



Illinois State Board of Education

100 West Randolph Street, Suite. 14-300
Chicago, Illinois 60601

**SUMMER MEP 2019
FINAL REPORT**

DUE DATE: SEPTEMBER 3, 2019

DIVISION OF ENGLISH LEARNERS

1. NGS DATA COMPLETION: Has all required student data for the summer project been entered into NGS?

Yes No

If "No", provide an explanation for incomplete data.

2. Parent Activities: List all migrant parent group activities conducted during the summer such as workshops, family nights, open house for parents and meetings of the Parent Advisory Council.

DATE	TYPE OF GROUP ACTIVITY (workshop, etc.)	TOPIC(s)	NUMBER OF PARENTS WHO PARTICIPATED

INDIVIDUAL PARENT ACTIVITIES	NUMBER OF PARENTS
Individual classroom/school visits	
Volunteered at school	
Received information about community resources (e.g., healthcare, social services, libraries)	
Received reading materials and manipulatives to reinforce reading instruction in school	
Received mathematics materials and manipulatives to reinforce math instruction in school	

3. Secondary/OSY: List secondary and OSY activities conducted during the summer. Examples: university campus visit, leadership event, guest speakers, and goal setting events.

DATE	SECONDARY/OSY ACTIVITY	LOCATION	NUMBER OF STUDENTS

4. Inter- and Intra-State Coordination: Identify the activities conducted during the summer to coordinate with other school districts.
- Informing other Illinois school districts about migrant families who have moved to those districts (e.g., eligibility for free school meals)
 - Requesting information from “sending” school districts about migrant families who have moved to your area
 - Participating in GOSOSY, a multi-state collaboration to identify and serve out-of-school youth
 - Using MSIX or NGS to review students’ records from other states
 - Making migrant student demographic and enrollment information available to other states and districts through NGS
 - Transferring migrant student academic records to school districts where they have moved to promote continuity of instruction
 - Providing summer credit accrual opportunities for students who plan to return to their home districts
 - Coordinating with other programs/agencies in the area that provide services to migrant families
 - Coordinating with other programs/agencies to identify and reach out to out-of-school youth
 - Sharing information about students’ reading proficiency with appropriate MEP sending/receiving sites (including other Illinois districts where students may enroll in the fall)
 - Sharing information about students’ math proficiency with appropriate MEP sending/receiving sites (including other Illinois districts where students may enroll in the fall)
 - Providing summer credit accrual opportunities for students who plan to return to their home districts.

5. Professional Development and Program Administration

	NUMBER OF STAFF
Number of staff who attended the 2019 Spring MEP Teacher Pre-Service	
Number of MEP staff who participated in the 2019 Statewide MEP Workshop	
Projected number of MEP staff who will participate in the 2019 Fall Program Administrators Meeting	

6. Additional Professional Development: List additional professional development activities that supported the summer MEP objectives. Examples: Online courses, local or national trainings related to MEP.

DATE	TITLE OF TRAINING/TOPIC	NUMBER OF STAFF

7. Strategies Implemented: Check all strategies implemented in the summer program.

Measurable Program Outcome (MPO)	Strategies	Check all strategies implemented
Reading MPO 1a: Migrant students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.	1.1 Provide instruction through systems designed to provide access to migrant students, including center- and home-based instruction and individual tutoring in reading/literacy.	
	1.2 Use formative and summative assessment results to guide reading/literacy instruction.	
	1.3 Provide reading/literacy instruction using research-based strategies, curricula, and practices (e.g., Balanced Literacy).	

<p>Mathematics MPO 1c: Migrant students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in mathematics between pre- and post-test using an appropriate performance-based reading/literacy assessment.</p>	<p>1.4 Provide instruction through systems designed to provide access to migrant students including center-and home-based instruction, and individual tutoring in math.</p>	
	<p>1.5 Use formative and summative assessment results to guide math instruction.</p>	
	<p>1.6 Provide math instruction using research-based strategies, curricula, and practices.</p>	
<p>School Readiness MPO 2a: 80% of all preschool migrant students participating for at least 3 weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Education (ECE) Assessment.</p>	<p>2.1 Provide early literacy development opportunities for three through 5-year-old migrant children not yet in kindergarten.</p>	
	<p>2.2 Model early literacy teaching and learning strategies for parents in home-and/or center-based Early Childhood Education (ECE) programs.</p>	
	<p>2.3 Provide early math development opportunities for three to five year old migrant children who have not yet entered kindergarten.</p>	
	<p>2.4 Model early math teaching and learning strategies for parents in home-and/or center-based ECE programs.</p>	
	<p>2.5 Provide Family Literacy services to migrant children and parents.</p>	
	<p>2.6 Model early reading/literacy teaching and learning strategies for parents in home- and/or center-based ECE programs.</p>	
<p>Secondary-aged Youth MPO 3a: 70% of secondary-aged migrant students enrolled in summer migrant credit-bearing programs for at least 3 weeks will complete partial or full credit in one course required for high school graduation.</p>	<p>3.1 Provide learning opportunities to improve academic achievement and/or produce a particular product through project-based learning.</p>	
<p>Secondary-aged Youth MPO 3b: 60% of migrant-eligible out-of-school youth will participate in instructional services.</p>	<p>3.2 Provide learning opportunities for migrant out-of-school youth (e.g., academic, ESL, life skills instruction, high school equivalency).</p>	
<p>Secondary-aged Youth MPO 3c: 70% of secondary-aged migrant students (both those attending a home-based program and those in a center-based program for at least 3 weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan.</p>	<p>3.3 Raise student awareness about learning goals and local community and college/university outreach programs through visits to postsecondary institutions, peer mentoring, career shadowing, dual credit classes, and other strategies.</p>	
<p>Ancillary and Support Services MPO 4a: As a result of MEP-sponsored professional development, 90% of migrant staff who provide instruction in PK-12 and for out-of-school youth will report sufficient ability to support high-quality instruction as measured by a rating of 3 or 4 on a 4-point scale using the professional development survey.</p>	<p>4.1 Provide MEP-sponsored professional development and learning activities, as well as learning resources, supplies, and materials (e.g., school readiness, reading/literacy, math, instruction to promote high school graduation, success in post-secondary and the workplace), on strategies in school readiness, reading/literacy and/or math to more effectively support high-quality instruction in grades PK-12 and for out-of-school youth.</p>	
<p>Ancillary and Support Services MPO 4b: As a result of MEP coordination/networking activities, 90% of summer MEP staff and migrant parents will report that migrant students received information about support services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migrant children and youth.</p>	<p>4.2 Coordinate/network with public and private agencies to support MEP services to promote the health/well-being of migrant children and youth and their parents' knowledge of support services and community resources.</p>	
<p>Ancillary and Support Services MPO 4c: As a result of MEP-sponsored parent development, 90% of migrant parents will report sufficient ability to support their child's success in school as measured by a rating of 3 or 4 on a 4-point scale using the parent involvement survey.</p>	<p>4.3 Provide MEP-sponsored parent development on how to help support their child's school readiness, reading/ literacy and math success in school, high school graduation, GED, postsecondary opportunities, and/or career goals and provide educational resources, materials and supplies, and appropriate activities that promote educational support at home.</p>	

8. Evaluation: Were all evaluation materials specified in the Evaluation Toolkit including student pre- and post-tests for Balanced Literacy and Math submitted to the Illinois Migrant Council?

Yes No

List items not yet submitted, and anticipated submissions dates:

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Report submitted by:

DISTRICT NAME AND NUMBER	NAME OF MEP ADMINISTRATOR
E-MAIL	TELEPHONE (Include Area Code)