

Title I, Part C: Education of Migratory Children

A. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

The Minnesota Department of Education serves the unique needs of migratory children through implementation of its service delivery plan that was based on assessed student needs and data to inform decisions about the delivery of high-quality services. Various data points include pre- and post-assessment results as well as Fidelity of Strategy Implementation responses as part of the annual program evaluation. This ongoing work was aligned with the federal goals of Title I, Part C that continue to be addressed under the service delivery plan. In order to address the needs of the migrant student population, the Minnesota migrant education program (MEP) provides services during the summer session, when the highest concentrations of migratory students are in the state. The Minnesota Department of Education (MDE) administers the migrant education program at the state level and sub-grants to local educational agencies (LEAs)—districts, charters, intermediate districts, education cooperatives—to implement the program.

MDE identifies the unique educational needs of its migratory children through a regularly conducted of statewide migrant comprehensive needs assessment, service delivery plan and evaluation cycle. The process begins with the comprehensive needs assessment which then informs the development of the service delivery plan and continues on through the implementation, and program evaluation. The results of the comprehensive needs assessment guides the overall design of the Minnesota migrant education program on a statewide basis, and the migrant education program assures that the findings of the comprehensive needs assessment are folded into the comprehensive state plan for service delivery.

The service delivery plan helps the Minnesota migrant education program develop and articulate a clear vision of:

1. The needs of Minnesota migrant children.
2. The services the Minnesota migrant education program will provide on a statewide basis.
3. The Minnesota migrant education program's measurable program objectives (MPOs) and how they help achieve the state's performance targets.
4. How to evaluate whether and to what degree the program is effective.

Minnesota's migrant education program comprehensive needs assessment results provide a blueprint for the delivery of services within the state for migrant children and youth. A service delivery plan committee was formed by the state with representatives of the key stakeholders in migrant education within the state. Migrant parents and community members were represented along with migrant education program educators, Minnesota Department of Education staff, administrators and recruiters.

Minnesota has implemented a migrant education program service delivery plan based on assessed student needs and the use of data to inform decisions about the delivery of high quality services. This ongoing work is aligned with the federal goals of Title I, Part C that continue to be addressed under the service delivery plan.

Specifically, the goals are to:

1. Support high quality and comprehensive educational programs for migratory children to help reduce the educational disruption and other obstacles that result from repeated moves.
 2. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their unique needs in a coordinated and efficient manner.
 3. Ensure that migratory children have the opportunity to meet the same challenging state content standards and student performance standards that all children are expected to meet.
 4. Design programs to help migratory children overcome educational interruptions, cultural and language barriers, social isolation, various health-related problems and other factors that inhibit the ability of such children to do well in school and to prepare such children to make a successful transition to postsecondary education or employment.
 5. Ensure that migratory children benefit from state and local systemic reforms.
- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

MDE maximizes support from other agencies to ensure effective provision of services to migratory children and families. MDE contracts with the Midwest Migrant Education Resource Center (MMERC) at Hamline University to provide technical assistance and program development for secondary students and out-of-school youth. MMERC also provides resources to teachers serving migrant students through its lending library. MDE contracts with Tri-Valley Opportunity Council (TVOC) to provide identification and recruitment, health and nutrition services. The Minnesota migrant education program has defined six regions of recruitment and employs a regional recruiter for each region. MDE also partners with TVOC to provide direct services to preschool-aged migrant students. MDE participates in a statewide migrant services consortium which consists of stakeholders from local, state and federal social services, labor, legal and agriculture sectors. Additionally, MDE partners with MinneTESOL to host its annual Minnesota English learner education conference which features a migrant strand.

- iii. The integration of services available under Title I, Part C with services provided by those other programs; and

Minnesota has a unique funding source for summer academic service provision through its Division of Alternative Learning. For districts that are eligible to offer targeted services, migrant education program partners with alternative learning to supplement educational opportunities for migrant students. English learner (EL) services are provided to students who qualify for such services based on the state's criteria for identification

and depending on staffing. MDE encourages programs to coordinate with the local district to make use of Title III funds when available to support the needs of migrant English learners.

Credit Recovery – Minnesota has a strong working relationship with the Texas Migrant Interstate Program (TMIP) that facilitates the interstate and intrastate coordination of out-of-state testing to meet the educational needs of migratory children whose home base is Texas. Further, staff from the state and local migrant education program sites coordinate on credit accrual by speaking with the registrars or counselors from students' Texas home school/district.

Migratory children are treated as all other students; they too will be assessed for academic and social and language needs and served through general education programs, Title I, Part A and in a language instruction educational program if they qualify for services based on the state's standardized entrance criteria.

iv. Measurable program objectives and outcomes.

Strategies and measurable program objectives (MPOs) are developed during the service delivery plan process. MPOs are the desired outcomes of the strategies included in the service delivery plan. An appropriate MPO is one that articulates the difference that participation in the migrant education program will make for migrant students. Because the strategies are directly related to the identified concerns and needs, which relate to state performance targets, the MPOs, which quantify the differences that the migrant education program will make, are also connected to state performance targets. The *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (2012) states that a strong MPO is focused, detailed, quantifiable, and provides a clear definition of what you would consider a "success" in meeting a particular need.

The Minnesota migrant education program created a set of MPOs based on the needs identified in the comprehensive needs assessment and the strategies developed during the service delivery plan process. Minnesota MPOs address migrant student assessment results in reading and math, implementation of standards-based reading and math curriculum, gains in parent knowledge of content presented during parent activities, student satisfaction with non-instructional support services, placement of preschool migrant children in early childhood programs, gains in staff knowledge as a result of participating in professional development, secondary credit accrual, and gains on out-of-school youth lesson assessments. The U.S. Department of Education Office of Migrant Education requires that state educational agencies (i.e., the Minnesota Department of Education) conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the Minnesota migrant education program MPOs address the following questions:

- Was the program implemented as described in the approved project application? If not, what changes were made?
- What worked in the implementation of Minnesota migrant education program projects and programs?
- What problems did the projects encounter?
- What improvements should be made?
- How did local projects tailor reading and math instruction to meet the needs of individual students?
- How many students received standards-based reading and mathematics instruction during the summer at each site?
- What types of parent activities were provided by local sites during the summer?
- What types of non-instructional support services were provided to students?

- With which agencies did the migrant education program collaborate for preschool programming?
- What types of professional development were provided to migrant education program staff?
- What courses did secondary migrant students complete?
- What strategies were used to help out-of-school youth improve their knowledge and skills?

In evaluating program results, the evaluation of the Minnesota migrant education program addresses questions such as the following, which are aligned with the MPOs:

- What percentage of summer sites implemented standards-based reading and mathematics curriculum and instructional strategies at the “succeeding” or “exceeding” levels?
- What percentage of students (priority for service and non-priority for service) in grades K-8 who participated in summer reading and mathematics instruction had a 5 percent gain?
- What percentage of migrant parents/family members reported increasing knowledge after participating in parent activities?
- What percentage of migrant students/out-of-school youth reported satisfaction with the non-instructional support services they received?
- What percentage of migrant preschool children were placed in early childhood programs?
- What percentage of migrant education program staff reported growth in their ability to support migrant students?
- What percentage of students in grades 7-12 (priority for service and non-priority for service) obtained hours or credits that count toward high school graduation requirements?
- What percentage of out-of-school youth (priority for service and non-priority for service) who received instructional services improved by 20 percent on out-of-school youth lesson assessments or earned credits/hours?

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

The Minnesota migrant education program (MEP) actively develops and maintains strong intrastate and interstate coordination with sending states in order to facilitate seamless transfer of education, health, nutrition and social services records. The local migrant education programs submit these data elements to MDE through completion of the Summer Program Services Report (SPSR) and Migrant Student Information Form (MSIF). MDE receives this data and enters it into MIS2000, which shares the information with other states through MSIF.

The Minnesota migrant education program also has a strong working relationship with its Head Start counterpart to provide services to preschool-aged children through the alignment of program operating times and sharing of recruitment staff between the Head Start and Title I, Part C. Additionally, the state’s Migrant Secondary Education—Resource Center Program Director annually attends the Texas Migrant Interstate Program (TMIP) Interstate Secondary Credit Accrual Workshop to keep abreast of changing state requirements. Through TMIP, Minnesota also ensures students are able to fulfill graduation pathway requirements in their home state through a memorandum of understanding to proctor necessary out-of-state tests.

3. Use of Funds (ESEA section 1304(b)(4)): Describe the State’s priorities for the use of Title I, Part C funds, and how such priorities relate to the State’s assessment of needs for services in the State.

The mission of the Minnesota’s migrant education program (MEP) is to ensure equity and access to high-quality educational programs and services to meet the unique educational needs of migratory children and families. The migrant education program provides leadership, technical assistance and resources to remove barriers to migrant students which are a result of educational interruption and other aspects of the migrant lifestyle. The MEP identifies three major state priorities: academic excellence, accountability and administration. These priorities guide the use of funds.

Academic Excellence: MDE promotes research-based education programs that capitalize on migrant students’ cultural and linguistic assets to acquire English and achieve academic excellence.

Objectives:

- Ensure high-quality, standards-based and culturally responsive educational programming for migrant students and families.
- Provide professional development for all educators working with migrant students.
- Ensure migrant students have access to resources and educational programs.

Accountability: MDE provides data and support to effectively evaluate and continuously improve educational outcomes for migrant students.

Objectives:

- Collect and analyze data relevant to migrant children and families to drive decision-making and programming.
- Implement comprehensive needs assessment, service delivery, and evaluation process to support continuous improvement of programs and services.
- Monitor implementation of migrant education programs.

Administration: MDE provides technical assistance and resources to ensure effective administration of migrant education programs which adhere to state and federal requirements.

Objectives:

- Ensure that all eligible migrant students are accurately identified and served.
- Provide guidance and support to meet state and federal program requirements.
- Ensure access to federal funding and that funds are maximized to provide equitable education for migrant students.
- Maintain intrastate and interstate collaboration to promote academic success.