



Comprehensive Needs Assessment

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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
ELD	English Language Development
E(L)L	English (Language) Learner
ELP	English Language Proficiency
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
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	Minnesota Comprehensive Assessments
MCLA	Minnesota Council on Latino Affairs
MDE	Minnesota Department of Education
MEP	Migrant Education Program
MMERC	Midwest Migrant Education 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
SDP	Service Delivery Plan
SEA	State Education Agency
STAAR	State of Texas Assessments of Academic Readiness
TVOC	Tri-Valley Opportunity Council, Inc.
TX	Texas
WIDA	World-Class Instructional Design and 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, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. 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 services can be designed to provide 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 increase opportunities for them to participate effectively in school. Therefore, priority for services must be given 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.

The children of migrant, mobile agricultural workers 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.

To better understand and articulate the specific services that the Minnesota MEP should target to migrant children and youth and their families, a Comprehensive Needs Assessment was completed as part of a thorough review of the entire statewide MEP.

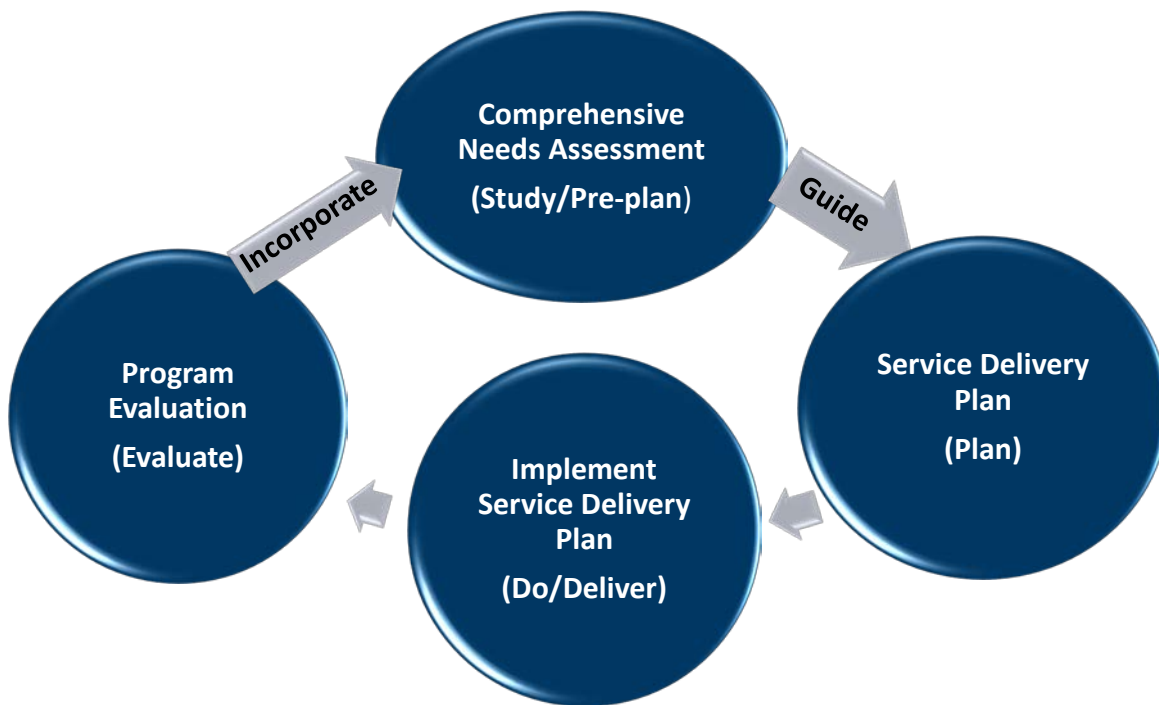
Specifically, the CNA aims to:

- 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 the State Education Agency (SEA) 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 Continuous Improvement Cycle proposed by OME served as a model for the activities conducted through the CNA process. The framework illustrated in Exhibit 1 shows the relationship between the CNA, the service delivery plan (SDP) process, the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services.

Exhibit 1 Continuous Improvement Process (OME Toolkit)



The CNA committee followed a systematic three-phase implementation model suggested by the Office of Migrant Education (OME), displayed in Exhibit 2. This model was modified to fit the specific needs of the Minnesota CNA process, which included both the assessment of needs and the identification of potential solutions at three levels.

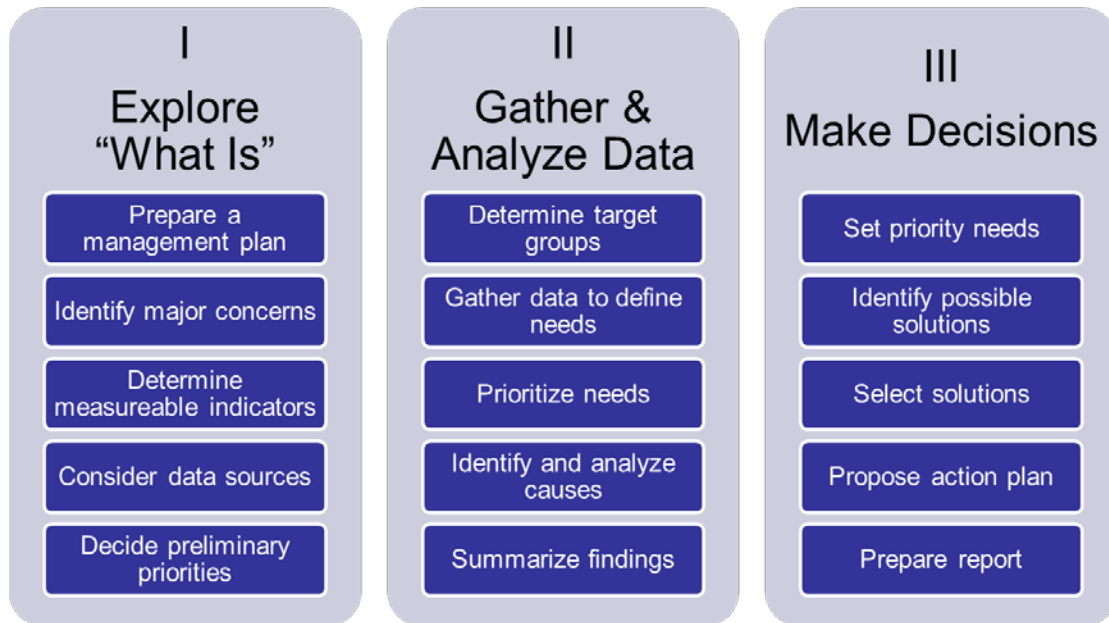
Level #1: Service Receivers (migrant students and parents)

Level #2: Service Providers and Policymakers (state and local MEP staff)

Level #3: Resources (the system that facilitates or impedes the efforts of MEP staff)

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

Exhibit 2 Three-phase Model for CNA



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, staff, and recruiters;
- reviews of state assessment results in reading and mathematics with comparisons made between migrant student achievement results and that of their non-migrant peers;
- assessment and anecdotal information from the MEP Evaluation report;
- 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.

The Minnesota Needs Assessment Committee (NAC) was involved during the entire three phases of the CNA process and was 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 gap 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.

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 include 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 source data for concerns, needs indicators, and need statements; 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

Purpose of the CNA

A Migrant Education Program CNA is required by the Office of Migrant Education of the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act, reauthorized as the No Child Left Behind Act (NCLB) in 2001 and the Every Student Succeeds Act of 2015 (ESSA), Title I Part C, Section 1304(1) and 2(2). Guidance and regulations for ESSA were not available at the time this report was completed, so the existing guidance and regulations were used during its development. States must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other programs authorized under ESSA 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;
- encompasses the full range of services that are available for migrant children from appropriate local, state, and federal educational programs;
- is the product of joint planning among such local, state, and federal programs, including programs under Part A, early childhood programs, and language instruction programs; and
- provides for the integration of available MEP services with other federal-, state-, or locally-operated programs; and
- must be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs.

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

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.

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:

Educational Continuity—Because migrant students often are forced to move during the regular school year and/or miss important summer programs in their home districts, students tend to experience a lack of educational continuity. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines. Differing cultures between instructors and students can cause uncomfortable missteps that affect the academic performance of students (Solís, 2004). Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. In a six-year span, students moving more than three times are likely to fall a full academic year behind stable peers (Oberg de la Garza and Lavigne, 2015). 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.

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. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential. 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.

School Engagement—Migrant students frequently are faced with adjustments to new school settings, making new friends, and social acceptance challenges, which generally are grouped as behavioral, emotional, and cognitive, based on Fredricks, Blumenfeld, and Paris (2003).

Behavioral engagement focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout.

Emotional engagement emphasizes appeal. Positive and negative reactions to teachers, classmates, academic materials, and school in general determine whether or not ties are created. Such responses influence identification with the school and a sense of belonging and feeling valued.

Cognitive engagement hinges on investment in learning and may be a response to expectations, relevance, and cultural connections. Without engagement, students may be at risk for school failure. Migrant students need avenues that ensure they are valued and have the opportunities that non-mobile students have.

English Language Development—English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting Title III program activities.

Education Support in the Home—Home environment often is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how or have the time to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment. Efforts to inform families in a manner that fits cultural and economic circumstances are crucial.

Health—Good health is a basic need that migrant students often do not attain. The compromised dental and nutritional status of migrant children is well documented. 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 (Huang, 1993). They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with health care access. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

Access to Services—Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as permanent residents, services become more difficult to obtain.

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:

- 3.1 garner a **sense of commitment** to the needs assessment in all levels of the Minnesota MEP; and
- 3.1 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. 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, content area experts, recruiters, community services providers and other stakeholders, 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 C.

Overview of Phase I: Exploring “What Is”

The original CNA was completed in 2013 with an update for formatting in 2014. The update process completed in 2016-17 was designed to examine changes in the MEP population, update state performance targets, and update the migrant student profile. Changes in these areas led to the updating of concerns and solutions. The CNA update followed an abbreviated model that incorporated information already gathered and updates as necessary.

The purpose of Phase I was to: 1) investigate what already is known about the unique educational needs of the target group; 2) determine the focus and scope of the CNA; and 3) gain commitment for all stages of the needs

assessment including the use of the findings for program planning and implementation. The term unique 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.

CNA Goal Areas

The committee reviewed and discussed goal areas. It was agreed that reading, math, and high school graduation should continue as goal areas as these are aligned with state performance targets. There was discussion about the fourth goal area. The SDP had the goal area as “support and services to OSY.” However, the committee felt that OSY did not fit in this area. The decision was made to incorporate OSY throughout the other goals areas due to the low percentage of OSY identified (three percent of the migrant student population). Because school readiness services are provided through Tri-Valley Opportunity Council (TVOC), a non-profit Head Start, as well as not being a Minnesota state performance target, the NAC decided not to include school readiness as a goal area. 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: High School Graduation

Goal 4: Support Services

Minnesota Concern Statements

The NAC developed concern statements in each of the goal areas and identified data sources that supported the concern. 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 complete planning chart with concerns, needs indicators, needs statements, and solutions is included as Appendix B. The final concern statements are listed in Exhibits 3 through 6. Concerns are listed in their order of importance as ranked by the NAC within each of the goal areas.

Exhibit 3 Minnesota Concern Statement: Reading Achievement

Goal 1: Reading Achievement	Data Source
1.1) We are concerned that migrant students are not meeting reading targets in summer due to a lack of engagement in reading.	Summer reading assessments
1.2) We are concerned that migrant students exhibit low English proficiency and academic language development compared to non-migrant peers.	Consolidated State Performance Report (CSPR)
1.3) We are concerned that migrant students have learning gaps in reading due to high mobility with interrupted schooling.	Minnesota Comprehensive Assessment (MCA) results

Exhibit 4 Minnesota Concern Statement: Math Achievement

Goal 2: Mathematics Achievement	Data Source
2.1) We are concerned that migrant students are not meeting math targets in summer due to a lack of consistency in learning standards in different states and among programs.	Summer math assessments
2.2) We are concerned that migrant students have learning gaps in math due to high mobility, interrupted schooling, and a lack of engagement during the regular school year.	MCA results Program records on mobility

Exhibit 5 Minnesota Concern Statement: High School Graduation 1

Goal 3: High School Graduation	Data Source
3.1) We are concerned that migrant students are meeting graduation requirements at a much lower rate than non-migrant students due to being behind in credit accrual, not passing state assessments, and being unaware of graduation requirements.	Evaluation Report Academic Student Review Form A
3.2) We are concerned that migrant students experience substantial regular school year interruption due to mobility patterns.	MIS2000 NAC observations
3.3) We are concerned that migrant secondary students have lower English proficiency compared to non-migrant peers.	CSPR
3.4) We are concerned that some credits earned during summer programming are not being recognized for graduation requirements in the homebase district.	Program reports

Exhibit 6 Minnesota Concern Statement: High School Graduation 2

Goal: High School Graduation	Data Source
4.1) We are concerned about how interrupted education and its associated problems (including lower test scores, low attendance, a lack of continuity of education, lack of advocacy, low graduation rates, and lack of academic rigor) impact the migrant family.	Program evaluation Parent comments Staff survey
4.2) We are concerned that migrant students lack resources and supplies that would help them improve academic skills outside of a school program.	Staff survey
4.3) We are concerned that Minnesota migrant students' records of academic achievement (including credit accrual, state and local assessments, and local progress reports) are not effectively transferred inter/intrastate in a timely manner.	MIS2000 records and homebase transcripts
4.4) We are concerned that migrant parents, students, and OSY are not accessing or aware of resources and support programs (such as MEP summer programs, college and career counseling, EL classes, Adult Basic Education, etc.).	Program evaluation Staff survey Parent comments Committee recommendation
4.5) We are concerned that migrant parents and students have few resources or advocates to address truancy, bullying, discipline, social-emotional development, and overall school engagement.	Program evaluation Staff survey Parent comments

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 MEP Evaluation Report, the CSPR, and the State Report Card. All data provided are what the NAC used to make decisions and were the most recent available for the meetings (unless otherwise noted, all are from the 2015-16 program year). 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 D.

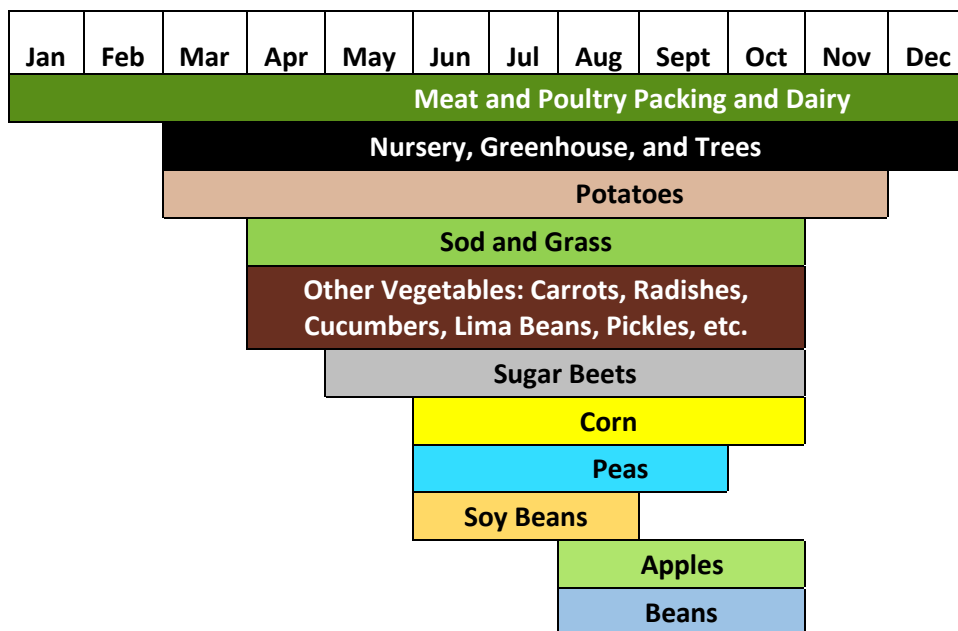
Minnesota Migrant Student Profile

The profile below was developed before the first NAC meeting and helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migrant student population.

Agricultural Activities

Migrant families in Minnesota are primarily involved in seasonal agricultural work during the summer months with some activities throughout the year related to meat and poultry packing. Activities vary by crop but often including harvesting, weeding, and canning among others. Exhibit 7 provides a graphic representation of seasonal agricultural activities.

Exhibit 7 Minnesota Seasonal Agricultural Activities



Demographics

There are 2,016 eligible migrant children (0-21) and youth in the state. The percent of migrant students identified has decreased each year since the previous CNA was completed based on data from 2011-12 when the total identified was 2,379. Decreases in the migrant student population align with statistics from the U.S. Department of Agriculture, which show a steady decrease in the percent of farmworkers seeking agricultural work in Minnesota.

Students with a priority for services (PFS) accounted for 11 percent of those identified (under the definition that included regular school term interrupted as opposed to the ESSA definition of currently mobile.) By age and grade, 18 percent of migrant children were ages three to five, 42 percent were in grades K-5, 19 percent in were in grades 6-8, 18 percent were in high school, and four percent were OSY.

Mobility

Students with a qualifying move in the last 12 months accounted for 66 percent of the enrolled students. The vast majority of students (78 percent) move to Minnesota from Texas. Of those moving from Texas, most are from the Rio Grande Valley that spreads between Eagle Pass and Mission, Texas.

More than half of all migrant students made a qualifying move during times when regular school years were in session (either in the homebase state or in Minnesota). Also noted was that 25 percent of identified migrant students in the grades where the state assessment is given were present in Minnesota for the state assessment. The remaining 75 percent were in another state, most in Texas.

Coordinators and recruiters who have direct contact with migrant families noted many migrant students experience interruption in their regular term education because migrant families reside in Minnesota for one to two months of the beginning of the regular school year. Exact percentages were not available as data is not maintained regarding dates families leave Minnesota to return to their home base. Another challenge for tracking students is that some, especially at the secondary level, chose not to enroll in school during the regular term when they expect to leave a few weeks into the year and enroll only in summer programs and in their homebase schools.

Language Proficiency

Overall, 25 percent of migrant students grades K-12 and OSY are classified as English learners (EL). However, it is likely that the actual percentage of migrant students who need English instruction is much higher. To code a student as EL, state procedures call for there being a formal assessment score on file; but because of mobility, many migrant students may not be present during the testing windows. It is most likely that because more data is available for grades K to 5, the percentages of migrant students classified as EL is highest in this group. Migrant OSY had the lowest percentage identified as EL; however, anecdotal information from NAC members who are teachers and administrators suggest that this is likely due to a lack of assessment scores in language proficiency.

Academic Achievement

On both the reading and math sections of the MCA, there is a gap in the proficiency rate between migrant and non-migrant students. The reading MCA results indicate 27 percent of migrant students meet proficiency versus 60 percent of non-migrant students meet proficiency. The math MCA results indicate 24 percent of migrant students meet proficiency and 60 percent of non-migrant students meet proficiency.

In making comparisons between migrant students and non-migrant students, it is important to note that there are many more non-migrant students than migrant students. For migrant students, the small “n” affects the stability of the results with a few student outlier scores affecting the overall average and the results fluctuating from year-to-year. In addition, the students tested on the MCA represent a fraction of the students who received services in Minnesota because not all grade levels are assessed and most migrant students are not in the state during the testing window.

MEP Services

Per the 2014-15 CSPR, a total of 475 migrant students received either an instructional or support service during the program year. The MEP primarily provides services in grades K-12 and to OSY, and of these 1,439 students, 471 (33 percent) received services. The Minnesota MEP is a summer program, so all services provided were summer services. The percent receiving instructional services and the number receiving support services were about the same.

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

- Reading
- Math and science
- Computers
- Social studies
- Supplemental English instruction
- Credit accrual

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 (MMERC) services
- Advocacy for secondary students
- Advocacy for families

Migrant Parent Observations of Needs

Migrant parents were surveyed during parent events at summer programs and during evaluation site visits about their children's instructional and support needs. Parents reported being concerned about student progress, transfer of credits, attendance, and access to services. Specifically, parents wanted assistance in understanding how students were progressing in school and information about what they as parents could do to help. Parents were unaware of specific resources available in Minnesota communities that provide assistance in adult basic education, English learning, and support for college and career.

MEP Staff Observations of Needs

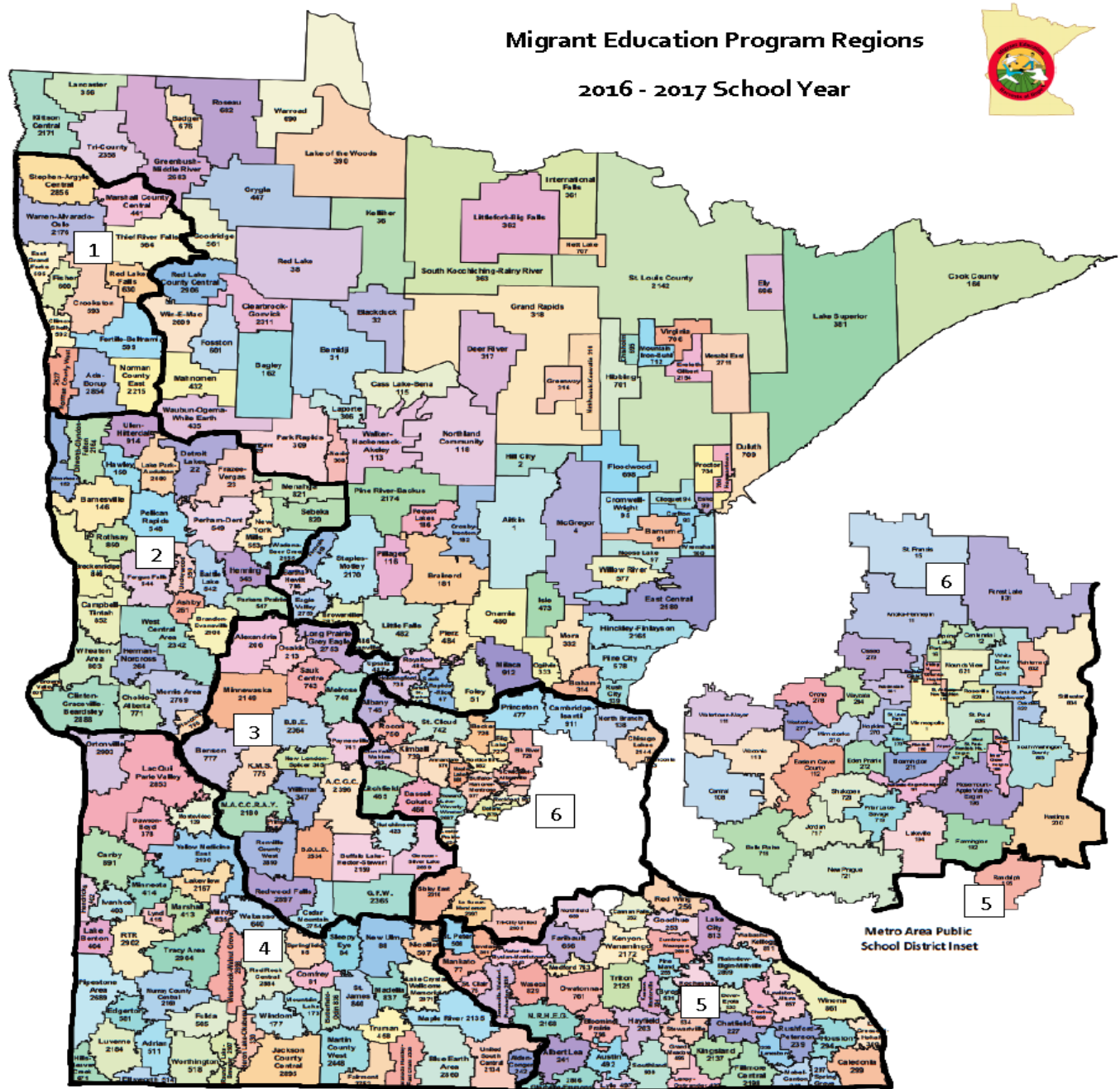
MEP staff who supported or provided direct services for migrant students completed a survey regarding their observations of migrant student needs. Complete survey results are provided in Appendix A. Regarding the needs for supplemental instructional services, more than three-quarters of staff surveyed indicated that reading, math, and writing were critical needs. In addition, more than half reported school engagement, passing state assessments, study skills, high school credits, and English language skill development as needs. Two-thirds of

staff surveyed stated that summer instruction and transition programs for students new to the school or state were needed to address the educational concerns. When asked about support services needed, the top three areas of need emerged as supplemental school supplies, transportation, and college and career counseling.

MEP Districts

The Minnesota MEP funds ten summer projects in Breckenridge; Moorhead; Bird Island; Belgrade, Brooten, El Rosa (BBE); Glencoe, Silver Lake (GSL); Tri-City United; Sleepy Eye; Owatonna; Rochester; and Willmar. Though migrant students are identified throughout the state, the largest concentrations of migrant students are in the south and west and identified in the six regions below. For the purposes of identification and recruitment in 2016-17, the state was split into six regions as shown in Exhibit 8, each with a recruiter responsible for that region.

Exhibit 8 Migrant Education Program Regions 2016-2017



PROFILE SUMMARY

A summary of the profile data is provided in Exhibit 9. Expanded data tables and disaggregation are included in Appendix A of this report.

Exhibit 9 Summary of Migrant Student Profile Data

Category	Profile Data
Eligible migrant students (0-21)	2,016
Typical qualifying activities	sugar beets, peas, corn, soy beans, apples, beans, grass/sod, nurseries for trees and other greenhouse plants, potatoes, and other vegetables
Mobility patterns	66 percent had a Qualifying Arrival Date (QAD) within the previous 12 months
Primary sending states	Texas is the primary sending state. Interstate mobility within Minnesota involves the next highest category (a distant second)
Geographic distribution	Western and southern areas of the state
Migrant students with PFS	11 percent
Eligible migrant students who are LEP	25 percent
Migrant students served	24 percent of all students (0-21), 33 percent of target grades K-12
OSY identified/served	67 OSY identified and 3 served
Summer program attendance	All migrant students served are in summer programs: 475
Students scoring Proficient or Advanced on Reading Assessment	27 percent of migrant students compared to 60 percent of non-migrant
Students scoring Proficient or Advanced on Math Assessment	24 percent of migrant students compared to 60 percent of non-migrant
Graduation	37.5 percent of migrant students graduate compared to 81.2 percent of non-migrant students
Proficiency on ACCESS for ELLs	20 percent of migrant students scored proficient compared to 24 percent of non-migrant students

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 developed final recommendations for concerns, data sources for the concerns, needs indicators and statements, and possible solutions for consideration by the SDP committee. 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
- Unique 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 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

1.1 We are concerned that migrant students are not meeting reading targets in summer due to a lack of engagement in reading.

Data Sources	Need Indicator	Need Statement	Possible Solution
Summer reading assessments	The summer target was a five percent gain on local reading assessments for 75 percent of migrant students, and 70 percent made a five percent gain.	The percentage of students meeting targets on summer reading assessments needs to increase by five percent.	1.1a) Provide technology-based and innovative learning opportunities in the summer to promote engagement in reading.

1.2 We are concerned that migrant students exhibit low English proficiency and academic language development compared to non-migrant peers.

Data Sources	Need Indicator	Need Statement	Possible Solution
CSPR	25 percent of migrant students are limited in English proficiency compared to eight percent of non-migrant students.	Migrant student English language proficiency needs to increase by 17 percent.	1.2a) Provide language rich instruction to promote academic language skills.

1.3 We are concerned that migrant students have learning gaps in reading due to high mobility with interrupted schooling.

Data Sources	Need Indicator	Need Statement	Possible Solution
MCA results Program records on mobility	27 percent of migrant students are proficient in reading on the MCA compared to 60 percent of non-migrant students. 57 percent of migrant students moved between September and June. 66 percent of migrant students are currently mobile (QAD within the previous 12 months).	The migrant student proficiency rate on the MCA in reading needs to increase by 33 percent.	1.3a) Identify areas where students have learning gaps, and provide instructional services in reading to meet individual student needs.

Supporting Research and Promising Practices

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Goal Area 2: Mathematics Achievement

2.1 We are concerned that migrant students are not meeting math targets in summer due to a lack of consistency in learning standards in different states and among programs.

Data Sources	Need Indicator	Need Statement	Possible Solution
Summer math assessments	The summer target was a five percent gain on local math assessments for 75 percent of migrant students, and 65 percent made a five percent gain.	The percentage of students meeting targets on summer math assessments needs to increase by 10 percent.	2.1a) Provide summer instructional services in math to engage students in math-rich real world application of concepts.

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

Data Sources	Need Indicator	Need Statement	Possible Solution
MCA results Program records on mobility	24 percent of migrant students are proficient in math on the MCA compared to 60 percent of non-migrant students. 57 percent of migrant students moved between September and June 66 percent of migrant students are currently mobile (QAD within the previous 12 months)	The migrant student proficiency rate on the MCA in math needs to increase by 36 percent.	2.2a) Identify areas where students have learning gaps, and provide instructional services in math to meet individual student needs.

Supporting Research and Promising Practices

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Goal Area 3: High School Graduation

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

Data Sources	Need Indicator	Need Statement	Possible Solutions
Evaluation Report Academic Student Review Form A	<ul style="list-style-type: none"> The 2014-15 graduation rate for migrant students was 37.5 percent compared to 81.2 percent for non-migrant students. 51 percent of migrant secondary students report being behind grade level, behind in credit accrual, failed a state assessment, or don't know the status of their progress toward graduation. 	<p>The migrant student graduation rate needs to increase by 43.7 percent</p> <p>The percentage of migrant secondary students on track toward graduation needs to increase by 51 percent.</p>	<p>3.1a) Provide summer supplemental instructional services designed to improve academic skills, meet graduation requirements, and/or improve postsecondary and career readiness.</p> <p>3.1b) Reach out to secondary migrant students/ OSY to facilitate participation in MEP services.</p>

3.2 We are concerned that migrant students experience substantial regular school year interruption due to mobility patterns.

Data Sources	Need Indicator	Need Statement	Possible Solutions
MIS2000 NAC observations	61 percent of migrant middle and high school students moved during the regular term. NAC observations were that many middle and high school students who move from Minnesota back to Texas in September and October do not attend school in Minnesota.	The academic impact of regular school year interruption needs to be addressed.	3.2a) Provide advocacy and outreach to secondary migrant students, parents, and OSY to facilitate enrollment for the regular school year, promote attendance, provide continuity of instruction, and coordinate recognition of credit accrual in the appropriate district.

3.3 We are concerned that migrant secondary students have lower English proficiency compared to non-migrant peers.

Data Sources	Need Indicator	Need Statement	Possible Solutions
CSPR	22 percent of migrant secondary students are proficient in English on the ACCESS for ELLs compared to 40 percent of non-migrant students.	Secondary migrant student English proficiency needs to increase by 18 percent.	3.3a) Ensure that the needs of secondary migrant English learners are met.

3.4 We are concerned that some credits earned during summer programming are not being recognized for graduation requirements in the homebase district.

Supporting Research and Promising Practices

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Goal Area 4: Support Services

4.1 We are concerned about how interrupted education and its associated problems (including lower test scores, low attendance, a lack of continuity of education, lack of advocacy, low graduation rates, and lack of academic rigor) impact the migrant family.

Data Sources	Need Indicator	Need Statement	Possible Solutions
Program evaluation Parent comments	57 percent of migrant students made a move during the regular school year 66 percent of migrant students made a qualifying move during the 2014-15 program year	Migrant families need access to support and information to alleviate the impact of high mobility.	4.1a) Provide parents with information and strategies for supporting their children's learning and education (e.g., reading, math, graduation requirements, postsecondary/career options, school readiness).

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

Data Sources	Need Indicator	Need Statement	Possible Solutions
Staff survey	73 percent of staff reported that migrant students needed supplemental school supplies to better participate in their education	Migrant students need appropriate resources and supplies necessary for improving academic skills.	4.2a) Provide resources and supplies designed to improve academic skills outside of a school program.

4.3 We are concerned that Minnesota migrant students' records of academic achievement (including credit accrual, state and local assessments, and local progress reports) are not effectively transferred inter/intrastate in a timely manner.

Data Sources	Need Indicator	Need Statement	Possible Solutions
MIS2000 records and homebase transcripts	Anecdotal reports from districts and students indicate that though information exists regarding progress in some data systems, the information is not making its way to the people who need it for appropriate placement.	Coordination, communication, and relationships with schools and districts in sending states need to be established.	4.3a) Develop processes and procedures for staff expectations to streamline data transfer among homebase, interstate, and intrastate districts with daily uploads of data.

4.4 We are concerned that migrant parents, students, and OSY are not accessing or aware of resources and support programs (such as MEP summer programs, college and career counseling, EL classes, Adult Basic Education, etc.)

Data Sources	Need Indicator	Need Statement	Possible Solutions
Program evaluation Staff survey Parent comments Committee recommendation	24 percent of migrant students received an MEP-funded service 61 percent of staff indicated migrant families needed college and career counseling 54 percent of student indicated a need for assistance locating school and community resources	Migrant family, student, and OSY participation in support programs needs to increase.	4.4a) Coordinate with homebased staff in Texas to identify the unique needs of migrant children; learn about graduation requirements, curriculum, and assessments; and conduct interstate coordination activities.

4.5 We are concerned that migrant parents and students have few resources or advocates to address truancy, bullying, discipline, social-emotional development, and overall school engagement.

Data Sources	Need Indicator	Need Statement	Possible Solutions
Program evaluation Staff survey Parent comments	24 percent of migrant students received an MEP-funded service in 2014-15. 65 percent of staff indicated migrant students enrolled in Minnesota during the regular term need access to transition programs and supplemental academic support.	The percentage of migrant students served needs to increase by 56 percent.	4.5a) Provide or facilitate the provision of needs-based non-instructional support services to migrant students (e.g., health, dental, transportation, translation).

Supporting Research and Promising Practices

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Conclusions

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migrant student needs that help to inform decision makers tasked with the planning and coordination of supplementary services. Decisions about all possible programs and sources of available assistance are considered in this process.

Specifically, direct instruction in reading and math is necessary for migrant students so that they are able to pass statewide standards-based exams. The available data indicate a need for direct instructional services in reading and math and programs that directly support instruction including counseling, technology-based instruction, and supplemental reading initiatives. To support these conclusions, the following summary is presented of the needs of migratory students.

High Mobility/ Interrupted Schooling

High mobility is a factor related to school failure. In looking at three years of data, while the overall percent of migrant students has decreased, the school disruption statistics remain relatively consistent with the rate of movement for the 2014-15 program year at 66 percent with over half of students moving at times when the regular school year is in session.

Reading and Math Needs

Results from Minnesota reading and math assessments show that migrant students in Minnesota have a need for intensive supplemental reading and math instruction to bridge gaps caused by high mobility. These results show that students of all grades are not performing at their expected levels and are performing well below their peers.

Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migrant students to help them improve their reading and math skills. While some needs have been determined to exist in the regular term, the MEP should continue to place emphasis on intensive reading and math instructional programs during the summer months while beginning a process to build programs to support students during transitions in the regular school year.

English Language Development Needs

Twenty-five percent of Minnesota's migrant students are identified as English learners. However, the actual percentage may be higher as the high mobility of the migrant population means that many students are not present for formal English language assessments. Anecdotal comments from staff indicate that migrant students need supplemental academic English language support in the classroom.

Supportive Services Needs

Nearly all staff reported that migrant students needed supplemental materials including school supplies and transportation to better participate in educational programs. For secondary students, college and career

counseling were reported as important needs. Supportive services should continue to be provided and even enhanced to ensure that barriers to school success are eliminated for migrant students.

Credit Accrual and Records Transfer Needs

Migrant students graduate at a rate of 37.5 percent, which is below half the 81.2 percent rate at which non-migrant students graduate. Migrant students need opportunities to engage in school and make up credits missing due to mobility.

During the NAC meetings, districts discussed the need for training and written procedures for transfer of credits earned during summer programs. Some districts reported that Texas districts questioned credits entered in MSIX but did not have a physical transcript to accompany the credit from a Minnesota district. This was an issue when the Minnesota district a student attended at the beginning of the school year was different from the district attended during the summer program. The NAC noted the need for additional coordination among Minnesota districts regarding summer credits earned.

Parent and Family Needs

MEP staff and parents expressed that training needs to be provided to parents on strategies for supporting education in the home, family literacy and language instruction, strategies for helping with homework, and updates on student progress during summer programs.

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 unique 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.

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 as well as changes to available resources in schools and districts; 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: Data Tables

The following Tables 1 through 5 present data from the 2014-15 CSPR and MIS2000 reports unless otherwise noted. The NAC used these data to make decisions about concerns and support needs statements and needs indicators.

Table 1 Number of Eligible Migrant Students by Grade Level and Program Year

Grade	11-12	12-13	13-14	14-15
0-2	329	301	275	267
3-5	447	383	357	310
K	154	156	133	125
1	152	166	130	123
2	158	139	142	125
3	140	142	128	156
4	145	128	108	110
5	131	120	115	94
6	109	125	109	110
7	103	91	116	103
8	121	111	94	113
9	107	111	110	97
10	98	68	75	96
11	89	77	86	85
12	54	39	37	35
OSY	42	69	55	67
Total	2,379	2,226	2,070	2,016

Source 1 CSPR Part II School Years 2011-12 through 2014-15

Table 2 PFS, EL, IDEA, and Recent Qualifying Arrival Date (QAD) Migrant Students by Grade Level

Grade	Eligible	Number PFS	Percent PFS	Number EL	Percent EL	Number IDEA	Percent IDEA	Number QAD within 12 months	Percent QAD within 12 months
Birth-2	267					5	2%	232	87%
Age 3-5	310	1	Under 1%	3	1%	5	2%	239	77%
K	125	19	15%	50	40%	7	6%	67	54%
1	123	15	12%	51	41%	9	7%	68	55%
2	125	14	11%	53	42%	8	6%	72	58%
3	156	29	19%	70	45%	14	9%	88	56%
4	110	24	22%	51	46%	8	7%	74	67%
5	94	16	17%	35	37%	8	9%	50	53%
6	110	19	17%	41	37%	11	10%	67	61%
7	103	22	21%	38	37%	10	10%	66	64%
8	113	15	13%	43	38%	8	7%	65	58%
9	97	15	15%	22	23%	4	4%	63	65%
10	96	11	11%	35	36%	5	5%	53	55%
11	85	7	8%	5	6%	7	8%	50	59%
12	35	2	6%	8	23%	2	6%	12	34%
OSY	67	6	9%	3	4%	0	0%	57	85%
Total	2,016	215	11%	508	25%	111	6%	1,323	66%

Source 2 CSPR Part II School Year 2014-15

Table 3 Qualifying Arrival Date by Month

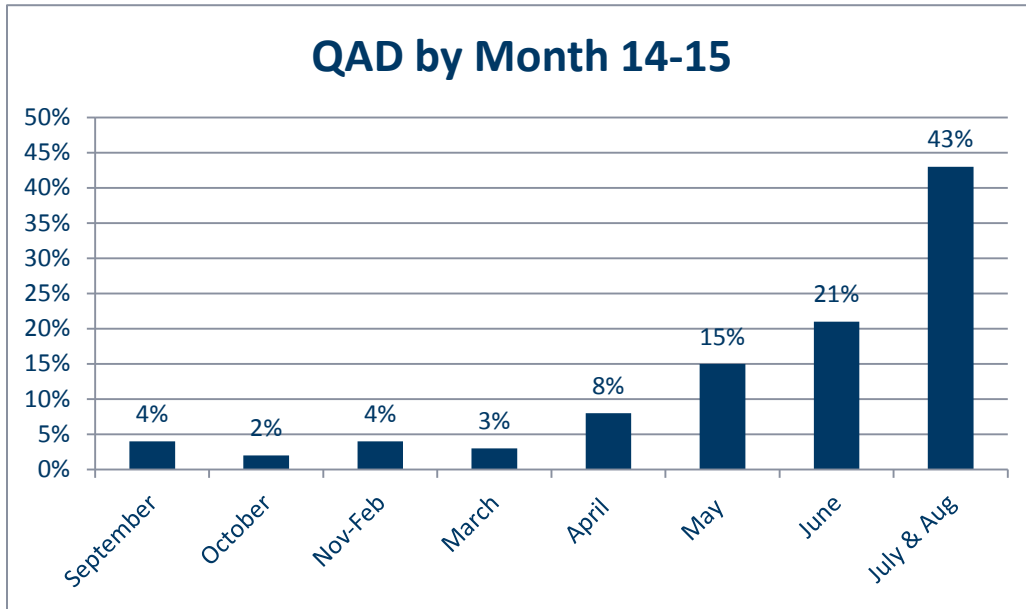


Table 4 Migrant Students Served/Receiving Instructional Services

Grade	Eligible	Number All Served	Percent All Served	Number PFS	Number of PFS Served	Percent of PFS Served
Birth-2	267	0	0%			
Age 3-5	310	4	1%	1	1	100%
K	125	49	39%	19	19	100%
1	123	49	40%	15	15	100%
2	125	57	46%	14	14	100%
3	156	59	38%	29	28	97%
4	110	55	50%	24	23	96%
5	94	34	36%	16	16	100%
6	110	47	43%	19	18	95%
7	103	32	31%	22	21	95%
8	113	34	30%	15	15	100%
9	97	25	26%	15	14	93%
10	96	14	15%	11	8	73%
11	85	11	13%	7	6	86%
12	35	2	6%	2	1	50%
OSY	67	3	4%	6	2	33%
Total	2,016	475	24%	215	201	93%

Source 4 CSPP School Year 2014-15

Table 5 Migrant High School Students Receiving Credit Accrual Services

Grade	Number Receiving Instruction	Number Receiving Credit Accrual	Percent Receiving Credit Accrual
9	24	21	88%
10	13	10	77%
11	9	7	78%
12	1	0	0%
OSY	2	1	50%
Total	49	39	80%

Table 6 Migrant Students Receiving Support Services

Grade	Number Served	Number Support	Percent Support	Number Counseling	Percent Counseling	Number Referrals	Percent Referrals
Birth-2	0	0	0%				
Age 3-5	4	3	75%	0	0%	3	100%
K	49	48	98%	2	4%	41	85%
1	49	49	100%	5	10%	44	90%
2	57	56	98%	11	20%	50	89%
3	59	59	100%	12	20%	54	92%
4	55	53	96%	6	11%	48	91%
5	34	34	100%	8	24%	31	91%
6	47	46	98%	4	9%	40	87%
7	32	32	100%	4	13%	26	81%
8	34	30	88%	2	7%	24	80%
9	25	20	80%	4	20%	15	75%
10	14	10	71%	1	10%	5	50%
11	11	11	100%	0	0%	4	36%
12	2	2	100%	0	0%	1	50%
OSY	3	3	100%	0	0%	2	67%
Total	475	456	96%	59	13%	388	85%

Source 6 CSPP School Year 2014-15

Table 7 Summer 2016 TVOC Health Services Report (of all 525 migrant students receiving services)

Project	Registered with TVOC	Physical Exams	Dental Completed	Vision Completed	Hearing Completed	Blood Pressure	TB Test	Height and Weight	Pulse/Response
BBE	41	31	25	32	31	39	41	39	39
Bird Island	51	38	39	43	43	43	51	43	43
Breckenridge	42	30	32	39	39	39	42	42	42
Glencoe-Silver Lake	58	50	47	51	51	53	56	55	54
Moorhead	18	13	13	15	51	15	18	15	15
Owatonna	35	30	30	25	31	33	35	32	33
Rochester	80	67	60	74	74	68	80	68	68

Project	Registered with TVOC	Physical Exams	Dental Completed	Vision Completed	Hearing Completed	Blood Pressure	TB Test	Height and Weight	Pulse/Response
Sleepy Eye	53	34	28	39	39	46	47	45	44
Tri-City United	48	34	33	42	2	41	48	42	42
Willmar	23	17	21	18	18	17	23	18	17
Total	449	344	328	378	379	394	441	399	397
Percentage	86%	77%	73%	84%	85%	88%	98%	89%	88%

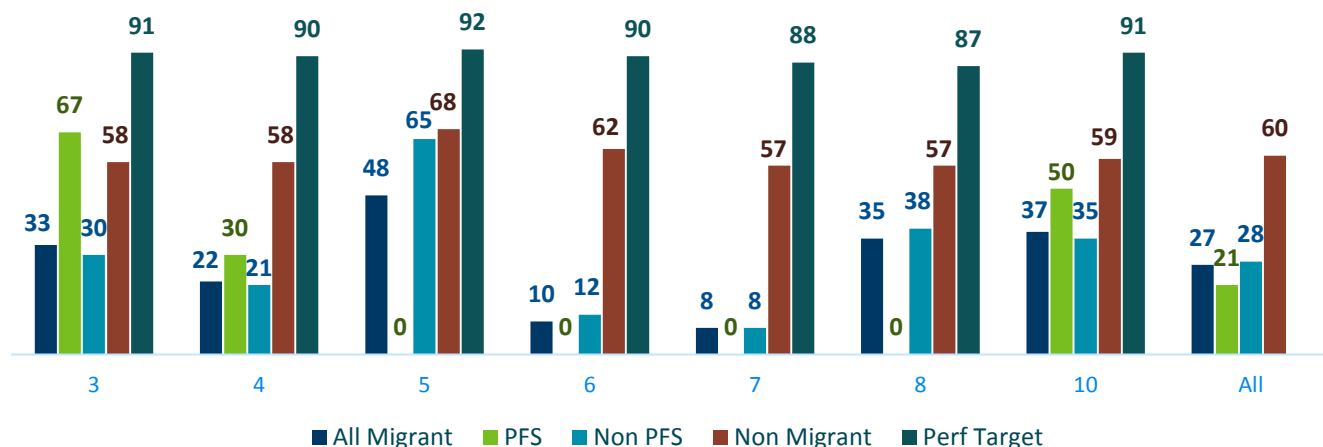
Table 8 Migrant Students Scoring Proficient or Above (P/A) on the 2016 MCA Reading Assessment Compared to the State Performance Targets

Grade Levels	PFS Status	Number Tested	Percent Migrant Students Scoring P/A	2016 State Performance Target	Percent Difference	Percent Non-Migrant Students Scoring P/A
3	PFS	3	67%		-24%	
3	Non-PFS	27	30%	91%	-61%	57.5%
3	Total	30	33%		-58%	
4	PFS	10	30%		-60%	
4	Non-PFS	44	21%	90%	-69%	58.4%
4	Total	54	22%		-68%	
5	PFS	7	0%		-92%	
5	Non-PFS	20	65%	92%	-27%	67.7%
5	Total	27	48%		-44%	
6	PFS	3	0%		-90%	
6	Non-PFS	17	12%	90%	-78%	62.3%
6	Total	20	10%		-80%	
7	PFS	1	0%		-88%	
7	Non-PFS	24	8%	88%	-80%	56.7%
7	Total	25	8%		-80%	
8	PFS	2	0%		-87%	
8	Non-PFS	24	38%	87%	-49%	57.3%
8	Total	26	35%		-52%	
10	PFS	2	50%		-41%	
10	Non-PFS	17	35%	91%	-56%	59.1%
10	Total	19	37%		-54%	
All	PFS	18	21%		N/A	
All	Non-PFS	173	28%	N/A	N/A	59.9%
All	All	201	27%		N/A	

Fewer migrant students scored proficient or above (Level M or E) on the 2016 Reading Assessment than non-migrant students (33 percent gap). Below is a graphic display of the differences in the percent of PFS, non-PFS,

and non-migrant students scoring proficient or above on the 2016 Reading Assessment. The graphic also shows the performance targets (Perf Target) for all grade levels.

Table 9 Percent of Migrant and Non-Migrant Students Scoring Proficient or Above (Level M or E) on the 2016 MCA Reading Assessment



The 2014-15 Minnesota State Performance Target for high school graduation is 90 percent. Table 10 shows that in 2014-15, the graduation rate for migrant students was 37.5 percent (52.5 percent below the 90 percent target). The non-migrant student graduation rate was 81.2 percent which was only 8.8 percent short of the 90 percent target. Note that zero of the eight students in the four-year cohort were PFS.

Table 10 Four-year Cohort Graduation Rates for Non-Migrant and Migrant Students

Years	Performance Target	Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2014-15	90%	81.2%	37.5%	Not Applicable	37.5%

Minnesota does not have a State Performance Target for dropout rate. Table 11 shows that the migrant student dropout rate for 2014-15 was zero percent. The dropout rate for non-migrant students was five percent.

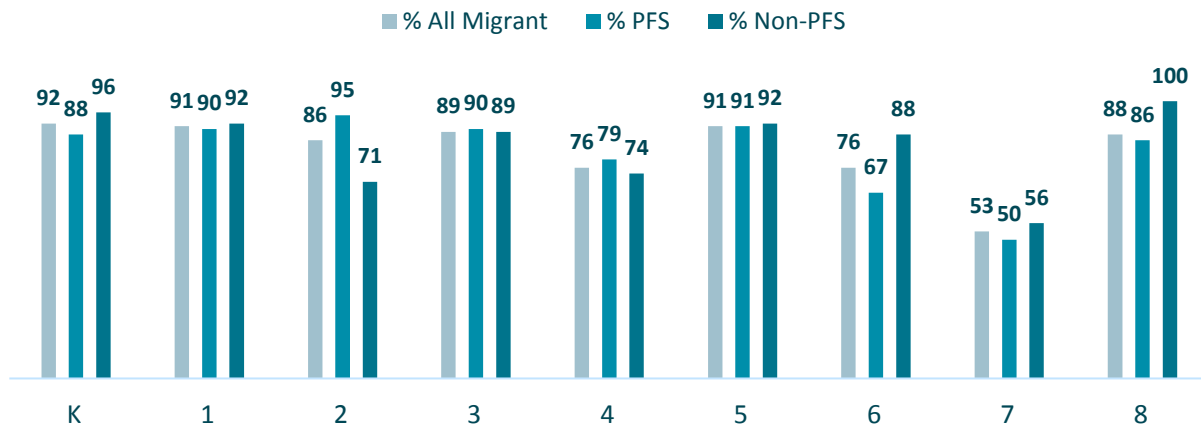
Table 11 Dropout Rates for Non-Migrant and Migrant Students

Years	Performance Target	Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2014-15	N/A	5.0%	0.0%	Not Applicable	0.0%

Table 12 Migrant Student Gains on Summer Reading Assessments

PFS Status	Number Students With Pre/Post Scores	Number and Percent Students Gaining	Number and Percent Students Gaining by five percent or more	MPO Met?
PFS	181	152 (84%)	130 (72%)	No
Non-PFS	165	131 (79%)	111 (67%)	No
Total	346	283 (82%)	241 (70%)	No

Table 13 Percent of Migrant Students Improving Reading Skills by Grade Level

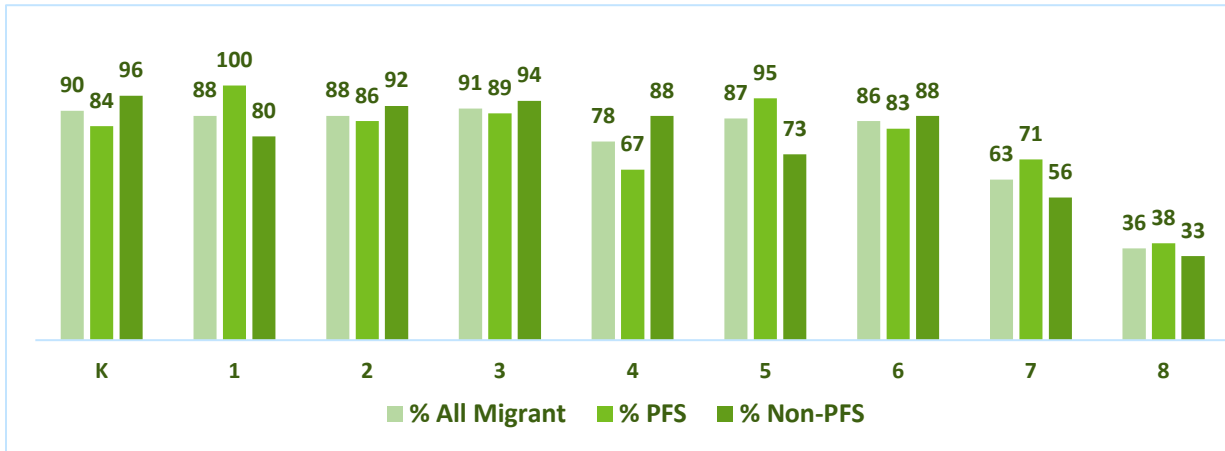


Assessments used for pre/post-testing included STAR Reading, Slosson Reading Fluency Assessment, Summer Success Reading, MobyMax, Fry Words, FastBridge, Letter Names, DIBELS, FAST Reading, Reading Placement Inventories, and locally-developed reading assessments.

Table 14 Migrant Student Gains on Summer Math Assessments

PFS Status	Number Students With Pre/Post Scores	Number and Percent Students Gaining	Number and Percent Students Gaining by 5 percent or more	MPO Met?
PFS	172	134 (78%)	111 (65%)	No
Non-PFS	155	122 (79%)	103 (66%)	No
Total	327	256 (78%)	214 (65%)	No

Table 15 Percent of Migrant Students Improving Math Skills by Grade Level



Math assessments used for pre/post-testing included STAR Math, Summer Success Math, MobyMax, enVisionMATH, FastBridge, Basic Skills Benchmarks, Front Row, FAST Math, and locally-developed math assessments.

Table 16 Number of Prekindergarten Migrant Students Placed in ECE Programs/Services

MEP Site	Number Eligible Pre-K	Number and Percent Placed or Served	MPO Met?
BBE	41	39 (95%)	Yes
Bird Island	9	0 (0%)	No
Breckenridge	30	30 (100%)	Yes
Glencoe-Silver Lake	70	63 (90%)	Yes
Moorhead	0		
Owatonna	49	45 (92%)	Yes
Rochester	77	76 (99%)	Yes
Sleepy Eye	81	79 (98%)	Yes
TCU	91	89 (98%)	Yes
Willmar	4	0 (0%)	No
Total	452	421 (93%)	Yes

Table 17 Secondary-aged Migrant Students Obtaining Hours or Credits toward Graduation

PFS Status	Number Students Attending 5 Days or More	Number and Percent Students Obtained Hours	Number and Percent Students Received Credit	Number and Percent Students Obtaining Hours or Receiving Credits	MPO Met?
PFS	72	53 (74%)	19 (26%)	72 (100%)	Yes
Non-PFS	52	34 (65%)	18 (35%)	52 (100%)	Yes
All Migrant	124	87 (70%)	37 (30%)	90 (100%)	Yes

Table 18 Credit-bearing Secondary Courses Completed by Migrant Students

Course(s) Enrolled	Student Grade Level	Number of Semester (.5) Credits Earned	Total Credits Earned	Average Grade
Algebra I	9/10	4	2	80.0%
Career Education	9	1	.5	85.0%
Chemistry	10	2	1	80.0%
Economics	10/11	3	1.5	80.6%
English Grammar	8/9	2	1	80.6%
English IB	10	1	.5	92.0%
English I	10	2	1	75.0%
English III	11	2	1	75.0%
Government	11	1	.5	78.7%
Geometry	10	4	2	89.5%
Health	8	2	1	80.5%
Integrated Chemistry and Physics	10	2	1	72.0%
Intermediate Algebra	9	2	1	90.0%
Spanish IA	8/9	4	2	82.0%
Spanish IB	8/9	3	1.5	83.3%
Spanish IIA	8/9/10	5	2.5	87.7%
Spanish IIB	8/9/10	4	2	86.0%
Spanish IIIA	9/10/11	3	1.5	83.6%
Spanish IIIB	9/10/11	3	1.5	86.3%
Speech	9/10	2	1	88.2%
US History A	11	1	.5	83.0%
US History B	10	1	.5	79.0%
World History B	9	1	.5	77.5%
Total of all courses	All	55	27.5	82.6%

Table 19 Proficiency on the ACCESS for ELLs

Level (Composite-Overall)	Migrant	Non-migrant
1	7.5%	9.0%
2	10.4%	11.2%
3	31.0%	27.1%
4	31.0%	28.3%
5	16.0%	18.0%
6	4.1%	6.2%
1-4	79.9%	75.8%
5-6	20.1%	24.2%

Table 20 Secondary Proficiency on the ACCESS for ELLs

Level (Composite-Overall)	Migrant	Non-migrant
1	18.5%	6.6%
2	14.8%	12.4%
3	22.2%	17.5%
4	22.2%	23.7%
5	18.5%	26.7%
6	3.7%	13.0%
1-4	77.8%	60.2%
5-6	22.2%	39.8%

Table 21 Migrant Students Assessed on the State Assessment 2015

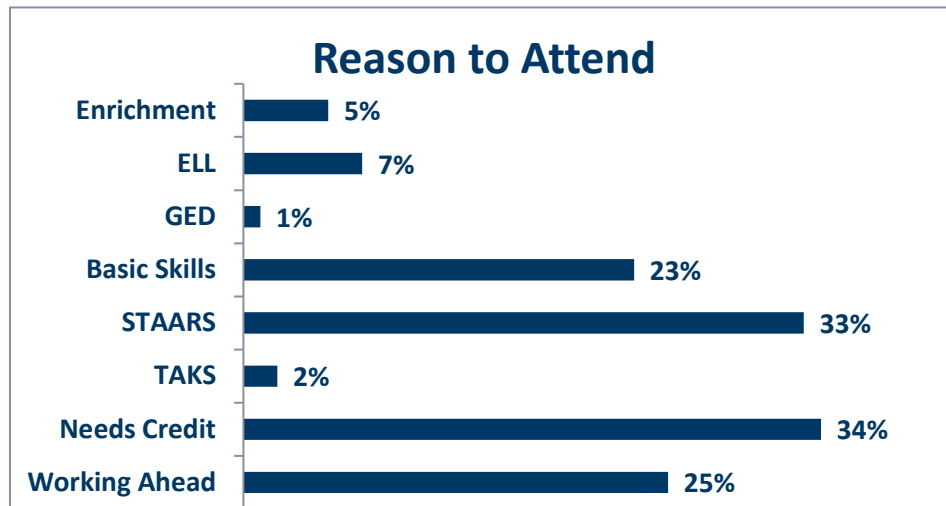
Grade	Number Identified	Number Assessed in Spring	Percent Assessed
3	156	30	19%
4	110	54	49%
5	94	27	29%
6	110	20	18%
7	103	25	24%
8	113	26	23%
10	96	19	20%
Total	782	201	26%

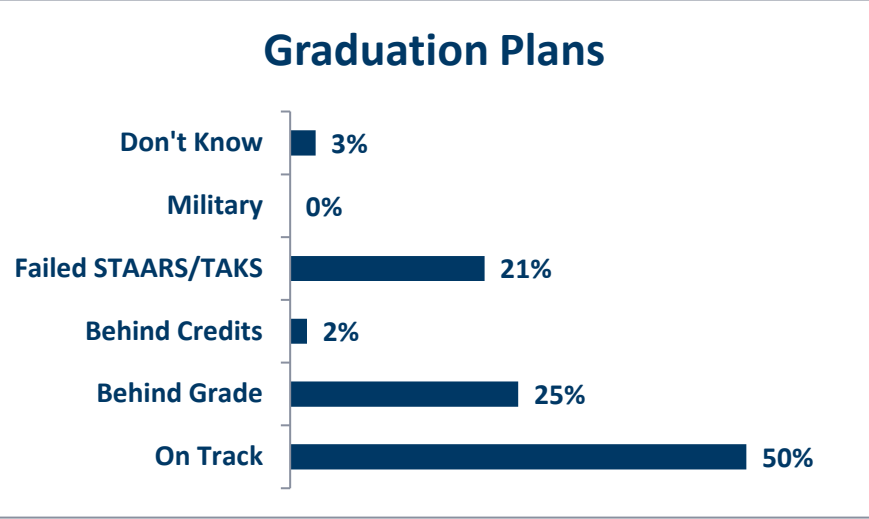
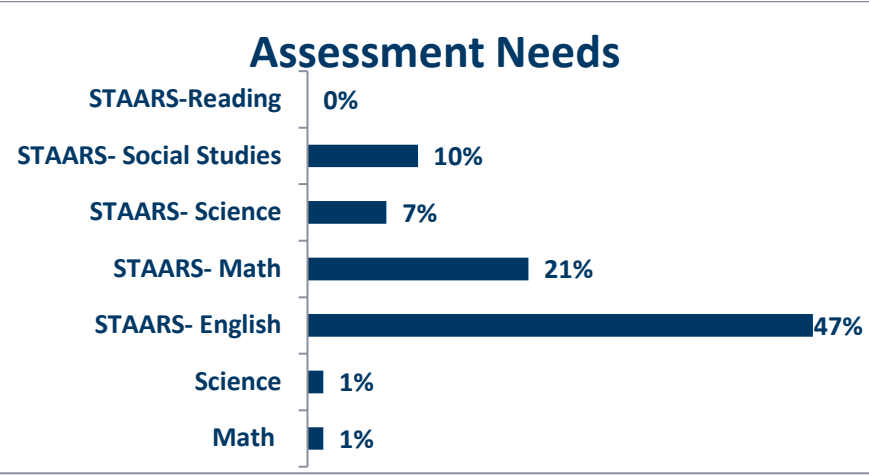
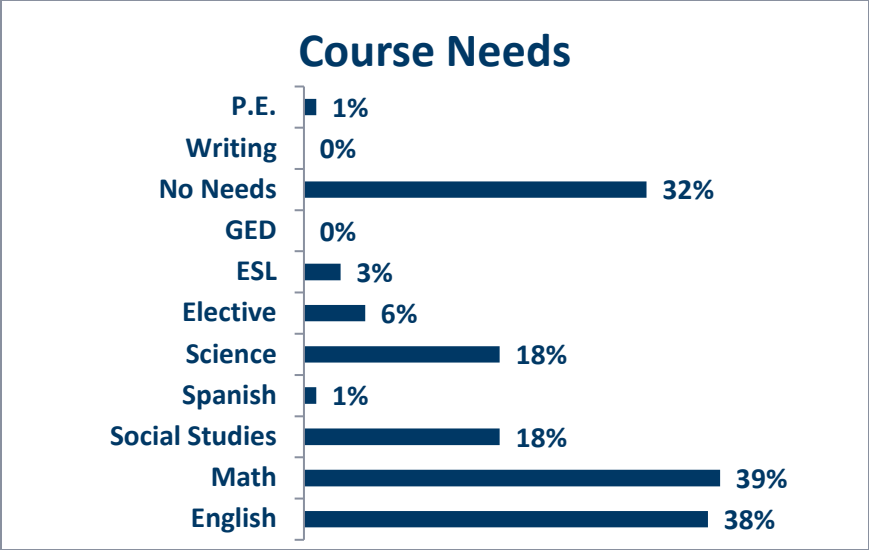
Table 22 Percent of Students Enrolled in and Receiving Health Services

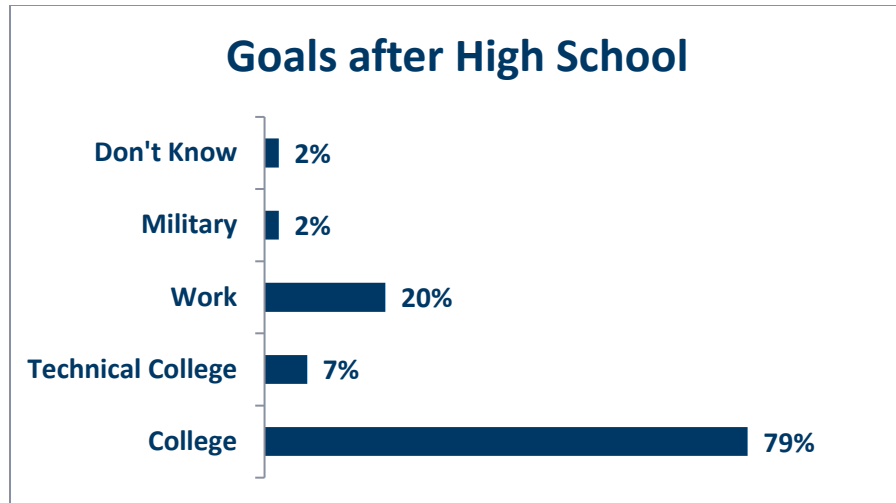
Service Description	2014	2015	2016
Percent of Students and youth enrolled with TVOC Health of all students served.	90%	95%	89%
Percent of Students and youth enrolled with TVOC Health receiving physical exams	87%	74%	77%
Percent of Students and youth enrolled with TVOC Health receiving dental screening	84%	79%	73%

Upon enrollment in summer programs 2016, migrant high school students completed a high school graduation inventory that included questions about summer school, course needs, and progress toward graduation. The responses are from students ages 11-18 and grades 6-11 and OSY. There was a total of 125 responses.

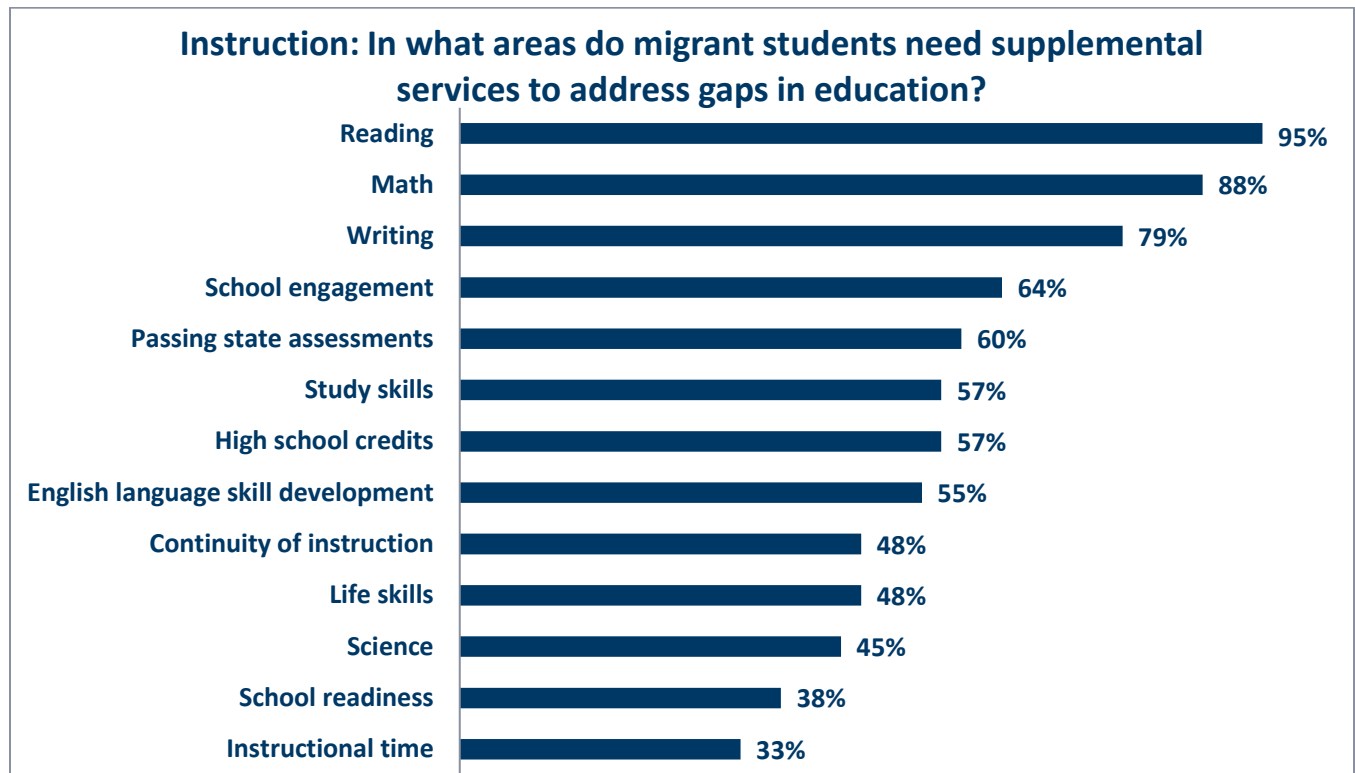
Table 23 Charts Representing Student Responses to Student Academic Review



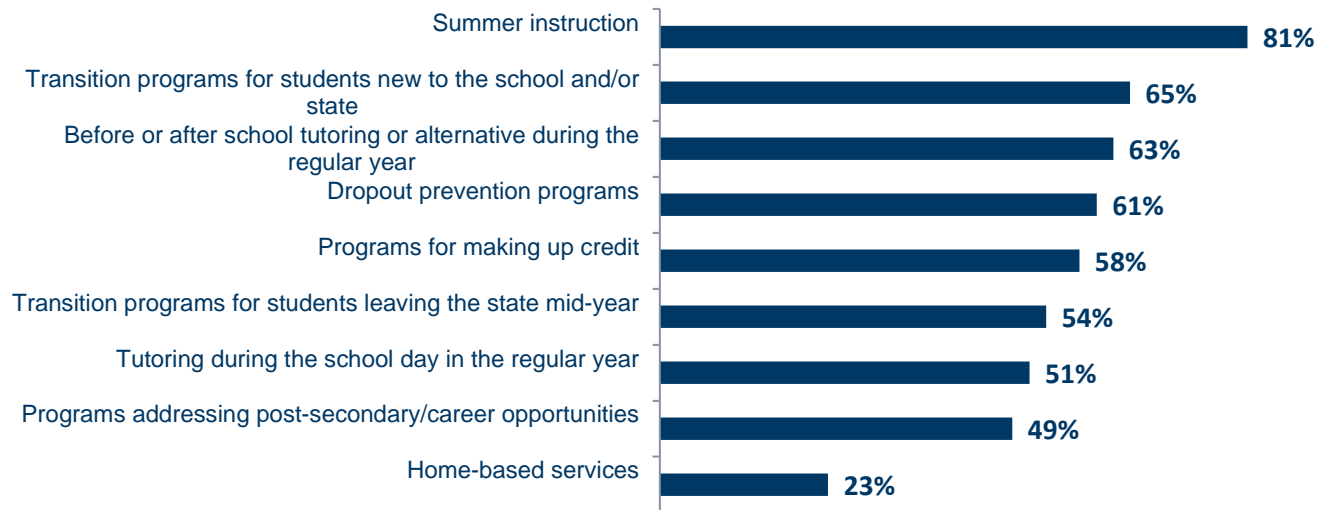




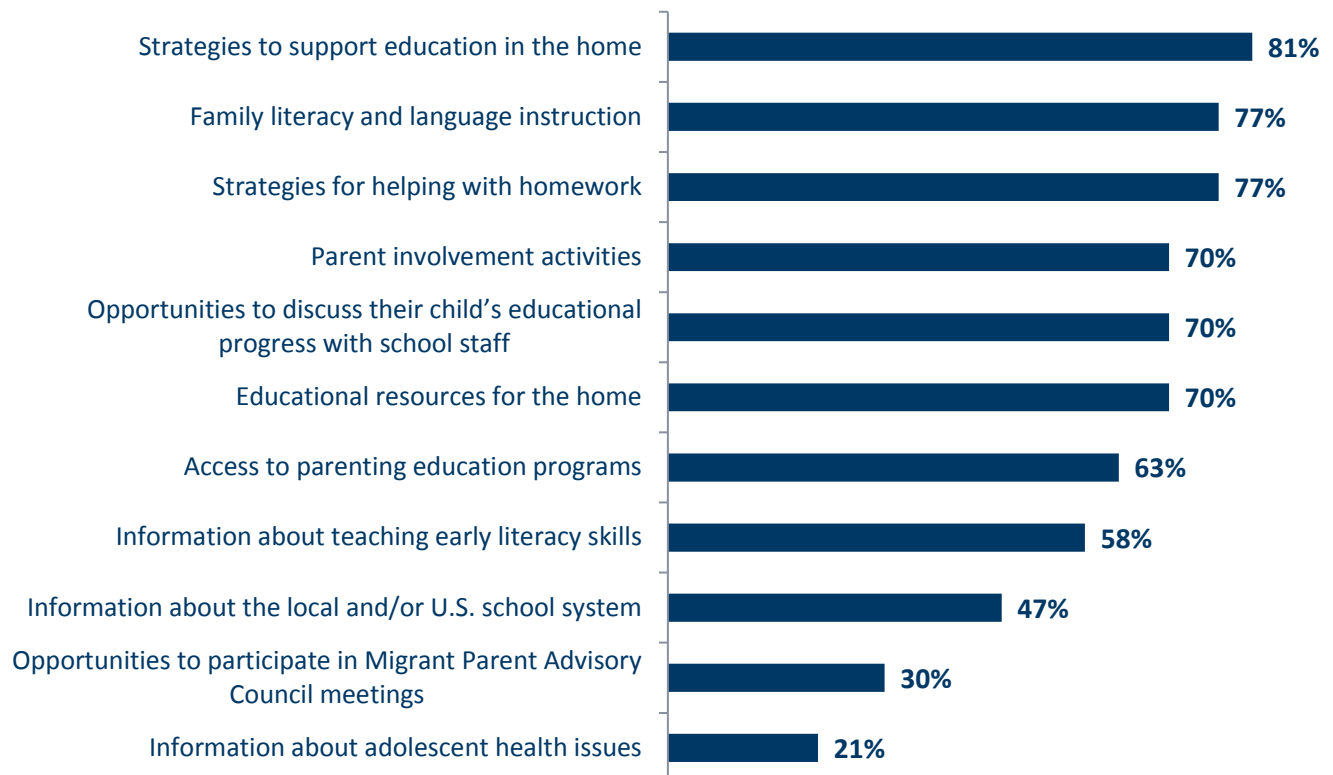
Following summer programs in 2016, migrant instructional staff completed a needs assessment survey that included question regarding instruction needed, support services needed, types of services needed, and parent involvement needed. Responses were received from all summer sites, and the percent of staff responding was 43.



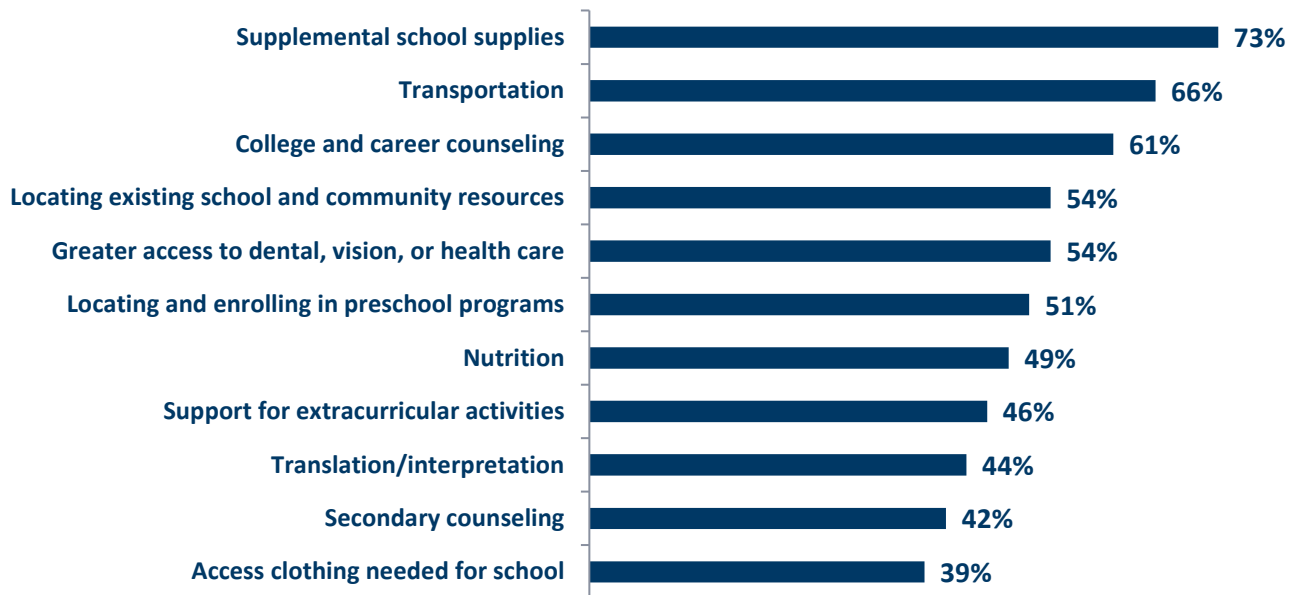
What types of services are needed to address gaps in education?



Parent involvement: What do migrant parents most need to support their children's education?



Support Services: In what areas do migrant students need support so that they can better participate in their education?



Staff provided narrative responses to the question, “What is your greatest concern for migrant students in Minnesota?” Responses were clustered in the following five areas. Representative responses are shown as is the overall percent of responses in each cluster.

Academic gaps because of mobility (13)

- Falling through the cracks during the school year because they are only in a certain school for a short period of time. By the time a teacher is able to identify an issue with that student, they are often not able to get them the support they need for their targeted skill.
- Education is lost in the transition period from place to place. Students are not learning the same thing in the same order. They could learn something here and then they could be in the same spot, or miss pieces that were taught while gone.
- Coordinating homebase requirements with temporary base procedures. Clear and timely communication of the requirements and whether or not met at temporary base.
- My biggest concern with migrant students is the fear that they will fall behind once they leave their school and go back to Texas.

Lack of school engagement (8)

- Migrant students don’t feel like they belong while in a school district for the short time they are here before they make the move back south.
- The sense of defeat when they come through the school doors. They seem to believe that failure is inevitable so attempting much is useless.
- Kids losing their passion and love of education in middle school and dropping out at their first opportunity.

Attendance (6)

- Migrant students tend to miss a lot of days of their education because of their families moving. They need to adjust to their new surroundings every time they move to a new area. This causes them to fall farther behind or even get lost in the shuffle because no one feels accountable for these students.
- Attendance is a huge concern. We offer an amazing program but students miss so many days and others don't enroll. It must be difficult to feel part of the class or school when you miss so much.

Academics (5)

- The vast majority of migrant students have many educational struggles. To pinpoint it to one specific thing is difficult because they are not a one-size-fits-all. I have noticed that my students have struggled a lot with sentence structure, but many of my students have struggled with even basic math skills and basic English skills.

Lack of opportunity to pursue academics (5)

- My biggest concern for the migrant students is that they or the families don't truly understand the importance of education. They lack the opportunities at home that they have here, and many resources are out of their reach. I don't want them to spend every day lost or not understanding.

Various other surveys provided as part of the MEP evaluation included questions relevant to needs assessment. Questions and representative responses follow.

Migrant staff requests for professional development to assist them in working with migrant students

- Professional development on:
- migrancy/culture
- strategies for English learners and communication with Spanish-speaking students
- homebase requirements for proficiency and graduation
- classroom management and instructional strategies
- technology-based programming
- secondary education and services to OSY
- program administration and reporting
- migration patterns
- Legos

What suggestions do you have to improve/enhance the summer MEP?

- Review scheduling at each site to ensure the best length of program and hours of operation
- Suggestions for improving parent involvement
- Continue professional development on lives of students and families
- Curriculum and instruction that works with migrant students
- Achieve a balance of academics and extra-curricular

- Continue having parent liaisons
- Find ways to get more students to attend
- Need a plan for working with OSY

Parent suggestions for parent education activities

- Updates on what children are doing in summer school (activities and curriculum) and how they are doing. (9 responses)
- Reading and language for the children. (6 responses)
- STAAR Test (2 responses)
- High school credits (2 responses)
- Math (2 responses)
- Nutrition education (2 responses)
- County Health Services
- Discipline
- English classes
- First Aid
- Guidance on sex and drugs
- Health
- Healthy snacks
- How to deal with rebellious adolescents
- How to discipline teens
- How to help your child do better in school.

Appendix B: CNA Decisions and Planning Charts

Charts are located on the following pages.

Goal Area: Reading

Concern	Data Source	Need Indicators	Need Statement	Possible Solution	Rank
1.1 We are concerned that migrant students are not meeting reading targets in summer due to a lack of engagement in reading.	Summer reading assessments	The summer target was a five percent gain on local reading assessments for 75 percent of migrant students, and 70 percent made a 5 percent gain.	The percentage of students meeting targets on summer reading assessments needs to increase by five percent.	1.1a) Provide technology-based and innovative learning opportunities in the summer to promote engagement in reading.	1
1.2 We are concerned that migrant students exhibit low English proficiency and academic language development compared to non-migrant peers.	CSPR	25 percent of migrant students are limited in English proficiency compared to eight percent of non-migrant students.	Migrant student English language proficiency needs to increase by 17 percent.	1.2a) Provide language rich instruction to promote academic language skills.	2
1.3 We are concerned that migrant students have learning gaps in reading due to high mobility with interrupted schooling.	MCA results Program records on mobility	27 percent of migrant students are proficient in reading on the MCA compared to 60 percent of non-migrant students. 57 percent of migrant students moved between September and June. 66 percent of migrant students are currently mobile (QAD within the previous 12 months).	The migrant student proficiency rate on the MCA in reading needs to increase by 33 percent.	1.3a) Identify areas where students have learning gaps, and provide instructional services in reading to meet individual student needs.	3

Goal Area: Mathematics

Concern	Data Source	Need Indicator	Need Statement	Possible Solution	Rank
2.1 We are concerned that migrant students are not meeting math targets in summer due to a lack of consistency in learning standards in different states and among programs.	Summer math assessments	The summer target was a five percent gain on local math assessments for 75 percent of migrant students, and 65 percent made a five percent gain.	The percentage of students meeting targets on summer math assessments needs to increase by 10 percent.	2.1a) Provide summer instructional services in math to engage students in math-rich real world application of concepts.	1
2.2 We are concerned that migrant students have learning gaps in math due to high mobility, interrupted schooling, and a lack of engagement during the regular school year.	MCA results Program records on mobility	24 percent of migrant students are proficient in math on the MCA compared to 60 percent of non-migrant students. 57 percent of migrant students moved between September and June. 66 percent of migrant students are currently mobile (QAD within the previous 12 months).	The migrant student proficiency rate on the MCA in math needs to increase by 36 percent.	2.2a) Identify areas where students have learning gaps, and provide instructional services in math to meet individual student needs.	2

Goal Area: High School Graduation

Concern	Data Source	Need Indicator	Need Statement	Possible Solution	Rank
3.1 We are concerned that migrant students are meeting graduation requirements at a much lower rate than non-migrant students due to being behind in credit accrual, not passing state assessments, and being unaware of graduation requirements.	Evaluation Report Academic Student Review Form A	The 2014-15 graduation rate for migrant students was 37.5 percent compared to 81.2 percent for non-migrant students. 51 percent of migrant secondary students report being behind grade level, behind in credit accrual, failed a state assessment, or don't know the status of their progress toward graduation.	The migrant student graduation rates needs to increase by 43.7 percent. The percentage of migrant secondary students on track toward graduation needs to increase by 51 percent.	3.1a) Provide summer supplemental instructional services designed to improve academic skills, meet graduation requirements, and/or improve postsecondary and career readiness. 3.1b) Reach out to secondary migrant students/ OSY to facilitate participation in MEP services.	1
3.2 We are concerned that migrant students experience substantial regular school year interruption due to mobility patterns.	MIS2000 NAC observations	61 percent of migrant middle and high school students moved during the regular term. NAC observations were that many middle and high school students who move from Minnesota back to Texas in September and October do not attend school in Minnesota.	The academic impact of regular school year interruption needs to be addressed.	3.2a) Provide advocacy and outreach to secondary migrant students, parents, and OSY to facilitate enrollment for the regular school year, promote attendance, provide continuity of instruction, and coordinate recognition of credit accrual in the appropriate district.	2
3.3 We are concerned that migrant secondary students have lower English proficiency compared to non-migrant peers.	CSPR	22 percent of migrant secondary students are proficient in English on the ACCESS for ELLs compared to 40 percent of non-migrant students.	Secondary migrant student English proficiency needs to increase by 18 percent.	3.3a) Ensure that the needs of secondary migrant English learners are met.	3
3.4 We are concerned that some credits earned during summer programming are not being recognized for graduation requirements in the homebase district.	Program reports	Two of the 10 summer programs reported some problems with Texas districts not accepting credits.	The percent of districts with credit transfer problems needs to decrease by two.	3.4a) Coordinate among local school districts, state agencies, and homebase schools to include credits earned on school transcripts. 3.4b) Train local school personnel about potential barriers regarding migrant student graduation, and provide solutions including college and career counseling (such as the Ramp Up program at the University of Minnesota).	4

Goal Area: Support Services

Concern	Data Source	Need Indicator	Need Statement	Possible Solution	Rank
4.1 We are concerned about how interrupted education and its associated problems (including lower test scores, low attendance, a lack of continuity of education, lack of advocacy, low graduation rates, and lack of academic rigor) impact the migrant family.	Program evaluation Parent comments	57 percent of migrant students made a move during the regular school year 66 percent of migrant students made a qualifying move during the 2014-15 program year	Migrant families need access to support and information to alleviate the impact of high mobility.	4.1a) Provide parents with information and strategies for supporting their children's learning and education (e.g., reading, math, graduation requirements, postsecondary/ career options, school readiness).	1a
4.2 We are concerned that migrant students lack resources and supplies that would help them improve academic skills outside of a school program.	Staff survey	73 percent of staff reported that migrant students needed supplemental school supplies to better participate in their education	Migrant students need appropriate resources and supplies necessary for improving academic skills.	4.2a) Provide resources and supplies designed to improve academic skills outside of a school program.	1b
4.3 We are concerned that Minnesota migrant students' records of academic achievement (including credit accrual, state and local assessments, and local progress reports) are not effectively transferred inter/intrastate in a timely manner.	MIS2000 records and homebase transcripts	Anecdotal reports from districts and students indicate that though information exists regarding progress in some data systems, the information is not making its way to the people who need it for appropriate placement.	Coordination, communication, and relationships with schools and districts in sending states need to be established.	4.3a) Develop processes and procedures for staff expectations to streamline data transfer among homebase, interstate, and intrastate districts with daily uploads of data.	2
4.4 We are concerned that migrant parents, students, and OSY are not accessing or aware of resources and support programs (such as MEP summer programs, college and career counseling, EL classes, Adult Basic Education, etc.)	Program evaluation Staff survey Parent comments Committee recommendation	24 percent of migrant students received an MEP-funded service. 61 percent of staff indicated migrant families needed college and career counseling. 54 percent of student indicated a need for assistance locating school and community resources.	Migrant family, student, and OSY participation in support programs needs to increase.	4.4a) Coordinate with homebased staff in Texas to identify the unique needs of migrant children; learn about graduation requirements, curriculum, and assessments; and conduct interstate coordination activities.	3a
4.5 We are concerned that migrant parents and students have few resources or advocates to address truancy, bullying, discipline, social-emotional development, and overall school engagement.	Program evaluation Staff survey Parent comments	24 percent of migrant students received an MEP-funded service in 2014-15. 65 percent of staff indicated migrant students enrolled in Minnesota during the regular term need access to transition programs and supplemental academic support.	The percentage of migrant students served needs to increase by 56 percent.	4.5a) Provide or facilitate the provision of needs-based non-instructional support services to migrant students (e.g., health, dental, transportation, translation).	3b

Appendix C: Meeting Agendas and Notes

AGENDA

Minnesota Migrant Education Program

Comprehensive Needs Assessment Update Meeting 1

Hamline University– November 9, 2016

- 9:00 – 9:15 Welcome, introductions, and overview of the meeting
- 9:15 – 9:45 Anchoring the discussion: What is the CNA Update and the MEP planning cycle?
- 9:45 – 10:30 Small Group Activity #1: Where are the gaps? Use existing data in the student profile, demographics, survey data, and assessment results to describe the gaps in education migrant students experience.
- 10:30 – 10:45 Break
- 10:45 – 11:15 Small Group Activity #2: Review concerns from the previous CNA. What needs to be kept and what needs to change based on the data?
- 11:15 – 12:00 Small Group Activity #3: Draft new concerns and update concerns.
- 12:00 – 1:15 Lunch
- 1:15 – 1:45 Activity #4: Walkabout to review new and updated concerns.
- 1:45 – 2:30 Small Group Activity #5: Prioritize concerns
- 2:30 – 2:45 Break
- 2:45 – 3:15 Small Group Activity #6: Draft need statements for the top concerns in each goal area.
- 3:15 – 3:45 Identify any additional data that may be needed prior to meeting #2.
- 3:45 – 4:00 Wrap up and preview of the activities for the CNA Update meeting #2

Meeting Objectives

- 1) Understand the CNA update process
- 2) Review data collected through the State MEP Comprehensive Needs Assessment
- 3) Review and revise the CNA concern statements and need statements
- 4) Identify data sources for concerns and need statements and any additional data needed

Meeting Notes: Minnesota Needs Assessment Committee Meeting

11/15/2016

Hamline University

Participants

First Name	Last Name	Organization	Role
Sonia	Aaroe	US Department of Labor	Wage and Hour Investigator
Nadia	Crooker	Local Recruiter	Local Recruiter
Monica	Cruz	Mexican Consulate	Community
Lidibette	Guzmán	MMERC	Director
Violeta	Hernández Espinosa	MCLA	Legislative and Policy Liaison
Marty	Jacobson	META	Facilitator
Rosa	Lopez	TVOC	Regional Recruiter
Gregorio	Mendez-Ortega	Dept of Agriculture	Chemical Investigator
Claudia	Mladek	TVOC	Services Asst. Manager
Jane	Sanchez	Bird Island	Coordinator
Leigh	Schleicher	MDE	Director
Juline	Thomley	Rochester	Coordinator
Noemi	Trevino	MDE	Specialist
Amber	Waibel	Sleepy Eye	Coordinator

Goal Areas

- The committee reviewed and discussed goal areas. It was agreed that reading, math, and high school graduation should continue as goal areas.
- There was discussion about the fourth goal area. The SDP had the goal area as “support and services to OSY.” However, the committee felt that OSY did not fit in this area. The decision was made to incorporate OSY throughout the other goals areas due to the low percentage of OSY identified (three percent of the migrant student population).
- Because school readiness services are provided through TVOC, the NAC decided not to include school readiness as a goal area.
- The NAC decided on the following goal areas:
 - Reading Achievement
 - Math Achievement
 - High School Graduation
 - Support Services

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, need indicators, and need statements.

Additional Data Needed

- There is a need to solicit additional parent input. There is a Head Start Meeting on December 17 that includes many migrant parents.
- Another suggestion for parent input was a webinar with parents who are in Texas.
- There needs to be a report of parents who remain in the state following the close of summer programs.

Follow-up and next steps:

- Second and final CNA meeting
 - January 25, 2017
 - We will be reviewing decisions from this meeting
 - Creating a list of possible solutions for identified needs
 - Reviewing all components for the CNA
- Additional data collection timeline:
 - Gather input from parents on Dec. 17
 - Do a webinar by January 15, 2017
- A draft of the CNA report will be available for feedback by March 3, 2017.

AGENDA

Minnesota Migrant Education Program

Comprehensive Needs Assessment Update Meeting 2

Hamline University– January 25, 2017

- 9:00 – 9:15 Welcome, introductions, and overview of the meeting
- 9:15 – 9:30 Review of where we are in the CNA update process
- 9:30 – 10:00 Small Group Activity #1: Review additional data and compare to concerns. Are there any gaps?
- 10:00 – 10:45 Small Group Activity #2: Review and revise concerns, need statements, and need indicators
- 10:45 – 11:00 Break
- 11:00 – 12:00 Small Group Activity #3: Draft solutions for top concerns within each goal area
- 12:00 – 1:00 Lunch
- 1:00 – 1:30 Group Activity #4: Review and revise solutions
- 1:30 – 2:00 Whole group discussion of solutions
- 2:00 – 2:30 Small Group Activity #5: Prioritize concerns and solutions in each goal area
- 2:30 – 2:45 Break
- 2:45 – 3:15 Group Activity #6: Review draft CNA table of contents, identify additional information needed and align with state priorities
- 3:15 – 3:45 Group Activity #7: Review and discuss student profile. Identify any additional data needed, discuss comparison groups, and arrive at consensus
- 3:45 – 4:00 Wrap-up and preview of the activities for the SDP update

Meeting Objectives

- 1) Understand the CNA update process
- 2) Review data collected through the State MEP Comprehensive Needs Assessment
- 3) Review and revise the CNA concern statements and need statements
- 4) Identify data sources for concerns and need statements and any additional data needed

Meeting Notes: Minnesota Needs Assessment Committee Meeting

1/25/2017

Hamline University

Participants

First Name	Last Name	Organization	Role
Sonia	Aaroe	US Department of Labor	Wage and Hour Investigator
Nadia	Crooker	Local Recruiter	Local Recruiter
Monica	Cruz	Mexican Consulate	Community
Lidibette	Guzmán	MMERC	Director
Terry	Hollingsworth	TVOC	Recruiter
Marty	Jacobson	META	Facilitator
Gregorio	Mendez-Ortega	Dept of Agriculture	Chemical Investigator
Claudia	Mladek	TVOC	Services Asst. Manager
Jane	Sanchez	Bird Island	Coordinator
Juline	Thomley	Rochester	Coordinator
Noemi	Trevino	MDE	Specialist
Amber	Waibel	Sleepy Eye	Coordinator
Cris	Young	Tri-Cities	Data Specialist

Concern Statements, Needs Statements and Indicators

- The NAC reviewed data and reviewed concerns, needs statements and indicators. Revisions were made to the planning chart (see updated planning chart 2-1-17). Most revisions were made in the high school graduation group.
- A major area of discussion for the whole group centered on mobility patterns and services.
- The committee noted the data showing that more than half of all migrant students made a qualifying move during times when regular school years were in session (either in the homebase state or in Minnesota). Also noted was that 25 percent of identified migrant students in the grades where the state assessment is given were present in Minnesota for the state assessment. The remaining 75 percent were in another state, most in Texas.
- Coordinators and recruiters who have direct contact with migrant families noted concern that many migrant students experience interruption in their education. Many migrant families reside in Minnesota for one to two months of the beginning of the regular school year. Exact numbers were not available as data is not kept regarding dates families leave Minnesota to return to their home base.
- Students who were missing out on seat time was also a concern. Some students (especially high school students) were not attending school in Minnesota if they knew they were going to leave a few weeks into the school year. To address the school interruption concern, the committee recommended expanding advocacy and outreach services during times when migrant students are present in the state (see the updated planning chart).
- A couple of districts discussed the need for training and written procedures for transfer of credits earned during summer programs. Texas districts questioned credits that were entered into MSIX but did not have a

transcript to accompany the credit from a Minnesota district. This was particularly an issue when the district a student attended at the beginning of the Minnesota school year was different from the district attended during the summer program. The NAC noted that there may be need for additional coordination among Minnesota districts regarding summer credits earned.

Development of Solutions

- Participants split into four goal areas and developed suggested solutions to the concerns (see the updated planning chart).
- Prior to drafting the solutions, the NAC reviewed the existing strategies and aligned them to concerns and updated if necessary. If a new concern was identified, the NAC drafted a new solution.
- Solutions drafted by the NAC will serve as a starting point for the creation of strategies by the SDP committee.

Migrant Student Profile

- The NAC reviewed and approved data sources for the migrant student profile.
- Cris Young sent additional data needed regarding the districts migrant students attended in Texas (the largest sending state) during the regular year.
- The crop chart was updated (see [chart](#)).

Follow-up and next steps:

- Draft the CNA report (by 3/3/17)
- Incorporate NAC feedback and finalize the report (3/31/17)

Appendix D: Needs Assessment Survey Forms

Staff Survey of Migrant Student Needs

The Minnesota Migrant Education Program (MEP) is conducting a survey to help identify the greatest needs of migrant students that result from frequent moves and interrupted education.

Site:

Position:

1. Instruction: In what areas do migrant students need the most supplemental services to address gaps in education? (Circle the area[s].)

Reading	School engagement
Writing	Instructional time
Math	Continuity of instruction
Science	English language skill development
High school credits	Study skills
Passing state assessments	School readiness
Life skills	Other:

2. What types of services are most needed to address gaps in education?

Programs addressing post-secondary/career opportunities

Programs for making up credit	Before or after school tutoring or alternative during the regular year
Summer instruction	Transition programs for students new to the school and/or state
Homebased Services	Dropout prevention programs
Other:	Tutoring during the school day during the regular year

3. Support Services: In what areas do migrant students need support so that they can better participate in their education?

Supplemental school supplies	Nutrition
Secondary counseling	Transportation
College and career counseling	Clothing
Greater access to dental, vision, or health care	Locating existing school and community resources
Support for extracurricular activities	Locating and enrolling in preschool programs
Translation/interpretation	Other:

4. Parent involvement: What do migrant parents MOST need to support their children's education?

Educational resources in the home	Information about teaching early literacy skills
Opportunities to discuss their child's educational progress with school staff	
Opportunities to participate in Migrant Parent Advisory Council meetings	
Parent involvement activities	Strategies to support education in the home

Access to parenting education programs	Strategies for helping with homework
Information about adolescent health issues	Family literacy and language instruction
Other:	

5. Professional development: What topics would you recommend for professional development to help instructional staff meet the needs of migrant students?

Reading instruction	Delivering content instruction to English learners
Math instruction	Helping students access existing community resources
Writing instruction	Teaching students who transfer in mid-year or mid-course
Culturally relevant instruction	Providing preschool instruction
Increasing graduation rates	Differentiating instruction for diverse learners
Providing instruction to out-of-school youth	Other:

6. What is your biggest concern for migrant students?

SUMMER 2016 ACADEMIC STUDENT REVIEW FORM

Belgrade-Brooten-El Rosa	Tri-City United (TCU)
Moorhead	Breckenridge
Sleepy Eye	Rochester
Bird Island	Willmar
Owatonna	Glencoe-Silver Lake

Age: _____ **Grade:** _____ **(Or) OSY:** _____

Data From	Student Survey		Discussion	Report Card		MSIX	
Special Needs	Limited English Proficiency			Individualized Education Plan			
Reason to Attend	Working Ahead		Needs Credits	TAKS	STAARS	Basic Skills	GED
	English Language Learner			Enrichment			
Course Needs/No.	English GED	Math No Needs	Social Studies	Science	Elective	English as a Second Language	
Assessment Needs	TAKS – Language Arts English			Math Science	Science Social Studies	Social Studies	STAARS
Graduation Plans	On Track	Behind Grade	Failed TAKS/STAARS			Military	Don't Know
Goals after HS	College	Technical College			Work	Military	



Data From	Discussion	Homebase Teacher			
Work On	Work Ahead	Credit Deficiencies	TAKS	STAARS	Basic Skills
	English as a Second Language	GED			
Postsecondary	College Visit	Speaker	Computer Program	College Weekend	
Form to Parent	Sent to Parents	Heard from Parent	Didn't Send	No Response	