



Minnesota Migrant Education Program Service Delivery Plan

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Abbreviations/Acronyms Used in This Report

ACCESS	Assessing Comprehensive and Communication in English State-to-State
AMO	Annual Measurable Outcome
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FERPA	Family Rights and Privacy Act
FSI	Fidelity of Strategy Implementation Tool
GOSOSY	Graduation and Outcomes for Success for OSY
HS	High School
ID&R	Identification and Recruitment
IMEC	Interstate Migrant Education Council
K-12	Kindergarten through Grade 12
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficiency
MDE	Minnesota Department of Education
MEP	Migrant Education Program
MMERC	Midwest Migrant Education Resource Center
MN	Minnesota
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
PK	Pre-Kindergarten (also pre-K)
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
SPSR	Summer Program Services Report
STAAR	State of Texas Assessment of Academic Readiness
TA	Technical Assistance
TESOL	Teachers of English to Speakers of Other Languages
TVOC	Tri-Valley Opportunity Council, Inc.
TX	Texas
WIDA	World-Class Instructional Design and Assessment

1. Introduction

Legislative Mandate

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families in order to ensure that migrant students reach challenging academic standards and graduate high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment [Title I, Part C, Sec. 1301(5)].

To identify and address these unique educational needs, State Education Agencies (SEAs) that receive Title I, Part C funds must develop a statewide Service Delivery Plan (SDP) based on a recent Comprehensive Needs Assessment (CNA). Specifically, the SDP addresses the following (pursuant to Title I, Part C, Sec. 1306 and 34 CFR 200.83):

- Provides for the integration of services with other ESEA programs;
- Ensures that the state and its local operating agencies identify and address the unique educational needs of migratory children;
- Reflects collaboration with migrant parents;
- Provides migratory children with opportunities to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs; and
- Reflects joint planning among local, state, and federal programs.

The SDP is reviewed and revised to ensure that the services address the needs of fluctuating student demographics. According to the Non-Regulatory Guidance (2017) from the Office of Migrant Education (OME), SEAs should conduct a CNA every three to five years, or more frequently if there is evidence of a change in the needs of the migrant student population.

Purpose of the SDP Update

The purpose of the SDP update is to ensure that the needs of the current migrant student population are being addressed. The demographics of migrant farmworker families change over time and the continuous improvement cycle facilitates data driven decision making through routine data collection for up-to-date profiles on migrant students and basing programming on specific research-based solutions. 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.

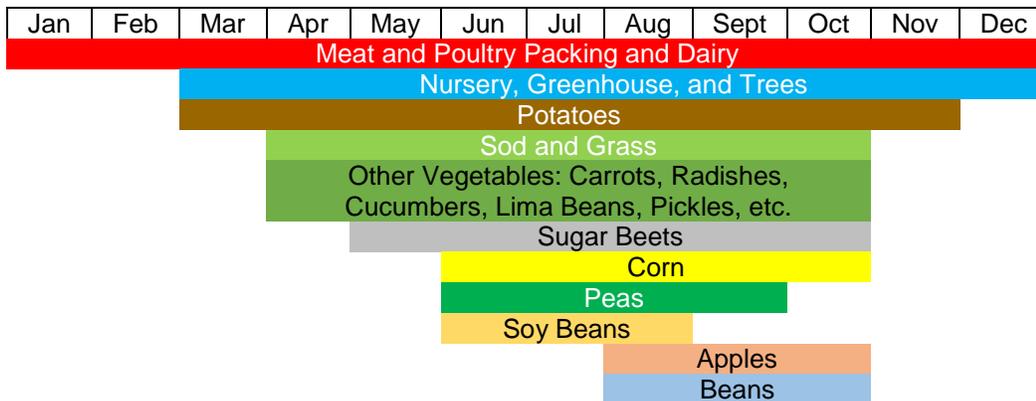
2. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their unique needs in a coordinated and efficient manner.
3. Ensure that migratory children have the opportunity to meet the same challenging state content standards and student 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.

Description of the Minnesota Migrant Education Program

The mission of the Minnesota 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.

Migrant families are primarily involved in seasonal agricultural work during the summer (peak times of June through August), with some activities related to field preparation and maintenance in the late spring and early fall. In Minnesota the main qualifying crops are: sugar beets, peas, corn, soy beans, apples, beans, grass/sod, nurseries for trees and other greenhouse plants, potatoes, and other vegetables (Figure 1). Migrant farmworkers are located primarily in the southern and northwestern part of the state (Figure 2).

Figure 1 Seasonal Agricultural Activities in Minnesota



Over the three program years prior to this update to the SDP (2013-14 through 2015-16), Minnesota identified an average of 1,848 migrant students (Consolidated State Performance Report [CSPR] Category I counts) with the following characteristics:

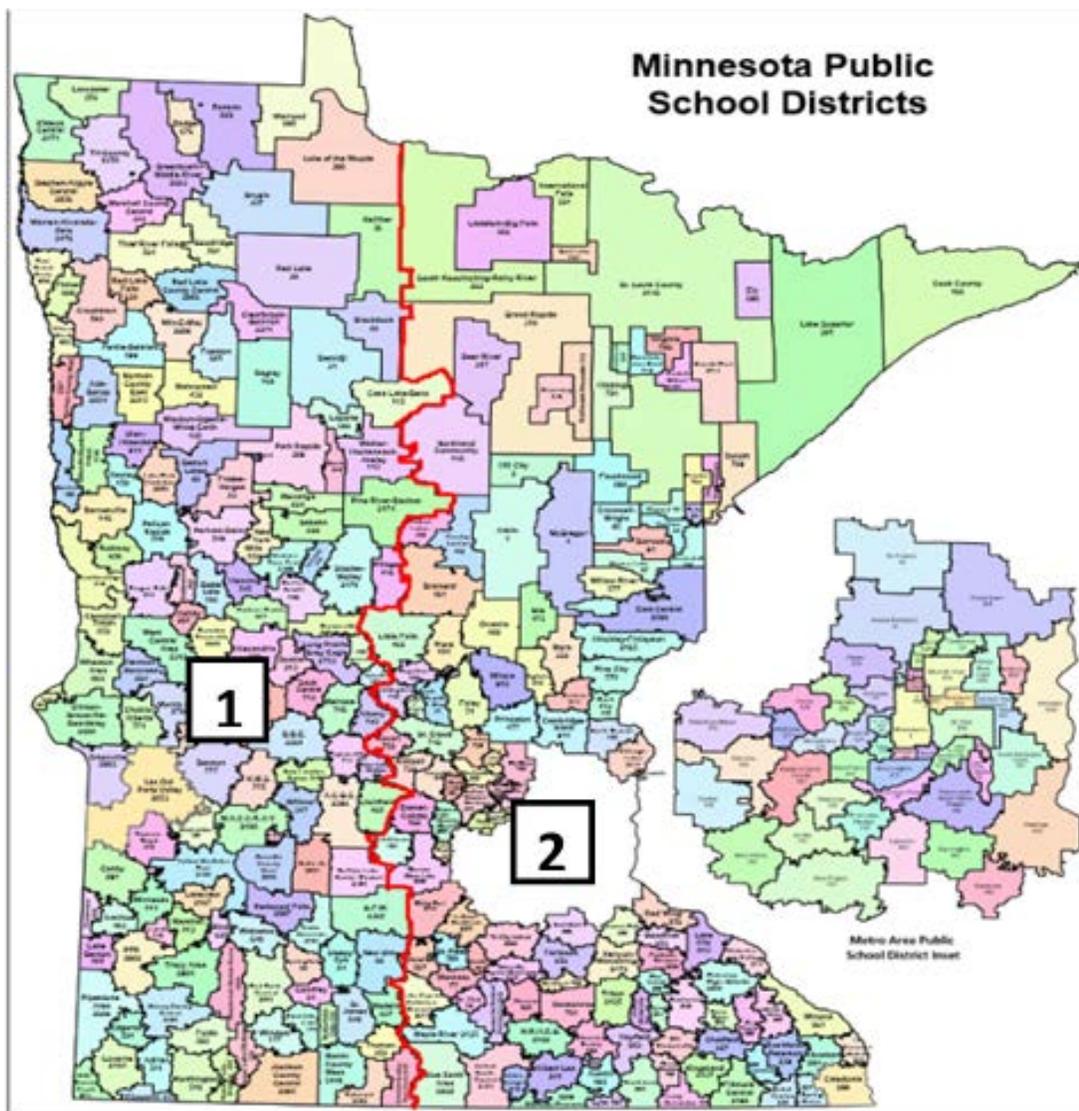
- 66 percent had a Qualifying Arrival Date (QAD) within the previous 12 months
- 11 percent were identified as Priority for Services (PFS);
- 25 percent were English Learners (EL), predominantly Spanish speakers; and
- 78 percent moved to Minnesota from their home state of Texas.

To address the needs of the migrant student population, the Minnesota MEP provides most services during the summer session, when the highest concentrations of students are in the state. The Minnesota Department of Education (MDE) administers the MEP at the state level and sub-grants to local educational agencies (LEAs) to implement the program.

MEP Projects

In the summer of 2017, the Minnesota MEP funded 10 summer projects in Breckenridge; Bird Island; Blue Earth; Belgrade-Brooten-Elrosa (BBE); Glencoe-Silver Lake (GSL); Sleepy Eye; Owatonna; Rochester; Waseca; and Willmar. Though migrant students are identified throughout the state, the largest concentrations of migrant students are in the south and west and identified in the six regions below. Beginning in 2018, the state will be split into two regions as shown in Figure 2. Identification and Recruitment (ID&R) specialists and their team of recruiters will be responsible for recruitment in these regions.

Figure 2 2018 Migrant Education Program Regions



Joint Planning

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 (OSY). MMERC also provides resources to teachers serving migrant students through its lending library. MDE also contracts with Tri-Valley Opportunity Council (TVOC) to provide identification and recruitment, health and nutrition services, data management, transportation and Migrant and Seasonal Head Start services to migratory preschool children. 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 partnered with MinneTESOL to host its annual Minnesota English learner education conference, which features a migrant strand.

Strategic Plan Framework

The mission of the Minnesota MEP is to ensure equity and access to high-quality educational programs and services to meet the unique educational needs of migrant children and families. The MEP provides leadership, technical assistance and resources to remove barriers for migrant students which are a result of educational interruption and other aspects of the migrant lifestyle. The Strategic Framework is woven throughout the SDP, and the table on the next page displays priorities, objectives, and the primary places they are addressed.

Table 1 Table 1. Strategic Framework

Priorities	Objectives	Where addressed in the SDP
<p>Academic Excellence <i>MDE promotes effective educational programs that capitalize on migrant students' cultural and linguistic assets to achieve academic excellence.</i></p>	<p>A.1. Ensure implementation of effective and culturally responsive educational programming for migrant students and families.</p> <p>A.2. Provide professional development for all educators working with migrant students so that the students have access to services, resources and educational programs.</p> <p>A.3. Ensure that migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.</p> <p>A.4. Ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards by maintaining intra and interstate collaboration.</p>	<p>Section 4: Alignment Chart and Section 8: Parent Involvement Plan</p> <p>Section 7: Professional Development Plan and Goal Area 4: Support Services</p> <p>Section 3: State Performance Goals and Targets and Section 4: Alignment Chart</p> <p>Goal Area 3: High School Graduation and Services for OSY</p> <p>Section 4: Alignment Chart</p> <p>Goal Area 3: High School Graduation and Service for OSY and</p> <p>Goal Area 4: Support Services, and Section 10: Exchange of Student Records</p>
<p>Administration <i>MDE provides technical assistance and resources to ensure effective administration of migrant education programs which adhere to state and federal requirements.</i></p>	<p>B.1. Ensure that all eligible migrant students are accurately identified.</p> <p>B.2. Ensure that all identified migrant students receive services.</p> <p>B.3. Provide guidance and support to meet state and federal program requirements.</p> <p>B.4. Ensure that data collection systems, processes and procedures are aligned, and that data is accessible for use in decision making.</p>	<p>Section 9: Identification and Recruitment Plan</p> <p>Section 6: Monitoring and Technical Assistance Plan</p> <p>Section 11: Evaluation Plan</p>
<p>Accountability <i>MDE provides data and support to effectively evaluate and continuously improve educational outcomes for migrant students.</i></p>	<p>C.1. Implement comprehensive needs assessment, service delivery, and evaluation process to drive decision-making and support continuous improvement of programs and services.</p> <p>C.2. Monitor implementation of migrant education programs and that use of funds is in compliance with state and federal laws and regulations and that funds are coordinated to provide equitable education for migrant students.</p>	<p>Section 4: Alignment Chart</p> <p>Section 6: Monitoring and Technical Assistance Plan</p>

Description of the Minnesota Service Delivery Planning Process

The Minnesota MEP follows the Continuous Improvement Cycle recommended by OME that includes:

- CNA: a three-phase model to identify major concerns, gather data to define needs, and select priority solutions;
- SDP: a multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migrant children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability;
- Implementation of SDP: information dissemination and training to align site services and goals with the statewide plan, roll-out of strategies, and data collection for accountability; and,
- Evaluation: measures to determine the extent to which strategies were implemented with fidelity and the impact of those strategies on migrant student achievement.

The Minnesota MEP convened a planning committee for the SDP comprised of key stakeholders from migrant education as well as content area experts; some members also served on the Needs Assessment Committee (NAC) for the CNA process, ensuring continuity from one phase of the Continuous Improvement Cycle to the next. (Refer to beginning of this document for a list of SDP Planning Committee members.) The SDP committee met three times in person to provide input on SDP requirements. Table 2 highlights the process through the various meeting objectives and outcomes. See Appendix A for meeting notes.

Table 2 SDP Committee Meetings

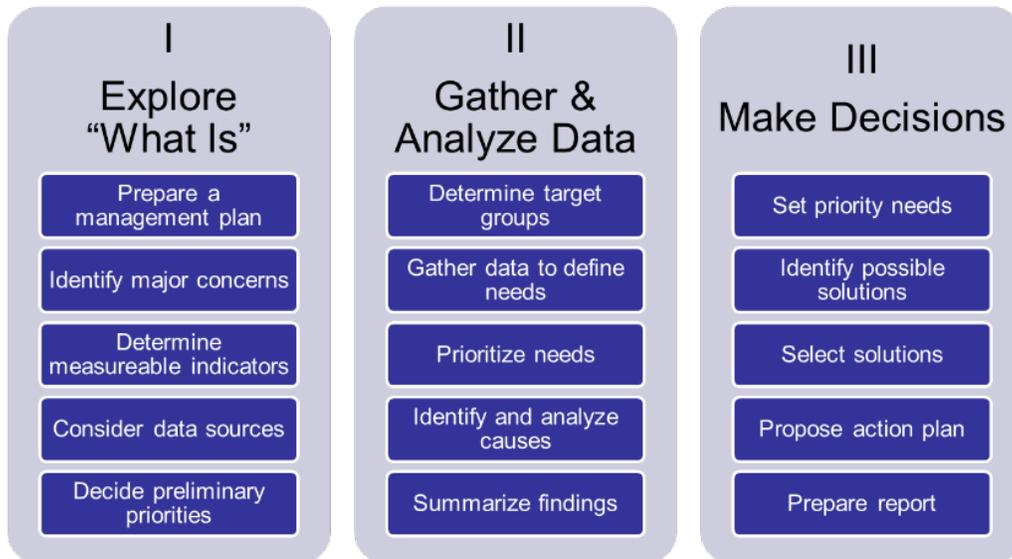
Date	Objectives	Outcomes
9/27/17	<ul style="list-style-type: none"> • Customize MN MEP logic model • Create strategies for meeting student needs • Create Measurable Program Outcomes (MPOs) and align to strategies 	<ul style="list-style-type: none"> • Reviewed the findings from the CNA process • Established work groups • Updated logic model • Created and updated strategies • Created and updated MPOs
10/26/17	<ul style="list-style-type: none"> • Review and revise strategies and MPOs. • Identify resources needed to implement the strategies. • Identify evaluation activities and tools to measure progress toward meeting MPOs 	<ul style="list-style-type: none"> • Reviewed and revised MPOs and strategies from meeting one • List of resources need to implement strategies • List of evaluation tools • Revisions and recommendations for <ul style="list-style-type: none"> ○ PFS determinations ○ Monitoring plan ○ Professional development plan ○ Parent involvement plan ○ Identification and recruitment (ID&R) plan ○ Student records plan
11/15/17	<ul style="list-style-type: none"> • Review and finalize evaluation plan • Review and finalize MPOs and strategies 	<ul style="list-style-type: none"> • Finalized MEP Alignment chart with strategies, MPOs, results evaluation questions, and implementation evaluation questions

2. Building on the Comprehensive Needs Assessment

The CNA Process in Minnesota

The MEP CNA was conducted using the guidance found in the [Migrant Education CNA Toolkit \(2012\)](#) found online. The graphic below summarizes the organization of the activities the NAC undertook to develop the CNA.

Figure 3 Three phases of the CNA



As shown above, Phase I is to explore “what is” by preparing a management plan, identifying major concerns, determining measureable indicators, considering data sources, and deciding preliminary priorities. Phase II is to gather and analyze data by determining target group, gathering data to define needs, prioritizing needs, identifying and analyzing causes, and summarizing findings. Phase III is to make decisions by setting priorities, identifying possible solutions, selecting solutions, proposing an action plan, and preparing a report. The CNA was designed to develop an understanding of the unique educational needs of Minnesota migrant students and their families. Not only does this analysis of needs provide a foundation to direct the Minnesota MEP through the SDP process, but it also supports the overall MEP continuous improvement and quality assurance processes and the overall state plan. The needs analysis was adapted to the resources and structures available in Minnesota.

The NAC reviewed the data to formulate a comprehensive understanding of the characteristics of the migrant student population in Minnesota. A profile of Minnesota migrant students was developed based on the most recently available information allowing the NAC to use the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. The prioritized concerns are included in the MEP planning chart in Section 4. The full CNA report is on file with the MDE (see Appendix B for the table of contents).

In response to identified needs and alignment with goals for all students, Minnesota adopted the four goal areas below during the NAC meetings and continued their use throughout the completion of the SDP.

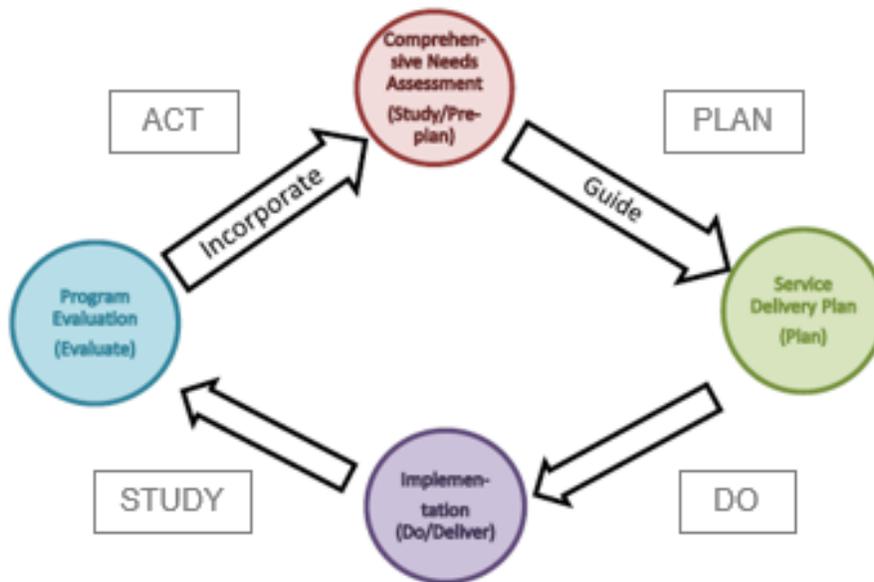
- Goal 1:** Reading Achievement
- Goal 2:** Mathematics Achievement
- Goal 3:** High School Graduation and Services for OSY
- Goal 4:** Support Services

The planning chart in Section 4 shows the alignment of CNA concerns and solutions in each goal area with the strategies and MPOs developed for the SDP.

Using CNA Results to Inform the Service Delivery Planning Process

The following diagram summarizes the Office of Migrant Education’s Continuous Improvement Cycle and shows the relationship of the CNA, SDP, program implementation, and program evaluation. The process begins with the CNA, which informs the development of the SDP, and continues on through the implementation and evaluation.

Figure 4 Continuous Improvement Cycle



State Migrant Education Program Continuous Improvement Cycle
(Adapted by MDE from the Office of Migrant Education, 2011)

The CNA guides the overall design of the Minnesota MEP on a statewide basis, and the findings of the CNA are woven throughout the SDP. The Minnesota MEP CNA results provided a blueprint for the delivery of services within the state for migrant children and youth. An SDP 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 MEP educators, MDE staff, administrators, and recruiters.

Previously, Minnesota has implemented an SDP that was based on assessed student needs and the use of data to inform decisions about the delivery of high quality services. This ongoing work was aligned with the federal goals of the Title I, Part C that continue to be addressed under the new SDP.

The SDP will help the Minnesota MEP 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 MPOs and how they help achieve the state’s performance targets.
4. How to evaluate whether and to what degree the program is effective.

3. State Performance Goals/Targets

Long Term Goals and Interim Measurements of Progress

States are required to report migrant student achievement compared to state performance targets (Annual Measurable Outcomes, or AMOs). Minnesota set a long-term goal to reach reading/language arts and mathematics achievement rate of 90 percent with no student group below 85 percent by the year 2025. Interim progress targets are set in equal increments (rounded to the nearest whole number) to achieve 85 percent proficiency by 2025 from the 2017 baseline for all migrant students. Should Minnesota reach an average N greater than 30 by grade level for migrant students, the same method of calculating interim progress by grade will be used.

Table 3 Reading and Mathematics Goals and Measurements of Interim Progress for All Migrant Students

Subject	2017 Baseline	2018	2019	2020	2021	2022	2023	2024	2025
Reading	26%	33%	41%	48%	56%	63%	70%	78%	85%
Math	27%	34%	42%	49%	56%	64%	71%	78%	85%

Note: according to technical assistance provided by the OME in the Small State Evaluation Webinar on March 31, 2016, small states (defined as N<30 per grade level) are not required to disaggregate PFS student achievement in performance indicators or results.

For graduation, Minnesota has a long-term goal to reach a four-year adjusted cohort graduation rate of 90 percent for all students with no student group below 85 percent by the year 2020. However, the state has not set graduation or dropout targets for migrant students due to the small numbers of migrant secondary students who are residents in the state for the regular school term. The most recent cohorts have averaged fewer than 30. The state will continue to report the number of graduates annually as required per the OME Small State Evaluation Webinar.

Logic Model

The SDP committee reviewed and used state performance targets in the development of strategies and MPOs. The organization of the committee aligned to performance targets and the SDP logic model in Table 4 shows

how strategies and outcomes are aligned to the impact of achieving the performance targets and implementation targets in the Fidelity of Strategy Implementation (FSI) Tool.

Table 4 SDP Logic Model

Category	Inputs	Strategies	Outcomes	Impacts
Planning	MEP funds Instructional staff Administration Instructional supplies/materials Technology Quality control in ID&R	Professional development for MEP staff and others responsible for migrant students Parent involvement Instructional strategies Counseling, graduation career planning Support services Coordination with community agencies	Progress made toward meeting MPOs and state performance indicators Parents involved Staff trained Students engaged in school	Higher rates of high school graduation and credit accrual Increased student reading and math achievement Increased capacity of parents to provide learning support in the home
Implementation	Timeliness, quantity, appropriateness, and availability of resources	Monitor and ensure high levels of strategy implementation	Number and percent achieving outcomes, increasing scope of services, MPO progress, graduation; fewer dropouts	Academic achievement, graduation, high quality services
Evaluation	Qualitative: Observations, FSI completion, survey responses Quantitative: Raw data, assessment results, graduation/dropout rates, survey ratings	Qualitative: FSI review, review of program services, trend analysis Quantitative: Descriptive statistics, means and frequencies	Qualitative: Narrative descriptions, trend analysis Quantitative: Descriptive statistics, t-tests, statistical means and gains	Qualitative: Conclusions for program improvement Quantitative: Progress toward MPOs and state performance indicators

The Minnesota MEP Alignment chart that follows details MPOs and strategies and shows how performance targets, needs assessment outcomes, and evaluation questions align.

4. 2017-18 Minnesota MEP SDP/CNA/Evaluation Alignment Chart

GOAL AREA 1: READING

State Performance Target: By 2025, 90 percent of all students will score proficient on the state assessment with no student group falling below 85 percent. Annual interim targets for migrant students are equal increments toward 85 percent from the 2017 baseline.

Primary Concern Statement: We are concerned that migrant students have learning gaps in reading due to high mobility resulting in interrupted schooling.

Data Summary: In 2016-17, 26 percent of the 187 migrant students assessed (28 percent of PFS migrant students) scored at Meets or Exceeds in reading compared to 60 percent of non-migrant students.

Need Statement: The percentage of migrant students scoring proficient or above in reading needs to increase by 34 percent (32 percent for PFS migrant students) to eliminate the gap between migrant students and non-migrant students.

Strategy 1.1: Identify areas where students have learning gaps and provide standards-based curriculum and effective reading instruction to meet individual student needs.

Strategy 1.2: Provide effective instruction that addresses English language development standards.

Strategy 1.3: Provide technology-based and innovative learning opportunities to reduce reading skill gaps and promote engagement in reading.

Table 5 Reading MPOs and Evaluation Questions

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 1A: By the end of the 2018 summer migrant program, 70 percent of migrant students in grades K-8 receiving standards-based reading curriculum and effective instructional strategies for at least five days will improve their scores by five percent on a curriculum-based assessment.	1A.1 What percentage of students (PFS and non-PFS) in grades K-8 improved their scores by five percent?	1A.2 How many students received reading instruction during the summer at each site?
MPO 1B: By the end of 2018 summer migrant program, 90 percent of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.	1B.1 What percentage of summer sites implemented standards-based reading curriculum and effective instructional strategies at the “succeeding” or “exceeding” level?	1B.2 How did local projects tailor reading instruction to meet the needs of individual students?

GOAL AREA 2: MATHEMATICS

State Performance Target: By 2025, 90 percent of all students will score proficient on the state assessment with no student group falling below 85 percent. Annual interim targets for migrant students are equal increments toward 85 percent from the 2017 baseline.

Primary Concern Statement: We are concerned that migrant students have learning gaps in math due to high mobility, interrupted schooling, and a lack of engagement during the regular school year.

Data Summary: In 2016-17, 27 percent of the 187 migrant students assessed (29 percent of PFS migrant students) scored at Meets or Exceeds in math compared to 59 percent of non-migrant students.

Need Statement: The percent of migrant students scoring proficient or above in math needs to increase by 32 percent (30 percent for PFS migrant students) to eliminate the gap between migrant students and non-migrant students.

Strategy 2.1: Identify areas where students have learning gaps and provide standards-based curriculum and effective math instruction to meet individual student needs.

Strategy 2.2: Provide effective math instruction using language-rich, math-rich, and real-world applications of concepts to increase engagement in math.

Strategy 2.3: Provide technology-based and innovative learning opportunities to reduce math skill gaps and promote engagement in math.

Table 6 Mathematics MPOs and Evaluation Questions

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 2A: By the end of the 2018 summer migrant program, 70 percent of migrant students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least five days will improve their scores by five percent on a curriculum-based assessment.	2A.1 What percentage of students (PFS and non-PFS) in grades K-8 improved their scores by five percent?	2A.2 How many students received 5 or more days of math instruction during the summer at each site?
MPO 2B: By the end of 2018 summer migrant program, 90 percent of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation (FSI) tool.	2B.1 What percentage of summer sites implemented standards-based math curriculum and instructional strategies at the “succeeding” or “exceeding” level?	2B.2 How did local projects tailor math instruction to meet the needs of individual students?

GOAL AREA 3: HIGH SCHOOL GRADUATION AND SERVICES FOR OSY

State Performance Target: By 2020, the adjusted cohort graduation rate for all students will be 90 percent. Targets for migrant students have not been set due to the small number of migrant students residing in the state during the regular year. However, the overall intent of strategies and MPOs is to attain high school graduation.

Primary Concern Statement: We are concerned that migrant students are meeting graduation requirements at a much lower rate than non-migrant students due to being behind in credit accrual, not passing state assessments, and being unaware of graduation requirements.

Data Summary: In 2015-16, the migrant graduation rate was 50 percent compared to 82.2 percent for non-migrant students. Note: only 10 migrant students were in the 2015-16 cohort, as the majority of Minnesota's migrant students graduate from their home-base school.

Need Statement: The migrant student graduation rate needs to increase by 32.2 percent in order to eliminate the gap between migrant and non-migrant students.

Strategy 3.1a: Gather information from home-base districts, interstate coordination agencies (e.g., TMIP), and Migrant Student Exchange (MSIX) to provide effective, needs-based instruction to migrant secondary students and OSY (e.g., coursework leading toward high school credits, state assessments, and other secondary and postsecondary/career readiness opportunities).

Strategy 3.1b: Provide outreach and advocacy to migrant secondary students and OSY to encourage participation in MEP services.

Strategy 3.2: Provide advocacy and outreach to migrant families to facilitate student enrollment in local or home-base districts during the regular school year, and placement in credit-bearing courses transferrable to home-base districts.

Strategy 3.3: Provide effective instruction that addresses English language development standards to secondary-age migrant ELs.

Strategy 3.4: Develop a plan to coordinate among local schools, state agencies, and home-base districts to issue transcripts for timely transfer of records, including records for special education students.

Table 7 High School Graduation and OSY Services MPOs and Evaluation Questions

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 3A: By the end of the 2018 summer migrant program, 70 percent of migrant secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.	3A.1 What percentage of students in grades 9-12 and OSY (PFS and non-PFS) obtained high school credits?	3A.2 What courses did migrant students/OSY complete?
MPO 3B: By the end of the 2018 summer migrant program, there will be a five percent increase (over the 2016 baseline of 21 percent) in the percentage of migrant OSY and secondary students in grades 9-12 receiving MEP services.	3B.1 Did the percentage of students in grades 9-12 and OSY (PFS and non-PFS) receiving MEP services increase by five percent?	3B.2 What strategies were used to increase secondary student/OSY participation in the MEP?
MPO 3C: By the end of the 2018 summer migrant program, 100 percent of secondary migrant students in grades 9-12 and OSY who earned high school credit will receive an official transcript documenting credit(s) earned.	3C.1 What percentage of students in grades 9-12 and OSY (PFS and non-PFS) earning high school credits receive an official transcript?	3C.2 What processes were put in place in order for students/OSY to receive official transcripts in Minnesota?

GOAL AREA 4: SUPPORT SERVICES

State Performance Target: The delivery of support services to migrant students is a provision under Title IC. There is no specific state performance target for support services.

Primary Concern Statement: We are concerned that migrant students lack resources and supplies that would help them improve academic skills outside of a school program.

Data Summary: In 2017, 73 percent of staff reported that migrant students needed support services to better participate in their education; and 54 percent of students indicated a need for assistance locating school and community resources.

Need Statement: The percent of migrant students and their family members receiving support services needs to increase

Strategy 4.1: Provide migrant students with supplemental resources, supplies, and services to minimize educational interruptions and improve academic skills and achievement (e.g., summer programming, innovative options/resources that support learning, family literacy, health/dental, transportation, translation, counseling, liaisons, EL, college and career exploration).

Strategy 4.2: Develop processes and procedures for conducting inter/intrastate coordination activities to streamline data transfer; identify the unique needs of migrant children; and learn about graduation requirements, curriculum, and assessments (e.g., facilitate timely move notifications, educate district staff on migrant student needs, MSIX, and Summer Program Services Report (SPSR); make personal contact through phone calls and emails; intentionally market the MEP to businesses, worksites/ employers, schools, and parents; and increase MEP presentations/presence).

Strategy 4.3: Provide the opportunity for families to participate in two activities with content designed to help them support their children’s learning.

Table 8 Support Services MPOs and Evaluation Questions

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>MPO 4A: By the end of the 2018 summer migrant program, there will be a two percent increase (over the 2016 baseline of 27 percent) in the percentage of eligible migrant students (grades K-12/OSY) receiving MEP services.</p>	<p>4A.1 Did the percentage of migrant students and OSY (PFS and non-PFS) receiving MEP services increase by two percent?</p>	<p>4A.2 What strategies were used to increase student participation in the MEP?</p>
<p>MPO 4B: By the end of 2017-18, at least 90 percent of staff participating in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer as reported in a survey.</p>	<p>4B.1 What percentage of MEP staff reported increased understanding of inter/intrastate coordination?</p>	<p>4B.2 What types of professional development were provided to MEP staff?</p>
<p>MPO 4C: By the end of the 2018 summer migrant program, 90 percent of family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.</p>	<p>4C.1 What percentage of migrant family members reported increased knowledge?</p>	<p>4C.2 What types of parent activities were provided by local sites during the summer?</p>

5. Priority for Services Students

In accordance with the ESSA—Section 1304(d), migrant education programs in Minnesota must give priority for services (PFS) to migrant children who meet the following definition:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.

The Minnesota MEP has established an account of how these criteria are met. A migrant student, child, or youth must fit criterion 1 and criterion 2 to be PFS.

1. Educational Interruption
 - a. In the preceding 12 months, the student has a QAD between September 1 and August 31 **AND**
2. Failing, or most at risk of failing, to meet state academic standards
 - a. Student scored below proficient on a state academic assessment (or)
 - b. Student scored below age/grade level on a local academic assessment (or)
 - c. Student is an English learner (EL) as identified by an English language proficiency assessment (or)
 - d. Secondary student is credit deficient (or)

- e. Child is an out-of-school youth (OSY) (or)
- f. Student dropped out of school (or)
- g. Student has an IEP or 504 Plan

Timelines:

- PFS is to be calculated within the first 10 days of a student’s eligibility for the MEP and input into the state data system.
- Academic data, school data, and educational interruption data is to be used for the preceding 12 months.

The PFS Plan Includes:

- Professional development on identification and services for PFS students locally
- Activities to ensure that eligibility and services for PFS students are documented properly
- Progress monitoring of the MPO and state performance results for students with PFS

The Minnesota MEP application requires local grantees to assess the needs of this at-risk population and target services specifically to PFS students. The NAC examined PFS student data (about 11% of the Minnesota migrant student population) to assess the unique educational needs of PFS students and create solutions to address the needs.

The Minnesota MEP evaluation plan includes a focus on PFS student achievement to ensure that the needs of this most at-risk subpopulation are being addressed. The Minnesota MEP has articulated the need to examine PFS student performance in its evaluation, the results of which will inform the process for strengthening services.

6. Monitoring and Technical Assistance

State Monitoring Process

Regular monitoring of local migrant education projects in Minnesota is conducted by designated staff at MDE. Monitoring is designed to determine whether the funded program is in compliance with federal ESEA Title I-Part C requirements.

Each year, local operating agencies (LOAs) submit applications for migrant program approval and Title I-Part C funding for the summer term. The monitoring process is initiated with a desk review of the local migrant education program’s (MEP’s) annual application for funding, including the review of both programmatic and fiscal information. This process of application review continues each year to ensure accountability and compliance.

Each summer, one to two districts are selected for onsite review. Selection is based on the need to meet regulatory cycles and through a risk-based selection process that includes:

1. Information submitted through a desk review and/or lack of a recent onsite review;
2. Size of allocation

3. Request or formal complaint
4. Data from the previous year's program evaluation
5. High percentage of funds unused in previous years
6. The need to address other potential problems

Districts are notified of an upcoming review by letter at least six weeks prior to the review and by phone and email to arrange a mutually acceptable time and date. To be prepared for review, LOAs are expected to review the monitoring protocol document, which includes a description of the format of the review, a checklist and tips for the coordinator, a self-assessment report (with sample evidence and relevant authority listed) for program staff to complete as a program team, and a sample review schedule. The self-assessment report is aligned with five critical elements discussed below, giving the district an opportunity to self-reflect on its areas of compliance and non-compliance prior to the review.

Onsite monitoring of selected MEPs is conducted each year using a tool that examines compliance with five key areas (critical elements) in accordance with ESEA:

1. **Program Coordination** [Sections 1304(b)(c) and 1308(b)(3) of Title I, Part C, 34 CFR Part 200.81-200.89];
2. **Program Implementation** [Sections 1301 (1-5), 1304(b)(c)(d) and 1306(a) of Title I Part C, 1112(c)(6) and 1119 of Title I Part A, 2 CFR Part 3474, 34 CFR Part 76];
3. **Parent and Family Engagement** [Section 1116 and 1118 of Title I, Part A and Sections 1304(b)(c) and 1306(a)(1)(B)(ii) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76];
4. **Identification and Recruitment** [Sections 1304(b)(c)(d)(e) and 1306(a) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76]; and
5. **Fiscal Monitoring** [Sections 1304(b)(c)(d) and 1306(a)(b) of Title I, Part C, 2 CFR Part 3474, 34 CFR Part 76].

When monitoring reviews are completed, a report of findings is sent to the LOA, and the state provides technical assistance to help the MEP determine how to resolve any findings. All findings must be resolved as a condition of awarding funds in a new funding cycle.

LOAs not receiving an onsite review are selected for a limited desk review of one aspect of the critical elements of the onsite review. For example, in 2017, staffing and professional development were the focuses of the desk review. LOAs were asked to submit evidence to support staff appropriation's alignment with the grant application as well as provision of professional development to support the needs of migratory children and families, staff, and administration of the MEP as required under Title I, Part C. MEP coordinators responded with corrective actions to any findings out of compliance. In 2018, desk reviews will focus on family engagement.

Technical Assistance Process

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.

Ongoing technical assistance is provided by MDE through phone calls, correspondence, meetings/trainings, and onsite visits. Technical assistance may be provided through statewide or regional initiatives or upon request from individual projects for assistance with: a) follow-up to the monitoring findings, b) response to specific issues of eligibility or implementation encountered at local sites, or 3) support of new and ongoing initiatives that are undertaken statewide to improve the MEP (such as the rollout of new strategies in the SDP).

In addition to technical assistance provided by MDE staff, the state MEP sponsors activities to encourage collaboration and sharing among regional and local migrant programs. Some examples include:

- Fall and spring coordinator meetings;
- Content-specific workshops geared to particular staff positions during the year (e.g., annual ID&R training, workshops at the MELEd Conference);
- Onsite program visits to review instructional program implementation, recruiting procedures, student placement, recordkeeping through MIS 2000, and using MSIX;
- Onsite professional development and technical assistance for summer program staff;
- Response to individual requests for assistance by phone or email throughout the year;
- Resources provided at trainings or onsite TA visits;
- Support for local project staff to attend appropriate conferences for interstate coordination (e.g., National Migrant Education Conference, ID&R Forum, TMIP Secondary Credit Accrual Conference, AMET); and
- Summer weekly conference calls with MEP coordinators, including guest speakers on areas of immediate need

7. Professional Development Plan for Staff

Professional Development Opportunities

Professional development (PD) for MEP staff is a critical component of successful implementation of the state's SDP. The SDP Planning Committee articulated specific PD topics in its deliberations that are listed in the Resources column in the SDP Planning Chart in Appendix A. Some topics focus on the content area instruction to be delivered (e.g., use of academic language and strategies for migrant students who are English learners, reading and mathematics pedagogy, use of reading growth assessments, Texas and other district/state standards). These types of training will enable MEP staff to fully understand the expectations outlined in the SDP and give them the tools to strengthen their skills to address individualized student needs; in addition, MDE can provide a consistent message across the local MEP sites and facilitate resource sharing statewide.

In addition to content-focused PD, staff should also receive training on new data collection protocols and evaluation measures. For example, staff should be familiar with the Fidelity of Strategy Implementation tool used to determine the level of implementation of each of the strategies in the SDP to ensure they have a clear understanding of MDE's expectations for implementation.

The SDP Planning Committee recommended using a variety of instructional methods to provide PD. Instructional webinars (synchronous) and face-to-face meetings with local staff in June provide important information at the start of the summer program (e.g., strategies for working with families, accessing student records, secondary and OSY training for teachers unable to attend the summer kickoff). Asynchronous webinars and instructional videos can be tools to deliver technical assistance and training to MEP staff and regular school staff unable to attend face-to-face trainings (e.g., culture of migrancy) throughout the year with greatest cost effectiveness. In addition, MMERC provides opportunities for PD on specific strategies and materials.

National and statewide opportunities for professional development include:

[Colorín Colorado](#) is a bilingual site for families and educators of English learners.

[Federal Resources for Educational Excellence](#) sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English learners.

[Graduation and Outcomes for Success for OSY \(GOSOSY\)](#) is a Consortium Incentive Grant funded in 2015 and projected through 2018 by OME at the USDE to build capacity in states with their secondary-aged migrant out-of-school youth population. GOSOSY sponsors a dissemination event designed to help participants identify migrant OSY and provide services to meet their unique needs.

[The Handbook for Educators Working with Children of Mexican Origin](#)

[The Harvest of Hope Foundation](#) operates to raise funds exclusively for migrant farm workers and their families to provide small grants for emergency aid, as needed.

[Intercambio](#): Uniting Communities is a non-profit organization whose mission is to improve immigrant lives through English education and unite communities across culture. Curriculum and materials are used throughout the state and instructors are invited to participate in webinars for instructors.

[Interstate Migrant Education Council \(IMEC\)](#): IMEC's mission is to advocate for the highest quality education and other needed support for the nation's migratory children and youth.

[The Minnesota English Learner Education \(MELEd\)](#) Conference brings over 1,000 teachers, administrators, coordinators, teacher educators, paraprofessionals, students, advocates, and researchers in the field of English language teaching together for three days of professional development. There are over 100 concurrent sessions over two days, keynote speakers, exhibitors, and networking opportunities that include migrant educators.

[Minnesota Migrant Resource Center \(MMERC\)](#) is a lending library whose mission is to assist school districts in its partner states in meeting the needs of migrant children.

[Migrant Library](#): Sponsored by the Geneseo Migrant Center, the books listed in the Migrant Library serve as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas.

[The National Association for the Education of Young Children \(NAEYC\)](#) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8.

[The National Association of State Directors of Migrant Education \(NASDME\)](#) offers its annual National Migrant Education Conference held in the spring. At this event, staff learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration.

[The National Center for Families Learning](#) offers information and materials on migrant family literacy.

[The Portable Assisted Study Sequence \(PASS\) Program](#) consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits.

[Guided Language Acquisition Design \(GLAD\)](#) is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. The project is based on years of experience with integrated approaches for teaching language. Tied to the Common Core Standards and State Standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum.

[Teaching of English to Speakers of Other Languages \(TESOL\)](#) offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community, where professionals connect with and inspire each other to achieve the highest standards of excellence.

[The National Center for Farmworker Health \(NCFH\)](#) is a private, not-for-profit corporation dedicated to improving the health status of farmworker families by providing information services, training and technical assistance, and a variety of products to community and migrant health centers nationwide, as well as organizations, universities, researchers and individuals involved in farmworker health.

Professional Development and Technical Assistance Recommendations

The committee suggested resources, technical assistance (TA), and professional development that would be needed for the implementation of the strategies. The list created by the committee will help the state develop an implementation rubric or Fidelity of Strategy Implementation (FSI) rubric for rating the extent to which strategies were implemented as described by the committee.

Table 9 Reading Resources

Strategy number	Resources	Technical Assistance	Professional Development
1.1	Curriculum and materials Assessment Technology tools Local Reading Is Fundamental Programs Instructors Classroom space Field trips	Interstate coordination resources	Knowledge of assessment tools and curriculum Parent education
1.2	English language standards Books Evidence-based reading strategies Curriculum and instructional materials	WIDA ACCESS and support MSIX	Best practices and coaching for classroom instructors MELEd conference
1.3	Technology devices Appropriate programs for identified needs Access and funding for licenses	Technical support for enrollment and trouble shooting	Online tools recommendations and training

Table 10 Mathematics Resources

Strategy number	Resources	Technical Assistance	Professional Development
2.1	Curriculum and materials Assessment Technology tools Reading is Fundamental (RIF) Instructors Classroom space Field trips	Interstate coordination resources	Knowledge of assessment tools and curriculum Parent education
2.2	Math standards English language development standards for math Evidence-based math materials and standards Curriculum and instructional materials	Access to WIDA resources and website	Best practices and coaching for classroom instructors MELEd conference
2.3	Technology devices Appropriate programs for identified needs Access and funding for licenses	Technical support for enrollment and trouble shooting	Online tools recommendations and training

Table 11 High School Graduation and Services to OSY Resources

Strategy number	Resources	Technical Assistance	Professional Development
3.1a	MSIX High School Counselors TMIP Materials Curriculum Mankato College Experience Transportation Post-secondary awareness and information for first-generation college students Career awareness activities College entrance exam preparation Credit by exam options Funding for extended time to finish coursework	Access to MSIX Access to online curriculum options MMERC support Data collection systems Systems for credit transfer support	Using MSIX, TMIP to determine student needs State of Texas Assessment of Academic Readiness (STAAR) proctor training Training to use curriculum and measure progress Awareness of first-generation college needs Completing SPSR
3.1b	Recruiters, liaisons, state personnel, teachers Program brochure MMERC Counselors	MMERC Systems for referrals	Program training
3.2	Liaisons Counselors Course descriptions and alignments		Training for building cultural connections Advocacy training Training on high school standards and requirements
3.3	EL teachers Curriculum Pre/post assessments Title III coordination		MELEd conference
3.4	State personnel District registrar TMIP, secondary coordinator IEPs for students SPED staff and resources	Timely transfer of records	Training for MEP staff and school staff on migrant student records transfer

Table 12 Support Services Resources

Strategy number	Resources	Technical Assistance	Professional Development
4.1	Support liaisons throughout the time when migrant students are present as a direct link for advocacy Current homebase directory to minimize interrupted services Sheridan Story Head Start MMERC Mankato Experience Cooking Matters Supplies TVOC	Technical assistance for school staff	Provide professional development from external sources such as Lake Alliance, Lego projects, etc. Network with existing organizations to provide enrichment opportunities like wilderness express, student leadership, etc. Migrant 101 for non-migrant staff
4.2	Migrant handbook Migrant hotline Curriculum alignment (Minnesota to Texas) TMIP Consortium incentive grants TVOC	Access to MSIX and SPSR information	Webinars for using MSIX and the SPSR for services and improvement Technology integration
4.3	Catalog of effective parent engagement activities proven successful with migrant parents Community programs and services Bilingual liaisons Recruiters		Training for staff on effective parent training techniques Panels with migrant parents and former migrant students MELEd conference

8. Parent Involvement Plan

The Minnesota MEP receives the highest concentration of migrant families during the summer. As a summer program, the MEP does not hold Parent Advisory Council (PAC) meetings throughout the year. However, meaningful parent input on the SDP and services provided to migrant youth is a critical component. The draft of the SDP was completed in the winter 2017 at a time when few migrant families were in the state. MDE appointed SDP Planning Committee members who represented migrant families in order to infuse that perspective into the development of the SDP. However, a more formal vetting process is planned for early summer 2018 to bring migrant parents into the discussion.

MDE will create communications regarding SDP priorities in a language and format that meets migrant parent needs. Focus groups will be held regionally to ensure geographic representation and optimal attendance; a common focus group protocol will be used at each site. An addendum to the SDP will be added and revisions made based on parent feedback. The MEP will create and utilize a parent survey to collect input on services and will modify programming accordingly.

In addition to including parents in the administration of the MEP, the SDP strategies incorporate family engagement in the home. The goals of parent involvement are to solicit feedback from parents, ask parents about the needs of their children, provide information about supporting student success in the home, and orient parents to local school systems and requirements. Local programs are expected to provide parents with two involvement activities during the summer to engage in activities designed to meet these overall goals. MEP staff will receive PD related to successful practices to engage families in academic content so that they can model activities for parents at meetings and during home visits. The MEP will continue to partner with other organizations and businesses to reach migrant families, i.e., Head Start, faith-based groups, Chambers of Commerce (for festivals, mentors, etc.), employers/farmers, etc.

9. Identification and Recruitment Plan

The Minnesota MEP articulates its ID&R plan through its ID&R manual. Local grantees are obligated to follow the requirements established in the manual for identifying and recruiting eligible children and youth into the program, completing documentation accurately, maintaining high standards of quality control, and network building. The Minnesota ID&R Manual reflects the statutory requirements of ESSA as well as the non-regulatory guidance (March 2017) and the Code of Federal Regulations issued by OME. A copy of the manual is on file with the MDE.

Roles and Responsibilities

The ID&R staffing structure is as follows:

- SEA MEP Director assures all program mandates and systems ensure excellence.
- SEA MEP Specialist provides leadership, consultation, and direct technical assistance to school district personnel and contractors related to ID&R and student databases (MIS2000, MSIX), in addition to other MEP requirements.
- ID&R Manager develops and oversees systems for ID&R and data management at the state and federal level, serving as the primary liaison for communication with MDE staff, approves all Certificates of Eligibility (COE) and oversees the annual re-interview process.
- ID&R Assistant Manager provides training and support for statewide ID&R efforts and reviews all Certificates of Eligibility (COE)
- ID&R Coordinator enters all COEs, Minnesota Automated Reporting Student System (MARSS) numbers, student health records and transcripts, etc. into MIS2000
- ID&R Specialist researches potentially eligible populations in targeted areas in the state through network building and provides support and training to local recruiters.
- Recruiters have the primary mission to locate potentially-eligible children and youth and to enroll them into the MEP with completion of required documentation.

The MEP uses a balanced ID&R approach, working with school districts as well as employers and community agencies and businesses.

Quality Control

The Minnesota MEP ID&R Quality Control Plan (also known as the State Quality Control Plan) provides a process to ensure that only eligible migrant children and youth are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation. The plan is explained in detail in the ID&R Manual.

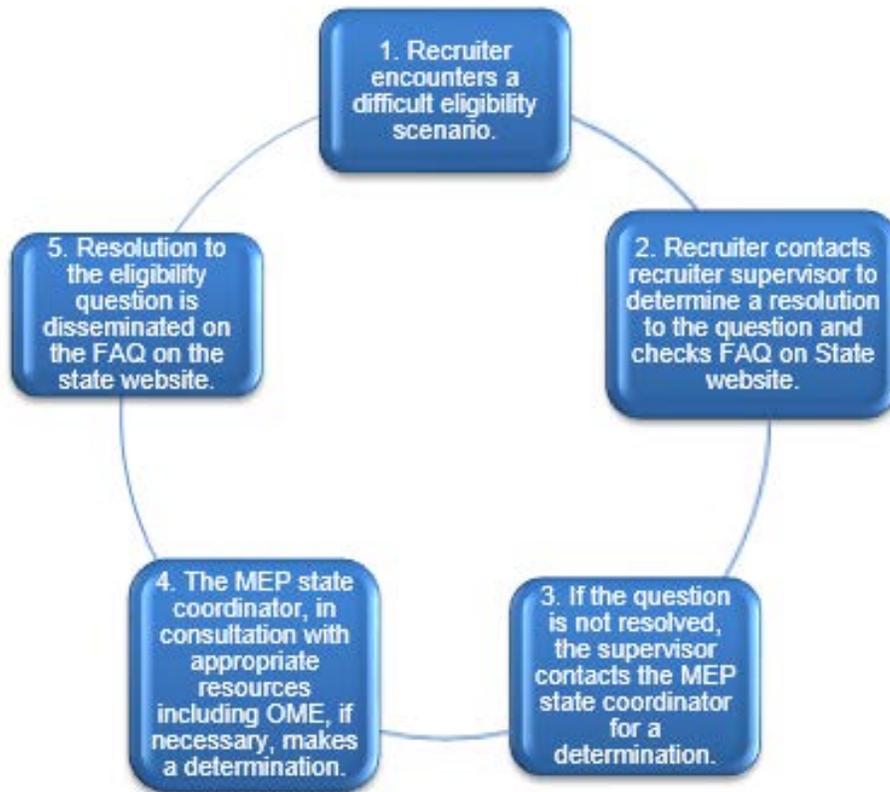
The Minnesota MEP Quality Control Goals are listed below:

- Identify and recruit all and only eligible migrant children and youth residing in Minnesota.
- Ensure that proper MEP eligibility determinations are made.
- Ensure that proper MEP eligibility determinations are supported by accurate documentation on COEs.

There are three components of the quality control plan, each of equal importance:

1. Recruiter and COE reviewer training and certification.
2. Standardized review of all COEs and eligibility determinations.
3. Verifications of representative samples of recruited children and youth in Minnesota.

Figure 5 Process for Resolution of Eligibility Questions



The chart above shows the process that a recruiter follows when faced with a difficult eligibility scenario. When a recruiter encounters a difficult eligibility scenario, the recruiter contacts his or her supervisor to determine a resolution to the question and checks FAQ on State website. If the question is not resolved, the supervisor

contacts the MEP state coordinator for a determination. The MEP state coordinator, in consultation with appropriate resources including OME, if necessary, makes a determination. Finally, resolution to the eligibility question is disseminated on the FAQ on the state website.

10. Exchange of Student Records

Coordination and Student Records Exchange

The Minnesota 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 the Migrant Student Information Exchange (MSIX) system and communication directly with home base school district.

Minnesota 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, health specialist, food and nutrition services between the Head Start and Title I, Part C. Additionally, MN MEP has annual representation at the Texas Migrant Interstate Program (TMIP) Interstate Secondary Credit Accrual Workshop to keep abreast of changing state requirements. Through TMIP, Minnesota also ensures students can fulfill graduation pathway requirements in their home state through a memorandum of understanding to proctor necessary out-of-state tests.

Minnesota utilizes MIS2000, which is a Microsoft Windows-based solution for the information needs of states serving migrant children. MIS2000 is fully customized to meet the needs of each state. The system provides for the storage, retrieval, and reporting of student information. Records are electronically transferred without a dependency on a national database. The installation process establishes a state database which is served by multiple sub-state installation sites with region or district levels. Each sub-state site communicates directly with the state system.

MIS2000 allows states to store data from Certificates of Eligibility (COEs), education records, health information, as well as any additional information collected by programs. MIS2000's reporting tools allow states to run preinstalled reports, create your own reports, print copies of COEs, run eligible student counts, and to fulfill federal reporting requirements.

The Migrant Student Information Exchange (MSIX)

The U.S. Department of Education was mandated by Congress, in Section 1308 (b) of ESEA, as amended by the ESSA of 2016, to assist states in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, it must ensure the linkage of migrant student record systems across the country. In accordance with the mandate, the Department implemented the MSIX initiative whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.

Minnesota is fully operational in MSIX and the Minnesota Migrant System/MIS2000 interfaces with it successfully to allow the state to complete reports on interstate and intrastate student records. Minnesota is able to provide student data, as required, for the CSPR and to meet other federal and state data requirements.

As a receiving state, the Minnesota MEP continues to work on interstate communication and collaboration with Texas and other sending states. Systems are in place to ensure the protection of student information in accordance with the Family Education Rights and Privacy Act (FERPA). Ongoing training is provided to Minnesota MEP staff on all of these systems.

11. Evaluation Plan

Plan for Evaluating Project Implementation and MPO Results

The evaluation of the Minnesota MEP will be completed by the MDE with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, federal reporting requirements and OME guidelines, and the Minnesota MEP. The evaluation will systematically collect information to inform the program and to help the state make decisions about program improvement and success.

The evaluation will report both **implementation** and **outcome** data to determine the extent to which the state performance targets, strategies, and MPOs in reading, mathematics, high school graduation/services to OSY, and support services have been addressed and met. Section 4 with the MEP Alignment Chart contains the full list of strategies, MPOs, and evaluation questions.

Implementation of all strategies identified in this SDP will be measured using the FSI tool that is anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth. FSI data will be gathered by local MEPs and presented as evidence during onsite monitoring visits, evaluation site visits, classroom observations, and structured interviews with MEP staff. The FSI will utilize a 4-point rubric that measures the degree of implementation from non-evident to highly effective.

Data on migrant students and services is collected by the state from each of its local projects. Data sources include: migrant staff, migrant parents, migrant students, recruiters/advocates, and migrant program administrators. Data will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the state system). Data analysis procedures will include descriptive statistics based on Minnesota migrant student demographics, program implementation, and student and program outcomes. Means and frequencies, trend analyses, and inferential statistics will be applied as appropriate.

To comply with federal guidelines, Minnesota will perform an annual performance results evaluation in order to inform SEA decision-making, and prepare a written evaluation report every 2-3 years that reports implementation and performance results data. The written report will include implications and recommendations for improving MEP services based on implementation and performance results to help ensure that the unique educational needs of migrant students are being met.

Student Assessment and Progress Monitoring Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CFR 200.83(a)(4), the evaluation data and demographic information described in Sections 3 and 4 of this SDP will be compiled, analyzed, and summarized by the external evaluator in collaboration with Minnesota MEP staff. These activities will help the state determine the degree to which the MEP is effective in relation to the state performance targets, strategies, and MPOs.

For all programs and services, the progress monitoring plan calls for the collection of data on ID&R, student participation, coordination activities (including interstate coordination and home/ school partnerships); staff, student, and parent perceptions about program effectiveness; professional development; and program strengths and areas needing improvement. Determining progress and making adjustments in the MEP is focused on increasing migrant student achievement. The MDE will support local MEPs in their efforts to use evaluation results for improving program services through:

- distributing materials to support professional development activities among Minnesota MEP staff during regional meetings and statewide workshops;
- providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- provide opportunities for local MEP sites to share ideas and concerns and discuss possible solutions for program improvement during regularly scheduled conference calls with state personnel and recruiters;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- including language in the local MEP application asking sites to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the outside evaluator to review processes, procedures, and supports provided to local MEPs;
- sharing information among local MEPs from state and national reading, math, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and
- offering training-of-trainers sessions for MEP coordinators to support their efforts in assisting local MEPs to use evaluation results to improve MEP programs and services.

Statewide MEP Data Collection and Reporting Systems

Data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible.

Table 13 Reading MPOs and Data Collection Processes

MPO	What tool is needed?	Who is responsible?	When is it administered?	When is it reported?
1A) By the end of the 2018 summer migrant program, 70% of migrant students in grades K-8 receiving standards-based reading curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.	Curriculum-based assessment	Teacher	Beginning and end of summer programs	End of summer program
1B) By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based reading curriculum and effective instructional strategies as “succeeding” or “exceeding” on the FSI tool.	FSI	Coordinator	During summer program	End of summer program

Table 14 Mathematics MPOs and Data Collection Processes

MPO	What tool is needed?	Who is responsible?	When is it administered?	When is it reported?
2A) By the end of the 2018 summer migrant program, 70% of migrant students in grades K-8 receiving standards-based math curriculum and effective instructional strategies for at least 5 days will improve their scores by 5% on a curriculum-based assessment.	Curriculum-based assessment	Teacher	Beginning and end of summer programs	End of summer program
2B) By the end of 2018 summer migrant program, 90% of the projects will rate their implementation of standards-based math curriculum and effective instructional strategies as “succeeding” or “exceeding” on the FSI tool.	FSI	Coordinator	During summer program	End of summer program

Table 15 Graduation and Services for OSY MPOs and Data Collection Processes

MPO	What tool is needed?	Who is responsible?	When is it administered?	When is it reported?
3A) By the end of the 2018 summer migrant program, 70% of migrant secondary students in grades 9-12 and OSY working on credit-bearing secondary courses will obtain credits toward high school graduation.	SPSR	Secondary teacher and coordinator	End of summer	End of summer
3B) By the end of the 2018 summer migrant program, there will be a 5% increase (over the 2016 baseline of 21%) in the percentage of migrant OSY and secondary students in grades 9-12 receiving MEP services.	SPSR	Coordinator	End of summer	End of summer
3C) By the end of the 2018 summer migrant program, 100% of secondary migrant students in grades 9-12 and OSY who earned high school credit will receive an official transcript documenting credit(s) earned.	SPSR	Coordinator	End of summer	End of summer

Table 16 Support Services for MPOs and Data Collection Processes

MPO	What tool is needed?	Who is responsible?	When is it administered?	When is it reported?
4A): By the end of the 2018 summer migrant program, there will be a 2% increase (over the 2016 baseline of 27%) in the percentage of eligible migrant students (grades K-12/OSY) receiving MEP services.	SPSR	Coordinator	Throughout the summer	End of summer
4B) By the end of 2017-18, at least 90% of staff participating in MEP training on inter/intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer as reported in a survey.	Survey	SEA designed; Coordinator administered	Before and after each training (Pre/Post surveys)	End of summer
4C) By the end of the 2018 summer migrant program, 90% of family members who participate in at least one parent activity will report that they increased their knowledge of the content presented.	Parent Survey	Parent Event Facilitator – Parent Survey	Post training event	End of summer

12. Summary and Next Steps

The comprehensive process for needs assessment and service delivery planning used by the Minnesota MEP involved many migrant educators, administrators, parents/community representatives, and specialists with knowledge about the content areas of reading, mathematics, promoting high school graduation, and community and school-based programs and services for meeting the unique educational needs of migrant students and families. Minnesota will begin implementation of the new SDP once the alignment activities are completed, which is expected for the 2018 summer program.

In the winter and spring 2018, the Minnesota MEP will continue its strategic planning and systems alignment process by undertaking the following key activities:

- Convene a small workgroup of state and regional staff to focus on systems alignment. This workgroup will consist of the State Data Manager with expertise in data collection and reporting, State Program Specialist and local coordinators, and others knowledgeable about the MEP and the alignment of systems to support the implementation of the SDP.
- Revisit all data collection decisions and examine current procedures to determine whether they are in alignment with the evaluation plan described in the SDP.
- Develop new tools, as necessary, that measure the degree to which the MPOs have been achieved.
- Design and deliver an SDP rollout to include technical assistance for designing services to match SDP strategies, using new data collection forms, and reporting for new strategies and MPOs.
- Revisit the MEP monitoring tool to include accountability for progress made toward meeting the Minnesota MPOs and other aspects of the new SDP.

Appendix A: Meeting Notes

Project: Minnesota SDP Committee Meeting 1

Date: 9/27/17

Location: Minnesota Department of Education – Roseville, Minnesota

Participants:

First Name	Last Name	Organization	Role
Julie	Chi	MDE	Compliance Monitor
Nadia	Crooker	Local Recruiter	Local Recruiter
Linda	Fournier	TVOC	Data Coordinator
Barbara	Garza	Local Recruiter	Local Recruiter
Lidibette	Guzmán	MMERC	Director
Marty	Jacobson	META	Facilitator
Rosa	Lopez	TVOC	Regional Recruiter
Jane	Sanchez	Bird Island	Coordinator
Leigh	Schleicher	MDE	State MEP Director
Juline	Thomley	Rochester	Coordinator
Noemi	Treviño	MDE	Specialist
Amber	Waibel	Sleepy Eye	Coordinator
Jenny	Wazlawik	MDE	Reading Literacy Specialist
Amy	Young	Owatonna	Coordinator
Cris	Young	TVOC	Statewide MEP Manager

Needs Assessment

- The committee reviewed the concern statements, need indicators, and solutions developed by the Needs Assessment Committee. Members identified the key needs and topics raised by the Comprehensive Needs Assessment. Following is a summary of points discussed.
- In reading and math, you need to identify individual student needs before doing anything else.
- Informing families and schools about the MEP is important (home base and local schools).
- We need concrete coordination with TMIP and other interstate programs to let them know what we are doing so they can pick up when students move.
- There is a concern about learning English and we need to address the standards and address proficiency in Spanish.
- There is a concern about differing standards, and we need a solution that deals with improved coordination and communication.
- We need to look at places where standards overlap between TX and MN, and maybe a week of planning would help us identify which standards we should prioritize.
- There is a lot of overlap in standards, but differences in the articulation. We do need to prioritize what we work with because we can't do them all.

- For secondary, we need an improved way to monitor progress in academic skills (for example through NWEA).
- There is a services gap between the end of summer school and before they leave in the fall to return to their home base.
- We have identified almost 2000 students and 450 (approx.) were served; however, this total may change when services for preschool children not in school are included.
- When thinking about support services, we need to pay attention to what is required by districts for technology. Some families can't afford the fees.

Development of a logic model

- The committee reviewed the OME logic model and sample models to guide the improvement process in Minnesota.
- Groups discussed the models and made suggestions for improvement based on the Minnesota context. The updated and revised logic model follows.

Inputs	Strategies	Outcomes	Impact
MEP funds Instructional staff Administration Instructional supplies/materials Technology Quality control in ID&R	Prof. development for MEP staff and others responsible for migrant students Parent involvement Instructional strategies Counseling, graduation career planning Support services Coordination with community agencies	Progress made toward meeting MPOs and state performance indicators Parents involved Staff trained Students engaged in school	Higher rates of H.S. graduation and credit accrual Increased student reading and math achievement Increased capacity of parents to provide learning support in the home
Timeliness, quantity, appropriateness, and availability of resources	Monitor and ensure high levels of strategy implementation	Number and percent achieving outcomes, increasing scope of services, progress toward meeting MPOs, graduation; fewer dropouts	Academic achievement, graduation, high quality services
<i>Qualitative:</i> Observations, FSI completion, survey responses <i>Quantitative:</i> Raw data, assessment results, graduation/dropout rates, survey ratings	<i>Qualitative:</i> FSI review, review of program services, trend analysis <i>Quantitative:</i> Descriptive statistics, means and frequencies	<i>Qualitative:</i> Narrative descriptions, trend analysis <i>Quantitative:</i> Descriptive statistics, t-tests, statistical means and gains	<i>Qualitative:</i> Conclusions for program improvement <i>Quantitative:</i> Progress toward MPOs and state performance indicators

Development of Strategies and MPOs

- Participants split into four goal areas and developed strategies and MPOs aligned to the concerns and solutions developed by the Needs Assessment Committee.
- After each group developed their strategies, they reviewed the strategies and MPOs of the other groups and provided suggestions.
- See the attached planning chart for the draft strategies and MPOs.

Follow-up and next steps:

- Second and final SDP meeting
 - October 26, 2017
 - Review draft strategies and MPOs
 - Review Priority for Services criteria
 - Identify resources and collaborators
 - Review parent involvement plan
 - Review ID&R plan
 - Review professional development plan
- A draft of the CNA report will be available for feedback in December 2017

Project: Minnesota SDP Committee Meeting 2

Date: 10/26/17

Location: Minnesota Department of Education – Roseville, Minnesota

Participants:

First Name	Last Name	Organization	Role
Julie	Chi	MDE	Compliance Monitor
Nadia	Crooker	Local Recruiter	Local Recruiter
Linda	Fournier	TVOC	Data Coordinator
Lidibette	Guzmán	MMERC	Director
Marty	Jacobson	META	Facilitator
Claudia	Mladek	TVOC	Recruiter
Lori	Moore	Coordinator	Glencoe-Silver Lake
Emily	Reding	Sleepy Eye	Teacher
Jane	Sanchez	Bird Island	Coordinator
Leigh	Schleicher	MDE	State MEP Director
Cari	Semivan	META	Facilitator
Tyler	Steen	Coordinator	Willmar
Amanda	Tegels	Teacher	BBE
Juline	Thomley	Rochester	Coordinator
Noemi	Treviño	MDE	Specialist
Jenny	Wazlawik	MDE	Reading Literacy Specialist
Amy	Young	Owatonna	Coordinator
Cris	Young	TVOC	Statewide MEP Manager

Strategy and MPO review

- The committee reviewed the strategies and MPOs drafted at the previous meeting. There were no changes in the reading and math goal areas, but there were changes in the high school graduation and support services goal areas. See the attached MPO Planning chart for the updated strategies and MPOs.
- Major points of discussion included:
 - Ensuring that the new MPOs would not create an undue data burden
 - Ensuring that the new MPOs were aligned with the strategies
 - Ensuring MPOs and strategies took into account the context of the Minnesota MEP where the majority of students are not in the state during the state assessment window
- The SDP committee suggested data collection instruments and timelines for all of the updated MPOs

Reading

DRAFT MPO	What Tool is needed?	Who is Responsible?	When is it Administered?	When is it reported to the SEA or Evaluators?
1A) by the end of the 2018 summer programs, 75% of migrant students in grades K-8 receiving standards-based reading instruction for at least 10 days will improve their scores on a curriculum-based assessment by 5%.	Curriculum-based assessment	Teacher	Beginning and end of summer programs	End of summer program
1B) By the end of 2018 summer programs, 90% of summer sites will rate their implementation of standards-based curriculum and evidence-based reading instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation tool.	FSI	Coordinator	During summer program	End of summer program

Math

DRAFT MPO	What Tool is needed?	Who is Responsible?	When is it Administered?	When is it reported to the SEA or Evaluators?
2A) By the end of the 2018 summer programs, 75% of migrant students in grades K-8 receiving standards-based math instruction for at least 10 days will improve their scores on a curriculum-based assessment by 5%.	Curriculum-based assessment	Teacher	Beginning and end of summer programs	End of summer program
2B) By the end of 2018 summer programs, 90% of summer sites will rate their implementation of standards-based curriculum and evidence-based math instructional strategies as “succeeding” or “exceeding” on the Fidelity of Strategy Implementation tool.	FSI	Coordinator	During summer program	End of summer program

High School Graduation and Services for OSY

DRAFT MPO	What Tool is needed?	Who is Responsible?	When is it Administered?	When is it reported to the SEA or Evaluators?
MPO 3A) By the end of the 2018 summer program, 80% of migrant students in grades 7-12 attending the summer program will take required state assessments, complete lessons that lead to proficiency on state assessments, participate in secondary coursework leading toward high school credit as demonstrated on the Summer Academic Report (SAR) and the Summer Program Services Report (SPSR).	SPSR	Secondary teacher and coordinator	End of summer	End of summer
3B) By the end of the 2017-18 program year, participation in MEP services for secondary and OSY will increase by 5% over baseline.	SPSR	Coordinator	End of summer	End of summer
MPO 3C) By the end of 2018-19, a percent of migrant students in Minnesota during the regular school year program for three weeks or more will attend school.	SPSR	Coordinator	End of summer	End of summer
3D) By the end of the 2018 summer program, 75% of secondary migrant EL students will show a 5% gain in EL skills on a local assessment.	SPSR	Coordinator	End of summer	End of summer
3E) By the end of the 2018 summer program, 100% of secondary migrant students who earned credit will receive a local district transcript showing credit(s) earned.	SPSR	Coordinator	End of summer	End of summer

Support Services

DRAFT MPO	What Tool is needed?	Who is Responsible?	When is it Administered?	When is it reported to the SEA or Evaluators?
4A) By the end of the 2018 summer migrant program, there will be a 5% increase over baseline of eligible migrant students receiving supplemental support and instructional services.	SPSR	Coordinators	Throughout the summer	Reported at the end of the summer program
4B) Annually, at least 90% of staff participating in training about inter- and intrastate coordination will report increased understanding of processes and procedures for conducting and streamlining such activities and data transfer as reported in a survey.	Survey	SEA designed; Coordinator administered	Before and after each training (Pre/Post surveys)	Reported at the end of the summer program
4C) Annually, all districts receiving MEP funding will provide two parent activities with sufficient content designed to help parents support their children’s learning, as documented in the FSI.	FSI Rubric; Parent Survey	Coordinator – FSI Rubric Parent Event Facilitator – Parent Survey	Post training event	Reported at the end of the summer program

Updates to other SDP Sections

- The committee discussed and provided recommendations for updates to
 - Making PFS determinations
 - State monitoring and technical assistance plan
 - Professional development plan
 - Parent involvement plan
 - Identification and recruitment plan
 - Student records plan
- The PFS definition is updated below. The other revisions were technical and minor and will be included in the draft of the SDP report.

DRAFT PFS Definition

1. Educational Interruption
 - a. In the preceding 12 months, the student has a QAD between September 1 and August 31, **AND**
2. Failing, or most at risk of failing, to meet state academic standards
 - a. Student scored below proficient on a state academic assessment (or)
 - b. Student scored below age/grade level on a local academic assessment (or)

- c. Student dropped out of school (or)
- d. Student is an English learner (EL) as identified by an English language proficiency assessment (or)
- e. Student has repeated a grade level or is over age for grade (or)
- f. Secondary student is credit deficient (or)
- g. Out-of-school youth (OSY) (or)
- h. Student has an IEP or 504 Plan
- i. Missed more than 15 days of school during the regular school year
- j. Meets McKinney-Vento homeless definition

Follow-up and next steps:

- Summarize SDP Meeting 2 decisions and recommendations (by 12/18/17)
- Prepare a draft SDP Update (by 2/1/18) and incorporate MN and other selected readers' feedback into a final version of the report (by 2/28/18)
- Do a systems alignment so that the updated SDP results are aligned with the evaluation tools, MEP application, monitoring tool, etc.

MEETING SUMMARY

Minnesota Migrant Education Program

Evaluation Planning Team (EPT) Meeting

Roseville, Minnesota – November 15, 2017

Meeting Participants

Lidibette (Lidi) Guzman, Program Director, MMERC

Rhonda Isaacs, Program Coordinator, MMERC

Cris Young, Migrant Education Services Manager, TVOC

Claudia Mladek, Migrant Education Services Assistant Manager, TVOC

Linda Fournier, Migrant Education Program Data Coordinator, TVOC

Julie Chi, English Learner and Migrant Education Compliance Monitor, MDE

Noemí Treviño, Migrant and Schoolwide Program Specialist, MDE

Cari Semivan, MEP Evaluator, META Associates

Meeting Objectives

1. Review the results of the 2017 program evaluation
2. Review/revise the new Strategies and MPOs
3. Review/revise the data sources, persons responsible, and timelines for the new MPOs
4. Review/revise the 2018 data collection instruments
5. Discuss the processes needed to identify the PFS status of all migrant students in MN
6. Discuss the next round of CIGs

Meeting Deliverables

- 2018 Minnesota MEP SDP/CNA/Evaluation Alignment Chart
- 2018 Fidelity of Strategy Implementation (FSI)
- Minnesota MEP 2017-18 Evaluation Data Charts
- Evaluation Form 1: Parent Education Evaluation
- Evaluation Form 2: MEP Staff Survey
- Evaluation Form 3: Secondary Student/OSY Survey

Discussion and Activities

Cari presented the meeting objectives, gave an overview of the meeting materials, and reviewed the agenda. Participants received a review of the evaluation requirements for State MEPs including the Continuous Improvement Cycle provided by the Office of Migrant Education (OME) in its Program Evaluation Toolkit (2012).

Review of the 2016-17 Evaluation Results: The group reviewed implementation and outcome evaluation results from 2016-17 including services; parent activities; professional development; Fidelity of Strategy Implementation (FSI) ratings and evidence; MCA reading and math results; graduation and dropout rates; progress toward the Minnesota MEP measurable program outcomes (MPOs); MEP staff comments about the impact of the MEP; evaluator recommendations; and staff, parent, student suggestions for the Minnesota MEP.

Debrief the Fall 2017 Coordinators' Meeting: The group reviewed the participant comments and suggestions from the Fall 2017 Coordinators' Meeting that was held on October 27, 2017. They group discussed staff suggestions for future training including the application webinar and the 2018 Summer Kick-off Meeting.

Review of the Draft Strategies and MPOs: The group reviewed and revised the draft strategies and MPOs written during the two Service Delivery Plan (SDP) Committee meetings this fall. Changes were made to the strategies and MPOs which are reflected in the final version of the 2018 Minnesota MEP SDP/CNA/Evaluation Alignment Chart. The final version of the strategies and MPOs will be included in the most recent update to the SDP, and the Summer 2018 Application.

Review of the Data Sources, Timelines, and Persons Responsible for the MPOs: The group reviewed the data courses, timelines, and persons responsible for the new MPOs and made suggestions for changes/edits. Updated information is included in the 2017-18 Evaluation Data Charts.

Review of the 2018 Summer Program and Evaluation Data Collection Instruments: Each participant received copies of the MEP Staffing Report, Secondary/OSY Needs Assessment Form A, the 2018 Data Needs Checklist, the Parent Education Evaluation, the MEP Staff Survey, the Elementary Student Survey, and the Secondary/OSY Survey.

MEP Staffing Report: This online survey documents headcounts and FTE for summer school staff. The group did not have any changes to this form.

Secondary/OSY Needs Assessment Form A: This form helps MEP staff determine the learning needs of secondary students and OSY. There were no changes to the form at this time, but Lidi will review it prior to the 2018 Summer Kick-off Meeting in June.

Summer Program Services Report (SPSR): This Excel spreadsheet documents all services, secondary credits, state tests, and pre/post reading and math assessment results for students participating in the summer program. Based on Coordinator suggestions at the Fall Coordinators' Meeting, the SPSR will be changed to have one tab for students in grades K-5, and one tab for students in grades 6-12/OSY with each tab containing the same data elements, with the addition of secondary credit accrual and state testing added to the grades 6-12/OSY tab. In addition, Cris and Linda will work with Lidi and Rhonda to

create a similar document to report the services they provide to secondary students and OSY. They also will create a spreadsheet that will allow recruiters and migrant liaisons to document the services they provide to migrant students and families during the regular year and summer.

2018 Data Needs Checklist: This checklist contains the reporting requirements for the 2018 annual MEP evaluation, and end-of-summer reporting requirements/documentation. The group went through all components of the checklist and made edits/changes which are reflected in the revised version of the checklist to be shared with the group for review prior to the Summer Kick-off Meeting in June.

Evaluation Form 1 - Parent Education Evaluation: This form documents ratings of gains in parent knowledge of content addressed in parent activities (MPO 4C) to be distributed after each parent education activity or event (which may include home-based parent education). The draft form will be shared with the group prior to finalizing for the Summer Kick-off Meeting in June.

Evaluation Form 2 – MEP Staff Survey: This online survey documents MEP staff ratings and opinions of MEP professional development (MPO 4B), impact on students/families, and suggestions for the MEP (implementation evaluation). There were no changes to this form, however, it will be reviewed with the EPT prior to the Summer Kick-off Meeting in June to determine if there are additional items that need to be added to the survey.

MN Form 3 – Elementary Student Survey: This survey was eliminated as it is no longer needed to address an MPO.

Evaluation Form 4 – Secondary Student/OSY Survey: This survey documents secondary student (grades 7-12) and OSY ratings and opinions of the MEP. Cari and Lidi will work together this spring to revise the survey prior to the Summer Kick-off Meeting in June. This form will now be considered Form 3.

Review of Minnesota's PFS Criteria: The EPT reviewed the State's current PFS criteria and made suggestions for edits in order to better facilitate the ability of the State to determine the PFS status of all eligible migrant students in Minnesota (rather than asking local projects to determine the PFS status of the students participating in the summer program, and to determine the PFS status for all other eligible migrant students). The group decided to remove the criteria about repeating a grade level/over age for grade. All other criteria will remain as is. This PFS criteria will be included in the current update to the SDP, and MEP staff will receive training on the PFS criteria at the 2018 Summer Kick-off Meeting. Following is the revised PFS criteria.

1. Educational Interruption
 - a. In the preceding 12 months, the student has a QAD between September 1 and August 31
2. Failing, or most at risk of failing, to meet state standards
 - a. Student scored below proficient on a State academic assessment (or)
 - b. Student scored below age/grade level on a local academic assessment (or)
 - c. Student is an English learner (EL) as identified by an English language proficiency assessment (or)
 - d. Secondary student is credit deficient (or)
 - e. Out-of-school youth (OSY) (or)

- f. Student dropped out of school (or)
- g. Student has an IEP or 504 Plan

The group further discussed the steps to determine the PFS status of migrant students in Minnesota and determined that after obtaining information from the State of Minnesota, TMIP and MSIX would be the next places to determine whether or not eligible migrant students have any of the PFS criteria. Cris, Linda, and Claudia will work on determining the PFS status of the eligible migrant students.

Discussion about the Next Round of Consortium Incentive Grants (CIGs): The group discussed the CIGs for the next three years including the ID&R CIG, the Reading CIG, the OSY CIG, and the Preschool CIG (with the possibility of the Math CIG as well). The group discussed the best fit for Minnesota and determined that the ID&R and Reading CIGs would best meet Minnesota’s needs given that many projects already utilize the reading materials developed by the Reading CIG and could benefit from the new screeners and resources developed by this CIG; and there would be a benefit to looking at ID&R with the declining number of eligible migrant students in Minnesota over the past five years.

Wrap-up, Follow-up, Next Steps, and Timelines

- ✓ Cari will update the 2018 Summer Application, and any other documents that list the Minnesota MPOs and Strategies
- ✓ Cris, Claudia, and Linda will set up an “SPSR” for recruiters, liaisons, and work with Lidi/Rhonda to set one up for them
- ✓ Cris, Claudia, and Linda will work on processes for determining PFS for all eligible migrant students so that they can determine if it will work to tell projects they can do this in the spring.
- ✓ Cari will share the updated strategies, MPOs, and PFS criteria with Marty to include in the SDP Update (done)