

Minnesota Migrant Education Program

Comprehensive Needs Assessment



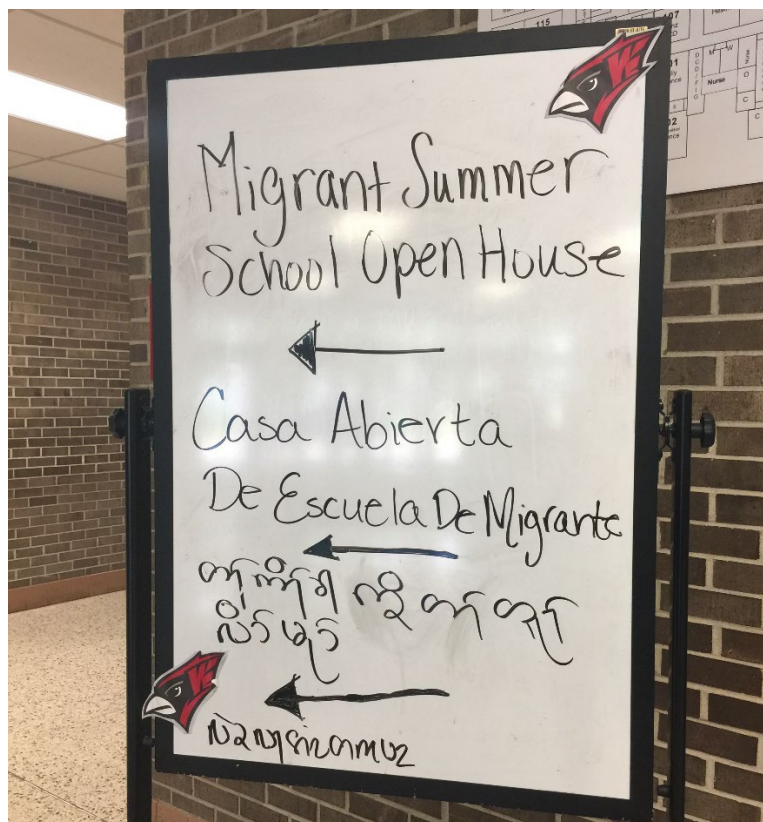
June 2019

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Sign in a MEP summer school in three languages.

Abbreviations

Abbreviations	Meaning
ACCESS	Assessing Comprehension and Communication in English State-to-State
CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
ELD	English Language Development
E(L)L	English (Language) Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
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)
MCA	Minnesota Comprehensive Assessments
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
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
TVOC	Tri-Valley Opportunity Council, Inc.
TX	Texas

Definitions of Terms Related to the CNA

Areas of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education has identified **Common Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Concern Statements: Clear and consistent interpretations of the points that the Needs Assessment Committee (NAC) discussed that should be used to guide the development of the Comprehensive Needs Assessment (CNA). Concern Statements identify areas that require special attention for migratory children.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Expert Work Groups: Technical experts who provide input on research and evidence-based strategies that support solutions that contribute to closing the gaps identified during the Needs Assessment.

Management Team: A core group of advisors who may help the State Migrant Education Program (MEP) Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan (SDP).

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an Individual Education Plan [IEP]), who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

Need: The difference between “what is” and “what should be;” may also be referred to as a gap.

Needs Assessment Committee (NAC): Broad-based committee of partners (stakeholders) who provide input and direction throughout the CNA process.

Need Indicator: A measure that can be used to verify that a particular gap/discrepancy exists for migratory children and that sets a parameter to specify the severity of that gap.

Priority for Services: ESEA Section 1304(d) establishes a Priority for Services (PFS) requirement. In accordance with this requirement, Migrant Education Programs (MEPs) must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state’s challenging academic standards or who have dropped out of school.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A strategy that addresses an identified need.

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Introduction

The primary purpose of the Minnesota Migrant Education Program (MEP) is to help migratory children and youth overcome challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school. Furthermore, the Minnesota MEP must give priority for services to migratory children and youth who (1) have made a qualifying move within the previous 1-year period and who (2) are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school. The term ‘migratory child’ means a child or youth ages birth up to age 22 [AS §14.03.070 and AS §14.03.080] who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [Section 1309(3) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015]

To better understand and articulate the specific services that the Minnesota MEP should target to migratory children and youth and their families, a comprehensive assessment of needs was completed as part of a thorough review of the entire statewide MEP.

This document describes the needs of migratory children eligible for the Minnesota MEP and proposes solutions and strategies to meet those needs. The Comprehensive Needs Assessment (CNA) was completed with input from a committee of stakeholders from Minnesota and a consultant with knowledge of the process and procedures for conducting CNA meetings. Stakeholders included Minnesota MEP administrative staff; teachers; recruiters; experts in literacy, math, and technology education; and representatives of parents/guardians of migratory children (see the [committee membership list](#) at the beginning of the report).

This CNA report provides an overview of the processes and procedures used for coming to conclusions as well as an action plan with recommended strategies and interventions that aim to close the gaps between where Minnesota’s migratory children are now and where the Needs Assessment Committee (NAC) believes they should be.

Organization of the CNA Report

Following this brief introduction, there are seven sections to the CNA report.

1. [CNA Process](#) describes the procedures used to make decisions and the rationale for committee selection.
2. [Authorizing Statute and Guidance for Conducting the CNA](#) provides legal underpinnings on which Minnesota conducts its CNA activities.
3. [Phase I, Exploring What Is](#) includes discussion about what is known about migratory children and determination of the focus and scope of the needs assessment.
4. [Phase II, Gathering and Analyzing Data](#) builds a comprehensive understanding of the gaps between Minnesota’s migratory children and all other students in the state with a migratory child profile.
5. [Phase III, Making Decisions](#) summarizes needs, solutions, and a research base on which to build the Service Delivery Plan (SDP).
6. [Summary and Next Steps](#) offers evidence-based conclusions and discusses the next steps in applying the results of the SDP to planning services for Minnesota’s migratory children. This section sets the stage for the implementation and evaluation of MEP services.
7. [Appendices](#) include the CNA meeting agendas and notes.

Comprehensive Needs Assessment (CNA) Process

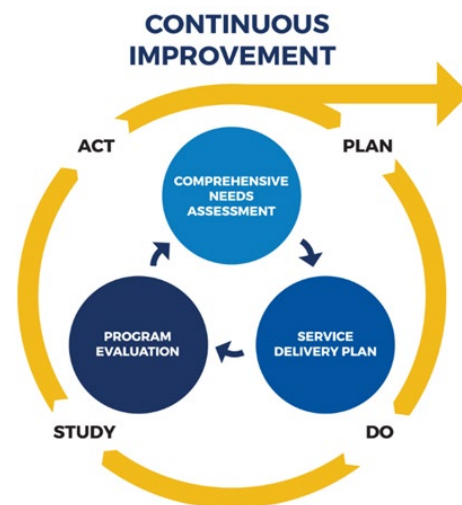
The Comprehensive Needs Assessment Process in Minnesota

The most recent CNA was completed with data from 2015-16. This 2018-19 report reexamines all sections using the most recent data and with an emphasis on the scope of services. The CNA aligns to recommendations from the Office of Migrant Education's (OME) [CNA Toolkit](#) (September 2018) and updates concerns and needs based on changes in the migratory child population, changes to program administration and structure, and seasonal agricultural and fishing activities. The Minnesota MEP has taken into account:

- what has been done in the past to conduct a comprehensive assessment of needs in Minnesota as well as the state and local context for assessing and providing comprehensive services to migratory children;
- OME's recommended procedures for conducting a CNA and guidance on successful strategies to incorporate in the Minnesota CNA, to move the MEP closer to achieving its state goals as well as those required Federally;
- the most recent achievement data and outcomes, comparing migratory children with non-migratory children;
- program changes arising from new law and guidance for ESSA;
- the development and refinement of needs assessment systems and tools for collecting statewide survey data locally; and
- the recommendations made by a broad-based NAC that assisted the state in its CNA decision making.

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

The Continuous Improvement Cycle proposed by OME (the graphic to the right) served as a model for the activities conducted through the update to the Minnesota CNA. This model illustrates the relationship between the CNA, state plan for the delivery of services through the SDP process, and the evaluation of services.



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

- Level #1: *Service Receivers* (i.e., migratory children and parents)
- Level #2: *Service Providers and Policymakers* (i.e., state and local MEP staff)
- Level #3: *Systems* (i.e., the system that facilitates or impedes efforts of MEP staff)

Data Collection Procedures

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

- surveys conducted with MEP directors, school administrators and staff, recruiters, and parents/guardians of migratory children;
- reviews of state assessment results in reading/English language arts (ELA) and mathematics with comparisons made between the achievement results of migratory children and that of non-migratory children;
- reports on achievement and progress toward high school graduation that were generated through MIS2000; and
- local records of achievement and participation.

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



Student completing an activity in a summer school.

Authorizing Statute and Guidance for Conducting the CNA

Purpose of the CNA

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

- is integrated with other federal programs;
- gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses a full range of services available to migratory children from appropriate local, state, and Federal educational programs;
- Is the product of joint planning among local, state, and Federal programs, including programs under part A, early childhood programs, and language instructional programs under part A of title III; and
- provides for integration of services. (ESEA Section 1306(a)(1)).



Students working around a table

The state MEP has flexibility in implementing the CNA through its local education agencies (LEAs) or local operating agencies (LOAs), except that funds must be used to meet the identified needs of migratory children that result from their *migratory lifestyle*. The purpose of the CNA is to focus on ways to permit migratory children with *priority for services* (PFS) to participate effectively in school, and meet migratory children’s needs not addressed by services available from other Federal or non-Federal programs. PFS must be given to migratory children who have made a qualifying move within the previous 1-year period **and** who— (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.

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

Planning Phase of the Minnesota CNA and Timelines

The Minnesota CNA was designed to develop an understanding of the unique educational and educationally related needs of Minnesota’s migratory children and their families. Not only does this analysis of needs provide a foundation for the future direction of the Minnesota MEP through the Comprehensive State Plan for Service Delivery, but also it

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 Minnesota.

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

1. garner a **sense of commitment** to the needs assessment in all levels of the Minnesota MEP; and
2. gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.



Student building a model with Legos

The Management Plan defined the structure for the committee, delineated various roles and responsibilities, and scheduled a calendar of meeting dates and timelines for tasks to be completed. The Minnesota NAC was charged with the following:

- Reviewing existing implementation, student achievement, and outcome **data** on migratory children in Minnesota.
- Drafting **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Reviewing the data to determine the elements to include on the final version of the migratory child **profile**.
- Recommending **additional data collection** to determine the scope of student needs.
- Making **recommendations** to the state on needs and profile data to be included in the CNA Report.
- Reviewing summary materials and the **CNA report** to provide **feedback** to the state.

State staff in collaboration with [META Associates](#) 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 anticipated activities. See the appendix for [meeting agendas](#). Meetings were held January 24, 2019 and April 4, 2019. The results for each meeting were compiled in the notes and incorporated in an [Planning Chart](#) that was revised after each meeting.

Phase I: Exploring “What Is”

Overview of Phase I: Exploring “What is”

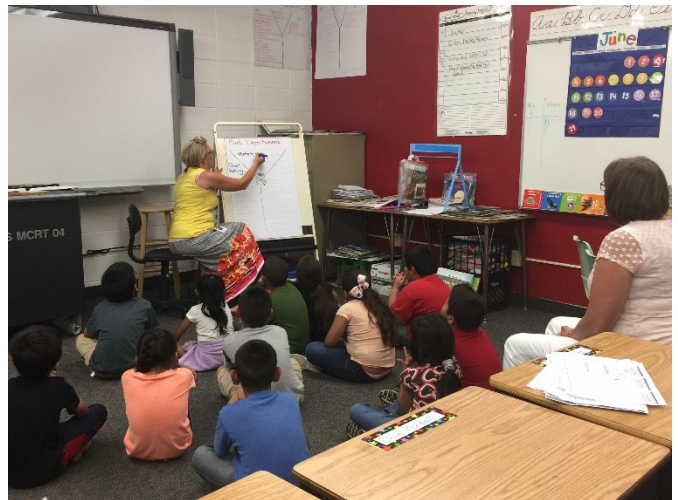
The purpose of Phase I was to:

1. investigate what already is known about the unique educational needs of Minnesota’s migratory children and youth;
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 migratory 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 migratory children;
- identifies the needs of migratory children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines needs data disaggregated by key subgroups.

Again, the primary purpose of the CNA is to guide the overall design of the Minnesota MEP on a statewide basis as well as to ensure that the findings of the CNA will be folded into the SDP.



Teacher writes on an easel as students look on in a summer school classroom.

CNA Goal Areas and the Minnesota Standards

The objectives of the first NAC meeting on January 24, 2019 follow:

- 1) Understand the CNA update process
- 2) Review data collected and do a deep dive to understand underlying causes for concerns
- 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

The committee reviewed the goal areas originally established by OME and indicated how the needs of Minnesota’s migratory children fit within these broad categories and combined areas of need as practitioners and content area experts found necessary. The [Minnesota Academic Standards](#) provide a guide to delivering challenging and meaningful content to students that prepares them for success in life. The standards represent what all children are expected to know and learn. Migratory children and youth are given the same opportunities as all children to meet the standards.

Aligned with the Minnesota Academic Standards, the four goal areas established by the committee are listed below. These four goal areas serve as the organizational structure for establishing concerns, identifying solutions, and will form the basis of the SDP.

- **Goal 1:** English Language Arts
- **Goal 2:** Mathematics

- **Goal 3:** High School Graduation and Services for Students who Have Dropped Out
- **Goal 4:** Support Services

Prior to the first NAC meeting, a profile of migratory children and youth, demographics, and achievement was compiled from state data sources including the ED Facts for the 2017-18 performance period, the 2017-18 evaluation report, the Summer Program Services Report (SPSR), and MIS2000 records. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migratory child population in Minnesota. In addition, the NAC provided information about the context of migratory work in Minnesota.

Minnesota Context

Agricultural Work

Migratory 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 include harvesting, weeding, and canning. The table below provides the timeframe during which qualifying activities occur for the various products and crops across the state.

Minnesota Seasonal Agricultural Activities

Timeframe for Work Annually	Product or Crop
January through December	Meat and Poultry Packing and Dairy
March through December	Nursery, Greenhouse, and Trees
March through November	Potatoes
April through October	Sod and Grass
April through October	Vegetables: Carrots, Radishes, Cucumbers, Lima Beans, Pickles, etc.
May through October	Sugar Beets
June through October	Corn
June through September	Peas
June through August	Soybeans
August through October	Apples and Beans

Demographics

In 2017-18, there were 1,459 eligible migratory children (0-21) and youth in the state. The number of migratory children identified has decreased each year since 2011-12 when the total identified was 2,379. Decreases in the migratory student population align with statistics from the U.S. Department of Agriculture, which show a steady decrease in the number of farmworkers seeking agricultural work in Minnesota.

Students with PFS accounted for 41% of those identified, a 30% increase from the previous CNA which was under the previous PFS definition that included regular school term interrupted as opposed to the ESSA definition of a qualifying move during the previous performance period.

Children with a qualifying move in the 2017-18 performance period accounted for 72% of the eligible children. Most students (77%) 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. These statistics are similar to the previous CNA.

Overall, 21% of migratory children (ages 3-21) are classified as English learners (EL). However, it is likely that the actual percentage of migratory students who need English instruction is much higher. To code a student as EL, state procedures call for there to be a formal assessment score on file; but because of mobility, many migratory students may not be present during the testing windows in Minnesota. No migratory OSY were 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 as they report that most OSY speak little or no English.

MEP Services

The MEP primarily provides services to students in grades K-12 and to OSY. About 40% of preschool migratory students are served in Migrant Head Start Programs that coordinate with the MEP. Per the 2017-18 ED Facts submission, a total of 399 (27% of all identified and 38% of school age and OSY) migratory students and youth received either an instructional or support service during the reporting period. All services provided were summer services. The number 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

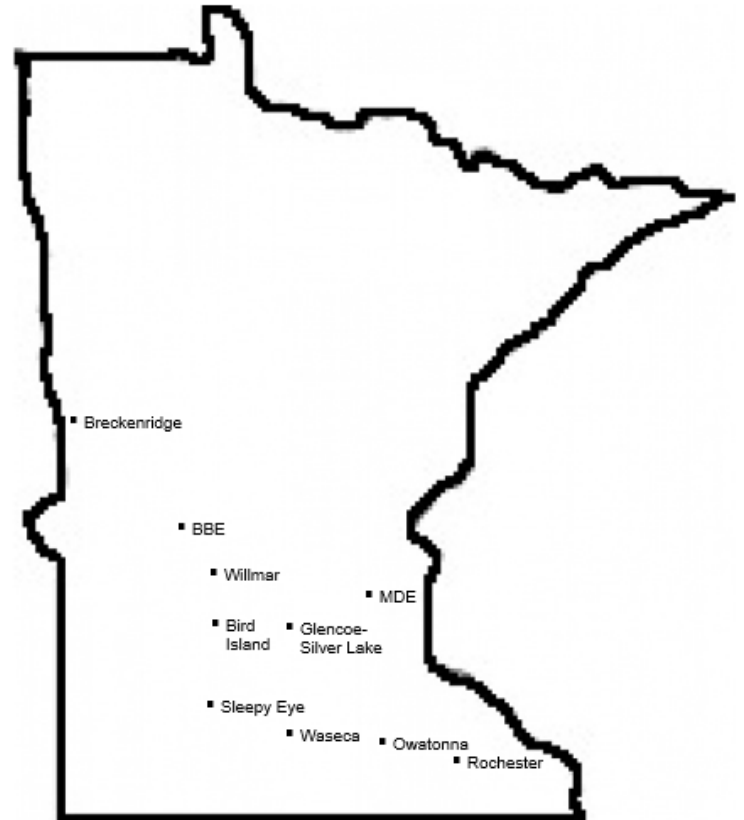
Supplemental support services designed to aid migratory children and families to participate fully in educational programs and services are included in the following broad categories:

- 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
- Transportation
- The Summer College Experience

MEP Districts

The Minnesota MEP funds nine summer projects included in the following list. Though migratory students are identified throughout the state, the largest concentrations of migratory students are in the south and west. Identification of migratory students is coordinated through funded projects and the Triv-Valley Opportunity Council (TVOC), which oversees statewide identification and recruitment, statewide recruiters, and data management.

1. Belgrade-Broten-Elrosa (BBE)
2. Bird Island
3. Breckenridge
4. Glencoe-Silver Lake (GSL)
5. Owatonna
6. Rochester
7. Sleepy Eye
8. Waseca
9. Willmar



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 as being important for all states to consider as they begin to conduct their statewide assessment of needs. 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 unique educational needs of migratory children. The seven recommended areas of concern and the Minnesota context for these concerns are described below.

1. **Educational Continuity**—Because migratory 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. Migratory 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 (Oberge de la Garza & Lavigne, 2015). Minnesota migratory 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, migratory students often leave school in Texas before school ends and return after school begins.
2. **Time for Instruction**—Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. 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 enhance academic progression in their home base.

3. **School Engagement**—Migratory 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. Migratory students need avenues that ensure they are valued and have the opportunities that non-mobile students have.

4. **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 migratory children have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migratory children in ELD due to their unique lifestyle, while not supplanting Title III program activities.
5. **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. Migratory parents value education for their children, but 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.
6. **Health**—Good health is a basic need that migratory children often do not attain. The compromised dental and nutritional status of migratory 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-migratory 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.
7. **Access to Services**—Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migratory children and their families are entitled. Since they are not viewed as permanent residents, services become more difficult to obtain.

Minnesota Concern Statements

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

Goal Area 1: English Language Arts

Concern Statement	Data Source
1.1 We are concerned that migratory students (especially grades 7-10) are not meeting reading targets in summer.	Summer reading assessments
1.2 We are concerned that migratory students have learning gaps in reading due to high mobility with interrupted schooling and lost instructional time.	MCA results Program records on mobility Summer reading assessments

Goal Area 2: Mathematics

Concern Statement	Data Source
2.1 We are concerned that migratory students are not meeting math targets in summer.	Summer math assessments
2.2 We are concerned that migratory students have learning gaps in math due to high mobility with interrupted schooling and lost instructional time.	MCA results Program records on mobility Summer reading assessments

Goal Area 3: High School Graduation and Services for Students Who Have Dropped Out

Concern Statement	Data Source
3.1 We are concerned that migratory students are meeting graduation requirements at a much lower rate than non-migratory students due to credit deficiencies, not passing state assessments, and having lower English proficiency.	Evaluation Report Academic Student Review Form A MSIX, CSPR, MIS2000
3.2 We are concerned that migratory youth (both in school and not in school) experience academic interruption due to mobility, working during the day, and lack of access to services beyond operational summer programs.	MSIX, CSPR, MIS2000

Goal Area 4: Support Services

Concern Statement	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 migratory family.	Program evaluation MIS2000
4.2 We are concerned that Minnesota migratory 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 and MSIX records
4.3 We are concerned that migratory parents, students, and OSY who are not in program areas are not accessing or aware of resources and support programs (such as MEP summer programs, college and career counseling, EL/ESL classes, online access to school records, Adult Basic Education, MSIX consolidated records, etc.)	MIS2000

Systems Concerns

Following the direction in the OME Toolkit, the primary concerns are student-level concerns that demonstrate the need for services for migratory children in Goal Areas 1-4. In addition, the NAC recognized that systems and procedures can have an impact on the MEP's ability to address concerns. For this reason, the NAC also developed systems-level concerns supported by data.

Concern	Supporting Data
5.1 We are concerned that there are students enrolled in late summer when there are no programs available.	500 (50% of all eligible school-age migratory students in Minnesota) school age migratory students are not receiving services because they are enrolled at a time when there is no summer program
5.2 We are concerned that we do not have an infrastructure for ensuring records are transferred for students in non-project schools when moves occur during the school year and that students are placed appropriately.	At least 59% of eligible secondary migratory students (grades 8-12) were present for some part of the regular school year and did not receive services. This figure is likely higher as we have only enrollment dates and no withdrawal dates to review.
5.3 We are concerned that systems for defining and documenting support services provided by recruiters and summer program staff are inconsistent and insufficient.	Anecdotally, staff shared instances of services in the areas of health, advocacy, nutrition, and preschool that were not recorded as services.
5.4 We are concerned that there are migratory preschool children who do not receive any services because they do not qualify for Head Start, live in an area not covered by Head Start, are on a Head Start waiting list, or are present when no Head Start Programs are operating.	According to the 2016-17 evaluation report, 40% of migratory children ages 3-5 received services from Head Start, leaving 60% of eligible migratory preschool children without MEP services in Minnesota.

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’s migratory children and all other students in the state and pose solutions based on data. Three broad categories of data were targeted for Minnesota’s migratory children: demographic data, achievement data, and stakeholder feedback. Demographic and achievement data were drawn the state student database (MIS2000), SPSRs, CSPRs, EDFacts, and the State Report Card. Perception data were collected from migrant staff and parents via surveys and on-site visits. A summary of the data collected is found below in the student profile.

Minnesota’s Migratory Child Profile

This profile of Minnesota’s migratory children and youth includes 2017-18 data except where noted. These data represent the best possible effort to describe a “typical” migratory child in Minnesota. However, the NAC made particular note that migratory children’s needs vary by region, and each project completes their own needs assessment to tie services to needs. Therefore, data should be interpreted in broad strokes and not applied to every migratory child in Minnesota. Data sources, tables, charts, and additional analyses are found in the Appendix.

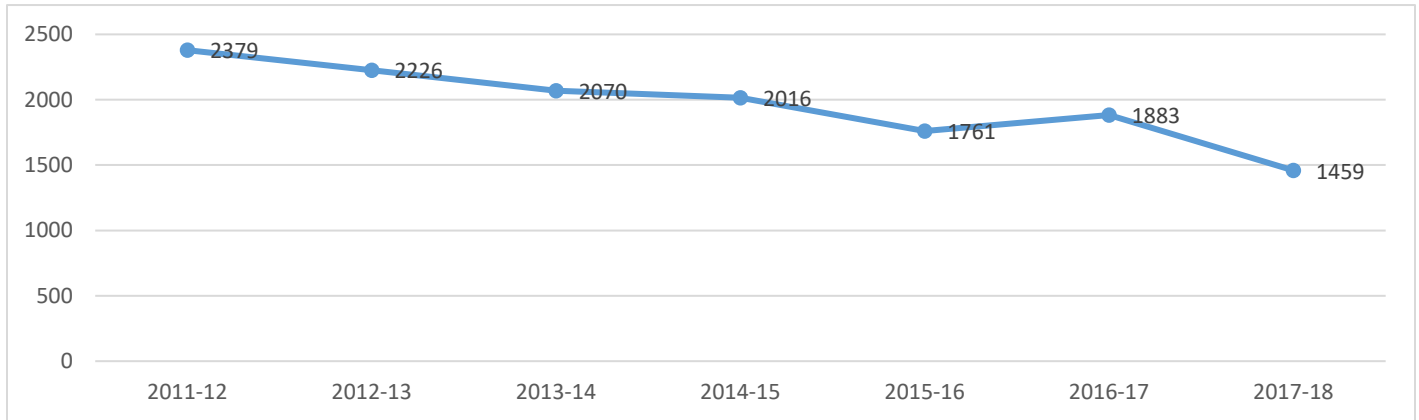
Profile Summary

Category	Profile Data
Eligible migratory students (0-21)	1,459
Typical qualifying activities	sugar beets, peas, corn, soybeans, apples, beans, grass/sod, nurseries for trees and other greenhouse plants, potatoes, and other vegetables
Mobility patterns	72% 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
Migratory children with PFS	41%
Migratory children who are LEP	21%
Migratory children served	32% of all students (3-21), 38% of target grades K-12
OSY identified/served	32 OSY identified and 7 served
Summer program attendance	All migrant students served are in summer programs: 399
Migratory students at the proficient level on the ELA state assessment (2017)	26% of migrant students compared to 60% of non-migrant
Migratory students at the proficient level on the mat state assessment (2017)	27% of migrant students compared to 59% of non-migrant
Graduation rates (2017)	50% of migrant students graduate compared to 82.2% of non-migrant students
Dropout rates (2017)	30% of migrant students dropped out compared to 5.5% of non-migrant students

Eligibility

- 1,459 eligible migratory children in 2017-18 (all migratory children and youth birth up to 22).
- This is a 23% decrease since 2016-17.
- The trend is an overall decrease in the number of identified students with a large decrease in 2017-18.

Number of Eligible Migratory Children by Year

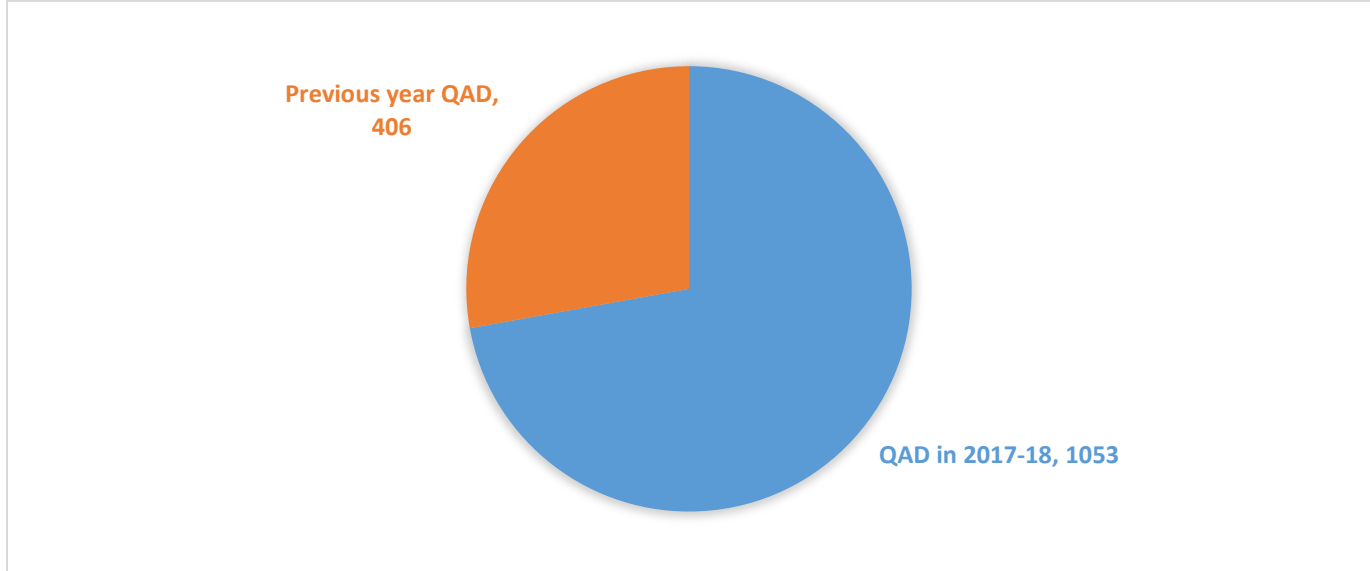


Source: CSPR and EDFacts

Mobility

- 1,053 eligible children (72% of the 1,459 eligible migratory children) had a qualifying arrival date (QAD) during the 2017-18 performance period, and 28% had a QAD in a previous year.
- The 2017-18 performance period was September 1, 2017 through August 31, 2018.

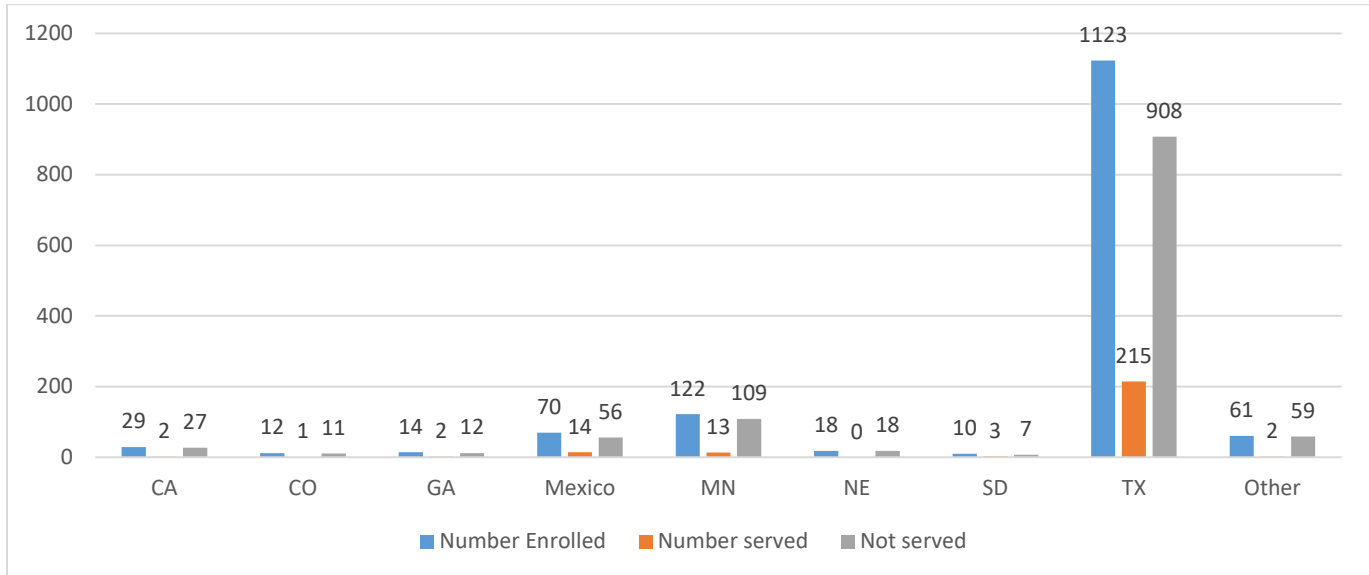
Migratory Children Arriving in the Performance Period



Source: EDFacts

- 77 percent of migratory children move to Minnesota from Texas
- The next largest groups are moves from Mexico and moves within Minnesota

Number Enrolled, Served, and Not Served by Homebase State



- The NAC approximated the percentage of migratory children present during the regular term and summer by analyzing QADs. Any migratory child with a QAD prior to 6/1/2018 was present for at least some part of the regular school term. Note that the percentage present during the school term could be higher as children with a summer 2018 QAD may stay into the regular school year.
- Across the grade bands, the percentage of migratory children present during the regular school term was similar.
- 60 percent of migratory children are present for at least some part of the regular school term.

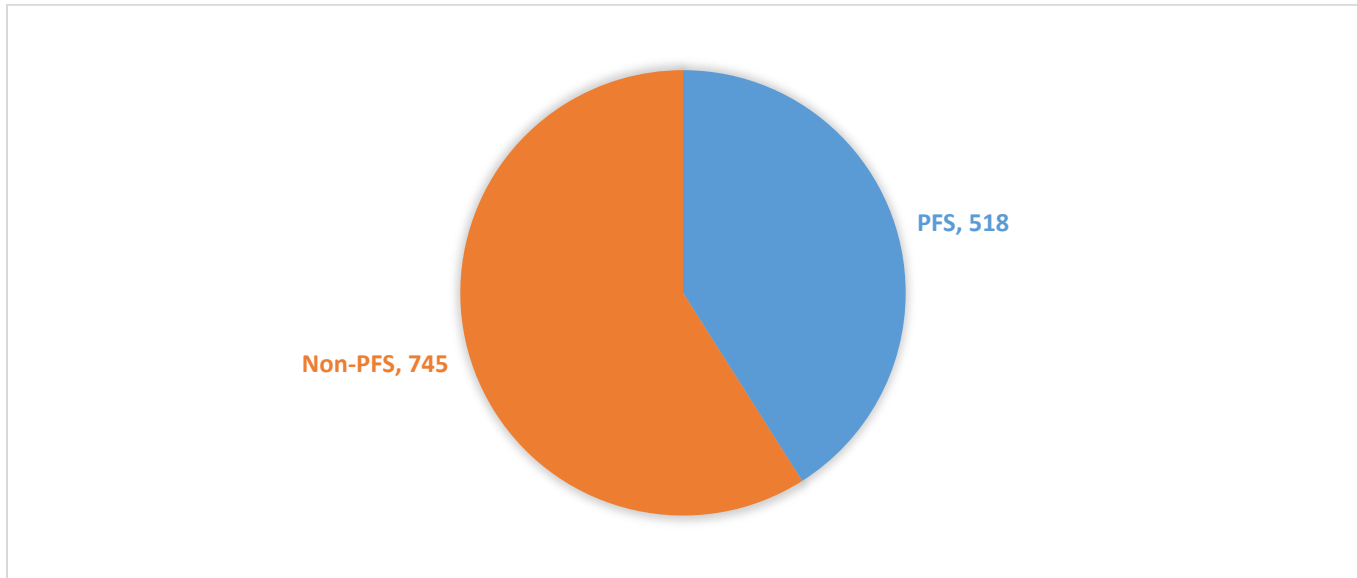
Percentage of Migratory Children Present for the Summer Term and Regular School Term

Grade	Percent with QAD During the Summer (6/1 to 8/31)	Percent Present During the Regular School Year (QAD Prior to 6/1/2018)
PK not in K	41%	59%
K-8	39%	61%
9-12	41%	59%
OSY	37%	63%
All ages	40%	60%

Priority for Services (PFS) Students

- 518 migratory children (41%) were identified as being PFS.
- Note that children ages 0-2 cannot be considered PFS, and the total number of eligible children 3-21 was 1,263.

Number of Priority for Service Students

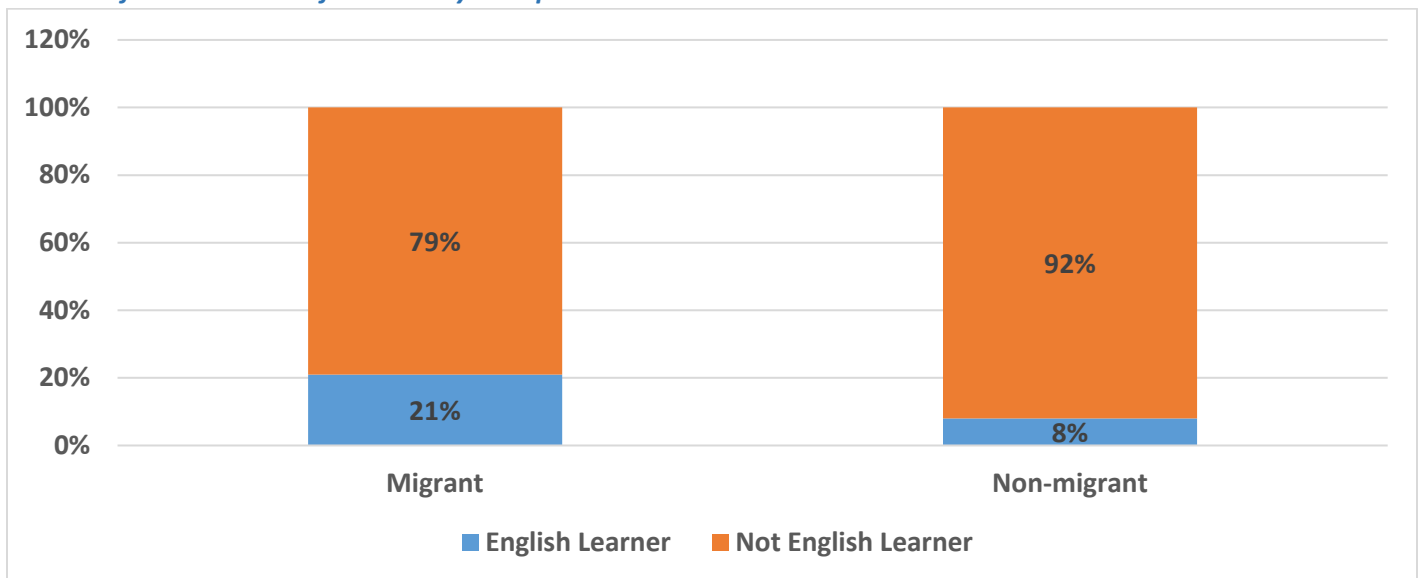


Source: EDFacts

English Language Proficiency

- English learner (EL) refers to a student whose home language is a language other than English and is not proficient on an approved state assessment of language proficiency.
- 21% of migratory children were identified as EL compared to 8% of the non-migratory population.
- ELs are assessed using the state English Language Proficiency (ELP) assessment: ACCESS for ELLs.
- The percentage of migratory children who are EL may be higher, but because most are from other states and/or not enrolled in school, there may be no assessment data for determining English proficiency.

Percent of Students Identified as EL by Group

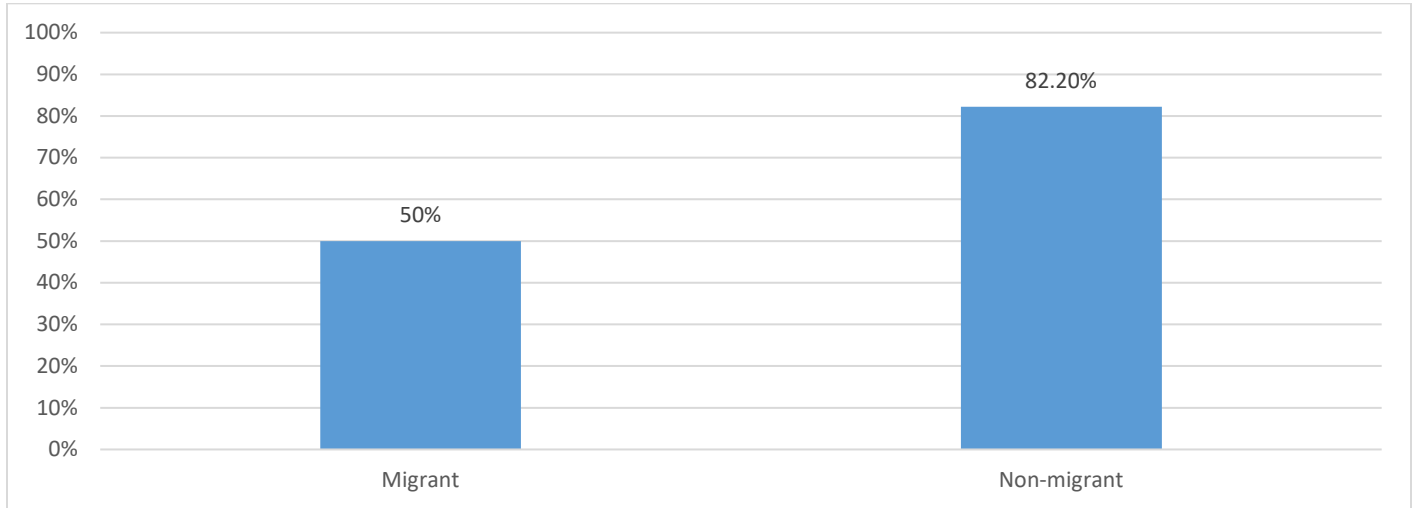


Source: EDFacts, State Report Card

Graduation and Dropout

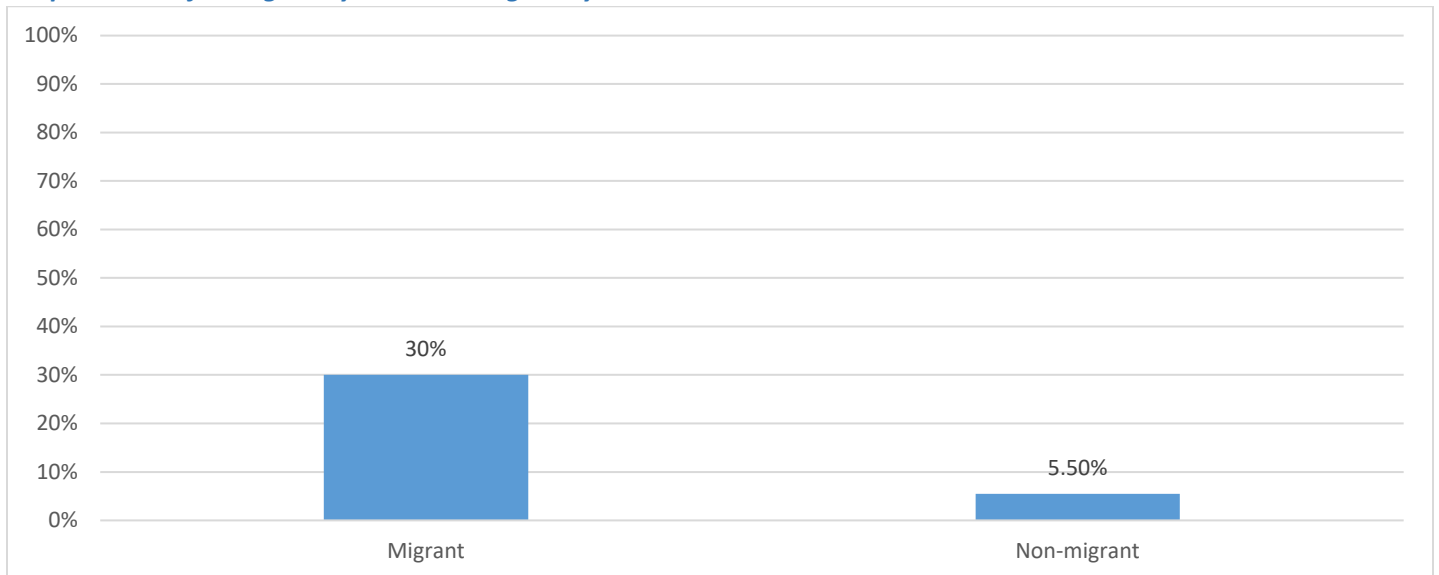
- The migratory child four-year graduation rate and the dropout rate for 2016-17 are based on a small subset of migratory students who have settled out in Minnesota. Most migratory students plan to graduate from schools in Texas, and data are not available for these students.
- 50% of migratory students graduated compared to 82.2% of non-migratory students.
- 30% of migratory students dropped out compared to 5.5% of non-migratory students

Migratory and Non-migratory Student Four-year Graduation Rates



Source: State Report Card 2016-17

Dropout Rates for Migratory and Non-Migratory Students



Source: State Report Card 2016-17

Academic Achievement

Academic achievement (reading and math) of students attending public school in Minnesota was assessed through the Minnesota Comprehensive Assessments (MCA) in Reading (grades 3-8 and 10) and Math (grades 3-8 and 11). This is a small subset of the overall population of migratory students in Minnesota as most are in Texas during the state assessment window. The proficiency levels for the MCA include the following: Level D=Does not meet standards; Level P=Partially meets standards; Level M=Meets standards; and Level E=Exceeds standards.

Following are the 2017 results in reading and math for migratory students compared to non-migratory students. Tables show the number of migratory students assessed, the percentage of migratory students scoring at Met or Exceeding (M/E), the percentage of non-migratory students scoring at M/E, and the difference in the percentage of migratory students scoring at M/E compared to non-migratory students. Non-migratory students met or exceeded standards at a rate of 34 percent more than migratory students in reading and 32 percent in mathematics.

Migratory and Non-Migratory Students Meeting or Exceeding Proficiency on 2017 MCA Assessments

Subject	Number Tested	Percentage of Migratory Students Scoring M/E	Percentage of Non-Migratory Students Scoring M/E	Difference Between Migratory and Non-migratory
Reading	187	26%	60%	34%
Math	187	27%	59%	32%

MEP Supplemental Services

- All services in Minnesota are provided during the summer term
- 32 percent of migratory children received a service
- 30 percent of migratory children received instructional and/or support services
- 27 percent of migratory children received reading instruction
- 30 percent of migratory children received mathematics instruction

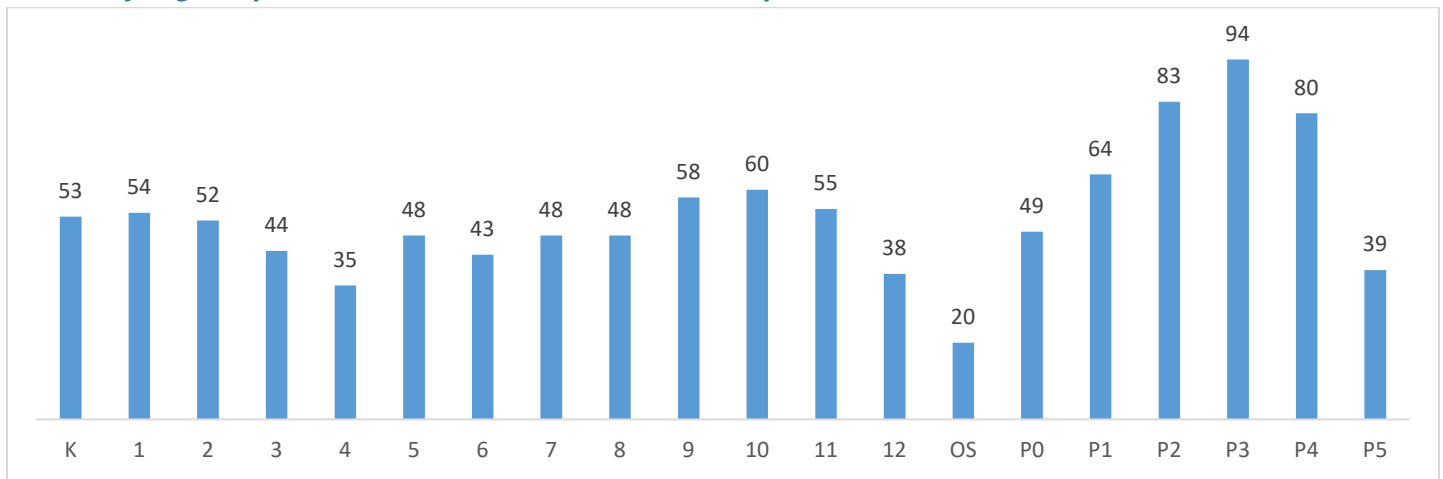
Percent Served by Type of Service 2017-18

Grade	Number	Any Service	Any Instruction	Reading Instruction	Mathematics Instruction	Any Support	Any Summer Service
3-5yrs	216	2%	2%	2%	2%	2%	2%
K	82	35%	35%	35%	35%	35%	35%
1	102	49%	48%	48%	48%	49%	49%
2	79	39%	39%	39%	39%	39%	39%
3	81	44%	44%	44%	44%	44%	44%
4	82	59%	59%	59%	59%	59%	59%
5	78	38%	38%	33%	38%	38%	38%
6	74	43%	43%	39%	43%	43%	43%
7	76	37%	37%	34%	36%	37%	37%
8	88	43%	41%	33%	30%	41%	43%
9	85	31%	24%	19%	15%	24%	31%
10	86	30%	22%	16%	15%	27%	30%
11	65	15%	12%	6%	5%	9%	15%
12	42	10%	7%	2%	5%	7%	10%
OSY	27	26%	7%	0%	4%	4%	26%
Total	1,263	32%	30%	27%	27%	30%	32%

Source: ED Facts

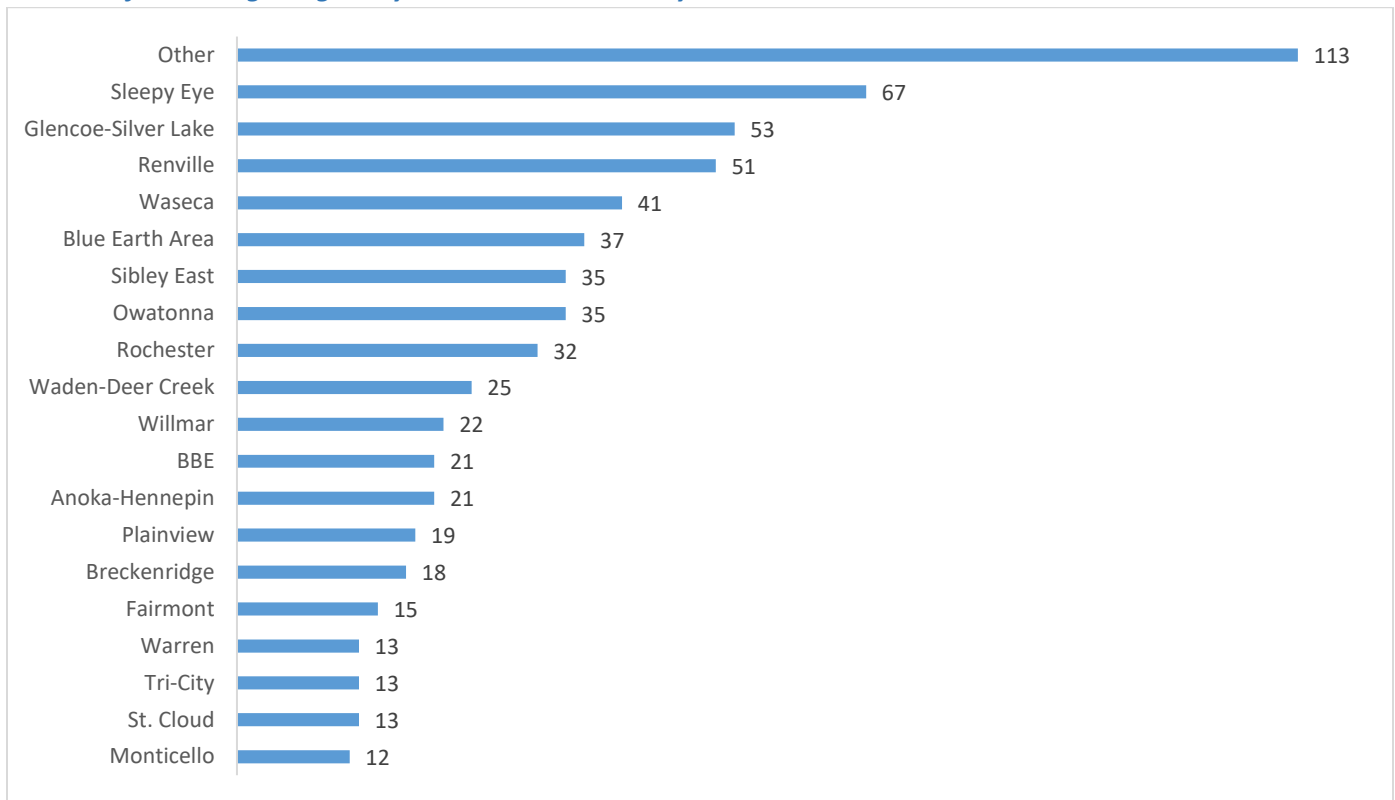
The low percentage of migratory children receiving services was a concern for the NAC, and the following charts and analysis discuss potential barriers to services. By grade level, the largest group of students not served were preschoolers. Forty percent of the eligible migratory preschool children were served by Head Start, leaving 60% without services. For school-age students, the numbers not served in high school were slightly higher than the other grade levels, but this is a pattern seen across states and may not be due to a lack of opportunity for high school students to participate in the MEP, but rather due to a need for secondary students to work during the summer or take care of younger siblings that are not being served by Head Start. Numbers across grades K-8 were similar except for fourth grade, in which somewhat fewer students were unserved.

Number of Migratory Children Who Did Not Receive Services by Grade



In looking at just the school-age population by district, the largest group not served were students from a combination of “other” districts across the state that had 10 or fewer students not served. Providing services to a dispersed and largely rural population may be cost prohibitive, however, states have designed programs to serve migratory students in small, rural programs. The next largest groupings of students not served were in Sleepy Eye, Glencoe-Silver Lake, Renville, and Waseca. All these locations have existing MEPs, indicating that barriers to services are not solely due to migratory students in non-project areas. Overall, 52 percent of school age (K-12 and OSY) migratory children not receiving services were in districts served by a MEP summer program.

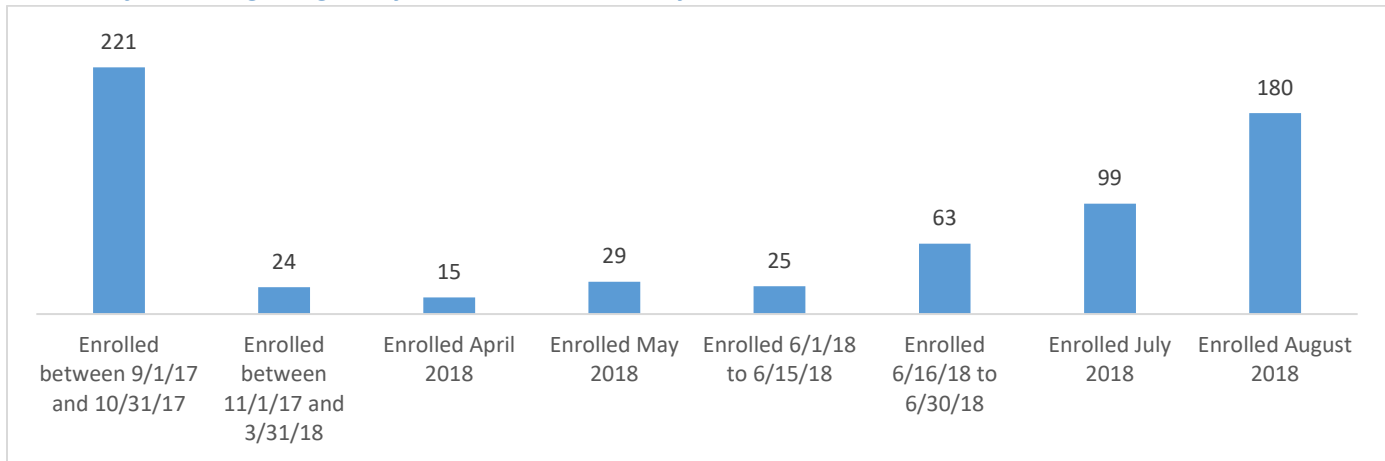
Number of School Age Migratory Children Not Served by District



Finally, the NAC looked at students not served by “enrollment” date. For the purposes of the MEP, the enrollment of a student not receiving services means the date the COE was certified, or in the case of students staying into the regular school year, the date the state was able to determine that students were still in the state after September 1. The largest numbers not served were enrolled in late summer and the early fall. There were 500 students that did not receive

services who were enrolled in July, August, September, and October - almost 50 percent of the school age population. All but a couple of district summer programs operate only in the month of June, and two operate in early July. The dates during which MEP summer programs are operating is the largest barrier to providing services to more students. The state will never reach 50 percent of the migratory children unless programs expand into July through October.

Number of School Age Migratory Children Not Served by Enrollment Date



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 are used as a foundation for the SDP. During the second meeting on April 4, 2019, the NAC met to develop comprehensive recommendations to:

- Ensure that the recommended solutions are feasible and can be effectively implemented;
- Ensure that the recommended solutions have a strong possibility of impacting the current achievement gap and affect the causes of the current achievement gap;
- Ensure that the solutions are acceptable to all stakeholders involved (e.g., parents/guardians of migratory children, MEP staff, district administrators).

The NAC finalized recommendations with the following objectives:

- Revise and approve concern statements
- Revise and develop needs statements describing the magnitude of the needs for migratory students
- Draft solutions for concerns

The following section offers the final recommendations made by the NAC for data sources, need indicators, need statements, and solutions, for the goal areas of ELA and mathematics; school readiness; graduation and services for students who have dropped out, and support services. Data tables supporting the need indicators and need statements are cited and included in the Student Profile or Appendix as noted.

Goal Area 1: English Language Arts

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
1.1 We are concerned that migratory students (especially grades 7-10) are not meeting reading targets in summer.	Summer reading assessments See Appendix page 33	31% of migratory students (33% of PFS students) did not make target gains on summer reading assessments (65% of students in grade 7; 78% in grade 8; 50% in grades 9-10).	To meet MPO targets, the percentage of migratory students reaching reading assessment growth targets in the summer needs to increase by 1% for all students, by 35% for grade 7; 48% for grade 8; 20% for grades 9-10; and by 3% for PFS students.	1A) Identify areas where students have learning gaps in reading using appropriate assessments for summer programming and provide evidence-based reading instruction.
1.2 We are concerned that migratory students have learning gaps in reading due to high mobility with interrupted schooling and lost instructional time.	MCA results Program records on mobility See Profile pages 19 and 21	60% of migratory students are present in Minnesota during at least part of the regular school year. 26% of migratory students assessed were proficient on the state reading assessment compared to 60% of non-migratory students.	The percentage of migratory students proficient on the state reading assessment needs to increase by 34% to eliminate the gap between migratory and non-migratory students.	1B) Provide evidence-based reading instruction targeted to highly mobile migratory students designed to reduce reading gaps and promote reading engagement.

Goal Area 2: Mathematics

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
2.1 We are concerned that migratory students are not meeting math targets in summer.	Summer math assessments See Appendix pages 31-32	33% of migratory students (38% of PFS students) did not make target gains on summer math assessments.	To meet MPO targets, the percentage of migratory students reaching math assessment growth targets in the summer needs to increase by 3% for all students and 8% for PFS students.	2A) Identify areas where students have learning gaps in math using appropriate assessments for summer programming and provide evidence-based math instruction.

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
2.2 We are concerned that migratory students have learning gaps in math due to high mobility with interrupted schooling and lost instructional time.	MCA results Program records on mobility See Profile pages 19 and 21	60% of migratory students are present in Minnesota during at least part of the regular school year. 27% of migratory assessed students were proficient on the state math assessment compared to 59% of non-migratory students.	The percentage of migratory students proficient on the state math assessment needs to increase by 22% to eliminate the gap between migratory and non-migratory students.	2B) Provide evidence-based math instruction targeted to highly mobile migratory students designed to reduce math gaps and promote math engagement.

Goal Area 3: High School Graduation and Services for Students Who Have Dropped Out

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
3.1 We are concerned that migratory students are meeting graduation requirements at a much lower rate than non-migratory students due to credit deficiencies, not passing state assessments, and having lower English proficiency.	2016-17 State Report Card See Profile pages 20-21	50% of migratory students graduated compared to 82.2% of non-migratory students. 30% of migratory students dropped out compared to 5.5% of non-migratory students.	The percentage of migratory students graduating needs to increase by 32.2%. The percentage of migratory students dropping out of school needs to decrease by 24.5%.	3A) Gather information from home-base districts, intra/interstate coordination agencies, and MSIX to provide advocacy to ensure appropriate placement and supplemental instruction (e.g., coursework leading toward high school credits, state assessments, English proficiency, IEPs, and secondary and postsecondary/career readiness opportunities).
3.2 We are concerned that migratory youth (both in school and not in school) experience academic interruption due to mobility, working during the day, and lack of access to services beyond operational summer programs.	MIS2000 See Profile page 19	At least 59% of secondary migratory students (grades 9-12) were present for some part of the regular school year and did not receive services.	The percentage of migratory high school students receiving services, including advocacy for appropriate placement and records transfer, needs to increase by 44%.	3B) Provide outreach and advocacy to migratory secondary students and OSY to encourage participation in MEP services. Facilitate student enrollment in local districts during the regular school year and summer, and placement in credit-bearing courses transferrable to home-base districts, and ensure that instruction includes appropriate EL support.

Goal Area 4: Support Services

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
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 migratory family.	MIS2000 See Profile page 19 and Appendix page 32	72% of migratory students had a QAD within the 2017-18 reporting period. 60% of migratory students are present in Minnesota during at least part of the regular school year.	Migratory families need access to support and information to alleviate the impact of high mobility.	4A) Provide the opportunity for families to participate in two activities with content designed to help them support their children's learning.
4.2 We are concerned that Minnesota migratory student 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 and MSIX records See Profile page 19	At least 59% of secondary migratory students (grades 8-12) were present for some part of the regular school year and did not receive services. None of these students had course history information available for the time they were present in Minnesota.	The percentage of migratory high school students with course history data transferred to MSIX from Minnesota needs to increase by 59%.	4B) Provide migratory students with supplemental resources, supplies, and services to minimize the impact of educational interruptions and improve academic skills and achievement (e.g., summer programming, innovative options/ resources that support learning, family literacy, health/dental, transportation, translation, counseling, liaisons, EL, college and career exploration).
4.3 We are concerned that migratory parents, students, and OSY who are not in program areas are not accessing or aware of resources and support programs (such as MEP summer programs, college and career counseling, EL/ESL classes, online access to school records, Adult Basic Education, MSIX consolidated records, etc.)	MIS2000 See Profile pages 21-22	32% of eligible migratory children ages 3-21 received MEP services in 2017-18.	The percentage of migratory children receiving services needs to increase by 68%.	4C) Develop processes and procedures for conducting inter/intrastate coordination activities to streamline data transfer; identify the unique needs of migratory children; and learn about graduation requirements, curriculum, and assessments (e.g., facilitate timely move notifications, educate district staff on migratory student needs, MSIX, and Summer Program Services Report [SPSR]; make personal contact through phone calls and emails; intentionally advocate for migratory students enrolled in a MN high school).

Systems Concerns and Action Required

Concern	Supporting Data	Actions Required	Persons Responsible	Timeline
5.1 We are concerned that there are students enrolled in late summer when there are no programs available.	500 (50% of eligible) school age migratory students are not receiving services because they are enrolled at a time when there is no summer program	Lengthen the duration of the summer program. This needs to be a discussion for every district at the summer Kick-off, closing session, and during the SDP meetings in 2019-20. Coordinators need examples of service delivery options.	Coordinators need to decide how to expand to later months in coordination with the recruiters. META will facilitate the discussion of expansion during the SDP meetings.	Fall 2019 SDP meeting
5.2 We are concerned that there is a lack of infrastructure for ensuring records are transferred for students in non-project schools when moves occur during the school year, and that students are placed appropriately.	59% of secondary migratory students (grades 8-12) were present for some part of the regular school year and did not receive services. This figure is likely higher as withdrawal dates are not always available.	Communicate with schools and districts about the placement needs of migratory students. Ensure migratory student course histories are entered in MSIX for all students enrolled in high school in MN. Use available records resources such as TMIP, MSIX, or progress report to get records from Texas. Document advocacy as a service when anyone paid with MEP funds is ensuring appropriate placement.	MMERC is working on expanding the communication piece. TVOC is in charge of working on the documentation piece. Both MMERC and TVOC will submit services reports. TVOC is documenting advocacy work.	Summer and Fall 2019
5.3 We are concerned that systems for defining and documenting support services provided by recruiters and summer program staff are inconsistent and insufficient.	Anecdotally, staff shared instances that should have been counted as services in the areas of health, advocacy, nutrition, and preschool.	Provide staff with a clear definition of what counts as an instructional and support service through an MIS2000 manual and additional instructions for the SPSR. Develop a manual for coordinators. Have a discussion during the SDP about what constitutes a service. Both MMERC and TVOC need to complete an SPSR.	TVOC will update the instructions for the SPSR. When projects are able to input directly into MIS2000, there will need to be a manual for that as well.	Fall 2019 SDP meeting
5.4 We are concerned that there are migratory preschool children who do not qualify for Head Start, live in an area not covered by Head Start, are on a Head Start waiting list, or are present when no Head Start Programs are operating.	According to the 2016-17 evaluation report, 40% of migratory children ages 3-5 received services from Head Start.	Use existing grants to provide services to preschool students when they cannot be served by Head Start.	Coordinators decide how to expand services. META will facilitate SDP discussions regarding preschool services.	Summer and Fall 2019

Summary and Next Steps

Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory 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, increased direct instruction in reading and math is necessary for all 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 parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Minnesota.

High Mobility

High mobility is a factor related to school failure. Nearly three-quarters of Minnesota's migratory children/youth had a qualifying move during the most recent previous performance period for which data were available.

Reading and Math Needs

Results from Minnesota Summative ELA and Math Assessments show that Minnesota's migratory students have a need for intensive supplemental reading and math instruction to bring them up to proficient levels. There are large gaps between migratory and non-migratory students in both ELA and math. Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their ELA and math skills.

English Language Development Needs

Twenty-one percent of Minnesota's migratory students ages 3-21 are ELs. This demonstrates the need for increased coordination with Title I Part A and Title III to provide intensive ESL instruction to ensure that migratory students have the language skills to be successful in school.

Preschooler Needs

Only 40% of migratory preschool children received instructional services showing from Head Start, which demonstrates a need for the Minnesota MEP to increase services for those children not served by another program.

Secondary Student Needs

In a statewide assessment of need, it was determined that many secondary migratory students were not on track to graduate. Students need the opportunity to accrue credit and skills in order to increase their chances of graduating from high school. Additionally, services (including enrichment and instruction) to enhance secondary student attitudes about school, school attendance, career planning and awareness and education, computer literacy, leadership, goal setting, and self-advocacy should be provided.

Parent/Family Needs

MEP staff and staff representing parents on the NAC expressed that training needs to be provided to parents on helping children learn at home. These strategies should include both ideas on how parents (even those not comfortable in English) can help students complete homework on time and information and assistance with navigating the school system, especially for those parents whose students are attending school in Minnesota in the fall before returning home to another state.

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

The Minnesota plan for the delivery of services to meet the unique educational needs of its migratory children will serve as the basis for the use of all MEP funds in the state. This SDP is essential to help the Minnesota MEP develop and articulate a clear vision of the needs of migratory children on a statewide basis, the MEP's MPOs and how they help achieve the state's performance targets; the services the MEP will provide on a statewide basis, and how to evaluate whether and to what degree the program is effective.

The Minnesota MEP will include the following components in its comprehensive SDP:

1. *Performance Targets.* The plan should specify the performance targets that the state has adopted for all children and migratory children if applicable for: 1) reading; 2) math; 3) high school graduation; 4) the number of school dropouts; 5) school readiness; and 6) any other performance target that the state identifies.
2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
3. *Measurable Program Outcomes.* The plan must include the MPOs that the MEP will produce through specific educational or educationally-related services. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the comprehensive needs assessment. The MPOs should also help achieve the state's performance targets.
4. *Service Delivery Strategies.* The plan must describe the MEP's strategies for achieving the performance targets and MPOs described above. The state's service delivery strategies must address: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle, and (2) other needs of migratory children that must be met in order for them to participate effectively in school.
5. *Evaluation.* The SDP must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs.

The Minnesota MEP *may* also include the policies and procedures it will implement to address other administrative activities and program functions, such as:

- **Migratory Children Identified to Receive Priority for Services.** A description of how, on a statewide basis, the MEP will give priority to migratory children who: have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.
- **Parent Involvement Plan.** A description of the MEP's consultation with parents (or with the state Parent Advisory Committee (PAC), if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- **Identification and Recruitment Plan.** A description of the state's plan for identification and recruitment activities and its quality control procedures.
- **Exchange of Student Records.** A description of the state's plan for requesting and using the records of migratory children and transferring the records of migratory children to schools and projects in which migratory children enroll.
- **Implementation and Accountability in Local Programs.** A description of the ways the MEP will communicate with local programs to keep them informed about the SDP and to solicit feedback; a technical assistance plan to build the capacity of districts to plan and implement their programs; strategies for ensuring that the local granting process requires applicants to implement the SDP; and a plan for local monitoring, including specific indicators for which local operating agencies will be held accountable.

In addition, Minnesota will:

1. update the CNA as needed to reflect changing demographics and needs;
2. change performance targets and/or MPOs to reflect changing needs; and
3. use evaluation data to change services that the MEP will provide and the evaluation design to reflect changes in needs.

As part of the Minnesota MEP continuous improvement model, 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. The state has begun planning for this activity and will use the OME toolkit, [Migrant Education Service Delivery Plan Toolkit](#) (September 2018) to guide this process.



Students in a hallway at a MEP summer school.

Appendix: Additional Supporting Data

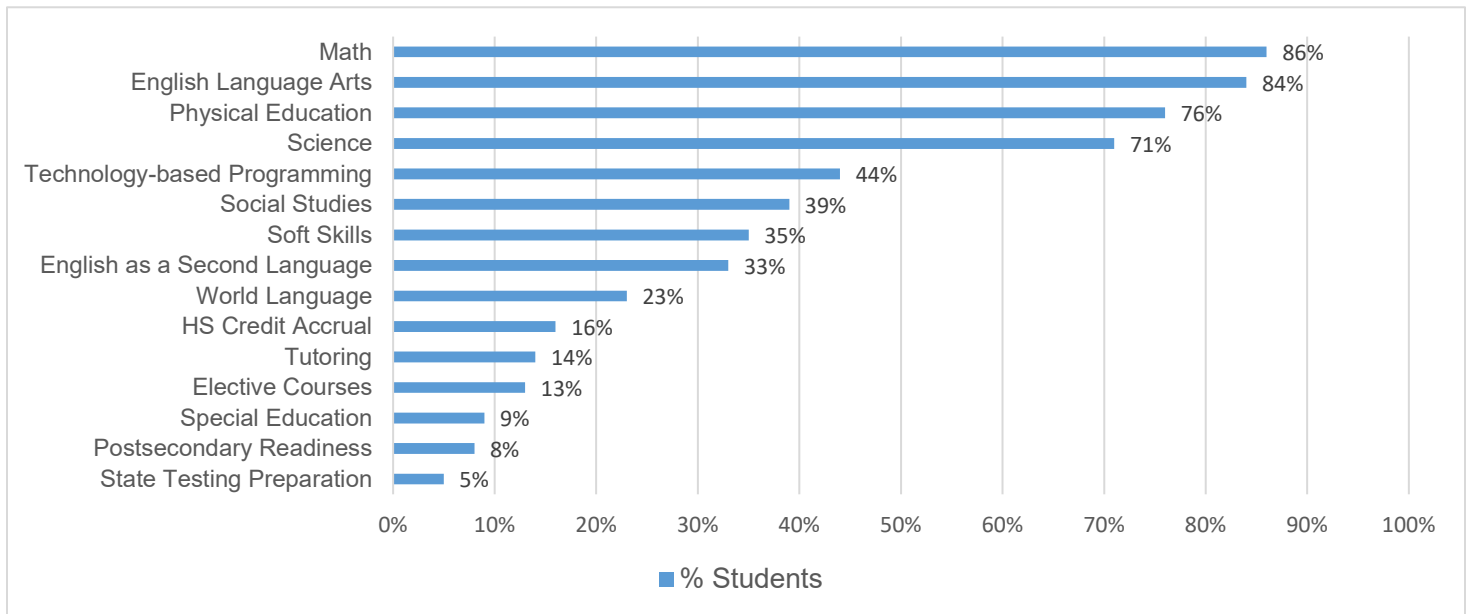
Demographics of Migratory Students by Grade Level 2017-18

Grade	Total Eligible	Percent PFS	Percent EL	Percent IDEA	Percent with QAD within past 12 months
Birth-2	196	--	--	0%	92%
Age 3-5	216	11%	9%	2%	71%
K	82	44%	26%	5%	68%
1	102	44%	31%	2%	60%
2	79	52%	37%	9%	52%
3	81	37%	20%	2%	56%
4	82	56%	29%	6%	66%
5	78	54%	29%	3%	67%
6	74	55%	31%	5%	76%
7	76	55%	26%	5%	63%
8	88	45%	11%	9%	81%
9	85	42%	14%	1%	79%
10	86	41%	17%	5%	72%
11	65	35%	17%	2%	78%
12	42	26%	7%	2%	71%
OSY	27	100%	0%	0%	93%
Total	1,459	41%*	21%*	3%	72%

Source: MIS2000

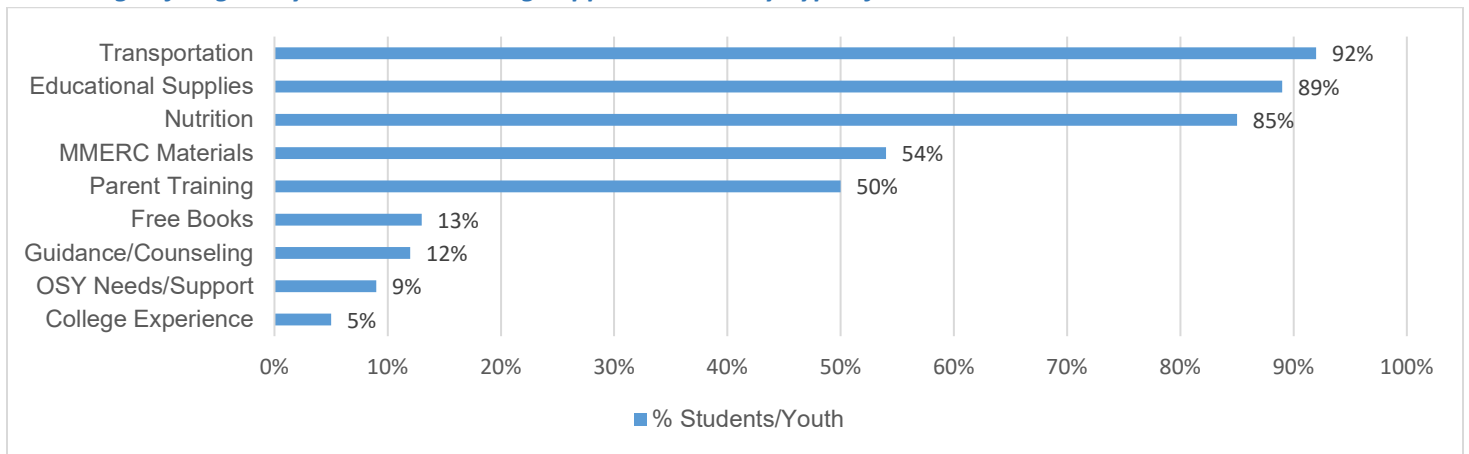
*Percentage of eligible migratory children/youth ages 3-21 [1,263]

Percentage of Migratory Children Receiving Instructional Services by Type of Service



Source: 2018 Summer Program Services Reports

Percentage of Migratory Children Receiving Support Services by Type of Service



Source: 2018 Summer Program Services Reports

Migratory Student Gains on Summer Reading Assessments by PFS Status 2017-18

PFS Status	Percent of students making target gains	Percent of students not making target gains
PFS	67%	33%
Non-PFS	72%	28%
Total	69%	31%

Source: Evaluation Report

Migratory Student Gains on Summer Reading Assessments by Grade 2017-18

PFS Status	Percent of students making target gains	Percent of students not making target gains
K	76%	24%
1	72%	28%
2	65%	35%
3	65%	35%
4	71%	29%
5	67%	33%
6	65%	35%
7	35%	65%
8	22%	78%
9-10	50%	50%
Total	69%	31%

Source: Evaluation Report

Migratory Student Gains on Summer Mathematics Assessments by PFS Status 2017-18

PFS Status	Percent of students making target gains	Percent of students not making target gains
PFS	62%	38%
Non-PFS	74%	26%
Total	67%	33%

Source: Evaluation Report

Migratory Student Gains on Summer Mathematics Assessments by Grade 2017-18

PFS Status	Percent of students making target gains	Percent of students not making target gains
K	75%	25%
1	68%	32%
2	48%	52%
3	69%	31%
4	52%	48%
5	56%	44%
6	44%	56%
7	50%	50%
8	22%	78%
9-10	0%	100%
Total	67%	33%

Source: Evaluation Report

Appendix: Meeting Agendas and Notes

Agenda: CNA Meeting #1

Minnesota Department of Education

Migrant Education Program

Comprehensive Needs Assessment Update Meeting #1

January 24, 2019

9:00 – 9:15	Welcome, introductions, and overview of the meeting
9:15 – 9:45	Activity #1: What do you want to know about migratory children in MN?
9:45 – 10:30	Small Group Activity #2: Where are the gaps? Use existing data in the student profile, demographics, survey data, and assessment results to describe the gaps in education and services migratory students experience.
10:30 – 10:45	Break
10:45 – 11:15	Small Group Activity #3: 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 #4: Draft new concerns and update concerns.
12:00 – 1:15	Lunch
1:15 – 1:45	Activity #4: As a group let's review new and updated concerns.
1:45 – 2:30	Small Group Activity #5: Prioritize concerns
2:30 – 2:45	Break
2:45 – 3:00	Small Group Activity #6: Draft need statements for the top concerns in each goal area.
3:00 – 3:15	Identify any additional data that may be needed prior to meeting #2.
3:15 – 3:30	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 and do a deep dive to understand underlying causes for concerns
- 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

Notes: CNA Meeting #1

I. Guiding questions and goals

The committee began by discussing critical questions they would like answered during the CNA process. During the summary, the team discussed the most important questions (listed first). The brainstormed questions follow:

- Have the needs of migratory students changed over the years?
- How have the demographics of English learners changed?
- What are the services gaps?
- When are students here?
- What barriers exist to prevent provision of services?
- Why are some students not participating?
- Are the MN systems meeting the needs of students from TX?
- What do staff know about mental health services?
- What are the services provided? What services are received?
- How effective are the services at promoting academic success?
- What grade level of students are not being served?
- Are there other resources that would help serve more students?
- Are family's needs being met?
- What are the outcomes of different methods of service delivery?
- Are we missing any eligible families?
- What are the challenges that students face?
- What are the mental health needs of migratory children?
- How can we improve services?

The committee reviewed state performance targets, GPRA indicators, and leading indicators and the goals areas from the previous CNA and split into four goal area groups focusing on:

- English Language Arts (ELA)
- Mathematics
- Graduation and support for OSY and dropouts
- Support Services

II. Data Dive

Teams worked in the four goal area workgroups to review the most recent evaluation data and enrollment data. They identified sources of data to address the guiding questions, added new questions sparked by the data, and came to conclusions about some areas for focus.

New questions based on the data will be analyzed for CNA meeting #2. Questions developed by the committee:

1. For students who are not being served, how close are they to existing programs?
2. How are migratory students performing on English language proficiency assessments?
3. What is the relationship between days attended and gains on summer assessments?
4. How many students are in the state year-round?
5. How many students are in the state for any part of the school year?

Conclusions from the committee included the following:

- It appears that over half of migratory students in Minnesota are present for at least part of the regular school term based on enrollment and qualifying arrival dates.

- Minnesota has been operating as a “summer services only” state, but students increasingly present during the school term have additional needs that are not being met. For example, students in non-project districts experience difficulty transferring records from schools in Minnesota to schools in Texas. A review of MSIX records shows that course histories from migratory students who were enrolled in a non-project school in Minnesota are not present.
- The committee concluded that expanding to the regular term for student advocacy and/or supplemental instruction was necessary but that this would need to be part of the CNA and SDP update.
- Some models for summer programs will need to change to ensure migratory student needs (especially those with PFS) are met. In 2017-18, 399 out of over 1,400 children received services.
- Changes to program structures should be incremental and part of the CNA/SDP update process.

III. Concerns

The committee reviewed Office of Migrant Education (OME) Toolkit suggestions and guidance regarding the development of concern statements. Based on the data reviewed from the evaluation and data collected through SPSRs and MIS2000, the committee reviewed concern statements from the previous CNA, made modifications based on the data, and drafted new concerns. In addition to “Level 1, Student Concerns” the committee drafted some program concerns about systems.

Agenda: CNA Meeting #2

Minnesota Migrant Education Program

Needs Assessment Committee (NAC) Meeting #2

April 4, 2019

- 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 – 10:30 Small Group Activity #1: Review data and profile collected between meetings. Are there any new concerns arising? Update the systems concerns action plan.
- 10:30 – 10:45 Break
- 10:45 – 11:45 Small Group Activity #2: Revise and develop concerns and need statements, and need indicators based on revised concerns. How do the data support concerns drafted at the previous meeting?
- 11:45 – 1:00 Lunch
- 1:00 – 1:45 Small Group Activity #3: Draft solutions for top concerns within each goal area. Use the existing strategies as a starting point.
- 1:45 – 2:15 Group Activity #4: Review and revise solutions.
- 2:15 – 2:30 Break
- 2:30 – 3:00 Small Group Activity #5: Prioritize concerns and solutions in each goal area
- 3:00 – 3:30 Group Activity #6: Review draft CNA table of contents, identify additional information needed and align with state priorities
- 3:30 – 4:00 Wrap up and preview of the activities for the SDP update

Meeting Objectives

- 1) Revise and approve concern statements
- 2) Revise and develop needs statements describing the magnitude of the needs for migratory students
- 3) Draft solutions for concerns
- 4) Revise and approve draft CNA table of contents

Notes: CNA Meeting #2

The committee meeting began by reviewing the MEP continuous improvement cycle and guidance for the CNA. The meeting objectives were:

- 1) Revise and approve concern statements
- 2) Revise and develop needs statements describing the magnitude of the needs for migratory students
- 3) Draft solutions for concerns
- 4) Revise and approve draft CNA table of contents

Review concerns

- The committee reviewed concerns and suggestions from the first meeting
- In light of additional and finalized data from 2017-18, modifications were made to systems and student level concerns
- Additional changes were made to the wording in the concerns and finalized concerns are included in the planning chart

Review Solutions

- The committee was advised to choose only solutions that MEP funds could be used for, to focus solutions on tasks the committee believed could be effectively evaluated, and consider evidence-based programs
- Additional factors included the extent to which the solutions addressed a critical, addressed a root cause of poor academic performance, and could supplement existing programs
- Solutions were revised to align with revised concerns
- Revised solutions are included in the planning chart

Strategies to expand services:

- Offer online courses outside of summer programs for secondary students.
- Offer two summer sessions, one early summer and later summer.
- Collaborate with other existing programs such as day camps (MEP pays tuition; provides transportation)
- Provide a short-term STEM day camp in the late summer
- Provide services outside of the school building (e.g., library, community center)
- Home-based services
- Hire an advocate to help with fall enrollment

Concerns

The NAC reviewed Office of Migrant Education (OME) Toolkit suggestions and guidance regarding the development of concern statements, needs statements and indicators, and solutions. Based on the data reviewed from the evaluation and data collected through SPSRs and MIS2000, the NAC reviewed concern statements from the previous CNA meeting, made modifications based on the data, and drafted new solutions. The planning charts list NAC recommendations