

OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Items
September 12-13, 2013

OFFICE OF FEDERAL PROGRAMS

16. Approval to modify a continuation grant to Mississippi State University – Mississippi Migrant Education Service Center

Purpose: The grant is being modified to allow the Mississippi State University – Mississippi Migrant Education Service Center (MMESC) to continue meeting the needs of migratory students in the state.

In 2009, MMESC was identified as the state service provider for the Migrant Education Program. MMESC has demonstrated effectiveness in the following areas: identification and recruitment of migrant children, development of enrichment programs that enable migrant children to meet state academic standards, and establishment of proactive state and local parental advisory committees.

Scope of Grant:

- Current Grant Period: November 20, 2012 – November 19, 2013
- Modified Grant Period: November 20, 2012 – July 31, 2014
- Current Award Amount: \$ 875,000
- Modification Increase: \$ 720,325
- Total Modified Award Amount: \$1,595,325
- Method of Award: Continuation Application

Funding Source: Federal Funds (Title I, Part C, of the Elementary and Secondary Education Act of 1965, as amended by the *No Child Left Behind Act of 2001*)

Summary of Selection Process:

A competitive grant selection process was utilized to award the initial grant. This is the final award period for this competitive grant cycle.

Recommendation: Approval

Back-up material attached

**Mississippi Migrant Education Program
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Protocol for Program Monitoring and Evaluation of Mississippi Migrant Education Service Center (MMESC)

MMESC Program Monitoring

- The MMESC monitors all programs funded by Title I, Part C funds.
- At least one site visit monitor is required for each program.
- The Special Projects Coordinator and the State Migrant Director perform the monitoring visits for after-school and summer programs on-site.
- During the monitoring visit, the Coordinator uses a monitoring instrument that has been shared with the program staff beforehand. The Coordinator will visit the program, observe, take notes, and, when possible, participate in activities.
- After the program day ends, the Coordinator will share with the program staff any comments, suggestions, observations, and/or feedback that can enrich and improve the program.
- The purpose of the monitoring visit is to improve program design, instruction, effectiveness, and alignment with the state's academic standards.

MMESC Program Evaluation

- The MMESC evaluates all services and supplemental programs on a continual basis.
- The MMESC evaluates student achievement and program effectiveness using data from MIS2000, MSIS, MSIX, and any anecdotal or program-based assessment provided by districts or Migrant Education Program (MEP) funded supplemental programs.
- The MMESC subcontracts with outside expert consultants to assist with a thorough and objective evaluation.
- The MMESC performs an eligibility re-interview at least every three years in conjunction with MDE and expert consultants.
- The MMESC evaluates program effectiveness and student achievement through the use of the Service Delivery Plan Measurable Program Objectives, which focus on school readiness, improving math and reading skills of migrant students, increasing the graduation rate, and involving migrant parents in their children's education.

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MIGRANT POPULATION

2011-12	2012-13	% Increase in Population
636	650	2.3%

SCHOOL DISTRICTS WITH LARGEST MIGRANT POPULATIONS

School District	County	Crops and/or Activities (primary crops/activities are in <i>italics</i>)	2011-12 Number of Migrant Students	2012-13 Number of Migrant Students	% Increase (Decrease) Number of Migrant Students by District (total population)
Calhoun County	Calhoun	<i>Sweet potatoes</i> , tree planting, cotton, horticulture	160	175	9.5%
Forest Municipal	Scott	<i>Chicken</i> , tree planting, cattle/dairy	58	87	50%
Hattiesburg Public	Forrest	Blueberries, tree planting, <i>chicken</i>	33	30	(10%)
Chickasaw County	Chickasaw	<i>Sweet potatoes</i> , blueberries, cattle/dairy, corn, tree planting	19	27	42%
George County	George	<i>Blueberries</i> , tomatoes	0	26	100%
Canton	Madison	Chicken processing	24	24	No change
Forrest County	Forrest	<i>Blueberries</i> , tree planting, <i>chicken</i>	24	20	(17%)
Sunflower County	Sunflower	<i>Corn, soybeans</i> and cotton	14	19	36%
Leflore County	Leflore	<i>Cotton</i> , wheat, corn	0	15	100%
Lamar County	Lamar	<i>Chicken processing</i> , blueberries	0	11	100%

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MMESC State Testing – School Year 2011-2012

The Center has implemented procedures to begin the process of documenting student performance. However, due to the highly mobile nature of migrant students, very few are enrolled or participating during the testing window. During the 2011-2012 school year the majority of the students tested performed at a proficient or basic level. When 2012-2013 school year data are released from embargo, the center will analyze and compare test scores to last years' results in order to measure progress. Areas of need will be identified and programs will be implemented or strengthened to address them.

Content/Subject Area	Year	Grades Tested	Minimal	Basic	Proficient	Advanced
Language Arts	2011	3-8	25%	49%	23%	3%
	2012	3-8	32%	42%	23%	3%
Math	2011	3-8	30%	44%	26%	0%
	2012	3-8	23%	27%	43%	7%
Algebra I	2011	9-12	0%	40%	40%	20%
	2012	9-12	14%	29%	57%	0%
English II	2011	10	40%	40%	20%	0%
	2012	10	14%	43%	43%	0%

MMESC Graduation and Dropout Rates - School Years 2010-2011 and 2011-2012

Both graduation and dropout data for Migrant students in the program indicate positive results:

- The graduation rate for participating students has increased from 70% to 100%.
- The dropout rate for participating students has decreased by 43%.

Note: During the 2012-13 school year, migrant students were living and receiving services in over 50 school districts across the state.

MMESC Student Participation in After School and Summer Programs

The program has documented an overall increase in the number of students who have participated in and taken advantage of supplemental educational programs provided by the Service Center over the past two academic years.

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**A Report to the Mississippi Department of Education from the
United States Department of Education**

Onsite Monitoring Review of the Title I, Part C, Migrant Education Program

Excerpt Taken from the Report Dated 9/30/11

This report contains findings of the on-site monitoring review of the Title I, Part C, and Migrant Education Program (MEP) in Mississippi. The monitoring review was conducted by DonnaMarie Fekete and Andrea Touhey from June 27, 2011 to July 1, 2011.

II. NOTEWORTHY AREAS

The following are areas of the MEP that the reviewers found to be particularly promising:

1. **Use of Best Practices in the Identification and Recruitment Program** The Identification and Recruitment (ID&R) program makes strategic decisions based on data and best practices. The MEP has completed extensive mapping of the State, tracking the major industries within each county and the seasons of peak employment for each crop. The MEP used this information to complete broad recruitment sweeps during the peak seasons as well as targeted mini-sweeps in areas known for having large migrant populations. MMESC also partnered with the Pennsylvania Migrant Education Program in order to allow its recruiters to job shadow experienced recruiters for a week (in Pennsylvania) and to learn their best practices. The parent coordinator was also mentored by her counterpart from Florida. In 2010, the MEP also began using tablet PCs and electronic Certification of Eligibility (COEs), which have facilitated more timely verification of students' eligibility, and subsequently has hastened their access to appropriate services. Together, these efforts have given the staff the training, tools, and organizational structure to improve their services to students.

2. **Outreach - Investing LEA Leadership in a Decentralized State** As a local-control state, school district leadership has considerable input in LEA programming. The MEP State Director and MMESC staff is commended for the strategic approach they have taken to cultivating relationships with key district personnel, educating senior district officials about the MEP at conferences, and designing service strategies that respect how each LEA delivers its educational programs.

As another marketing tool, MMESC should consider posting its PowerPoint presentations that provide an overview of the Mississippi MEP program online. These presentations could reach a broader audience and could be used by key decision-makers at the local level to invest personnel in the MEP mission.

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- 3. Innovative Summer Program Model** With each LEA having a considerable amount of autonomy, there is substantial variation in curriculum across districts. To accommodate the many instructional approaches while at the same time building cohesion within the MEP, the MMESC summer programming model uses pre- and post-assessments on uniform vocabulary lists for all of the sites while permitting local programs to develop their own thematic curriculum to address the students' needs. This allows for consistent program evaluation across sites while granting local flexibility with the content and instructional approach. Since the summer staff is comprised of local school faculty, most of whom have worked with the students during the regular school year; the teachers have a deep understanding of the school's curriculum during the regular school year and how to use the summer term to support individual students' needs.
- 4. Summer Leadership Institute** To address the needs of secondary students, MMESC partnered with Mississippi State University to offer a Building Bridges Summer Leadership Institute on an annual basis. As a residential, multi-week program, it provides a cohort of high school-aged migrant students the opportunity to experience collegiate classes and living environment, and to develop their academic, social, and leadership skills. This intense experience provides students, the majority of whom will be the first generation of college graduates in their families, more knowledge to inform their post-secondary options and a network of peers to support them during this major life transition.
- 5. Well-designed Evaluation Plan** The State's plan to evaluate the effectiveness of the MEP is well aligned to the performance targets, measureable outcomes, and services described in the State's Service Delivery Plan (SDP). The State has grouped the data elements into measures of program implementation and program outcomes, which will allow the Mississippi MEP to compare the correlation of various interventions with the program's outcomes.