



# Illinois State Board of Education

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

**SUMMER MEP 2021  
FINAL REPORT**

**DUE DATE: SEPTEMBER 1, 2021**

**MULTILINGUAL DEPARTMENT**

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 and meetings of the Parent Advisory Council.

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

3. Secondary/OSY: List secondary and OSY activities conducted during the summer. Examples: university campus visit, leadership event, 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)

5. Professional Development and Program Administration

	NUMBER OF STAFF
Number of staff who attended the 2021 Spring MEP Teacher Pre-Service	
Number of MEP staff who participated in the 2021 Statewide MEP Workshop	
Projected number of MEP staff who will participate in the 2021 Fall Program Administrators Meeting	

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

Measurable Program Outcome (MPO)	Strategies	Check all strategies implemented
<b>1a. Reading:</b> By the end of the 2020-21 reporting period, migratory 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.	<p><b>1.1</b> Provide instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in reading/ literacy. ELA instruction should include the following:</p> <ul style="list-style-type: none"> <li>• formative and summative assessment results to guide reading/ literacy instruction.</li> <li>• evidence-based strategies, curricula, and practices (e.g., Balanced Literacy)</li> </ul>	<input type="checkbox"/>
<b>1c. Mathematics:</b> By the end of the 2020-21 reporting period, migratory students participating in a summer program for at least 3 weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.	<p><b>1.2</b> Provide instruction through systems designed to provide access to migratory students including center- and home-based instruction, and individual tutoring in math. Math instruction should include the following:</p> <ul style="list-style-type: none"> <li>• formative and summative assessment results to guide math instruction.</li> <li>• evidence-based strategies, curricula, and practices</li> </ul>	<input type="checkbox"/>
<b>1e) Reading and Math:</b> By the end of the 2020-21 reporting period, the percent of identified migratory children (3-21) who participate in MEP instructional services will increase to 55%.	<p><b>1.3</b> Incorporate engagement and enrichment activities into programming to encourage student attendance and provide experiences students might not otherwise have.</p> <ul style="list-style-type: none"> <li>• Create activities designed to improve math and ELA skills</li> <li>• Provide academic field trips</li> <li>• Incorporate project-based learning with technology</li> </ul>	<input type="checkbox"/>

<p><b>2a) School Readiness</b> By the end of the 2020-21 reporting period, 75% of all preschool migratory 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><b>2.1a</b> Provide early literacy development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies providing services to migratory children if available.</p>	<input type="checkbox"/>
	<p><b>2.1b</b> Model early reading/literacy teaching and learning strategies for parents in the home and/or center-based early childhood education programs, including collaborating with other agencies providing services to migratory children if available.</p>	<input type="checkbox"/>
<p><b>2b) School Readiness</b> By the end of the 2020-21 reporting period, 75% of all preschool migratory students participating for at least 3 weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.</p>	<p><b>2.2</b> Provide early math development opportunities for migratory children ages 3-5 who have not yet entered kindergarten, including collaborating with other agencies providing services to migratory children if available.</p>	<input type="checkbox"/>
<p><b>3a) Secondary Youth:</b> By the end of summer 2021, 41% of 9th-11th grade students who are migrant-eligible will participate in summer programs.</p> <p><b>3b) Secondary Youth:</b> By the end of summer 2021, 70% of secondary-aged migratory students (both those attending a field-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><b>3.1</b> Provide differentiated learning opportunities in the summer to improve attendance, academic achievement and college and career readiness for secondary-aged students. Examples of activities include credit accrual, academic skill building, ESL instruction, life skills instruction, high school equivalency preparation, and enrichment strategies.</p>	<input type="checkbox"/>
<p><b>3c) OSY:</b> By the end of summer 2021, 70% of OSY and secondary-aged students who completed OSYmigrant.org lessons will gain 5% on a curriculum-based assessment or score 80% or higher on the post-test.</p>	<p><b>3.2</b> Provide differentiated learning opportunities to improve attendance, academic achievement and college and career readiness for OSY. Examples of activities include credit accrual, academic skill building, bilingual support, life skills instruction, high school equivalency preparation, enrichment strategies, or other materials from osymigrant.org.</p>	<input type="checkbox"/>
<p><b>4a) Ancillary:</b> As a result of MEP coordination/collaboration activities provided in 2020-21, 90% of summer MEP staff and migratory parents will report that migratory families received information about support and academic services (e.g., health, nutrition, transportation, other support services) to promote the health, well-being, and knowledge of support services and community resources of migratory children and youth.</p> <p><b>4b) Ancillary:</b> By the end of the 2020-21 reporting period, the percent of identified migratory children (ages 3-21) who receive needs-based support services will increase to 61%.</p>	<p><b>4.1</b> Coordinate and collaborate with public and private agencies to provide needed support services (medical, dental, mental health, disability services, and vision services) and build trust with migratory families. Provide services for the health/well-being of migratory children and youth designed to increase student and family knowledge of support services and community resources.</p>	<input type="checkbox"/>
<p><b>4c) Ancillary:</b> As a result of MEP-sponsored parent engagement activities provided in 2020-21, 90% of migratory parents surveyed will report satisfactory 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 engagement survey.</p>	<p><b>4.2</b> 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, post-secondary opportunities, and/or career goals and provide educational resources, materials and supplies, and appropriate activities that promote educational support at home. Establish communication and follow up with migratory families during the summer and regular school year to build trust and to communicate about the importance of education and benefits of programming.</p>	<input type="checkbox"/>
<p><b>4d) Ancillary:</b> As a result of MEP-sponsored professional development provided in 2020-21, 90% of MEP staff who provide instruction in PK-12 and OSY 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><b>4.3</b> Provide MEP-sponsored professional development, learning activities, and learning resources, supplies, and materials on instructional strategies in the ELA/math, school readiness, and graduation goal areas to more effectively support high quality instruction in grades PK-12 and OSY</p>	<input type="checkbox"/>

7. Evaluation: Were all evaluation materials specified in the Evaluation Toolkit submitted to Northern Illinois University?

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)