

Migrant Education Program

Minnesota Department of
Education

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Abbreviations and Acronyms

ACCESS	Assessing Comprehension and Communication in English State-to-State
CBOs	Community-based Organization
CNA	Comprehensive Needs Assessment
CORE	Comprehensive Online Reading Education
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
EL	English learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GED	General Educational Development
HS	High School
ID&R	Identification and Recruitment
IEP	Individual Education Plan
K-12	Kindergarten through Grade 12
LEA	Local Education Agency (also LOA for Local Operating Agency)
LEP	Limited English Proficiency
MCA-II	Minnesota Comprehensive Assessments-II
MEP	Migrant Education Program
MMERC	Midwest Migrant Educational Resource Center
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NCLB	No Child Left Behind Act of 2001
NGS	New Generation System
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
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SBA	Standards-Based Assessment
SDP	Service Delivery Plan
SEA	State Education Agency
TAKS	Texas Assessment of Knowledge and Skills
TVOC	Tri-Valley Opportunity Council
TX	Texas
UTCC	University of Texas Correspondence Courses
WIDA	World-Class Instructional Design & Assessment

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Introduction

The Comprehensive Needs Assessment Process in Minnesota

The primary purpose of the Minnesota Migrant Education Program (MEP) is to help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Minnesota MEP must give priority for services to migrant children and youth who are failing, or most at risk of failing, to meet the state's content and performance standards, and whose education has been interrupted during the regular school year. Migrant students bring a rich variety of experience and knowledge to the classroom; however, the purpose of this report is to identify the needs of migrant students so that ultimately services can be targeted for the greatest impact.

While there is considerable flexibility in using MEP funds, they must be used to address the unmet needs of migrant children that result from migrant children's lifestyle to permit them to participate effectively in school.

The children of migrant, mobile agricultural workers and fishers often have needs in addition to those of the English learner (EL) population due to high poverty, high mobility, and interrupted schooling. This fact makes it necessary to understand the needs of the migrant population as distinct from the EL population and design services (through the service delivery planning process) that meet those unique needs.

In order to better understand and articulate the specific services that the Minnesota MEP should target to migrant children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP. A Comprehensive Needs Assessment (CNA) was conducted as required to review and improve the overall design of the Minnesota MEP.

Specifically, the CNA aims to:

- ▶ Identify and assess "the unique educational needs of migratory children that result from the children's migratory lifestyle" and other needs that must be met in order for migratory children to participate effectively in school (*Elementary and Secondary Education Act [ESEA], Section 1304, 34 CFR 200.83 (a)(2)(i, ii)*):
- ▶ Guide the overall design of the MEP on a statewide basis;
- ▶ Help local operating agencies and State Education Agencies prioritize needs of migrant children; and
- ▶ Provide the basis for the SEA to subgrant MEP funds.

The Minnesota CNA will guide future programming and policy decisions to ensure that the Program’s resources are directed at the most needed and most effective services for migrant children and youth and their families.

The CNA process used in Minnesota followed the three-phase implementation model (see Exhibit 1) suggested by the Office of Migrant Education (OME). The model, along with the suggested implementation guide framework, was modified to fit the specific needs of the Minnesota CNA process.

The Minnesota process included both the assessment of needs and the identification of potential solutions at three levels:

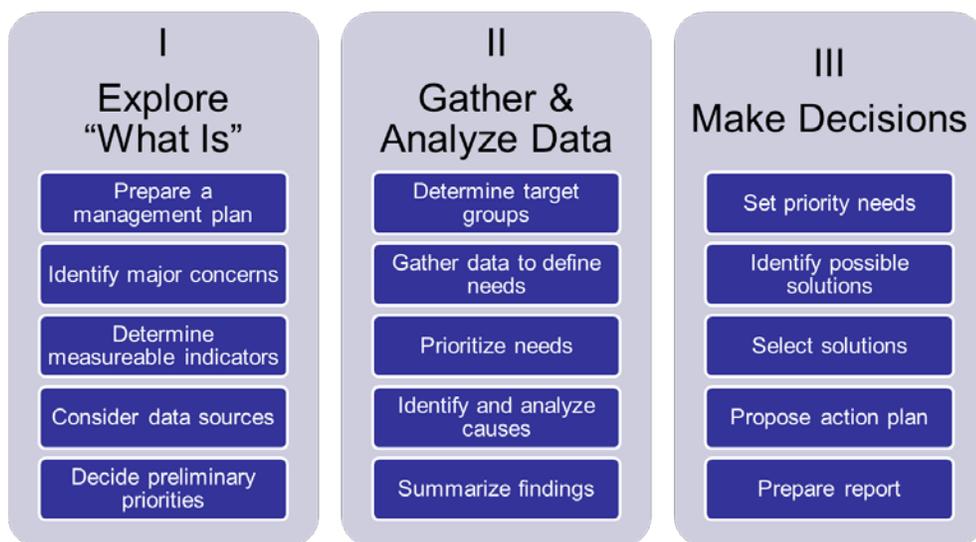
Level #1: *Service Receivers* (i.e., migrant students and parents);
Level #2: *Service Providers and Policymakers* (i.e., state and local MEP staff); and
Level #3: *Resources* (i.e., the system that facilitates or impedes the efforts of MEP staff).

Data Collection Procedures

Various data collection methods were employed to assess needs and identify solutions. These methods included:

- ▶ surveys conducted with MEP directors, school administrators and staff, recruiters, and migrant parents;
- ▶ reviews of state assessment results in reading and mathematics with comparisons made between migrant student achievement results and that of their non-migrant peers;
- ▶ reports on achievement and credit accrual toward high school graduation that were generated through the state migrant student database MIS2000;
- ▶ reports on achievement and English language proficiency as measured on the English Language Proficiency (ELP) Assessment; and
- ▶ discussion groups and anecdotal information.

Exhibit 1
Three-phase Model for CNA



The Minnesota Needs Assessment Committee (NAC) was involved during the entire three phases of the CNA process and were instrumental in formulating the recommendations for program improvement contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migrant children and youth and their families.

Organization of the CNA Report

This CNA report provides an overview of the entire Minnesota CNA process as well as an action plan with recommended solutions and interventions that aim to close the gaps between where Minnesota migrant children are now and where state performance targets and other measures of proficiency indicate they should be. This action plan will drive the subsequent Comprehensive State Plan for Service Delivery.

The Service Delivery Plan (SDP) will describe the services the Minnesota MEP will provide on a statewide basis to address the special educational needs of migrant children and youth and their families and will provide the basis for the use of all MEP funds in the state. Furthermore, the SDP will help the Minnesota MEP develop and articulate a clear vision of:

- ▶ the needs of migrant children on a statewide basis;
- ▶ the MEP's measurable outcomes and how they help achieve the state's performance targets for all students;
- ▶ the services the MEP will provide on a statewide basis; and
- ▶ how to evaluate whether and to what degree the Program is effective.

Including this brief introduction, there are seven sections to the CNA report. The next section, *Authorizing Statute and Guidance for Conducting the CNA*, provides legal underpinnings on which Minnesota conducts its CNA activities. This section is followed by the *Phase I*, *Phase II*, and *Phase III* activities of the CNA, which includes the state migrant student and program profile; the process for gathering and analyzing data; and the process for decision making. The *Conclusions* section is the final part of the body of the report. Finally, the *Appendices* contain all meeting agendas and notes; needs assessment survey instruments; and the complete list of the NAC members' concern statements, solutions, and rankings.

Authorizing Statute and Guidance for Conducting the Comprehensive Needs Assessment

A MEP CNA is required by the OME of the U.S. Department of Education under Section 1306 of the ESEA as reauthorized in 2001 for Title I Part C, Section 1304(1) and 2(2). States must address the special educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ is integrated with other programs under the ESEA and may be submitted as part of the state consolidated application;
- ✓ provides that migratory children will have an opportunity 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;
- ✓ is the product of joint planning among such local, state, and federal programs, including programs under Title I Part A, early childhood programs, and language instruction programs;
- ✓ encompasses the full range of services that are available for migrant children from appropriate local, state, and federal educational programs; and
- ✓ provides for the integration of available MEP services with other federal-, state-, or locally-operated programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA.

Purpose of the CNA

The state MEP has flexibility in implementing the CNA through its local education agencies or local operating agencies, except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) identify and assess the unique educational needs of migratory children; and 2) identify other needs not addressed by services available from other federal or non-federal programs.

Policy guidance issued by OME states that needs assessments must be conducted annually using the best information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to local operating agencies. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migrant parents and students as appropriate, educators and administrators of programs that serve migrant students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

The Migrant Education Program Seven Areas of Concern

There are seven common areas of concern that emerged from a CNA initiative undertaken by OME from 2002-2005 in four states. Seven areas resulted from this initiative as being important for all states to consider as they begin to conduct their statewide assessment of needs.

During NAC meetings and work groups, the seven themes helped guide Minnesota toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. Specific concerns challenging the success of migrant students include:

- 1) educational continuity;
- 2) instructional time;
- 3) school engagement;
- 4) English language development;
- 5) education support in the home;
- 6) health; and
- 7) access to services.

These Seven Areas of Concern served as a focus around which the Minnesota NAC developed concern statements. These concern statements, in turn, will be used by Minnesota MEP staff and other key stakeholders to design appropriate services to meet the special educational needs of migrant students.

Phase I: Exploring “What Is”

Planning Phase of the Minnesota CNA

The Minnesota CNA was designed to develop an understanding of the unique educational needs and educationally-related needs of Minnesota migrant students. Not only does this analysis of needs provide a foundation for the future direction of the Minnesota MEP through the SDP, but it also supports the overall continuous improvement and quality assurance processes of the Minnesota MEP and the overall State Plan. The needs analysis was adapted to the resources and structures available in the state.

The Preparation Phase of the Minnesota CNA involved two major objectives:

1. garner a **sense of commitment** to the needs assessment in all levels of the Minnesota MEP; and
2. arrive at consensus on the **CNA process** so that the findings are used in an appropriate and timely manner.

The MEP Project Manager, Leigh Schleicher, is an employee of the Minnesota Department of Education (MDE). She was assisted in the development of the CNA by META Associates and ESCORT. The state MEP management plan defined the structure for the NAC, delineated

various roles and responsibilities, and contained a calendar of meeting dates and timelines for tasks to be completed. The Minnesota NAC was charged with:

- ▶ guiding the needs assessment process;
- ▶ setting priorities; and
- ▶ making policy recommendations and internal process decisions that affect planning and implementation.

NAC members were recommended by state MEP staff and reflected a broad range of stakeholders that included state personnel, state MEP staff, project coordinators, teachers, content area experts, community services providers and other stakeholders, recruiters, and representation for migrant parents (see the NAC membership list at the beginning of this report). After NAC membership was solidified, the Project Manager implemented the final step in management planning, the logistical plan. A schedule of meetings was developed specifying the requirements for each meeting, the meeting goals, and the anticipated activities. The tasks for each meeting were laid out in agendas and notes that were revised after each meeting to incorporate unanticipated activities. Meeting agendas, notes, and objectives can be found in Appendix A.

Overview of Phase I: Exploring “What Is”

The purpose of Phase I was to: 1) investigate what already is known about the special educational needs of the target group; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the assessment including the use of the findings for program planning and implementation. The term *special educational needs* describes educationally-related needs that result from a migratory lifestyle that must be met in order for migrant children to participate effectively in school. The CNA process:

- ▶ includes both needs identification and the assessment of potential solutions;
- ▶ addresses all relevant goals established for migrant children to ensure migrant children have the opportunity to meet the same challenging standards as their peers;
- ▶ identifies the needs of migrant children at a level useful for program design purposes;
- ▶ collects data from appropriate target groups; and
- ▶ examines needs data disaggregated by key subgroups.

Again, the primary purpose of the CNA is to guide the overall design of the Minnesota MEP on a statewide basis as well as to assure that the findings of the CNA will be folded into the Comprehensive State Plan for Service Delivery. The SDP is designed to help the Minnesota MEP develop and articulate a clear vision of: 1) the needs of Minnesota migrant children; 2) the Minnesota MEP’s measurable outcomes and how they help achieve the state’s performance targets; 3) the services the Minnesota MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and the Minnesota Standards

During the first NAC meeting on July 26, 2012, the NAC addressed the following objectives:

- ▶ Understand the CNA planning cycle and roles/responsibilities of the NAC
- ▶ Review summaries of existing data and information on the needs of migrant students, and decide on additional data needed
- ▶ Develop preliminary concern statements
- ▶ Review the results of the NAC and decide on next steps in the planning cycle

Outcomes from the meeting included:

- ▶ List of all concern statements
- ▶ Possible comparison group(s) for MEP students
- ▶ List of additional data elements needed for MEP student profile and comparison group
- ▶ List of potential sources of data for MEP students and comparison groups
- ▶ List of need indicators

The NAC reviewed the goal areas originally established by OME. It then indicated how the needs of Minnesota migrant students fit within these broad categories and aligned with state standards. The Minnesota Standards are put in place by districts so all students have access to high-quality content and instruction. Standards are updated periodically on a schedule determined by the Minnesota Legislature.

In consideration of state standards and OME recommendations for the CNA, the four goal areas established by the NAC are listed below.

Goal 1: Reading Achievement

Goal 2: Mathematics Achievement

Goal 3: School Readiness

Goal 4: High School Graduation

Upon agreeing to these four goals for improving Minnesota migrant student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME and ensured that concerns and solutions aligned both with the Minnesota Standards and the concerns typically associated with frequent migrancy. Migrant students in Minnesota have traditionally made great gains as evidenced in previous evaluations, but these gains occur within a context of many barriers to achievement. The seven recommended areas of concern and the Minnesota context for these concerns are described below.

1. *Educational Continuity*—Because migrant students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Often students need to learn and adapt to different methods of instruction, behavioral expectations, and classroom rituals and

routines with every move. Minnesota migrant students often move from other states, with most originating from Texas, for seasonal agricultural activities that begin in the spring or summer and continue into the fall. Because of this schedule, migrant students often leave school in Texas before school ends and return after school begins. Ensuring continuity of education and seamless credit accrual opportunities for all students is a priority due to this pattern.

2. *Time for Instruction*—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Specifically, students in school in Minnesota whose home base is in another state need to spend time on activities that are credit bearing in their home base.
3. *School Engagement*—Various factors relating to migrancy patterns impact student engagement in school. Students miss summer sports and extracurricular activities that help foster school engagement. Students feel disconnected from school systems where they may only be spending a few weeks. There is little time for students to establish and develop meaningful friendships within their peer group at school.
4. *English Language Development*—English language development is critical for academic success. For migrant students, academic language is often underdeveloped even if students have interpersonal communication skills in English. The MEP must find avenues to supplement the difficulties faced by migrant students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. *Education Support in the Home*—Home environment is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and activities. Such resources reflect parent educational background and socio-economic status. While migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
6. *Health*—Good health is a basic need that migrant students have difficulty maintaining. The compromised dental and nutritional status of migrant children is well documented as are high rates of obesity. They have higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migrant peers. They are at greater risk than other children due to pesticide exposure, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured or under-insured and have difficulties with health care access. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

7. *Access to Services*—Newcomer status and home languages other than English and a lack of literacy often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

Minnesota Concern Statements

During the first CNA meeting the NAC developed concern statements in each of the goal areas and categorized needs according to the seven concern areas. The development of the statements followed an eight-step protocol as well as specific criteria on how to write the statements. At each of the subsequent meetings, the NAC refined concerns based on additional data and input. The final concern statements are listed in Exhibit 2. Concerns are listed in their order of importance as ranked by the NAC within each of the goal areas.

Exhibit 2: Minnesota Concern Statements

Goal 1: Reading Achievement	Concern
1) We are concerned that migrant students have learning gaps in reading due to high mobility, interrupted schooling, and a lack of sufficient assessment information for targeting instruction.	Educational continuity Instructional time
2) We are concerned that migrant students exhibit low English proficiency and academic language development.	English language development
3) We are concerned that migrant students lack access to technology tools, resources, and supplies that would help them improve reading knowledge and skills.	Access to services
4) We are concerned that some parents report they are unable to help their children with reading skills/homework.	Education support in the home
Goal 2: Mathematics Achievement	Concern
5) We are concerned that migrant students have learning gaps in math due to high mobility, differences in scope and sequence between states, lack of access to appropriate math classes, and lack of sufficient assessment information for targeting instruction.	Educational continuity
6) We are concerned that some parents report they are unable to help their children with math skills/homework.	Education support in the home
7) We are concerned that migrant students lack access to technology tools, resources, and supplies that would help them improve math knowledge and skills.	Access to services
Goal 3: School Readiness	Concern
8) We are concerned that migrant preschoolers do not have the skills necessary for success in school. Specific skills needing more attention include: Engaging in conversations (language and literacy) Noticing and discriminating rhyme (language and literacy) Identifying and naming letters (language and literacy) Expectations for counting numbers (cognitive and general knowledge)	Educational continuity
9) We are concerned that migrant parents need knowledge and tools to adequately prepare themselves and their children for school.	Education support in the home
10) We are concerned that migrant preschoolers with special needs are not being identified or served.	Access to services
11) We are concerned that migrant parents are unaware of services and/or lack transportation to services such as the MEP, Head Start, health services, and other family resources.	Access to services
Goal 4: High School Graduation	Concern
12) We are concerned that migrant students are graduating at a lower rate than their peers.	Educational continuity

Goal 4: High School Graduation	Concern
13) We are concerned that migrant students are not on track for graduation due to lack of information about credits, grades, and academic accomplishments.	Educational continuity
14) We are concerned that parents need educational tools, knowledge of the U.S. education system, time to interact with school personnel, and English language skills to be better able to help their children graduate.	Education support in the home
15) We are concerned that migrant out-of-school youth (OSY) lack the English language skills and knowledge of education and support services for which they are eligible for functioning in an educational setting, career, and/or community.	Instructional time English language development
16) We are concerned that migrant students lack access to school programs and educational materials needed to participate effectively in their education.	Access to services
17) We are concerned that migrant students with health concerns are not performing to their ability in school.	Health

Phase II: Gathering and Analyzing Data

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Minnesota migrant students and all other students in the state and pose solutions based on achievement and perceptual data. Three broad categories of Minnesota migrant student data were targeted: 1) demographic data; 2) achievement data; and 3) staff, migrant parent, and community services provider input.

Demographic and achievement data were drawn from MIS2000 (the state migrant student database), the Consolidated State Performance Report (CSPR), and the State Report Card. Perception data were collected from migrant staff, community service providers, and parents via surveys. A summary of the data collected is found below in the student profile, and the survey instruments can be found in Appendix B.

Cautions in Interpreting the Data

The data used in compiling this CNA report were gathered from a number of important sources that have helped to provide a broad picture of the needs of Minnesota's migrant student population. Nevertheless, when interpreting the data and drawing conclusions, there are several cautions that need to be considered.

- ▶ While every effort was made to obtain a representative sample of parents and staff for participation in the focus groups and surveys, the experiences reported are unique to those who participated.
- ▶ In order to be officially designated limited in English proficiency, a score is needed on the ACCESS or other language placement assessment. Because very young children, OSY, and highly mobile youth typically do not have this assessment score, the number of students who are counted as limited in English proficiency may be undercounted in these categories.
- ▶ Data regarding migrant student proficiency on state assessments should be interpreted with caution. Migrant students often travel to Minnesota from other states for a short time to engage in agricultural work. The migrant student population in the state during the

state testing window is much smaller than the population during the peak agricultural season and not necessarily representative of migrant students as a whole in Minnesota.

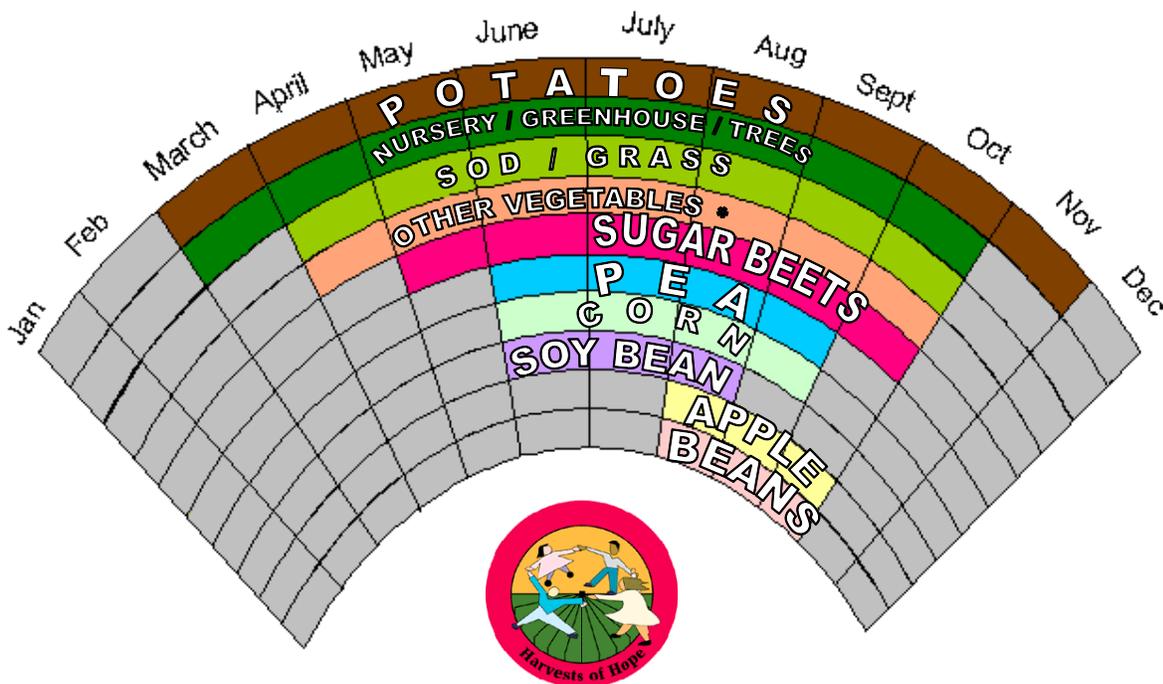
Minnesota Migrant Student Profile

Context and Agricultural Activities

Prior to the first NAC meeting, a profile of migrant students, demographics, and achievement was compiled from state data sources including the State Report Card and CSPR for the 2011-12 school year. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migrant student population in Minnesota. In addition, the NAC provided information about the context of migrant agricultural activities in the State of Minnesota.

Migrant families in Minnesota are primarily involved in seasonal agricultural work during the summer months with some activities in the spring and fall related to field preparation and maintenance. Crops in which migrant families are employed include sugar beets, peas, corn, soy beans, apples, beans, grass/sod, nurseries for trees and other greenhouse plants, potatoes, and other vegetables. Activities vary by crop but often including harvesting, weeding, and canning among others. Seasonal activities occur between March and November annually with the largest concentration of work in June through August. Exhibit 3 provides a graphic representation of seasonal agricultural activities.

Exhibit 3: Minnesota Seasonal Agricultural Activities



* Other Vegetables include: carrots, radishes, cucumbers, lima beans, pickles among others.
Note: Field preparation (such as rock picking) is included in these timeframes.

Source: Tri-Valley Opportunity Council, Inc. in collaboration with the Minnesota Department of Education

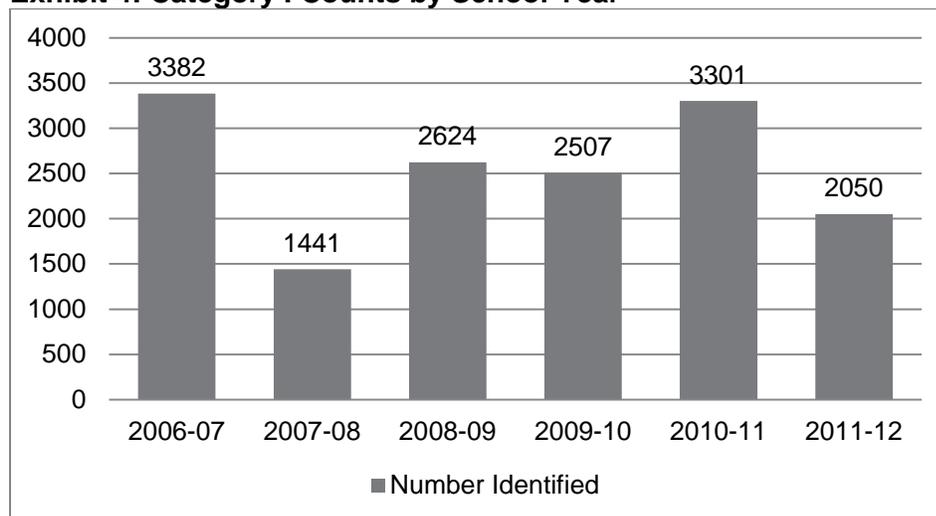
Demographics

Based on information collected from data in 2010-11 and 2011-12, the NAC was able to create a description of typical Minnesota migrant students. While there are cautions in interpreting the data, the most recent and best available were used for making decisions.

- ▶ According to the 2011-12 CSPR, the number of eligible migrant students identified in Minnesota was 2,050, and the number of migrant students identified has fluctuated over the previous six years from a high of 3,382 (2006-07) to a low of approximately 1,400.
- ▶ 239 (12%) migrant students were identified as being a PFS student.
- ▶ 39% of students had a qualifying move within the previous 12 months, and another 39% had a qualifying move within the previous 13-24 months.
- ▶ 72% of migrant students move to Minnesota from their homebase of Texas.
- ▶ 371 students (18%) were identified as LEP.
- ▶ The gap between migrant student and all students proficient in math on the Minnesota assessments was 30% and the gap was 33% in reading.
- ▶ For students who travel to Minnesota but take the state test in Texas, the gap was 21% in both reading and math.
- ▶ High school student instructional needs during the summer are spread across the curricular areas required for high school graduation. Staff report that migrant students often graduate at a lower rate than their peers.
- ▶ Interviews with migrant OSY showed that 79% of youth spoke Spanish in the home, and 56% had the ultimate goal of obtaining a GED but were not currently enrolled in any GED courses

The Category I count is the total number of migrant students who resided in the state for at least one day during the specified school year. Students are included in the Category I count from age 3-21 who qualify for the program and who have not yet graduated or obtained a GED.

Exhibit 4: Category I Counts by School Year



Source: CSPR Part I (2006-07 through 2011-12)

Exhibit 5: Grade Distribution of Migrant Students

Age/Grade	Number of Eligible Migrant Children	Number of PFS Students	PFS Students Percent per Age/Grade
Age 3-5	447	6	1%
K	154	22	14%
1	152	17	11%
2	158	17	11%
3	140	27	19%
4	145	20	14%
5	131	19	15%
6	109	21	19%
7	103	16	16%
8	121	21	17%
9	107	22	21%
10	98	16	16%
11	89	10	11%
12	54	4	7%
Ungraded	1	0	0%
Out-of-School	41	1	2%
N/A	Total: 2,050	Total: 239	Percent of total: 12%

Source: CSPR 2011-12

Migrant student mobility refers to the most recent qualifying move made by migrant students. Thirty-nine percent (39%) moved in the previous twelve months and an equal percentage moved within the previous 13-24 months. During 2011-12, 58% of those identified had made a qualifying move within the school year.

Exhibit 6: Migrant Student Mobility: Last Qualifying Move

Grade	12 months	13-24 months	25-36 months	37-48 months
Age 3-5	258	134	31	24
K	47	67	27	13
1	47	57	27	21
2	53	62	25	18
3	48	57	16	19
4	48	65	20	12
5	40	56	24	11
6	39	49	14	7
7	40	40	12	11
8	32	56	18	15
9	43	42	12	10
10	30	42	19	7
11	37	31	14	7
12	12	27	6	9
Ungraded	1	0	0	0
Out-of-school	22	11	6	2
N/A	12 mo total: 797	13-24 mo total: 796	25-36 mo total: 271	37-48 mo total: 186
N/A	Percent of total for 12 mo: 39%	Percent of total for 13-24 mo: 39%	Percent of total for 25-36 mo: 13%	Percent of total for 37-48 mo: 9%

Source: CSPR 2011-12

Most students make qualifying moves into Minnesota from other states. Seventy-two percent of students made a move from Texas during the first part of the 2012-13 school year. Less than 10% made a qualifying move within Minnesota or from any other states. Exhibit 7 displays the homebase states for eligible students identified between August 1, 2012 and June 1, 2013.

Exhibit 7: Homebase States for Eligible Migrant Students in 2012-13

Homebase State	Number	Percent
1. Texas	811	72%
2. Minnesota	95	8%
3. California	60	5%
4. Iowa	30	3%
5. Wisconsin	25	2%
6. Nebraska	16	1%
7. North Dakota	15	1%
8. Michigan	11	1%
9. Illinois	11	1%
10. Tennessee	9	1%
11. Arizona	8	1%
12. Oklahoma	7	1%
Other states with 5 or fewer students	35	3%
TOTAL number of STATES=25	Total N: 1,133	100%

Source: MIS2000

Language Proficiency

In Minnesota, English learner (EL) refers to a student who is not proficient on an approved state assessment of language proficiency. More specifically, a student in K-12 who has a home language other than English and is determined by developmentally appropriate measures to lack the necessary skills to participate fully in classes taught in English is defined in Minnesota Statute 124D.59 Subd(1)(2) to be EL. A total of 371 migrant students (18%) were identified as limited in English proficiency (LEP). The highest concentration of ELs was in grades Kindergarten through 8. For school-age migrant students, the percent of LEP students ranged from 12% of eleventh graders to 31% of eighth graders. Differences in the percentages of LEP students are due in part to the availability of assessment data and do not necessarily reflect the number of students who need additional English instruction. Exhibit 8 displays the number and percent of LEP.

Exhibit 8: Limited English Proficiency

Age/Grade	Limited English Proficient	Percent of Grade
Age 3 - 5	5	1%
K	30	19%
1	40	26%
2	33	21%
3	37	26%
4	40	28%
5	33	25%
6	32	29%
7	23	22%
8	37	31%
9	19	18%
10	17	17%
11	11	12%
12	8	15%
Ungraded	0	0%
Out-of-School	6	15%
N/A	Total LEP: 371	Percent of migrant students who are LEP: 18%

Source: CSPR 2011-12

In the comparison of LEP student proficiency in English, migrant student proficiency was slightly lower than non-migrant student proficiency on the 2012 administration of the ACCESS (Assessing Comprehension and Communication in English State-to-State) English Language Proficiency (ELP) Assessment. Migrant students were proficient at a rate of 16% compared to 17% for non-migrant students, a gap of 1%. While migrant students and non-migrant students are making similar progress once identified as LEP, the percentage of migrant students identified as LEP is much higher than non-migrant students—18% of migrant students are LEP compared to 8% of non-migrant students.

Exhibit 9: Migrant and Non-migrant English Proficiency on the ACCESS 2012

Grade	Non-Migrant Students Assessed	Non-Migrant Students Levels 1-4	Non-Migrant Students Levels 5-6	Migrant Students Assessed	Migrant Students Levels 1-4	Migrant Students Levels 5-6	Difference
K	7,638	7,323 (96%)	315 (4%)	32	31 (97%)	1 (3%)	-1%
1	7,379	7,085 (96%)	294 (4%)	49	48 (98%)	1 (2%)	-2%
2	7,264	6,492 (89%)	772 (11%)	61	54 (89%)	7 (11%)	0%
3	6,475	4,899 (76%)	1576 (24%)	51	45 (88%)	6 (12%)	-12%
4	6,083	4,775 (78%)	1308 (22%)	52	42 (81%)	10 (19%)	-3%
5	5,454	4,188 (77%)	1266 (23%)	61	46 (75%)	15 (25%)	2%
6	4,582	3,979 (87%)	603 (13%)	31	27 (87%)	4 (13%)	0%
7	3,895	3,354 (86%)	541 (14%)	28	24 (86%)	4 (14%)	0%
8	3,355	2,938 (88%)	417 (12%)	26	24 (93%)	2 (7%)	-5%
9	3,218	1,878 (58%)	1340 (42%)	14	8 (57%)	6 (43%)	1%
10	2,897	1,931 (67%)	966 (33%)	16	10 (62%)	6 (38%)	5%
11	2,191	1,550 (71%)	641 (29%)	15	10 (67%)	5 (33%)	4%
12	1,862	1,553 (83%)	309 (17%)	8	6 (75%)	2 (25%)	8%
Total	62,293	51,945 (83%)	10348 (17%)	444	375 (84%)	69 (16%)	-1%

Source: Minnesota Compass

MEP Services

According to the 2011-12 CSPR, a total of 1,240 migrant students (60%) received either an instructional or support service during the program year. More students received services during the summer term (883) than received services during the regular term (574), which is consistent with the fact that most agricultural activities occur during the summer months. The types of services students received are categorized as instructional or support services. During the summer and regular terms, the numbers of students receiving instructional and support services are about the same.

Supplemental instructional services during the summer and regular terms fall into the following broad categories:

- ▶ Reading
- ▶ Math and Science
- ▶ Computers
- ▶ Social studies
- ▶ Supplemental ESL
- ▶ University of Texas Correspondence Courses (UTCC)
- ▶ Portable Assisted Study Sequence (PASS)

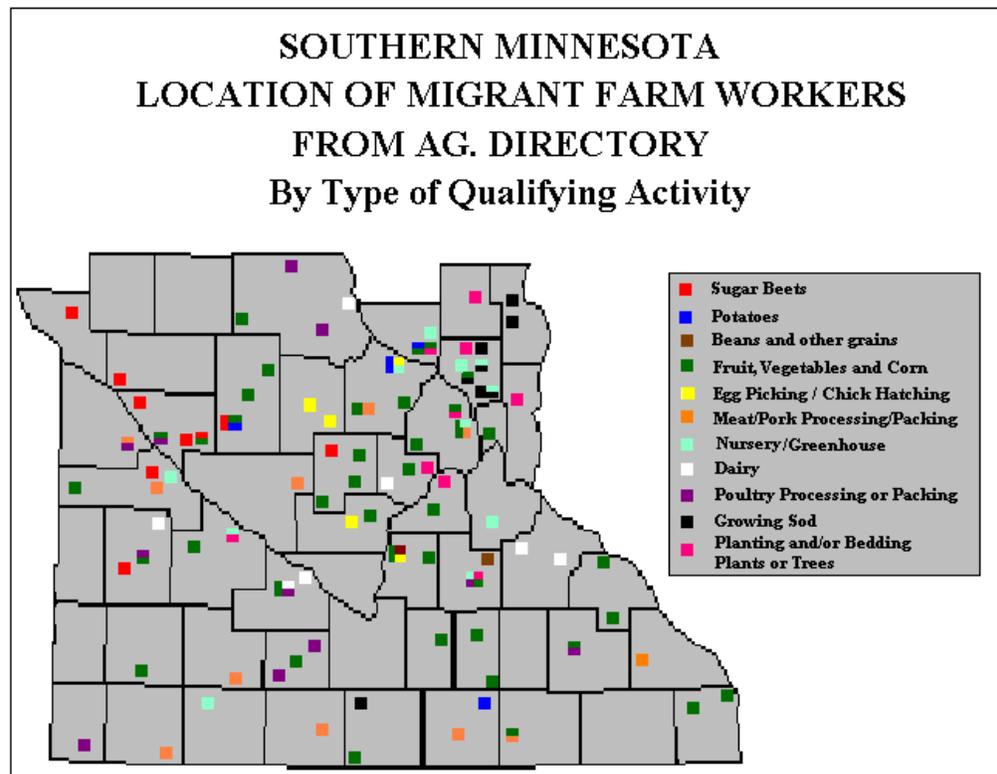
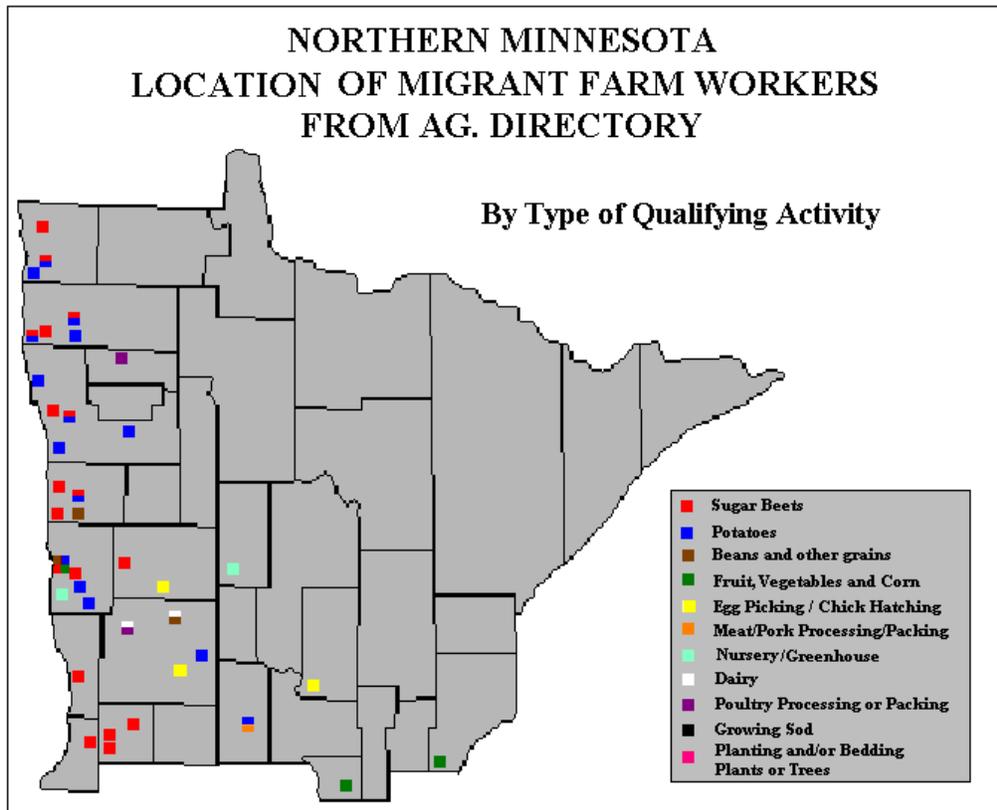
Supplemental support services designed to aid migrant children and families participate fully in educational programs and services are included in the following broad categories:

- ▶ Health Education
- ▶ Safety
- ▶ Nutrition
- ▶ Dental
- ▶ Coordination with Head Start
- ▶ Necessary Educational Supplies
- ▶ Midwest Migrant Education Resource Center services
- ▶ Advocacy for Secondary Students
- ▶ Advocacy for Families

MEP Districts

The Minnesota MEP funds 29 regular school year projects for 605 students and 10 summer only projects for 835 students. Qualifying agricultural activities, as displayed in Exhibit 10, occur primarily in the south and west.

Exhibit 10: Agricultural Activities and Locations within Minnesota



Academic Achievement

On the Minnesota Comprehensive Assessments (MCA--II) in math, 31% of migrant students were proficient compared to 61% of all students, a gap of 30%. On the MCA-II in reading, 42% of migrant students were proficient compared to 75% of all students, a gap of 33%. Exhibits 11 and 12 display proficiency rates of migrant students and all students on the MCA-II administered in the spring of 2012.

Exhibit 11: Percent of Students Proficient on the MCA-II in Math 2012

Grade	All Students Assessed	All Students Proficient	Percent of All Students Proficient	Migrant Students Assessed	Migrant Students Proficient	Percent of Migrant Students Proficient	Gap
3	61,986	46,944	76%	85	27	32%	-44%
4	60,660	44,520	73%	94	47	50%	-23%
5	61,628	37,986	62%	95	30	32%	-30%
6	61,210	36,112	59%	58	11	19%	-40%
7	61,524	35,269	57%	80	16	20%	-37%
8	60,819	37,009	61%	80	26	33%	-28%
High School	61,274	25,700	42%	48	8	17%	-25%
Total	429,101	263,540	61%	540	165	31%	-30%

Source: CSPR 2011-12

Exhibit 12: Percent of Students Proficient on the MCA-II in Reading 2012

Grade	All Students Assessed	All Students Proficient	Percent of All Students Proficient	Migrant Students Assessed	Migrant Students Proficient	Percent of Migrant Students Proficient	Gap
3	61,774	49,642	80%	83	42	51%	-29%
4	60,533	45,561	75%	94	43	46%	-30%
5	61,518	47,982	78%	95	45	47%	-31%
6	61,090	45,870	75%	59	20	34%	-41%
7	61,438	43,447	71%	79	29	37%	-34%
8	60,688	43,543	72%	78	33	42%	-29%
High School	61,870	47,395	77%	54	13	24%	-53%
Total	428,911	323,440	75%	542	225	42%	-33%

Source: CSPR 2011-12

The number of migrant students assessed on the MCA is substantially lower than the number of migrant students recruited in the state. This is because migrant students are often in another state during the assessment window. For 2011-12, over one-third of the migrant students in Minnesota did not have assessment scores. In previous years, the percentage without scores was as high as 60%. Exhibit 13 displays the percent of all migrant students who have assessments scores for grades 3-8 and 10.

Exhibit 13: Data Gap for State Assessment Data

Assessment	# Migrant Students Enrolled During Testing Window	Number Assessed	Percent Assessed	Total identified in grades 3-8, 10 or 11	% Assessed on the MCA-II	Assessment Data Gap
Reading (3-8 and 10)	545	542	99.5%	847	64.3%	302
Math (3-8 and 11)	542	540	99.6%	838	64.7%	296

Source: CSPR 2011-12

To determine the proficiency of migrant students who travel from out of state, Minnesota requested data from Texas regarding proficiency on the Texas Assessment of Knowledge and Skills (TAKS) for students who had made a move to Minnesota. The most recent data available were for the 2010-11 school year. Note that the numbers assessed were high because migrant students in Texas could have made a move to Minnesota at any time during their 36-month eligibility period. The gap between migrant students with a move to Minnesota and all students in Texas was 21% in both math and reading. Gaps by grade level ranged widely.

Exhibit 14: Percent of Students Proficient on the TAKS in Mathematics 2010-11

Grade	Percent of all TX students proficient	Number of TX migrant students with a move to MN assessed	Number of TX migrant students with a move to MN proficient	Percent of TX migrant students with a move to MN proficient	Gap
3	88%	145	116	80%	-8%
4	89%	145	118	81%	-8%
5	86%	209	123	59%	-27%
6	83%	145	112	77%	-6%
7	81%	153	92	60%	-21%
8	80%	240	114	48%	-33%
High School	75%	363	204	56%	-19%
Total	84%	1,400	879	63%	-21%

Source: Academic Excellence Indicator System and NGS 2010-11

Exhibit 15: Percent of Students Proficient on the TAKS in Reading 2010-11

Grade	Percent of all TX students proficient	Number of TX migrant students with a move to MN assessed	Number of TX migrant students with a move to MN proficient	Percent of TX migrant students with a move to MN proficient	Gap
3	90%	145	111	77%	-13%
4	86%	145	107	74%	-12%
5	87%	215	123	57%	-30%
6	85%	145	99	68%	-17%
7	86%	153	103	67%	-19%
8	89%	210	130	62%	-27%
High School	91%	369	276	75%	-16%
Total	90%	1,382	949	69%	-21%

Source: Academic Excellence Indicator System and NGS 2010-11

High School Instructional Needs

Migrant instructional staff in summer programs in Minnesota determine student instructional needs individually. Staff use all available data sources for determining student needs in the summer including contacting the student's home school and Migrant Student Information Exchange (MSIX) records. Based on the records, conversations with counselors, and the time the student is available for completing coursework, the summer school staff determine a course of study that best meets the needs of the student to graduate from high school. High school courses completed during the summer are intended to transfer as credits to the school from which the student will graduate. Courses that are not completed during the summer may be continued during the school year. As displayed in Exhibit 16, student needs are distributed across the curricular areas needed for graduation.

Exhibit 16: Middle School and High School Coursework Needed

Course Needed	Number	Percent
Middle School Math	35	48%
Middle School Reading	37	51%
Middle School Social Studies	8	11%
Middle School Science	8	11%
High School Math	21	24%
High School English	16	18%
High School Social Studies	23	26%
High School Health	7	8%
High School Electives	11	13%
High School Language	22	25%

Source: Summer School Records

Total number of middle school students receiving summer services was 73.

Total number of high school students receiving summer services was 87.

OSY Needs

Migrant OSY were interviewed using the Solutions for Out-of-School Youth (SOSY) Needs assessment profile. Fifty-four youth were interviewed on various topics related to levels of education, English proficiency, and educational goals. Interviews showed that 79% of youth spoke Spanish in the home, and most of those interviewed (56%) had the ultimate goal of obtaining a GED but were not currently enrolled in any GED courses. Exhibit 17 displays the distribution of responses for the OSY profile.

Exhibit 17: Needs Exhibited in the OSY Profile

Language Spoken in the Home	Percent
Spanish	79%
English	21%
Educational Goal	Percent
Obtain a GED	56%
Earn a diploma	19%
None/not sure	19%
Learn English	6%

Source: OSY Profile

School Readiness

Migrant preschool children were assessed at three checkpoints at the beginning (July 2012), middle (August 2012), and end (October 2012) of the preschool program. For the purposes of needs assessment, the first checkpoint (July 2012) is used as it represents children's skills prior to receiving supplemental instruction. The goals and percent proficient are for children ages 3 through kindergarten.

Results were reported for children in Breckenridge, Brooten, Elysian, East Grand Forks, Glencoe, Grafton, North Metro, Oakes, Owatonna, Rochester, Sleepy Eye, Winnebago, Hendrum, and Danube. The learning goal numbers are from the goals and assessments completed through the TVOC program.

Exhibit 18: Summer 2012 Migrant Student Pre-assessment Results

Learning Goal	Percent Proficient at first checkpoint
#3: 90% of children will meet expectations for demonstrating gross motor skills.	69%
#4: 100% of children will meet expectations for using writing and drawing tools.	86%
#5: 100% of children will meet expectations for managing feelings.	76%
#6: 100% of children will meet expectations for interacting with peers.	87%
#7: 100% of children will meet expectations for showing curiosity and motivation.	76%
#8: 100% of children will meet expectations for following directions.	78%
#9: 75% of children will meet expectations for engaging in conversations.	51%
#10: 70% of children will meet expectations for noticing and discriminating rhyme.	29%
#11: 85% of children will meet expectations for identifying and naming letters.	56%
#12: 100% of children will meet expectations for using and appreciating books.	70%
#13: 85% of children will meet expectations for writing their name.	70%
#14: 90% of children (Spanish primary language/Preschool age and above) will demonstrate progress in listening to and understanding English.	94%
#15: 90% of children (Spanish primary language/Preschool age and above) will demonstrate progress in speaking English.	93%
#16: 90% of children will meet expectations for solving problems.	67%
#17: 85% of children will meet expectations for counting numbers.	50%

Source: TVOC Program Information Report

Parent and Staff Input

A total of 86 parents of migrant children responded to a survey about students' instructional needs, support service needs, parent involvement needs, and program needs. Ninety-four percent of respondents indicated that they move before school ends or after school begins and were at least somewhat concerned about their children falling behind. Most respondents indicated that they did not have access to the Internet (58%) and needed medical (63%), vision (63%), or dental care (69%).

Exhibit 19: Parent Responses to Indicators of Need

Indicator of need:	Agree	Somewhat Agree	Disagree
We move before school ends or after school begins, and because of this I am concerned about my child falling behind.	38%	56%	6%
School work in Minnesota counts toward requirements when we change schools.	28%	60%	13%
My child needs help learning English.	30%	15%	55%
I am satisfied with the training I get from the migrant program about helping with my child's education at home.	76%	17%	7%
My family has access to the Internet .	33%	15%	58%
My family has access to the medical care we need.	38%	44%	19%
My family has access to the vision care we need.	37%	39%	24%
My family has access to the dental care we need.	32%	40%	29%
Overall, I am satisfied with the services my child is currently receiving from the migrant program.	66%	33%	2%
Overall, I am satisfied with the services I am currently receiving from the migrant program.	65%	35%	0

For instructional needs, most parents (over 50%) indicated that more help was needed in summer programs. The surveys revealed that the top three family support services most needed were parenting education, interpreting/translating, and information about preschools. The top student support services needed were books, materials, and supplies; career or college

information; and counseling for students. The distribution of parent responses within each area are displayed in Exhibits 20 through 22.

Exhibit 20: Parent Input on Most Needed Instructional Services

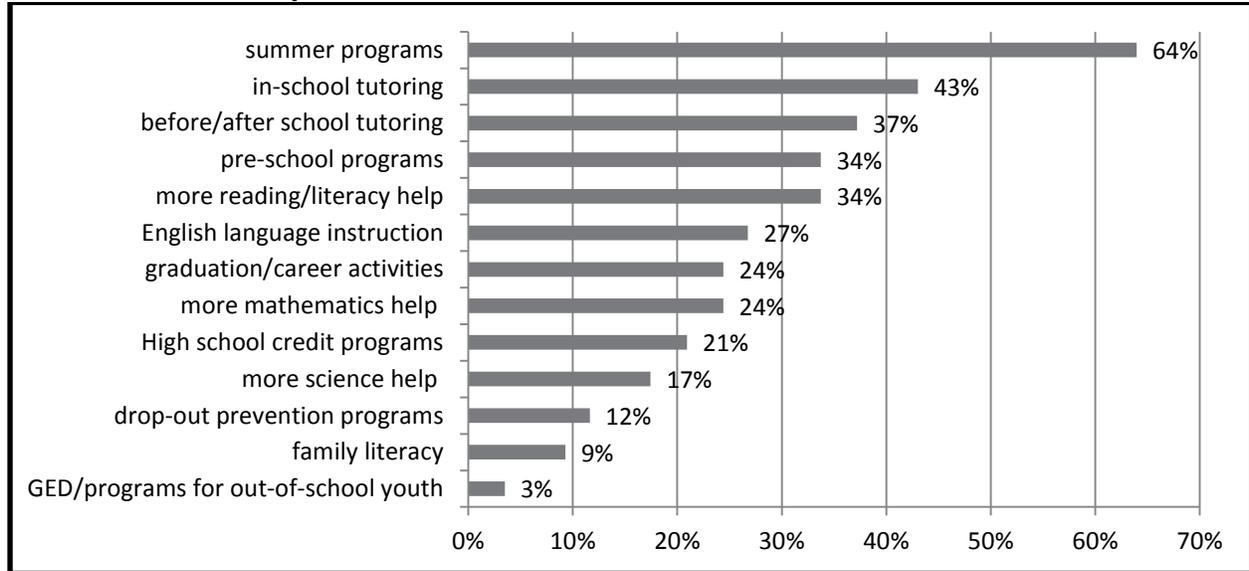


Exhibit 21: Parent Input on Family Support Services Most Needed

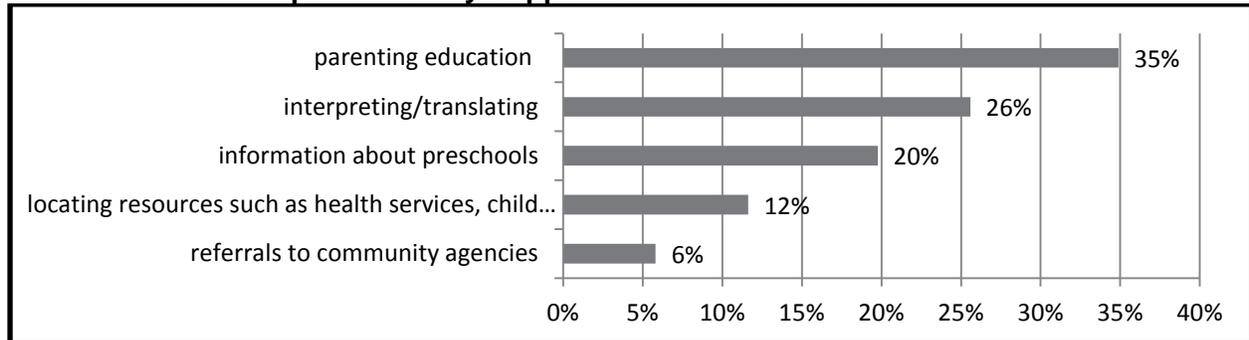
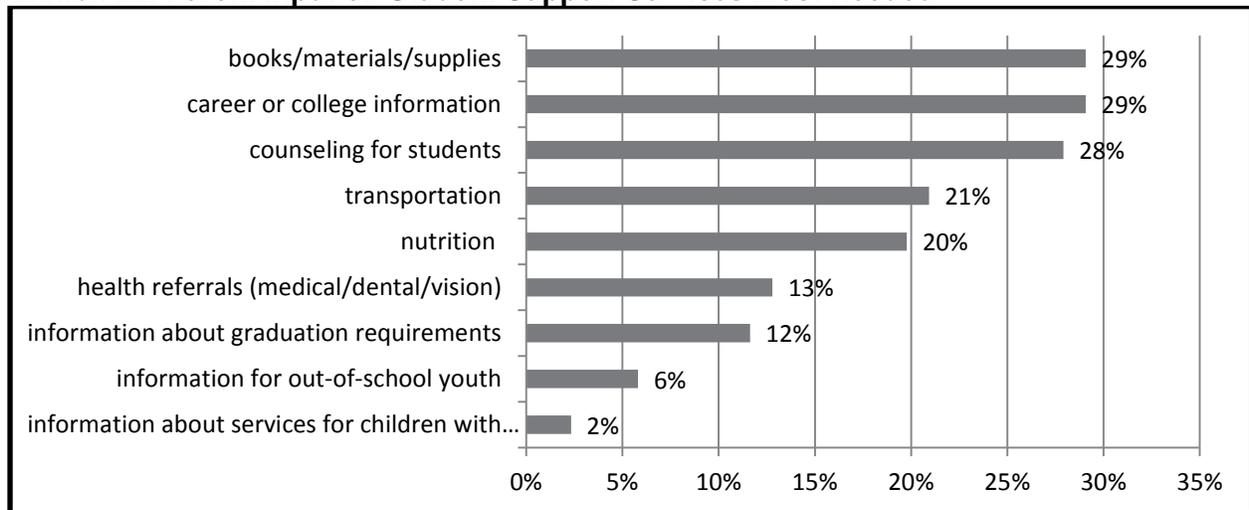


Exhibit 22: Parent Input on Student Support Services Most Needed



A total of 123 MEP teachers, recruiters, paraprofessionals, and administrators who had direct contact with migrant students responded to a survey about students' instructional needs, students' support service needs, staff professional development needs, parent involvement needs, and program needs. Responses of staff were similar to that of migrant parents. For instructional needs, most staff (over 50%) indicated that summer programs were most needed in their area.

The support services most needed were parent involvement; health services (medical/dental); and books, materials, and supplies. When asked about improving services, most staff indicated that more migrant-specific professional development and increased communication and coordination were needed, specifically in the area of curriculum and instruction for migrant students. The parenting training topics staff indicated would be the most useful were parenting education, adult and family literacy, and helping with homework. The distribution of staff responses within each area are displayed in Exhibits 23 through 27 on the following pages.

Exhibit 23: Staff Input on Instructional Services Most Needed

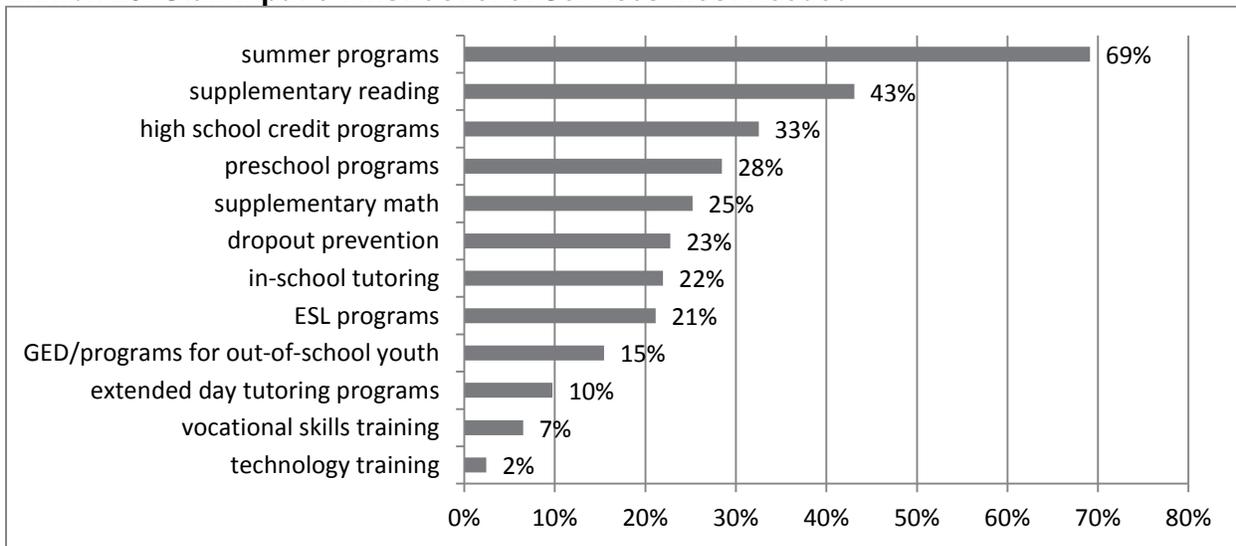


Exhibit 24: Staff Input on Support Services Most Needed

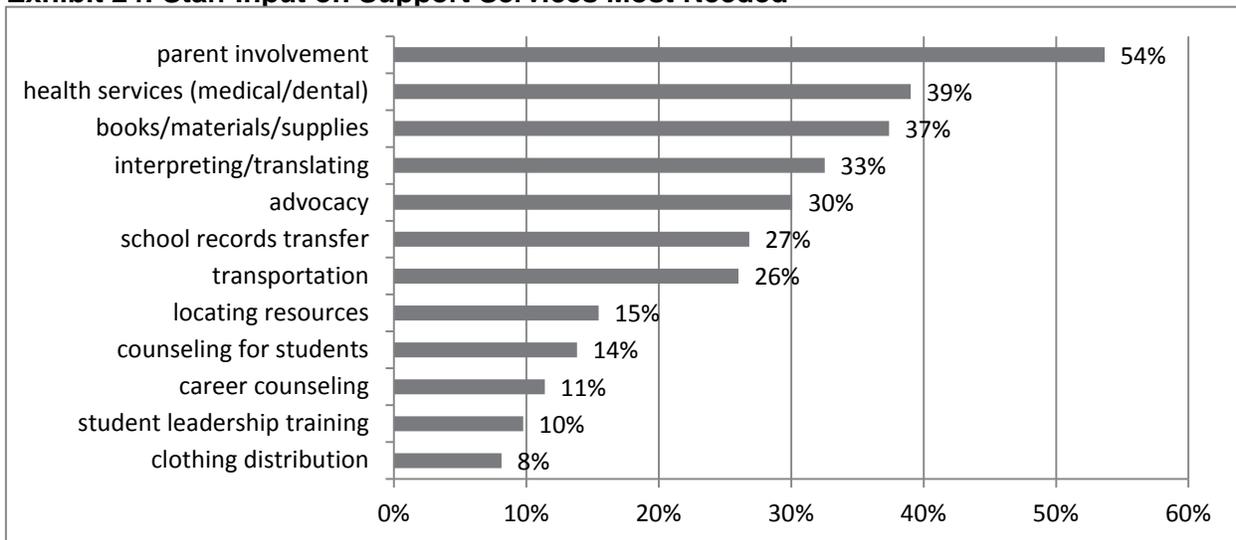


Exhibit 25: Staff Input on Program Improvement Most Needed

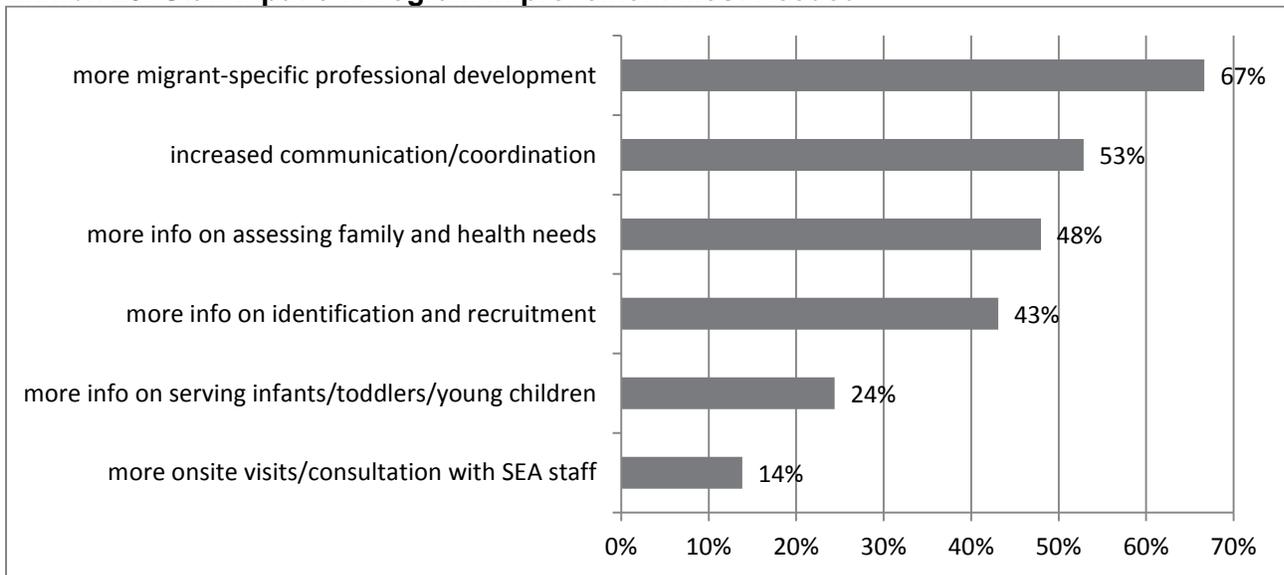


Exhibit 26: Staff Input on Professional Development Most Needed

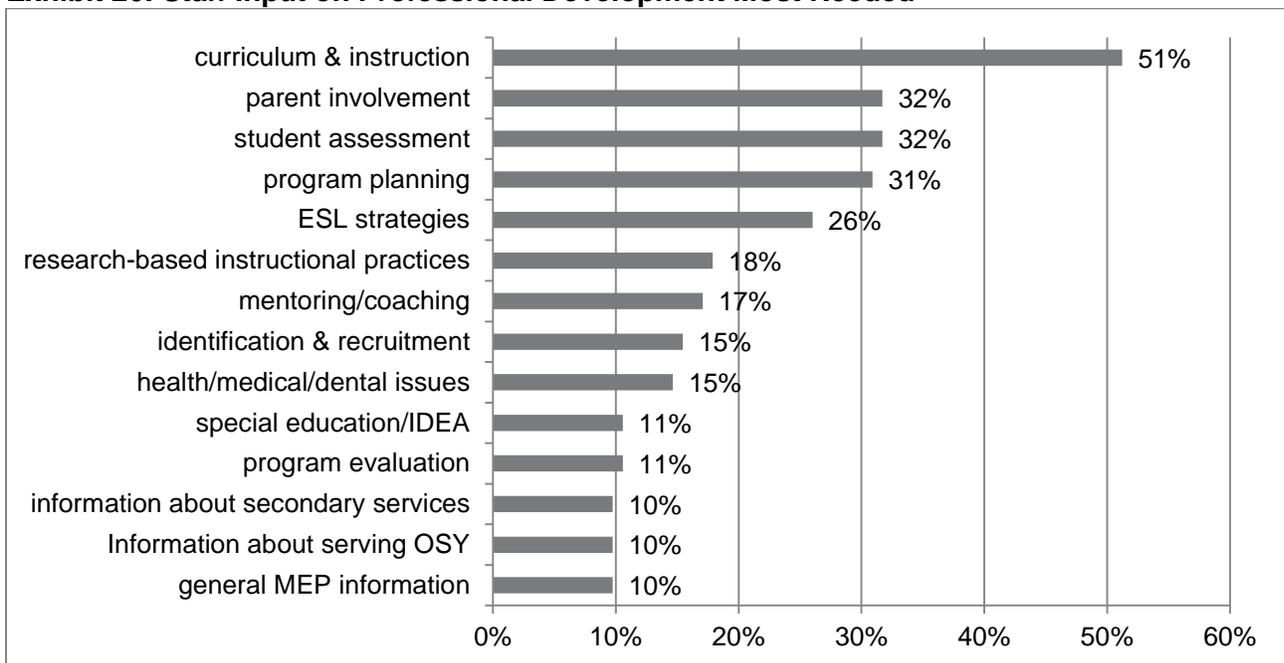
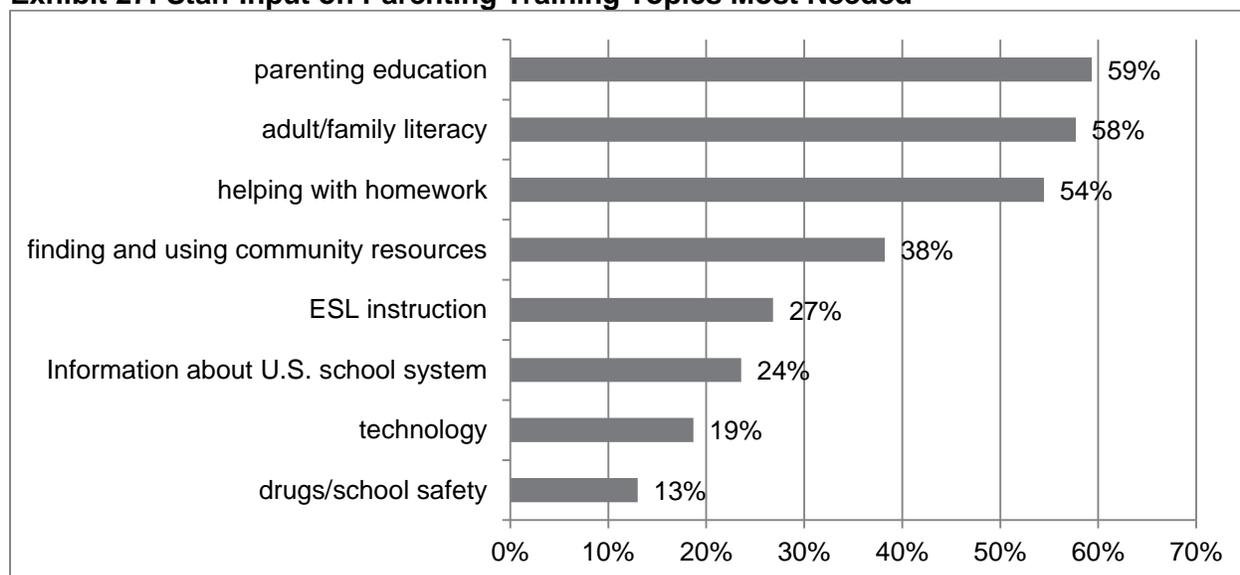


Exhibit 27: Staff Input on Parenting Training Topics Most Needed



Staff were asked to list any additional needs that students might have in their area. Several staff mentioned needs at the high school level for transferring credits, becoming more engaged in school through extracurricular activities, and flexible scheduling for high school students who are working in agriculture. Also mentioned by some staff was the need for health and dental care. Representative responses follow.

- ▶ The high school students may need additional support services in the fall as they begin school in Minnesota. I would think it would be challenging knowing that everything you are doing in Minnesota doesn't really count—doesn't necessarily transfer. For example, if a student starts an Advanced Placement course in Minnesota, shouldn't it transfer to the student's home district? Most migrant students in our area are highly motivated and have strong communication skills.
- ▶ Evening opportunities to gain/recuperate credits and to pass state test requirements
- ▶ Consistent, year-round school attendance, parent involvement in academics, nutrition and health information.
- ▶ High interest, hands-on material, counseling, career explorations, computer programs.
- ▶ Some of them struggle with higher level reading—thus support in this area at the high school level would be helpful for them.
- ▶ A part-time translator to work for the school district would be very helpful.
- ▶ I see the need for developing proper social skills in the early grades and support on more effective ways to deal with disagreements in a safe and appropriate way.
- ▶ Distance (30 to 40 miles) from school is an issue in our summer program.
- ▶ Better communication and credit transfer between schools
- ▶ School programs should run longer and start later in the summer (like the preschool program). Follow up for dental and physical needs for migrant children. More communication between the home and school.

- ▶ Knowledge of what district resources are available for students, extra-curricular activities for very mobile students, continued strong advocacy during the school year, better LEP strategies during the summer program

A special survey was provided to needs assessment experts. Respondents were identified at the state level as having familiarity with migrant student needs across multiple areas including health, school readiness, high school graduation, and out-of-school youth (OSY). Most respondents to this survey indicated that migrant students are graduating at a lower rate than their peers. Results of this survey are included in Appendix C.

Phase III: Making Decisions

In the third phase of the CNA process, the key objective was to review data and develop viable conclusions and recommendations that will be used to set criteria for the development of the SDP. The NAC met for its final meeting on June 12, 2013. The objectives of the meeting:

- ▶ Finalize concerns and solutions for the CNA report
- ▶ Revise and approve draft CNA table of contents
- ▶ Identify possible resources to meet migrant student needs
- ▶ Decide on next steps for completion of the CNA and service delivery planning

The following section offers the final recommendations for concerns, data sources for the concerns, needs indicators and statements, and the solutions developed by the NAC. Concerns are listed in rank order. The NAC used the following criteria to rank concerns:

- ▶ Magnitude in the gaps between “what is” and “what should be”
- ▶ Critical nature of the need
- ▶ Special needs of PFS students
- ▶ Degree of difficulty in addressing the need
- ▶ Risks/consequences of ignoring the need
- ▶ External factors such as state and district priorities and goals

The NAC identified possible solutions which the SDP committee will use for the development of strategies during the SDP planning process. The solutions are general guidelines based on the examination of migrant student needs. The development of solutions was guided by the following questions:

- ▶ What does the research say about effective strategies, programs, or interventions?
- ▶ Where has this solution been implemented and was it successful?
- ▶ What are the challenges?
- ▶ How can solutions be customized for Minnesota?

Goal Area 1: Reading Achievement

1. We are concerned that migrant students have learning gaps in reading due to high mobility, interrupted schooling, and a lack of sufficient assessment information for targeting instruction.

Data Sources	Need Indicator	Solutions
CSPR; NGS	42% of migrant students are proficient in reading/ language arts on the MCA compared to 75% of all students. 69% of migrant students are proficient on the TAKS compared to 90% of all students. 58% of migrant students made a move in the regular term. 39% of migrant students have moved within the preceding 12 months.	1a) Provide assessments tools (formal or informal) to identify reading learning needs and place students appropriately (including enrichment opportunities) 1b) Provide instruction that builds on student strengths to foster higher order thinking and reasoning by incorporating the rich experiences and backgrounds of the students 1c) Use MSIX to place students correctly 1d) Provide professional development regarding migrant students' needs, in the use of resources such as MSIX or other migrant databases, and other state standards 1e) Use current evidence-based practices to provide supplemental, culturally relevant, student-centered, standards-based reading instruction and continuous review of literacy concepts connected to learning and life experiences

Data Sources	Need Indicator	Solutions
		1f) Provide bilingual (peer) tutoring in reading 1g) Provide collaborative learning experiences 1h) Complete a gap analysis between Minnesota and Texas to identify differences in standards and expectations in reading, and provide instruction to help students develop goals through mentoring/accountability with content teachers and/or adult and peer mentor (e.g., honor society students, former students) 1i) Provide opportunities to empower parents by educating them about the importance of attending school, providing strategies and tools to use with their children and providing home to school connections through a family liaison 1j) Facilitate enrollment in the regular school year for students who are in the state for a short time through special migrant activities (for example, migrant clubs, field trips, education about school culture, making connections with other non-migrant students) 1k) Provide additional reading programming before and after school and during summer 1l) Provide professional development for regular and summer staff on reading practices

2. We are concerned that migrant students exhibit low English proficiency and academic language development.

Data Sources	Need Indicator	Solutions
ACCESS; Parent survey	375 (18%) scored below proficient in English on the ACCESS. 45% of parents indicate their child needs help learning English.	2a) Provide academic language support in every class (science, social studies, health, math) 2b) Ensure collaborative learning environments to build problem solving skills (reciprocal teaching strategies) 2c) Provide authentic reasons and opportunities to engage with frequent reading, writing, listening and speaking (record reading, share with family, shared writing, 100% engagement) 2d) Offer content-based instruction in the student's home language and/or in bilingual programs 2e) Compile evidence-based practices in English language development 2f) Provide professional development on English Language Development (ELD) standards for MEP teachers with an emphasis on "Can Do" statements (level descriptors)

3. We are concerned that migrant students lack access to technology tools, resources, and supplies that would help them improve reading knowledge and skills.

Data Sources	Need Indicator	Solutions
Parent Survey; Staff Survey	29% of parents indicated that additional books/ materials/ supplies were needed, their top student support service need. 37% of staff indicated that additional books/ materials/ supplies were the greatest need.	3a) Provide opportunities for families to access technology (tablets, laptops, manipulatives, etc.) and appropriate apps and software 3b) Provide opportunities to use and exchange books and learning technologies. 3c) Provide necessary texts and classroom supplies to ensure migrant students have the materials needed to participate in their education 3d) Provide online learning opportunities such as participation in Migrant Literacy Comprehensive Online Reading Education (CORE)

4. We are concerned that some parents report they are unable to help their children with reading skills/homework.

Data Sources	Need Indicator	Solutions
Parent Survey; Staff Survey	58% of families indicated they had no access to the Internet. 35% of parents indicated that they needed more parenting education 54% of staff indicated that greater parent involvement was needed and ranked this as their top support services concern	4a) Provide resources to parents in order for them to be able to help their child with reading homework (tutoring, manipulatives, technology, instructional materials, etc.) 4b) Provide parent reading activities (for example, literacy nights) to learn about parents' experiences and empower parents to help their child with reading 4c) Provide parent education on how to support improving reading skills at home

Goal Area 2: Mathematics Achievement

5. We are concerned that migrant students have learning gaps in math due to high mobility, differences in scope and sequence between states, lack of access to appropriate math classes, and lack of sufficient assessment information for targeting instruction.

Data Sources	Need Indicator	Solutions
CSPR; NGS	31% of migrant students are proficient in math on the MCA-II compared to 61% of all students. 63% of migrant students making a move to MN are proficient in math on the TAKS compared to 84% of all students. 15% of staff indicated that migrant students were placed inappropriately "somewhat" or "a lot." Minnesota requirements are 3 math credits: Algebra I (by 8 th grade), Algebra II, Geometry, Statistics and Probability. Texas requirements are four math credits: Algebra I, Geometry, Algebra II and math models and one other. 58% of migrant students made a move in the regular term. 39% of migrant students have moved within the preceding 12 months.	5a) Provide assessment tools (formal or informal) to identify learning needs and place students appropriately (including enrichment opportunities) 5b) Provide instruction that builds on student strengths to foster higher order thinking and reasoning by incorporating the rich experiences and backgrounds of the students 5c) Use MSIX to place students correctly 5d) Provide professional development regarding migrant students' needs, in the use of resources such as MSIX or other migrant databases, and other state standards 5e) Use current evidence-based practices to provide supplemental, culturally relevant, student-centered, standards-based math instruction and continuous review of math concepts connected to learning and life experiences 5f) Provide bilingual (peer) tutoring in math 5g) Provide collaborative learning experiences 5h) Complete a gap analysis between Minnesota and Texas to identify differences in standards and expectations in math, and provide instruction to help students develop goals through mentoring/accountability with content teachers and/or adult and peer mentor (e.g., honor society students, former students) 5i) Provide opportunities to empower parents by educating them about the importance of attending school, providing strategies and tools to use with their children and providing home to school connections through a family liaison 5j) Facilitate enrollment in the regular school year for students who are in the state for a short time through special migrant activities (for example migrant clubs, field trips, education about school culture, making connections with other non-migrant students) 5k) Provide additional math programming before and after school and during summer 5l) Provide professional development for regular and summer staff on math practices

6. We are concerned that some parents report they are unable to help their children with math skills/homework.

Data Sources	Need Indicator	Solutions
Parent Survey; Staff Survey	24% of parents indicated their child needed more help in math 54% of staff indicated that greater parent involvement was needed	6a) Provide resources to parents in order for them to be able to help their child with mathematical homework (tutoring, manipulatives, technology, instructional materials, etc.) 6b) Provide parent activities (for example, math nights) to learn from parents about their experiences and empower parents to help their child with math 6c) Provide parent education on how to support improving math skills at home

7. We are concerned that migrant students lack access to technology tools, resources, and supplies that would help them improve math knowledge and skills.

Data Sources	Need Indicator	Solutions
Parent Survey; Staff Survey	58% of families indicated they had no access to the Internet. 29% of parents indicated that additional books/materials/supplies were needed, their top student support service need. 37% of staff indicated that additional books/materials/supplies were the greatest need	7a) Provide opportunities for families to access technology (tablets, laptops, manipulatives, etc.) and appropriate apps and software 7b) Provide opportunities to use and exchange books and learning technologies 7c) Provide necessary books and classroom supplies to ensure migrant students have the materials needed to participate in their education 7d) Provide online learning opportunities in math

Goal Area 3: School Readiness

8. We are concerned that migrant preschoolers do not have the skills necessary for success in school.

Specific skills needing more attention include:

- ▶ Engaging in conversations (language and literacy)
- ▶ Noticing and discriminating rhyme (language and literacy)
- ▶ Identifying and naming letters (language and literacy)
- ▶ Expectations for counting numbers (cognitive and general knowledge)

Data Sources	Need Indicator	Solutions
School Readiness and Child Outcomes Report (2011-12)	At the beginning of PK programs... 44% missed expectations for letter identification 50% missed expectations for counting 33% missed expectations for solving problems 49% missed expectations for verbal skills (conversations)	8a) Provide parents with supplies for school readiness activities in the home (examples: scissors, pencils, school supplies, books, activity kits) 8b) Provide professional development for instructional staff on teaching strategies to improve language and literacy development 8c) Enhance classroom environments to support increased learning in language and literacy 8d) Provide additional hands-on technology to support math learning activities in preschool classrooms

9. We are concerned that migrant parents need knowledge and tools to adequately prepare themselves and their children for school.

Data Sources	Need Indicator	Solutions
Parent survey; Staff survey	35% of parents indicated that they needed more parenting education and ranked this item as their top family support services concern. 54% of staff indicated that parent involvement was needed and ranked this item as their top support service concern.	9a) Train parents on public schools (parent's role, expectations) and transitions from preschool to kindergarten including tours and orientations to public schools 9b) Utilize migrant staff, including liaisons, teachers, clerks, etc. to help parents with transitions and bridging cultural divide 9c) Provide access to electronic records containing preschool children's information (education, health, school records, etc.) that can travel with parents 9d) Send home packets with school readiness activities to work on with children.

10. We are concerned that migrant preschoolers with special needs are not being identified or served.

Data Sources	Need Indicator	Solutions
TVOC Program Information Report; Child Plus	3.1% of Migrant and Seasonal Head Start children were identified with a documented disability. 43 children were identified with concerns and were referred to LEAs, but referrals were not processed because the LEA does not operate during the summer months. The Head Start requirement states that programs need to serve 10% of children with disabilities.	10a) Work closely with school districts in the summer to identify students with special needs so services can start immediately. 10b) Train local education agencies (LEAs) to identify and serve migrant children with special needs in the summer 10c) Ensure Spanish-speaking assessors are available 10d) Use culturally sensitive assessment tools 10e) Train/Bring awareness to migrant parents on special education issues, rights, and responsibilities.

11. We are concerned that migrant parents are unaware of services and/or lack transportation to services such as the MEP, Head Start, health services, and other family resources.

Data Sources	Need Indicator	Solutions
Parent Survey; Staff Survey	63% of parents indicated they lacked access to sufficient medical care 16% of staff indicated that parents needed help locating resources.	11a) Use multimedia to present multi-lingual community orientations 11b) Ensure local community agencies coordinate service 11c) Ensure migrant staff are knowledgeable about services and share that information with parents, families and other stakeholders 11d) Create a community resource directory customized by city/area.

Goal Area 4: High School Graduation

12. We are concerned that migrant students are graduating at a lower rate than their peers.

Data Sources	Need Indicator	Solutions
Committee recommendation	100% of NAC members indicated that migrant students graduate at a substantially lower rate than their peers.	12a) Ensure multiple options for students such as “vo-tech”, certificates, online learning, project based learning, credits by assessments, alternative programs, and transition to adult basic education for students aging out. 12b) Build relationships with students and families through mentorship/ migrant liaison programs, counselors, school social workers, volunteers from community, community-based organizations (CBOs), colleges, etc. 12c) Collaborate with similar student groups that have dedicated funding strands in order to maximize MEP resources 12d) Collaborate with the home state (where the student will graduate from) 12e) Coordinate with other programs designed to improve graduation rates such as Close-Up

13. We are concerned that migrant students are not on track for graduation due to lack of information about credits, grades, and academic accomplishments.

Data Sources	Need Indicator	Solutions
MIS2000 Committee Recommendation	72% of migrant students identified in MN are from TX and plan to graduate in TX. Staff contact TX to identify student needs and place them in credit-bearing courses. Through interactions with students, staff are aware that	13a) Educate parents and students about graduation requirements and MSIX so that they may advocate for their children and themselves 13b) Recommend that critical staff--data entry and counselors-- are in all locations and supported during peak need times to provide necessary academic information 13c) Collaborate with home state to increase communication about needs

Data Sources	Need Indicator	Solutions
	students are not on track for graduation but data from TX were not available.	13d) Provide instruction to increase student and parent awareness of post-secondary and career opportunities that a high school diploma offers and training on high school placement, courses, credit accrual, and curriculum 13e) Strengthen language acquisition skills through supplemental English instruction.

14. We are concerned that parents need educational tools, knowledge of the U.S. education system, time to interact with school personnel, and English language skills to be better able to help their children graduate.

Data Sources	Need Indicator	Solutions
Parent survey; Staff survey	29% of parents indicated that they needed more information about careers and college and ranked this item second in student support services needed. 54% of staff indicated that helping with homework was the third most important parent training topic behind parenting education and adult/family literacy.	14a) Develop a model of a “parent academy” that could provide information and strategies for families on a regular basis, consider having a settled out migrant serve as a liaison/leader for these sessions 14b) Recruit high school and college students to provide homework help at designated sites and times 14c) Provide basic technology tools for parents and students in order to access resources 14d) Provide parents with an academic review of their child’s progress and information about services available to them

15. We are concerned that migrant OSY lack the English language skills and knowledge of education and support services for which they are eligible for functioning in an educational setting, career, and/or community.

Data Sources	Need Indicator	Solutions
OSY profile	79% of OSY speak Spanish in the home. 56% of OSY want to complete a GED but are not enrolled in a GED program.	15a) Provide English language instruction for students who demonstrate need and interest. 15b) Utilize the district or multi-district bi-cultural, bi-lingual liaison, with both school and community ties, to provide information on available services 15c) Develop partnerships and prepare a community map of available services that would allow OSY to learn where they could access support services 15d) Provide support in multiple ways and multiple settings 15e) Provide outreach services to OSY in coordination with other community service providers

16. We are concerned that migrant students lack access to school programs and educational materials needed to participate effectively in their education.

Data Sources	Need Indicator	Solutions
Parent Survey; Staff Survey	29% of parents in indicated students needed books, materials, and supplies 21% of parents indicated that transportation was most needed. 26% of staff indicated that transportation was most needed.	16a) Utilize the district or multi-district bi-cultural, bi-lingual liaison, with both school and community ties, to provide a sense of community for students 16b) Develop communication plan to provide information to relevant groups (community organizations, schools, churches, etc.) about steps they could take to include students and families and educate them about the year round need 16c) Develop partnerships and prepare a community map of available services that would allow students and OSY to learn where they could access support services 16d) Conduct focus groups with OSY to determine needs, strengths, and areas of potential, and provide students groups facilitated to support one another

17. We are concerned that migrant students with health concerns are not performing to their ability in school.

Data Sources	Need Indicator	Solutions
Parent Survey; Staff Survey	63% of parents indicated they had limited or no access to needed medical care and vision care 69% of parents indicated they had limited or no access to needed dental care 39% of staff ranked health services (medical/dental) as the most pressing concern	17a) Develop partnerships and prepare a community map of available services that would allow students and families to learn where they could access medical, dental, addiction and mental health services 17b) Ensure information is provided in age, cultural and language appropriate ways 17c) Establish a mentorship program with those who have ties to the migrant community to connect with students and provide support

Need Statements

The NAC discussed the extent to which gaps between “what is” and “what should be” need to be addressed for migrant students. The following need statements are the applicable reductions that need to take place based on available data. Note that “proficiency” for preschool needs is based on targets within the school readiness program.

- ▶ For students assessed on the state content assessments (MCA) in reading, the proficiency gap between migrant students and all students needs to decrease by 33% over the next six years.
- ▶ For students assessed on the state content assessments (MCA) in math, the proficiency gap between migrant students and all students needs to decrease by 30% over the next six years.
- ▶ For student identified as LEP, proficiency in English as measured by the ACCESS needs to increase at a rate commiserate with non-migrant peers.
- ▶ For students enrolled in migrant preschool programs, proficiency in the following skills needs to increase by the specified amount:
 - Proficiency in naming letters needs to increase by 29%.
 - Proficiency in counting needs to increase by 35%.
 - Proficiency in solving problems needs to increase by 23%.
 - Proficiency in verbal skills (conversations) needs to increase by 24%.

Conclusions

Next Steps in Applying the Results of the CNA to Planning Services

In the Minnesota MEP SDP, the program must ensure that all components align with the unique needs of migrant students as outlined in the CNA and include the following components:

1. *Performance Targets.* The plan must specify the performance targets that the state has adopted for all migrant children for: 1) reading; 2) mathematics; 3) school readiness; and 4) high school graduation.
2. *Needs Assessment.* The plan must contain a summary of the CNA, including identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the CNA. The measurable outcomes should also help achieve the state's performance targets.
4. *Service Delivery.* The plan must describe the MEP's strategies for achieving the performance targets and measurable objectives described above. The state's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.
5. *Evaluation.* The plan must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. The Minnesota MEP should include the policies and procedures it will implement to address other administrative activities and program functions, such as:
 - ▶ *Priority for Services.* A description of how, on a statewide basis, the MEP will give priority to migrant children who: 1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and 2) whose education has been interrupted during the regular school year.
 - ▶ *Student Records.* A description of the state's plan for requesting and using migrant student records and transferring migrant student records to schools and other migrant sites in which migrant students enroll.

Systems Conclusions and Recommendations

The committee recognized during discussions that there were systems-level concerns regarding data and record keeping that should be addressed. While these concerns had an impact on committee discussions as they relate directly to the quality of the information the NAC had to work with, they were not "concern statements" as defined in the OME Toolkit because they were

not “areas that require special attention for migrant students” (A-2-1). The systems-level concerns the NAC identified that should be addressed at the state level going forward are listed below.

- ▶ The NAC identified areas where data collection and reporting could be improved in order to better understand the unique needs of migrant students. The data collection flow needs to contain consistency and accuracy checks along the way to ensure data are recorded accurately in state and federal reporting. The committee recommended that a data flow chart be developed that includes data checks at the local and state levels. Data checks should include checks for internal consistency as well as checks to ensure that data transfers maintain the integrity of the data.
- ▶ In addition to data checks, the committee recommended that the state pay particular attention to the identification of PFS students and LEP students. Because many students enter Minnesota for the purposes of agricultural work and stay for a short period of time, data about the progress and needs of these students is often limited. The SDP committee should examine the definitions used within the state and provide recommendations to ensure that every available data source is used for determining the needs of migrant students.
- ▶ The NAC recognized through interactions with sending states and districts and coordination with local districts that migrant students are graduating at a lower rate than their peers. However, a statewide quantification of the migrant student dropout and graduation rates were not available. This is due to several factors, but the most substantial, according to the NAC, was that tracking students once they leave the state is extremely difficult. While data systems have improved with the introduction of MSIX, a graduation rate cannot be calculated from the information available. The state should put procedures in place to meet the new Government Results Performance Act (GPRA) standards that include measuring pass rates for gate keeper courses such as Algebra I.
- ▶ The committee believes that Minnesota hosts a number of binational students during seasonal agricultural activities. However, families that reside in countries other than the United States are reluctant to report this information during an interview. The committee recommends that systems be put in place to determine the scope of binational migrant student participation in the Minnesota MEP that maintains the privacy of families’ information.

The next step for the Minnesota MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. In addition, Minnesota will: 1) update the CNA as needed to reflect changing demographics and needs; 2) change its performance targets and/or measurable outcomes to reflect changing needs; and 3) change the services that the MEP will provide statewide and the evaluation design contained in the SDP to reflect changes in needs.

Appendix A

CNA Meeting Agendas and Notes



AGENDA

**Minnesota Migrant Education Program
Needs Assessment Committee (NAC) Meeting #1
July 26, 2012
Fairview Community Center,
1910 County Road B West, Roseville, Minnesota 55113**

- 9:00 – 9:15 Welcome, introductions, meeting objectives, materials/agenda review (Marty)
- 9:15 – 9:45 The planning cycle: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), NAC roles and responsibilities, project implementation, program evaluation, monitoring, sub-allocation. Where does it all fit? (Tom)
- 9:45 – 10:15 Group activity #1: Select goal areas based on State goals, priorities, and areas of greatest need (Marty)
- 10:15 – 10:30 Break
- 10:30 – 11:30 Small group activity #2: Review existing data including MEP student profile, demographics, and assessment results (Marty)
- 11:30 – 12:00 Small group activity #3: Consider potential comparison groups to MEP students (Marty)
- 12:00 – 1:00 Lunch
- 1:00 – 2:00 Small group activity #4: Review the 7 Areas of Concern and develop concern statements and debrief (Tom)
- 2:00 – 2:15 Break
- 2:15 – 2:45 Small group activity #5: Walkabout to review other groups' concern statements, make suggestions, and debrief (Tom)
- 2:45 – 3:30 Small group activity #6: Identify additional data needed for concerns and student profile. Review potential needs surveys for migrant staff and parents. (Marty)
- 3:30 – 4:00 Wrap-up, follow-up, next steps, and timelines (Marty)

Meeting Objectives

1. Understand the CNA planning cycle and roles/responsibilities of the Committee
2. Review summaries of existing data and information on the needs of migrant students, and decide on additional data needed
3. Develop preliminary concern statements
4. Review the results of the CNA Committee and decide on next steps in the planning cycle

Meeting Outcomes

- NAC committee members, stakeholder represented (e.g. recruiter, parent, teacher, state), and contact information
- List of all concern statements
- Possible comparison group(s) for MEP students
- List of additional data elements needed for MEP student profile and comparison group
- List of potential sources of data for MEP students and comparison groups
- List of need indicators

Meeting Notes



Project: Minnesota Needs Assessment Committee Meeting #1

Participants: Michelle Strafelda, CLAC
Megan Bentley, Tri-Valley Opportunity Council
Kathleen Bibus, MMERC
Juan Linares, CPPP
Jesús Villaseñor, PACER Center
Roberto Reyes, MDE
Heladio Zavala, MAFO, Inc.
Kristi Jacobson, MHSI
Miguel Garate, Riverland Community College
Edel Fernandez, Ridgewater College
Wendy Barutt, Melrose Area Schools
Amber Franta, Sleepy Eye MEP
Candelario Arredondo, Migrant Legal Aid
Minerva Gomez, Tri-Valley Recruiter
Cris Young, Lonsdale MEP
Leigh Schleicher, MDE
Anh Tran, MDE
Sue Wygant, MDE
Noemí Treviño, MDE
Marty Jacobson, META
Tom Hanley, ESCORT

Date: July 26, 2012
Location: Minneapolis, MN

CNA Overview

- Some members of the group were not familiar with the eligibility criteria. Facilitators reviewed criteria in some detail.
- The Comprehensive Needs Assessment forms the basis of the services provided through the Migrant Education Program. It is essential that all committee members commit to all three meetings.
- Graduation rates not currently available for migrant students.

Goal Areas

- Should we separate out EL concerns or make it a part of reading or math? Do our concerns merit separating that out as a goal area?
 - English Language Development is one of the areas of concern woven throughout all of the goal areas.
 - The committee will examine the concerns developed in this area and determine if those concerns need to be separated out into their own goal area.
- The committee decided to work from the four established goal areas for Meeting #1: reading, mathematics, school readiness (preschool), and high school graduation.

- Do we have previous data or information on what happened in regards to student achievement in the past? What role will the previous CNA play in the work of the current committee?
 - We'll weave in the results from the previous CNA later in this process.
 - Committee members will review concerns from the previous CNA and compare them to the concerns developed in Meeting 1.
 - Due to changing agricultural technologies, changes in immigration laws, changes in the economy, and other changes affecting migrant labor, demographics and information about migrant students may have changed from previous years. Therefore, it is important to examine the most current data available to ensure that the MEP is providing services that most directly meet the needs of migrant students.
- What are the concerns surrounding English language development?
 - Participants indicated that students seem to be doing better and that there is less need for basic English instruction than there has been in the past.
 - Migrant health clinics saw a 15% decrease in the need for interpreters in the past year (data should be verified).
 - Projects represented at the meeting do not give language assessments during the summer.

Review of Relevant Data and Takeaways

- School Readiness
 - We are missing data for ages 3-5 and we may be not identifying LEP students in this age group due to a lack of assessment information about home language and language skills.
 - Migrant Head Start has school readiness goals, and the data team should solicit data from Head Start about migrant student achievement.
 - Pre MCAs are not in the data but may be available for migrant students.
 - How are services for 3-5 being counted?
 - How are we assessing the achievement of preschool-aged migrant students currently?
 - What does parent involvement look like for migrant parents who come to Minnesota to work?
- Reading
 - Migrant students are rarely in the state at the time of the MCA
 - We need more information about student achievement in Texas. Minnesota should request information from NGS about migrant student achievement on the TAKS and/or STAAR for students who migrate to Minnesota in the summer.
 - There is a drop in proficiency from grade 8 to 10 on the MCA for students who are in the state for the test.
 - The committee needs more information about the level of services provided to high school students.
 - In grades K-3 students are learning to read, and in grades 4+ students are reading to learn. This should be kept in mind when interpreting scores from assessments given in grades 3-8 and 10.

- We need to know more information about reading levels prior to the third grade.
- There are gaps in services provided to students in grades 5-9 possibly due to providing child care? But more information is needed.
- Math
 - There is a decrease in proficiency from 4th to 5th grades. However, scores increase from 7th to 8th grades. (However, it should be noted that the number of students assessed is very small, and changes in the proficiency levels may be due to individual anomalies rather than a measure of overall student knowledge.)
 - Attendance data may provide more insight into reasons for the drop.
 - Are students being placed appropriately?
 - Language development plays a role in mathematics as the level of difficulty increases and students are being required to explain mathematical reasoning.
 - Migrant students are many times placed in skills classes rather than “real” math classes.
- High School Graduation
 - Migrant students from Texas are not moving as much in the spring as in previous years and may be staying until the school year ends (though many are still staying into the fall after the school year begins).
 - More staff need to be aware of coordination efforts between MN and TX, both for the transfer of credits and information about differing state systems.
 - Staff need access to placement and achievement information from MSIX. However, when information is available, it is not always up-to-date.
 - There is a concern that migrant students are identified as having special needs at a rate that is lower than the general population, indicating a need for more access to individual education plans (IEPs) from sending states.
 - How many students participate in out-of-state testing for the TX state tests?
 - What do parents know and not know about high school systems and the differences in the system between MN and TX?

Development of Concern Statements

- Participants split into four goal areas and developed concern statements based on the data available and on their experience with migrant students and families.
- After each group developed their concerns, they reviewed the concerns of the other groups and provided suggestions.
- See the attached planning chart for the initial concerns developed by the committee.

Follow-up and next steps:

- There will be a **Data Team webinar** to discuss NAC recommendations and collect additional data. Here are some possible dates:

Thursday September 27

Tuesday October 16

Thursday October 25

Tuesday October 30

Here are the **members** who would need to participate in addition to the facilitators:

Leigh Schleicher

Noemí Treviño

A representative who works with MN data in MIS 2000 on a statewide basis

A representative from MDE who works with the student database

A representative from TMIP and/or NGS who can pull needed data about Texas-based migrant students who travel to MN

- NAC Meeting #2 on 4/3/2013 to fill in data, arrive at consensus on concerns, develop possible solutions, and finalize the MN MEP profile.
- Expert Workgroup meeting on 4/4/2013 to review committee concerns and solutions and make recommendations.
- NAC Meeting #3 on June 12, 2013 to prioritize solutions, identify resources, and finalize committee decisions.



AGENDA

**Minnesota Migrant Education Program
Needs Assessment Committee (NAC) Meeting #2
April 3, 2013
Minnesota Department of Education
Conference Center B Room 15**

- 9:00 – 9:15 Welcome, introductions, meeting objectives, materials/agenda review
- 9:15 – 9:45 The planning cycle: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), NAC roles and responsibilities, project implementation, program evaluation, monitoring, sub-allocation. Where are we in the process?
- 9:45 – 10:30 Review the work done during CNA Meeting #1 and data webinar and come to consensus on concern statements
- 10:30 – 10:45 Break
- 10:45 – 11:15 Small group activity #1: Review available data and prioritize concerns within each goal area
- 11:15 – 12:00 Small group activity #2: Revise or draft Needs Statements for the top concerns in each goal area
- 12:00 – 1:00 Lunch on your own
- 1:00 – 1:30 How to create solutions for concerns.
- 1:30 – 2:30 Small group activity #3: Draft a list of possible solutions and align to concern statements and need statements (break included)
- 2:30 – 3:00 Walkabout activity #4: Review solutions from other groups, make suggestions and revisions
- 3:00 – 3:30 Review and discuss student profile. Identify any additional data needed, discuss comparison groups, and arrive at consensus.
- 3:30 – 4:00 Wrap-up, follow-up, next steps, and timelines

Meeting Objectives

- 1) Revise and approve concern statements
- 2) Develop needs statements describing the magnitude of the needs for migrant students
- 3) Draft solutions for concerns
- 4) Rank concerns for focus during service delivery planning

Meeting Outcomes

- List of all concern statements
- List of need statements and data sources
- List of possible solutions
- List of additional data elements needed for MEP student profile



AGENDA

Minnesota Migrant Education Program Data Team Webinar October 25, 2012, 2 p.m. to 4 p.m. (CST)

Webinar Access Details

URL: <http://oneonta.adobeconnect.com/mn-cna/>

Access: Participants should choose the "Enter as a Guest" option - Enter their name and click the "Enter Room" button

Audio Conference Details

Conference Number(s): Tollfree: 1.866-504-8504

Participant Code: 2272219#

2:00 – 2:15	Welcome, introductions, meeting objectives, materials/agenda review
2:15 – 2:45	Review planning chart with concerns. Discuss suggestions.
2:45 – 3:00	Review purpose and function of data sources and needs indicators
3:00 – 3:30	Discuss data needed and data available to support concerns
3:30 – 3:45	Determine who is responsible for data collection and set timelines
3:45 – 4:00	Wrap-up, follow-up, and next steps

Meeting Objectives

1. Understand the needs indicators and needs statements
2. Review preliminary concerns and identify data sources to support concerns
3. Identify who will be responsible for collecting the needed information
4. Set timelines for data collection

Meeting Notes



Project: Minnesota Needs Assessment Committee Meeting #2

Participants: Megan Bentley, Tri-Valley Opportunity Council
Kathleen Bibus, MMERC
Jesús Villaseñor, PACER Center
Roberto Reyes, MDE
Miguel Garate, Riverland Community College
Amber Franta, Sleepy Eye MEP
Candelario Arredondo, Migrant Legal Aid
Minerva Gomez, Tri-Valley Recruiter
Cris Young, Lonsdale MEP
Leigh Schleicher, MDE
Anh Tran, MDE
Sue Wygant, MDE
Noemí Treviño, MDE
Marty Jacobson, META
Tom Hanley, ESCORT

Date: April 3, 2013
Location: Minneapolis, MN

CNA Overview

- Facilitators went through an eligibility review for those who do not work directly with migrant student recruitment
- Many students come from TX in the spring but arrive in MN after the testing window has closed
- Reviewed guidance on supplement vs. supplant and the funds of last resort
- Reviewed requirements for CNA and the seven areas of concern
- This process will be a comprehensive update to the Minnesota CNA
- MN is a common core state in language arts, but TX is not. This will affect how student requirements align.
- Question about the coordination/communication with Special Education. The committee wanted to stress that migrant programs should coordinate with special education department in the sending state or district to ensure continuity in individualized learning plans.

Data Review

- Interpreting/translation comparison from staff (33%) and parent (25%). The committee discussed how parent and staff perceptions may differ.
- Q. Are there still fulltime liaison to the community?
- A. Some places do. Some don't. State does not require that. Any district that has eight or more kids has a liaison/advocate.

- Migrant numbers down, but data from 11-12 indicate that more students have assessment information. However, Leigh indicated that there may be a revision to the CSPR numbers included in the testing.
- The majority of kids are K-3, but there is no statewide assessment data for this group.
- 12% of migrant students are Priority for Service, and some on the committee though this might be low and that procedures for identifying PFS migrant students should be reviewed.
- Parents sometimes think having their kids put in ESL is discriminatory, and when this is an appropriate placement, migrant staff need to work with parents to understand the purpose and benefit of ESL services.

Group Work Regarding Solutions

- Reading, Math, School Readiness, and High School Graduation groups worked together to create solutions for the needs identified by the committee
- Solutions from this meeting were brought to the Expert Workgroup in Day 2 and fleshed out to include more specific solutions.
- See the Planning Chart accompanying these notes for the solutions created by the NAC and the Expert Workgroup.
- Needs and solutions will be reviewed a final time at the meeting on June 12, 2013.

Migrant Student Profile Information

Aspect of the migrant population	Data source
Ethnicity/race/home language	Noemí will be the contact
List of both instructional and support services provided	Noemí will be the contact
List of special programs (like MMERC)	Noemí will be the contact
Sending states	Noemí will be the contact
List of qualifying arrival dates (QADs)	Noemí will be the contact
Can we get a list of home states? This would be a list of "moved from" locations.	Noemí will be the contact
List of other programs available for migrant students	Noemí will be the contact

Follow-up and next steps:

- NAC Meeting #3 on June 12, 2013 to prioritize solutions, identify resources, and finalize committee decisions.
- Leigh will send the updated CSPR information regarding migrant student proficiency on the MCA-II.
- Noemí will send list of items needed for the migrant student profile.



AGENDA

Minnesota Migrant Education Program Comprehensive Needs Assessment (CNA) Committee Meeting #3 Minneapolis, MN – June 12, 2013

- | | |
|---------------|---|
| 9:00 – 9:15 | Welcome, introductions, meeting objectives, materials/agenda review |
| 9:15 – 9:30 | Review CNA process and planning cycle |
| 9:30– 10:00 | Review any new data and information |
| 10:00 – 11:00 | <u>Small group activity #1</u> : Review concerns, need indicators, and need statements created during previous meetings, make changes, and finalize concerns (includes a break) |
| 11:00 – 12:00 | <u>Small group activity #2</u> : Review solutions created during previous meetings, make changes, and finalize |
| 12:00 – 1:00 | Lunch on your own |
| 1:00-1:30 | <u>Whole group activity #3</u> : Review draft CNA table of contents, identify additional information needed and fit with state priorities |
| 1:30 – 2:30 | <u>Small group activity #4</u> : Identify resources by listing information, materials, and personnel needed to address concerns |
| 2:30 – 2:45 | Break |
| 2:45 – 3:15 | <u>Whole group activity #5</u> : Telling the story of the Minnesota MEP. How have students succeeded when their needs were met? |
| 3:15 – 3:30 | Review draft SDP agenda and strategic planning chart |
| 3:30 – 4:00 | Wrap-up, follow-up, next steps, and timelines |

Meeting Objectives

- 1) Finalize concerns and solutions for the CNA report
- 2) Revise and approve draft CNA table of contents
- 3) Identify possible resources to meet migrant student needs
- 4) Decide on next steps for completion of the CNA and service delivery planning

Project: Minnesota Needs Assessment Committee Meeting #3

Participants: Candelario Arredondo, Migrant Legal Services
Megan Bentley, Tri-Valley Opportunity Council
Kathleen Bibus, MMERC
Amber Franta, Sleepy Eye MEP
Sarah Goodspeed, CLAC
Minerva Gomez, Tri-Valley Recruiter
Kristi Halvarson, MHSI
Tom Hanley, ESCORT
Marty Jacobson, META
Kari Ross, MDE
Leigh Schleicher, MDE
Noemí Treviño, MDE
Jesús Villaseñor, PACER Center
Sue Wygant, MDE
Cris Young, Lonsdale MEP

Date: June 12, 2013

Location: Minneapolis, MN

Discussion of Data

- Additional data on migrant ELL students was presented
- The committee discussed data quality and decided that a plan for quality control processes was needed. Specifically, checks were needed at every stage of the process from data entry, to reporting to the state, to entry into MIS2000, to reporting in the CSPR.
- Specifically, the committee wanted to ensure that PFS numbers were correct, that migrant LEP students were identified correctly, and that when reporting student proficiency on the MCA-II that migrant students were correctly flagged.
- The State and contractors had contacted the Texas State MEP director to try to obtain more information about the needs of Texas-based students, specifically proficiency on the TAKS or STAAR for students moving from Texas to Minnesota. Data were available from Texas after the meeting and will be incorporated into the CNA, and committee members will respond with additional conclusions after the completion of the draft report.

Concern Statements and Solutions

- The committee reviewed the concern statements and provided revisions based on new data and their knowledge of the migrant student population. The concern statements were approved as revised.
- The committee reviewed the solutions drafted by the Expert Workgroup and provided suggestions based on the context in which migrant programs operate and the needs of migrant students with special consideration of the needs of PFS students.
- See the chart of concerns and solutions for the final revised version.

Resources

- The committee listed resources needed in order to implement the solutions identified by the committee:

Reading

#	Resources Needed
1	<ul style="list-style-type: none"> Assessment tool Evidenced based curriculum Cultural relevant materials (reading) Migrant Literacy CORE Technology (computers, iPad etc.) Quality informational texts Resources for reading (MMERC) – Professional development, workbooks, etc. Leveled readers Vocabulary rich materials
2	<ul style="list-style-type: none"> Bilingual teacher to provide support in student's home language
3	<ul style="list-style-type: none"> Software Supplies for students (pencils, paper, etc.) Books, eBooks, resources (culturally relevant) Fieldtrips and/or hands-on activities
4	<ul style="list-style-type: none"> Money for parent education nights Handbooks for parents Handbooks for migrant educators

Mathematics

#	Resources Needed
6	<ul style="list-style-type: none"> Assessment tool Supplies (notebooks, pencils, pens, graphing paper, etc.) Evidenced-based curriculum Culturally relevant math materials Math consortium (Math MATTERS) curriculum and materials STEM teachers/materials MMERC materials
7	<ul style="list-style-type: none"> Parent handbook for math processes
8	<ul style="list-style-type: none"> Manipulative/resources to take home Bilingual teacher instruction in home language
9	<ul style="list-style-type: none"> Calculators, technology, iPads, computers, equipment, etc. STEM teachers/materials Thematic units – real world/experiences math Online learning opportunity

School Readiness

#	Resources Needed
10	<ul style="list-style-type: none"> School readiness activity kits (and for #11) Contract early childhood professional development Classroom supplies (displays, posters, etc.)

#	Resources Needed
	<ul style="list-style-type: none"> iPads, computers in the classroom
11	<ul style="list-style-type: none"> Curriculum from National PTA called urban family engagement or something similar for parent training CDs, website/portal, flash drives, tables for families
12	<ul style="list-style-type: none"> Contract/partner with local students to make videos, need technology such as camcorder, tablets, etc. Community resources directory Staff time for networking/outreach
13	<ul style="list-style-type: none"> assessors, assessment tools (in Spanish) staff available in the summer

High School Graduation

#	Resources Needed
14 & 15	<ul style="list-style-type: none"> Staff, UTCC, MiniPASS, Community information such as ESL, GED, ABE, ECFE, Migrant Head start, Food shelves, legal aid, personal health, public libraries, emergency aid, MET, housing, pesticide awareness TX contact information, MSIX access, TX course information and sequencing, TX assessments, OSY information and form, OSY curriculum Post-secondary program and information – colleges, speaker, community college, vo-tech, college weekend
16 & 17	<ul style="list-style-type: none"> work force centers social services, WIC parenting presenters – special needs, child development, home school issues domestic abuse agencies, immigration agencies, hot-line number agencies for translations assistance Coordination with citizenship classes, Mexican consulate, churches, Central American Consul
18	<ul style="list-style-type: none"> Focus group money statewide Grants for middle school and high school groups

Migrant Student Profile Information

Aspect of the migrant population	Data source
Ethnicity/race/home language	Noemí is the contact
List of both instructional and support services provided	Noemí is the contact
List of special programs (like MMERC)	Noemí is the contact
Sending states	Noemí is the contact
List of QADs	Noemí is the contact
Can we get a list of home states? This would be a list of "moved from" locations.	Noemí is the contact
List of other programs available for migrant students	Noemí is the contact

Follow-up and next steps:

- Draft the CNA report (by 7/12/12)
- Solicit feedback from the committee (by 7/26)

- Incorporate committee feedback and finalize the report (7/30)
- Start Service Delivery Plan (Fall 2013)

Appendix B

Needs Assessment Survey Instruments

MINNESOTA MIGRANT EDUCATION PROGRAM STAFF NEEDS ASSESSMENT SURVEY

MEP Site: _____

<input type="checkbox"/> ESL teacher/aide	<input type="checkbox"/> Records clerk	<input type="checkbox"/> Program Coordinator/Manager	<input type="checkbox"/> Other _____
<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Aide/tutor	<input type="checkbox"/> Recruiter	
Teacher:	<input type="checkbox"/> Preschool	<input type="checkbox"/> Elementary	<input type="checkbox"/> High School

Directions: Please check () the areas that you feel are needed **MOST** by your project to help migrant children make adequate yearly progress.

1. What INSTRUCTIONAL SERVICES do migrant students most need? *(Check top 3 priorities)*

<input type="checkbox"/> summer programs	<input type="checkbox"/> supplementary reading	<input type="checkbox"/> High School credit programs
<input type="checkbox"/> in-school tutoring	<input type="checkbox"/> supplementary math	<input type="checkbox"/> preschool programs
<input type="checkbox"/> extended day tutoring	<input type="checkbox"/> supplementary science	<input type="checkbox"/> technology training
<input type="checkbox"/> ESL programs	<input type="checkbox"/> GED/programs for out-of-school youth	<input type="checkbox"/> other _____
<input type="checkbox"/> vocational skills training	<input type="checkbox"/> drop-out prevention	<input type="checkbox"/> other _____

2. What SUPPORT SERVICES do migrant students most need? *(Check top 3 priorities)*

<input type="checkbox"/> interpreting/translating	<input type="checkbox"/> parent involvement	<input type="checkbox"/> school records transfer
<input type="checkbox"/> advocacy	<input type="checkbox"/> counseling for students	<input type="checkbox"/> student leadership training
<input type="checkbox"/> books/materials/supplies	<input type="checkbox"/> health services (medical/dental)	<input type="checkbox"/> other _____
<input type="checkbox"/> clothing distribution	<input type="checkbox"/> career counseling	<input type="checkbox"/> other _____
<input type="checkbox"/> transportation	<input type="checkbox"/> locating resources	<input type="checkbox"/> other _____

3. What would most assist you in providing IMPROVED SERVICES to migrant students? *(Check top 3 priorities)*

<input type="checkbox"/> more migrant-specific professional development	<input type="checkbox"/> more onsite visits/consultation with SEA staff
<input type="checkbox"/> more info on assessing family and health needs	<input type="checkbox"/> more info on serving infants/toddlers/young children
<input type="checkbox"/> more info on identification and recruitment	<input type="checkbox"/> other _____
<input type="checkbox"/> increased communication/coordination	<input type="checkbox"/> other _____

4. What topics would you recommend for PROFESSIONAL DEVELOPMENT to increase educators' capacity? *(Check top 3 priorities)*

<input type="checkbox"/> program planning	<input type="checkbox"/> research-based instructional practices	<input type="checkbox"/> parent involvement
<input type="checkbox"/> program evaluation	<input type="checkbox"/> health/medical/dental issues	<input type="checkbox"/> ESL strategies
<input type="checkbox"/> curriculum & instruction	<input type="checkbox"/> identification & recruitment	<input type="checkbox"/> general MEP information
<input type="checkbox"/> student assessment	<input type="checkbox"/> mentoring/coaching	<input type="checkbox"/> Information about serving OSY
<input type="checkbox"/> Special education/IDEA	<input type="checkbox"/> Information about secondary services	<input type="checkbox"/> other _____

5. What PARENT TRAINING topics would best help parents support their children in meeting high standards? *(Check top 3 priorities)*

<input type="checkbox"/> ESL instruction	<input type="checkbox"/> drugs/school safety	<input type="checkbox"/> technology
<input type="checkbox"/> parenting education	<input type="checkbox"/> adult/family literacy	<input type="checkbox"/> helping with homework
<input type="checkbox"/> Information about U.S. school system	<input type="checkbox"/> finding and using community resources	<input type="checkbox"/> other _____
		<input type="checkbox"/> _____

6. What additional needs do migrant students have in your area?

MINNESOTA MIGRANT EDUCATION PROGRAM PARENT NEEDS ASSESSMENT SURVEY

Participation in the survey is voluntary and all information collected is anonymous.

What grade level(s) do you have children in? (Check all that apply):

- Preschool/Kindergarten
 Elementary
 Middle School
 High School

Directions: Please check () the areas that you feel are needed **MOST** to help your children be more successful in school.

1. What SCHOOL SERVICES does your child need? (Check all that apply)

<input type="checkbox"/> more reading/literacy help	<input type="checkbox"/> summer programs	<input type="checkbox"/> English language instruction
<input type="checkbox"/> more mathematics help	<input type="checkbox"/> High school credit programs	<input type="checkbox"/> pre-school programs
<input type="checkbox"/> more science help	<input type="checkbox"/> drop-out prevention programs	<input type="checkbox"/> family literacy
<input type="checkbox"/> in-school tutoring	<input type="checkbox"/> GED/programs for out-of-school youth	<input type="checkbox"/> other _____
<input type="checkbox"/> before/after school tutoring	<input type="checkbox"/> graduation/career activities	<input type="checkbox"/> other _____

2. What FAMILY AND STUDENT SUPPORT SERVICES do you need? (Check all that apply)

Parent/Family Services	Student Services	
<input type="checkbox"/> parenting education	<input type="checkbox"/> counseling for students	<input type="checkbox"/> career or college information
<input type="checkbox"/> locating resources such as health services, child care, or legal services	<input type="checkbox"/> health referrals (medical/dental/vision)	<input type="checkbox"/> information about services for children with special needs
<input type="checkbox"/> referrals to community agencies	<input type="checkbox"/> books/materials/supplies	<input type="checkbox"/> information about graduation requirements
<input type="checkbox"/> information about preschools	<input type="checkbox"/> transportation	<input type="checkbox"/> information for out-of-school youth
<input type="checkbox"/> interpreting/translating	<input type="checkbox"/> nutrition	<input type="checkbox"/> other _____

3. Please mark how much you agree with these statements.

Statements	Agree	Somewhat Agree	Disagree	Not Applicable
1. We move before school ends or after school begins, and because of this I am concerned about my child falling behind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. School work in Minnesota counts toward requirements when we change schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My child needs help learning English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am satisfied with the training I get from the migrant program about helping with my child's education at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My family has access to the Internet .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My family has access to the medical care we need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My family has access to the vision care we need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My family has access to the dental care we need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Overall, I am satisfied with the services my child is currently receiving from the migrant program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Overall, I am satisfied with the services I am currently receiving from the migrant program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Comments:

Appendix C

Need Assessment Expert Survey Responses

Needs Assessment Expert Survey Responses

Total number responding: 20

Distribution of responses was spread across MEP sites

1. When are services provided at your site?

Period	Percent
Regular school year only	35%
Summer school only	15%
Both regular term and summer	45%
Not applicable	5%

2. During the regular school year, to what extent are migrant students placed inappropriately in classes (e.g. placed in classes they have already taken or in classes they do not need to graduate)?

Rating	Percent
A lot	5%
Somewhat	10%
Very little	35%
Not at all	50%

Comments:

- Sometimes there is still difficulty accessing student records. This is much better than in the past, but it still happens and that is when it is difficult to find what requirements are completed or remaining.
- Due to our schedule, students are placed in classes that they do not need nor want because the classes that they DO need or want are not offered until after December. Many times the student does not know what he/she needs and when they return to Texas, that's when they find out. Both students and high school counselors, especially in Minnesota, need to be educated on this.
- I don't have an exact number of how often this happens, but I do know that it happens because there isn't updated information on MSIX, students don't know what they need to graduate, or I am unable to reach their home base schools. I do think that this number has decreased, because I have worked really hard to help students.
- I work in a K-8 facility, primarily with grades K-4; therefore, graduation requirements are not an issue. In the past when ours was a K-12 facility, records were carefully checked to place migrant students in the appropriate classes, knowing that each credit was important for graduation.
- School counselor not using MSIX

3. To what extent are migrant students placed in English as a Second Language (ESL) classes when they do not need an ESL class?

Rating	Percent
A lot	0%
Somewhat	0%
Very little	20%
Not at all	80%

Comments:

- This used to be different in the past here at this school, but with proper testing and time of test, this has helped to reduce this from happening.
- If the student passes the required tests, he/she is exited from the program. (Teacher input is important.) Past experience dictates that a high school student does not wish to be "labeled" as ESL. They want to "fit in" with the other students.
- Based on the level they are at which is submitted by the ESL staff.

4. To what extent do migrant students graduate at a lower rate than their peers?

(Number responding = 18; 2 people skipped this question)

Rating	Percent
A lot	6%
Somewhat	44%
Very little	28%
Not at all	22%

Comments:

- We have put into place a number of options (during the regular school year; during the summer; during the regular day; during extended day/evenings) for students in order to provide opportunities to improve success and graduation. Support is provided to help students in core areas and is provided to help students fill in gaps and get individual assistance. Districts continue to review progress and adjust per student and family need.
- The migrant lifestyle is difficult enough, but when the parents themselves do not have formal education, nor backup their words with action, the result is that the high school student is the one in charge over whether he stays in school or drops out. It's a little easier when the student is under 16, because here in Minnesota it is the LAW that a student under 16 attend school, but once he turns 16, that's when they can choose to drop out, again provided that the parent caves in to the student's demand and unfortunately, most of the time they cave in.
- I have 9th graders talking about dropping out next year to work at a packing plant.
- While the HS migrant students were in our facility when it was K-12, they were closely monitored. When they withdrew, the credits they earned here followed them to their receiving school. Ours was a small K-12 school, so this was possible.

5. For migrant students who travel between states and expect to graduate from a state other than Minnesota, to what extent are their credits, grades, and/or other academic records transferred between states appropriately?

(Number responding = 17; 3 people skipped this question)

Rating	Percent
A lot	82%
Somewhat	18%
Very little	0%
Not at all	0%

Comments:

- I don't think the problem is with the schools transferring their credits. I truly believe the problem is the lack of motivation/desire on the part of the student themselves. Once they hit Jr. High and High School, they seem to believe that it does not matter how much effort they put into their schooling. The result will be the same for them: they will fail or they will not be able to go on to

college because of their grades. Their parents don't have the money, and they have no one to support them or all of them, so they give up and their grades start reflecting this.

- I have heard many parents complain that what their kids do in Minnesota does not count because when they get to Texas, they are told that their kid does not have a grade or that they got a zero or an F in whatever subject. The student tells them “you see all the work that I did in Minnesota was for nothing, they gave me a zero or an F or no grade at all.” But what really happens is that the student did absolutely NOTHING while in school in Minnesota, so if they did nothing, then they get nothing for a grade. They get a zero, they get an F or nothing to report, but it was only because that's what they put into it, not because the school chose to not report their grade.
- I am not entirely sure, in conversations with their homebase school districts I don't always get a clear picture of what they need. I have gotten to the point of telling parents that if their school in Texas is giving them grief about credits that they should call me and I will see what is going on.
- Once a request for record is requested, the transferring school receives all the records the student has accomplished while attending Melrose School District.

Appendix D

Complete Concerns,
Solutions, and Rankings

CNA Decisions and Planning Chart – MN MEP CNA

GOAL: READING ACHIEVEMENT

Concern: Educational Continuity and Instructional Time	Data Source	Need Indicator	Possible Solution
1. We are concerned that migrant students have learning gaps in reading due to high mobility, interrupted schooling, and a lack of sufficient assessment information for targeting instruction.	CSPR NGS	42% of migrant students are proficient in reading/ language arts on the MCA compared to 75% of non-migrant students. 58% of migrant students made a move in the regular term. 39% of migrant students have moved within the preceding 12 months.	1a) Provide assessments tools (formal or informal) to identify reading learning needs and place students appropriately (including enrichment opportunities) 1b) Provide instruction that builds on student strengths to foster higher order thinking and reasoning by incorporating the rich experiences and backgrounds of the students 1c) Use MSIX to place students correctly 1d) Provide professional development regarding migrant students’ needs, in the use of resources such as MSIX or other migrant databases, and other state standards 1e) Use current evidence-based practices to provide supplemental, culturally relevant, student-centered, standards-based reading instruction and continuous review of literacy concepts connected to learning and life experiences 1f) Provide bilingual (peer) tutoring in reading 1g) Provide collaborative learning experiences 1h) Complete a gap analysis between Minnesota and Texas to identify differences in standards and expectations in reading, and provide instruction to help students develop goals through mentoring/accountability with content teachers and/or adult and peer mentor (e.g., honor society students, former students) 1i) Provide opportunities to empower parents by educating them about the importance of attending school, providing strategies and tools to use with their children and providing home to school connections through a family liaison 1j) Facilitate enrollment in the regular school year for students who are in the state for a short time through special migrant activities (for example, migrant clubs, field trips, education about school culture, making connections with other non-migrant students) 1k) Provide additional reading programming before and after school and during summer 1l) Provide professional development for regular and summer staff on reading practices
Concern: English Language Dev.	Data Source	Need Indicator	Possible Solution
2. We are concerned that migrant students exhibit low English proficiency and academic language development.	ACCESS Parent survey	375 (18%) scored below proficient in English on the ACCESS. 45% of parents indicate their child needs help learning English.	2a) Provide academic language support in every class (science, social studies, health, math) 2b) Ensure collaborative learning environments to build problem solving skills (reciprocal teaching strategies) 2c) Provide authentic reasons and opportunities to engage with frequent reading, writing, listening and speaking (record reading, share with family, shared writing, 100% engagement) 2d) Offer content-based instruction in the student’s home language and/or in bilingual programs 2e) Compile evidence-based practices in English language development 2f) Provide professional development on WIDA for MEP teachers with an emphasis on “Can Do” statements (level descriptors)

Concern: Access and Educational Support in the Home	Data Source	Need Indicator	Possible Solution
3. We are concerned that migrant students lack access to technology tools, resources, and supplies that would help them improve reading knowledge and skills.	Parent Survey Staff Survey	29% of parents indicated that additional books/materials/supplies were needed, their top student support service need. 37% of staff indicated that additional books/materials/supplies were the greatest need.	3a) Provide opportunities for families to access technology (tablets, laptops, manipulatives, etc.) and appropriate apps and software 3b) Provide opportunities to use and exchange books and learning technologies. 3c) Provide necessary texts and classroom supplies to ensure migrant students have the materials needed to participate in their education 3d) Provide online learning opportunities such as participation in Migrant Literacy CORE
4. We are concerned that some parents report they are unable to help their children with reading skills/homework.	Parent Survey Staff Survey	58% of families indicated they had no access to the Internet. 35% of parents indicated that they needed more parenting education and ranked this item as their top family support services concern. 54% of staff indicated that greater parent involvement was needed and ranked this as their top support services concern	4a) Provide resources to parents in order for them to be able to help their child with reading homework (tutoring, manipulatives, technology, instructional materials, etc.) 4b) Provide parent reading activities (for example, literacy nights) to learn about parents' experiences and empower parents to help their child with reading 4c) Provide parent education on how to support improving reading skills at home

GOAL: MATHEMATICS ACHIEVEMENT

Concern: Educational Continuity	Data Source	Need Indicator	Possible Solution
<p>5. We are concerned that migrant students have learning gaps in math due to high mobility, differences in scope and sequence between states, lack of access to appropriate math classes, and lack of sufficient assessment information for targeting instruction.</p>	<p>CSPR NGS</p>	<p>31% of migrant students are proficient in math on the MCA-II compared to 61% of all students. 63% of migrant students making a move to MN are proficient in math on the TAKS compared to 84% of all students. 15% of staff indicated that migrant students were placed inappropriately “somewhat” or “a lot.” Minnesota requirements are 3 math credits: Algebra I (by 8th grade), Algebra II, Geometry, Statistics and Probability. Texas requirements are four math credits: Algebra I, Geometry, Algebra II and math models and one other. 58% of migrant students made a move in the regular term. 39% of migrant students have moved within the preceding 12 months.</p>	<p>5a) Provide assessment tools (formal or informal) to identify learning needs and place students appropriately (including enrichment opportunities) 5b) Provide instruction that builds on student strengths to foster higher order thinking and reasoning by incorporating the rich experiences and backgrounds of the students 5c) Use MSIX to place students correctly 5d) Provide professional development regarding migrant students’ needs, in the use of resources such as MSIX or other migrant databases, and other state standards 5e) Use current evidence-based practices to provide supplemental, culturally relevant, student-centered, standards-based math instruction and continuous review of math concepts connected to learning and life experiences 5f) Provide bilingual (peer) tutoring in math 5g) Provide collaborative learning experiences 5h) Complete a gap analysis between Minnesota and Texas to identify differences in standards and expectations in math, and provide instruction to help students develop goals through mentoring/accountability with content teachers and/or adult and peer mentor (e.g., honor society students, former students) 5i) Provide opportunities to empower parents by educating them about the importance of attending school, providing strategies and tools to use with their children and providing home to school connections through a family liaison 5j) Facilitate enrollment in the regular school year for students who are in the state for a short time through special migrant activities (for example migrant clubs, field trips, education about school culture, making connections with other non-migrant students) 5k) Provide additional math programming before and after school and during summer 5l) Provide professional development for regular and summer staff on math practices</p>
Concern: Educational Support in the Home	Data Source	Need Indicator	Possible Solution
<p>6. We are concerned that some parents report they are unable to help their children with math skills/homework.</p>	<p>Parent Survey Staff Survey</p>	<p>24% of parents indicated their child needed more help in math 54% of staff indicated that greater parent involvement was needed and ranked this as their top support services concern</p>	<p>6a) Provide resources to parents in order for them to be able to help their child with mathematical homework (tutoring, manipulatives, technology, instructional materials, etc.) 6b) Provide parent math activities (for example, math nights) to learn from parents about their experiences and empower parents to help their child with math 6c) Provide parent education on how to support improving math skills at home</p>
Concern: Access to Services	Data Source	Need Indicator	Possible Solution
<p>7. We are concerned that migrant students lack access to technology tools, resources, and supplies that would help them improve math knowledge and skills.</p>	<p>Parent Survey Staff Survey</p>	<p>58% of families indicated they had no access to the Internet. 29% of parents indicated that additional books/materials/supplies were needed, their top student support service need. 37% of staff indicated that additional books/ materials/supplies were the greatest need</p>	<p>7a) Provide opportunities for families to access technology (tablets, laptops, manipulatives, etc.) and appropriate apps and software 7b) Provide opportunities to use and exchange books and learning technologies 7c) Provide necessary books and classroom supplies to ensure migrant students have the materials needed to participate in their education 7d) Provide online learning opportunities in math</p>

GOAL: SCHOOL READINESS

Concern: Educational Continuity	Data Source	Need Indicator	Possible Solution
<p>8. We are concerned that migrant preschoolers do not have the skills necessary for success in school. Specific skills needing more attention include:</p> <ul style="list-style-type: none"> • Engaging in conversations (language and literacy) • Noticing and discriminating rhyme (language and literacy) • Identifying and naming letters (language and literacy) • Expectations for counting numbers (cognitive and general knowledge) 	School Readiness and Child Outcomes Report (2011-12)	<p>At the beginning of PK programs...</p> <p>44% missed expectations for letter identification</p> <p>50% missed expectations for counting</p> <p>33% missed expectations for solving problems</p> <p>49% missed expectations for verbal skills (conversations)</p>	<p>8a) Provide parents with supplies for school readiness activities in the home (examples: scissors, pencils, school supplies, books, activity kits)</p> <p>8b) Provide professional development for instructional staff on teaching strategies to improve language and literacy development</p> <p>8c) Enhance classroom environments to support increased learning in language and literacy</p> <p>8d) Provide additional hands-on technology to support math learning activities in preschool classrooms</p>
Concern: Educational Support in the Home	Data Source	Need Indicator	Possible Solution
<p>9. We are concerned that migrant parents need knowledge and tools to adequately prepare themselves and their children for school.</p>	Parent survey Staff survey	<p>35% of parents indicated that they needed more parenting education and ranked this item as their top family support services concern.</p> <p>54% of staff indicated that parent involvement was needed and ranked this item as their top support service concern.</p>	<p>9a) Train parents on public schools (parent's role, expectations) and transitions from preschool to K including tours and orientations to public schools</p> <p>9b) Utilize migrant staff, including liaisons, teachers, clerks, etc. to help parents with transitions and bridging cultural divide</p> <p>9c) Provide access to electronic records containing preschool children's information (education, health, school records, etc.) that can travel with parents</p> <p>9d) Send home packets with school readiness activities to work on with children.</p>
Concern: Access to Services	Data Source	Need Indicator	Possible Solution
<p>10. We are concerned that migrant preschoolers with special needs are not being identified or served.</p>	TVOC Program Information Report, Child Plus	<p>3.1% of Migrant & Seasonal Head Start children were identified with a documented disability. 43 children were identified with concerns and were referred to LEA's that did not get processed due to not operating during the summer months. Head Start requirements is programs need to serve 10% of children with disabilities.</p>	<p>10a) Work closely with school districts in the summer to identify students with special needs so services can start immediately.</p> <p>10b) Train LEAs to identify and serve migrant children with special needs in the summer</p> <p>10c) Ensure Spanish-speaking assessors are available</p> <p>10d) Use culturally sensitive assessment tools</p> <p>10e) Train/Bring awareness to migrant parents on SpecEd issues, rights and responsibilities.</p>
<p>11. We are concerned that migrant parents are unaware of services and/or lack transportation to services such as the MEP, Head Start, health services, and other family resources.</p>	Parent Survey Staff Survey	<p>63% of parents indicated they lacked access to sufficient medical care</p> <p>15% of staff indicated that parents needed help locating resources.</p>	<p>11a) Use multimedia to present multi-lingual community orientations</p> <p>11b) Ensure local community agencies coordinate service</p> <p>11c) Ensure migrant staff are knowledgeable about services and share that information with parents, families and other stakeholders</p> <p>11d) Create a community resource directory customized by city/area.</p>

GOAL: HIGH SCHOOL GRADUATION

Concern: Educational Continuity	Data Source	Need Indicator	Possible Solution
12. We are concerned that migrant students are graduating at a lower rate than their peers.	Committee recommendation	100% of NAC members indicated that migrant students graduate at a substantially lower rate than their peers.	12a) Ensure multiple options for students such as “vo-tech”, certificates, online learning, project based learning, credits by assessments, alternative programs, transition to ABE for students aging out, PSEO. 12b) Build relationships with students and families through mentorship/ migrant liaison programs, counselors, school social workers, volunteers from community, CBOs, colleges, etc. 12c) Collaborate with similar student groups that have dedicated funding strands in order to maximize MEP resources 12d) Collaborate with the home state (where the student will graduate from) 12e) Coordinate with other programs designed to improve graduation rates such as Close-Up
13. We are concerned that migrant students are not on track for graduation due to lack of information about credits, grades, and academic accomplishments.	MIS2000 Committee Recommendation	72% of migrant students identified in MN are from TX and plan to graduate in TX. Staff contact TX to identify student needs and place them in credit-bearing courses. Through interactions with students, staff are aware that students are not on track for graduation but data from TX were not available.	13a) Educate parents and students about graduation requirements and MSIX so that they may advocate for their children and themselves 13b) Recommend that critical staff--data entry and counselors--are in all locations and supported during peak need times to provide necessary academic information 13c) Collaborate with home state to increase communication about needs 13d) Provide instruction to increase student and parent awareness of post-secondary and career opportunities that a high school diploma offers and training on high school placement, courses, credit accrual, and curriculum 13e) Strengthen language acquisition skills through supplemental English instruction.
Concern: Educational Support in the Home	Data Source	Need Indicator	Possible Solution
14. We are concerned that parents need educational tools, knowledge of the U.S. education system, time to interact with school personnel, and English language skills to be better able to help their children graduate.	Parent survey Staff survey	29% of parents indicated that they needed more information about careers and college and ranked this item second in student support services needed. 54% of staff indicated that helping with homework was the third most important parent training topic behind parenting education and adult/family literacy.	14a) Develop a model of a “parent academy” that could provide information and strategies for families on a regular basis, consider having a settled out migrant serve as a liaison/leader for these sessions 14b) Recruit high school and college students to provide homework help at designated sites and times 14c) Provide basic technology tools for parents and students in order to access resources 14d) Provide parents with an academic review of their child’s progress and information about services available to them
Concern: English Language Development	Data Source	Need Indicator	Possible Solution
15. We are concerned that migrant OSY lack the English language skills and knowledge of education and support services for which they are eligible for functioning in an educational setting, career, and/or community.	OSY profile	79% of OSY speak Spanish in the home. 56% of OSY want to complete a GED but are not enrolled in a GED program.	15a) Provide English language instruction for students who demonstrate need and interest. 15b) Utilize the district or multi-district bi-cultural, bi-lingual liaison, with both school and community ties, to provide information on available services 15c) Develop partnerships and prepare a community map of available services that would allow OSY to learn where they could access support services 15d) Provide support in multiple ways and multiple settings 15e) Provide outreach services to OSY in coordination with other community service providers

Concern: Educational Continuity	Data Source	Need Indicator	Possible Solution
Concern: Access to Services	Data Source	Need Indicator	Possible Solution
16. We are concerned that migrant students lack access to school programs and educational materials needed to participate effectively in their education.	Parent Survey Staff Survey	29% of parents in indicated students needed books, materials, and supplies 21% of parents indicated that transportation was most needed. 26% of staff indicated that transportation was most needed.	16a) Utilize the district or multi-district bi-cultural, bi-lingual liaison, with both school and community ties, to provide a sense of community for students 16b) Develop communication plan to provide information to relevant groups (community organizations, schools, churches, etc.) about steps they could take to include students and families and educate them about the year round need 16c) Develop partnerships and prepare a community map of available services that would allow students and OSY to learn where they could access support services 16d) Conduct focus groups with OSY to determine needs, strengths, and areas of potential, and provide students groups facilitated to support one another
Concern: Health	Data Source	Need Indicator	Possible Solution
17. We are concerned that migrant students with health concerns are not performing to their ability in school.	Parent Survey Staff Survey	63% of parents indicated they had limited or no access to needed medical care and vision care 69% of parents indicated they had limited or no access to needed dental care 39% of staff ranked health services (medical/dental) as the most pressing concern	17a) Develop partnerships and prepare a community map of available services that would allow students and families to learn where they could access medical, dental, addiction and mental health services 17b) Ensure information is provided in age, cultural and language appropriate ways 17c) Establish a mentorship program with those who have ties to the migrant community to connect with students and provide support