

ANNUAL EVALUATION REPORT 2008-2009

North Carolina Department of Public Instruction Migrant Education Program



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LIST OF ACRONYMS

AIM:	Action, Inspiration, Motivation
CAMP:	College Assistance Migrant Program
CNA:	Comprehensive Needs Assessment
CSPR:	Consolidated State Performance Report
DPI:	Department of Public Instruction
ECE:	Early Childhood Education
ELL:	English Language Learner
EOC:	End of Course
EOG:	End of Grade
ESEA:	Elementary and Secondary Education Act
ESL:	English as a Second Language
ESOL:	English as a Second or Other Language
H.S.:	High School
ID&R:	Identification and Recruitment
IEP:	Individual Education Plan
LEA:	Local Education Agency
LEP:	Limited in English Proficiency
MEP:	Migrant Education Program
MPAC:	Migrant Parent Advisory Committee
MPO:	Measureable Program Outcome
NASDME:	National Association of State Directors of Migrant Education
NCACE:	North Carolina Association of Compensatory Educators
NCCLAS:	North Carolina Checklist of Academic Standards
NCEXTEND:	North Carolina Alternative Assessment
NCLB:	No Child Left Behind Act
NRG:	Non-regulatory Guidance
OCS:	Occupational Course of Study
OME:	Office of Migrant Education
OSY:	Opportunities for Success for Out-of-School Youth (<i>italicized</i>)
OSY:	Out-of-School Youth
P.D.:	Professional Development
PASS:	Portable Assisted Study Sequence
PAT:	Parents as Teachers
PFS:	Priority for Services
PIRC:	Parent Information Resource Center
QAD:	Qualifying Arrival Date
RIF:	Reading is Fundamental
SDP:	Service Delivery Plan
SEA:	State Education Agency

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INTRODUCTION

This report presents conclusions and recommendations related to the delivery of Migrant Education Program (MEP) services during the 2008-2009 school year, including the summer months. The mission of the North Carolina Migrant Education Program is to help migrant students and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

To fulfill its mission the MEP recruits migrant students eligible for the program, provides supplemental education services; provides support services designed to aid students in participating fully in their education; coordinates among local education agencies, community service organizations, and businesses to assist migrant families; and collaborates with other states and national organizations to ensure continuity of instruction for migrant students.

Migrant student educational requirements were identified through a Comprehensive Needs Assessment (CNA) process which was used by the MEP to design a Comprehensive State Service Delivery Plan (SDP) outlining how the program would meet the needs identified. The evaluation of the extent to which goals were met is defined through six **measureable program outcomes** (MPOs). Progress toward meeting the MPOs is examined in the *Results* section of this report. Implementation of program services also is evaluated to determine areas the state should target for continuous improvement efforts.

Sources of data for this evaluation report included observations made by MEP staff, interviews by the evaluator with staff, data and reporting forms prepared by the evaluator and completed by local MEP staff and parents, demographic data available on the State website and through MIS2000, student assessment results and other outcome data, the Consolidated State Performance Report (Parts I and II), and other achievement outcomes. The goals of the evaluation were to:

- analyze the extent to which the MEP is meeting its measureable program outcomes (MPOs);
- determine the fidelity of project services to the State Service Delivery Plan;
- observe and document the success of the MEP and areas needing revision;
- analyze outcome data to identify the strengths of the program and the areas that need fine-tuning in order to improve achievement of MPOs; and
- report the results of the evaluation to State MEP staff for their use in assisting local MEP sites to make continuous improvement and assist the State MEP to comply with Federal and State reporting requirements.

In addition to this brief introduction, the remainder of the report is divided into five sections: Evaluation Methodology; Evaluation Context; Program Implementation and Support Services; Evaluation Results; and Conclusions, Commendations, and Recommendations. Copies of the evaluation data collection forms can be found in the appendices.

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EVALUATION METHODOLOGY

In 1966, Congress included language in the Elementary and Secondary Education Act (ESEA) to help the children of migrant farmworkers and establish the Office of Migrant Education (OME). Currently, programs provide supplemental instruction and support services to children of migratory workers and fishers in nearly all of the States. These programs must comply with Federal mandates as specified in Title I, Part C of the Act, reauthorized as the No Child Left Behind Act of 2001 (NCLB).

The NCLB Act governs all Federally-funded educational programs. This law was built on more than 30 years of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, English language learners (ELLs) and other students in at-risk situations. The NCLB Act requires districts to provide comprehensive services through the coordination of and collaboration with locally- and Federally-funded programs.

Supplementary MEP funds must be used to meet the identified needs of migrant children as well as meet the intent and purpose of the MEP. These migrant funds must supplement and not supplant other local and state funding. Section 1001 of NCLB further states, “Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are societal good, are a moral imperative, and improve the life of every individual, because the quality of our lives ultimately depends on the quality of the lives of others.”

The North Carolina State standards support Title I, Part C, Section 1301 of NCLB for the Education of Migratory Children to ensure that migrant students have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. The State has established high academic standards for all students and holds the North Carolina public education system accountable for providing all students with a high quality education that enables them to achieve to their full potential.

As part of the requirements under the NCLB, States must evaluate the effectiveness of the MEP and provide guidance to their local projects on how to conduct local evaluations. In its *Draft Non-Regulatory Guidance* from October 2003, the Office of Migrant Education indicated that evaluations should be designed to allow SEAs and local operating agencies to:

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

To achieve these results, the Office of Migrant Education (OME) requires that SEAs conduct an evaluation that examines **program implementation** and **program results**. To investigate the effectiveness of its efforts to serve migrant children and improve those efforts based on comprehensive and objective results, the North Carolina MEP conducted a thorough evaluation of its services to migratory children and youth.

In evaluating program implementation, the State should answer questions such as:

- Was the project implemented as described in the approved project application? If not, what changes were made?
- What strategies worked in to improve the implementation of the program?
- What problems did the MEP encounter?
- What improvements should be made?

In evaluating program results, OME requires that a program's actual performance be compared to "measurable outcomes established by the MEP and State's performance targets, particularly for those students who have **priority for service**." Some of the questions to answer include:

- How do migrant students compare to all students in North Carolina in reading and mathematics?
- How do the migrant student graduation rate and dropout rates compare to the overall State graduation and dropout rates?

The goals of the evaluation are to:

- review services to ensure that they were implemented as intended;
- document the success of services for program validation;
- analyze information to identify the strengths of services and the areas targeted for improvement; and
- report the results of the evaluation to the SEA to disseminate to State policy makers and local and State decision makers.

This report provides summary information on the accomplishments made by students and MEP staff in North Carolina. These accomplishments were reviewed in light of the measurable objectives outlined by the State MEP and local program applications.

As previously stated, the evaluation of services to migrant students in North Carolina looks at both formative (implementation) and summative (outcomes) data. The formative phase of the evaluation examines the planning and implementation of services in light of the degree of progress that has been made toward meeting performance objectives. The summative evaluation phase examines the demographics of the North Carolina MEP; the dimensions of migrant student, parent, and staff participation; and student achievement, program accomplishments, and other outcomes attained through the services delivered through the North Carolina migrant education program.

An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating the North Carolina MEP, to examine the effectiveness of services, and to make recommendations to help the State improve the quality of the services provided to its migrant students. To evaluate the services, the external evaluators and/or project staff were responsible for:

- maintaining and reviewing interview records, logs, attendance sign-in sheets, meeting notes, and other anecdotal evaluation tools;
- conducting evaluation focus groups;
- reviewing student achievement data and other outcomes;
- observing the operation of the local MEPs and summarizing field notes about project implementation; and
- preparing an evaluation report to provide information about the extent to which program processes such as migrant student ID&R, comprehensive needs assessment, professional development, and the activities described in the North Carolina Comprehensive Service Delivery State Plan were implemented as planned. Student outcomes and achievement related to content and performance standards are also included in the annual report.

Data analysis includes descriptive statistics using means and frequencies; trend analysis noting substantial trends 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 addition to the Executive Summary and this introduction, the evaluation includes four key areas: (1) the first, evaluation context, describes the processes in place through which the State developed service strategies and ensured that funds were allocated and used appropriately; (2) the second area, program implementation and support services, examines the extent to which services were implemented as planned and with which groups of students; (3) the third area, results, analyzes the results of State assessments and other data regarding the State's measureable program outcomes (MPOs); and (4) the fourth area, recommendations, provides suggestions for improvement of implementation of strategies that will help the State meet all MPOs.

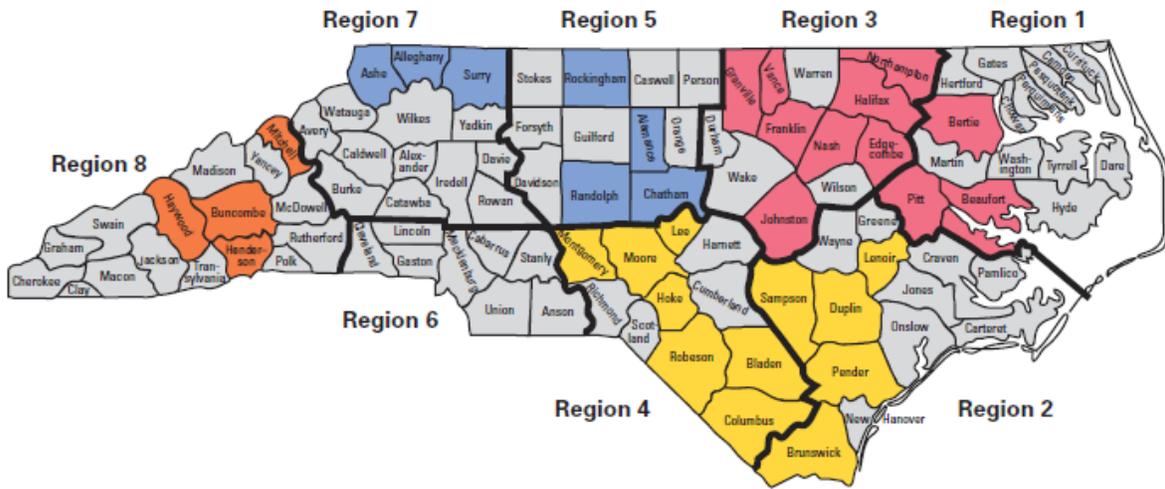
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EVALUATION CONTEXT

PROGRAM DESCRIPTION

The North Carolina MEP operates multiple local program sites with MEPs in 33 LEAs in 32 counties. According to the 2006-09 North Carolina State Migrant Student Profile, the greatest concentration of sites is in the east (NC DPI Regions 1 and 2). These MEP sites have large concentrations of eligible migrant students with limited access to comprehensive educational and support services. Exhibit 1 shows the counties and regions in which MEPs were operating in 2008-09.

**Exhibit 1
MEP Regional Service Areas 2008-09**

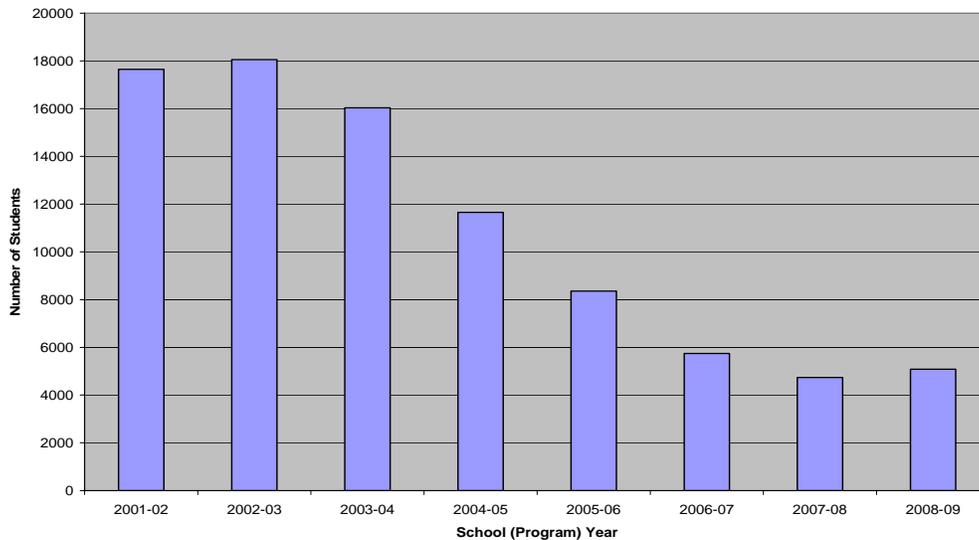


North Carolina produces many crops that require labor for soil preparation, cultivation, and harvest. Major crops include sweet potatoes, tobacco, Christmas trees, cucumbers, apples, tomatoes, blueberries, and various other fruits and vegetables. There is a general trend toward urbanization; however, the number of small farms has increased over the last two years.

The 2008-09 school year is the first year since 2002 that the number of migrant students in North Carolina has increased. The total went from 4,739 in 2007-08 to 5,081 in 2008-09. The increase is attributed to greater recruitment in non-project areas as well as a return to agricultural work as more stable job opportunities have become scarce in the economic downturn. Until this recent increase, migrant labor had steadily declined since 2002-03 when a high of over 18,000 students were identified. Decreases are the result of urbanization of farmland, increased mechanization of farming, and more rigorous quality control in the recruitment process.

Exhibit 2 displays the number of migrant students recruited beginning in the 2001-02 school year and continuing through the 2008-09 school year.

**Exhibit 2
Migrant Students Identified 2001-02 to 2008-09**



When broken down by grade level, out-of-school youth (OSY) is the largest category of students by over 1,500 students compared to the next largest student grouping (preschool students ages 3-5). The 2,135 **OSY comprise 42% of the entire migrant student population.** According to interviews with OSY conducted through the OSY Consortium Incentive Grant (Opportunities for Success for Out-of-School Youth), many OSY are “here-to-work.” This means that they may not have attended high school in the United States nor completed the equivalent of high school in their home country. Most OSY interviewed have indicated a desire to learn English and obtain a diploma or GED at some point. A major barrier to school completion identified during interviews is that OSY must work long hours in order to make a living and have limited time to pursue educational goals.

Statewide, 5,081 migrant children were eligible for MEP services during 2008-09. Exhibit 3 displays the number of students recruited by grade level and year.

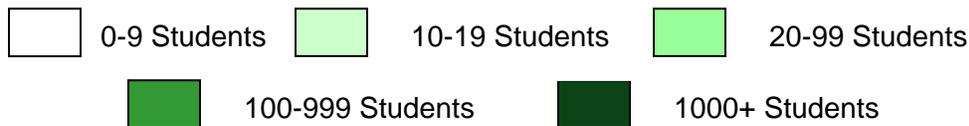
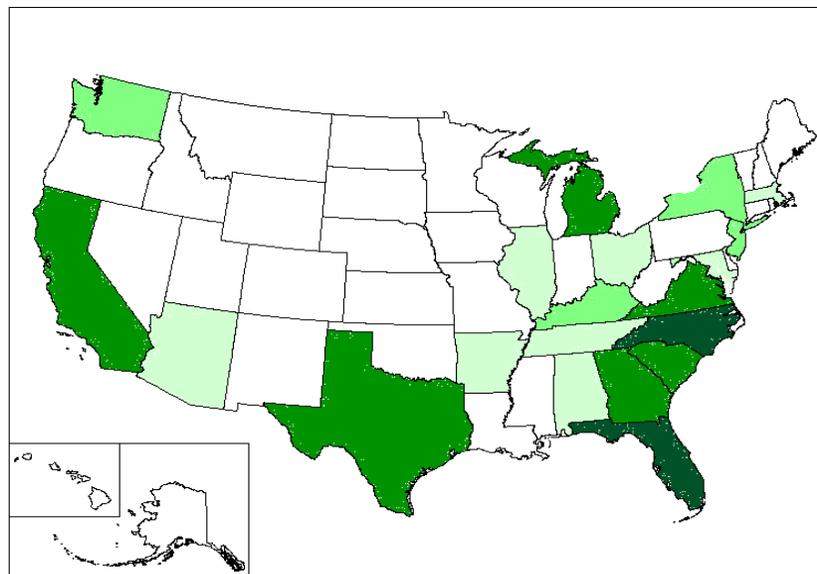
**Exhibit 3
Number of Students Identified**

Grade	06-07	07-08	08-09
PreK	466	430	567
K	270	254	196
1	352	265	328
2	310	251	277
3	280	228	253
4	212	179	225
5	257	154	189
6	202	181	169
7	175	163	172
8	193	146	159
9	197	152	143
10	139	111	128

11	72	66	79
12	40	32	61
OSY	2,576	2,127	2,135
Total	5,741	4,739	5,081

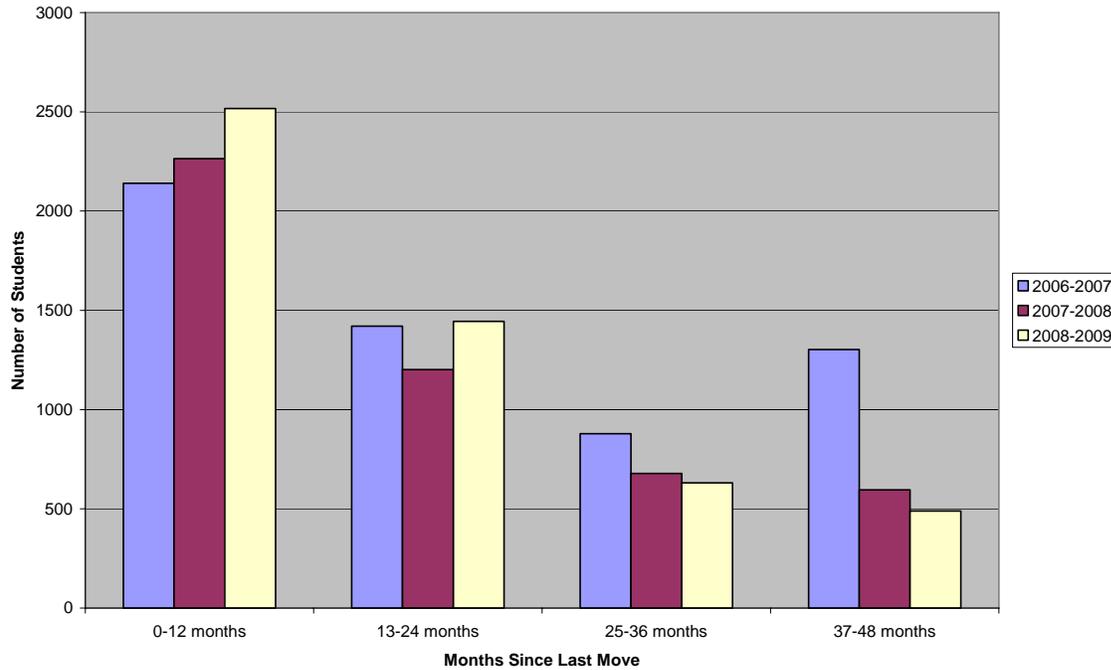
The state sending the largest numbers of students to North Carolina was Florida with over 1,000. Other states sending between 100 and 1,000 students were California, Michigan, Texas, Virginia, South Carolina, and Georgia. A large number of families migrate within the State or choose to remain in North Carolina due to travel difficulties or a lack of work in other states resulting from droughts, floods, or cool weather. Mexico is the point of origin for many North Carolina migrant students as well. Most of these students originate from the Mexican states of Michoacán and Guanajuato. Exhibit 4 displays the U.S. states from which migrant families have moved in order to obtain agricultural work in North Carolina.

**Exhibit 4
Map of Sending States Within the U.S.**



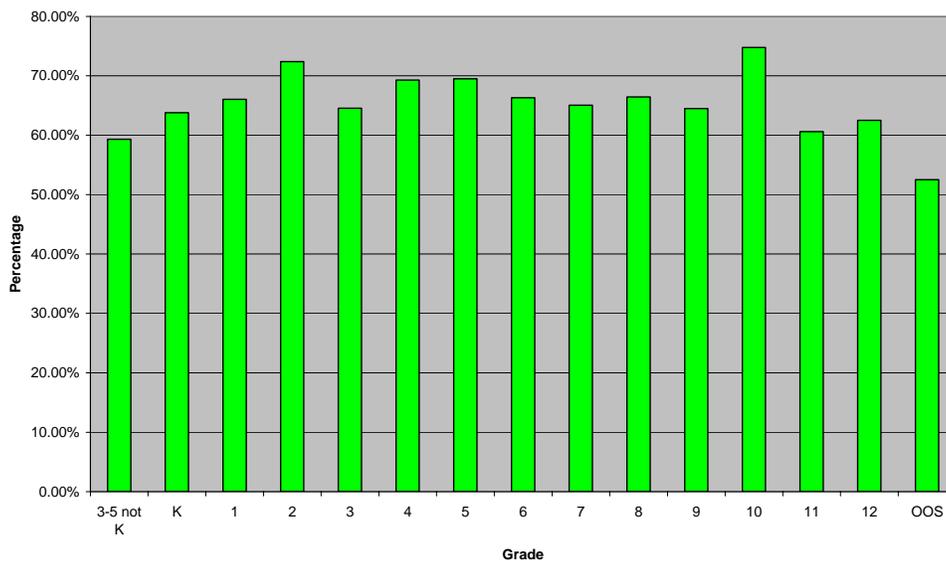
Migrant students in North Carolina are extremely mobile, and the number of students in their first year of eligibility has increased every year since 2006. Additionally, students in their first year of eligibility have been the largest group for the previous three years. Exhibit 5 on the following page displays the number of students whose last qualifying move was within the last year, two years, three years, and four years.

**Exhibit 5
Number of Students by Year and Last Qualifying Move**



Between 50% and 80% of students at every grade level have made a move during school year months (includes moves made in previous years). Students in the second and tenth grades had the highest percentages of mobility. This frequent disruption of schooling indicates that a large percentage of students will face many challenges to meeting high educational standards due to lack of continuity of instruction and missed days of schooling.

**Exhibit 6
Percent of Students Moving During the School Year**



The North Carolina MEP provided a number of services and programs to eligible migrant students that were designed to facilitate continuity of instruction to students who migrate between North Carolina and other states—as well as within the state. Educational and support services provided to eligible migrant students at sites across North Carolina were diverse. Examples of the MEP services reported are listed below.

- Tutorials and academic interventions
- AIM (Action, Inspiration, Motivation) Clubs for increasing graduation and career skills among secondary-aged students
- Summer enrichment programs
- Family literacy programs
- Technology at-home programs
- Health education and collaboration with community health organizations
- Parent Involvement

SUB-ALLOCATION PROCESS

In making decisions about sub-allocations to its 33 sites, the North Carolina MEP takes into account several factors including the number of eligible students, the number of students who were designated PFS, the number of students receiving services in the summer, the number of students receiving instructional and support services, the number of students designated LEP, and the number of OSY served.

North Carolina Migrant Education Program gives priority for services to those migrant children:

1. Who are failing, or most at risk of failing, if they meet one of the following criteria:
 - a. They fail one of more state's tests (scored level I or II) on
 - K - 2 assessment for K-2 grades,
 - End of Grade (EOG) tests for grades 3 – 8,
 - End of Course (EOC) tests for grades 9-12,
 - Writing test for grades 4th, 7th, and 10th,
 - NC H.S. Comprehensive test for 10th grade,
 - Computer Skills test for 8th and 9-12 grades,
 - NCCLAS test for 3-12 grades,
 - NCEXTEND1 Test for 3-12 grades, or NCEXTEND2 EOG Test for 3-8 grades, or NCEXTENDE2 OCS for 9-12 grades; **or**
 - b. They are identified as Limited English Proficient (LEP); **and**
2. Whose education has been interrupted during the regular school year, if they meet one of the following criteria:
 - a. They have a Qualifying Arrival Date (QAD) or Residency Date in the Local Education Agency (LEA) in the preceding 12 months during the regular school year; **or**
 - b. They have missed 10 or more days of school during the current regular school year due to child's or family migrant lifestyle. (*Note: This has subsequently been removed from the PFS definition beginning in the 2009-10 school year.*)

Exhibit 7 on the following page displays the number and percent of students designated PFS by grade level. No students were identified as PFS in the preschool or OSY categories as these students are not in school and there is little assessment data to determine progress toward high

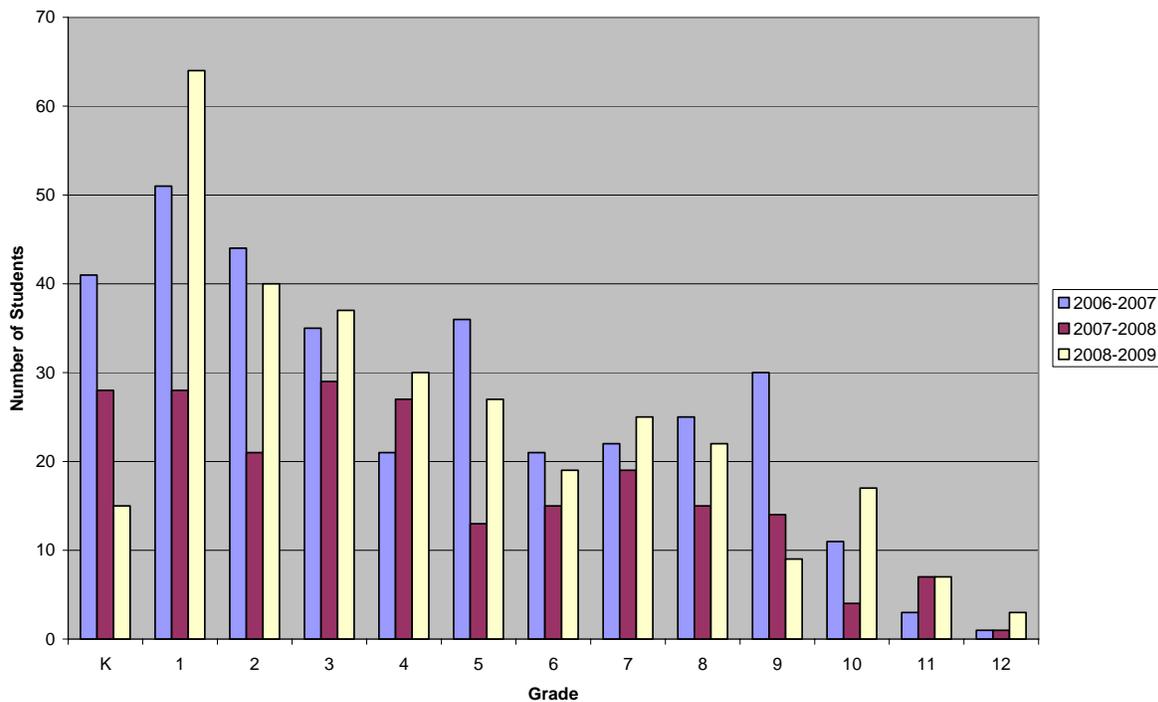
standards. However, the state is examining PFS designations and information available through the OSY consortium to establish parameters by which OSY may be considered a priority.

**Exhibit 7
Percent of PFS Designations by Grade**

Age/ Grade	# Students	# (%) PFS
K	196	15 (8%)
1	328	64 (20%)
2	277	40 (14%)
3	253	37 (15%)
4	225	30 (13%)
5	189	27 (14%)
6	169	19 (11%)
7	172	25 (15%)
8	159	22 (14%)
9	143	9 (6%)
10	128	17 (13%)
11	79	7 (9%)
12	61	3 (5%)
Total	2,379	315 (13%)

It is important to note that the number of 10th through 12th grade students designated PFS has increased since 2006. Exhibit 8 displays PFS designations by grade level for 2006-07 through 2008-09.

**Exhibit 8
Number of PFS Designations by Grade and Year**



Determining English proficiency for students not in school is a challenge as there are typically no assessments to provide information about language skills for them, so the percent of OSY and preschool children identified as LEP is lower than for children in school. It is also likely that there is limited data about the language skills of kindergarten students as the percent of LEP students in kindergarten is 35%, which is lower than the 70% of students identified in the first grade. The state is examining new assessments to determine their appropriateness for the population and to allow for more accurate measures of more students' English language proficiency. After the first grade, the percent of students designated LEP, as displayed in Exhibit 9, declines steadily by grade level from 70% of first graders to 46% of twelfth graders.

Exhibit 9
Percent of LEP Designations by Grade

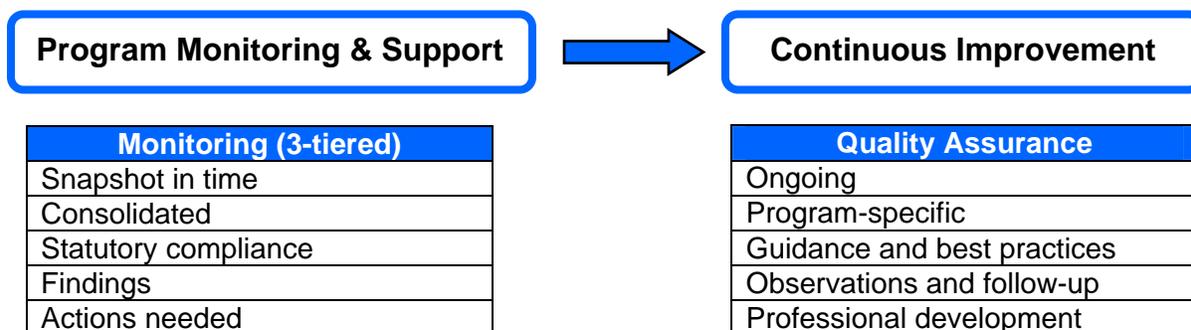
Age/ Grade	# Students	# (%) LEP
PreK	567	49 (9%)
K	196	88 (45%)
1	328	230 (70%)
2	277	190 (69%)
3	253	169 (67%)
4	225	145 (64%)
5	189	120 (63%)
6	169	95 (56%)
7	172	91 (53%)
8	159	82 (52%)
9	143	79 (55%)
10	128	73 (57%)
11	79	45 (57%)
12	61	28 (46%)
OSY	2,135	376 (18%)
Total	5,081	1,860 (37%)

SEA MONITORING PROCESS

In North Carolina, the MEP is administered by Local Education Agencies (LEAs) through sub-grants, with oversight and compliance monitoring being conducted by the North Carolina Department of Public Instruction (DPI). Monitoring, which traditionally has been conducted by DPI staff from each Federal program, is carried out in a consolidated manner, using a single monitoring instrument for various Title programs (e.g., Title I, Title III). Consolidated monitoring provides a “snapshot” of program performance and compliance, and includes the MEP.

MEP statute and guidance has set specific requirements that are not detailed in the Consolidated Monitoring Instrument. To develop and foster programs that constantly are improving their services to migrant children, the North Carolina MEP is introducing a system of quality checking and support for LEAs. The **Quality Assurance process** requires LEAs to maintain documents on file to chart the procedures, processes, and progress of their local MEPs. Each year, 12 local programs are selected for a site visit by DPI staff to review required documentation. The goal of the onsite review is to view best practices in action and help programs make adjustments where improvement is needed.

The diagram on the following page helps differentiate between the Consolidated Monitoring process and the Quality Assurance process.



ONGOING NEEDS ASSESSMENT

A comprehensive needs assessment was completed in 2007 to provide a picture of the needs of students, align strategies to meet those needs, define how progress would be measured, and identify resources needed. The CNA process is continued in a systematic manner in order to ensure that LEAs and the SEA have the most up-to-date information. Sites are advised to use the Migrant Education Student Profile for CNA which is composed of reports from MIS2000. In addition, sites collect and maintain surveys of MEP stakeholders, records of interviews and focus groups, language proficiency assessment results, content achievement assessment results, and K-2 assessment results. The student profile was recently updated in 2009.

In addition to the student profile, LEAs are advised to maintain reports of students' needs and services provided on site. The various reports are described below.

- **OSY Services Log:** types and dates of services provided by student and outcomes achieved
- **Preschool Hours and Curriculum:** programs attended, curriculum used, hours of attendance, dates of attendance
- **Priority for Services Log:** shows how PFS students are given priority at the local level
- **Students Not Meeting State Standards:** maintains a list of students who have not met standards, standards students failed, and strategies for addressing deficits
- **High School Students Not on Track to Graduate:** credit accrual, tracking of critical gatekeeper courses, and strategies for getting students back on track

Data collected by LEAs and the SEA as a part of the CNA process are used to determine priorities and appropriate instructional strategies to include in the state Service Delivery Plan. Aiding the State in maintaining current knowledge of the needs of students and of the strategies that best fit those needs are three "Expert Groups" composed of individuals with expertise in each key program area. The focus areas for the groups are school readiness, English proficiency, and OSY and secondary students.

4

PROGRAM IMPLEMENTATION AND SUPPORT SERVICES

This section provides a description of the instructional and support services provided by MEPs across North Carolina as well as staff, parent, and student perceptions of their effectiveness. The implementation of MEP services was examined for effectiveness through focus groups, interviews, surveys, SEA and/or evaluator observations, and an examination of data available on numbers served and types of activities provided. Recommendations for improvement based on this analysis are included in Section 6: *Recommendations*.

INSTRUCTIONAL SERVICES

Instructional services are provided by teachers and qualified paraprofessionals in various settings such as in-class tutoring, after school programs, and summer school. When it is not feasible for students to come in to school, some services are provided in the home or in migrant camps. Specific services offered are listed below:

- Bilingual
- Career Education
- Computer Literacy
- Computer Skills tutoring
- Distance Learning
- English/ Language Arts
- EOG/EOC tutoring
- ESOL
- Gifted /Talented
- Health Education / Safety
- Health Support
- Mathematics
- Mentoring program
- Multi-Cultural Education
- Other Credit Accrual
- Other Elementary Instruction
- Other Secondary Instruction
- PASS
- Pre-GED/GED/High School Equivalency
- Reading
- Referred Service—Instructional
- School Readiness
- Science
- Social Studies
- Special Activities
- Vocational Education
- Work Study

Instructional staff completed a survey evaluating North Carolina’s MEP. Staff agreement with statements about aspects of the program were rated on a scale of one to four, where 1 is “not at all,” 2 is “very little,” 3 is “a sufficient amount,” and 4 is “exceeded expectations.” Responses to this survey are presented in the applicable sections of this evaluation report.

Exhibit 10 summarizes staff responses regarding the MEP’s effectiveness in meeting the academic needs of students. The results should be interpreted with caution due to the small number of responses. Most staff (over 60% on each item) indicated that LEP migrant students in grades 3-5 and 6-12 improved their reading and math skills by a sufficient amount. Regarding math and reading skills, one staff member indicated that expectations were exceeded in the

math skills improvement of 6-12 graders while no staff members indicated this for the other math and reading items. All staff responding indicated that preschool children entered school better prepared and 80% indicated that the MEP helped increase the number of high school students who graduate. Mean ratings ranged from 2.7 on the improvement of students in grades 6-12 in reading to 3.3 on the school readiness of preschool students.

Exhibit 10
Staff Ratings of MEP Efficacy

Question	N	Not at all	Very little	A sufficient amount	Exceeded expectations	Mean
In your opinion, how much did migrant LEP students in grades 3-5 improve their reading skills in the past year?	18	--	1 (6%)	17 (94%)	--	2.9
In your opinion, how much did migrant LEP students in grades 3-5 improve their math skills in the past year?	16	1 (6%)	2 (13%)	13 (81%)	--	2.8
In your opinion, how much did migrant LEP students in grade 6-12 improve their reading skills in the past year?	14	1 (7%)	2 (14%)	11 (79%)	--	2.7
In your opinion, how much did migrant LEP students in grades 6-12 improve their math skills in the past year?	13	--	4 (31%)	8 (62%)	1 (8%)	2.8
In your opinion, how much did the MEP help migrant Pre-K children enter school better prepared for kindergarten?	12	--	--	8 (67%)	4 (33%)	3.3
In your opinion, to what extent did the MEP help to increase the number of H.S. MEP students who graduate?	15	--	3 (20%)	9 (60%)	3 (20%)	3.0

To understand the practices that staff found to be the most successful with North Carolina migrant students served, staff were asked to provide examples of successful activities on the Staff Survey. Focus groups, interviews, and site visit observations were conducted by the evaluator to provide further perspective on the quality of the implementation of MEP activities. Staff comments on the survey and during interviews for school readiness, high school graduation, reading, and math are summarized below.

When asked about **preschool** activities, many staff reported that direct instructional services provided in the home or on site with collaborators were effective in helping students become better prepared for school. Comments follow:

- The emphasis on building collaborations at state and local levels by the NC MEP helped my LEA begin action-oriented referral activities that resulted in the majority of pre-kindergarten students being served.

- In Pitt County, the SALTA project was available for children in grades pre-kindergarten through 12.
- The Parents as Teachers (PAT) project works with children from birth to 5 years old and their parents to encourage family literacy and learning.
- Early childhood Migrant Head Start is available to children.
- There is a Parent Information Resource Center (PIRC) that is designed to provide outreach and materials to parents. Participants felt that this resource really gets down to the parent level.
- MEP preschool students are referred to the four preschool programs in the district.
- Locally, we received a grant to purchase backpacks with materials in Spanish for parents to use with their children. We also provided six hours of instruction for our preschool students and their mothers.
- Teaching reading and math skills to preschoolers and parents in summer and evening programs.
- Providing summer services and home instructional visits to help both parents and students gain skills for school.
- The recruiters deliver materials to the homes of these children and provide detailed instruction to both the children and the parents on how to use the instructional materials.
- The MEP provides transportation to preschool classes.
- The MEP specialist/recruiter looks for preschool-aged children during recruitment and shares information with parents regarding enrollment dates.
- Coordinating with Parents as Teachers and other programs helped provide educational activities to preschool children.
- We administer DIAL screening in Spanish to get a more accurate result on children's readiness skills.

Many successful activities were noted regarding **high school graduation**. Responses fell into two major categories: 1) maintaining and communicating information about student progress and 2) providing credit accrual and post secondary planning activities. Communication activities included tracking student progress and sharing information with parents. Successful services that directly worked toward graduation included distance learning activities and post graduation planning for college or a career. Comments follow:

- Provided an orientation for parents and students on graduation requirements and support programs available to students.
- I coordinate meeting with counselors, social workers, and parents to intervene with students considering dropping out in an effort to motivate them to stay in school and graduate.
- A competency test was in place in North Carolina. The program helped to search for students who desired to graduate, but who were not able to because they didn't take or didn't pass the competency test. This requirement now can be waived.
- Use of graduation/credit document to verify credits for graduation.
- The team works hard to evaluate transcripts from other states and countries to give students credit for successful completion of classes in previous schools.
- Migrant advocates and counselors working on transferring credits of students and working on graduation plans.
- Some of the unique strategies the MEP is able to employ for high school students are supporting whole family approaches to education, participant-driven models implemented in collaboration with other agencies, and access to distance learning programs such as NovaNet.

- I participate on the boards of health agencies and the community college to gain information on services and any changes that affect MEP students and parents.
- Many former migrant students are staying in school and are graduating. One student in my district received intensive support from the Migrant team to ensure her graduation in June 2009.
- MEP students attend the Hispanic student summit with their high school counselor.
- Information about colleges is provided in English and Spanish to students and parents.
- We facilitated an AIM Club for our high school students for the past six years.
- We take our migrant and continuation of services students on field trips to colleges.
- Our county provides several resources to help migrant and ESL students prepare for and complete the required Senior Graduation Project.
- Provided a summer program with teachers working with MEP students (all ages) in the home targeting student at-risk of failing as determined by end of course test results and/or report card grades.
- Providing internet and computer access on weekends for students that need to complete projects and homework.

Staff commented that the most successful **reading activities** were school year and summer reading tutoring both delivered on site and in the home. During interviews one staff member noted, "There has been improvement noted on post-tests after the summer program. The migrant students who did not participate in summer programs seemed to struggle more than those who participated." Other members of the focus group agreed with this comment. Both during focus groups and on the survey, varied strategies and materials were mentioned as successful with migrant students, but several staff mentioned computer assisted instructional activities in particular. Comments follow:

- MEP students attend summer reading programs sponsored by Title I and Migrant.
- When migrant children start school, they perform better than those that didn't attend the summer programs.
- MEP students that need ESL classes during the school year may receive supplemental language instruction that will help them in all subjects.
- Locally, we tutor our at risk students, coordinate with Title I and ESL programs, and provide supplemental materials to parents to use in the home.
- Migrant tutors and migrant student advocates as well as specialized tutors serve students before and after school according to needs.
- The State MEP has organized groups to develop strategies to deliver curriculum more effectively.
- We have a library of bilingual and Spanish books to enable parents to read to their children.
- Our county offers strong support for ELL learners through Scott Foresman materials.
- We use a reading intervention program called First Steps which is a research-based program for students.
- A large majority of our staff is trained in Sheltered Instruction.
- During the summer, the MEP focused on reading activities and gave out CD players with books on CDs along with the hard copies.
- Adequate resources and support are given to ensure success for all students.
- Local MEP specialist advocates at school, district level for migrant students to be included in special reading programs such as Reading Recovery, after-school tutoring programs, and community-based after-school programs.

- Being able to provide off-site and weekend internet access for migrant students is helpful.
- Providing students with online material and educational websites improve their reading skills.
- Tutoring and reading activities help prevent students from academic regression during summer months.
- Laptops made available for student use support academic enhancement with learning games, etc.

Staff mentioned many of the same delivery models for **math instruction** that were mentioned for reading including school year and summer tutoring and computer-assisted instruction. During interviews staff emphasized the importance of summer programs to prevent summer regression and noticed that those attending performed better than students who did not attend. Particular to math strategies, several staff mentioned using activities that would build the math vocabulary of ELL students. Representative comments follow:

- MEP/ESL students receive language instruction that will help with math vocabulary.
- Math, reading, and other data are now streamlined to allow for better analysis and show the LEAs where we need to concentrate efforts.
- There has been an enormous improvement in math skills over previous years.
- In our LEA, we use hands-on manipulatives, along with week-by-week math essentials.
- Classscape is used for EOG test preparation.
- Math strategies and problem solving with vocabulary development are important tools here as well.
- We began the process to introduce Destination Math. The county began implementation by training teachers on the use of software.
- We provided a summer program with teachers working with MEP students in the home that target students at risk of failing.
- Local MEP specialists act as liaisons between home and school to inform parents of school and district tutoring activities.
- Spending time tutoring children who have problems with math.
- Families that attended parent night received a scientific calculator that their children would need for math classes.

Providing education services to **OSY** is of particular concern in North Carolina considering the large percentage of youth recruited (42%) who are not attending school. Though many considered themselves to be “here-to-work” and not pursuing a high school diploma or GED, they were interested in education opportunities, especially those related to learning English. Staff indicated that several services were offered to OSY running the gamut from health education and services to visual learning exercises. Representative comments from staff interviews follow:

- These youth did job shadowing (with recruiters, administrators of a food bank, staff at the community college)
- Documentary photography was used to involve youth.
- ESL classes were provided; also classes on pesticide safety through a Wake Forest University education project on pesticide awareness.
- Basic health and hygiene classes were provided.

- Secondary students were served on an individual basis. For example, there were four students in recovery credit programs (2 OSY and two in-school youth). Students were counseled to take electives through virtual classes.
- Interaction level of students varied. Those coming from Florida seemed totally lost. Out-of-school youth learned how to count money, do basic counting, and basic math.
- OSY are served through recruiters with reading materials. English classes in camps have helped students become more confident and increased their interest in learning more.

Parents rated aspects of the North Carolina MEP on the Parent Survey. Ratings were provided on a four point scale similar to the staff survey where a “1” signifies “not at all” and “4” denotes “a lot.” Questions from this survey are included in their relevant sections of this report.

When asked about how well the program helped increase awareness of opportunities and knowledge of test data, 89% of parents responding felt the program provided the appropriate amount of information or even more than was expected. Parents rated the overall quality of the program very highly with 94% indicating it was good or very good. None of the 186 parents responding indicated that the quality of the program was “poor.” Exhibit 11 summarizes parent ratings of MEP quality and awareness efforts.

**Exhibit 11
Parent Ratings of MEP Efficacy**

Question	N	Not at all	Very little	Appropriately	A lot	Mean
How much did the program help increase your awareness of test data and techniques and the benefits of extended learning opportunities for increasing learning?	161	2 (1%)	16 (10%)	82 (51%)	61 (38%)	3.2
Question	N	Poor	Fair	Good	Very Good	Mean
How do you rate the overall quality of the North Carolina Migrant Education Program?	186	--	12 (6%)	55 (30%)	78 (64%)	3.5

On the Parent Survey, respondents listed ways the MEP has helped their children. The most common responses were that tutoring and other aids helped children complete lessons, and the school supplies provided helped their children participate fully in the classroom.

During focus groups, parents mentioned being very happy with what the school was able to provide. One parent explained the impact of the program this way: *“My husband wants to go back to Mexico but I said to him... ‘You will be destroying our children’s future.’ For now we are staying here so that our children, who are doing well in school, can continue.”* Some of the participants in the parent focus groups were OSY themselves who qualify for the program and also have children who qualify. Parent comments follow:

- The program helps with their school work, and the tutor also helped with school supplies.
- My children learned new skills, and the program helped purchase school supplies.
- It's helped with a lot like summer classes in the home and help in school with English.
- The program has helped through improving their grades, getting glasses, and school uniforms.

- The transportation, school supplies, and the information guide were valuable.
- It's helped me finish my school projects.
- The information about the school provided by the program was a great help.
- The program has helped a lot because the children have learned a lot. We can't help them with the language [English], so we rely on the program for that.
- It has been one of the best programs I've known.
- My children are getting along better with their peers.
- The program is very good about helping with subjects that I have trouble with.
- Interpretation at parent/teacher conferences is needed so that I know how my daughter is doing in school.
- They provide school supplies and present bilingual workshops to teach about the program and the school.
- I'm invited to parent workshops, but I work a lot and sometimes I can't go.
- The program has helped me maintain a positive relationship with teachers and learn about my son's progress.
- At the parent meetings, I received books and an orientation that taught me some new things.
- It's helped a lot. My daughter who is in kindergarten has learned to count.

Both staff and parents had many positive comments about the North Carolina MEP both on the surveys and during interviews. Nevertheless, for continuous improvement efforts, both groups were asked to provide **suggestions** on how instructional services could be improved. Both staff and parents mentioned the need for parents to have access to transportation, especially for those residing in the rural areas.

Many **staff** commented on needing more services tailored to the particular needs of OSY. Representative comments follow:

- We need more outreach for OSY for how to apply for a job and adult education.
- Increase the level of services available to OSY: ESL classes, high school classes, Internet availability, and social networking.
- More options for OSY and parents are needed, such as having more community outreach programs that would help transport students to evening classes.
- There should be state-wide initiatives that all programs must participate in. There needs to be consistency in the services provided for students in school and for OSY.
- School districts want migrant personnel in the schools rather than out with OSY, which makes it difficult to provide services to this group.
- There should be separate service providers for in-school migrant students and OSY.
- OSY especially need more instruction in technology.
- I very firmly believe that this is the best staff the North Carolina MEP has ever had. I see top-notch professionals who make every effort to be available. When I hear complaints, they typically come from LEAs who do not utilize consultants as a resource.
- Continue to encourage Internet access and alternative learning environments.
- Encourage a greater formal advocacy role to give families alternatives to child labor.
- A state conference where we can share best practices would also be beneficial. If there is not sufficient funding for a conference, maybe we could meet in a roundtable format after a state-wide training.
- Place dedicated migrant tutors in the high school.
- Have a program aimed at migrant students during the blueberry season.

- Develop a transportation system for rural MEPs.
- The Area 1 group needs to talk about strategies to involve parents and ways to motivate and educate children and youth. A recommendation is to have a “café” concept where brainstorming and sharing could occur.
- Additional time is needed for staff to collaborate on services and share best practices.

Most **parents** indicated that they liked the program the way it is and would like to see it continue. Among those that had specific suggestions to offer, many expressed concern about learning English and concern about access to services. Representative comments follow.

- The summer program helps, but it is not sufficient for the people who live in the *campos* and do not have a way to get their children from the fields. The need is so great, but we have a need to make it work for all children and parents.
- More teachers for ESL classes are needed.
- I would like to see Spanish taught as a way to have our children learn English. They first need to understand the subjects and then they can learn the English. My son and daughter are forgetting Spanish. They couldn't communicate effectively with their grandmother in Mexico.
- Right now I don't have any suggestions for improvements. I am very satisfied with the work the program is doing and with the communication with parents. Thank you!
- It would be good to have more books for them to read.
- More parents need to attend the meetings.
- I like the program, but the thing that bothers me that I have seen in other places as well is that the program has received several cuts that have affected the personnel and materials available to families, and these services are a great help to families like mine.
- More educational opportunities for adults.
- Have more Latino school personnel to be able to communicate with parents. But this is a school system issue and not just the migrant program.
- There should be more information for parents who have trouble helping their children with homework.

SUPPORT SERVICES

Support and supplemental services were provided to migrant students to eliminate barriers that may inhibit academic success. Focused on leveraging existing services during both the summer and regular year program, supportive and supplemental services were aimed at collaboration with other agencies.

- Pupil Services
- Nutrition
- Pupil Transportation
- At Risk
- Needs Assessment
- Guidance / Counseling
- Social Work Outreach
- Internet Access
- AIM and other youth involvement
- Health Support
- Referred Service—Support

The North Carolina MEP has designed services and strategies to help students reach high state standards. However, more basic needs such as health care, nutrition, and proper clothing often are necessary in order for learning to take place. To understand the extent to which support services are helping students participate more fully in their education, staff were asked to rate the extent to which support services contributed to success in school.

Services that received high mean ratings on the four-point scale were coordination to provide preschool services (3.4), collaboration with school counselors and ESL staff (3.5), and coordination to provide health, medical, and dental services (3.5). While still above average, the mean ratings for community-wide donations of children’s books (2.5) and secondary programming (2.7) were rated lower than the other categories with most staff responding indicating that the services contributed to the academic success of migrant students.

Exhibit 12
Staff Ratings of Support Services

Service	N	Not at all	Very little	A sufficient amount	Exceeded expectations	Mean
Networking/coordination to provide pre-K services	16	--	--	9 (56%)	7 (44%)	3.4
Community-wide donations of children’s books	16	4 (25%)	3 (19%)	6 (38%)	3 (19%)	2.5
Collaborations with school counselors and/or ESL staff	19	--	1 (5%)	7 (37%)	11 (58%)	3.5
Secondary programming – e.g., OSY, PASS, CAMP, AIM clubs	18	5 (28%)	1 (6%)	7 (39%)	5 (28%)	2.7
Coordination to provide health, medical, dental services	19	--	1 (5%)	7 (37%)	11 (58%)	3.5

In addition to the services listed above, during focus groups staff mentioned services offered in their areas that were particularly effective:

- Clinic services were provided to migrant children and youth.
- A contract was written with Kinston Community Health Program to provide needed services to migrant children and youth.
- Translation services were available.
- School-based support staff are placed in services according to need.

During interviews, parents indicated the support services that they felt were the most useful:

- The migrant program has bilingual staff; but besides them, there is no one at the school that can help interpret for me or help me to understand what is going on in meetings. I think having bilingual staff is very important.
- The program is trying to add parts of Mexican culture to students’ lessons. This is good.

When asked to provide **suggestions** on how support services could be improved, both parents and staff mentioned that more parents should be involved in parent meetings. Parents elaborated that transportation should be provided if parents are going to be able to attend.

Because the survey was sent out during the regular school year, some parents may not have made the distinction between activities provided by the MEP and activities provided by the school. Representative comments from parent interviews follow:

- Transportation is needed. There is no way for us to get to meetings.
- During meetings, there never are any interpreters. I take my daughters to meetings and they help me to understand what is going on.
- More activities like the 5 de mayo celebration would be great.
- There is no information for the people about services that are available. Any materials would help. We need to know about where to take classes for learning English and where to go to help our children learn besides the school.
- More bilingual staff and interpreters are needed.
- When I go to the social service agency in our town, I learn about services; but I haven't gotten any of that information from the school.
- When visiting the home, teachers should bring dictionaries or an interpreter so that we know what the visit is about.

PARENT INVOLVEMENT

The goal of parent involvement for the North Carolina MEP is to actively engage migrant parents to have a voice in the education of their children. Each LEA facilitates the activities of their Migrant Parent Advisory Committee (MPAC) according to the needs of their population and coinciding with seasonal agriculture. Activities are designed so that parents will aid in program planning and help evaluate the progress of their children and of the program toward goals. They will make suggestions and recommendations based on locally determined concerns that directly affect the services provided to their children. Members of the MPAC ensure that students are receiving a high-quality education.

Parents rated their own involvement in their child's education in reading, math, and high school on the Parent Survey. Mean ratings on all items pertaining to parent involvement were similar at 2.9 or 3.0 on the four-point scale, indicating that most parents felt they were involved appropriately in their children's education. However, about a third felt they were involved very little in their child's reading education and about a quarter felt they were involved very little in their child's math education. This disparity may reflect parents who perceive they are unable to help their children because their English proficiency is low. Exhibit 13 summarizes parent ratings of their involvement.

Exhibit 13
Parent Ratings of their Involvement in their Child's Education

Question	N	Not at all	Very little	Appropriately	A lot	Mean
How much were you involved with the school in helping your child improve in reading?	209	2 (1%)	66 (32%)	101 (48%)	40 (19%)	2.9
How much were you involved with the in school in helping your child improve in math?	211	6 (3%)	47 (22%)	112 (53%)	46 (22%)	2.9
If you have children in high school, how involved in their education were you through contact with their teachers and/or helping them with learning in the home?	78	1 (1%)	17 (22%)	37 (47%)	23 (29%)	3.0

During focus groups and interviews **parents** provided examples of involvement activities in which they participated. Because interviews were conducted during the regular school year, many parents responded with examples from their most recent experiences with schools; often

parent-teacher conferences and regular school meetings not connected to the MEP. Because regular school year events often are conducted in English, many parents expressed frustration at not being able to understand. Comments from the parent focus groups follow:

- There is a lack of information regarding when the meeting is and how that we can be involved.
- We don't get information about meetings in Spanish.
- I have participated in parent meetings. Because they are conducted in English and I don't understand, I watch the other parents and when they smile, I smile. When they're serious, I stay serious. I really don't follow what is being said. It really would help to have an interpreter or to translate part of the meeting into Spanish.
- I went to one meeting, but didn't understand anything.
- The school asks us to give money.
- I visit the school and ask a lot of questions. I attend school events.
- I went to the high school and talked to the teacher.

During focus groups **staff** provided examples of parent involvement activities that had been successful in their areas. One staff member remarked, and other in the focus group agreed, that *"the more parent meetings we have, the better the migrant education program gets."*

Representative comments from staff follow:

- Social work interns worked with migrant families. The interns came from East Carolina University.
- High school students want to volunteer with parents.
- In Hoke County, two parent events are held. In addition, there are parent meetings in communities. Churches often are used as meeting places.
- Budget cuts are hurting because one-on-one time is gone. Trust building and time to establish rapport is no longer available.

Both parents and staff also were asked to provide **suggestions** for improvements to parent involvement activities. In addition to earlier comments suggesting increasing attendance at parent involvement meetings, staff suggested that the Parent Involvement Resource Center (PIRC) be utilized to a greater degree and commented that parents need a workshop to help them understand graduation requirements and learn to read report cards and assessment results. Due to the timing of the interviews, many parent comments were focused on the language gap of the regular school year parent involvement efforts. Parent suggestions follow:

- In the schools that we attended, only one had an interpreter. I did the best I could to understand, but we need to have some help in order to get more out of the meetings.
- The school asks parents to get involved, but at the middle school and high school levels, it can be difficult to help our children with their homework.
- Recently, for helping our children with preparing for a test, they gave us the answers to the questions. This helped a lot. This was a good strategy and should be continued.
- Piggyback parent activities with ESL classes for parents. These classes are greatly needed.
- Offer classes for parents at different times—especially in the evenings.
- Make parent visits and have trips that go to different sites in the community that would benefit parents.
- Offer parents transportation to the meetings.
- Provide information about the parent meetings in Spanish.

- Schools need to have systems in place. For example, when I come to the school there is a person there who speaks Spanish; sometimes they call him to help interpret and sometimes they don't. We need systems for supporting parents who want to participate.

PROFESSIONAL DEVELOPMENT

Professional development is an essential component of the North Carolina MEP that supports staff who provide instructional and supportive services to migrant students. All MEP staff—including recruiters, data specialists, directors, tutors, and others—participate in professional development that allows them to more effectively and efficiently meet student needs.

Professional development takes many forms including statewide conferences and institutes; MEP site director meetings; workshops; technical assistance; mentoring and demonstration teaching; and attending statewide meetings and national conferences. In addition, staff who work with migrant students are provided opportunities to learn more about the unique needs, culture, and impacts of mobility that are typical of the migrant students they serve. Professional development opportunities offered by the North Carolina MEP are:

- One-on-one training for new recruiters and data specialists;
- Bi-annual Statewide training offered at DPI in the fall and spring;
- Annual North Carolina Association of Compensatory Educators (NCACE) Conference;
- Professional development for general classroom teachers on how to make lessons comprehensible for English language learners (ELLs) and on successful reading programs/strategies that work with ELLs including Sheltered Instruction;
- Collaboration with non-profit organizations and other community-based organizations focused on social advocacy to explore how best to meet migrant student/family needs;
- MEP assessment data training as part of needs assessment for school improvement;
- Training in relevant and differentiated instruction to help staff better support migrant student mathematics and reading achievement; and
- Technical assistance and professional development as needed to coordinators, teachers, tutors, and all working w/migrant students to help address academic needs.

The professional development plan summarized in Exhibit 14 illustrates opportunities for professional development, level of required attendance, and the suggested audience.

**Exhibit 14
Professional Development Plan**

Opportunity	When offered	Where offered	Attendance	Audience
One-on-one trainings	Monthly (for new data staff or as needed for others)	DPI (Data); on-site (ID&R and Services)	Mandatory for new staff; optional for experienced	Recruiters, data specialists, service providers
Bi-annual statewide training	Fall and spring	DPI	Recommended	All MEP staff
Staff development sessions and working groups	As needed	Regional sites	Recommended	All MEP staff
Directors meeting	Spring	Variable	Recommended	Directions, coordinators
NCACE Conference	Fall of each year	Greensboro	Optional	NCACE members
Other state and national meetings and conferences	Variable	Variable	Optional	Variable

Opportunity	When offered	Where offered	Attendance	Audience
Site visits by DPI staff	As needed	On-site	As needed	Recruiters, service providers

The North Carolina MEP offered 27 trainings for recruiters, data specialists, instructional staff, and administrators between September 1, 2008 and August 31, 2009. Twelve of the trainings were focused on training recruiters, indicating an emphasis on ensuring all recruiters have the skills necessary for accurate identification of all migrant children. Exhibit 15 displays the list of trainings offered.

Exhibit 15
Professional Development Offerings During 2008-09

Date	Training Title
9/11/08	Farmworker Institute
9/12/08	Regional Data and Recruiter Training
9/15/08	Montgomery Recruiter Training
10/2/08	Greene Recruiter Training
10/3/08	Pitt Recruiter Training
10/15/08	Montgomery Recruiter Training
10/29-31/08	NCACE (State Title I) Conference
11/4-5/08	Statewide ID and R and Data Training
11/13/08	Henderson Recruiter Training
12/01/08	Ashe Recruiter Training
12/3/08	OSY Working Group
12/5/08	Teleconference Training for Graduate School Interns
12/9/08	Training of State Child Nutrition Regional Consultants
1/23/09	MSW Intern Training
1/30/09	Regional Recruiter Training
2/6/09	OSY Working Group Webinar
3/3/09	Service Delivery Plan Webinar
3/11/09	Quality Assurance Webinar
4/14/09	Farmworker Institute
4/20/09	Lenoir Recruiter Training
4/24, 28, 29/09	Service Area Meetings
6/22/09	Sampson Recruiter Training
6/24/09	Mitchell Recruiter Training
7/20/09	Data Training
7/21/09	Training for ESL staff in Nash Rocky Mount
8/3/09	UID Registration Process Webinar
8/19/09	UID Training Webinar part I

As an active member of the OSY consortium, North Carolina is involved in increasing awareness of staff on the need to serve OSY, developing strategies to increase OSY involvement in the program, and creating innovative methods of providing services such as the development of a Youth Advisory Council. During 2008-09, six technical assistance and professional development sessions were held to distribute information and train staff in the delivery of services. Exhibit 16 displays North Carolina activities designed to improve services to OSY and the number of staff trained.

Exhibit 16
Professional Development and Technical Assistance for OSY

Date	Title	Location	# Participating
12/3/08	OSY Working Group Meeting	Spring Hope, NC	15
2/6/09	OSY Working Group Meeting	Spring Hope, NC	5
3/9/09	OSY Working Group Meeting	Tarboro, NC	4
3/25/09	OSY/Secondary Education "Expert Group" Meeting	Raleigh, NC	8
5/20/09	Technical Assistance Visit to Lenoir County	Kinston, NC	10
7/7/09	Conference Call with Lenoir County and East Carolina University	n/a	6

As a part of the interstate coordination efforts integral to the success of the OSY consortium, North Carolina has been involved in several consortium meetings to discuss development of curriculum and materials, review existing resources, provide direction for consortium activities, and learn strategies for increasing the state's capacity to serve OSY. Exhibit 17 displays the meetings and conference calls in which North Carolina was represented and the topics covered in the meeting.

Exhibit 17
OSY Consortium Activities Summary

Date	Type of Meeting	Location	Topics
2/26/09	State Steering Support Team	Washington, D.C.	Visit with OME, communication, TST, Collaborative partners, curriculum and materials, IPod delivery options, CNA component, performance reporting, data reporting forms, FII updates, annual SSST meeting logistics
5/5/09	State Steering Support Team	San Antonio, TX	OSY status report with activities and timelines; overview of Math on the Move, <i>Finanza</i> , <i>Living in America</i> , and others; and sharing of resources developed in various states and Mexico.
8/20/09	Technical Support Team Conference Call	n/a	Discussion of development of the OSY needs assessment survey, development of sample OSY concern statements, development of sample OSY key strategies

5

RESULTS

This section provides a summary of program results as measured against North Carolina's predetermined measurable program outcomes. Sources of data include director surveys, staff surveys, data from the MIS2000 database, and parent surveys. The 2008-09 school year is the first year the program has been evaluated according to its MPOs. These results will establish the baseline from which the program will measure progress in subsequent years.

1) Increase percentage of migrant preschool children (ages 4 and 5) who participate in preschool programs by 5% each year in order to meet state average preschool enrollment (43%) by 2013.

The MEP established this MPO to meet the need identified in the CNA process that migrant children have low participation in preschool programs, primarily due to mobility, transportation, and awareness of program options. The strategies identified to meet the need were

- Compile a list of local preschool programs that might enroll migrant children. Include with this a measure of Spanish language staff, openings, accessibility;
- Develop a local community network to create better connections with early childhood programs and perhaps develop formal agreements for services; and
- Inform migrant parents of preschool opportunities available through written material and presentations.

Of the 345 children ages 4 and 5 identified in North Carolina, 53 (15.4%) were enrolled in a preschool program. To meet the MPO in 2009-10, North Carolina will need to increase the percentage enrolled in preschool to 20.4% which represents an increased enrollment of 18 students at current levels. Exhibit 18 displays preschool enrollment by age.

Exhibit 18
Baseline Preschool Program Enrollment by Age

Age	# Identified	# Enrolled in Preschool	% Enrolled in Preschool
4	226	34	15.0%
5	119	19	16.0%
Total	345	53	15.4%

One of the strategies for improving preschool enrollment identified in the Comprehensive State Service Delivery Plan is to inform migrant parents of preschool opportunities. On the parent survey, 87% of parents with children ages 4 or 5 indicated that the information they received about preschool opportunities was an appropriate amount. Exhibit 19 displays parent ratings of usefulness of the information provided about preschool opportunities.

Exhibit 19
Parent Ratings of Information about Preschool Opportunities

Question	N	Not at all	Very little	Appropriately	A lot	Mean
		N (%)	N (%)	N (%)	N (%)	
If you have 4-5 year olds, how useful was the information you received about preschool opportunities for your children?	72	2 (3%)	8 (11%)	35 (49%)	27 (38%)	3.1

2) Increase the percentage of migrant parents who read to or with their preschool-aged child(ren) by 10% each year.

The North Carolina MEP established this MPO to meet the need identified during the CNA process that migrant parents have not had access to training on how to prepare their children for school. The strategies identified to meet the need were:

- Identify available parent training modules and train parents. Collaborate with state and local agencies (i.e., Parent Information Resource Centers) to provide training for trainers, parent educators, preschool staff, etc. on the recommended strategies;
- Encourage reading and print materials in the home through book distribution, computer and hardware lending programs, and home-based family literacy programs; and
- Research and develop list of “best practices” in school readiness to distribute to LEA programs.

According to the North Carolina MEP website, family literacy is a component in many of the programs in the State. North Carolina provides resources and information to families about the importance of reading. Strategies to improve reading rates rely on research-based practices and collaborations with agencies/programs with expertise in literacy and parent education, such as Parents as Teachers, Head Start, and the Parent Information Resource Center.

Data directly related to this MPO were not collected in 2008-09. However, parent involvement in helping children learn to read, including reading to preschool children, was collected on the Parent Survey. Parents indicated the extent to which they were involved in reading with the scale ranging from a low of “not at all” to a high of “a lot.” Most parents (66%) indicated that they helped their child with reading an appropriate amount or a lot.

Exhibit 20 displays the results on the reading involvement item found on the survey.

Exhibit 20
Baseline Parent Ratings of Involvement in Reading to Preschool aged Children

Question	N	Not at all	Very little	Appropriately	A lot	Mean
		N (%)	N (%)	N (%)	N (%)	
How much were you involved with the school in helping your child improve in reading?	175	2 (1%)	58 (33%)	86 (49%)	29 (17%)	2.8

3) Decrease the reading and math gap between LEP migrant students and non-migrant students by 5% each year by increasing instructional time for academically at-risk migrant students.

This MPO was established to address the need identified in the CNA process that Migrant LEP students in grades 3-5 need to receive data-informed supplementary instruction in reading and math aligned to English language acquisition needs. Strategies identified to meet this need were:

- Provide supplemental extended learning opportunities based on need to make up for loss of instructional time, with priority going to PFS students. Consider use of Personal Education Plans for migrant students;
- Increase parental awareness of test dates and techniques for preparing their students. Work with parents to promote attendance initiatives in order to increase instructional time for migrant students. Clearly inform parents about the progress of their children;
- Team with school staff to provide alternatives to retention through student support teams in schools;
- Set up community-wide donations of children’s books to redistribute to migrant families, and work with other organizations who can donate books;
- Promote computer and resource lending programs; and
- Professional Development for teachers and MEP staff on cultural awareness, second language acquisition, literacy strategies, and content area language development (SIOP).

To address this MPO, the State identified migrant LEP students in grades 3-5 and tracked their progress on the North Carolina End-of-Grade (EOG) Reading Comprehension and Mathematics Tests. These tests measure the goals and objectives as specified in the 2004 North Carolina English Language Arts and Mathematics Standard Course of Study.

The baseline proficiency rate on the EOG reading test for migrant students in 2008-09 was 26.3% compared to 67.7% for non-migrant students. The gap of 41.4% will need to be reduced to 36.4% in 2009-10 to meet the MPO. Reading assessment proficiency rates are displayed in Exhibit 21.

**Exhibit 21
Grades 3-5 Baseline Gap in EOG Reading Assessment Proficiency Rates**

Grade	Migrant LEP	Non-Migrant	Gap
3-5	26.3%	67.7%	41.4%

The baseline proficiency rate on the EOG math test for LEP migrant students was 62.7% compared to 80.9% for non-migrant students. The gap of 18.2% will need to be reduced to 13.2% in 2009-10 to meet the MPO. Exhibit 22 displays math assessment proficiency rates.

**Exhibit 22
Grades 3-5 Baseline Gap in EOG Math Assessment Proficiency Rates**

Grade	Migrant LEP	Non-Migrant	Gap
3-5	62.7%	80.9%	18.2%

A limitation of the data when comparing passing rates for a small population of migrant students (around 600 tested statewide) to a large population (over 700,000 tested statewide) is that the proficiency rate of the smaller population will be variable over time, effected by a small number of students while the larger population will regress toward the mean and remain more stable. Another limitation is that not all migrant LEP students are in the state during the testing window, and intensive services often provided during summer months may not be reflected in proficiency rates of students assessed during the regular school year.

Staff and parents provided their perceptions of student progress in reading and math on surveys and during interviews and focus groups. This information was reported in Section 4: *Program Implementation and Support Services*.

4) Decrease the reading, math, computer skills, and End-of-Course (EOC) gap between migrant and non-migrant students in grades 6-12 by 5% each year.

This MPO was established to address the need identified in the CNA process resulting in the need to increase the percentage of migrant students in grades 6-12 who receive supplementary instruction preparing them to succeed on the EOC/EOG/Computer Skills tests. Strategies identified to meet this need included:

- Collaborate with counselors and teaching staff and hosting student information sessions to explicitly inform students of specific course expectations;
- Collaborate with ESL staff and school administrators to ensure consistent application of individualized standard state testing accommodations for ELL migrant students (e.g. classroom, extended time, testing);
- Provide parent awareness about test dates and importance of student preparation and participation, and the benefits of available extended learning opportunities for students;
- Provide increased access to the number of calculators, computers and/or the internet, either at home or in the community. Collaborate with community organizations to provide facilities, transportation and/or tutorial service; and
- Implement high-quality tutoring programs to assist students with EOG/Computer Skills/EOC specifically noting services to PFS students.

The baseline proficiency rate for migrant students in grades 6-8 on the EOG Reading test was 40.6% compared to 67.5% for non-migrant students. The gap between migrant and non-migrant proficiency rates is 26.9%. This percentage will need to be reduced to 21.9% in 2009-10 to meet the MPO. Exhibit 23 displays EOG Reading proficiency rates for grades 6-8.

**Exhibit 23
Grades 6-8 Baseline Gap in Reading Assessment Proficiency Rates**

Grade	Migrant	Non-Migrant	Gap
6-8	40.6%	67.5%	26.9%

The baseline proficiency rate for migrant students in grades 6-8 on the EOG Math test was 64.4% compared to 78.9% for non-migrant students. The gap between migrant and non-migrant proficiency rates was 14.5. This rate will need to be reduced to 9.5% in 2009-10 to meet the MPO. Exhibit 24 on the following page displays EOG Math proficiency rates.

Exhibit 24
Grades 6-8 Baseline Gap in Math Assessment Proficiency Rates

Grade	Migrant	Non-Migrant	Gap
6-8	64.4%	78.9%	14.5%

Secondary student progress was measured using the North Carolina End of Course (EOC) test. These tests sample a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and provide a global estimate of the student's mastery of the material in a particular content area.

As displayed in Exhibit 25, the baseline gap in migrant passing rates and non-migrant passing rates on the computer skills EOC exam is 19.9%. The target for 2009-10 is to reduce this gap to 14.9%.

Exhibit 25
Baseline Gap in Computer Skills Passing Rates

Course	Migrant Pass Rate	Non-Migrant Pass Rate	Gap
Computer Skills	25.9%	45.8%	19.9%

Migrant students passed EOC exams at a lower rate than non-migrant students on seven of the eight secondary courses for which EOC exams are given. On the geometry exam, 81.3% of migrant students were passing compared to 72.7% of non-migrant students. Gaps in passing rates for other courses had migrant students passing at lower rates than non-migrant students, and the gaps ranged from a high of 42.3% in English 1 to 8.1% in Biology. Exhibit 26 presents passing rates on EOC exams by course and the targets for reduction of the gaps in 2009-10.

Exhibit 26
Baseline Gap in End-of-Course Passing Rates

Course	Migrant # Taking	Migrant # Passing	Migrant Pass Rate	Non-Migrant Pass Rate	Gap	2010 Target
Algebra 1	50	20	40.0%	60.2%	20.2%	15.2%
Algebra 2	17	10	58.8%	72.6%	13.8%	8.8%
Biology	33	21	63.6%	71.7%	8.1%	3.1%
Civics and Economics	33	14	42.4%	71.7%	29.3%	24.3%
English 1	62	20	32.3%	74.6%	42.3%	37.3%
Geometry	16	13	81.3%	72.7%	-8.6%	Maintain
US History	32	17	53.1%	71.7%	18.6%	13.6%

Limitations of the data for EOC exams are similar to EOG tests. However passing rates for EOC exams will be especially volatile considering most tests had fewer than 50 migrant students taking them compared to over 100,000 non-migrant students in North Carolina.

5) Increase the percentage of MEP grade 9-12 students on track to graduate in four or five years by 12% each year.

This MPO was established to address the need identified in the CNA process that more MEP high school students need extra time, alternative programs, and motivational support in order to graduate. Strategies identified to meet this need were

- Assign an MEP staff member to review each H.S. MEP student's credits and work with school counselors to help student stay on track;
- Increase opportunities for credit recovery and accrual through online learning, summer school, and distance learning;
- Tutor students based on needs. Focus especially on English 1 and Algebra 1;
- Provide professional development to address cultural awareness and to improve content teaching through effective teaching techniques for a diverse classroom;
- Utilize SIOP instruction; and
- Develop and/or place migrant students in quality mentoring and motivational programs such as AIM.

To address this MPO, the state tracked migrant students who passed the English 1 and Algebra 1 EOC exams by the end of their tenth grade year. These foundational courses provide an indicator of success throughout the rest of high school and if not passed by a student's sophomore year, that student would be at a high risk for not graduating.

In 2008-09, 15 students were on track to graduate, or 5.5% of the total migrant students identified in grades 9 and 10. To meet this MPO in 2009-10, the percent of students on track to graduate will need to be raised to 17.5%. Exhibit 27 displays the number and percent of migrant students on track to graduate.

**Exhibit 27
Baseline Percent of Migrant High School Students on Track to Graduate**

Grade	# identified	# on track	% on track
9	143	9	6.3%
10	128	6	4.7%
Total	271	15	5.5%

A limitation of the data is that the high mobility of North Carolina migrant students makes determining *on track status* very difficult for those students attending high school in another state. Though 271 students were identified in the 9th and 10th grades, some of these students are not attending high school in North Carolina, and their graduation status is not reflected in passing the gateway courses of Algebra 1 and English 1.

Staff and parents provided information about their perceptions of student progress toward graduation on surveys and during interviews. This information was reported in Section 4: *Program Implementation and Support Services*.

6) Increase the number of OSY who receive ESL/Civics/Health/Technology classes or supplemental services through MEP efforts by 5% annually.

This MPO was established to address the need identified in the CNA process that OSY are a large underserved population in the North Carolina MEP with stated needs for ESL, civic life, and health support services. Strategies identified to meet this need include:

- Network with local community colleges, literacy councils, and other community groups to provide community-based, worksite, or camp-based ESL classes;
- Network with agricultural employers to compensate workers for time in class or provide sites for classes;
- Develop “quick and easy” ESL lessons to deliver at night, on weekends, or by electronic means; and
- Utilize innovative means to provide learning experiences: e.g., I-Pod ESL classes, Laundromat computer classes, content-based literacy classes in health clinics.

To address this MPO, the North Carolina MEP tracked services provided to OSY in the MIS2000 database. Most services provided were supportive in nature and reached 83.8% of the OSY identified, and 18.1% of the OSY received instructional services. Students may have received both an instructional service and a support service or just one or the other to address the MPO, and 84.9% received at least one service in 2008-09. This percentage will need to be increased to 89.9% in 2009-10 to meet the MPO. Exhibit 28 displays the percent of OSY receiving instructional and support services.

**Exhibit 28
Baseline Percent of OSY Receiving Instruction and Support Services**

Instructional Services	Support Services	Any Service
18.1%	83.8%	84.9%

In addition to tracking total number of students receiving instructional and support services, the State also tracked participants by type of service. The four instructional services with the most participants were ESL instruction (387), life skills (165), career awareness (132), and nutrition education (129). The support services with the most participation included the distribution of clothing, shoes, and toiletries (348); transportation (168); and interpretation (160). Exhibit 29 displays the number of OSY receiving instructional and support services provided by service.

**Exhibit 29
OSY Participation in Instructional and Support Services**

Instructional Service	# Participating
ESL Instruction	387
Life Skills	165
Career Awareness	132
Nutrition Education	129
Computer Assisted Instruction	59
Pre-GED Lessons	53
Human Rights Watch Education Program	40

Instructional Service	# Participating
Photography/Documentary Projects	23
Youth Advisory Council Development	11
Leadership Development	7
Dictionary Development	4
MP3 Projects	2
Support Service	# Participating
Clothing, shoes, toiletries	348
Transportation	168
Interpretation	160
Nutrition	129
Dental Checkups	86
Hearing Screening	58
Vision Screening/Exam	43
Counseling leading to re-enrollment in school	15
Referrals to Legal Aid	14
Dental Referrals	1
Health Exams	1

Staff provided information about their perceptions of student progress toward the provision of services to OSY on surveys and during interviews. This information was reported in Section 4: *Program Implementation and Support Services*.

6

CONCLUSIONS, COMMENDATIONS, AND RECOMMENDATIONS

This section of the report provides recommendations for action in light of the data collected for the evaluation of the North Carolina MEP. Recommendations are summarized based on observations, staff and parent surveys, results of student assessments and other outcomes, and interviews with state and local MEP staff and parents. Recommendations are provided for implementation as well as for addressing the MPOs.

The North Carolina MEP is commended for collecting and tracking vast amounts of information about the progress of migrant students and using those data effectively to describe the needs of the population, develop strategies to meet those needs, and measure progress toward program outcomes.

In order to continue its improvement efforts, the SEA should reexamine the wording of the MPOs to ensure that each examines a single indicator of success. Specific suggestions follow.

- MPO 3 sets a target of an annual 5% decrease in the gap between migrant and non-migrant reading and math proficiency rates. The program could meet the MPO for one subject and not the other and thereby miss meeting the MPO all together. This MPO should be split in two, one for reading and one for math.
- MPO 4 has similar multiple targets and should be reexamined and split into multiple MPOs as applicable. In addition, the target 5% decrease in the gap between migrant and non-migrant passing rates on EOC exams should be examined in light of the small numbers of students taking the exams and the concerns of volatility in passing rates. A more appropriate target would be a threshold percentage of students passing (rather than a moving target such as 5% each year).
- In general, the state should set a threshold level for meeting MPOs, such as exists in MPO 1, rather than attempting to increase or decrease each year. Seeking to continue increases or decreases in percentages (such as the 10% per year increase in parents reading to children) will quickly run up against a ceiling effect—a point at which it is no longer possible to increase percentages.

The state should be commended for its positive participation in interstate coordination through the OSY consortium and the contributions it has made to the education of OSY nationwide. Because OSY comprise 42% of the total migrant student population in North Carolina and because of the many educational needs identified in this population, the state should continue its efforts to improve OSY services and increase staff capacity to serve OSY. Specific suggestions follow.

- Collaboration with sending states is one way to ensure that migrant students experience continuity of instruction. The state should continue collaboration efforts, especially with the State of Florida, from which the most mobile students come. In addition to state-level

collaboration, program to program collaboration and person to person collaboration will ensure that programs initiated with a student in one state can be picked up in the next. One way to foster this collaboration is to ensure that those who provide services have the opportunity to meet and work with their counterpart in a large sending state. Possible venues for these meetings include national conferences, state conferences, and consortium technical support teams.

- Currently, OSY are not counted in the PFS designations. Because OSY compose a large portion of the state's overall migrant population, the state should continue to revisit PFS guidelines to ensure that services are provided to OSY who are the most in need. Adding a risk factor such as having "dropped out of school" or "no longer attending school" with clear definition would place the OSY most in need and most mobile in the PFS category.
- The state should continue to examine language proficiency assessments that would be appropriate for OSY both in order to determine how many are LEP and to inform ESL instruction for this group of students.
- As the people who are "on the ground," staff often have important insights into the needs of the student population. MEP staff often mentioned the needs of OSY when asked to provide suggestions for program improvement. Important staff suggestions to consider include:
 - More outreach for OSY for how to apply for a job and adult education.
 - Increased level of services available to OSY: ESL classes, high school classes, Internet availability, and social networking.
 - More instruction in technology for OSY.
 - More options for OSY and parents, such as having more community outreach programs that would help transport students to evening classes.

Gaps between migrant LEP students and non-migrant students on EOG reading and math assessments identified during the CNA process should remain of concern. The state should continue providing supplemental reading and math instruction with an emphasis on improving the reading skills of LEP migrant students, who exhibited a gap of 41.4% in proficiency rates. It is likely that North Carolina MEP students are affected by educational discontinuity because of their especially high mobility. Reading and math instruction should focus on filling in gaps created by students missing school and by students switching schools in the middle of the school year.

The high school EOC exam passing rates should also remain a concern, especially for the gateway courses of Algebra 1 and English 1. The state should continue to target interventions and tutoring services to students enrolled in these courses.

Staff and parents indicated on surveys and during interviews that they saw the support services offered by the MEP as valuable and contributing to the overall educational progress of migrant children and youth. The State should continue to fund high quality support services in collaboration with community service providers to ensure that all migrant students have the opportunity to participate fully in their education.

When asked to provide suggestions for program improvement, both staff and parents mentioned that a lack of transportation is affecting attendance at summer programs, preschool programs, and parent involvement activities. As funds allow, the State should explore ways that local

MEPs might provide additional transportation to critical activities that will help improve the learning and achievement of migrant students and the skills of their parents.

The North Carolina MEP provides many opportunities for parent involvement both on its own and in collaboration with other agencies. To get a more accurate picture of the effects MEP parent involvement activities are having on parents, surveys and interviews should follow parent trainings. Information about parent meetings and events should be provided in a language that parents understand. In addition, as funds allow, the MEP should explore avenues for bridging the language divide between parents and regular school year staff.

North Carolina has established a solid plan for professional development that provides information critical to individual positions on a one-on-one basis immediately on hire and provides opportunities for experienced staff to gain more skills through multiple local, state, and national venues. When asked about suggestions for improvement during focus groups, some staff mentioned the need for time to work with their counterparts across the State of North Carolina to share best practices and coordinate activities. As time allows, the SEA should provide time within existing professional development venues for staff to participate in organized and focused collaborations and sharing.

Overall, the North Carolina MEP is providing consistent and high quality instructional services to migrant students. The program has established baseline mathematics and reading proficiencies and has designed services to improve proficiency rates through intentional focus on the skills migrant students need. The coming year will allow the State to continue the implementation of its Service Delivery Plan and collect data that will reveal the progress made toward meeting the identified State MPOs. The next implementation and outcome/results evaluation will allow North Carolina to examine rich sources of information move beyond what is an already a well planned and delivered program of services designed for migrant students in North Carolina.



APPENDIX

Data Collection Forms

Staff Survey on Project Effectiveness North Carolina Migrant Education Program

Site: _____ County _____

1. In your opinion, how much did MEP-sponsored **professional development** help you more effectively deliver MEP instructional services?

Place an "X" in the appropriate location.

I did not receive MEP-sponsored professional development.

Not at all	Very little	A sufficient amount	Exceeded expectations
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2. In your opinion, how much did migrant LEP students in **grades 3-5** improve their **reading** skills in the past year? *Place an "X" in the appropriate location.*

I did not work with migrant LEP students of this age group on their reading skills.

Not at all	Very little	A sufficient amount	Exceeded expectations
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3. In your opinion, how much did migrant LEP students in **grades 3-5** improve their **math** skills in the past year? *Place an "X" in the appropriate location.*

I did not work with migrant LEP students of this age group on their math skills.

Not at all	Very little	A sufficient amount	Exceeded expectations
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4. In your opinion, how much did migrant LEP students in **grades 6-12** improve their **reading** skills in the past year? *Place an "X" in the appropriate location.*

I did not work with migrant LEP students of this age group on their reading skills.

Not at all	Very little	A sufficient amount	Exceeded expectations
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5. In your opinion, how much did migrant LEP students in **grades 6-12** improve their **math** skills in the past year? *Place an "X" in the appropriate location.*

I did not work with migrant LEP students of this age group on their math skills.

Not at all	Very little	A sufficient amount	Exceeded expectations
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6. In your opinion, how much did the MEP help migrant pre-K children enter school better prepared for kindergarten? *Place an "X" in the appropriate location.*

I do not work with pre-kindergarten-aged children.

Not at all	Very little	A sufficient amount	Exceeded expectations
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7. In your opinion, to what extent did the MEP help to increase the number of H.S. MEP students who graduate? *Place an "X" in the appropriate location.*

I do not work with secondary students..

Not at all	Very little	A sufficient amount	Exceeded expectations
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(OVER)

In your opinion, how much did the following **support services** contribute to success in school for migrant students:

Networking/coordination to provide pre-K services



Community-wide donations of children's books



Collaborations with school counselors and/or ESL staff



Secondary programming - e.g., OSY, PASS, CAMP, AIM clubs



Coordination to provide health, medical, dental services



Other: _____



From your experience, give an example in the area(s) that apply to you of how the North Carolina MEP has been **successful** or has **improved the academic success** of migrant children.

School Readiness - Pre-K Activities	High School Graduation Activities
Reading Instruction/Activities	Mathematics Instruction/Activities

In what ways would you change the North Carolina Migrant Education Program to make it better?

Parent Survey

North Carolina Migrant Education Program

Please check the grade level(s) of your child(ren): Preschool: K-5: 6-12:

Place an "X" in the appropriate location.

1. How much were you involved with the school in helping your child improve in **reading**?

Not at all Very little Appropriately A lot

2. How much were you involved with the school in helping your child improve in **math**?

Not at all Very little Appropriately A lot

3. If you have **pre-kindergarten children (4-5 years old)**, how useful was the information you received about preschool opportunities for your children?

I do not have any children ages 4-5.

Not at all Very little Appropriately A lot

4. How much did the program help increase your **awareness of test data and techniques** and the benefits of extended learning opportunities for increasing learning?

I do not have school-aged children in grades 3-5 and 6-12.

Not at all Very little Appropriately A lot

5. If you have **children in high school**, how involved in their education were you through contact with their teachers and/or helping them with learning in the home?

I do not have children in high school.

Not at all Very little Appropriately A lot

6. How do you rate the **overall quality** of the North Carolina Migrant Education Program?

Poor Fair Good Very good

How has the North Carolina Migrant Education Program helped your children?

How would you change the North Carolina Migrant Education Program to make it better?

NORTH CAROLINA MIGRANT EDUCATION PROGRAM INSTRUCTIONAL STAFF FOCUS GROUP QUESTIONS



Site:	Date:	Time:
# persons interviewed:		
Age/grade levels of their students:		

2009-2010 School Year

Instructional Staff Focus Group Questions

I. ACADEMICS

1. How has the program helped migrant children and youth with reading/literacy?

PROBE: What reading skills or knowledge have they gained or have become more confident in? What improvements have you seen on local assessments? What other indicators/evidence do you have of growth in reading/literacy skills?

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2. How has the program helped migrant children and youth with mathematics?

PROBE: What math skills or knowledge have they gained or have become more confident in? What improvements have you seen on local assessments? What other indicators/evidence do you have of growth in math skills?

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3. How has the program helped migrant secondary students to complete requirements for high school graduation?

PROBE: How were students who are behind in credit accrual helped to catch up?

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I. ACADEMICS (cont.)

4. How has the program helped improve educational opportunities for migrant out-of-school youth?

PROBE: How has the program helped students learn more about high school/GED options? How has the program helped students explore careers? How has the program helped OSY set and reach goals?

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5. How has the program helped 3-5 year-old migrant children become ready for Kindergarten?

PROBE: How has the program sought to improve attendance? What strategies do you use to teach early literacy and math skills?

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6. What else can the program do for migrant children and youth?

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II. SUPPORT SERVICES

1. Some examples of support services are assistance with dental work or medical care, translating/interpreting for parents and students, referrals to community agencies, and transportation to/from school. What support services are provided at your site and how have they helped migrant students?

PROBE: How have the services met the needs of migrant students? How do the support services help students participate in school?

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2. How could the support services the program provides be improved?

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III. PARENT INVOLVEMENT

1. What parent activities has your site provided?

PROBE: If specific activities are mentioned, ask: How were they helpful in supporting students' reading/literacy and/or mathematics success?
What materials has your site sent home to parents?

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2. What else can the MEP do to communicate with parents and help them support their children's success in school?

PROBE: If there is no response, mention some possibilities (e.g., access to technology, curriculum or supplementary materials, take-home kits).

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IV. GENERAL

Do you have other comments or suggestions you would like to share?

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NORTH CAROLINA MIGRANT EDUCATION PROGRAM PARENT FOCUS GROUP INTERVIEW PROTOCOL



Parent Interview Protocol

Site:	Date:	Time:
# parents interviewed:		
Age/grade level of children:		

I. ACADEMICS

1. How has the summer program helped your children with reading and math?

PROBE: What reading skills or knowledge have they gained or become more confident in? What lessons or materials do they bring home? If you visited your child's classroom, what was displayed or mentioned about what the students were learning?

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2. Do you have high school-aged children? If so, how has the program helped them to complete requirements for **high school graduation**?

PROBE: What information did they receive? What extra instruction did they receive? How has the extra instruction helped them improve their learning?

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3. If you have children ages 4 or 5, what information have you received about preschool opportunities available to them?

PROBE: What are your impressions of the preschool activities? If your children are in a preschool program, what have they learned?

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II. SUPPORT SERVICES

1. Some examples of support services are assistance with dental work or medical care, translating/interpreting for parents, referrals to community agencies, and transportation to/from school for your children. What support services have your children received?

PROBE: In what ways did they help your children? How have these services been helpful?

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2. What other support services might be helpful to your children?

PROBE: What services have been provided in other places that would be helpful here? What could be provided that would help your children participate fully in school and/or summer program activities?

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3. How could the support services you are receiving be improved?

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III. PARENT INVOLVEMENT

1. What parent activities have you participated in?

PROBE: If specific activities are mentioned, ask: How were they helpful in supporting your children's learning and/or achievement in school?

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2. If you attended any parent activities, what, if anything, was said about the importance of reading to children?

PROBE: Do you do anything different at home as a result of these activities?

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3. What are your suggestions for improving parent activities?

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IV. GENERAL

1. Do you have other comments or suggestions that you would like to share regarding the migrant education program?

PROBE: Do you have anything you want to say to migrant program staff?

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2. Overall, what is your opinion of the Migrant Education Program in North Carolina?

PROBE: Based on their response, ask them about what experiences that they had with the program that would explain their response.

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3. What else can the program do for your children?

PROBE: Ask them what specific recommendations they may have to improve the MEP.

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THANK YOU FOR YOUR TIME AND VALUABLE INSIGHT!