

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

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

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

23 Needs Assessment: Ohio had prepared a Comprehensive Needs Assessment that identifies the unique
24 educational needs of migrant students and helps determine the specific services that will support academic
25 achievement and graduation for migrant students.

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

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- 30 • **Course Credit Recovery:** Ohio uses Odysseyware, an online program, as a secondary credit
31 recovery tool to support its migrant summer program. Ohio uses Title I, Part C funds to support
32 intrastate coordination through Odysseyware. MEP teaching staff will be trained in Odysseyware,
33 and all sites will offer Odysseyware courses for students who need to gain or recover credits.
34 Students also will be offered the Portable Assisted Student Sequence (PASS) Kit instruction that
35 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.
 - 36 • **Increasing Access to Academic Supports:** Migrant families who have been identified in parts of
37 the state where access to migrant-related activities does not exist are connected to the Improving
38 Migrant Academic Gain Educationally (IMAGE) program. The IMAGE program coordinator
39 then arranges home-school services through an IMAGE teacher to provide services either
40 remotely or in-person. Ohio currently has four certified teachers and two aides who do home
41 visits to work with students for at least a total of 10 contact hours.

42 Health and Social Service Needs: Health and social service needs are identified and addressed through the
43 state needs assessment to better support migratory children fully and effectively participating in school.
44 OMEC offers health fairs for each migrant education program site that includes dental and vision
45 screening. Migrant education programs also incorporate social support activities into their family nights.
46 Data to support this priority was gathered from surveys of families and their perceptions of their health
47 and social support needs.

48 Program Evaluation: Ohio evaluates activities to determine whether the migratory children education
49 program is effective, to document its impact on migrant children and to identify the areas in which
50 children may need different services. Program evaluation tools and services include:

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

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

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

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

72 Department of Education: At the state level, Ohio's Title I, Part C program staff continually engage in
73 joint planning with the program staff from other programs, including Title III, Part A (English learners);
74 McKinney-Vento Homeless Assistance Act; IDEA; and Ohio's Foster Care Initiative. Joint planning, for
75 the benefit of the state's migrant students, assures that duplication of services does not occur.

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

79 As the state's primary intermediary, OMEC also works closely with local education agency staff that
80 coordinate reporting in the state's Education Management Information System (EMIS). OMEC staff
81 presents at the state's EMIS conferences to explain the benefits of Title I-C services and promote
82 awareness of the Migrant Student Information Exchange (MSIX) national migrant data system. These

83 presentations help OMEC establish new LEA contacts and provide leads on migrant families in parts of
84 the state where migrant-related activities do not exist.

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

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

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98 **iii. The integration of services available under Title I, Part C with services provided by**
99 **those other programs (e.g. state and federal education programs serving migratory**
100 **children, including Title III, Part A);**

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

104 Districts will be provided additional data-driven support that is aligned with improvement activities.
105 Districts receiving Title I, Part C funds will conduct needs assessments based on state and local data
106 (including academic achievement and progress data) to identify opportunities for development.

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

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115 **iv. Measurable program objectives and outcomes.**
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117 Ohio has identified 13 measurable program outcomes for its Migrant Education Program as follows:

- 118 1. 100 percent of all MEP staff will be trained on how to administer a standardized reading progress
119 monitoring assessment.
- 120 2. 80 percent of MEP teaching staff who are teaching reading or language arts will provide reading
121 curriculum aligned with Ohio's content standards during the on-site evaluation.
- 122 3. 86 percent of migrant students in grades K-8 who attended at least 20 days of the summer
123 program will show growth on a reading progress monitoring assessment.

- 124 4. 100 percent of all MEP teaching staff will be trained on how to administer a standardized math
125 progress monitoring assessment.
- 126 5. 80 percent of the MEP teaching staff who are teaching mathematics will provide math curriculum
127 aligned with Ohio's content standards during the on-site evaluation.
- 128 6. Migrant students in grades K-8 who attended at least 20 days of the summer program will show a
129 growth of 10 words per minute on a reading progress monitoring assessment.
- 130 7. 50 percent of all students who receive instruction in algebra I will receive secondary credit over
131 the summer MEP program.
- 132 8. 86 percent of migrant students in grades K-8 who attended at least 20 days of the summer
133 program will show growth on a reading progress monitoring assessment.
- 134 9. 100 percent of MEP programs will send additional reading and language materials home through
135 *Reading is Fundamental* and other core curriculum.
- 136 10. 80 percent of migrant parents with children served by the summer program will take part in the
137 OMEC Health Fairs.
- 138 11. 100 percent of MEP programs will incorporate social support activities into the MEP family
139 nights.
- 140 12. 80 percent of migrant secondary students who use Odysseyware curriculum will receive
141 secondary credit.
- 142 13. 80 percent of migrant secondary students who use PASS Kits or other online curriculum will
143 receive secondary credit.

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

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

156 Based on program improvement recommendations from the U.S. Department of Education in 2016, Ohio
157 is conducting a new program evaluation. The evaluation will be conducted through the summer and fall of
158 2017 and finalized in October 2017. Any revisions made to the measurable program objectives and
159 priority performance indicators will be reflected in the updated Service Delivery Plan.

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

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

- 168 • Administering Texas assessments as appropriate.

- Sharing records, data and information.
- Participating in national meetings.

Texas STAAR Assessments: Most of Ohio’s migrants come from Texas. For these students, it is useful for them to take the Texas state examinations. Ohio offers the Texas STAAR assessment to Texas migrant students when they are in Ohio. 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 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. They are:

1. Increase migrant student reading proficiency.

- 215 2. Increase migrant student mathematics proficiency.
216 3. Increase English language proficiency of migrant students.
217 4. Support health and social service needs of migrant families.
218 5. Increase secondary credit accrual and recovery for migrant students.

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

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

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