
Migrant Education, Title IC, Service Delivery

The Background:

In 2002 Tennessee submitted its State Consolidated Application for funds under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001. As permitted in Sections 9301 and 9302 of the ESEA, .application for participation in the Title IC, Migrant Education Program (MEP) is included in the Consolidated State Application. Under the MEP, the Department awards grants to State Education Agencies (SEAs) for the purpose of establishing and improving programs and projects that are designed to meet the special educational needs of migratory children who are, or whose parents are agricultural workers or migratory fishers.

The general purpose of the MEP as set forth in Section 1301 of ESEA is to ensure that migratory children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps SEAs and Local Operating Agencies (LOAs) address the special educational needs of migratory children to better enable migratory children to succeed academically. More specifically, the purposes of the MEP are to:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from State and local systemic reforms.

Section 1304(d) of the statute gives priority for services to migrant children: (1) who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, *and* (2) whose education has been interrupted during the regular school year. These students are referred to as Priority for Service students.

In the most recent Comprehensive Needs Assessment of the Tennessee MEP, it was discovered that TN is only serving 38% of our Priority for Service students using the service delivery model of summer schools provided for in the 2002 Tennessee Consolidated State Application. Considering available funding, the geographic nature of the State, and the density pattern of our migrant population, it was decided at the time of the 2002 Application to provide migrant services by providing migrant summer schools where the largest pockets of migrant families could be found. Although this model has proven popular among students and has allowed us to serve a high number of our overall migrant elementary population, this strategy has not allowed the State to uphold its obligation to serve Priority for Service students before other migrant students.

Proposal is made for changes to delivery of MEP funded services and subgranting process such that the State will operate a Statewide program for delivery of services, including in-home tutoring., No subgrants will be awarded to LEAs for migrant summer schools, unless LEAs prove willing and able to serve *all* Priority for Service students in their region. This Statewide program will be carried out by a single (public, non-profit) organization through a contract with the State. Available funding does not make possible the expansion of the current migrant summer school program in order to reach more Priority for Service students.

The TN MEP has been piloting a more sustained approach to providing services to our migrant students, beginning with our Priority for Service students. In-home tutoring with our migrant students has afforded us the opportunity to provide academic support for our migrant students throughout the school year and summer as opposed to providing only services through limited summer contact during summer schools. In-home tutoring allows the MEP to provide academic and family supports to migrant families that are present in the State throughout the year rather than targeting students and families that are here only during the summer. The proposal for change reflected in the attached document reflects a change in delivery of service from summer schools provided by the LEAs through subgrants to a service delivery model of in-home tutoring provided by a single (a private, non-profit) contracted organization, which will also be responsible for carrying out other direct services and all program functions, including identification and recruitment and data collection and management.

The Master Plan Connection:

Adoption of these changes would support the Board's *Master Plan* by providing curriculum support and instruction to a greater number of students; thus, making it more likely that this population of students will meet the State's content and achievement Standards.

First to the Top Connection:

This item supports the FTTT assurance by helping increase the number of students participating in rigorous and relevant curriculum experiences.

The Recommendation:

The Tennessee Department of Education recommends adoption of the revision of the Migrant Education section of the Consolidated ESEA State Application on final reading. SBE staff concurs with this recommendation.

Consolidated State Application Amendment

**For State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**



**State of Tennessee
Department of Education**

**Kevin Huffman
Commissioner**

Migrant Education Section Amendment November 2011

Part II: State Activities to Implement ESEA Programs

2. In the June 2002 submission, describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:
 - a. timelines
 - b. selection criteria and how they promote improved academic achievement
 - c. priorities and how they promote improved academic achievement.

The programs to be addressed are:

p. 22 AMENDED RESPONSE

2. *Education of Migrant Children (Title I, Part C)*

In order to provide meaningful services to our Priority for Service migrant students, the State will operate a State-wide program of year-round services. The State will operate the program through a contract with one (public, non-profit) organization. This organization will provide direct services to migrant children, in addition to carrying out unique program functions for the State, such as identification and recruitment of eligible migrant children and data management.

A subgrant process will only be initiated if it is determined that an LEA desires to and is capable of delivering migrant services to *all* Priority for Service students within its geographic area for the summer only. In determining the size and recipients of migrant education program subgrants, the State will consider the number and educational needs of the state's eligible migrant children and youth. To determine LEA allocations for summer-only programs, the State proposes to take into account these factors:

- Number of migrant students who have experienced education has been interrupted during the regular school year *and* are failing, or are most at risk of failing, to meet the State's academic and achievement standards;
- Ability of the summer-only program to address the gap between migrant and non-migrant scores in the areas of English Language Arts, Math, and Science;
- Number of eligible migrants identified within each LEA service area; and
- Availability of resources: the District's PPE compared to State's PPE;

The subgrant process will consider the number of migrant students whose education has been interrupted during the regular school year and are failing, or are most at risk of failing, to meet the State's academic and achievement standards and the ability of the summer-only program to address the gap between migrant and non-migrant scores in the areas of English Language Arts, Math, and Science evenly and most heavily of the factors. The number of eligible migrants identified within the LEA service area will be considered less than the first two factors but more than the final factor, availability of resources.

The above selection criteria will promote improved academic achievement by funding only programs that: 1) target the highest need children and youth and their families; and 2) have the capacity to deliver substantive high quality, research-based programs. To increase the effectiveness of migrant education programs, local migrant programs will be required to

collaborate with other federal, state, and local programs. As part of the approval of local migrant education applications, the State will ensure that such collaboration is evident.

The timeline for the process for awarding subgrants to LEAs for summer-only projects will be as follows:

January	Identification of eligible school districts and distribution of program applications
February	Workshop to distribute additional program application information
March	Applications finalized by LEAs and submitted to the SEA
April	State approves applications
May	School districts awarded grants
June-August	Project period

Part III: ESEA Key Programmatic and Fiscal Information

3. Title I, Part C---Education of Migrant Children [Goals 1,2,5]

a. Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

p. 44 AMENDED RESPONSE

The Migrant Education Program will develop a comprehensive needs assessment with the assistance of an independent consultant experienced in working with state education agencies. The steps to accomplish this include:

- Forming a group of representative migrant personnel from across the state;
- Identifying program staff and migrant needs;
- Prioritizing the needs;
- Determining the measurable program goals and outcomes;
- Identifying available data to measure progress toward the goals and outcomes; and,
- Writing a service delivery plan.

This annual plan will be posted on the Department’s website and public comment solicited. Revisions to the plan will be made if necessary. The final plan will guide the priorities and resources of the Migrant Education Program.

b. Describe the State's priorities for the use of migrant education program funds in order to meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.

p. 45 AMENDED RESPONSE

The State priorities for the use of migrant education program funds will begin with educational services to our Priority for Service students. The State will further provide technical assistance in the areas of identification and recruitment, student records transfer, and professional development. The focus of these efforts is to help migrant students reach the State’s challenging

academic standards. The prompt identification and recruitment of eligible migrant children will lead to appropriate delivery of services, which will help to promote uninterrupted educational services.

c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the statutory priority for service in section 1304 (d), and the availability of funds from other Federal, State, and local programs.

p. 45 AMENDED RESPONSE

A subgrant process will only be initiated if it is determined that an LEA desires to and is capable of delivering migrant services to *all* Priority for Service students within its geographic area for the summer only. In determining the size and recipients of migrant education program subgrants, the State will consider the number and educational needs of the state's eligible migrant children and youth. To determine LEA allocations for summer-only programs, the State proposes to take into account these factors:

- Number of migrant students whose education has been interrupted during the regular school year and are failing, or are most at risk of failing, to meet the State's academic and achievement standards;
- Ability of the summer-only program to address the gap between migrant and non-migrant scores in the areas of English Language Arts, Math, and Science;
- Number of eligible migrants identified within each LEA service area; and
- Availability of resources: the District's PPE compared to State's PPE.

The subgrant process will consider the number of migrant students whose education has been interrupted during the regular school year and are failing, or are most at risk of failing, to meet the State's academic and achievement standards and the ability of the summer-only program to address the gap between migrant and non-migrant scores in the areas of English Language Arts, Math, and Science evenly and most heavily of the factors. The number of eligible migrants identified within the LEA service area will be considered less than the first two factors but more than the final factor, availability of resources.

In addition, local migrant education programs will be asked to identify how available funds from other federal, state, and local sources will be coordinated with Migrant Education funds to achieve the statewide program goals and outcomes.

Having educational "interrupted" means that a student, in the preceding 12 months, changed schools or missed a significant amount of school time (e.g., ten days or more) during the regular school year (usually defined as September through June) due to the child's or family's migrant lifestyle.

In determining which students are "failing, or are most at risk of failing, to meet the State's academic and achievement standards," the SEA will examine students' academic performance within the past 12 months on the State assessment (e.g., students not scoring at the proficient level). If the SEA does not have State assessment data on a particular migrant child (e.g., the child was not present in the district when the State assessment was administered, the State's assessment system is not yet in place for a particular grade, the child attends school but is too young to be included in the State assessment system), the SEA will use other relevant information, like local academic assessment data or the degree to which the child is subject to

multiple risk factors (e.g., being retained in grade/overage for grade, eligible for free/reduced price lunch, limited English proficient) to determine if the child is at risk of failing to meet the State's standards.

d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migratory children.

p. 45 AMENDED RESPONSE

The State will promote continuity of education and interstate and intrastate coordination of services for migratory children in many ways including:

- Electronically transferring education and health records to other states when requested through the MIS2000 system;
- Electronically transferring education and health records to other states through the Migrant Student Information Exchange system (MSIX);
- Participating in relevant migrant education consortium;
- Utilizing the services of the toll-free Migrant Education Hotline to identify migrant families and help them access education, health, and other services; and,
- Partnering with any High School Equivalency Program (HEP) and College Assistance Migrant Programs (CAMP) in Tennessee by referring eligible migrant students to these in-state programs.

e. Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.

p. 46 AMENDED RESPONSE

The State will evaluate the effectiveness of its migrant education program in a variety of ways which will include:

- Conducting annual on-site monitoring of any LEAs awarded a subgrant;
- Conducting on-site monitoring of annual student Leadership Institute project;
- Analyzing available out-of-school youth (OSY) data;
- Analyzing State assessment data and local academic assessment data levels if State assessment data is not available to determine progress in meeting the state's performance goals and outcomes;
- Analyzing data from in-home tutoring assessments to determine student progress and project effectiveness;
- Surveying parent participating in EXITO project;
- Assembling a migrant education task force to revise the migrant education service delivery plan based on the results of the data analysis.

In-home tutoring program effectiveness will be analyzed for both program implementation and program results. "Data from in-home tutoring assessments" used to determine student progress (program results) will consist of but not be limited to student pre- and post-assessments given by the in-home tutor in areas of English language learning, math, English language arts and science; pre- and post-tutoring academic data provided by the classroom teacher of record; and anecdotal assessments provided by both the in-home tutor and classroom teacher of record. "Data" used to determine program implementation effectiveness will include but not be limited to in-home tutors' reports to project director, project director observation of in-home tutoring, State director observation and evaluation of in-home tutor training, number and percent of priority for service

students receiving in-home tutoring services, anecdotal program evaluations provided by both the in-home tutor and classroom teacher of record, and pre- and post-tutoring academic data provided by the classroom teacher of record.

Monitoring of student Leadership Institute will include interviews with project staff and participating students, on-going monitoring of student participant application and acceptance in post high school educational opportunities, and program evaluations completed by project staff and students.

Available OSY data will include the number and kinds of services provided to OSY and number and percent of OSY provided services of any kind.

The EXITO project works with parents to enhance their understand of the U.S. educational system and their role within it as well as to enhance the kindergarten readiness of migrant students. Analysis of pre- and post- participating parent surveys will be conducted to determine the effectiveness of this project.

f. Identify the amount of funds that the SEA will retain from its Migrant Education Program allocation, under section 200.41 of the Title I regulations (34 CFE 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.

p. 46 AMENDED RESPONSE

The Tennessee Department of Education will not retain a percentage of grant funds allocated for state-level administration under section 200.41 of the Title I regulations (34 CFR 200.41) to carry out administrative and program functions.

ESEA Program Specific Assurances

p. 65 UNAMENDED RESPONSE

3. Title I, Part C – Education of Migrant Children

Assurance that –

In addition to meeting the seven program assurances in Section 1304(c), the SEA will ensure that

- a. Special educational needs of migratory children, including preschool migratory children, are identified and addressed through – (a) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; (b) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III; and (c) the integration of services available under this part with services provided by those other programs, a (d) measurable program goals and outcomes.
- b. State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan as specified in section 1306 (a).
- c. State will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the Secretary may require.