

# Minnesota Migrant Education Program

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# **C**omprehensive **N**eeds **A**ssessment

May 2022



Migrant Education Program  
Minnesota Department of Education  
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## Minnesota Needs Assessment Committee (NAC)

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For information or questions concerning the Comprehensive Needs Assessment (CNA) for the Minnesota Migrant Education Program (MEP), please contact the Minnesota MEP at 651-582-8579.

The Minnesota Department of Education (MDE) wishes to thank the following individuals who, as members of the Needs Assessment Committee (NAC), gave time, effort, knowledge, and expertise toward the accomplishment of this CNA.

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# Definition of Terms Related to the CNA

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**Area of Concern:** A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education (OME) has identified **Seven 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 discussed that should be used to guide the development of the 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.

**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 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 (PFS):** ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, migrant education programs 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 (SDP):** 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:** A solution (strategy) to address an identified need.

## Abbreviations/Acronyms

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CNA	Comprehensive Needs Assessment
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act of 1965
ESSA	Every Student Succeeds Act of 2015
HS	High School
ID&R	Identification and Recruitment
LEA	Local Education Agency
LOA	Local Operating Agency
MDE	Minnesota Department of Education
M/E	Meets/Exceeds
MEP	Migrant Education Program
MMERC	Midwest Migrant Education Resource Center
MPO	Measurable Program Outcome
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PFS	Priority for Services
QAD	Qualifying Arrival Date
SDP	Service Delivery Plan
SEA	State Education Agency
TMIP	Texas Migrant Interstate Program
TVOC	Tri-Valley Opportunity Council

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# Introduction

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## The CNA Process in Minnesota

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 mobility, in order that they might succeed in 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 (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015]

The Minnesota MEP supports educators working with migratory children and facilitates intra/interstate collaboration to ensure programs are based on student needs and build on student strengths. The Minnesota MEP helps ensure continuity of instruction to alleviate the impact of educational disruptions students experience due to their migratory lifestyle. Furthermore, the Minnesota MEP must give priority for services (PFS) to migratory children who have made a qualifying move within the previous one-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.

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 Comprehensive Needs Assessment (CNA) will then be used to inform the statewide service delivery planning process to be conducted during 2022-23.

The State of Minnesota receives an allocation for the MEP from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migratory population as distinct from other populations and design services (through a service delivery planning process) that meet those identified needs.

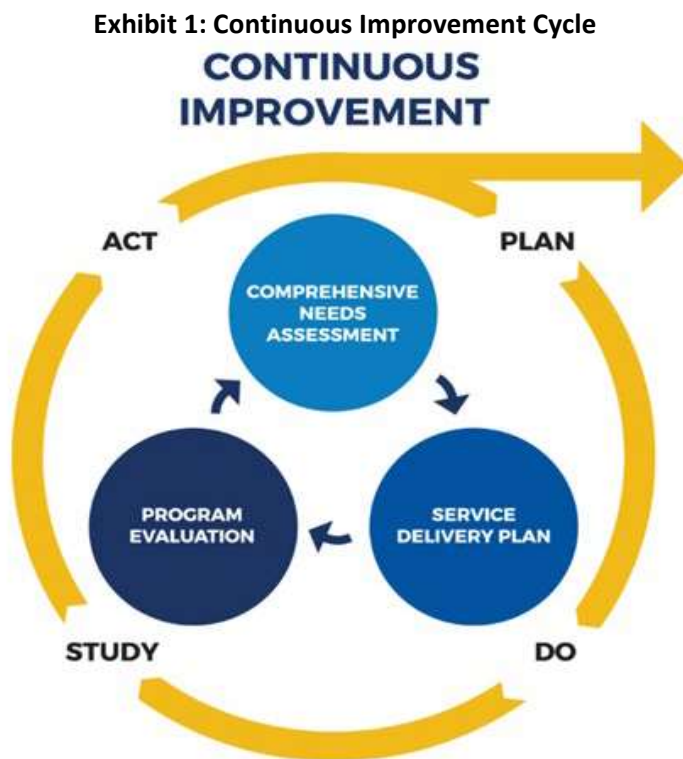
To better understand and articulate the specific services that the Minnesota MEP should offer to migratory children and youth and their families statewide, the required CNA process that is described in this report was facilitated by META Associates and guided by the *Comprehensive Needs Assessment Toolkit* (OME, 2018). The designated process allows for a description of data-driven needs, concerns about identified needs, and knowledge of the State context in which changes in the migratory student population and seasonal agricultural activities as identified in previous CNA efforts are contained.

Statutory law, regulations, and guidance under ESEA was originally signed into law in 1965 and amended as ESSA in 2015. The Minnesota MEP CNA aligns with the law/guidance by:

- identifying and assessing “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 (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)*):
- guiding the overall design of the MEP on a statewide basis;
- helping local operating agencies (LOAs), local education agencies (LEAs), and the Minnesota Department of Education (MDE) prioritize the needs of migratory children; and
- providing the basis for the MDE to subgrant MEP funds to LOAs and LEAs.

This Minnesota CNA serves as a guide for future programming, services, and policy decisions to ensure that the state’s MEP resources are directed at the most needed and most effective services for migratory children/youth and their families.

The process followed for the CNA is directed by the Continuous Improvement Cycle (as shown in Exhibit 1) as suggested by OME (U.S. Department of Education, 2018). This framework illustrates the relationship between the CNA, the service delivery plan (SDP), the implementation of MEP services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. In this cycle, each step in developing a program—assessing needs, identifying strategies, implementing strategies, and evaluating the results - builds on the previous activity and informs the subsequent activity.



The Needs Assessment Committee (NAC) followed a systematic 5-step process suggested by OME that is illustrated below. 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* (migratory 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 the MEP)

The five basic steps of the CNA process are described below.





### **Step 1—Conduct Preliminary Work**

The MDE MEP team and META:

- reviewed the requirements of the CNA;
- developed a management plan to set the project’s general timeline and identify the teams needed for accomplishing each phase;
- established a NAC reflecting a broad representation of perspectives to provide thoughtful guidance to the process; and
- developed a profile that provided baseline data on the state’s migratory child population.

### **Step 2—Explore What Is**

META guided the NAC to:

- review existing data and program evaluation reports;
- identify concerns about migratory children and families; and
- develop need indicators and suggests areas for data collection that confirmed or challenged their underlying assumptions about the identified concerns.

### **Step 3—Gather and Analyze Data**

- The MDE MEP team and META oversaw data collection to measure the identified needs and gaps between migratory children and their non-migratory peers.
- META organized and analyzed the data and shared the data in a reader-friendly format with the NAC.
- META guided the NAC to create a set of need statements and prioritize them.

### **Step 4—Make Decisions**

META guided the NAC to:

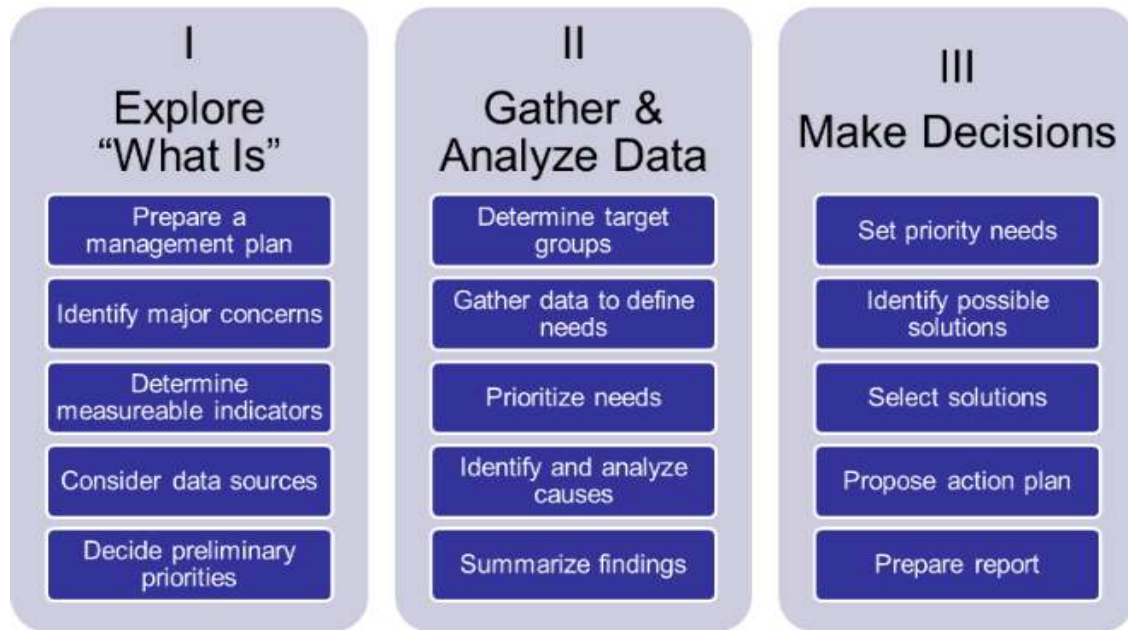
- review the prioritized need statements and propose evidence-based solutions for closing the educational gaps that migratory children face in school; and
- prioritize the solutions.

### **Step 5—Transition to SDP Development**

- META wrote the CNA report that documents the CNA process and findings.
- META and the MDE MEP team will share the CNA with stakeholders and administrators at the state and local levels.
- The MDE MEP team/META will use the CNA as the basis for initiating the SDP planning process during 2022-23.

The 5-step CNA process fits into the 3-phase model (Exhibit 2). Phase I: Exploring “What Is” includes Steps 1 and 2; Phase II: Gathering and Analyzing Data includes Step 3; and Phase III: Making Decisions includes Steps 4 and 5. This CNA report is organized by these three phases.

Exhibit 2: Three Phase Model of CNA



### 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 SDP, but also it supports the program’s overall continuous improvement and quality assurance processes. The needs analysis was adapted to the resources and structures available in the state of Minnesota.

The preparation phase of the Minnesota CNA involved garnering a **sense of commitment** to the needs assessment in all levels of the Minnesota MEP and gaining an assurance that decisionmakers will **follow-up** by using the findings in an appropriate and timely manner.

The Management Plan defined the structure for the NAC, delineated various roles and responsibilities, identified meeting dates, and included timelines for tasks to be completed. The Minnesota NAC was charged with the following tasks.

- Review existing implementation, student achievement, and outcome **data** on migratory children in Minnesota.
- Draft **concerns, needs statements**, and possible **solutions** to inform the SDP.
- Review the most recent data to determine the elements to include on the final version of the migratory child **profile**.
- Recommend **additional data collection** needed to determine the scope of migratory student needs.
- Make **recommendations** to the state on needs and profile data to be included in the CNA report.
- Review summary materials and the **CNA report** to provide **feedback** to the state.

The MDE MEP Team, in collaboration with [META Associates](#) implemented the final step in management planning, the logistical plan. The CNA meeting schedule was developed specifying the requirements for each meeting, the meeting objectives, and anticipated activities.

## Data Collection Procedures

A variety of data collection methods were employed to assess needs and identify solutions. These methods included:

- reports on migratory students (with non-migratory student comparative demographics) including child counts, MEP services, and enrollment status; and graduation and dropout rates generated through MIS2000 and state data systems;
- reviews of the state assessment results in English Language Arts (ELA) and mathematics with comparisons made between migratory students and non-migratory students (and PFS and non-PFS migratory students);
- surveys conducted of migratory parents and migratory secondary students and youth; and
- reviews of the Minnesota ESSA State Plan, prior year Consolidated State Performance Reports (CSPR), and other relevant state data.

To ensure that all requirements were met and to conduct an accurate assessment of the needs of the migratory student population in Minnesota, the timelines and activities displayed in Exhibit 3 were set. It should be noted that the original plan was to conduct two one-day face-to-face CNA meetings; however, due to the COVID-19 pandemic, it was necessary to convene the NAC virtually. Thus, the NAC met a total of six times (each meeting lasted two hours).

**Exhibit 3: Minnesota CNA Timelines**

Activity	Timelines
Data Collection	2020-2021
CNA Meeting 1a: Understand the CNA planning cycle and roles and responsibilities of the NAC; select goal area groups; identify major concerns facing migratory children and youth in Minnesota; and review data on the needs of Minnesota' migratory students	11/29/21
CNA Meeting 1b: Review data to identify learning gaps of migratory students; and draft concern statements identify the next steps in the CNA process	12/9/21
CNA Meeting 1c: Finalize concern statements; draft need indicators, need statements, and data sources; and identify additional data needed for concern statements	12/16/21
CNA Meeting 2a: Review concern statements, data sources, need indicators, and need statements for all goal area groups and identify possible solutions for each need statement	1/27/22
CNA Meeting 2b: Review and revise work done on possible solutions by colleagues and whole group debrief and finalize possible solutions for all goal area groups	2/3/22
CNA Meeting 2c: Identify resources and experts/staff by listing information, materials, and personnel needed to address the concerns/implement the solutions	2/10/22
Draft the CNA report	5/15/22
Finalize the CNA report	6/15/22

The NAC was involved during the entire three phases of the CNA process and was instrumental in formulating the recommendations for the program implementation solutions 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 Minnesota' migratory children/youth and their families.

# Authorizing Statute and Guidance for Conducting the CNA

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## Purpose of the CNA

Section 1306(a)(1) of Title I, Part C of the ESSA, as amended, requires state education agencies (SEAs) and their LOAs to identify and address the unique educational needs of migratory children in accordance with a comprehensive plan for the delivery of services that:

- is integrated with other federal programs, particularly those authorized by the ESEA of 1965;
- provides 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 the full range of services that are available to migratory children from appropriate local, state, and federal educational programs;
- is the product of joint planning among administrators of local, state, and federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- provides for the integration of services available under Part C with services provided by such other programs.

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA. The state MEP has flexibility in implementing the CNA through its 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: 1) focus on ways to permit migratory children with *PFS* to participate effectively in school; and 2) meet migratory student needs not addressed by services available from other federal or non-federal programs.

Policy guidance issued by OME indicates that states should conduct a complete needs assessment every three years, or more frequently if there is evidence of a change in the needs of migratory children (i.e., project personnel or parents begin recommending changes to improve the program or the demographic characteristics of the migratory student population change). The CNA 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 migratory parents and students, educators and administrators of programs that serve migratory students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

# Phase I: “Exploring What Is”

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## 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 migratory students in Minnesota; 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 education and 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 to ensure migratory children have the opportunity to meet the same challenging standards as their peers;
- 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 comprehensive state plan for service delivery. The SDP is designed to help the Minnesota MEP develop and articulate a clear vision of 1) the needs of Minnesota’s migratory children; 2) the Minnesota MEP’s measurable program outcomes [MPOs] and how they help achieve the state’s performance targets; 3) the services the Minnesota MEP will provide on a statewide basis; and 4) how to evaluate whether and to what degree the program is effective.

## CNA Goal Areas and Minnesota Standards

During the first three virtual CNA meetings (“CNA Meeting 1”), the NAC: (1) learned about the CNA planning cycle and their roles/responsibilities; (2) reviewed summaries of existing and new data on the needs of migratory students and identified any additional data needed; (3) developed concern statements for migratory students in Minnesota; and (4) developed need statements describing the magnitude of the needs exhibited by Minnesota’s migratory students.

The committee reviewed the goal areas originally established by OME. It then indicated how the needs of Minnesota migratory students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. In consideration of state standards, OME recommendations for the CNA, and the needs of migratory students in the state, the three goal areas established by the NAC include the following:

**Goal 1: English Language Arts and Mathematics**

**Goal 2: Graduation/Completion of a High School (HS) Diploma**

**Goal 3: Non-Instructional Support Services**

Upon agreeing to these three goal areas for improving migratory student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that concerns and solutions aligned both with the Minnesota standards and the concerns typically associated with frequent migrancy. These seven themes helped guide the Minnesota NAC toward specific areas that

define populations whose migratory lifestyles result in significant challenges to success in school. After reviewing migratory student data, the NAC developed concern statements and solution strategies that will serve as the foundation for the Minnesota MEP service delivery planning process. The seven areas of concern are described below.

1. **Educational Continuity**—Because migratory students often are forced to move during the regular school year and experience interruptions due to absences, students tend to encounter a lack of educational continuity. Migratory students move from state to state and within the state and experience differences in curriculum, expectations, articulation of skills, and other differences in school settings. The cumulative impact of educational discontinuity is daunting. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.
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. Identifying methods for ameliorating the impact of family mobility and delays in enrollment procedures is essential.
3. **School Engagement**—Various factors relating to migrancy negatively impact student engagement in school. Students may have difficulty relating the school experience to the experience of day-to-day living in agricultural areas. Those moving may encounter cultural misunderstandings and bias because of moving into a community where many do not share their same background.
4. **English Language Development**—English language development is critical for academic success. Even if students learn basic interpersonal communication skills, academic language can be underdeveloped without an intentional focus on developing English vocabulary. The MEP must find avenues to supplement the difficulties faced by migratory students in the process of learning English due to their unique lifestyle, while not supplanting Title III activities.
5. **Education Support in the Home**—Home environment often is associated with 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 migratory parents value education for their children, they may not know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
6. **Health**—Good health is a basic need that migratory students often do not possess. The compromised dental and nutritional status of migratory children is well documented. They have higher proportions of acute and chronic health problems and exhibit higher childhood and infant mortality rates than those experienced by their non-migratory peers. Migratory children are at greater risk than other children due to poverty, injuries at agricultural work sites, and lack of access to health care facilities. Migratory families often need assistance in addressing health problems that interfere with the student’s ability to learn.
7. **Access to Services**—When families are new to an area and/or are unable to speak the language of community service providers, accessing services for which they are eligible may be difficult. Migratory families often need information about available programs, transportation, interpretation/translation, and help understanding qualifications in order to access services.

## Minnesota Context

Prior to the first CNA meeting in November 2021, a migratory student profile was compiled that included demographic and achievement data. This information was obtained from state data sources including MIS2000, prior year CSPRs, MDE data systems, and the most recent statewide MEP evaluation report (2020-21). The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by migratory children/youth in Minnesota.

The NAC also was provided information about the context of migratory work in the state of Minnesota and the criteria for a migratory student to be considered as having PFS. Migratory students who have PFS have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school (ESSA—section 1304(d)). The Minnesota MEP has established an account of how these criteria are met. A migratory student, child, or youth must fit criterion one and criterion two to receive PFS status.

### 1) Recent qualifying move

- a) The student has a QAD between September 1st of the previous year and August 31st of the current year; and

### 2) Failing, or most at risk of failing, to meet state academic standards

- a) Student scored below proficient on a state academic assessment; or
- b) Student scored below age/grade level on a local academic assessment; or
- c) Student is an English learner (EL) as identified by an English language proficiency assessment; or
- d) Secondary student is credit deficient; or
- e) Out-of-school youth (OSY) who dropped out of school prior to the performance period; or
- f) Student dropped out of school; or
- g) Student has an IEP or 504 Plan; or
- h) Student qualifies for McKinney Vento

The MEP primarily provides services in grades K-12 and to OSY. Preschool-aged students are served in Migrant Head Start Programs that coordinate with the MEP and also receive services by the MEP when no other services are available. Per the 2020-21 EdFACTS submission, a total of 656 (45 percent of all identified) migratory students and youth received either an instructional or support service during the reporting period. The number of students receiving instructional services and support services were about the same.

Supplemental instructional services 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

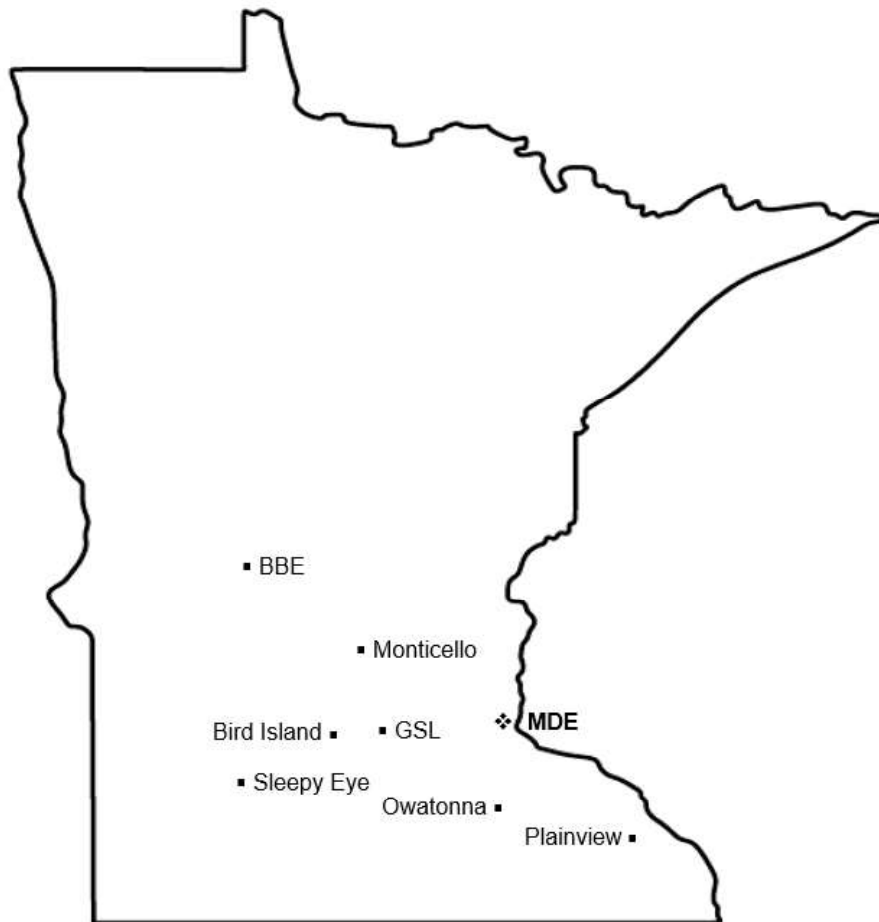
- Coordination with Head Start
- Necessary educational supplies
- Midwest Migrant Education Resource Center (MMERC) services
- Advocacy for secondary students
- Advocacy for families

## MEP Districts

The Minnesota MEP funds seven summer projects as shown below. Though migratory children are identified throughout the state, the largest concentrations of migratory children are in the south and west. Identification of migratory children is coordinated through funded projects and the Tri-Valley Opportunity Council (TVOC), which provides statewide recruitment.

- Belgrade-Brooten-Elrosa (BBE)
- Bird Island
- Glencoe-Silver Lake (GSL)
- Monticello
- Owatonna
- Plainview-Elgin-Millville
- Sleepy Eye

**Exhibit 4: Map of MEP Districts**





The Minnesota MEP strives to provide migratory students with individualized, needs-based supplemental instructional and support services that positively impact their learning and academic achievement. Parents are provided services to improve their skills and increase their engagement in their child’s education; MEP staff are trained to better serve the unique needs of migratory students and their parents; community resources and programs help support migratory students and their families; and local projects expand their capacity to provide needs-based services to Minnesota’s migratory population.

Agriculture in Minnesota is a robust industry. Minnesota is home to 74,542 farms spread across just over 26 million acres of land, as well as about 1,000 agricultural and food companies. The state’s industry provides more than 340,000 jobs for Minnesotans. Altogether, the industry contributes \$75 billion to the state’s economy annually.

Minnesota makes an impact across the country with several top crops. The state ranks number three in the nation in total crops cash receipts and breaks the top ten in a number of different commodities, including sugar beets, oats, sweet corn for processing and green peas for processing, wild rice, soybeans, and many more. Soybeans, corn, and wheat are Minnesota’s top exports, heading across the globe to top markets in China, Japan, and Mexico. (<https://farmflavor.com/>)

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 including harvesting, weeding, and canning among others. Exhibit 5 provides the timeframe during which qualifying activities occur for the various products and crops across the state.

**Exhibit 5: Minnesota Seasonal Agricultural Activities**

<b>Timeframe for Work Annually</b>	<b>Product or Crop</b>
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

## **Minnesota Concern Statements**

During the first CNA meeting (conducted over three, two-hour virtual meetings), the NAC developed concern statements for each goal area 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. The final concern statements, in order of importance as ranked by the NAC, are listed in Exhibit 6.

**Exhibit 6: Concern Statements Identified by the Minnesota NAC**

<b>Goal 1: English Language Arts and Mathematics</b>	<b>Area of Concern</b>
<b>1.1)</b> We are concerned that migratory students have learning gaps in reading due to high mobility with interrupted schooling and lost instructional time.	Educational continuity Time for instruction English language development Access to services
<b>1.2)</b> We are concerned that migratory students have learning gaps in math due to high mobility with interrupted schooling and lost instructional time.	Educational continuity Time for instruction English language development Access to services
<b>1.3)</b> We are concerned that migratory students not served in a summer program are not receiving instructional services.	Time for instruction Access to services

<b>Graduation/Completion of a High School Diploma</b>	<b>Area of Concern</b>
<b>2.1)</b> We are concerned that secondary migratory students and OSY living outside the summer program area do not have access to educational services.	Access to services
<b>2.2)</b> We are concerned that migratory students are not able to complete courses to earn credits due to short summer programs ending prior to the completion of credits.	Educational continuity Time for instruction
<b>2.3)</b> We are concerned that migratory high school students and OSY are not receiving services based on their needs as identified in their records or by their home base location (e.g., course placement, credits needed, STAAR/EOC testing needed).	Access to services Time for instruction Educational continuity
<b>2.4)</b> We are concerned that migratory students are meeting graduation requirements at a much lower rate than non-migratory students.	Access to services Educational continuity School engagement

<b>Goal 3: Non-Instructional Support Services</b>	<b>Area of Concern</b>
<b>3.1)</b> We are concerned that migratory students' basic needs are not being met which directly impacts student achievement, engagement, absenteeism, etc. (e.g., housing, food, health services).	Access to services Health School engagement
<b>3.2)</b> We are concerned that not all eligible migratory students/families have access to resources and support services (e.g., college and career counseling, interpretation/translation, transportation, access to technology, digital literacy).	Access to services Educational support in the home
<b>3.3)</b> We are concerned that staff who work with migratory children and youth do not receive ongoing professional development to address the unique learning needs of migratory children and youth (e.g., supporting English learners, providing culturally relevant instruction, knowledge of the migratory lifestyle).	Access to services

## Phase II: Gathering and Analyzing Data

### Minnesota Migratory Student Profile

In the second phase of the CNA process, the key objectives were to build a comprehensive understanding of the gaps between Minnesota migratory students and all other students in the state, and propose solutions based on achievement and perceptual data. Three broad categories of Minnesota migratory student data were targeted: 1) demographic data; 2) achievement data; and 3) stakeholder perception data.

Demographic and services data were drawn from MIS2000 for the 2019-20 and 2020-21 performance periods, and achievement data for migratory and non-migratory students were drawn from the 2020-21 state assessments contained in MDE databases. Perception data were gathered from migratory parents and students/youth through needs assessment surveys collected by recruiters. The Minnesota Migratory Student Profile created for the CNA using these data source can be found below.

**Exhibit 7: Minnesota Migratory Student Profile (Data from 2020-21)**

<b>Eligible Migratory Students</b>	1,478 (see table on following page)
<b>Grade Distribution</b>	Ages 0-2 (10 percent), Ages 3-5 (17 percent), Grades K-2 (20 percent), Grades 3-5 (17 percent), Grades 6-8 (15 percent), Grades 9-12 (19 percent), OSY (three percent)
<b>Priority for Services</b>	750 (56 percent) of the 1,334 eligible children ages 3-21
<b>English Learners (EL)</b>	638 (48 percent) of the 1,334 eligible children ages 3-21
<b>Disrupted Schooling</b>	743 (50 percent) of all eligible migratory students had a qualifying arrival date (QAD) within the last 12 months
<b>Migratory students served during the performance period</b>	661 (45 percent)
<b>Migratory students served during the summer</b>	470 (32 percent)
<b>Migratory students receiving instructional services</b>	303 (46 percent of served, 21 percent of eligible)
<b>Migratory students receiving reading and math instruction</b>	Reading Instruction – 221 (33 percent of served; 17 percent of eligible) Math Instruction – 209 (32 percent of served; 16 percent of eligible)
<b>Migratory students receiving support services</b>	658 (99.5 percent of served; 45 percent of eligible)
<b>Migratory students scoring “Meets standards” or “Exceeds standards” on State reading and math assessments (2021)</b>	Reading – 16 percent (53 percent for non-migratory students) Math – 10 percent (44 percent for non-migratory students)

<b>OSY eligible/served</b>	38 eligible, 19 (50 percent) served
<b>High School Graduation Rate</b>	34 percent (83.3 percent for non-migratory students)
<b>Dropout Rate</b>	20.7 percent (four percent for non-migratory students)

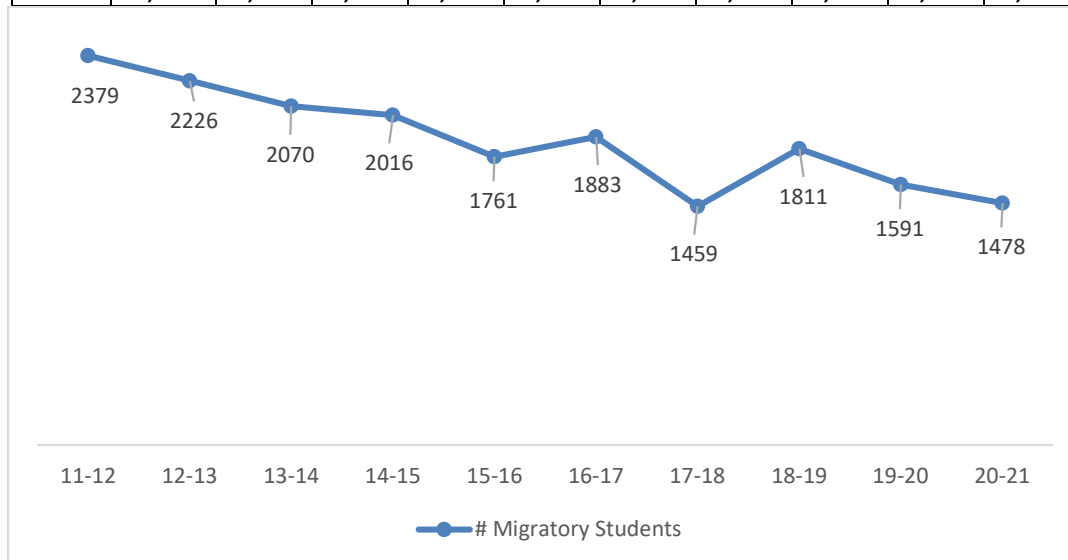
Following is a summary of the needs assessment data collected for the CNA and shared with the NAC during the CNA meetings and updated based on receipt of the most recent data for the 2020-21 performance period.

## Migratory Student Demographics

Exhibit 8 shows the number of eligible migratory students by age/grade level across a 10-year span. Results show decreasing numbers since 2011-12, with 2020-21 having the fewest eligible migratory students.

**Exhibit 8: Number of Eligible Migratory Students in Minnesota**

Grade	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
<b>0-2</b>	329	301	275	267	262	279	196	188	132	144
<b>3-5</b>	447	383	357	310	234	329	216	224	281	257
<b>K</b>	154	156	133	125	129	113	82	115	116	107
<b>1</b>	152	166	130	123	112	133	102	136	113	112
<b>2</b>	158	139	142	125	107	115	79	136	107	83
<b>3</b>	140	142	128	156	105	111	81	117	109	88
<b>4</b>	145	128	108	110	111	95	82	127	91	78
<b>5</b>	131	120	115	94	91	96	78	99	95	78
<b>6</b>	109	125	109	110	78	90	74	99	79	80
<b>7</b>	103	91	116	103	79	78	76	100	76	59
<b>8</b>	121	111	94	113	91	78	88	123	95	80
<b>9</b>	107	111	110	97	117	115	85	104	89	88
<b>10</b>	98	68	75	96	77	98	86	91	83	80
<b>11</b>	89	77	86	85	63	83	65	73	73	69
<b>12</b>	54	39	37	35	35	37	42	55	38	37
<b>UG</b>	1	0	3	0	0	1	0	0	0	0
<b>OSY</b>	41	69	52	67	30	32	27	24	14	38
<b>Total</b>	<b>2,379</b>	<b>2,226</b>	<b>2,070</b>	<b>2,016</b>	<b>1,721</b>	<b>1,883</b>	<b>1,459</b>	<b>1,811</b>	<b>1,591</b>	<b>1,478</b>



Source: CSPR (2011-12 through 2020-21)

## MEP Services

Exhibit 9 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2020-21 performance period (regular year and summer). Results show that 45 percent of the 1,478 eligible migratory students were served during 2020-21. Twenty-two percent of eligible migratory children ages 0-21 received MEP **instructional** services (46 percent of students served), and 45 percent received **support** services (99.5 percent of students served).

Exhibit 9 also depicts the percentage of migratory students receiving reading instruction, math instruction, and high school credit accrual during the performance period (*instruction provided by an MEP-funded teacher only*). Seventeen percent of all eligible migratory children received **reading instruction** by a teacher (73 percent of children receiving MEP instructional services), and 16 percent received **math instruction** (69 percent of students receiving MEP instructional services). In addition, eight percent of the 312 eligible migratory students in grades 9-12 and OSY received **high school credit accrual**.

**Exhibit 9: Migratory Students Served during the 2020-21 Performance Period**

Grade	Eligible Migratory Students Number	Students Served Performance Period (PP) Number (%)	Any Instruction Number (%)	Reading Instruction Number (%)	Math Instruction Number (%)	Credit Accrual Number (%)	Support Services Number (%)
Birth-2	144	62 (43%)	10 (7%)	0 (0%)	0 (0%)	N/A	62 (43%)
Age 3-5	257	99 (39%)	18 (7%)	7 (3%)	7 (3%)	N/A	99 (39%)
K	107	47 (44%)	27 (25%)	20 (19%)	20 (19%)	N/A	47 (44%)
1	112	40 (36%)	30 (27%)	26 (23%)	26 (23%)	N/A	40 (36%)
2	83	41 (49%)	26 (31%)	24 (29%)	24 (29%)	N/A	41 (49%)
3	88	41 (47%)	28 (32%)	19 (22%)	19 (22%)	N/A	41 (47%)
4	78	43 (55%)	25 (32%)	24 (31%)	24 (31%)	N/A	43 (55%)
5	78	35 (45%)	23 (29%)	18 (23%)	18 (23%)	N/A	35 (45%)
6	80	50 (63%)	29 (36%)	24 (30%)	24 (30%)	N/A	49 (61%)
7	59	23 (39%)	8 (14%)	6 (10%)	4 (7%)	N/A	23 (39%)
8	80	47 (59%)	28 (35%)	25 (31%)	20 (25%)	13 (46%)	47 (59%)
9	88	41 (47%)	19 (22%)	13 (15%)	9 (10%)	6 (32%)	40 (45%)
10	80	39 (49%)	18 (23%)	11 (14%)	10 (13%)	7 (39%)	38 (48%)
11	69	28 (41%)	12 (17%)	3 (4%)	3 (4%)	2 (17%)	28 (41%)
12	37	6 (16%)	2 (5%)	1 (3%)	1 (3%)	1 (50%)	6 (16%)
OSY	38	19 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	19 (50%)
<b>Total</b>	<b>1,478</b>	<b>661 (45%)*</b>	<b>303 (22%)*</b>	<b>221 (17%)*</b>	<b>209 (16%)*</b>	<b>29 (8%)</b>	<b>658 (45%)</b>

Source: 2020-21 CSPP

\*Percentage of eligible migratory children/youth ages 3-21 [1,334]

## Reading and Math Achievement

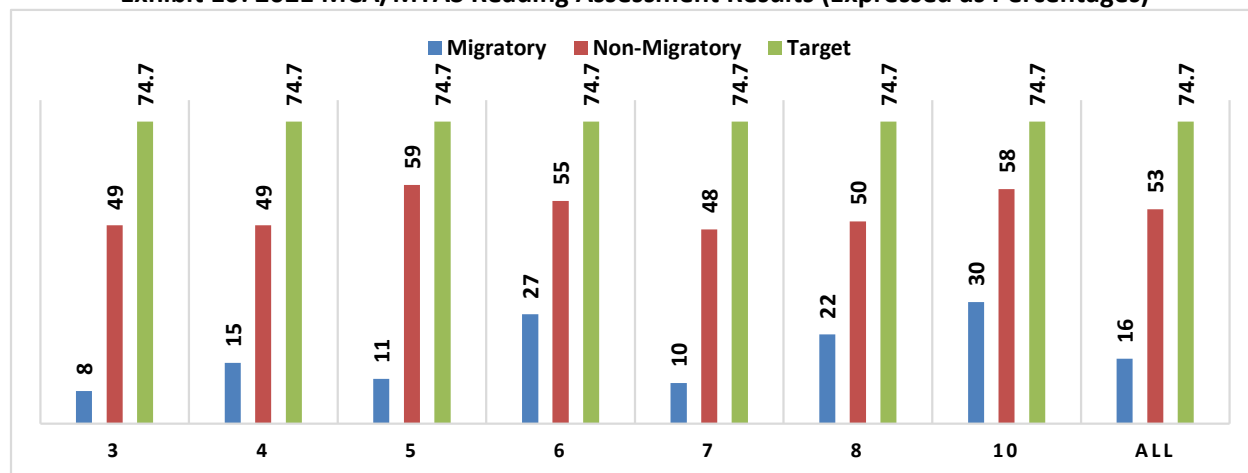
Academic achievement (reading and math) of students attending public school in Minnesota is assessed through the Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS), Minnesota's alternate assessment in reading (grades 3-8 and 10) and math (grades 3-8 and 11). The proficiency levels for the MCA/MTAS includes the following: Level D=Does not meet standards; Level P=Partially meets standards; Level M=Meets standards; and Level E=Exceeds standards. Spring 2021 state assessments were optional for students in Minnesota. Students that took state assessments were required to take the assessments in school buildings, even if they were participating in remote

education. The spring 2021 results that follow show the percentage of migratory students scoring at meets or exceeding (M/E) compared to the state performance targets and non-migratory students.

In 2020-21, there were slightly more than 30 migratory students assessed per grade level (33 per grade level), which was an increase from the previous two years of state assessment results (2018 and 2019). State assessment results were not disaggregated by PFS status per the guidance from OME during the Evaluation Small State Webinar (2014); however, these results will be disaggregated by PFS in future years should the average number of students per grade level remain the same.

As depicted in Exhibit 10, for all grade levels assessed, migratory students did not meet the Minnesota state performance target for reading proficiency. The largest differences were seen for 3rd grade students (-66.7 percent) and 7th grade students (-64.7 percent). For all grade levels combined, there was a 58.7 percent gap between migratory students scoring at M/E and the state performance target (which was 18.7 percent higher than the 40 percent gap in 2018-19).

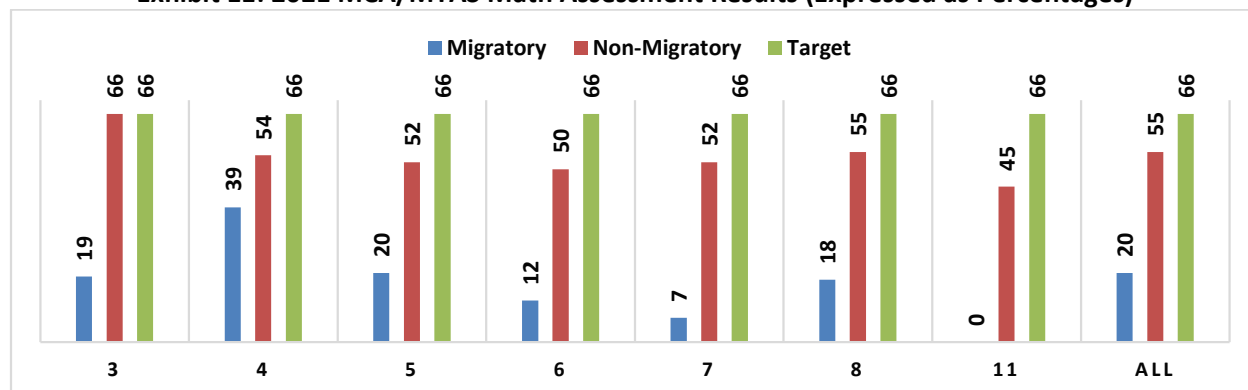
**Exhibit 10: 2021 MCA/MTAS Reading Assessment Results (Expressed as Percentages)**



Source: MDE Database

For all grade levels assessed, migratory students did not meet Minnesota state performance targets for math proficiency. As depicted in Exhibit 11, the largest differences were evident for 11th grade students (-66 percent) and 7th grade students (-59 percent). In addition, for all grade levels, fewer migratory students scored at M/E than non-migratory students, and for all grade levels combined, there was a 46 percent gap between migratory students scoring at M/E and the state performance target.

**Exhibit 11: 2021 MCA/MTAS Math Assessment Results (Expressed as Percentages)**



Source: MDE Database

## High School Graduation and Dropout Rates

The 2020-21 Minnesota state performance target for high school graduation is 90 percent. Since the Minnesota MEP is considered a small state for evaluation purposes, only the number of graduates needs to be reported, per the guidance from OME. In 2020-21, ten of the 29 migratory students (34 percent) graduated. The non-migratory student graduation rate was 83.3 percent which was short of the state performance target by 6.7 percent.

In 2020-21, six of the 29 migratory students dropped out (20.7 percent). The dropout rate for non-migratory students was four percent.

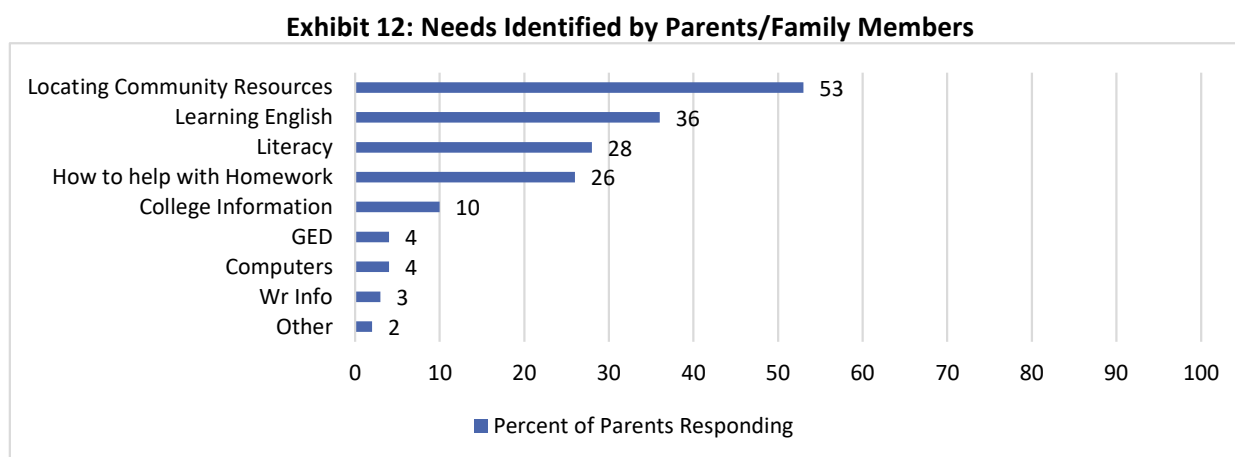
## Out-of-School Youth (OSY)

In 2020-21, half (50 percent) of the 38 eligible migratory OSY were served by the Minnesota MEP, which was the same percentage in 2019-20 (seven of 15 OSY). The needs of OSY are challenging as they are likely to live away from parents and many are parents themselves; most have health needs that may interfere with participating in school (e.g., medical, dental, vision, nutrition); and re-engaging OSY in MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances.

## Needs Assessment Survey Results

As part of the recruitment process in Minnesota, a needs assessment is conducted for each student/family that is documented in the Student Profile section of MIS2000. Following are the results of these needs assessments conducted by recruiters during 2020-21.

**Migratory parents/family members** interviewed by recruiters were asked to identify their needs. A total of 780 parents/family members were interviewed during 2020-21. Exhibit 12 shows that most parents/family members reported a need for assistance locating community resources (53 percent), followed by learning English (36 percent).

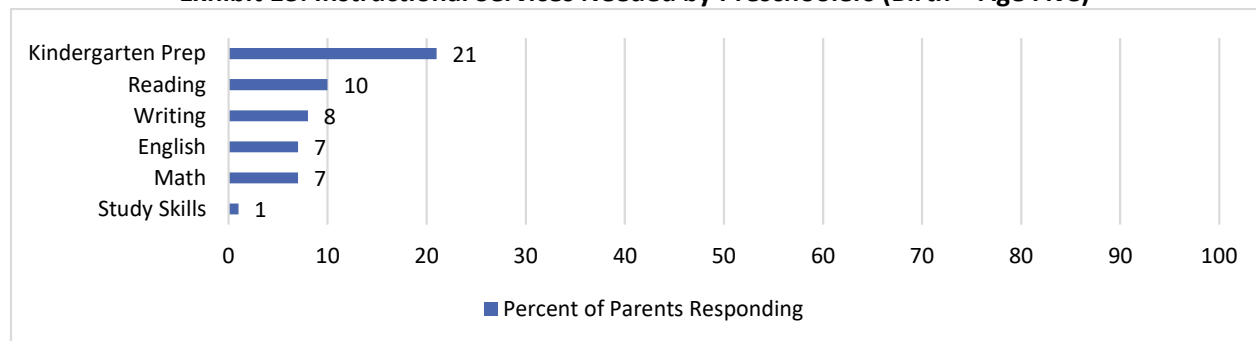


Source: Family Needs Assessment Responses as Documented in MIS2000

**Migratory parents/family members** interviewed by recruiters were asked to identify their child's (birth to age five) needs. Seventy-two parents/family members with children birth to age five were interviewed during 2020-21. Exhibit 13 shows that the largest percentage of parents/family members

responding reported that their children birth to age five need instruction to prepare for kindergarten (21 percent).

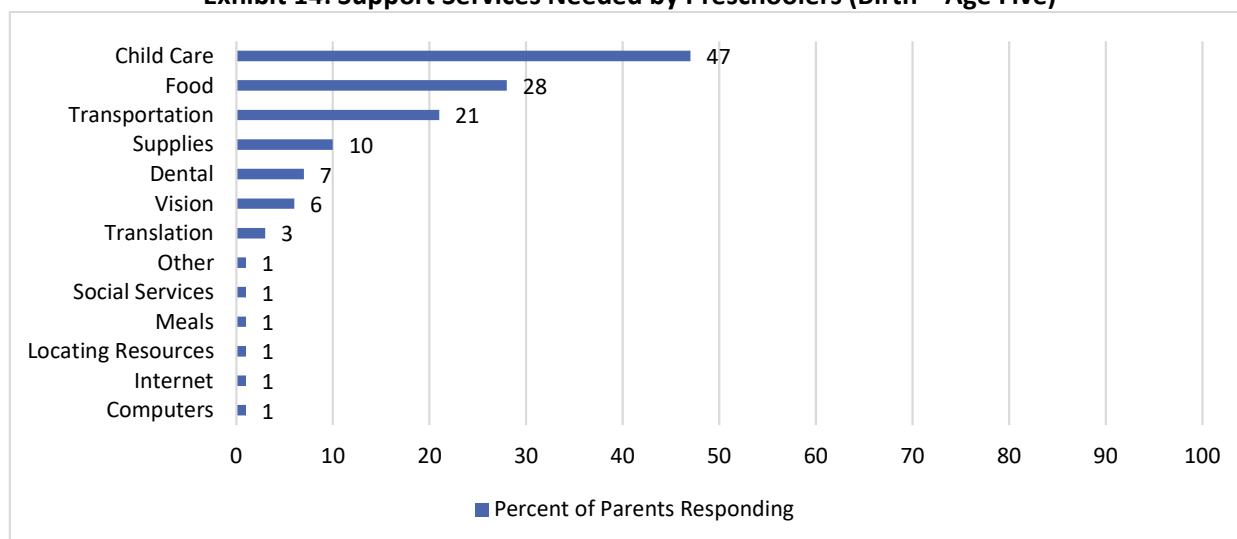
**Exhibit 13: Instructional Services Needed by Preschoolers (Birth – Age Five)**



Source: Student Needs Assessment Responses as Documented in MIS2000

Exhibit 14 shows that 47 percent of parents/family members of children birth to age five interviewed indicated a need for childcare, 28 percent indicated a need for food, and 21 percent indicated a need for transportation.

**Exhibit 14: Support Services Needed by Preschoolers (Birth – Age Five)**

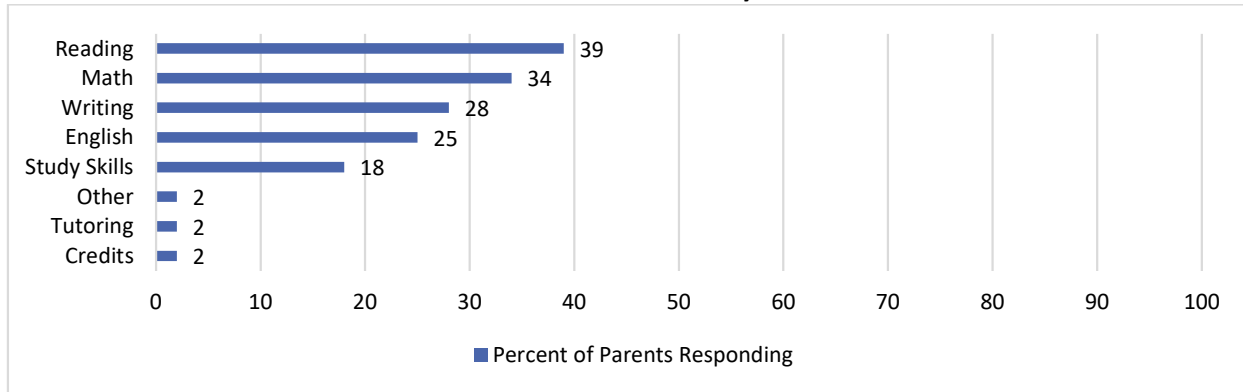


Source: Student Needs Assessment Responses as Documented in MIS2000

**Migratory parents/family members** interviewed by recruiters were asked to identify their child’s (grades K-8) needs. A total of 130 parents/family members with children in grades K-8 were interviewed during 2020-21. Exhibit 15 shows that parents/family members interviewed reported that their children in grades K-8 need reading instruction (39 percent), followed by math instruction (34 percent), writing instruction (28 percent), and English language instruction (25 percent).



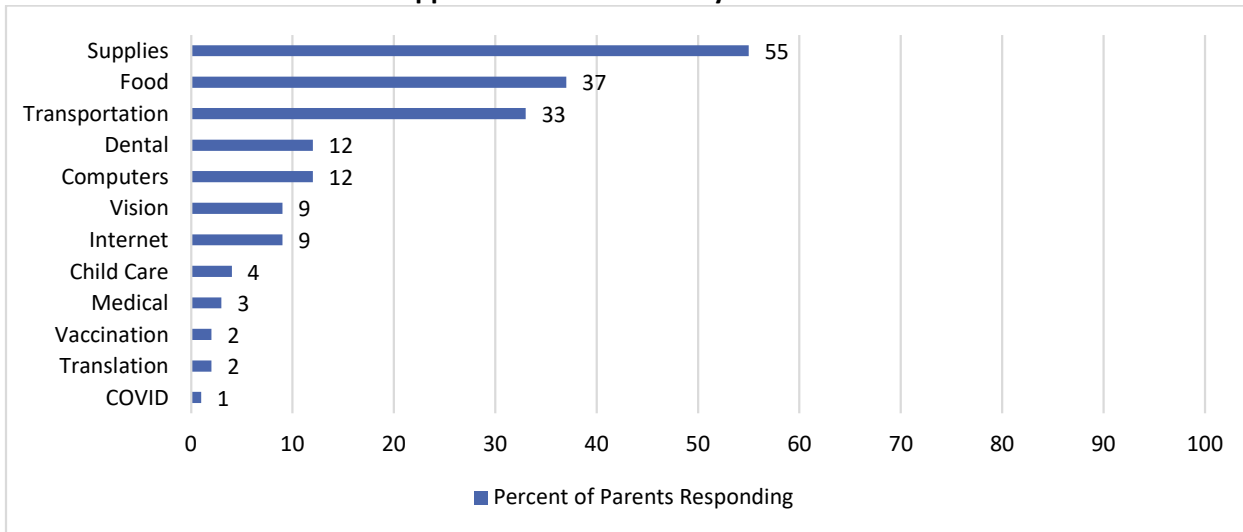
**Exhibit 15: Instructional Services Needed by Students in Grades K-8**



Source: Student Needs Assessment Responses as Documented in MIS2000

Exhibit 16 illustrates that parents/family members interviewed reported that the support services needed most by their children in grades K-8 included supplies (55 percent), food (37 percent), and transportation (33 percent).

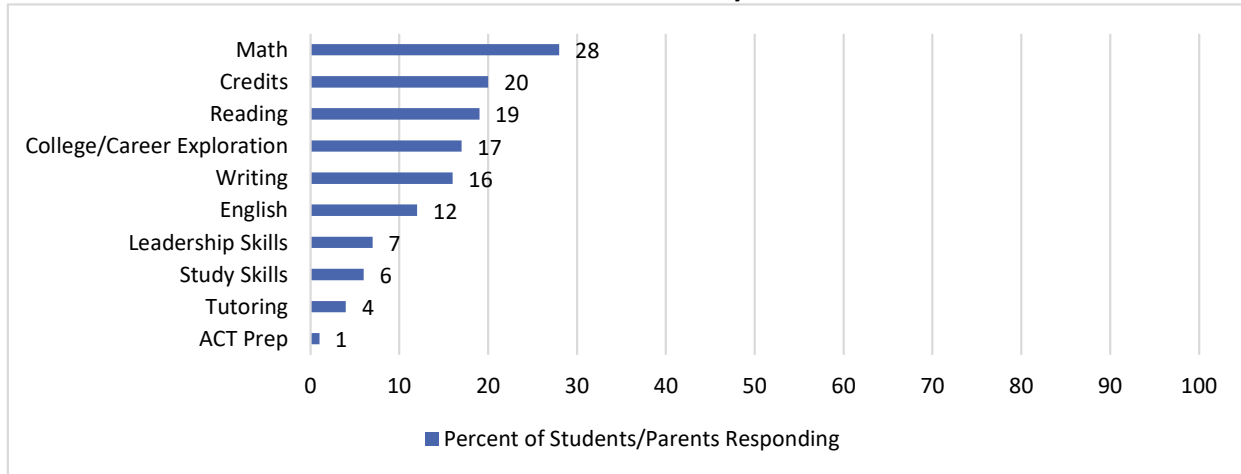
**Exhibit 16: Support Services Needed by Students in Grades K-8**



Source: Student Needs Assessment Responses as Documented in MIS2000

**Migratory students in grades 9-12** interviewed by recruiters were asked to identify their needs. Sixty-nine students in grades 9-12 were interviewed during 2020-21. Exhibit 17 shows that the instructional services needed most by students in grades 9-12 included math (28 percent), credit accrual (20 percent), reading (19 percent), college/career exploration (17 percent), and writing (16 percent).

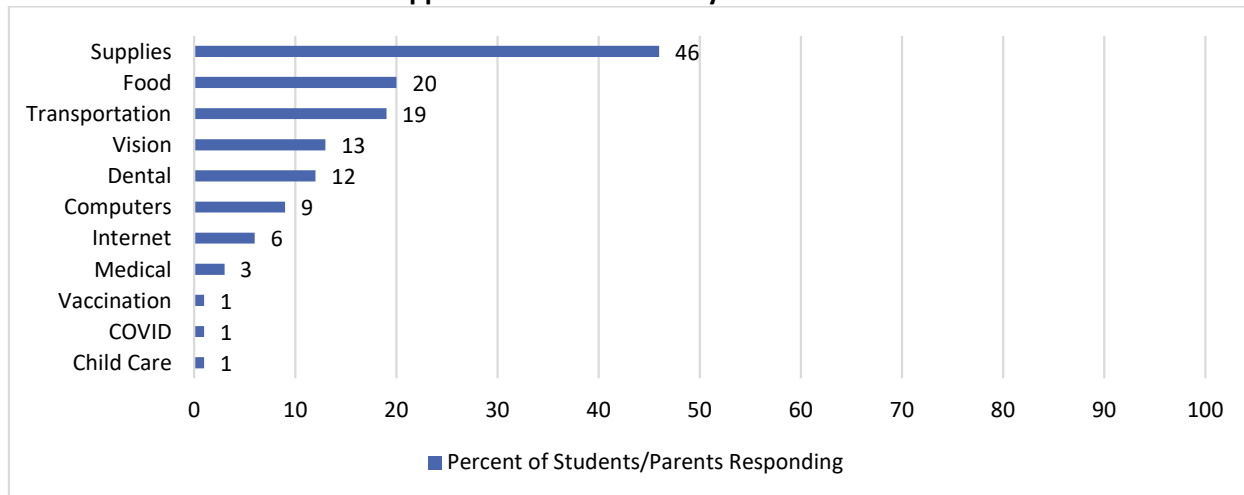
**Exhibit 17: Instructional Services Needed by Students in Grades 9-12**



Source: Student Needs Assessment Responses as Documented in MIS2000

Exhibit 18 illustrates that the support service needed most by students in grades 9-12 was supplies (46 percent). Other support service needs included food (20 percent), transportation (19 percent), vision (13 percent), and dental (12 percent).

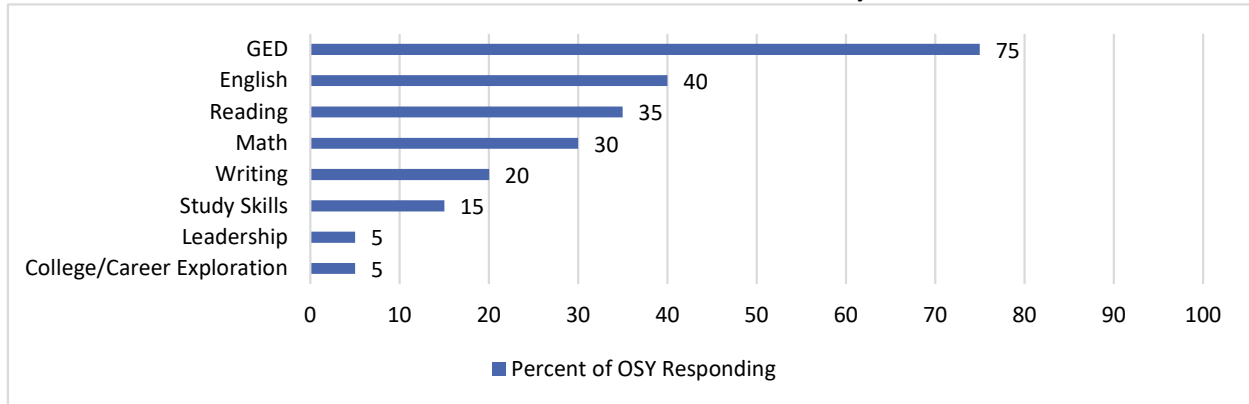
**Exhibit 18: Support Services Needed by Students in Grades 9-12**



Source: Student Needs Assessment Responses as Documented in MIS2000

**Migratory OSY** interviewed by recruiters were asked to identify their needs. Twenty migratory OSY were interviewed during 2020-21. Exhibit 19 shows that 75 percent of OSY responding indicated that they need support obtaining a GED, followed by English language instruction (40 percent), reading instruction (35 percent), and math instruction (30 percent).

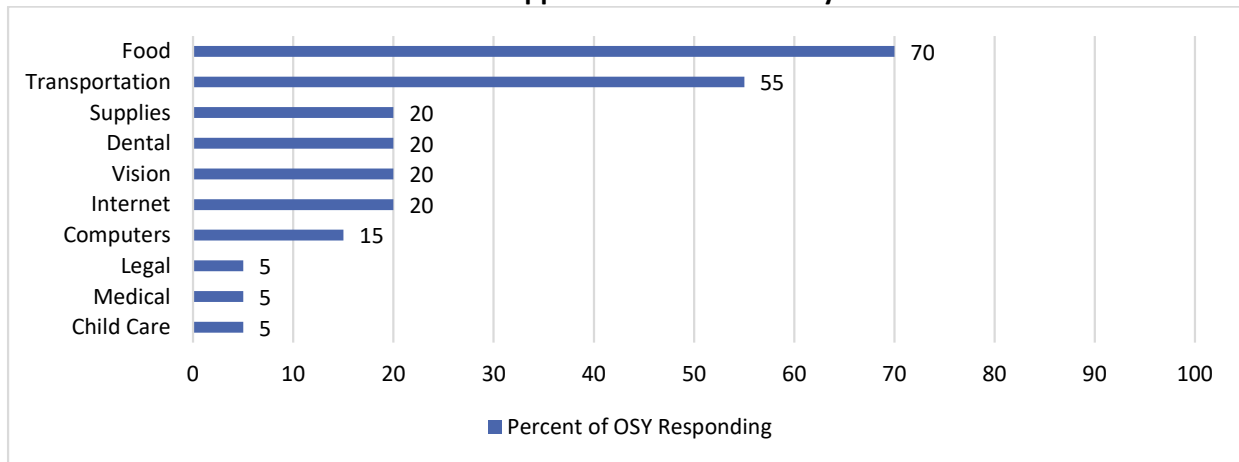
**Exhibit 19: Instructional Services Needed by OSY**



Source: Student Needs Assessment Responses as Documented in MIS2000

Exhibit 20 illustrates that the support service needed most by OSY is food (70 percent), followed by transportation (55 percent).

**Exhibit 20: Support Services Needed by OSY**



Source: Student Needs Assessment Responses as Documented in MIS2000

## Phase III: Making Decisions

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In Phase III of the CNA process, the key objective was to finalize concern statements and develop viable solutions to be used to set criteria for the development of the SDP. This section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, and the solutions made by the NAC. A complete list of the concerns and solutions is found in the CNA Decisions and Planning Chart which is kept on file with the Minnesota MEP. The NAC used the following criteria to rank concerns in terms of the magnitude in the gaps between “what is” and “what should be”:

- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as state and local/district priorities and goals

The NAC identified possible solutions which the SDP Committee will use for the development of the strategies during the SDP planning process in 2022-23. The solutions are general guidelines based on the examination of migratory 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?

The concern statements, data sources, needs indicators, need statements, and possible solutions follow for the three goal areas.

**Goal Area 1: ELA and Mathematics**

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
<p>1.1) We are concerned that migratory students have learning gaps in reading due to high mobility with interrupted schooling and lost instructional time.</p>	<p>2020-2021 CSPR  2021 MCA/MTAS results</p>	<ul style="list-style-type: none"> <li>• 56 percent of eligible migratory students had PFS.</li> <li>• 16 percent of migratory students assessed scored at M/E in reading, compared to 53 percent of non-migratory students.</li> </ul>	<p>The percentage of migratory students scoring M/E in reading needs to increase by 37 percentage points to eliminate the gap between migratory and non-migratory students.</p>	<p>1.1a) Provide standards-based curriculum and evidence-based reading instruction during migrant summer school programs to meet individual student needs.</p> <p>1.1b) Provide differentiated learning strategies based on learning initial assessment and additional progress monitoring to identify student’s needs.</p> <p>1.1c) Communicate across district lines and inter/intrastate about student needs across the variety of layers of a student (e.g., Migrant/ELL/SPED) [MIS2000 or MSIX database updates].</p> <p>1.1d) Provide timely updates of student records in the SPSR (summer) and MSIF (regular school year).</p> <p>1.1e) Utilize Migrant Literacy Net screeners to help identify specific student needs in reading and assign lessons based on student need with a pre-and-post assessment to measure student growth. This can be used in conjunction with teacher-led instruction or provided to students to work independently outside the MEP regions.</p> <p>1.1f) Provide reading materials that students can keep at home (e.g., books, magazines) to reinforce skills outside the program.</p>

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
<p><b>1.2)</b> We are concerned that migratory students have learning gaps in math due to high mobility with interrupted schooling and lost instructional time.</p>	<p>2020-2021 CSPR</p> <p>2021 MCA/MTAS results</p>	<ul style="list-style-type: none"> <li>• 56 percent of eligible migratory students had PFS.</li> <li>• 10 percent of migratory students assessed scored at M/E in mathematics, compared to 44 percent of non-migratory.</li> </ul>	<p>The percentage of migratory students scoring M/E in reading needs to increase by 34 percentage points to eliminate the gap between migratory and non-migratory students.</p>	<p>1.2a) Provide standards-based curriculum and evidence-based math instruction during migrant summer school programs to meet individual student needs.</p> <p>1.2b) Provide differentiated learning strategies based on learning initial assessment and additional progress monitoring to identify student’s learning needs.</p> <p>1.2c) Communicate across district lines and inter/intrastate about student needs across the variety of layers of a student (e.g., Migrant/ELL/SPED) [MIS2000 or MSIX database updates].</p> <p>1.2d) Provide timely updates of student records in the SPSR (summer) and MSIF (regular school year).</p> <p>1.2e) Utilize Migrant Literacy Net screeners to help identify specific student needs in math and assign lessons based on student need with a pre-and-post assessment to measure student growth. This can be used in conjunction with teacher-led instruction or provided to students to work independently outside of the MEP regions.</p> <p>1.2f) Provide math activities that students can use at home or with their families (e.g., games, recipes) to reinforce skills outside the program.</p>

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
<p><b>1.3)</b> We are concerned that migratory students not served in a summer program are not receiving instructional services.</p>	<p>2020-2021 CSPR data  NAC Expert Opinion</p>	<ul style="list-style-type: none"> <li>• 15 percent of eligible migratory students received reading instruction; 14 percent received math.</li> <li>• 21 percent of all eligible migratory students received instruction.</li> <li>• The experts serving on the NAC report that migratory students not attending center-based summer programs are not receiving instructional services by any other program.</li> </ul>	<p>The percentage of migratory students receiving reading and math instruction needs to increase.</p>	<p>1.3a) Utilize Migrant Literacy Net screeners to help identify specific student needs in reading (math) and assign lessons based on student need with a pre-and-post assessment to measure student growth. This can be used in conjunction with teacher-led instruction or provided to students to work independently outside of the MEP regions.</p> <p>1.3b) Provide reading and math support to all identified migratory students including those not enrolled in migrant summer school programs (e.g., use of resources from the Migrant Literacy Net, Midwest Migrant Education Resource Center (MMERC) materials, school readiness orientation).</p> <p>1.3c) Provide multi-leveled resources to upper-level students to learn alongside younger siblings/family members they could be caring for.</p> <p>1.3d) Provide reading and math activities that students can use at home or with their families (e.g., books, magazines, games, recipes) to reinforce skills outside the program.</p> <p>1.3e) Provide access to a “resource hub” to share resources among coordinators to share with students outside of the MEP summer sites.</p>

**Goal Area 2: Graduation/Completion of a HS Diploma**

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
<p><b>2.1)</b> We are concerned that secondary migratory students and OSY living outside the summer program area do not have access to educational services.</p>	<p>2020-2021 CSPR</p>	<ul style="list-style-type: none"> <li>• Of the 312 students in grades 9-12 and OSY, 133 (43 percent) were served during the performance period; 94 (30 percent) were served by summer programs; leaving 57 percent not receiving any MEP services.</li> </ul>	<p>The percentage of migratory students in grades 9-12 and OSY who receive MEP services needs to increase.</p>	<p>2.1a) Use the needs assessment and other educational data to identify which services may best meet student needs.</p> <p>2.1b) Review data on which students live outside the program areas.</p> <p>2.1c) Make direct contact with students not receiving educational services and offer services.</p> <p>2.1d) Be creative in how to provide services to students beyond the program area.</p> <p>2.1e) Provide timely updates of student records in the SPSR (summer) and MSIF (regular school year).</p>



Concern	Data Source	Need Indicator	Need Statement	Possible Solution
<p><b>2.2)</b> We are concerned that migratory students are not able to complete courses to earn credits due to summer programs ending prior to the completion of credits.</p>	<p>NAC Expert Opinion  2020-2021 Evaluation Report</p>	<ul style="list-style-type: none"> <li>• The experts serving on the NAC report that migratory students are not able to complete their courses for full credit due to the short duration of the summer programs.</li> <li>• 23 percent of students working on courses for credit did not attain credit during summer of 2021.</li> </ul>	<p>The percentage of migratory students receiving credits needs to increase.</p>	<p>2.2a) Extend summer services to provide more time for credit completion.</p> <p>2.2b) Designate staff who will supervise student progress beyond traditional summer program dates.</p> <p>2.2c) Develop processes and procedures to facilitate the transition from a summer program to the academic school year for enrollment and completion of summer credit accrual.</p> <p>2.2d) Lean on local staff (i.e., academic counselors) to support facilitation of transition.</p> <p>2.2e) Budget for and coordinate staffing and materials (i.e., devices) that will continue to be needed after the summer program has ended (e.g., loans from the district, public library).</p> <p>2.2e) Gather and review data on migratory students who are credit-deficient versus migratory students who are not.</p>

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
<p><b>2.3)</b> We are concerned that migratory high school students and OSY are not receiving services based on their needs as identified in their records or by their home base location (e.g., course placement, credits needed, STAAR/EOC testing needed).</p>	NAC Expert Opinion	<ul style="list-style-type: none"> <li>The experts on the NAC report that migratory students and OSY are not receiving needs-based services as identified in their records or by home based locations.</li> </ul>	The percentage of migratory students and OSY receiving needs-based services needs to increase.	<p>2.3a) Communicate with the homebase district and the Texas Migrant Interstate Program (TMIP) in a timely manner (may be outside school-year hours) to ensure transfer of information to the receiving district happens within the timeframe that meets student needs.</p> <p>2.3b) Develop and utilize a mentor program to assist migratory students/OSY in navigating the educational system.</p> <p>2.3c) Use the needs assessment and other educational data to identify which services may best meet student needs.</p>
<p><b>2.4)</b> We are concerned that migratory students are meeting graduation requirements at a much lower rate than non-migratory students.</p>	2020-21 MEP Evaluation Report	<ul style="list-style-type: none"> <li>In 2021, 34 percent (10 of 29 students) of migratory students graduated, compared to 83.3 percent of non-migratory students.</li> </ul>	The percentage of migratory students graduating needs to increase by 33.8 percentage points to eliminate the gap between migratory and non-migratory students.	<p>2.4a) Provide support to students enrolled in coursework until they complete it.</p> <p>2.4b) Conduct a deep dive into graduation and dropout rates for migratory students in Minnesota.</p> <p>2.4c) Gather and review data on whether students are graduating in Minnesota or Texas.</p>

**Goal Area 3: Non-Instructional Support Services**

Concern	Data Source	Need Indicator	Need Statement	Possible Solution
<p><b>3.1)</b> We are concerned that migratory students' basic needs are not being met which directly impacts student achievement, engagement, absenteeism, etc. (e.g., housing, food, health services).</p>	<p>MIS2000 Needs Assessment</p>	<ul style="list-style-type: none"> <li>55 percent of families reported that their children in grades K-8 need supplies; 53 percent need housing, and 37 percent need food.</li> </ul>	<p>The percentage of families reporting needs for supplies, housing and food needs to decrease.</p>	<p>3.1a) Assist families in making connections with (referring to) community and social agencies that would provide (consumable items).</p> <p>3.1b) Host or refer to socially responsible and responsive distribution of resources (virtual resource fair, etc.).</p> <p>3.1c) Create a climate to encourage networking with other migratory families to share resources (i.e., family nights) if new migratory families may not have local connections/networks (childcare/work opportunities/housing).</p> <p>3.1d) Seek out and refer to housing resources, grants, etc. to locate affordable housing throughout the state (ask for donations for health services- i.e., Lions Club for vision exam for child; fundraisers from local community organizations to pay for student needs).</p> <p>3.1e) Increase meal distribution for weekend hardships.</p>

<p><b>3.2)</b> We are concerned that not all eligible migratory students/families have access to resources and support services (e.g., college and career counseling, interpretation/translation, transportation, access to technology, digital literacy).</p>	<p>2020-2021 CSPR  MIS2000 Needs Assessment</p>	<ul style="list-style-type: none"> <li>• 45 percent of eligible students receive support services.</li> <li>• 53 percent of parents reported to recruiters that they need help locating community resources.</li> <li>• 16 percent of parents reported to recruiters that their children need access to computers/ internet.</li> </ul>	<p>The percentage of eligible migratory students receiving support services needs to increase.</p>	<p>3.-2a) Extend the hours of programs.</p> <p>3.2b) Provide WIFI hotspots and/or technology/devices.</p> <p>3.2c) Increase digital literacy for parents and students.</p> <p>3.2d) Expand service window statewide (year-round).</p> <p>3.2e) Implement a mentor program for students (looks different in different settings) and connect with other mentoring programs already established; connect other migratory students.</p> <p>3.2f) Strengthen cross agency collaboration and information/resource distribution (e.g., consortium group, Virtual Fair).</p> <p>3.2g) Develop a Statewide Resource Guide with regional/county/geographic chapters that is easily accessible and regularly updateable.</p> <p>3.2h) Connect with colleges and other agencies to bring resources to the families/areas.</p> <p>3.2i) Expand a Statewide Resource Center/Hub (similar to MMERC, but with resources for families).</p> <p>3.2j) Create opportunities for career exploration/job shadowing opportunities.</p>
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Concern	Data Source	Need Indicator	Need Statement	Possible Solution
<p><b>3.3)</b> We are concerned that staff who work with migratory children and youth do not receive ongoing professional development to address the unique learning needs of migratory children and youth (e.g., supporting English learners, providing culturally relevant instruction, knowledge of the migratory lifestyle).</p>	<p>NAC Expert Committee Opinion</p>	<ul style="list-style-type: none"> <li>The experts serving on the NAC report that many school staff in programs outside of the summer migrant education programs do not understand the migratory lifestyle and MEP staff need ongoing professional development.</li> </ul>	<p>The percentage of school staff who work with migratory children and youth receiving ongoing professional development needs to increase.</p>	<p>3.3a) Make connections for anyone - especially school staff.</p> <p>3.3b) Find opportunities to speak/present at statewide, county, or local trainings to raise awareness about MEP.</p> <p>3.3c) Look closely at minimum qualifications when hiring to obtain staff with experience with students experiencing homelessness, mobility, low income, multilingual learners, etc.</p> <p>3.3d) Provide or facilitate professional development opportunities for staff.</p> <p>3.3e) Look for grant opportunities to pay for MEP staff development training and free opportunities for training.</p> <p>3.3f) Provide experiences related to the migratory lifestyle for teachers of migratory students.</p> <p>3.3h) Statewide/Regional Migrant Education Conference/Farmworker Conference.</p>

# Summary and Next Steps

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## Evidence-based Conclusions and Recommendations

Needs assessment data reflect a wide range of migratory student needs that will help to inform decisionmakers tasked with the planning and coordination of supplementary MEP services. Decisions about all possible programs and sources of available assistance are considered in this process. Specifically, increased direct instruction in reading and mathematics is necessary for all migratory students so they are able to pass the state assessments. The available data also indicate a need for MEP services including summer school, state test preparation, and parent engagement and training opportunities. To support these conclusions, the following summary is presented on the needs of migratory students in Minnesota.

<b>High Mobility</b>	High mobility is a factor related to school failure. Half of Minnesota’s migratory children/youth have moves during the current performance period.
<b>Reading and Mathematics Needs</b>	MCAs and MTAS ELA and mathematics assessment results show that Minnesota’s migratory students have a need for intensive supplemental ELA and mathematics instruction to bring them up to grade level. There are large gaps between migratory and non-migratory students in both ELA and mathematics. Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migratory students to help them improve their ELA and mathematics skills. The MEP should place emphasis on intensive instructional programs during the summer months to build student proficiency in these two areas.
<b>English Language Development Needs</b>	Forty-eight 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 instruction to ensure that migratory ELs have the language skills to be successful in school.
<b>Preschooler Needs</b>	Less than half (39 percent) of Minnesota’s eligible migratory children ages 3-5 received MEP and non-MEP instructional services during the most recent performance period. This indicates a need for the MEP to increase services to preschool migratory students to ensure they have the school readiness skills to be successful in kindergarten.
<b>High School Student Needs</b>	Less than half (42 percent) of students in grades 9-12 received MEP instructional services in 2020-21 indicating a need to increase instructional support to these students to ensure they are on-track for high school graduation.
<b>Parent/Family Needs</b>	MEP staff and parents expressed that services to parents need to focus on family literacy, helping parents learn strategies for helping their children with homework, and school safety.

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

The CNA report will be distributed statewide to MEP staff and stakeholders, and training will be provided. In addition, the Minnesota MEP team will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

As part of the MEP Continuous Improvement Cycle, the next step for the Minnesota MEP is to use the information contained in the CNA to inform the comprehensive state service delivery planning process during 2022-23. The Minnesota MEP SDP, which will be facilitated by META Associates and guided by the processes outlined in the SDP Toolkit (OME, 2018), will be Minnesota's plan for the delivery of services to meet the unique educational needs of its migratory students that serves as the basis for the use of MEP funds in the state. The Minnesota MEP SDP will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS migratory students;
- the state's MEP MPOs and how they help achieve the state performance targets;
- the services the MEP will provide on a statewide basis;
- how to evaluate whether and to what degree the program is effective; and
- plans for migratory children identified to receive PFS, identification and recruitment (ID&R), parent involvement, exchange of student records, and implementation and accountability in local programs.

In response to the requirements put forth by OME, Minnesota will: (1) update the CNA as needed to reflect changing demographics and needs (typically every 2-3 years); (2) change performance targets and/or MPOs to reflect changing needs and changes made by the state of Minnesota in its state performance targets; (3) use evaluation results to change/modify MEP services; and (4) change the MEP evaluation design to reflect changes in needs/evaluation results.