• Binational preschool teacher enhanced program by enhancing language and culture educational opportunities</li> </ul>	<p>olds and their parents in preparation for kindergarten</p> <ul style="list-style-type: none"> <li>• Increase parent attendance rate for parent meetings</li> <li>• Strengthen our partnership with Head Start and OCDC for early enrollment</li> <li>• Research other community partners working toward early childhood education goals (Project Launch, etc.)</li> <li>• Determine best practices to reach the parents of 3-5 year olds (in-home, meetings, etc.) and provide them with appropriate training</li> <li>• Utilize parent meeting time to serve 3-5 year olds through a partnership with OCDC/Head Start</li> </ul>
<p>4. MPO 2, Reading Benchmark: Please list strategies and programs you use to meet this MPO.</p>	
<ul style="list-style-type: none"> <li>• Reading support occurred and was measured during the summer program.</li> <li>• Students participated in reading instruction for a minimum of 2.11 hours/day, a 12.5% increase from 2013-14.</li> <li>• Summer enrollment increased to 253 from 224, a 13% increase in attendance, so more students benefitted from the summer academic opportunity and had more seat time in reading instruction.</li> <li>• During the summer and at parent meetings throughout the year students and parents were invited to take books home to keep.</li> <li>• MEP staff coordinates information between students' previous language arts teacher, summer language arts teacher, and incoming fall language arts teacher in order to coordinate services for students regarding progress and areas of growth.</li> <li>• Maranda Turner presented reading strategies parents can use to support their children in reading at a January 14, 2015 parent meeting. Thirteen parents attended this meeting.</li> </ul>	
<p>What is going well? Please use evidence to explain.</p>	<p>What would you like to improve? Please use evidence to explain.</p>
<ul style="list-style-type: none"> <li>• Reading instruction at 2.11 hours/day was a 12.5% increase from 2013-14 levels.</li> <li>• Summer enrollment increased by 13%, so more students had the opportunity to participate in reading instruction.</li> <li>• Reading: Pre assessment mean 3.4 Post assessment mean 3.8 (12% increase)</li> </ul>	<ul style="list-style-type: none"> <li>• We would like to offer homework, reading and math support to students on parent meeting nights while the parents are participating in their own workshop.</li> <li>• We would like to increase attendance at parent meetings to benefit both students and families. We believe that if we offer special programming for students, the students will encourage the parents to attend.</li> <li>• Would like to provide summer teachers with Smarter Balanced scores to inform areas of growth for students.</li> </ul>

	<ul style="list-style-type: none"> <li>We would like to find a partnership with a book distributor to provide age-appropriate books to students, particularly for the intermediate grades</li> </ul>
<p>5. MPO 3, Math Benchmark: Please list strategies and programs you use to meet this MPO.</p>	
<ul style="list-style-type: none"> <li>Math support occurred and was measured during the summer program.</li> <li>Students participated in math instruction for a minimum of 1.5 hours/day, a 12% increase from 2013-14.</li> <li>Summer enrollment increased to 253 from 224, a 13% increase in attendance, so more students benefitted from the summer academic opportunity and had more seat time in reading instruction.</li> <li>MEP staff coordinates information between students' previous math teacher, summer math teacher, and incoming fall math teacher in order to coordinate services for students regarding progress and areas of growth.</li> <li>Jesus Sandoval presented math strategies parents can use to support their children in math at a February 11, 2015 parent meeting. Twenty-three parents attended this meeting.</li> </ul>	
<p>What is going well? Please use evidence to explain.</p>	<p>What would you like to improve? Please use evidence to explain.</p>
<ul style="list-style-type: none"> <li>Math instruction at 1.5 hours/day was a 12% increase from 2013-14 levels.</li> <li>Summer enrollment increased by 13%, so more students had the opportunity to participate in math instruction.</li> <li>Parent meeting pre/post results: Pre assessment mean 1.94 Post assessment mean 3.83</li> </ul>	<ul style="list-style-type: none"> <li>We plan to offer homework, reading and math support to students on parent meeting nights while the parents are participating in their own workshop.</li> <li>We hope to increase attendance at parent meetings to benefit both students and families. We believe that if we offer special programming for students, the students will encourage the parents to attend.</li> <li>Would like to provide summer teachers with Smarter Balanced scores to inform areas of growth for students.</li> </ul>
<p>6. MPO 4, Graduation and Post-Secondary Readiness: Please list strategies and programs you use to meet this MPO.</p>	
<ul style="list-style-type: none"> <li>Provided a full-day Path to Scholarships training in the fall to 31 MEP high school students (32% of in-school students) in collaboration with the OMESC</li> <li>Provided support to 60 students during the regular school year</li> <li>For those 60 students, we facilitated 30 home visits, made 63 phone calls with parents, spoke with school staff regarding students 83 times, and paid for 6 credit recovery classes for four students</li> <li>MEP staff trained the students on the following topics, some of which were shared via Path to Scholarships materials and others were created by MEP staff: transcripts, resumes, organization skills, applying to college (requirements, paperwork, admissions), personal strengths and character qualities, counseling (how to meet, appointments, forecasting), writing a 5-paragraph essay, understanding the MEP, Educaris, GPA, OMLI, grade tracking, how to talk with parents about graduating, goal setting, extracurricular activities (involvement and importance), recommendation letters (who to ask and tracking), volunteering, diploma requirements, interview skills and conduct</li> <li>Provided information and training to parents on high school graduation requirements and</li> </ul>	

<ul style="list-style-type: none"> <li>preparing for college</li> <li>Reminded students and parents about monthly Latino parent night at Reynolds High School each month</li> <li>Hired a high school facilitator to provide MEP high school students the opportunity to help plan a summer program for themselves, and provided a 3-week summer program to help students gain a stronger sense of self in their community and plan for and prepare for college and life after high school</li> </ul>							
<p>What is going well? Please use evidence to explain.</p> <p><b>Data on students who participated in MEP-funded programming during the regular year</b></p> <ul style="list-style-type: none"> <li>Total number of students who participated AND completed pre/post: 35 (58%)</li> <li>Total PFS students: 25 (71% of participants)</li> <li>PFS increase in pre/post 22/25 = 88%</li> <li>Total non-PFS students: 10 (29% of participants)</li> <li>Non-PFS increase in pre/post 10/10 = 100%</li> </ul> <p><b>General data</b></p> <ul style="list-style-type: none"> <li>81% of high school age students in our region are in school</li> <li>69% of those high school students participated in MEP provided Path to Scholarships workshops, after school sessions, and/or meetings with MEP staff</li> <li>Increase in cohort graduation rate from 2009-10 to 2010-2011 enrolled cohort</li> <table border="1" data-bbox="284 1249 738 1354"> <tr> <td>2009-2010</td> <td>2010-2011</td> </tr> <tr> <td>50% non-PFS</td> <td>62.5% non-PFS</td> </tr> <tr> <td>31.82% PFS</td> <td>63.64% PFS</td> </tr> </table> <li>71% of seniors graduated from high school</li> <li>71% of PFS seniors graduated from high school</li> <li>There were 14 total seniors and 10 graduates.</li> <li>59% of high school students are on track to graduate (65% of 9<sup>th</sup> graders, 42% of 10<sup>th</sup> graders, 60% of 11<sup>th</sup> graders, 67% of 12<sup>th</sup> graders)</li> <li>Credit Recovery <ul style="list-style-type: none"> <li>2013-14 8 classes for 3 students</li> <li>2014-15 6 classes for 4 students</li> </ul> </li> <li>Ten parents participated in the parent meeting on graduation requirements, a decrease from the same meeting provided</li> </ul>	2009-2010	2010-2011	50% non-PFS	62.5% non-PFS	31.82% PFS	63.64% PFS	<p>What would you like to improve? Please use evidence to explain.</p> <ul style="list-style-type: none"> <li>Research best practices in parent and student attendance at evening parent meetings to increase attendance for meetings to educate parents and students about graduation requirements and support</li> <li>Provide evening student workshops to increase attendance when working with students toward graduation</li> <li>Collaborate with Jesus Sandoval at the OMESC to provide appropriate student workshops</li> <li>Create a more user-friendly data tracking system to streamline work for MEP staff</li> <li>Provide more workshops to students and parents about our ability to pay for credit recovery classes</li> <li>Expand the topics we cover with students and their parents to include financial planning, job shadows/internships, and provide more support with applying for college and scholarships</li> <li>Develop better strategies to gain access to student progress and involvement in like programs (synergy, district collaboration, AVID)</li> <li>Develop partnerships with community partners and colleges to enhance services to students</li> <li>Specialize training to high school students based on their grade and what they need to know (credit recovery to 9<sup>th</sup> graders, etc.)</li> <li>Reach out to Janince Blackmore in Washington state to enhance the self-identity aspect of our work with students.</li> </ul>
2009-2010	2010-2011						
50% non-PFS	62.5% non-PFS						
31.82% PFS	63.64% PFS						

<p>in 2013-14</p> <ul style="list-style-type: none"> <li>Parent meeting pre assessment mean 2.2 post assessment mean 3.5 (59% increase)</li> </ul> <p><b>Summer Program</b></p> <ul style="list-style-type: none"> <li>36 students participated in planning meetings</li> <li>26 students participated in the summer class</li> <li>95% of students who participated at least 85% of the time showed gains on the pre/post assessment</li> </ul>	
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7. Recruitment Reflection: In terms of recruitment, what are you most proud of? Where possible, please use data to support your response.							
<ul style="list-style-type: none"> <li>Increase in active recruitment to 69%, from 56% in 2013-14, a 23% increase.</li> <li>Child count data from last 3 years (0-21) <table border="0" style="margin-left: 20px;"> <tr> <td>2012-13</td> <td>860</td> </tr> <tr> <td>2013-14</td> <td>738</td> </tr> <tr> <td>2014-15</td> <td>681 (21% decrease over 2 years)</td> </tr> </table> </li> </ul>		2012-13	860	2013-14	738	2014-15	681 (21% decrease over 2 years)
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What is going well? Please use evidence to explain.	What would you like to improve? Please use evidence to explain.						
<ul style="list-style-type: none"> <li>Use of a recruitment hours tracker each month to motivate recruiters to meet the 61% goal.</li> <li>New student database is well-organized to allow recruiters to prioritize calls to families who recently lost eligibility.</li> <li>Increased staff collaboration to make calls and complete COEs at home visits.</li> <li>Increased number of parent calls and home visits in the evening hours to connect with working parents.</li> <li>Collaborating with OCDC to take our fliers to California increased the number of parents who contacted us about summer school</li> <li>Improved relations with Townsend labor camp staff</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to update the action plan (make it a living document) and utilizing it at weekly recruiter meetings</li> <li>Improve communication with districts so Title Program Survey gets to us. This will ensure all families who self-identify are screened.</li> <li>Improve consistency of running COE by Signature Date reports each month to re-enroll families as they move.</li> <li>Pilot presenting to high school classes in one high school to see if students will self-identify as migrant</li> <li>Utilize parents in the program to recruit new families</li> <li>Track data on number of COEs filled out each year and on average report card rates.</li> </ul>						

8. Parent Involvement: In terms of parent involvement, what are you most proud of? Where possible, please use data to support your response.	
<ul style="list-style-type: none"> <li>We have increased the number of parent meetings during the regular year from four in 2013-14 and six in 2013-14 to seven in 2014-15, a 75% increase over 2 years.</li> </ul>	

- Parent Education Nights 2014-15
 

Date	Topic	Attendance
Oct. 8, 2014	Absenteeism	17
Nov. 5, 2014	Graduation requirements	10
Dec. 10, 2014	Immunizations, immigration	71
Jan. 14, 2015	Reading support	13
Feb. 11, 2015	Math support	23
March 11, 2015	Legal Aid of Oregon (high school group)	34
May 6, 2015	Summer school, Preschool programs	39
<b>Total number of parents receiving training</b>		<b>207</b>
<b>Average attendance (excluding Dec.)</b>		<b>30 (23)</b>
- Parent Education Nights 2013-14
 

Oct. 2, 2013	Importance of Parent Involvement at School	22
Nov. 6, 2013	Homework and Graduation Requirements	13
Dec. 11, 2013	Immunizations, immigration	104
Jan. 29, 2014	Math and Reading	24
March 12, 2014	College Preparation	33 (21 adults, 12 students)
April 23, 2014	Kindergarten Readiness	42
<b>Total number of parents receiving training</b>		<b>238</b>
<b>Average attendance (excluding Dec.)</b>		<b>40 (27)</b>
- Pre and post assessment scores increased at every parent meeting in 2014-15
  - Absenteeism: Pre assessment mean 2.1  
Post assessment mean 2.4 (14% increase)
  - Graduation: Pre assessment mean 2.2  
Post assessment mean 3.5 (59% increase)
  - Reading: Pre assessment mean 3.4  
Post assessment mean 3.8 (12% increase)
  - Math: Pre assessment mean 1.94  
Post assessment mean 3.83 (97% increase)
- By targeting services during the regular year to high school students, we collaborated more with parents than we have done in the past. We conducted 25 intensive home visits, detailing student progress and attendance, and educating parents about how to review their child's transcripts, how to access student records on Synergy, and providing 1:1 training in other areas as needed.
- Jesus Sandoval facilitated four PAC meetings to help our region establish new leadership. He will continue to support the Region 26 PAC in the fall and winter of 2015.

What is going well? Please use evidence to explain.	What would you like to improve? Please use evidence to explain.
<ul style="list-style-type: none"> <li>Our parent meeting evaluation documents record the general information about the meeting and also the results of the pre/post evaluation, which is helpful in determining how useful topics are and how effective presenters are</li> <li>The diversity of topics and professional nature of the presenters has improved every year.</li> </ul>	<ul style="list-style-type: none"> <li>The total number of parents served during parent meetings has increased, but attendance at individual parent meetings has remained stagnant or dropped over the years. We need to develop new strategies to improve attendance at meetings. We also need to ensure we are accurately counting individual adults and not families (discrepancies in counting</li> </ul>

<ul style="list-style-type: none"> <li>We are now offering a light dinner at meetings.</li> </ul>	<p>may be the reason our numbers seem lower)</p> <ul style="list-style-type: none"> <li>We plan to restructure the use of time spent with our students during parent meetings to better serve them.</li> <li>We plan to work more closely with our PAC leadership to improve MEP services to students and families and to help us develop strategies to increase attendance</li> </ul>
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Please list the names and roles of the migrant staff and parents that helped prepare this end of year evaluation of the migrant program.		
Name	Position/Role	Signature
Julie Conroy	Program Manager	
Alyssa Walker Keller	Preschool Specialist	
Kristen Sheaffer	Data Specialist/Home School Consultant	
Martina Bell	Home School Consultant/Recruiter	
Rodrigo Garcia	Home School Consultant/Recruiter	