

**OFFICE OF CHIEF ACADEMIC OFFICER**  
**Summary of State Board of Education Agenda Items**  
**June 19-20, 2014**

**OFFICE OF FEDERAL PROGRAMS**

21. Approval to award a competitive grant to Mississippi State University for the Migrant Education Program

Purpose: The purpose of the Migrant Education Program (MEP) is to establish and improve programs and projects that are designed to meet the special educational needs of children of migratory workers. These grants assist states in improving educational opportunities for migrant children to help them succeed in the regular school program, meet challenging state academic content and achievement standards, and graduate from high school.

Scope of Grant:

- Grant Period: August 1, 2014 – June 30, 2017
- Award Amount: \$2,550,000 (\$850,000 annually)
- Method of Award: Request for Proposals

Funding Source: Federal (Title I, Part C of the Elementary and Secondary Education Act of 1965, as amended by the *No Child Left Behind Act of 2001*). Funding of the grant is contingent upon the availability of federal funding and program performance which will be evaluated annually by the Mississippi Department of Education (Migrant Education Program) and/or its designated external evaluator.

Summary of Selection Process:

A competitive grant selection process was utilized to award the grants.

Scoring Criteria:

- A. Project Description
- B. Budget

Recommendation: Approval

Back-up material attached

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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 (2012-2014)**

<b>Category</b>	<b>2012-2013</b>	<b>2013-2014*</b>
K-12	297	209
Out-of-school Youth/OSY	245	149
Ages 0-5	109	54
Ungraded	0	1
<b>Total Population</b>	<b>651</b>	<b>413</b>

**SCHOOL DISTRICTS WITH LARGEST MIGRANT POPULATIONS**

<b>School Districts</b>	<b>County</b>	<b>2012-13 Number of Migrant Students</b>	<b>2013-14 (as of May 15, 2014) Number of Migrant Students</b>	<b>Crops and/or Activities (primary crops/activities are in <i>italics</i>)</b>
Calhoun County	Calhoun	175	111	<u>Sweet potatoes</u> , tree planting, cotton, horticulture
Forest Municipal	Scott	87	92	<u>Chicken</u> , tree planting, cattle/dairy
Hattiesburg Public	Forrest	30	37	Blueberries, tree planting, <u>chicken</u>
Chickasaw County	Chickasaw	27	18	<u>Sweet potatoes</u> , blueberries, cattle/dairy, corn, tree planting
George County	George	26	16	<u>Blueberries</u> , tomatoes
Canton	Madison	24	12	Chicken processing
Sunflower County	Sunflower	19	15	<u>Corn, soybeans</u> and cotton
Leflore County	Leflore	15	10	<u>Cotton</u> , wheat, corn
Lamar County	Lamar	11	6	<u>Chicken processing</u> , blueberries

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**What is the definition of “Migratory Child”?**

A migrant child is 3-21 years of age and has not graduated from high school or obtained a GED. The child has parent(s), guardian(s), a spouse, or he/she is a migratory agricultural worker or fisher and has moved within the past thirty-six months from one school district to another to obtain work. The move has enabled the child, the child’s guardian, spouse, or member of the child’s immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity as a principal means of livelihood.

**MMESC High School Enrollment & Dropout Rates  
School Years 2012-2013 and 2013-2014**

<b>Migrant Student Dropout Rates</b>				
<b>Grades</b>	<b>Student Enrollment 2012-2013</b>	<b>Student Dropout Rate by number &amp; % 2012-2013</b>	<b>Student Enrollment 2013-2014</b>	<b>Student Dropout Rate by number &amp; % 2013-2014</b>
9th -12th	30	17% (5 dropped out)	34	9% (3 dropped out)

**\*Note: The number of students enrolled in grades 9 -12 increased and the total dropout rate of those students enrolled decreased from SY2012-2013 to SY2013-2014**

**MMESC Student Participation in After School and Summer Programs**

The program has documented an overall increase/decrease 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. The Service Center has referred and taken advantage of existing 21<sup>st</sup> Century Learning Programs, Boys and Girls Clubs, and other existing after-school programs whenever possible and focused on the Priority for Services students. The Service Center has been able to take advantage of Collaborations and Partnerships throughout Mississippi.

<b>Migrant Student Participation in Supplemental Education Programs (Reading/Language Arts Instruction)</b>			
<b>Grade</b>	<b>Student Participation Rate 2011-2012</b>	<b>Student Participation Rate 2012-2013</b>	<b>Student Participation Difference</b>
K-5	40%	33%	7% decrease
6 <sup>th</sup> -12 <sup>th</sup>	17%	10%	7% decrease

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<b>Migrant Student Participation in Supplemental Education Programs (Math Instruction)</b>			
<b>Grade</b>	<b>Student Participation Rate 2011-2012</b>	<b>Student Participation Rate 2012-2013</b>	<b>Student Participation Difference</b>
K-5	37%	33%	4% decrease
6 <sup>th</sup> -12 <sup>th</sup>	14%	10%	4% decrease

<b>Migrant Student Participation in After School Programs</b>			
<b>Grade</b>	<b>Student Participation Rate 2011-2012</b>	<b>Student Participation Rate 2012-2013</b>	<b>Student Participation Difference</b>
K-5	15%	4%	11% decrease
6 <sup>th</sup> -12 <sup>th</sup>	16%	4%	12% decrease

<b>Migrant Student Participation in Summer School Programs</b>			
<b>Grade</b>	<b>Student Participation Rate 2011-2012</b>	<b>Student Participation Rate 2012-2013</b>	<b>Student Participation Difference</b>
K-5	32%	32%	same
6 <sup>th</sup> -12 <sup>th</sup>	11%	3%	8% decrease

**MMESC State Testing-School Years 2012-2013**

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 2012-2013 school years the majority of the students tested performed at a proficient or basic level. There was an increase in the advanced level for 2013 math and Algebra I. When 2013-2014 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.

<b>Year</b>	<b>Content/Subject Area</b>	<b>Grades Tested</b>	<b>Minimal</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2012	Language Arts	3-8	32%	42%	23%	3%
2013	Language Arts	3-8	30%	31%	33%	1%
2012	Math	3-8	23%	27%	43%	7%
2013	Math	3-8	19%	37%	31%	13%

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<b>Year</b>	<b>Content/Subject Area</b>	<b>Grades Tested</b>	<b>Minimal</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2012	English II	10th	14%	43%	43%	0%
2013	English II	10 <sup>th</sup>	0%	60%	40%	0%
2012	Algebra I	9-12	14%	29%	57%	0%
2013	Algebra I	9-12	0%	40%	40%	20%