

## B. Title I, Part C: Education of Migratory Children

1. **Supporting Needs of Migratory Children (ESEA section 1304(b)(1)):** Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
  - i. **The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**

Ohio's plan for supporting the education of migrant students is detailed in the state's *2015~~9~~ Migrant Education Program: Service Delivery Plan* (~~February 2016~~ March 2020). In planning, implementing and evaluating programs assisted under Title I, Part C, Ohio is diligent in ensuring that the unique educational needs of migratory children, including preschool migratory children and those who have dropped out of school, are identified and addressed. Ohio's Migrant Education Program (MEP) is coordinated with other local and federal programs to provide services on a statewide basis to address and support the specific educational needs of migrant students. The full range of services and supports are as follows:

**Identification and Recruitment:** Ohio supports the identification and recruitment of students in coordination with the Ohio Migrant Education Center (OMEC). OMEC, operated by the Northwest Ohio Educational Service Center, coordinates all statewide identification and recruitment of eligible migratory students, including the identification of migrant housing in each area of the state. OMEC provides support services for districts ~~that facilitate to identify migrant students and obtaining a certificate of eligibility, which identifies them for access to~~ verifies eligibility for migrant education program services.

**Needs Assessment:** Ohio ~~has~~ is in the process of revising the ~~revised the~~ Comprehensive Needs Assessment that identifies the unique educational needs of migrant students and helps determine the specific services that will support academic achievement and graduation for migrant students ~~This will include~~ ing preschool migratory children and migratory children who have dropped out of school.

**Summer/Fall Programming:** Ohio works collaboratively with districts to offer migrant students summer and fall programs to ensure that the Title I, Part C funds are being spent effectively to meet the unique needs of migratory students residing across the state.

- **Course Credit Recovery:** Ohio uses Odysseyware, an online program, as a secondary credit recovery tool to support its migrant summer program. Ohio uses Title I, Part C funds to support intrastate coordination through Odysseyware. MEP teaching staff will be trained in Odysseyware, and all sites will offer Odysseyware courses for students who need to gain or recover credits. ~~Students also will be offered the Portable Assisted Student Sequence (PASS) Kit instruction that offers semi-independent study courses designed to help students in grades 7-12 get on track to graduate, in addition to other online curriculum to help students gain credit.~~
- **Increasing Access to Academic Supports:** Migrant families who have been identified in parts of the state where access to migrant-related activities does not exist are connected to the Improving Migrant Academic Gain Educationally (IMAGE) program. The IMAGE program coordinator then arranges home-school services through an IMAGE teacher to provide services either remotely or in-person. ~~Ohio currently has four certified teachers and two aides who do home visits to work with students for at least a total of 10 contact hours.~~
- **Expanding Title I, I-C migrant services to the spring to better engage high school migrant students and out-of-school youth prior to the July harvest in the summer and exploring alternatives to**

extend the academic support for the out-of-school youth who also are working during the summer.

Health and Social Service Needs: Health and social service needs are identified and addressed through the ~~state comprehensive~~ needs assessment to better support migratory children, including preschool migratory children and migratory children who have dropped out of school ~~fully and effectively who~~ participate ~~ing~~ in school. In partnership with Synod of the Covenant and other private and nonprofit partners, OMEC facilitates access to community health fairs and services for each migrant education program site that includes dental and vision screening. Migrant education programs also incorporate social support activities into their family nights. Data to support this priority was gathered from surveys of families and their perceptions of their health and social support needs.

Program Evaluation: Ohio evaluates activities to determine whether the ~~migratory-migrant~~ children education program is effective, to document its impact on migrant children and to identify the areas in which children may need different services, including preschool migratory children and children who have dropped out of school. Program evaluation tools and services include:

- Parent surveys on student needs and parent post-surveys to evaluate services received.
- Ohio Migrant Education Center (OMEC) teacher surveys.
- Classroom observation tools and strategies coordinated by OMEC. ~~OMEC is currently working on a contract with the National Summer Learning Association to provide staff training and share best practices in summer learning for migrant students, conduct observations and interviews of the migrant sites and submit a follow-up report to the migrant state coordinator sharing program strengths and areas for improvement to determine quality improvements in FY18.~~
- Student diagnostic assessments, such as the San Diego Quick Assessment for Preschoolers; IDEA Proficiency Test (IPT) Language Assessment; and Language Arts and Mathematics needs assessment ~~forms~~ through the iReady online program.

Technical Assistance: Ohio provides technical assistance including site visits, on-site reviews, spring and fall trainings for Title I-C directors, and two-day teacher in-service opportunities each summer. OMEC provides ~~technical assistance training~~ to all Title I, Part C Migrant programs ~~for proper~~ data reporting to the Migrant Student Information Exchange (MSIX). The Department collaborates with OMEC to collect and review data related to migrant education for the Consolidated State Performance Report (CSPR).

**ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;**

Ohio engages in joint planning among local, state and federal educational programs serving migratory children. Joint planning, at the various levels of service, is explained below.

Department of Education: At the state level, Ohio's Title I, Part C program staff continually engage in joint planning with the program staff from other programs through active participation in the Vulnerable Youth Workgroup, which has the task of defining vulnerable youth (i.e., English learners; homeless; foster; migrant, including preschool and out of school; neglected; delinquent; military dependents; and other locally defined vulnerable youth) and connecting resources and best practices to ensure successful student outcomes and coordination of services. Resources, programs and staff from the Department that are included as part of the Vulnerable Youth Workgroup include the Office of Improvement and Innovation staff, Title I-A program staff, Title II-A program staff, Parent Liaison staff, Title I Neglected/Delinquent coordinator, Title III, Part A (English learners) program staff, Ohio's McKinney-Vento Homeless liaison, IDEA program staff, and Ohio's Foster Care liaison. The strategies and recommendations are provided to all districts and community schools to help examine local resources for

vulnerable youth and used to meet the needs of identified students as part of the School Improvement planning process.

Local and State: The primary coordination in Ohio is between the state and local education agencies. Ohio facilitates local coordination through the state's regional system of support (see detailed information on Ohio's School Improvement System in Section A.4).

As the state's primary intermediary, OMEC also works closely with local education agency staff that coordinate reporting in the state's Education Management Information System (EMIS). OMEC staff present at the state's EMIS conferences to explain the benefits of Title I, Part C services and promote awareness of the Migrant Student Information Exchange (MSIX) national migrant data system. These presentations help OMEC establish new LEA contacts ~~and that provide leads on migrant families in parts of the state where migrant-related activities do not exist~~ students have not yet been identified.

Ohio Migrant Head Start: OMEC has a collaborative agreement with ~~the Teaching and Mentoring Communities~~ Migrant Head Start highlighting the referral process to streamline the needed services to the shared migrant families, including a joint effort to incorporate staff in applicable trainings. This collaborative agreement will be amended ~~in spring 2018~~ to include Ohio migrant head start in the joint planning of Title I-C migrant education program (MEP) services.

State Support Teams (SSTs): State support teams are local and regional Ohio educators with a history in school improvement, preschool and special education. The Department coordinates 16 regional teams that cover Ohio. The Ohio MEP will meet with area state support team directors for proper coordination of preschool services to preschool-aged migrant students. ~~All Title I-C migrant sites will offer preschool services in summer 2018.~~

Interstate and Federal Coordination: Ohio is involved in the Interstate Migrant Education Council (IMEC). IMEC is an organization made up of state directors of migrant education who meet quarterly to discuss national policy issues that affect Title I, Part C Migrant Education Programs. Professional development through IMEC enables experienced migrant state directors to support less experienced state directors to assist them in continually improving skills and competencies in support of migrant education.

National Association of State Directors of Migrant Education (NASDME): Ohio is a member of NASDME, which is a professional organization of state officials charged with the effective and productive management of supplemental programs that help migrant children succeed in school. It provides its members ongoing information about policy developments and offers new members professional development, guidance and counsel. NASDME annually sponsors a National Migrant Education Conference to provide professional development/training, leadership and networking opportunities for all persons concerned with the education of migrant children.

Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY)~~Identification and Recruitment Rapid Response Consortium (IRRC):~~ Ohio will be joining the GOSOSY-IRRC Consortium to ~~better improve the proper and timely identification of all migrant students within the state, identify and recruit all out-of-school youth within the state, design a well-formulated process for assessing the different needs of out-of-school youth, develop appropriate service-delivery models for those youth, share information and resources, and identify and develop curriculum and instructional materials~~ access systems and resources, expand capacity and develop effective strategies for various eligibility scenarios.

- iii. **The integration of services available under Title I, Part C with services provided by those other programs; and**

Migratory children, including preschool children, participate in additional Title I, Part A qualifying services offered for at-risk students, in addition to services for homeless, special education and English learner students (Title III, Part A), if they qualify for such services and if the services are being offered in the local education agencies.

As part of the alignment planning efforts, the Department currently is enhancing the Decision Framework system to incorporate migrant students' performance data. Districts will be provided additional data-driven support that is aligned with improvement activities. Districts receiving Title I, Part C funds will conduct needs assessments based on state and local data (including academic achievement and progress data) to identify opportunities for development.

As part of Ohio's evidence-based system, districts will choose appropriate interventions based on the state's needs assessment and then align resources appropriately. Ohio's State System of Support and regional partners will assist districts with strategically aligning funding to evidence-based interventions and the implementation of the chosen interventions. In order to provide a more robust and integrated set of supports, interventions will be aligned to goals and strategies identified through Ohio's Multi-Tiered System of Supports, which utilizes an in-depth needs assessment to identify unique challenges and opportunities for districts.

#### iv. Measurable program objectives and outcomes.

Ohio has identified 13 measurable program outcomes for its Migrant Education Program as follows:

1. ~~One hundred percent of all MEP staff will be trained on how to administer a standardized reading progress monitoring assessment.~~
2. ~~Eighty percent of MEP teaching staff who are teaching reading or language arts will provide reading curriculum aligned with Ohio's content standards during the on-site evaluation.~~
3. ~~Eighty-six percent of migrant students in grades K-8 who attended at least 20 days of the summer program will show growth on a reading progress monitoring assessment.~~
4. ~~One hundred percent of all MEP teaching staff will be trained on how to administer a standardized math progress monitoring assessment.~~
5. ~~Eighty percent of the MEP teaching staff who are teaching mathematics will provide math curriculum aligned with Ohio's content standards during the on-site evaluation.~~
6. ~~Migrant students in grades K-8 who attended at least 20 days of the summer program will show a growth of 10 words per minute on a reading progress monitoring assessment.~~
7. ~~Fifty percent of all students who receive instruction in algebra I will receive secondary credit over the summer MEP program.~~
8. ~~Eighty-six percent of migrant students in grades K-8 who attended at least 20 days of the summer program will show growth on a reading progress monitoring assessment.~~
9. ~~One hundred percent of MEP programs will send additional reading and language materials home through *Reading is Fundamental* and other core curriculum.~~
10. ~~Eighty percent of migrant parents with children served by the summer program will take part in the OMEC Health Fairs.~~
11. ~~One hundred percent of MEP programs will incorporate social support activities into the MEP family nights.~~
12. ~~Eighty percent of migrant secondary students who use Odysseyware curriculum will receive secondary credit.~~
13. ~~Eighty percent of migrant secondary students who use PASS Kits or other online curriculum will receive secondary credit.~~
14. ~~All Title I-C migrant sites will offer preschool summer services to preschool-aged migrant students who will be assessed using Ohio's Early Learning Assessment, which focuses on seven areas of a child's growth and development: social foundations, mathematics, science,~~

social studies, language and literature, physical well-being, and fine arts by the 2018-2019 school year.

15. All Title I-C migrant sites will prioritize improved data collection and services to increase secondary credit accrual and recovery for migrant students, including migratory youth who have dropped out of school. With improved data collection, a new baseline for services will be set in the spring of 2018 for future improvement targets.

Ohio has six priority performance indicators for all migrant students, including preschool migratory children and migratory children who have dropped out of school. These outcomes were included in Ohio's 2015 Service Delivery Plan. The priorities are as follows:

- a. Schools and districts will meet Ohio's interim and long-term proficiency goals in English language arts.
- b. Schools and districts will meet Ohio's interim and long-term proficiency goals in math.
- c. Increase the rate at which migratory students graduate from high school with a regular diploma.
- d. Increase the English language proficiency of migrant students aligned to Ohio's interim and long-term proficiency goals.
- e. Support the health and social service needs of migrant families, which affects the ability of migrant students to effectively participate in school and achieve proficiency in core content.
- f. Increase secondary credit accrual and recovery for migrant students.

Based on program improvement recommendations from the U.S. Department of Education in 2016, Ohio is conducting a new program evaluation. The evaluation will be conducted through the summer and fall of 2017 and finalized in October 2017. Any revisions made to the measurable program objectives and priority performance indicators will be reflected in the updated Service Delivery Plan on the following website: <http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Federal-Programs/Elementary-and-Secondary-Education-Act/Programs-Administered-Under-ESEA/Migrant-Education>.

During the process of updating Ohio's service delivery plan, the state engaged a variety of stakeholders including Ohio's Migrant Education Center, the local educational agencies receiving Title I, Part C, an educator focused on English Learners, migrant parents, superintendents, and Title I aides. An executive committee consisting of the state migrant coordinator and Ohio Migrant Education Center staff, including the executive director, the state transfer record coordinator, the identification and recruitment coordinator, and database developer was developed. The stakeholders gave input into the comprehensive needs assessment, strategies for the service delivery plan, and offered guidance on the measurable program outcomes. Perspective of parents of migrant children and expectations for the compliance of local educational agencies (LEAs) was also incorporated in the service delivery plan.

According to section 1306 of the Elementary and Secondary Education Act of 1965, as amended in 2015 with the Every Student Succeeds Acts (ESSA), states shall ensure that the states identify and address the unique educational needs of migratory children and each such comprehensive plan shall be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this part.

2. **Promote Coordination of Services (ESEA section 1304(b)(3)):** Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

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Ohio uses Title I, Part C funds to promote interstate and intrastate coordination of services for migrant students through multiple activities, including

- Administering Texas assessments as appropriate.
- Sharing records, data and information.
- Participating in national meetings.
- Sending MSIX move notifications and records requests.

Texas STAAR Assessments: ~~Most-Many~~ of Ohio's ~~migrants-migrant students~~ come from Texas. For these students, it is ~~useful-important~~ for them to take the Texas state examinations ~~during their short stay in Ohio. Therefore,~~ Ohio offers the Texas STAAR assessment to Texas migrant students when they are ~~in Ohio here in the summer.~~ The Texas Migrant Interstate Program (TMIP) trains and certifies Ohio's summer teachers in proctoring the Texas STAAR assessments to shared fifth and eighth grade Texas middle school students and the end-of-course exams to Texas high school students.

Migrant Student Information Exchange (MSIX): Ohio uses the Migrant Students Information Exchange (MSIX) as a tool for records exchange allowing Ohio to share educational and health information on migrant children who travel from state to state and who, as a result, have student records in multiple states' information systems. Ohio's transfer records coordinator offers ongoing trainings on the use of the MSIX system for summer transfer records clerks, migrant recruiters and non-migrant regular school personnel. Additionally, transfer records clerks are trained to complete a transfer record or secondary credit form on each student served with migrant educational program funds to document the educational needs of each migrant student and the MEP services provided to address those needs. This information, including information on health, is a critical part of the data that is uploaded into MSIX. The accuracy and timely submission of this data is essential in the educational continuity of migrant students.

Secondary Credit Recovery Coordination: The Texas Migrant Interstate Program (TMIP) hosts its Secondary Credit Accrual Meeting each year in McAllen, TX. The purpose of the meeting is to bring representatives from out-of-state migrant programs to meet with migrant school counselors from across Texas. This gives Ohio's program directors the opportunity to address any secondary credit recovery issues that our shared migrant students may be experiencing. TMIP also offers the out-of-state representatives the chance to visit some of the school districts in the area to meet face-to-face with students and staff.

Farmworker Agencies Coordination: OMEC partners with the Farmworker Agencies Liaison Communication and Outreach Network (FALCON), which is a coalition of governmental agencies and advocacy groups that works on behalf of the migrant population that travels to Ohio to work in the fields annually. FALCON is committed to serving Ohio's migrant and seasonal farmworkers and agricultural employers by engaging and supporting the dignity of productive work, healthful working and living environments, education, networking, legal assistance and spiritual outreach.

Ohio Partner Agencies: OMEC also attends numerous group meetings throughout the year to learn what services are available in the different counties and regions in the state. Demographic and mobility trends are shared to help target services more effectively to migrant families.

3. **Use of Funds (ESEA section 1304(b)(4): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.**

In the state's ~~2015-2018~~ Comprehensive Needs Assessment, Ohio identified a number of key needs for services to ensure strong educational outcomes for migrant students. These needs were identified through family surveys, teacher surveys and performance data collection, and reflected on the updated comprehensive needs assessment on the following link: <http://education.ohio.gov/Topics/District-and->

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School-Continuous-Improvement/Federal-Programs/Elementary-and-Secondary-Education-Act/Programs-Administered-Under-ESEA/Migrant-Education. They are:

1. ~~\_\_\_\_\_ Increase migrant student reading proficiency.~~
2. ~~\_\_\_\_\_ Increase migrant student mathematics proficiency.~~
3. ~~\_\_\_\_\_ Increase English language proficiency of migrant students.~~
4. ~~\_\_\_\_\_ Support health and social service needs of migrant families.~~

~~Increase secondary credit accrual and recovery for migrant students. 1. Increase English Language arts and math proficiency rates for MEP students by at least nine percentage points.~~

~~Increase the English Language proficiency rates for English Learner MEP participants.~~

~~Decrease the percentage of children identified as having untreated, poor health conditions by sixty two percentage points.~~

~~Maximize the number of students receiving needed vision care.~~

~~Increase the percentage of migrant students experiencing health and/or social needs who are directed to support services.~~

~~Increase the graduation rate among MEP 12<sup>th</sup> graders to meet or exceed the 2019-2020 ESSA target for economically disadvantaged students of seventy seven percent.~~

~~Increase the participation rates in Ohio MEP instructional services among 10<sup>th</sup>-12<sup>th</sup> graders to be comparable to or higher than participation rates of migrant programs in neighboring states.~~

~~Increase the percentage of out of school youth participating in career technical trainings to meet or exceed forty two percent.~~

~~Increase the percentage of out of school youth receiving high school equivalent services who pass the high school equivalency test to meet or exceed seventy three percent.~~

~~At least forty one percent of Kindergartners who received MEP services prior to grade K need to demonstrate Kindergarten readiness.~~

~~5-~~

~~As noted above, Ohio is working in cooperation with the U.S. Department of Education to revise the assessment of the needs of migrant students for the use of Title I, Part C funds through a new program evaluation that is in progress. Upon completion of the program evaluation, Ohio's priorities for funds and measurable objectives will be revised accordingly.~~

Based on the state's 2015~~8~~ Comprehensive Needs Assessment, Ohio's priorities for the use of Title I, Part C funds include the following:

- a. Ohio will partner with OMEC to coordinate services, including identification and recruitment of students and professional development of providers for the state's MEP.
- b. MEP teaching staff will be trained on how to administer a standardized reading progress monitoring assessment and a standardized math progress monitoring assessment ~~that is offered through iReady.~~
- c. iReady individualized skill-building online modules will be provided in reading and mathematics as supplemental instruction for migrant students in grades K-8.
- d. Algebra I instruction ~~with either PASS Kits or through the Odysseyware~~ online secondary credit accrual curriculum software will be made available to all high school summer MEP students who have not received credit for Algebra I.
- e. ~~Reading is Fundamental and other core~~Core curriculum reading and language arts materials will be provided to send home with participating MEP students.
- f. Health fairs will be offered at each MEP site and will include dental and vision screenings.
- g. MEP family nights will include social and educational support services and activities.
- h. Odysseyware courses, ~~PASS Kit instruction or other online curriculum~~ will be offered to students who need to gain or recover secondary credits.

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