

**Idaho Migrant Education Program**  
**List of Idaho’s Measurable Program Outcomes (MPOs) and Strategies**  
**2015-16 School Year (Revised 1/2015)**

Goal Area 1.0 – School Readiness	
Strategy	MPO
1.1) Provide migrant-funded pre-school during the regular term and/or summer term (for a minimum of three weeks), staffed by qualified and trained staff that use evidenced-based curriculum.	1a) By the end of the 2015-16 year, 80% of migrant preschool students attending at least three months of a migrant-funded <b>regular term</b> preschool program will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills. 1b) By the end of the 2016 summer term, 80% of migrant preschool students attending at least three weeks of a migrant-funded <b>summer term</b> preschool will achieve individual goals set by the teacher as measured by a reliable assessment of school readiness skills.
1.2) Provide support and resources to migrant preschool students and parents in collaboration with existing district and community services.	1c) By the end of the 2015-16 program year, 75% of migrant students will receive a referral, including health services, based on identified needs as documented on the family intake form.
1.3) Provide home-based or site-based migrant parent/child school readiness programs through a Family Bi-literacy model during the regular and/or summer term with a minimum of six contacts per family/child.	1d) By the end of the 2015-16 program year, 80% of migrant preschool students who participate in at least six Family Bi-literacy sessions will show a 5% gain on a reliable pre/post measure of pre-literacy skills.
Goal Area 2.0 – Academics of Reading and Mathematics	
Strategy	MPO
2.1) Provide supplemental services in reading and math through a minimum of 40 hours of evidence-based instruction during extended day and/or summer school programs using staff trained in the unique needs of migrant students.	2a) By the end of the 2015-16 regular term, 80% of migrant students receiving 40 hours of supplemental <b>reading</b> instruction will show progress (growth) as measured by a district-approved reading assessment. 2b) By the end of the 2015-16 regular term, 80% of migrant students receiving 40 hours of supplemental <b>math</b> instruction will show progress (growth) as measured by a district-approved math assessment. 2c) By the end of the 2016 summer term, 80% of migrant students receiving three weeks of supplemental <b>reading</b> instruction will show progress (growth) as measured by a district-approved reading assessment. 2d) By the end of the 2016 summer term, 80% of migrant students receiving three weeks of supplemental <b>math</b> instruction will show progress (growth) as measured by a district-approved math assessment.

2.2) Provide a site-based migrant Family Literacy program during the regular and/or summer term with a minimum of six contacts per family/child.	2e) By the end of the 2015-16 program year, 80% of migrant elementary students who participate in at least six Family Literacy sessions will show a 5% gain on a reliable pre/post measure of literacy and/or math skills.
2.3) Provide and/or collaborate to provide information, resources, or referrals aligned with individual needs to help increase access to education.	2f) By the end of the 2015-16 program year, 80% of migrant students with a support services need will receive services aligned to their needs as reported on a needs and services tracking form.
2.4) Provide at least two parent meetings/activities/one-on-one contacts designed in collaboration with parents to increase parent understanding of school requirements, attendance and school subjects.	2g) By the end of the 2015-16 program year, 80% of migrant parents will report on a content-based rubric that MEP-sponsored training and materials have enabled them to more effectively assist their children with academic progress.
<b>Goal Area 3.0 – High School Graduation and Services to Out-of-School Youth (OSY)</b>	
<b>Strategy</b>	<b>MPO</b>
3.1) Provide parent and student activities to increase involvement in and understanding of high school graduation and grade promotion at a minimum of twice per year for students in 7-12 <sup>th</sup> grade.	3a) By the end of the 2015-16 program year, 80% of parents participating in two contacts will demonstrate understanding of credit accrual and graduation requirements as measured by a score of 4 or 5 (on a 5-point scale) on a graduation milestones rubric.
3.2) Provide activities for career and college readiness to students in grades 7-12 and families at a minimum of twice per year.	3b) By the end of the 2015-16 program year, 80% of students participating in college and career readiness activities will demonstrate accomplishment of activity goals as demonstrated on a student survey.
3.3) Provide year round academic support for supplemental credit accrual for high school migrant students beyond the school day/year.	3c) By the end of the 2015-16 program year, 60% of migrant students participating in at least 60 hours of supplemental credit accrual course work will successfully complete requirements for accrual of 1 credit toward high school graduation.
3.4) Provide professional development for all staff working with migrant students (support, administration, and instructional) regarding migrant student needs.	3d) By the end of the 2015-16 program year, 80% of staff who received MEP-sponsored professional development will demonstrate understanding of migrant student needs as measured by mastery of key concepts on a professional development assessment.