What We Learn from National Data for the Migrant Education Program (MEP)

Lisa Gillette, OME Director

National Association of State Directors of Migrant Education (NASDME) Annual Conference
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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.
AGENDA

1. 2019-20 Preliminary EDFacts/CSPR Migratory Child Count Data and 2019-20 MSIX Child Mobility Data

2. Government Performance and Results Act (GPRA) Measures

3. Leading indicators

4. ED Resources
2019-20 PRELIMINARY EDFACTS/CSPR MIGRATORY CHILD COUNT DATA

AND

2019-20 MSIX CHILD MOBILITY DATA
For purposes of the MEP, the “Category I” child count refers to the number of identified eligible migratory children aged 3 through 21 who resided in the State during the performance reporting period (September 1 – August 31).

True

OR

False?
CATEGORY I AND II CHILD COUNTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Category I</th>
<th>Category II</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>302,361</td>
<td>93,135</td>
</tr>
<tr>
<td>2017-18</td>
<td>290,511</td>
<td>91,045</td>
</tr>
<tr>
<td>2018-19</td>
<td>290,229</td>
<td>92,731</td>
</tr>
<tr>
<td>2019-20 (preliminary)</td>
<td>270,353</td>
<td>77,636</td>
</tr>
</tbody>
</table>
CATEGORY I CHANGES: 2018-19 TO 2019-20 (PRELIMINARY)

% INCREASE OR DECREASE IN 2019 CAT. 1
-35.9%  22.6%

ME -30.6%
NH -32.1%
VT -9.3%
MA -4.0%
NJ -35.9%
MD -11.6%
DE  3.2%
HI  6.9%
POLL 2

What do you think was the biggest contributing factor to Category I decreases in 2019-20 compared to 2018-19?

A. Fewer eligible migratory children due to reduced mobility and/or availability of qualifying work

B. Changes to recruitment necessitated by the COVID-19 pandemic (e.g., restrictions on in-person contact, health concerns)
QUESTION RE: SUMMER 2020 SERVICES

In the Chat Box, please respond to the following question:

How did MEP services in your State change in summer 2020 compared to summer 2019—e.g., format, duration, types of services provided?
POLL 3

Which of the following is the correct definition of Priority for Services (PFS)?

A. Children who are failing, or most at risk of failing, to meet the State’s challenging academic standards and whose education has been interrupted during the regular school year.

B. Children who have made a qualifying move within the previous 3-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards.

C. Children who have made a qualifying move within the previous 1-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.

D. Children who (1) are failing, or most at risk of failing, to meet the State’s challenging academic standards; or (2) have dropped out of school.
PRIORITY FOR SERVICES (PFS) MIGRATORY CHILDREN

<table>
<thead>
<tr>
<th>Series</th>
<th>0.0%</th>
<th>10.0%</th>
<th>20.0%</th>
<th>30.0%</th>
<th>40.0%</th>
<th>50.0%</th>
<th>60.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>302,361</td>
<td>28.6%</td>
<td>24.7%</td>
<td>17.8%</td>
<td>250,000</td>
<td>50.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2</td>
<td>290,511</td>
<td>28.6%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>200,000</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3</td>
<td>290,229</td>
<td>28.6%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>150,000</td>
<td>30.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>4</td>
<td>270,353</td>
<td>28.6%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>100,000</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
MSIX MOBILITY DATA

The following chart provides a comparison of the count of migratory children with a Qualifying Arrival Date (MDE #20) that falls in each month of 2019 and 2020.

*This data was taken from MSIX on February 23, 2021*
QUESTION RE: RECRUITMENT PRACTICES

In the Chat Box, please respond to the following question:

Have recruitment practices in your state returned to pre-pandemic practices or are you still under restrictions? How do you expect circumstances to be in the summer?
GOVERNMENT PERFORMANCE AND
RESULTS ACT (GPRA) MEASURES
GPRA 1: READING/LANGUAGE ARTS PROFICIENCY - MIGRATORY CHILDREN (GRADES 3 – 8)

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Target - Migratory Students</th>
<th>Migratory Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>52.4%</td>
<td>31.4%</td>
<td>27.8%</td>
</tr>
<tr>
<td>2015-16</td>
<td>53.0%</td>
<td>33.4%</td>
<td>29.4%</td>
</tr>
<tr>
<td>2016-17</td>
<td>52.2%</td>
<td>33.4%</td>
<td>28.3%</td>
</tr>
<tr>
<td>2017-18</td>
<td>49.8%</td>
<td>33.4%</td>
<td>26.0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>49.9%</td>
<td>33.4%</td>
<td>26.9%</td>
</tr>
</tbody>
</table>
GPRA 2: MATHEMATICS PROFICIENCY - MIGRATORY CHILDREN (GRADES 3 – 8)

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Migratory Students</th>
<th>Migratory Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>47.4%</td>
<td>26.2%</td>
<td>28.5%</td>
</tr>
<tr>
<td>2015-16</td>
<td>49.1%</td>
<td>28.5%</td>
<td>28.5%</td>
</tr>
<tr>
<td>2016-17</td>
<td>49.1%</td>
<td>30.5%</td>
<td>28.5%</td>
</tr>
<tr>
<td>2017-18</td>
<td>46.7%</td>
<td>32.5%</td>
<td>25.4%</td>
</tr>
<tr>
<td>2018-19</td>
<td>46.9%</td>
<td>32.5%</td>
<td>25.7%</td>
</tr>
</tbody>
</table>
GPRA 3: PERCENTAGE OF MEP STUDENTS WHO WERE ENROLLED IN GRADES 7-12 AND WERE GRADUATED OR WERE PROMOTED TO THE NEXT GRADE LEVEL


Performance Measure (Student Success)

2017-2018: 63%
2018-2019: 64%
QUESTION RE: GPRA 3: PERCENTAGE OF MEP STUDENTS WHO WERE ENROLLED IN GRADES 7-12 AND WERE GRADUATED OR WERE PROMOTED TO THE NEXT GRADE LEVEL

In the Chat Box, please respond to the following question:

What types of services does your State provide to middle and high school students to support promotion and graduation (e.g., credit recovery, summer bridge programs, career counseling)?
GPRA 4: PERCENTAGE OF MEP STUDENTS IN 11TH GRADE THAT HAD RECEIVED FULL CREDIT FOR ALGEBRA I OR AN EQUIVALENT MATHEMATICS COURSE

Performance Measure (Algebra 1 Success)

QUESTION RE: GPRA 4: PERCENTAGE OF MEP STUDENTS IN 11TH GRADE THAT HAD RECEIVED FULL CREDIT FOR ALGEBRA I OR AN EQUIVALENT MATHEMATICS COURSE

In the Chat Box, please respond to the following question:

Algebra 1 is a gate keeper course in that it controls access to high school graduation and post-secondary school options. The percentage of migratory students who have received credit for Algebra 1 or its equivalent is very low. What is the MEP doing in your State to increase migratory student success in Algebra 1?
LEADING INDICATORS
LEADING INDICATOR 1: PERCENTAGE OF PRIORITY FOR SERVICES (PFS) MIGRATORY CHILDREN WHO RECEIVE MEP SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>PFS served</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>82.3%</td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>85.0%</td>
<td>85.40%</td>
</tr>
<tr>
<td>2017-18</td>
<td>84.4%</td>
<td>85.90%</td>
</tr>
<tr>
<td>2018-19</td>
<td>82.2%</td>
<td></td>
</tr>
</tbody>
</table>
QUESTION RE: PFS SERVICES

In the **Chat Box**, please respond to the following question:

In your state, what is different about services provided to PFS migratory children compared to services provided to non-PFS migratory children? For example, the intensity or duration of services, the types of services provided.
LEADING INDICATOR 2: PERCENTAGE OF MIGRATORY STUDENTS IN GRADES 7 - 12 WHO RECEIVE MEP SERVICES

- 2015-16: 74.6%
- 2016-17: 75.1%
- 2017-18: 76.7%
- 2018-19: 77.0%

Target: 80%
LEADING INDICATOR 3: PERCENTAGE OF EIGHTH GRADE MIGRATORY STUDENTS WHO ARE PROFICIENT IN MATHEMATICS

<table>
<thead>
<tr>
<th>Year</th>
<th>8th Grade Mathematics Proficiency</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>29.3%</td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>27.5%</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>24.2%</td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>23.9%</td>
<td></td>
</tr>
</tbody>
</table>
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https://ies.ed.gov/ncee/edlabs/
THANK YOU

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