

# Idaho Measurable Program Outcomes (MPOs) & Strategies 2020-2023

## GOAL AREA #1: School Readiness for Children Ages 3-5

Measurable Program Outcomes (MPOs)	Strategy
MPO 1.1) By the end of the 2020-21 program year, 70% of migratory preschool children ages 3-5 attending MEP-funded preschool will show a 5% gain on school readiness as measured by a pre/post assessment.	Strategy 1.1) Provide MEP-funded supplemental instructional services to migratory children ages 3-5 (e.g., site-based, home-based, regular school year, summer services, parent volunteer program).
MPO 1.2) By the end of the 2020-21 program year, 80% of parents of preschool-aged children participating in at least two parent/child activities will report on a survey that they increased their skills for supporting their child’s school readiness skills in the home.	Strategy 1.2) Provide parents with ideas, activities, and materials for use at home with their children to promote first language development, family literacy, and school readiness (e.g., parent activities, trainings, PAC meetings, home visits, family nights, mini workshops, small group and one-on-one parent/ child activities, Preschool Initiative (PI) Consortium incentive Grant (CIG) materials including preschool learning kits).

## GOAL AREA #2: English Language Arts (ELA)/Mathematics

Measurable Program Outcomes (MPOs)	Strategy
MPO 2.1) By the end of the 2020-21 program year, 80% of parents attending parent activities will report on a survey that they increased their skills for supporting their child’s academic skills in the home.	Strategy 2.1) Provide migrant-funded resources and training to migratory families to promote literacy and numeracy skills (e.g., extended day kindergarten, backpacks and school supplies, family reading and math nights, individual libraries, math manipulatives, migrant summer school, field trips, tutoring, after school programs, books, online programs and mobile apps, Saturday school/ programs, community supports).
MPO 2.2a) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded ELA instruction will demonstrate a 5% gain as measured by a pre/post local ELA assessment.	Strategy 2.2a) Provide migratory students with evidence-based supplemental ELA and math instruction aligned to State standards (e.g., summer school, IDLA advancement, ICON, after-school tutoring, home-based instruction, extended day kindergarten, online reading and math interventions, STEM programs).
MPO 2.2b) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded ELA instruction will demonstrate a 5% gain as measured by a pre/post local ELA assessment.	Strategy 2.2b) Collaborate with district, State, and Federal programs to provide professional development to new and experienced teachers and paraprofessionals on evidence-based strategies for developing academic language. (e.g., MEP staff attend Go-To strategies training, Idaho Association for Bilingual Educators Conference, Biennial Federal Programs Conference)



2.3a) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded math instruction will demonstrate a gain of 5% as measured by a pre/post local math assessment.	Strategy 2.3a) Provide migratory students with evidence-based supplemental ELA and math instruction aligned to State standards (e.g., summer school, IDLA advancement, ICON, after-school tutoring, home-based instruction, extended day kindergarten, online reading and math interventions, STEM programs).
2.3b) By the end of the 2020-21 program year, 65% of migratory students in grades K-8 who receive MEP-funded math instruction will demonstrate a gain of 5% as measured by a pre/post local math assessment.	Strategy 2.3b) Collaborate with district, State, and Federal programs to provide professional development to new and experienced teachers and paraprofessionals on evidence-based strategies for developing academic language. (e.g., MEP staff attend Go-To strategies training, Idaho Association for Bilingual Educators Conference, Biennial Federal Programs Conference)

### GOAL AREA #3: High School Graduation and Services to OSY

Measurable Program Outcomes (MPOs)	Strategy
<b>MPO 3.1) By the end of the 2020-21 program year, 50% of migratory students in grades 6-12 receiving MEP mentoring will report on a survey that mentoring impacted their progress toward graduation.</b>	<b>Strategy 3.1) Coordinate/provide secondary migratory students (grades 6-12) mentoring to support graduation and college/career readiness (e.g., student monitoring system, individual plans for students at-risk of dropping out, graduation specialists, postsecondary counseling, college visits, presentations at PAC meetings, coordination with CAMP, leadership institutes, career fairs/speakers, CIS software training, parent outreach and mentoring, parent and student training on graduation requirements, summer school, credit recovery opportunities, supplies)</b>
<b>MPO 3.2) By the end of the 2020-21 program year, 50% of migratory students that received mentoring and were enrolled in credit bearing courses will obtain credits leading toward high school graduation.</b>	<b>Strategy 3.2) Coordinate/provide secondary migratory students (grades 6-12) mentoring to support graduation and college/career readiness (e.g., student monitoring system, individual plans for students at-risk of dropping out, graduation specialists, postsecondary counseling, college visits, presentations at PAC meetings, coordination with CAMP, leadership institutes, career fairs/speakers, CIS software training, parent outreach and mentoring, parent and student training on graduation requirements, summer school, credit recovery opportunities, supplies)</b>
<b>MPO 3.3) By the end of the 2020-21 program year, 20% of all OSY/dropouts located will receive MEP services.</b>	<b>Strategy 3.3) Coordinate/provide services for OSY/dropouts to support continuing education and career readiness (e.g., contact OSY/dropouts using school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report; conduct exit interviews; provide educational counseling; provide supplies and services to H2A and Here to Work OSY; provide referrals to agencies and organizations that also serve migratory students and families).</b>



## GOAL AREA #4: NON-INSTRUCTIONAL SUPPORT SERVICES

Measurable Program Outcomes (MPOs)	Strategy
<p><b>MPO 4.1) By the end of the 2020-21 program year, 80% of staff who participated in MEP-funded professional development will indicate increased knowledge of the content presented.</b></p>	<p><b>Strategy 4.1) Provide professional development for MEP and non-MEP staff on the migratory lifestyle and the unique needs of migratory students and how to address those needs (e.g., program and cultural awareness presentations, field or home visits for teachers and administrators, training on mobility/academic/social gaps/specific stresses of migratory families).</b></p>
<p><b>MPO 4.2a) By the end of the 2020-21 program year, 75% of all eligible migratory children and youth will receive MEP support services.</b></p>	<p><b>Strategy 4.2a) Provide support services to students and families to increase student engagement in school (e.g., extracurricular activities, parenting classes, mental health, parent literacy workshops, instructional home visits, food/clothing/shelter, legal services, workshops on domestic violence, sexual abuse).</b></p>
<p><b>MPO 4.2b) By the end of the 2020-21 program year, 75% of all eligible migratory children and youth will receive MEP support services.</b></p>	<p><b>Strategy 4.2b) Establish partnerships and/or agreements among the school districts and community health care providers and public health agencies to provide information on, and referrals to, individualized health advocacy services to benefit migratory students and families needing health services (e.g., glasses, dental, mental, health, immunizations, school-based health screening services, partnerships with MSHS, Public Health Department, Health and Human Services, CCI).</b></p>

