

2003-2004 Evaluation of the Montana Migrant Education Program

Montana Office of Public Instruction

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January 2005

2003-2004 Evaluation of the Montana Migrant Education Program

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Executive Summary

The Montana Migrant Education Program (MEP) offered a number of innovative services and programs to migrant students in Montana. Services provided throughout the state were designed to facilitate continuity of instruction to students who migrate between Montana and other states and in the state of Montana.

Almost 1,800 migrant students were identified in Montana and served in 2003-2004. Services provided to migrant students included tutoring/instructional support, summer school programs, reading and mathematics enrichment activities, supportive and supplemental services, preschool education, technology instruction, as well as training and classes for parents of migratory students.

This report provides summary and outcome information for the 2003-2004 school year including the summer months. The major accomplishments below reflect changes in systems and communication, collaboration, and planning. The impact of the Migrant Education Program is reflected in student outcomes and staff and parent perceptions of project effectiveness.

- Intensive identification and recruitment efforts across the state resulted in services being provided to almost 1,800 migrant students. MEP subgrants were awarded to eight local education agencies across the state with each site serving an average of 189 migrant students. In addition, Project MASTERY provided services during the regular school year and identified and served 267 migrant students.
- All credit-deficient secondary students were served by the Montana MEP through individualized instruction and access to online coursework to facilitate the accrual of high school credits. During the summer months, 26 students received a semester credit for their participation on online coursework in Business, English, Health, Math, or Social Studies. The Montana Youth Program supported secondary students' efforts to accrue high school credits and create goals for high school graduation and beyond.
- Helping migrant students become proficient readers is one of the primary areas of focus of the Montana Migrant Education Program. Selecting the *Summer Success: Reading* program ensured that the summer programs focused on improving students' reading skills. As a result of these services, 74% of the migrant students pre/post-tested (160 students) improved their reading proficiency during the short time in which they were in Montana. These results also were supported by reading gains on Skills Tutor with 92% of the students improving their reading skills.
- The *Summer Success: Math* curriculum provided teachers with the tools necessary for providing intensive mathematics instruction during the summer months. As a result of these efforts, 81% of the students (179 students) pre/post-tested improved their math proficiency during the short time in which they were in Montana. These results also were supported by math gains on Skills Tutor with 75% of the students improving their math skills.

- Throughout the regular school year and the summer months, the Montana MEP provided individual support and instruction to help students pass competency and standards-based exams. Assessment results show that the number of migrant students scoring at the proficient or advanced level on statewide standards-based assessments decreased for reading, increased for language arts, and decreased for mathematics.
- Eighty-seven percent of the students receiving instruction on the Techmobile improved their technology skills. A highlight of this year's services on the Techmobile was the coordination with the *Summer Success: Reading and Math* curriculum. Students who participated in Summer Success were able to research different content areas using the Internet connection on the Techmobile and were able to apply their technology skills to Summer Success projects.
- Of the 302 students whose oral language proficiency was assessed, 87% (261 students) were identified as being limited in English proficiency. All of the MEP staff responding to a survey reported that English language learners improved their English proficiency as a result of the services provided in Montana.
- During 2003-2004, all MEP staff participated in professional development, which included state and national conferences, workshops, and ongoing training and support provided by fellow MEP staff. Staff participated in seven professional development activities during the year and received ongoing technology training from the Techmobile instructor and access to high quality educational materials through Project MASTERY. All MEP staff responding to a survey reported that professional development helped them more effectively perform MEP instructional and support services. In addition, staff reported that they gained knowledge of the topics presented at training sessions.
- Identification and recruitment efforts across the state resulted in migrant students having access to appropriate program services. All MEP staff responding to a survey reported that ID&R efforts in the state were of sufficient scope and quality. The accuracy and completeness of the COEs were verified, and all recruiters became more knowledgeable about identification and recruitment as a result of training.
- Inter/intrastate collaboration resulted in increased services to migrant students. Local MEP directors reported that their programs collaborated with numerous community agencies and various school programs. In addition, the SEA collaborated with other states for data collection, transfer, and maintenance of MEP student records, as well as through MEP consortium arrangements.
- Supportive and supplemental services were provided to migrant students to eliminate barriers that traditionally inhibit school 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. Services provided to students included special education, speech therapy, health services, translations and interpretations, advocacy and outreach, distribution of books and other literacy materials, and transportation.

In summary, the Montana Migrant Education Program offered individualized, needs-based services through a student-centered project. Direct services provided through the program improved students' learning and academic skills. The Program effectively provided services and systems to support Montana's migrant students. In addition, MEP staff were trained to better serve this population, MEP projects communicated with each other on an ongoing basis, community resources and programs helped to support migrant students, and local agencies expanded their capacity to meet the needs of Montana's mobile migrant population.

Purpose of the Evaluation

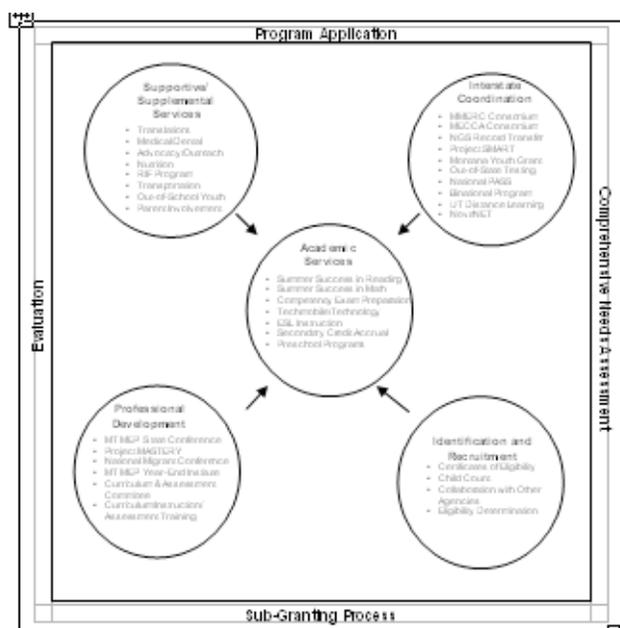
In 1966, Congress included language in the Elementary and Secondary Education Act (ESEA) to help the children of migrant farmworkers and establish the Office of Migrant Education (OME). Currently, programs that provide supplemental instruction and support services to children of migratory workers and fishers operate in 50 states, the District of Columbia, and Puerto Rico. These programs must comply with federal mandates as specified by Title I, Part C of the No Child Left Behind (NCLB) Act of 2001.

The new law governing all federally-funded educational programs 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. NCLB requires districts to provide comprehensive services through the coordination of and collaboration with locally-and federally-funded programs. Migrant funds must first be used to meet the identified needs of migrant children and must meet the intent and purpose of the migrant education program, which is supplemental in nature. These migrant funds must supplement and not supplant other local and state funding.

The State of Montana has established high academic standards for all students and holds the Montana public education system accountable for providing all students with a quality education that enables them to achieve to their full potential. Additionally, the purpose of the federal law (reference to Title I, Part C, section 1301, Education of Migratory Children of the ESEA) is to ensure that migratory children have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. Section 1001 further states, “The 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 a 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.”

To ensure that migrant children’s needs are adequately met, the Montana MEP with the assistance of Local Education Agencies (LEAs) and Local Operating Agencies (LOAs) conducted a comprehensive review of the migrant education program in Montana. The review focused on how to best address the unique needs of migrant students with Title I, Part C, funds taking into account the availability of other programs in which the children are eligible to participate. As a result of this study, the migrant program was redirected to focus on identification and recruitment; interstate collaboration; academic services; supportive and supplemental 2003-2004 Evaluation of the Montana Migrant Education Program

**Exhibit 1
Five Program Service Areas**



services; and professional development. Exhibit 1 presents a schematic representation of the migrant education program underscoring the five program service areas and its concentration on migrant students.

Sources of data for this evaluation report included onsite visits and observations by MEP staff and the project evaluator, anecdotal records, structured interviews with staff, data reporting forms, staff and parent surveys, and end-of-year reports. The goals of the evaluation were 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 Montana Office of Public Instruction staff to disseminate to policy makers and decision makers.

This evaluation provides summary information on the accomplishments made by staff and students at 15 Migrant Education Program sites in Montana. These accomplishments were examined based on project goals and objectives as outlined in the strategic plan. Following is a breakdown of when and where services were available to migrant students.

- The statewide recruiter/advocates, the Techmobile, and Project MASTERY served migrant students year-round.
- Polson served students only during the summer months.
- Lima served students only during the regular school year.
- Deer Lodge, Dillon, Fromberg, Glendive, Hardin, Huntley, Missoula, and Sidney served students during multiple terms (both summer and/or regular terms through direct services to students and participating in professional development during the regular school year).

The statewide recruiters were located in Hysham and the Techmobile was involved in a year-round technology program throughout the State and based in Billings. Exhibit 2 provides a graphic display of the locations of the participating migrant education programs in Montana. Exhibit 3 is a graphic representation of those schools who received Project MASTERY services during the 2003-2004 school year.

Exhibit 2
Map of Montana Highlighting the Migrant Education Programs

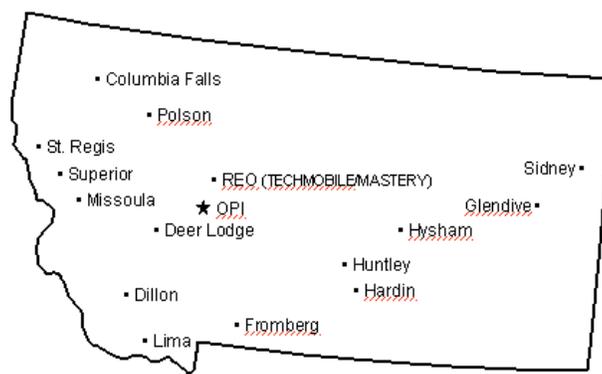
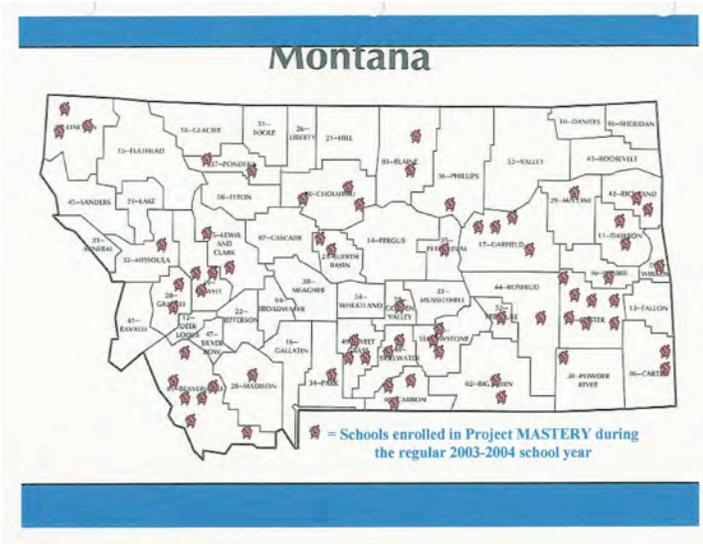


Exhibit 3
Map Highlighting the Locations of Schools Visited by Project MASTERY Staff



The remainder of this report is divided into three sections: Evaluation Design; Evaluation Results; and Implications. Supporting information is contained in the Appendices. Included are copies of the data collection forms, and project brochures and publicity. Exhibits are included throughout the report to clarify the text.

Evaluation Methodology

The evaluation of services in Montana that were implemented as part of the Migrant Education Program Strategic Plan includes both formative and summative data. The formative phase of the evaluation examined the planning and implementation of services in light of the degree of substantial progress that has been made toward meeting performance objectives. The summative evaluation phase examined the *demographics* of the Montana MEP and the dimensions of migrant student, parent, and staff participation; the perceived *attitudes* of those involved in the Montana MEP related to change, improvement, learning, and achievement; and the *accomplishments* and *outcomes* of the Montana MEP.

An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating Montana's MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migrant students. To evaluate the services, the external evaluators and/or project staff had responsibility for:

- # maintaining and reviewing interview records, contact logs, attendance sign-in sheets, and other anecdotal evaluation instruments;
- # conducting evaluation focus groups;
- # observing the operation of the projects and summarizing field notes about project implementation and/or participating in annual meetings; and
- # drafting an annual evaluation report to determine the extent to which performance objectives were met.

In order to gather information about the outcomes and effectiveness of the services provided to MEP students, primary evaluation questions were developed that align with each of the Montana's MEP performance indicators. These questions include:

Evaluation Questions that Address Student Achievement

1. Did migrant students achieve statistically significant gains in reading proficiency as measured by *Summer Success: Reading* assessments, Skills Tutor assessments, and STAR Reading results?
2. Did migrant students achieve statistically significant gains in math proficiency as measured by *Summer Success: Math* assessments and Skills Tutor assessments?
3. Did a larger percentage of migrant students become proficient in reading, language arts, and math on statewide standards-based assessments?
4. Did migrant students achieve statistically significant gains in technology skills as evidenced by scores on the Student Technology Use Self-Assessment?
5. Did LEP migrant students achieve statistically significant gains in English language proficiency as measured by both formal and informal language proficiency assessments?
6. Did migrant preschool children achieve statistically significant gains in their developmental skills as measured by the Pebble Soup Developmental Checklist?

Evaluation Questions that Address Secondary Credit Accrual

7. Did 100% of all migrant secondary students with credit deficiencies work with MEP staff to identify deficiencies, enroll in secondary coursework, and complete coursework?
8. Did at least 50% of students enrolled in a secondary education course complete the course(s) with a satisfactory grade within one year after enrolling?

Evaluation Questions that Address Building MEP Staff Capacity

9. Did MEP teachers achieve statistically significant gains in technology-related skills as evidenced by scores on the Teacher Technology Use Self-Assessment?
10. Did at least 80% of MEP staff report that MEP-sponsored staff development has helped them to more effectively perform MEP instructional and support services as measured by training evaluations?
11. Did 90% of the recruiters become more knowledgeable about ID&R as a result of participating in needs-based professional development and individualized technical assistance?
12. Did at least 90% of MEP staff become more knowledgeable about inter/intrastate collaboration as a result of participating in needs-based professional development and technical assistance?

Evaluation Questions that Address Improving MEP Services

13. Did at least 80% of MEP staff report that ID&R has been of sufficient scope and quality?
14. Did at least 80% of MEP staff report that inter/intrastate collaboration activities resulted in increased services to migrant students, as measured by responses on a staff survey?
15. Did at least 80% of MEP staff will report that supportive and supplemental services contributed to the success of migrant students, as measured by MEP staff surveys?

To report on the activities of the projects, the evaluation focused on four major areas: 1) the first, **program implementation** examined the extent to which services were implemented as proposed; 2) the second area, **professional development** looked at the extent to which high quality and appropriate staff development was provided in a systematic way; 3) the third area of **direct services to students and families** examined the quality and effect of services; and 4) the final area, **staff, parent, and student attitudes**, provided a summary of survey information related to the benefits of the Montana MEP.

Evaluation Results

The Montana Migrant Education Program (MEP) offered a number of innovative services and programs to migrant students in Montana as part of the *Montana MEP Plan of Service Delivery*. Services provided throughout the state were designed to facilitate continuity of instruction to students who migrate between Montana and other states (i.e., Texas and Washington) and in the state of Montana.

A total of 1,777 migrant students participated in services provided by the Montana Migrant Education Program during 2003-2004 (see Exhibit 4). Eighteen percent of these students were preschoolers, 40% were elementary students (K-5), 21% were middle school students (6-8), 12% were high school students, and 2% were out-of-school youth. Polson served the largest number of students (50% of all students served), followed by Project MASTERY (15%), and Missoula (13%).

**Exhibit 4
Number of Migrant Students Served During 2003-2004**

Site	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	OOS	Total
Deer Lodge	0	0	1	1	2	1	0	2	1	0	0	2	0	0	0	0	10
Dillon	0	2	1	2	2	2	1	3	1	2	0	0	0	0	0	0	16
Fromberg	2	2	2	0	1	1	4	3	2	2	5	1	1	0	1	0	27
Hardin	2	4	4	2	1	3	2	4	5	4	4	2	4	0	0	1	42
Huntley	6	8	5	5	8	5	13	3	8	4	2	3	3	5	0	1	79
MASTERY	0	0	22	24	42	39	26	29	28	25	16	10	5	4	3	4	267
Missoula	2	25	9	13	15	17	22	15	16	24	22	22	21	13	1	0	237
Polson	105	114	51	50	44	56	50	44	59	65	45	67	47	48	28	8	881
REO	3	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	5
Sidney	30	17	10	13	9	15	13	12	6	7	13	13	17	11	7	20	213
Total	150	172	105	112	124	129	131	115	126	133	107	120	98	81	40	34	1,777

When asked to rate the overall program of services provided to migrant students in Montana, all of the respondents rated the services as either “excellent” (65%) or “good” (35%). Service providers felt that the services provided to migrant students in Montana facilitated student achievement, and provided students with a number of opportunities to meet their individual educational needs.

Staff reported that the migrant program makes every effort to serve all migrant students in Montana. The program is constantly reevaluating and conforming to NCLB while striving to provide students with everything they need, including quality educational services, nutritional meals, health services, field trips, satisfactory building and transportation services, and caring adults to work with students. The students were exposed to new activities and ways of learning from a very knowledgeable and competent staff. The students had access to technology, useful materials, and educators who work with the students at their level and pace. On staff member stated: “The staff of the school was ready and willing to make this year the best it has ever been. Each part -- technology, music, PE, food service, Summer Success material, and staff – all made the program successful.

Staff also reported that students were able to receive more individual attention, and as a result, gained confidence and improved their self-esteem. Through the provision of services,

students were able to keep up their skills over the summer. Additionally, students were offered career counseling and job shadowing opportunities. Examples of staff comments about the effectiveness of the Montana MEP follow.

- *The cooperation within the program adds to the success of our students and provides a positive learning environment.*
- *Our staff is so determined to make a difference in all the students' lives. All staff want to see these students be the best they can be. The unity of the staff helps make this an excellent program.*
- *This program allows the young folks a safe, healthy learning environment so they are not out in the hot field all day.*
- *Children benefited from going to school and getting an education, making new friends, and learning to speak English a little better.*
- *What the young students are learning back home is being reinforced throughout the summer.*
- *There is more one-on-one time with each student. It made it easier for students to ask questions and get help if they needed it.*
- *I think Montana has a unified approach to helping migrant students. Also, we have a focus on math and reading that helps teachers prepare and plan.*

The following program descriptions provide indepth information about each of the MEP initiatives, including descriptions of services and an analysis of the data including demographics, student assessment results, and staff and student attitudes. For each initiative, the data were reported, analyzed, and summarized in with the results serving as the foundation for the Implications section of this report.

Impact of the Montana MEP Program on Students

Student achievement results for Montana's migrant students were collected in the areas of reading, mathematics, technology, English language skills, and developmental growth of young children.

Evaluation Question #1 - Did migrant students achieve statistically significant gains in reading proficiency as measured by *Summer Success: Reading* assessment, Skills Tutor assessments, and START Reading results?

Helping migrant students become proficient readers is one of the primary areas of focus of the Montana Migrant Education Program. *Summer Success: Reading* is a complete and comprehensive summer program designed to help struggling learners become fluent readers. *Summer Success: Reading* blends current research with time-tested best practices from successful reading teachers. Throughout the program, students received instruction in phonics, phonemic awareness, comprehension, fluency, and vocabulary development. Activities associated with implementing reading instruction follow.

- Administered pre-tests to students to gather baseline data on students' reading proficiency.
- Delivered supplementary reading instruction to meet the individual learning needs of migrant students.
- Fully implemented the *Summer Success: Reading* program.
- Used additional instructional materials including textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audio-visual materials, and software.
- Used scientifically-based researched reading methods and best practices.

- Administered post-tests to determine the extent to which students improved their reading proficiency.

The Montana MEP met the performance objective for reading instruction with migrant students achieving statistically significant gains in reading proficiency as measured by *Summer Success: Reading* assessments (p.<001). Three-fourths of the students pre/post-tested (160 students) improved their reading proficiency. A total of 215 migrant students were pre/post-tested with the *Summer Success: Reading* assessment during the summer of 2004. Due to the highly mobile nature of the migrant population, it is very difficult to obtain matched pre- and post-test scores, which accounts for a lower number of matched scores than the number of students served. Exhibit 5 lists mean pretest and post-test scores, mean gains, and the number and percent of students improving their reading proficiency. Scores are listed as percentages.

**Exhibit 5
Mean Scores and Gains on the *Summer Success: Reading* Assessment**

Site	N	Pretest	Post-test	Mean Gain	Significance (2-tailed)	# (%) Gaining
Deer Lodge	2	86.0	91.3	5.3	>.05	2 (100%)
Dillon	12	76.1	79.8	3.7	>.05	9 (75%)
Fromberg	7	77.1	87.9	10.8	<.01	7 (100%)
Hardin	16	68.1	71.3	3.2	>.05	7 (44%)
Huntley	41	74.6	88.6	14.0	<.001	38 (93%)
Missoula	62	78.9	86.8	7.9	<.001	32 (52%)
Polson	23	67.3	79.3	12.0	<.01	15 (65%)
Sidney/Glendive	52	70.0	86.4	16.4	<.001	50 (96%)
Total/Avg	215	73.7	84.8	11.1	<.001	160 (74%)

On average, students at all sites increased their reading proficiency between pre/post-testing. The average pretest score was 74 percentage points and the average post-test score was 85 percentage points – an average gain of 11 percentage points. Students in Sidney/Glendive increased their reading proficiency the most (average gain of 16 percentage points), followed by students in Huntley (average gain of 14 percentage points), and students in Polson (average gain of 12 percentage points). Individual student gains in reading proficiency ranged from 1 to 53 percentage points. Of the 55 students not improving their score, 41 remained at the same score, and 14 lost points between pre/post-testing.

In addition to *Summer Success: Reading*, students in Fromberg, Glendive, Hardin, Huntley, and Sidney received reading instruction through **Skills Tutor**. Exhibit 6 lists the mean pre/post-test scores, and mean gains for Reading Comprehension and Vocabulary. All scores are reported as percentages correct with mastery level being 80% out of a possible 100%.

**Exhibit 6
Skills Tutor Reading Results**

Subtest	N	Pretest	Posttest	Mean Gain	Significance (2 tailed)	# (%) Gaining
Comprehension	9	61.0	87.1	26.1	<.01	8 (89%)
Vocabulary	41	78.4	92.6	14.2	<.001	38 (93%)
Total	50	75.2	91.6	16.4	<.001	46 (92%)

Reading Comprehension A, B, & C – Seven of the nine students pre/post-tested (78%) improved their reading comprehension by an average of 26 percentage points during the summer of 2004. This gain was found to be statistically significant at the .01 level. The mean

post-test score was 87% which indicates that, on average, students scored at the mastery level in reading comprehension.

Reading Vocabulary A - Thirty-eight of the 41 students pre/post-tested (93%) improved their reading vocabulary by an average of 14 percentage points during the summer of 2004. This gain was found to be statistically significant at the .001 level. The mean post-test score was 93% which indicates that, on average, students scored at the mastery level in reading vocabulary.

Overall, migrant students improved their reading skills as a result of participating in services provided by the Montana Migrant Education Program. All but four of the students (92%) improved their reading skills by an average of 16 percentage points. In addition, 94% of the students scored at or above the mastery level of 80% on the post-test compared to 44% on the pretest.

MEP staff ratings of *Summer Success: Reading* were high. Staff reported that the curriculum was appropriate for meeting the learning needs of participating migrant students (mean rating of 4.0 out of 5.0), and helped migrant students improve their reading proficiency (mean rating of 3.5). Following are staff comments on the impact of the *Summer Success: Reading* program.

- *Enrichment from Great Source improved reading scores.*
- *Students have made significant gains in reading. Almost three fourths of the students made improvements or stayed the same.*
- *The first and second grade students learned a lot of reading skills.*
- *Ninety-three percent of our K-8 students showed gains in reading over the summer on the Summer Success assessment.*
- *Summer Success pre/post testing showed that 96% of our students showed gains.*

Evaluation Question #2 - Did migrant students achieve statistically significant gains in math proficiency as measured by *Summer Success: Math* assessments and Skills Tutor assessments?

Helping migrant students improve math scores is another primary area of focus of the Montana Migrant Education Program. *Summer Success: Math* is a complete and comprehensive summer school math program created to build students' confidence and proficiency in math. Aligned with the National Council for Teachers of Mathematics (NCTM) Standards, each grade-level specific kit is packed with everything a teacher needs to implement a full summer school course that introduces, reinforces, and reviews key math concepts for students. Activities associated with implementing math instruction follow.

- Administered pre-tests to students to gather baseline data on students' math proficiency.
- Delivered supplementary math instruction to meet the individual learning needs of migrant students.
- Fully implemented the *Summer Success: Math* program.
- Used additional instructional materials including textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audio-visual materials, and software.
- Used scientifically-based researched methods and best practices to help students learn math skills.

- Administered post-tests to determine the extent to which students improved their math proficiency.

The Montana MEP met the performance objective for math instruction with migrant students achieving statistically significant gains in math proficiency as measured by *Summer Success: Math* assessments ($p < .001$). Over 80% of the students pre/post-tested (179 students) improved their math proficiency. Exhibit 7 lists mean pretest and post-test scores, mean gains, and the number and percent of students improving their math proficiency. Scores are listed as percentages.

Exhibit 7
Mean Scores and Gains on the *Summer Success: Math* Assessment

Site	N	Pretest	Post-test	Mean Gain	Significance (2-tailed)	# (%) Gaining
Deer Lodge	2	45.0	72.3	27.3	>.05	2 (100%)
Dillon	12	76.1	79.8	3.7	>.05	7 (58%)
Fromberg	8	72.5	86.9	14.4	<.01	8 (100%)
Hardin	17	41.7	51.5	9.8	<.05	10 (59%)
Huntley	41	55.5	70.5	15.0	<.001	36 (88%)
Missoula	69	58.1	72.6	14.5	<.001	54 (78%)
Polson	27	55.3	69.7	14.4	<.001	24 (89%)
Sidney/Glendive	46	57.8	70.0	12.2	<.001	38 (83%)
Total/Avg	222	55.8	69.3	13.5	<.001	179 (81%)

On average, students at all sites increased their reading proficiency between pre/post-testing. The average pretest score was 56 percentage points and the average post-test score was 69 percentage points – an average gain of 13 percentage points. Students in Deer Lodge increased their math proficiency the most (average gain of 27 percentage points), followed by students in Huntley and Missoula (average gains of 15 percentage points), and students in Fromberg and Polson (average gains of 14 percentage points). Of the 43 students not improving their score, 22 remained at the same score, and 21 lost points between pre/post-testing.

In addition to *Summer Success: Math*, students in Fromberg, Glendive, Hardin, Huntley, and Sidney received mathematics instruction through Skills Tutor. Exhibit 8 lists the mean pre-test and post-test scores, along with the mean gains for Math A and B. Scores are reported as percentages where 80% represents mastery of the concept(s).

Exhibit 8
Skills Tutor Math Results

Subtest	N	Pretest	Posttest	Mean Gain	Significance (2 tailed)	# (%) Gaining
Math A	150	74.1	88.3	14.2	<.001	108 (72%)
Math B	45	55.9	82.6	26.7	<.001	39 (87%)
Total	195	69.9	87.0	17.1	<.001	147 (75%)

Math A – One hundred eight of the 150 students pre/post-tested (72%) improved their math skills by an average of 14 percentage points during 2004. This gain was found to be statistically significant at the .001 level. The mean post-test score was 88% which indicates that, on average, students scored at the mastery level in math.

Math B - Thirty-nine of the 45 students pre/post-tested (87%) improved their math skills by an average of 27 percentage points during 2004. This gain was found to be statistically significant

at the .001 level. The mean post-test score was 83% which indicates that, on average, students scored at the mastery level in math.

Overall, migrant students improved their math skills as a result of participating in services provided by the Montana Migrant Education Program. Three-fourths of the students improved their math skills by an average of 17 percentage points. In addition, 83% of the students scored at or above the mastery level of 80% on the post-test compared to 37% on the pretest.

MEP staff ratings of *Summer Success: Math* were high. Staff reported that the curriculum was appropriate for meeting the learning needs of participating migrant students (mean rating of 3.9 out of 5.0), and helped migrant students improve their reading proficiency (mean rating of 3.8). Following are examples of staff comments about the impact math instruction has had on participating migrant students.

- *Eighty-one percent of the students showed improvement or stayed the same.*
- *Almost 90% of K-8 students showed gains in Summer Success math.*
- *Summer Success pre/post testing revealed that 83% of the students participating in the program showed gains.*
- *Most of the students improved their math test scores.*
- *Summer Fun Math – work with fractions and decimals was intense. Hearing kids say, “I got it!” was a highlight for me.*
- *Math skills are being built.*

Evaluation Question #3 -- Did a larger percentage of migrant students become proficient in reading, language arts, and math on statewide standards-based assessments?

Throughout the regular school year and the summer months, the Montana MEP provided individual support and instruction to help students pass competency exams in Montana (the Montana Comprehensive Assessment System [MontCAS]), and in the two primary sending states of Texas (the Texas assessment of Knowledge and Skills [TAKS]) and Washington (WASL). Activities associated with implementing competency exam preparation follow.

- Gather MontCAS, TAKS, and WASL testing information needs for inter/intrastate migrant students in Montana.
- Deliver competency exam preparation to meet the individual learning needs of migrant students.
- Use additional instructional materials including textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audio-visual materials, and software.
- Use scientifically-based researched methods and best practices to help students become more successful on competency exams.
- Gather TAKS and WASL testing information from Texas and Washington to determine success rates.

Exhibit 9 lists the number and percent of migrant students proficient in reading, language arts, and mathematics on statewide competency exams in the spring of 2003 and in the spring of 2004.

Exhibit 9
Number and Percent of Migrant Students Scoring Proficient
on Statewide Competency Exams

Subject	2003		2004	
	# Tested	# (%) Proficient	# Tested	# (%) Proficient
Reading	258	160 (62%)	429	202 (47%)
Language Arts	36	18 (50%)	249	148 (59%)
Mathematics	260	174 (67%)	411	240 (58%)
Total	554	352 (64%)	1,089	590 (54%)

Results show that the number of migrant students scoring at the proficient or advanced level on statewide standards-based assessments decreased for reading, increased for language arts, and decreased for mathematics. In 2004, 47% of the students scored proficient or advanced in reading, 59% in language arts, and 58% in math. Just over half of the migrant students scored at the proficient or advanced level in all three subject areas in 2004 compared to 64% in 2003. These results should be interpreted with caution as the scores are not matched, and there are twice as many students with scores in 2004 than in 2003. While not supported by these data (except for language arts), all MEP staff responding to a survey reported that migrant students demonstrated higher rates of success on statewide competency exams.

Evaluation Question #4 – Did migrant students achieve statistically significant gains in technology skills as evidenced by scores on the Student Technology Use Self-Assessment?

The TECHMOBILE facilitates migrant student learning via technology throughout Montana. The TECHMOBILE is a completely mobile computer facility staffed by a specially-trained instructor to offer the latest in technology-based educational courses in a self-paced, interactive learning environment. Through the TECHMOBILE, students participated in hands-on learning; strengthened their skills in the content areas; and learned about computers, multimedia, and CD-ROM technologies. Problem solving was promoted as well as learner-centered exploration and research. Activities to implement the TECHMOBILE/technology integration follow.

- Once the TECHMOBILE arrives in each summer MEP, pretest the students to gather baseline data.
- Provide hands-on learning of curriculum in the content areas and teach students about computers, multimedia, and CD-ROM technologies.
- Use scientifically-based researched methods and best practices to help students increase their knowledge of technology and their use of technology to learn.
- Post-test the students to determine the extent to which instruction helped students improve their technology-related skills prior to the TECHMOBILE departing each summer MEP.

During 2003-2004, the TECHMOBILE visited all of the migrant education programs during the summer months and Missoula during the regular school year. TECHMOBILE visits ranged from one day (Dillon) to 10 days (Polson and Sidney) and provided students with a total of 42 days of instruction (plus two during the regular school year) from June 2 to July 30, 2004. Exhibit 10 shows the number of students served by the TECHMOBILE during 2003-2004.

Exhibit 10
Number of Students Served by the TECHMOBILE

Location	# Students	# Days	Dates Visited
Dillon	16	1	7/1/04
Fromberg	11	2	6/28-29/04
Hardin	39	5	6/7-11/04
Huntley	44	5	6/21-25/04
Missoula (summer)	89	5	7/12-16/04
Missoula (regular year)	35	2	11/15/03 & 2/21/04
Polson	92	10	7/19-30/04
Sidney	136	10	6/14-18/04 & 7/5-9/04
Wibaux	12	3	6/2-4/04
Total	474	43	

While visiting the TECHMOBILE, students participated activities that aligned with the Summer Success curriculum. Students incorporated visual learning techniques including PowerPoint, scanning photographs, and using digital cameras. High school students accessed placement tests, career interest inventories, college websites, and online coursework. Students also visited the TECHMOBILE website at <http://www.reomontana.org/techmobile.htm> to learn about the Internet and explore/develop websites. The following is a narrative written by the TECHMOBILE instructor highlighting the activities conducted on the TECHMOBILE.

Thanks to Bruce Day, Executive Director of Rural Employment Opportunities, and Angela Branz-Spall, State Migrant Education Program Director, and their successful grant application to the Beaumont Foundation, the Techmobile had a brand new wireless computer lab and six new digital cameras. The new equipment opened doors for several lessons. The first were lessons involving photography that I hadn't taught since we worked with Polaroid cameras. The digital cameras offered the instantaneous pictures, which are useful when teaching photography skills; and poor pictures can be erased without wasting expensive film. I was also able to teach even first and second graders how to hook up the digital camera and transfer images to the computer.

One of the lessons we did was a PowerPoint story book. I took children's stories and recreated their pages on PowerPoint slides using clip art and scans. The students read or listen to the story and make predictions about what will happen next, show their understanding by manipulating text and graphics and retell the story to their peers. The students loved the story and loved even more that they could interact with it to show their interpretation of events. All the while they were learning computer skills like graphics manipulation, formatting, and file management, but that was secondary to the thrill of the story. The last page of "The Little Polar Bear" by Hans DeBeer, I intentionally left blank and told the students that they would use the digital cameras to fill in the missing picture. While we were outside taking pictures, the student saw a wild rabbit that fit in perfectly with the story. We all crept around trying to be as silent as possible so as not to disturb it and hopefully catch a great shot. They learned how to use the zoom and where to stand so that the light was just right. Then they were able to insert the picture into their story, print it out and take it home to share with parents and siblings. On parent night, the pink bus was packed with kids and parents as students who could barely use a mouse at the beginning of the week were opening PowerPoint presentations and clicking through slides, excited to share what they had accomplished during summer school. One parent made this comment

about her seven-year-old son, “He’s going to have to show me how to use the computer now!”

I also did a photo journal lesson during which the students learned about contrast and perspective. The digital cameras proved to be a real motivating tool and helped kids become engaged in the learning process and work harder to accomplish the task set before them. David, a second grader in Polson made this particularly evident. He spoke very little English and spent most of his time with his head down or staring into space. Even speaking to him in Spanish didn’t help much. However, when it came time to use the cameras, he blossomed. As soon as he took a picture with the opposites in it for the contrast portion, he would run over and show me what he had taken. Later, back in the classroom, we were debriefing and talking about the pictures we had taken. David spoke in Spanish and told about everything that he had done. It was the first time that I had heard him speak up in class. He knew that he had accomplished something, and that gave him the confidence to talk about it.

In order to determine the extent to which students improved their technology skills as a result of participating in activities on the TECHMOBILE, a pretest and post-test were given to students during the summer months (see Attachment A). Exhibit 11 lists the number and percent of students improving their proficiency. The levels of proficiency include Novice (*I am willing to learn but have very little experience*), Near Proficient (*Understand the basics but still need significant help*), Proficient (*Able to perform tasks independently*), and Advanced (*Able to complete tasks independently and exceed expectations*). The five skill areas assessed included basic computer operations, using the Internet, managing files on the computer, giving presentations using computers, and using graphics programs. In total, 319 students were pre/post-tested (67% of those visited).

Exhibit 11
Number and Percent of Students Scoring Proficient or Advanced on the Student Technology Assessment

Grade	N	# (%) Prof/Adv Pretest	# (%) Prof/Adv Posttest
PreK	37	0 (0%)	8 (22%)
K	31	0 (0%)	20 (65%)
1	43	0 (0%)	43 (100%)
2	48	3 (6%)	48 (100%)
3	31	2 (6%)	30 (97%)
4	32	2 (6%)	32 (100%)
5	34	5 (15%)	34 (100%)
6	26	12 (46%)	26 (100%)
7	8	4 (50%)	8 (100%)
8	20	3 (15%)	20 (100%)
9-12	8	5 (63%)	8 (100%)
Total	318	36 (11%)	277 (87%)

Eighty-seven percent of the students pre/post-tested improved their technology skills and scored proficient or advanced after participating in services on the TECHMOBILE. All of the students in grades 1-2, 4-8, and 9-12 improved their skills. The low number of preschoolers reaching proficiency is expected given that the instrument used to assess preschoolers contains benchmarks for second grade. Progress for preschoolers can be seen in the number of students moving from novice to near proficient, which is appropriate for their age. Of note is that all of the 37 preschoolers scored at either near proficient (78%) or proficient (22%) on the

post-test. Exhibit 12 compares these same pre/post-test results by the different skills assessed.

Exhibit 12
Mean Scores of Students on the Student Technology Assessment (n=319)

Skill Assessed	# Pts Poss	Mean Pre	Mean Post	Mean Gain	Significance (2-tailed)	# (%) Students Gaining
Basic Computer Operation	4	1.8	3.2	1.4	<.001	305 (96%)
Responsible Use	4	1.7	3.0	1.3	<.001	313 (98%)
File Management	4	1.7	3.2	1.5	<.001	319 (100%)
Hardware Knowledge	4	1.7	3.3	1.6	<.001	319 (100%)
Software Applications	4	1.7	3.1	1.4	<.001	318 (99%)
Total Assessment	20	8.6	15.8	7.2	<.001	319 (100%)

On average, students were below proficiency on the pretest and proficient on the post-test. Mean gains ranged from 1.3 points (responsible use) to 1.6 points (knowledge of hardware). For all items on the assessment, students gained an average of 7.2 points between pre/post-testing. This gain was found to be statistically significant at the .001 level. All students gained anywhere from two points to 14 points (out of 20 points). The mean score on the pretest was nine points (near proficient) and on the post-test it was 16 points (advanced).

The activities of the TECHMOBILE also were rated by Montana Migrant Education Program (MEP) staff including directors, teachers, and paraprofessionals. Twenty two teachers reported that migrant students increased their technology skills as a result of instruction received on the TECHMOBILE (mean rating of 3.9 out of 5.0). Ratings were based on a scale from one to five where one is “not at all”, two is “very little”, three is “somewhat”, four is “a lot”, and five is “very much”.

Staff rated highly the extent to which the TECHMOBILE helped increase students’ technology skills (mean rating of 3.9 out of 5.0) as well as staff’s knowledge (mean rating of 3.3). All of the MEP staff responding indicated that they and their students enjoyed the experience on the TECHMOBILE. When asked to indicate the highlights of the summer migrant program, numerous staff mentioned the TECHMOBILE. They indicated that the lessons built upon the themes addressed by the curriculum and assigned projects, thereby, further extending the students’ learning during the summer. Staff stated:

- *The Techmobile greatly interested students and enhanced their learning.*
- *Students made a storybook and learned how to insert digital pictures.*
- *Migrant students spent time improving their technology skills on the Techmobile.*
- *The technology program is always great and improves each year.*

MEP site directors reported that the TECHMOBILE was very successful for exposing migrant children to technology. Additionally, they indicated that the TECHMOBILE experience was thoroughly enjoyed by the migrant students. Site directors reported that coordination of TECHMOBILE instruction with the Summer Success lessons really helped to enhance student learning during the summer months. Students who participated in Summer Success Reading and Math were able to research different areas of content using the Internet connection on the TECHMOBILE and were able to apply their technology skills to Summer Success projects. Examples of MEP site director and staff comments follow.

- *Students significantly improved their technology skills during Marty’s weeklong classes/lessons on the Techmobile.*
- *All students are provided with opportunities to improve their technology skills.*
- *Use of computers on the Techmobile and regular access to computers in the schools helped students improve their basic computer skills.*

Evaluation Question #5 - Did LEP migrant students achieve statistically significant gains in English language proficiency as measured by both formal and informal language proficiency assessments?

Assistance to migrant students in grades K-12 who are limited in English proficiency (as measured by a valid and reliable assessment of English proficiency) is provided through ESL instruction focused on comprehension, speaking, listening, reading, and writing. Typically, instructional staff provided services for 15-50 minutes each day for 3-5 days per week for the length of time the students were enrolled in this supplementary program. Instructional materials included ESL curriculum, language development books and software, and other supplementary materials that support making the classroom content comprehensible. Activities to implement ESL instruction follow.

- Once students arrived in Montana, staff pretested them to gather baseline data on language proficiency using the SOLOM if no other language proficiency score was available.
- Delivered ESL instructional services for 15-50 minutes/day during the summer program.
- Used instructional materials including textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audio-visual materials, and software.
- Used scientifically-based researched ESL methods and best practices for LEP students including sheltered content instruction, language experience approach, Total Physical Response [TPR], jigsaws, cooperative learning, webbing, and theme-based learning.
- At the end of the summer program, post-tested LEP students to determine gains in language proficiency.

Almost 700 migrant students (38% of all students) were identified as being limited in English proficiency. Exhibit 13 lists the number of LEP migrant students identified at each project site. All students in Deer Lodge and Dillon were LEP, as well as 68% of the students in Missoula.

**Exhibit 13
Number of Migrant Students Identified as Being Limited English Proficient**

Location	# Students Served	# (%) LEP
Deer Lodge	10	10 (100%)
Dillon	16	16 (100%)
Fromberg	27	4 (15%)
Hardin	42	11 (26%)
Huntley	79	11 (14%)
MASTERY	267	70 (26%)
Missoula	237	160 (68%)
Polson	881	293 (33%)
REO	5	0 (0%)
Sidney/Glendive	213	100 (47%)
Total	1,777	675 (38%)

Language proficiency scores were available for 302 of the 675 students identified as being LEP. Exhibit 14 lists the results of language proficiency assessments. Results were based on the SOLOM if no other language proficiency score was available. Otherwise, staff collected language proficiency assessment results from sending states' databases.

Exhibit 14
Migrant Students' English Language Proficiency Level Scores

Location	1-2	3	4-5	Total
Fromberg	3 (75%)	1 (25%)	--	4
Hardin	10 (100%)	--	--	10
Huntley	5 (46%)	3 (27%)	3 (27%)	11
Missoula	42 (30%)	72 (52%)	25 (18%)	139
Polson	23 (59%)	3 (8%)	13 (33%)	39
Sidney	61 (62%)	38 (38%)	--	99
Total	144 (48%)	117 (39%)	41 (14%)	302

Almost half of the students with assessment results were non-English speaking (48%), 39% were limited English proficient, and 14% were proficient in English. All sites but Missoula had larger concentrations of migrant students with little or no English language skills.

All of the staff responding to a survey reported that English language learners improved their English proficiency. Staff reported that the summer program provided students with an opportunity to learn in English and their own language. Other languages spoken during the summer migrant program included Hmong, Russian, and Spanish. One staff member stated: *"All students made gains in their language skills this summer."*

Evaluation Question #6 - Did migrant preschool children achieve statistically significant gains in their developmental skills as measured by the Pebble Soup Developmental Checklist?

Instruction to migrant preschool children (ages 3-4) was provided through a developmentally appropriate skills-based program called Pebble Soup/Explorations/Exploraciones that emphasizes language development, fine and gross motor development, social skills, reasoning and problem solving, and reading readiness. The program is full of stories, songs, plays, and projects that encompass a variety of curriculum areas, from math to music, with a particular focus on developing early literacy skills. It serves as a tool for MEP teachers that builds on children's natural interests, helps them develop a variety of skills, and explore a wide range of knowledge. Activities to implement preschool instruction follow.

- Contact parents to assure that all eligible preschool children are registered in the MEP program and receiving early childhood education.
- Pretest preschool children to gather baseline data.
- Provide preschool instruction to young children that emphasize research-based developmentally appropriate skills in literacy, social, language, cognitive, and motor development.
- Use scientifically-based researched instructional methods and best practices to facilitate preschool children's development and become more ready for school.
- Post-test preschool children to determine increases in developmental skills prior to the end of their participation in the Montana MEP.

Four preschool students participating in the summer MEP were assessed with the Pebble Soup Assessment in reading and math. Exhibit 15 lists the results of this assessment

including the mean pretest and post-test scores, the mean gain for both reading and math, and the number and percent of students improving their score between pre/post-testing.

Exhibit 15
Summary of Preschoolers' Pebble Soup Assessment Results

Subject	N	Mean Pretest	Mean Posttest	Mean Gain	Significance (2-tailed)	# (%) Gaining
Reading	4	58.8	73.8	15.0	>.05	3 (75%)
Math	4	54.1	63.9	12.8	>.05	4 (100%)

Since only four students were assessed, their results were not found to be statistically significant. Three of the four students assessed increased their developmental skills by an average of 15 points in reading and 13 points in math.

All MEP staff reported that Pebble Soup was appropriate for meeting the learning needs of preschool students, and preschool children increased their developmental skills as a result of the program. One staff member stated: *“My students (ages 1-4) enjoyed doing the Pebble Soup song. We incorporated actions to go along with the music. The students were great at learning songs and rhymes.*

Impact of the Montana MEP Program on Secondary Students

The impact of the Montana MEP on secondary students looks at the types of services provided to students with credit deficiencies as well as the types and numbers of courses completed as a result of this assistance.

Evaluation Question #7 – Did 100% of all migrant secondary students with credit deficiencies work with MEP staff to identify deficiencies, enroll in secondary coursework, and complete coursework?

All staff responding to a survey reported that credit deficient secondary students enrolled in and completed secondary coursework during 2003-2004. MEP staff continuously obtain records and educational data from schools in which migrant students have previously been enrolled in order to obtain information about students' credit accrual. All migrant students in grades 9-12 were contacted directly by MEP staff to discuss deficiencies in graduation requirements listed on the educational record. Supplemental instructional programs available to secondary students included NovaNET, PASS, and UT Distance Learning. Activities to implement services to support secondary credit accrual follow.

- Contact all secondary-aged migrant students to identify any deficiencies that would prevent high school graduation.
- Assist secondary-aged migrant students to prepare a high school graduation plan.
- Provide appropriate tutoring and other education and support services to secondary students enrolled in courses.
- Enroll students in secondary education coursework, process the proper forms, order courses, establish student files, and transfer records of students coursework achievement.
- Use scientifically-based researched instructional methods and best practices to help secondary students pass coursework.
- Report secondary student course completion rates to the SEA.

MEP staff reported that all students with credit deficiencies were served in programs throughout Montana. For those students with information on credit deficiencies, 77% had credit deficiencies. Information was reported for about 47% of the secondary students served by the Montana MEP. Exhibit 16 lists the number of students with credit deficiencies at each grade level.

**Exhibit 16
Montana Migrant Secondary Students with Credit Deficiencies**

Grade	N	Less than 1 yr behind class	1-2 yrs behind class	2+ yrs behind class	Total
9	45	1 (3%)	34 (92%)	2 (5%)	37 (82%)
10	53	1 (3%)	37 (97%)	0 (0%)	38 (72%)
11	40	1 (3%)	30 (97%)	0 (0%)	31 (78%)
12	22	0 (0%)	15 (100%)	0 (0%)	15 (68%)
OOS	12	3 (27%)	4 (36%)	4 (36%)	11 (92%)
Total	172	6 (5%)	120 (91%)	6 (5%)	132 (77%)

Five percent of the students were less than one year behind their high school class, 91% were 1-2 years behind their high school class, and 5% were more than two years behind their high school class.

After students arrived in Montana, teachers contacted homebase schools for information on each student. Teachers spoke with counselors about credit deficiencies, competency exam results, and other educational concerns. Based on these conversations, students were then placed in the coursework that addressed their greatest needs. Following is a list of the courses in which students were enrolled during the summer of 2004.

- Business Management
- English (1B, 2A, 2B, 3A)
- Health
- Math (Algebra 1A, Geometry 1A)
- Social Studies (Economics, World Geography)

In Polson, secondary students received Secondary Youth Gear Bags. The intent of these bags was to facilitate secondary student identification and recruitment. **Forty** gear bags containing a small supply of personal care products and a booklet of information and resources about education, employment, health, and legal issues were distributed to students. MEP staff reported that the bags were well received by the students.

Evaluation Question #8 – Did at least 50% of the students enrolled in secondary education course complete their course(s) with a satisfactory grade within one year after enrolling?

All but one of the students (26 students) completed the course in which they were enrolled and received secondary credit. According to MEP staff, efforts to help secondary students earn high school credits was a key component of the 2004 summer project. MEP staff reported that they provided students with access to online coursework (NovaNET, UT, SMART) and provided them with individualized instruction and support to ensure their success. As a result, students were able to complete courses and receive semester credits in a number of different courses listed in Exhibit 17. Two additional students participated in Algebra IA and Geometry A and received partial credit.

Exhibit 17
Secondary Courses Completed by Migrant Students

Course	# Enrolled	# (%) Completed	Average Grade
Business Management	3	3 (100%)	85%
English (1B, 2A, 2B, 3A)	4	4 (100%)	84%
Health	5	5 (100%)	82%
Math (Algebra 1A, Geometry 1A)	3	3 (100%)	90%
Social Studies (Economics, World Geography)	5	4 (80%)	84%
Spanish (1A, 1B, 2B, 3A)	7	7 (100%)	--
Total	27	26 (96%)	85%

Montana Youth Program – The Montana Youth Program was instrumental in supporting the learning needs of secondary students as they worked on secondary coursework. In addition, the program provided students with assistance on postsecondary education and careers. A total of 52 secondary students participated in the program which included opportunities for secondary credit accrual, skills building, GED preparation and testing, statewide proficiency testing preparation, and career and college awareness, and portfolio development.

Project staff reported that of the 52 students participating, all received employment skills training, mentoring, and computer training. In addition, students received a number of other types of assistance from MEP staff during 2003-2004. Exhibit 18 lists the number and percent of students receiving each type of assistance.

Exhibit 18
Number/Percent of Secondary Students Receiving Assistance
Through the Montana Youth Program (n=52)

Type of Service/Assistance	# (%) Students
Basic Education Skills	36 (69%)
Computer Training	52 (100%)
Employment Skills Training	52 (100%)
ESL Instruction	2 (4%)
GED instruction	2 (4%)
Leadership/Life Skills	31 (60%)
Mentoring	52 (100%)
Postsecondary Education	8 (15%)
TEKS Assistance	33 (63%)
Tutoring	36 (69%)

MEP staff evaluations of the Montana Youth Program were very positive. Several categories received perfect mean ratings of 3.0 including the youth program was extremely beneficial to the participants, the career awareness part of the program was effective for the graduates, paying students was an effective incentive, and participants would like to attend next year's program.

MEP student evaluations also were very positive. Two categories (paying students was an effective incentive and participants would like to attend next year's program) received perfect mean ratings of 3.0. In addition, students strongly agreed that the youth program and basic education component were very beneficial (mean ratings of 2.9 each out of a possible 3.0). Lowest rated was mentor teachers from Texas made a significant contribution to the program with a mean rating of 2.3.

When asked to rate various elements of the program, students highly rated basic education, student compensation, leadership training, and career training followed by support services, job shadowing, and using mentor teachers. Students reported that the best parts of the 2003-2004 Evaluation of the Montana Migrant Education Program

program were receiving credit and money for school, attending the leadership training, and the learning experience. However, students disliked the large class sizes, the low compensation, and the decreased budget. Likewise, students suggested that the program could be improved by increasing the budget, student pay, and the number of teachers and hands-on activities.

Thirty-one students participated in the Leadership Conference held during the summer. Students participated in a day-long conference that included a keynote speech from a motivational speaker, several leadership-building activities, and opportunities for students to practice public speaking skills. Students rated the conference as either good (36%) or excellent (64%). When asked what they enjoyed about the conference students indicated that they liked meeting new people, the activities, working in teams, and the staff. Individual students indicated that they enjoyed, *“That we all laughed and had fun,” “That our group communicated to accomplish our school work,”* and *“Learning so much that I did not know.”* Students indicated that they learned about their personal strengths, the importance of communication and values, and leadership skills. Individual students reported that they learned *“The true meaning of leadership”* and *“How to interact with other people.”*

When asked for suggestions to improve the conference, students recommended changing the length of the conference, increasing the number of games, and introducing new activities. The majority of students indicated that the conference was too short.

MEP staff and facilitator evaluations of the conference also were very positive. All eight staff responding reported that the conference was a good learning experience for students, and the activities were effective in teaching leadership skills. They reported that the information presented during the conference will help students set future personal/career goals. When asked about the effectiveness of leadership activities, participants reported that the activities were effective yet also repetitive for students who have attended the conference more than once. Participants commented, *“I think it is very effective. You can see their self-esteem improve in the afternoon”* and *“I think the activities were beneficial.”*

Impact of the Montana MEP Program on MEP Staff

Professional development is an essential component of the Montana MEP necessary to aid staff who are providing instructional and support services. All MEP staff take part in professional development that allows them to more effectively and efficiently serve migrant students who are enrolled in the Montana MEP. Professional development takes many forms including statewide conferences and institutes; MEP director meetings; workshops; technology training and assistance; curriculum evaluation and design; Project MASTERY staff training and demonstration; mentoring and model teaching; and attending local, regional, and national conferences.

Three primary events make up the professional development provided to migrant staff in Montana. These included the Montana Migrant Education State Conference, the National Migrant Education Conference, and the Montana Year End Institute. In addition, MEP and regular classroom staff who teach migrant students receive ongoing professional development provided by Project MASTERY staff and the SEA.

Montana Migrant Education State Conference -- This conference, supported by the Montana MEP, usually takes place mid-May, prior to the implementation of the summer migrant education programs. The purpose of this conference is to prepare staff for the upcoming summer program and provide hands-on training on new technology and instructional programs, provide training about updates to the New Generation System (NGS), and provide training for new Project SMART lessons.

National Migrant Education Conference -- Each spring, a number of MEP directors and primary site staff attend this conference coordinated by the National Association of State Directors of Migrant Education (NASDME). This conference provides staff with the opportunity to select from hundreds of sessions addressing migrant education, time to network with other MEP staff, and a chance to learn about the most current information about the migrant education program.

Montana Year End Institute -- At the end of the summer program, migrant program directors and key project staff gather to discuss the successful attributes of summer programs and target areas for improvement. Each site and program shares information about their summer program including context, overview of services provided, and outcomes. The outcomes include lessons learned, gains, achievements, and successes. Occurring so closely to the end of the summer programs, this institute facilitates the continued improvement of the Montana MEP.

Project MASTERY (Mobile Access for Students and Teachers to Educational Resources Year Round) -- Project MASTERY provides access to high quality education materials for migrant students in small schools in rural areas. Because of low enrollments, small rural schools rarely have the opportunity to buy new education materials, especially at the volumes available through the Minnesota Migrant Educational Resource Center (MMERC). Project MASTERY employs two full-time certified migrant teachers who visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops all across the fourth largest state in the U.S.

Curriculum and Assessment Committee -- The Curriculum and Assessment Committee was convened to select research-based resources that reflect best practices in implementing the No Child Left Behind (NCLB) Act of 2001. Lead by the State Migrant Director and chaired by an MEP director, this committee of project directors and teachers met to select and discuss core curriculum materials and resources for the migrant education program. The committee decided that the final curricula would need to be aligned with the state content and performance standards, be feasible for a two to eight week summer program, and be aligned with the requirements of NCLB. Once the adoption of curricular materials was complete, the committee continued to convene to review the effectiveness of the chosen materials, address any ongoing issues related to content instruction, and provide ongoing training as needed.

Activities to implement professional development follow.

- Professional development including statewide MEP conferences and MEP director meetings will be designed and delivered based on staff needs assessment results.
- Scientifically-based researched methods and best practices in professional development will be used to design and deliver professional development to Montana MEP staff.
- All professional development activities will be evaluated for their effectiveness.
- MEP staff will participate in the National Migrant Education Conference.

Evaluation Question #9 – Did MEP teachers achieve statistically significant gains in technology-related skills as evidenced by scores on the Teacher Technology Use Self-Assessment?

Another goal of the TECHMOBILE is to increase the technology skills of MEP staff. In order to determine the extent to which teachers gained technology skills, they took the Billings Technology Skills Survey on Profiler. **Profiler** helps groups of individuals improve their skills around a general topic by inspiring cooperation and collaboration among teachers and students within a school. The Billings Technology Skills Survey shows the level at which teachers are comfortable with technology, as well as provides for a means for assessing teachers' needs related to technology skills training. Exhibit 19 lists the baseline results for teachers taking the survey. Ratings are based on a scale from zero to four.

- 0 – Do not know how to do this skill.
- 1 – Have only observed and/or not comfortable with this skill.
- 2 – Have attempted and used this skill.
- 3 – Have practiced and am comfortable with this skill.
- 4 – Have mastered and could share with others how to use this skill.

Exhibit 19
Teachers' Baseline Results on the Billings Technology Skills Survey (N=35)

Survey Question	Avg Response
BASIC OPERATIONS AND CONCEPTS	
1. Open, close, re-size, move, and switch between windows.	3.4
2. Create, name, and save a document in a selected folder.	3.3
3. Switch from one application program to another when more than one program is open (multitasking)	2.9
4. Use the Find command to find documents, folders, programs.	3.0
WORD PROCESSING	
5. Enter, edit, and change the appearance of text (font, size, style, color)	3.4
6. Copy, cut, paste, and move blocks of text	3.0
7. Undo an unwanted action	2.9
8. Change text alignment (centered, left-justified, right-justified)	3.1
9. Change line spacing	3.0
10. Set margins and tabs	2.6
11. Insert/remove a header, footer, and page break	2.4
12. Add columns to document	2.4
13. Insert media elements (graphics, images, clip art) into a document	2.5
14. Resize and reposition media elements between Text and Draw functions	1.7
15. Use word processing writing tools (e.g., spell checker, thesaurus, word count)	3.0
16. Insert and manipulate a table within a word document	1.8
INTERNET COMMUNICATIONS	
17. Compose and send an email message	3.5
18. Reply to and forward a message	3.5
19. Delete a message	3.4
20. Send a message to several people at once by including additional addresses in the message	3.0
21. Send and receive attachments	3.0
22. Create and use an address book	2.8
23. Create a group address to send email to frequently used addresses or to several people at once	1.8
24. Create folders within email and save messages in them	1.8
25. Add signatures to outgoing messages	1.0
WORLD WIDE WEB	
26. Use a web browser to browse a website (e.g., follow links, move forward and backward)	2.7
27. Use the Go or History command to return to sites/pages previously visited	2.4
28. Save the URL of a website so you can return at a later time (bookmarks, favorites, hot lists)	2.6
29. Use Boolean phrases with an Internet search engine to find specific information	1.1
30. Download and save files from the WWW (text, graphics, PDF)	2.1
31. Decompress/unstuffy files	1.1
32. Use a webpage authoring program (e.g., HomePage, Word, or FrontPage) to create a webpage	0.7
33. Use FTP (Internet File Transfer Protocol) to upload files on your local computer to a remote server	0.5

Survey Question	Avg Response
34. View the Source of web documents in order to reveal their HTML coding	0.5
35. Edit HTML tags in the source document for a webpage	0.5
MULTIMEDIA	
36. Use painting and drawing tools to create, color, and edit images and graphics	1.8
37. Use a scanner and digital camera with associated software to obtain, edit, and compress images	1.7
38. Use a camcorder to capture, edit, and compress digital video	1.0
39. Use an authoring program (e.g., HyperStudio, iMovie) to create a hypermedia presentation that includes at least 3 media elements (e.g., graphic, digital photo, sound, animation)	1.4
40. Connect and use video output device (e.g., LDC project, scan converter) to display a multimedia presentation on a large screen	1.0

Teachers reported that they do not know how to do four of the skills assessed (items 32-35), and have only observed and/or are not comfortable with 12 of the skills assessed (items 14, 16, 23-25, 29, 31, and 36-40). Teachers have attempted and used 11 of the skills assessed (items 3, 7, 10-13, 22, 26-28, and 30), and teachers reporting having practiced and being comfortable with 13 of the skills assessed (items 1-2, 4, 5-6, 8-9, 15, and 17-21). These results show that staff training needs primarily address multimedia, and the World Wide Web. Specifically, ratings show that the greatest need for training is on using a webpage authoring program to create a webpage, using FTP to upload files, viewing the source of web documents in order to reveal their HTML coding, and editing HTML tags in the source document for a webpage.

Technology training provided to teachers during 2003-2004 was provided by the TECHMOBILE instructor as well as other trainers during individual, site-based, project-wide, and statewide training. MEP staff rated highly the extent to which they increased their technology skills as a result of participating in training (mean rating of 3.3 out of 5.0). Teachers stated:

- *Workshops conducted by trained instructors have improved our technology skills.*
- *The technology instruction provided by Marty, Richard, and other staff has significantly increased knowledge of our technology-related skills.*
- *We've been given technology training at workshops, plus I have taken several technology-related courses and workshops on my own.*
- *Staff worked with Marty Jacobson and they learned how to create PowerPoint presentations for instruction.*
- *Training provided at schools has helped improve our skills immensely.*
- *Through NGS and continued work with data, technology skills are enhanced.*

Evaluation Question #10 – Did at least 80% of MEP staff report that MEP-sponsored professional development has helped them to more effectively perform MEP instructional and support services?

All MEP staff responding to a survey reported that professional development helped them more effectively perform MEP instructional and support services. Exhibit 20 lists the professional development activities in which staff participated during 2003-2004. Included is the date, the topic/title of the training, the location, and the number of MEP staff attending. Ratings are based on a scale from one to five where one is “poor” and five is “excellent”.

**Exhibit 20
Professional Development Provided to Montana MEP Staff**

Date	Topic/Title	Location	# Staff	Mean Rating
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1/30/04	Annual Summer MEP Application Workshop	Helena, MT	15	3.0 (out of 3.0)
4/17/04	New Generation Training	Helena, MT	17	4.9 (out of 5.0)
5/1/04	New Policies/Procedures Training	San Antonio, TX	8	4.7 (out of 5.0)
5/2-5/04	National Migrant Education Conference	San Antonio, TX	8	3.0 (out of 3.0)
5/14-15/04	Montana MEP State Conference	Billings, MT	48	4.4 (out of 5.0)
8/11-13/04	Montana MEP Year-End Institute	Polson, MT	15	4.9 (out of 5.0)
9/1/04	Identification and Recruitment Training	Billings, MT	10	3.0 (out of 3.0)

Montana MEP staff participated in seven professional development activities (an average of 17 staff each). Ratings of the sessions were very high with all sessions rated on a five point scale receiving an average mean rating of 4.6, and on a three point scale, receiving an average mean rating of 3.0. Following is a summary of each session's evaluation results.

Annual Summer MEP Application Workshop – Project staff reported that this session was very useful for informing them about MEP eligibility issues. Issues discussed included ID&R criteria, qualifying activities, and COEs; the changes to the program as a result of the No Child Left Behind Act of 2001; and program evaluation. Project staff stated: *“This was a necessary and well-planned discussion of not only the application process but also of upcoming migrant education issues”,* and *“All presenters were well informed and presented topics of value helping to improve my knowledge of materials.”*

New Generation Training – Participants reported that this training was useful for helping them appropriately and accurately use the New Generation System (NGS). They reported that information presented during the training was very useful. One participant stated, *“Information on the details of generating reports was helpful.”* Other participants found information on data entry to be beneficial. One such participant elaborated that *“I found all of the information about entering data to be useful.”* Overall, participants became more familiar with NGS and gained confidence.

New Policies/Procedures Training – Participants reported that they would use the information from this training to better identify migrant children. One participant commented that s/he will use the information *“To ensure that students eligible for service receive service and to help teachers fully understand the goals of the summer program.”* Other attendees commented that they now have more information about migrant culture, federal law, and student eligibility that will help them improve their migrant children services. One participant noted that *“It was helpful to learn about the culture and lifestyle of migrants.”* When asked what about the training was the most useful participants gave various responses including the information on ID&R, Migrant culture, documentation, identification of Migrant families, and legal issues.

National Migrant Education Conference – When asked how they planned to use the information from the National Migrant Education Conference with migrant students in Montana, participants responded positively. The conference helped Montana staff access materials, gain a higher understanding of the law, learn strategies for reaching out to qualifying migratory students, and strategies for beginning a summer program. Individual participants commented that they will use information from the conference *“To work with migratory youth and their families and to train teachers with the purpose of providing the best possible educational and support services”* and *“To improve outreach, recruitment, and supportive services for migrant students in Montana.”* Additional participant responses follow.

- *The information will help us set up our program. Last year we didn't help some kids enough, so this will help us focus.*
- *To study NRG Policy Guidance thoroughly and to ask questions when there is doubt about family eligibility for MEP. To make notes and comments of COF for clarification purposes and*

have a very good interviewing process when it comes to filling our COE. To take all questionable COE and examine them very closely.

- *Apply information to train personnel on NRG mandates.*
- *The workshops I attended were highly interesting. The materials and presentation were highly informative. I came away from the conference with very useful materials and ideas that will help me start my summer program.*

Montana MEP State Conference – All sessions increased participants’ knowledge of the topics addressed. Staff reported that they would use what they learned at the conference to better serve migrant students and families. Specifically, staff stated that they would use the information to develop highly effective summer programs, improve identification and recruitment efforts, better identify and serve migrant children, and improve teaching skills. Examples of individual staff comments follow.

- *The techniques for gathering data for the COE will come into play each and every day.*
- *I now have a better perspective of the full spectrum and main goal of the Migrant Education Program.*
- *Our site uses NovaNET, UT programs, Skills Tutor, and SMART. The information given about these programs will be utilized this summer. The information that was given to us was primarily how to run the program which was essential, so we can now access and implement the programs.*
- *To work one-on-one with those students who are struggling to read and comprehend.*
- *I hope to improve my migrant teaching skills as well as use what I have learned to help my students during the school year.*

Montana MEP Year-End Institute – All MEP staff attending the institute reported that it helped them become more proficient in using the newly revised Montana MEP procedures, more aware and knowledgeable about the MEP performance objectives, and become more aware and knowledgeable of effective practices and strategies for serving MEP students. The following table shows the mean responses of staff completing the institute evaluation.

**Exhibit 21
Mean Ratings of the Montana MEP Year-End Institute**

Extent to which the session helped you...	Not at all (1)	Some-What (2)	A Lot (3)	Very Much (4)	Mean Rating
Become more proficient using the newly revised Montana MEP procedures	--	--	7 (58%)	5 (42%)	3.4
Become more aware/knowledgeable about the MEP performance objectives	--	--	5 (42%)	7 (58%)	3.6
Become more aware/knowledgeable of effective practices and strategies for serving MEP students	--	--	4 (33%)	8 (67%)	3.7

Staff gave a variety of responses when asked how they planned to use the information from the institute for working with and/or improving services to migratory children and their families. Several staff members indicated they will use the training to implement a block schedule. Individual staff members planned on using ideas for program/project planning, placing more emphasis on paperwork, and striving to meet standards. General comments made by participants attending the year-end institute follow.

- *Good conference. Very useful in helping us stay on top of all program requirements.*
- *This was fun! I liked the way each site’s end of the year summary was done.*
- *This year-end institute was the best ever! I really like this format.*

- *The institute was well managed and provided information and professional development needed to conduct an effective migrant program.*

Identification and Recruitment Training – Participants reported that this training provided them with a better understanding of the program and the requirements in order to efficiently identify and recruit migrant students. Staff reported that they now have a better understanding of what the migrant program can offer migrant students, and are better prepared to recruit students to the program.

For all training sessions, MEP staff reported gains in knowledge on topics assessed. Exhibit 22 lists the gains experienced by MEP staff for those training sessions where this information was collected.

Exhibit 22
Gains in Knowledge Reported by MEP Staff for all Training

Topic	N	Pre Rating	Post Rating	Mean Gain	# (%) Gaining
Beginning to Read is Child's Play	12	3.5	4.8	1.3	10 (83%)
Project SMART	8	3.4	4.1	.7	4 (50%)
Computer Skills Profile	4	4.0	4.5	.5	2 (50%)
Math Strategies to Build Math Power	13	4.2	4.4	.2	3 (23%)
Running Records	12	3.8	4.5	.7	6 (50%)
Summer Scheduling/Best Practices	12	3.6	4.4	.8	8 (67%)
Skills Tutor	15	2.9	3.8	.9	9 (60%)
Project SMART	16	3.6	4.2	.6	7 (44%)
Computer Skills Profile	15	2.9	4.0	1.1	11 (73%)
NovaNET	9	3.6	4.4	.8	5 (56%)
Out-of-State Testing	5	2.4	3.2	.8	3 (60%)
UT Program	9	3.7	4.7	1.0	5 (56%)
PASS	7	3.7	4.4	.7	3 (43%)
MTRnet	12	2.8	3.9	1.1	11 (92%)
Interviewing Techniques	16	3.1	4.4	1.3	14 (88%)
Eligibility Issues	17	2.9	4.5	1.6	16 (94%)
COE's	17	3.1	4.7	1.6	16 (94%)
Summer Service Overview	6	3.5	4.5	1.0	5 (83%)
Eligibility Issues	7	3.6	4.7	1.0	5 (71%)
Non-Regulatory Guidance	7	3.4	4.4	1.0	5 (71%)
Five Areas of MEP Focus	9	3.3	4.9	1.6	8 (89%)
NCLB: High Quality Teachers/Paras	11	2.8	4.6	1.8	10 (91%)
Program Evaluation	10	3.1	4.7	1.6	9 (90%)
ID&R Quality Control/NGS	3	3.7	5.0	1.3	3 (100%)

These results show that MEP staff gained knowledge on all topics assessed. Greatest gains were seen for topics including: staff qualifications, five areas of MEP focus, program evaluation, eligibility issues, and COEs.

Evaluation Question #11 – Did 90% of the recruiters become more knowledgeable about ID&R as a result of participating in needs-based professional development and individualized technical assistance?

All of the recruiters and other MEP staff were trained by the Montana MEP and as a result, became more knowledgeable about ID&R. Much of the training provided to recruiters and other MEP staff related to ID&R occurred at the January, April, May, and September training sessions. The January training provided staff with information on MEP eligibility issues including ID&R criteria, priority for services, qualifying activities, and COEs. The New Generation training gave MEP staff an opportunity for hands-on learning using computers, and the training in September helped staff become more proficient as the guidelines for 2003-2004 Evaluation of the Montana Migrant Education Program

identification and recruitment. All of the MEP staff responding to a survey reported that recruiters became more knowledgeable about ID&R.

Evaluation Question #12 – Did at least 90% of MEP staff become more knowledgeable about inter/intrastate collaboration as a result of participating in needs-based professional development and technical assistance?

All of the MEP staff reported that they became more knowledgeable about inter/intrastate collaboration as a result of participating in professional development. Training on inter/intrastate collaboration occurred at each of the training sessions during discussions of programs such as Project SMART, Project MASTERY, and the Montana Youth Grant.

Impact of the Montana MEP Program on Services

The impact of the Montana MEP on services looks at some of the primary components of the program (other than direct instructional services) including identification and recruitment, inter/intrastate collaboration, and supportive and supplemental services.

Evaluation Question #13 – Did at least 80% of MEP staff report that ID&R has been of sufficient scope and quality?

The identification and recruitment of migrant students who are eligible to receive services is the first essential component of the MEP. Children and youth must be identified in order to have access to migrant education services, and MEP funding is dependent on recruitment efforts. MEP and SEA staff are responsible for ID&R and completing Certificates of Eligibility (COE) forms that are transmitted to the SEA for storage and retrieval by an interstate records database known as the New Generation System (NGS).

The goal of identification and recruitment (ID&R) is to ensure that all eligible migrant children and youth have access to appropriate program services that will help them learn and achieve to high standards. It is necessary to record and share information among sending and receiving school districts and states because families moving frequently from one place to another. This sharing of information will ensure proper placement and continued academic progress for each migrant student. NGS is a multi-state web-based information network for migrant students that provides this service. Educational, health, demographic, and eligibility data are recorded in the system to meet federal reporting requirements and provide useful information for making instructional decisions.

Core eligibility, family history, and demographic data were collected throughout Montana by a cadre of temporary and/or part-time, trained ID&R specialists. Additionally, full-time, statewide recruitment was provided by Project MASTERY staff, who, along with Rural Employment Opportunities (REO) outreach workers throughout the State, collected, updated, and maintained these data during the regular school year and/or in non-project areas between September 1 and August 31 of the eligibility period. These recruiters provided a foundation for the state's overall ID&R process by finding, identifying, and enrolling migrant children; confirming their eligibility; maintaining accurate data for unique identification, residency, and enrollment; and conducting a variety of electronic and manual data checks. Activities to implement ID&R follow.

- Monitor COEs for the accuracy of students identified as eligible and for the completeness of COEs.
- Coordinate ID&R efforts statewide.

- Conduct field recruitment, industrial recruitment, and minority language recruitment.
- Make yearly contact with LEAs/LOAs that do not have MEPs to determine if a need exists to screen for migrant eligibility.

All of the staff responding to a survey reported that ID&R activities were of sufficient scope and quality. These efforts resulted in the identification of almost 2,000 students: 2% of the students were Priority 1 students (credit deficient secondary students), 84% were Priority 2 students (students aged 3-21 whose LQM was in the current year), 5% were Priority 3 students (students aged 3-21 whose LQM was in the past two years), and 8% were Priority 4 students (students aged 3-21 whose LQM was in the past three years).

The accuracy and completeness of the COEs were verified through a quality control process that has been in place for several years. The process begins with thorough training of local site directors and recruiters, who were given periodic updates on statutory or regulatory changes. Each COE was checked at the local and state offices by trained staff to assure that the information provided clearly indicated that the reported children were eligible. COEs with insufficient or inaccurate data were sent back to the local recruiter for clarification. Once the data was input at the local and/or state level, they were cross-checked against paper copies of the COE by trained local personnel, and then, once again, at the SEA.

Evaluation Question #14 – Did at least 80% of MEP staff report that inter/intrastate collaboration activities results in increased services to migrant students?

All of the MEP staff reported that inter/intrastate collaboration resulted in increased services to migrant students. Because migrant students move frequently, a central function of the MEP has always been to reduce the effects of educational disruption on migrant children in order to remove barriers to their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migrant children and their families. MEP projects have also developed a wide array of strategies that enable schools that serve the same migrant students to communicate and coordinate with one another. In Montana, inter/intrastate collaboration is focused on data collection, transfer, and maintenance through the following activities:

- Year round ID&R
- Coordinating and administering the MontCAS, TAKS, and WASL
- Participating in Project SMART
- Participating in the Montana Youth Grant
- Coordinating secondary education coursework (i.e., PASS, NovaNET, UT)
- Implementing Project MASTERY
- Participating in the New Generation System (NGS) to transfer education and health data to other states
- Coordinating secondary credit accrual with counselors and educators in other states in which students are enrolled
- Participating in MEP consortium arrangements
- Attending interstate meetings
- Participating in the Binational Migrant Education Program

Following are some of the inter/intrastate projects in which the Montana MEP participates.

PASS – The Portable Assisted Study Sequence Program (PASS) has been in operation in a number of states for more than a decade. PASS is a correspondence program which enables high school students to work on courses for full or partial credit on their own time at any location. Participants work from portable learning packets that contain the coursework needed

to meet high school graduation requirements. Students work with mentors who enroll them, issue the coursework packets, provide tutoring and instruction, and administer tests. Students who participate in PASS programs work independently, and tailor their studies to the demands of family and work.

Project SMART -- Project SMART (Summer Migrants Access Resources through Technology) provides instructional continuity through distance learning. The program provides instruction tailored to the Texas curriculum for migrant children in Pre-K-12. Televised instruction is provided through a San Antonio-based network. Students in school-based programs interact with the teacher via the telephone during the televised program.

NovaNET -- The purpose of NovaNET is to allow migrant students traveling from Texas to Montana to continue their education through the use of distance learning technology. With instantaneous access to online coursework, students have the opportunity to earn full or partial credit, prepare for exit level TAAS testing, and/or develop a knowledge base and perfect skills in the area of telecommunications.

Project MASTERY -- Project MASTERY (Mobile Access for Students and Teachers to Educational Resources Year Round) provides access for migrant students by bringing a wide variety of technology-related instruction and classroom resources through the Minnesota Migrant Educational Resource Center (MMERC) MEP Consortium Arrangement to rural and remote sites. Project MASTERY employs two full-time certified migrant teachers who visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops in the eastern and northeastern part of the state.

UT -- The Migrant Student High School Graduation Enhancement Program at The University of Texas at Austin provides distance learning courses to Texas migrant students. These courses are aligned with the Texas Essential Knowledge and Skills and help students prepare for the TAAS exam. Most of the courses needed to graduate from high school in Texas are offered through flexible delivery systems that include traditional correspondence courses as well as computer-assisted courses, credit by exam, and on-site graded courses.

Montana Migrant Youth Program -- The Montana Migrant Youth Program (MMYP) assists migrant youth from Texas with basic education and career education choices. The MMYP is part of the 10-state consortium that is funded by the U.S. Department of Labor through the Workforce Investment Act.

Binational Migrant Education Program -- The Binational (U.S./Mexico) Migrant Education Program is an international program between the U.S. and Mexico that helps provide direct services to migrant students whose families travel between the two countries in pursuit of temporary or seasonal employment. In Montana, free textbooks are distributed to educators and parents throughout the state. The purpose of distributing these textbooks is to supplement curriculum for the education of monolingual Spanish speaking students and to help promote literacy in Spanish as a second language. The books are offered to migrant education programs throughout the state, as well as to interested Spanish language teachers and other federal agencies that indicate a need for the books for assisting Spanish speaking students.

Activities to implement inter/intrastate collaboration follow.

- Prepare and distribute educational materials for traveling education packets to be used by migrant students and their families as they migrate.
- Counsel students and parents on the importance of getting an education.

- Provide information to migrant families on the 800 Migrant Hotline used for ID&R and advocacy.
- Provide advance notification to other states of migrant students and families that will be arriving to help coordinate that education and support services are in place when they arrive at the new site.
- Participate in interstate migrant projects including the MMERC Consortium, the MECCA Consortium, the Binational Migrant Education Program, Project SMART, the National PASS Center, and the Montana Youth Grant for secondary students.

Evaluation Question #15 – Did at least 80% of MEP staff report that supportive and supplemental services contributed to the success of migrant students?

Supportive and supplemental services were provided to migrant students to eliminate barriers that traditionally get in the way of school success. The services focused on providing supplemental reading and math instruction during the regular year program and leveraging existing services during both the summer and regular year program. Supportive and supplemental services include collaboration with other agencies and referrals of migrant children from birth to age 21 to programs and supportive services. The services include, but are not limited to, special education, speech therapy, health services (medical and dental screening and referral), the provision of school supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, book distributions through the RIF Program, transportation, connecting with out-of-school migrant youth, and parent involvement.

Following are examples of some of the supportive and supplemental services provided to migrant students and their families in Montana.

Montana Resource Bags are distributed to migrant children throughout the state. They contain educational supplies that are consistent with the age of the child and their ethnicity and culture. The bags include basic school supplies such as crayons, pens, pencils, erasers, rulers, school glue, water paints, notebooks, tablets, colored pencils, compasses, protractors, calculators, etc. In cooperation with RIF, suitable books are distributed to each child. In the distribution of books, special care is taken to only include titles appropriate and acceptable to the ethnic culture of the child. Many children also receive dictionaries.

The RIF (Reading is Fundamental) Book Distribution Program provides migrant students with free and inexpensive books. The primary goals of the RIF Book Distribution Program are to maintain and augment reading gains made during the school year through increased opportunities for reading, opportunities to own books of students' choosing, and motivation to read. Before and after book distributions, staged reading motivational activities are held, encouraging children to read for fun. Parents are encouraged to involve themselves in this program, but are aware that the children are free to choose any book they wish without adult input.

Project MASTERY (Mobile Access for Students and Teachers to Educational Resources Year Round) provides access for migrant students by bringing a wide variety of technology-related instruction and classroom resources through the Minnesota Migrant Educational Resource Center (MMERC) MEP Consortium Arrangement to rural and remote sites. Project MASTERY employs two full-time certified migrant teachers who visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops in the eastern and northeastern part of the state.

The National Migrant Education Hotline provides a toll-free number (800-234-8848) for migrant farmworkers and their families to call anywhere in the country. The Hotline is designed to help enroll migrant children in school and to access migrant education program services. Hotline Specialists, who take calls, also refer callers to appropriate agencies and organizations when seeking other supportive services, such as housing, transportation, health or legal aid.

The Montana Migrant Education Toll-Free Number (800-580-0740) is available for MEP staff and migrant farmworkers and their families to call anywhere in the country. The toll-free number provides MEP staff and families with direct access to the SEA.

During the regular school year, supplementary reading, math, and ESL instruction is provided to migrant students by Project MASTERY staff and by instructional aides and tutors. During the regular school year, in areas with populations of migrant children, migrant education projects can operate in support of, and in coordination with, the regular school program. Project MASTERY provides access for migrant students by bringing a wide variety of technology-related instruction and classroom resources through the Minnesota Migrant Educational Resource Center (MMERC) MEP Consortium Arrangement to rural and remote sites. Because of low enrollments, small rural schools rarely have the opportunity to buy new education materials, especially at the volumes available through the MMERC. Project MASTERY employs two full-time certified migrant teachers who visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops all across the fourth largest state in the U.S.

Activities to implement supportive and supplemental services follow.

- Once students arrive in Montana, MEP staff will survey and identify their needs for supportive and supplemental services.
- Based on identified needs, MEP staff will provide supplemental reading and math instruction.
- Based on identified needs, MEP staff will collaborate with community agencies and schools to provide migrant students with supportive and supplemental services.
- MEP staff will conduct home visits depending on the needs of the families.
- Health education instruction and health supplies will be provided to all eligible migrant students.
- Student immunizations will be recorded by MEP staff to be included in the NGS database.

All of the MEP staff reported that supportive and supplemental services contributed to the success of students in the summer program. Following is an indepth summary of the evaluation results of one of the supportive and supplemental programs operating in Montana – Project MASTERY.

Project MASTERY – Project MASTERY (Mobile Access for Students and Teachers to Educational Resources Year Round) is an extension of the TECHMOBILE concept. Project MASTERY provides access for migrant students to enhanced educational services by bringing a wide variety of technology-related instruction and classroom resources which are loaned to the rural schools as part of a cooperative agreement between the Montana Migrant Education Program and the Minnesota Migrant Educational Resource Center (MMERC). While the TECHMOBILE is not particularly road worthy on icy winter roads, Project MASTERY staff use a Chevrolet Suburban--equipped with four-wheel drive to visit rural and isolated schools that have enrolled migrant students. Project MASTERY also enables the Montana

Migrant Education Program to identify and recruit students in the most remote, non-project areas of the state where identification and recruitment efforts had been all but impossible in the past.

Project MASTERY employs two full-time migrant teachers with over 30 years experience in education working with migrant kids. Project MASTERY teachers visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops throughout the whole state of Montana, as well as planning services to regular term projects. Project MASTERY serves as a catalyst for identification and recruitment by informing local school districts unfamiliar with the MEP what needs to be done to ensure that migrant students are enrolled in the most appropriate educational programs. The goals of Project MASTERY are to increase student access to technology and resource materials during the regular school term, and provide teachers with professional development on the use of technology and resource materials to enhance the learning and achievement of migrant students.

During 2003-2004, Project MASTERY staff traveled over 20,000 miles to qualify 70 schools in 32 counties. Exhibit 23 provides a graphic display of the rural schools visited by Project MASTERY during 2003-2004.

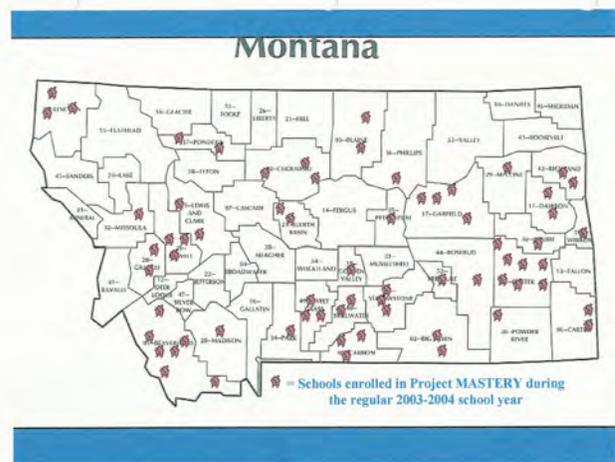
While visiting each school, Project MASTERY staff identified 296 students of which 217 were eligible for the Migrant Education Program. All eligible students were entered into the New Generation System and their records were updated. In addition, MASTERY staff delivered and set up 10 donated computers to Project MASTERY schools, and distributed over 1,000 RIF books to migrant children, and informed teachers about the materials available through the MMERC library.

When they were not traveling, project staff corresponded with MMERC, entered information in NGS, scheduled visits to new schools, made follow-up calls to previously visited schools, and developed PowerPoint presentations documenting Project MASTERY travels and outcomes. Project staff documented hundreds of contacts to MMERC, participating schools, the Montana Office of Public Instruction, and NGS for the purposes of ordering materials, identifying and recruiting students, completing accountability requirements, setting up onsite visits, and determining needs for donated computers.

In addition, Project MASTERY staff participated in training provided by the Montana Migrant Education Program and MMERC and traveled to conferences on topics including migrant education, NGS, technology, and distance learning. Project MASTERY staff also presented at local levels as well as statewide conferences.

During the visits to schools, project staff demonstrated the MMERC lending library and provided computer technology assistance to isolated schools. Exhibit 24 shows the number of materials ordered by classroom teachers, ESL teachers, administrators, and MEP

Exhibit 23
Map of Montana Highlighting Schools Visited by Project MASTERY Staff



coordinators for both the regular school year and summer programs. During the third year of the project, these staff ordered over 1,400 materials.

Exhibit 24
MMERP Orders Placed by Montana Educators During 2003-2004

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Total
4	220	89	324	45	269	156	128	101	49	33	0	1,418

Of the 1,418 materials ordered, 87% were ordered by classroom teachers, 6% were ordered by MEP site coordinators, 4% were ordered by ESL teachers, and 4% were ordered by administrators. Staff comments about the materials were very positive. Many indicated that they would not have had access to these high quality materials without this program. Teachers stated: “This is a great service to have available for smaller schools on a smaller budget”, “Very nice, a great variety of resources a small school could not afford to have on hand”, and “We loved everything – it was a wonderful experience for the students.” Examples of other teacher comments about the lending library resources follow.

- *The reading resources helped students learn writing techniques.*
- *We enjoyed the reading kit – there were enough books for each student in the reading group.*
- *We do not have access to materials for enrichment. These were very useful.*
- *The resources make teaching easier and saves time.*
- *The materials helped students become aware of events, places, etc. that they may not have been previously exposed to.*
- *This program offers lots of resources I couldn't get here.*
- *Materials were exactly what we needed to finish our space unit.*
- *The materials stimulated students' interest in science.*
- *What a great unit (Weather Unit) and a great resource!*
- *We really enjoyed using the Pre-Algebra kit.*
- *I can't thank you enough for making this available to us. What a great service!*

Ratings of the materials were extremely high with 73 teachers reporting that the materials were useful (mean rating of 4.7 out of 5.0) and easy to use (mean rating of 4.9). In addition, all of the teachers reported that they would use the materials again.

Teachers visited by Project MASTERY staff also completed a survey to provide feedback about the visit. Exhibit 25 lists the mean responses to the three questions asked of teachers. Ratings are based on a five point scale where one is low and five is high. No teachers assigned ratings of one, two, or three.

Exhibit 25
Teacher Ratings of Project MASTERY

Question	N	4	5	Mean
The visit from Project MASTERY was informative and beneficial.	33	3 (9%)	30 (90%)	4.9
It will be easy to supplement lesson plans with MMERC materials.	33	2 (6%)	31 (94%)	4.9
Addresses and contacts were made accessible.	33	2 (6%)	31 (94%)	4.9

Participants rated highly the visits by Project MASTERY staff. All categories received nearly perfect mean ratings of 4.9 (out of a possible 5.0). Participants indicated that the visit from

Project MASTERY was informative and beneficial, felt that it will be easy to supplement lesson plans with MMERC materials, and were provided with contact information. Teachers reported that they found the materials to be useful and were excited to begin the program. Individual teachers stated: *“This will be used by my class throughout the year”* and *“It has great potential for our rural remote school.”* Additional comments follow.

- § *What a wonderful opportunity to have a small school.*
- § *Wonderful program and resources. Thank you so much for the support!*
- § *We appreciate all of the time and effort put forth by Mr. and Mrs. White. The materials are great.*
- § *This looks like a great program and we are looking forward to getting started!*
- § *These are wonderful supplements for any classroom.*
- § *It has great potential for our rural remote school.*
- § *The teachers are thrilled to be able to use resources to supplement their units.*
- § *Excellent program. I am anxious to use it in my classroom. Thank you very much.*
- § *Visitors were friendly and very informed. Materials seem very flexible and applicable.*
- § *What a wonderful and desperately needed resource. Thank you.*

Another component of supportive and supplemental services was the **involvement of parents** in their children’s education. MEP staff reported that there was substantial parental involvement despite long hours spent working in the fields. Some MEP staff even went out to the fields to take pictures and see how the families worked to better understand the families’ circumstances. Parent involvement occurred continuously throughout the education program and included parent attendance on field trips; occasional visits to the classrooms; daily communications during drop-off and pick-up; weekly newsletters produced by the students discussing weekly occurrences; and parental encouragement, support, and assistance with coursework.

In addition, there were several special events to encourage parent involvement throughout the summer. Local sites held fiestas and barbecues where food was provided for the families with time for staff and parents to visit. Graduation celebrations were held acknowledging the accomplishments of students who had completed the required course work in order to graduate. Examples of staff comments about the ways in which parents participated in their child’s education follow.

- *Sometimes they would sit down and observe a lesson that was being taught. It was a learning experience for the parents as well as for me.*
- *If there were any problems, we sent home notes and the parents always responded.*
- *Supportive parents send their children every day and came to the fiesta. We’ve had some children in the program every year since infancy.*
- *We have daily contact with the parents at the camps.*
- *The work the children did was sent home each day.*
- *Parents encouraged their children to participate.*
- *If a parent received a phone call from the school about something, the issue was taken care of.*
- *Parents were informed by flyers and current school work that students brought home.*
- *Some parents came to our classroom and visited with us.*
- *Their support is primarily in the home when they encourage children to attend and see to it that they do.*

Parents responding to a survey reported that they participated in school activities and communicated with their children’s teacher. Exhibit 26 lists the mean ratings of the different questions asked of parents on the survey.

Exhibit 26
Mean Ratings on the Parent Survey

To what extent did you...	N	Not at all (1)	Some-what (2)	A Lot (3)	Mean
Participate in parent meetings?	69	3 (4%)	32 (46%)	34 (49%)	2.4
Help plan, review, or improve school programs?	25	16 (64%)	8 (32%)	1 (4%)	1.4
Communicate with your child's teacher?	79	5 (6%)	22 (28%)	52 (66%)	2.6
Visit your child's school/classroom?	79	6 (8%)	32 (41%)	41 (52%)	2.4
Participate in workshops, classes, or training?	24	7 (24%)	16 (55%)	1 (3%)	1.8
Receive materials from school in your home language?	82	1 (1%)	7 (9%)	74 (90%)	2.9

Questions about parent participation in school activities received lower ratings than did the two questions that asked parents about the extent to which teachers communicated with them, and they received materials from school in a language that they understood. Sixty-six percent of the parents responding reported that teachers communicated with them “a lot”, and 90% of the parents reported that they received a lot of materials from school in a language that they understood. Some of the parents surveyed during the regular school year reported that helped plan, review, or improve school programs (36%) and participate in workshops, classes, or training (71%).

Parent ratings of the services provided by the Montana Migrant Education Program were very high. All but one parent (99%) rated the services as either very good or good. Parents responded positively when asked how the Montana Migrant Education Program helped their children. Parents indicated the program increased their children’s communication skills, helped children refine their academic skills, and obtain credits and career guidance. Individual parents commented the program helped their child “*To learn the basics of English,*” “*To receive credits to get ahead*” and “*Learn how to communicate with other children.*” Other parents stated:

- *They worked there over the summer so they wouldn't forget their school work.*
- *It helped the children have fun and learn over the summer.*
- *He has become much more proficient in his first grade work.*
- *To gather credits and career choices.*
- *Learning how to communicate with other children.*

Implications

Lessons learned and recommendations for action based on the evaluation of the Montana Migrant Education Program are included in this section of the report. The conclusions, commendations, and recommendations are summarized based on surveys and interviews with local migrant education program staff, general classroom teachers who work with migrant students, parents, and Montana SEA migrant education program staff.

The data reported for the current year were based on the results of the State Comprehensive Needs Assessment. The revisions to the Comprehensive Needs Assessment process included changes to the priorities, and a database on which local MEPs record student-level needs and evaluation data. This system allowed for more accurate and timely data collection and reporting used to inform service delivery to Montana's migrant students.

In the end of year staff survey completed by MEP project directors and staff, a number of suggestions were made regarding recommendations for improving the program. The trends summarized from these suggestions—along with the data contained in this report and the conclusions of the evaluators—are presented below. The recommendations to improve the program are summed up by the major areas of Montana Migrant Education Program: reading and math instruction, competency exam preparation, Techmobile/ technology integration, ESL instruction, secondary credit accrual, preschool instruction, professional development, identification and recruitment, inter/intrastate collaboration, and supportive and supplemental services.

Reading and Math Instruction

- § In an ideal world, class sizes would be reduced during the summer migrant programs. While this may not be fiscally possible, it is recommended that volunteers and student teachers be solicited, and/or additional faculty/tutors be hired to work with students in small groups to support reading and math instruction.

Competency Exam Preparation

- § To ensure that students are appropriately preparing for the competency exams required of them, it is recommended that systems be put in place to ensure that accurate information about students' learning needs are being transferred from sending to receiving states.

Techmobile/Technology Integration

- § Based on feedback from the Techmobile instructor, it is recommended that the SEA MEP staff research the feasibility of acquiring a new, larger Techmobile so that more students can be accommodated when onsite and to reduce the chances that the vehicle will break down during the busy summer months.
- § MEP staff suggested having dedicated days for the Techmobile instructor to conduct professional development such as during the state conference or during other set aside staff development time.

ESL Instruction

- § Several staff reported that the effectiveness of services to migrant students was increased due to being able to provide instruction in both English and in students' primary language (i.e., Spanish, Hmong, and Russian). It is recommended that these instructional services continue to ensure that students receive the most impact for the short amount of time in which they are in Montana.

Secondary Credit Accrual

- § Several staff mentioned that the online NovaNET system needs to be upgraded in order to meet the needs of Montana's secondary migrant students. If not possible, they recommended finding another program.
- § Given the objective of the Montana MEP to provide all secondary students with credit deficiencies support and access to courses, it is necessary to determine the credit needs of all secondary students migrating to Montana. MEP staff reported this information on only about 47% of the secondary students served this year. It is recommended that this information be provided for all secondary students in the future.

Preschool Instruction

- § Staff recommended purchasing more age-appropriate preschool materials.
- § Some MEP staff reported that the Rigby Pebble Soup program was too advanced for the migrant preschool students. They felt that the first program of the series would be more appropriate for Montana's migrant preschool children.

Professional Development

- § It was a valuable learning experience for MEP staff to participate in a structured sharing session at the year-end institute to learn about the different instructional strategies being used throughout the state, successful strategies/programs being implemented, useful materials that are being used with migrant students, and outcomes experienced by students. Several staff commented that the format of the sharing session was organized, useful, and the best yet.
- Montana MEP staff requested more training on ID&R including eligibility issues; migrant living conditions; NCLB; technology integration; phonics; hands-on technology training sessions, continued updates on policy changes related to the MEP, presentations about new and proven strategies for instructing LEP students, and discussions about working with out-of-school youth and assisting special needs students in obtaining their GED.

Identification and Recruitment

- § It is recommended that the Montana MEP review its policies related to COEs and implement additional quality control measures (i.e., re-interviewing families) to ensure that the State's processes meet the federal requirements.

Inter/Intrastate Coordination

- § Access to student data from homebase schools is important to ensure that students are properly placed in instructional materials. At times, educators in Montana found it difficult

to determine the learning/credit needs and of secondary students. It is recommended that one person at each site with a secondary program be designated to discover credit deficiencies and assign course to students. In addition, research should be done on discovering a way to streamline the process of discovering deficiencies and enter students into the correct courses.

Supportive and Supplemental Services

§ Linking resources to maximize supportive and supplemental services appears to be a strength of the Montana Migrant Education Program. It is recommended that MEP staff continue their efforts to bring into the state innovative, cutting edge programs to meet the needs of migrant students.

In conclusion, the performance objectives addressed in this evaluation were accomplished and have greatly benefited students, parents, and educators in Montana. Migrant students received direct services at all of the Montana MEP sites during the summer and at those sites offering services during the regular school year. Additionally, many students received indirect benefits from their teachers participating in high quality professional development that improved their cultural awareness and teaching skills. Clearly, continuity for migrant students through curriculum and technology was achieved through the efforts of the Montana Office of Public Instruction and local Montana Migrant Education Program staff.

Appendices

Appendix A

Data Collection Forms

Appendix B

Project Brochures and Publicity
