The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
WELCOME FROM U.S. DEPARTMENT OF EDUCATION SECRETARY MIGUEL CARDONA
AGENDA

- OME Staffing Updates
- Secretary’s Priorities
- Recent Resources from the Department
- Funding Forecast
- Preliminary 2020-21 EDFacts Child Count Data
- 2021 National Records Transfer Needs Assessment Results
- 2021 Grantee Satisfaction Survey (GSS) Results
- Upcoming Events
OME STAFFING UPDATES

New Staff
• Dr. Sandra Toro, Data and Evaluation Team Lead
• Dylan Hart-Medina, Team Lead for HEP and CAMP
• Jesus Galvan, Intern, Rice University

OME Director
• Lisa Gillette has accepted a permanent position in the Department’s Office of Planning, Evaluation, and Policy Development (OPEPD). Tara Ramsey will fill the permanent position of OME Director.
SECRETARY’S FOUR CORE PRIORITY AREAS

- Support students through pandemic response and recovery
- Boldly address opportunity and achievement gaps
- Make higher education more inclusive and affordable
- Ensure pathways through higher education lead to successful careers
KEY ACTIONS
SUPPORT STUDENTS THROUGH PANDEMIC RESPONSE AND RECOVERY

Engaging families as core partners to educators

Addressing missed instruction through intensive tutoring, extended learning time, and other evidence-based practices

Increasing access to social, emotional, and mental health supports for all students

Encouraging every student to participate in at least one extracurricular activity
**KEY ACTIONS**

**BOLDLY ADDRESS OPPORTUNITY AND ACHIEVEMENT GAPS**

- Increasing funding for Title I schools and for IDEA in order to close gaps in access to educational opportunity
- Providing every family the opportunity to start on a level playing field through free, universal pre-K and affordable high-quality child care
- Investing in, recruiting, and supporting the professional development of a diverse educator workforce, including special education teachers, paraprofessionals, and bilingual educators so education jobs are ones that people from all backgrounds want to pursue
- Challenging States and districts to fix broken systems that may perpetuate inequities in our schools
KEY ACTIONS

MAKE HIGHER EDUCATION MORE INCLUSIVE AND AFFORDABLE

- Providing targeted loan relief to student borrowers
- Holding colleges and universities accountable for taking advantage of borrowers
- Ensuring borrowers have loan payment options that reflect their economic circumstances
- Making long term improvements to programs like Public Service Loan Forgiveness and creating a strong Gainful Employment Rule so career programs aren't leaving students with mountains of debt and without good job opportunities
KEY ACTIONS

ENSURE PATHWAYS THROUGH HIGHER EDUCATION LEAD TO SUCCESSFUL CAREERS

- Reimagining the connection between p-12, higher education, and workforce
- Collaborating with the Department of Labor and Department of Commerce to invest in career preparation programs that meet the needs of today's economy
- Prioritizing grant programs that allow students to return to higher education or pursue career and technical education programs at any point in their lives and careers
- Investing in colleges and universities that serve underrepresented groups and increase access to and funding for programs like Pell Grants
RECENT COVID-19 PANDEMIC-RELATED RESOURCES FROM THE DEPARTMENT

- **American Rescue Plan (ARP) Partnership, Assistance, Transformation, and Heightened Support (PATHS) Resource** for States to share their progress deploying ARP Elementary and Secondary School Emergency Relief (ARP ESSER) funds.

- **FAQs on the use of ARP ESSER and other pandemic relief funds** including: COVID-19 vaccinations and testing, incentives to students to get the COVID-19 vaccination, student transportation,

- **Briefs on the use of ARP and other Federal funds to address teacher and other staff shortages**
OTHER RECENT NEWS AND RESOURCES FROM THE DEPARTMENT

• **Joint Statement of Principles in Support of International Education:** Commitment to a renewed focus on international education.
  - Secretary Cardona’s Remarks at the 2021 EducationUSA Forum
    - [text] [video]
  - ED Blog by Maureen McLaughlin, Senior Advisor and Director of International Affairs, Office of the Secretary

• **Operation Allies Welcome: Resources in Support of Afghan Refugees:** Many of the resources are more broadly applicable to other groups of newcomer students and families. Examples include:
  - *Confronting Discrimination Based on National and Immigration Status* (August 2021),
  - *Starting School in the United States: A Guide for Newcomer Students' Families* (July 2020 – available in four languages),
  - *Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools*
FUNDING FORECAST: MEP AWARDS

• FY 2022 appropriation for MEP: $375.6 million

FY 2022 MEP Basic Formula Grant Awards
  • To be awarded July 1, 2022

FY 2022 Consortium Incentive Grant (CIG) Awards
  • Final year of current cohort
  • We expect awards to be issued in August 2022

FY 2021 Supplemental MEP Formula Grant Awards
  • Pending outstanding contract actions
  • Highly unlikely that funding will be available for FY 2021 supplemental awards.
QUESTIONS OR COMMENTS RE: SECRETARY’S PRIORITIES, DEPARTMENT RESOURCES, AND/OR FUNDING?
CATEGORIY I AND II NATIONAL CHILD COUNTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Category I</th>
<th>Category II</th>
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<tbody>
<tr>
<td>2016-17</td>
<td>302,274</td>
<td>93,117</td>
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<td>2017-18</td>
<td>290,403</td>
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<td>2018-19</td>
<td>289,714</td>
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<td>2019-20</td>
<td>270,353</td>
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<tr>
<td>2020-21 (preliminary)</td>
<td>260,858</td>
<td>83,198</td>
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CATEGORI I CHILD COUNT CHANGES BY STATE:
2019-20 TO 2020-21 (PRELIMINARY)

DE: -19%
MA: 10%
MD: 7%
NH: -18%
NJ: -25%
VT: 11%
HI: -1%
CATEGORY II CHILD COUNT CHANGES BY STATE: 2019-20 TO 2020-21 (PRELIMINARY)

DE: -55%
FL: -16%
MA: 8%
MD: -14%
NH: -78%
NJ: 49%
VT: 1%
HI: 108%
QUESTIONS OR COMMENTS RE: DATA PRESENTED?
2021 NATIONAL RECORDS TRANSFER NEEDS ASSESSMENT RESULTS

• The survey was completed with over 1,000 respondents across 43 States and two focus groups.

• Based on recommendations from report, OME is considering the following system enhancements to:
  o Emphasize expanded training for current and new users
  o Increase the number of MSIX training sessions at State and national migrant education conferences
  o Enhance MSIX to allow States to request transcripts. This would be an optional feature.
  o Add parent phone numbers and email addresses as MDEs in MSIX. These will be *proposed* new MDEs and will be subject to public comment (later in 2022) and OMB approval.
2021 GSS RESULTS

- Response rate: 80% (37 out of 46 respondents)
- Grantee Satisfaction Rating: 78 (remains steady from 2020)
GSS RESULTS: TECHNICAL ASSISTANCE NEEDS

• Top Technical Assistance Areas of Need:
  o Service Delivery Strategies (35%)
  o Continuation of Services (35%)
  o Comprehensive Needs Assessment (26%)

• Positive Feedback:
  o RESULTS website
  o Policy Q&As
  o Listserv communications
  o OME forms related to annual reporting (CSPR)
GSS RESULTS: AREAS FOR IMPROVEMENT & OME ACTIONS

• Grant reporting requirements:
  o Examining EDFacts, CSPR, and MSIX information collections for ways to reduce duplicative reporting

• Timeliness of responses:
  o Revised policy response standard operating procedures to streamline internal processes

• Technical assistance by State size:
  o Conscious effort to incorporate differences into technical assistance—e.g., ADM breakout discussions by State size
GSS RESULTS: AREAS FOR IMPROVEMENT & OME ACTIONS (CONTINUED)

Increase resources such as:

• COVID-19 pandemic related technical assistance materials
  o Promote OESE and ED resources

• Updated policy Q&As on RESULTS website
  o Ongoing internal discussions re: feasibility

• Mental health resources
  o ADM breakout session (“Addressing Mental Health Needs”)

• Examples of allowable uses of funds
  o ADM session (“MEP Service Delivery and Use of Funds”)

• Understanding all program data collection requirements
  o ADM breakout session (“MSIX 101”) and regularly scheduled CSPR and MSIX webinars
• April 7-10, 2022: National Association of State Directors of Migrant Education (NASDME) Annual Conference – San Antonio, TX

• May 23-27, 2022: Identification and Recruitment Consortium (IDRC) Summer Recruitment Institute (virtual)

• May 24, 2022: Association for Migrant Educators of Texas (AMET) State Conference – San Marcos, TX

• June 16, 2022: IMEC Membership Meeting – Boise, ID

• June 23, 2022: MEP Coordination Work Group Meeting (virtual)

• August 2022: MSIX Back-to-School Webinar
QUESTIONS OR COMMENTS?
THANK YOU

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