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Let Us Meet You Where You Are:
Securing the Educational Accomplishments
of Migrant Students (SEAMS)

HACER
In collaboration with:

The Minnesota Department of Education, Migrant Education Program &
SEAMS Committee Members

About Hispanic Advocacy and Community Empowerment through Research (HACER):

HACER's mission is to provide the Minnesota Latino community the ability to create and control information about itself in order to affect critical institutional decision-making and public policy. General support for HACER is provided by the Center for Urban and Regional Affairs (CURA) and Minnesota-based philanthropic organizations.

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Executive Summary

Migrant students are among the most educationally disadvantaged students in the United States public school system. In 2005, the Minnesota Department of Education (MDE) contracted Hispanic Advocacy and Community Empowerment through Research (HACER) to conduct a Comprehensive Needs Assessment (CNA) for migrant students in Minnesota. In an effort to move away from a deficit-based approach to discussing the needs of migrant students, the project was titled Securing the Educational Accomplishments of Migrant Students (SEAMS). The purpose of this project was to describe the particular context of migrant students in Minnesota, identify and prioritize their specific needs, and finally, highlight their unique strengths. This project also aimed to create recommendations for how the Migrant Education Program (MEP) in Minnesota can best help migrant students succeed in school. The data and analyses presented here draw on the experience and expertise of service providers working with Minnesota's migrant population. Most importantly, however, this study foregrounds the voices and insights of migrant parents and migrant students in the state.

This report includes the following: an overview of the MEP in Minnesota; a profile of migrant students in Minnesota; a description of research; analysis of academic achievement information for migrant students from state databases; key perspectives of service providers, migrant parents and migrant students interviewed for this project; and analysis of barriers and facilitators to migrant students' academic success according to 7 areas of concern. The report concludes with recommendations to improve the delivery of educational services to migrant students in Minnesota, and a discussion of lessons learned that could inform future CNA processes.

Research Methodology

HACER engaged a broad range of community stakeholders in the research design, data gathering and analysis for SEAMS. We created a Steering Committee of stakeholders who were concerned about the academic achievement of migrant students to guide the project methodology, prioritize research goals, assist in the analysis of data collected, and generate service delivery recommendations. A total of 26 individuals participated in the SEAMS Steering Committee, which met 4 times between January 2006 and November 2006.

HACER used focus groups, key informant interviews, site visits and a parent survey to identify and assess the needs of migrant students in Minnesota. HACER carried out 13 focus groups with migrant parents and students who travel to Minnesota as part of the SEAMS project. One focus group occurred in Texas while the remaining 12 took place throughout all 5 Minnesota regions served by Minnesota's MEP; in all, 150 individuals participated in the focus groups. HACER also conducted 52 key informant interviews for the SEAMS project. We interviewed migrant parents and migrant students in Minnesota, as well as service providers who work with migrant families in both Texas and Minnesota. Additionally, HACER conducted 7 site visits to MEP summer grant sites for SEAMS. HACER decided to conduct site visits in order to contextualize data collected from services providers, migrant parents and migrant students, and to give us a feel for the structure and operation of different summer programs. Finally, HACER developed a parent survey to measure key needs identified by the Steering Committee, which we administered to 125 individuals who were either parents or guardians of migrant students.

Reading, Writing and Math Achievement

Achievement of migrant students was evaluated by tracking and analyzing student achievement data in Minnesota's education databases. The Minnesota Department of Education made available 3 sources of data to measure the academic achievement of migrant students in the state: the Minnesota Comprehensive Assessment (MCA), the Basic Skills Test (BST) and the Minnesota Automated Reporting Student System (MARSS). Analysis of performance data reveals:

- Reading and mathematics proficiency has increased over time; suggesting that educational programs involving migrant students are making progress.
- In both reading and mathematics, there is a drop in proficiency rates across grades, suggesting that students are falling behind over time and needing greater support.
- Individual students (those that were tested over time in Minnesota) make very small gains in reading performance, while more are losing proficiency status in mathematics over time.

- Writing performance is significantly impacted by English Language Learner (ELL) status; ELL migrant students perform at significantly lower levels. This suggests that attention to writing among ELL migrant students is critical across the ages
- It appears that students receiving English Language Learner (ELL) and Special Education (SEd) services are correctly identified in the earlier grades; they are among the lowest achieving students. However, among 7th grade students, ELL and SEd status appears to make little to no difference, suggesting that perhaps these students are incorrectly identified. If this is correct, one potential outcome is less time in regular education classes, which may explain the significant drop in academic performance among 7th grade students.
- The performance of repeat testers (i.e. those most interested in obtaining a Minnesota diploma) indicates that repeat testing does result in success for some (about ¼ pass on each subsequent trial).

These findings suggest the following recommendations for the MEP in Minnesota:

- The state assessment system provides annual achievement results that are based on tests tied directly to state curriculum standards. These results should be disaggregated by Migrant-Status annually and provided to schools and migrant program personnel.
- Achievement information from younger children should be considered sound for the group of students as a whole. Achievement information from high school test results should be considered on an individual basis; because of the significant role of motivation, group results are not as meaningful.
- Younger students far below the proficiency score on each test should be targeted for academic support services, whereas students meeting and exceeding proficiency should be encouraged and provided with challenging academic programs.
- High school students who express a desire to obtain a Minnesota high school diploma should have their test scores monitored closely. These students should be provided with significant interventions to pass each exam, as many are very close to the proficiency

score *and* success in every class taken matters little if a student does not pass the high school exams.

- Some of these implications suggest program-wide direction (e.g., attention to writing); whereas others suggest individualized attention (e.g., preparing students who desire a Minnesota diploma to pass the high school tests). In the second case, many of the individually based implications suggest the development of an individualized education plan (IEP), much like those used in Special Education programs. These plans provide a number of tools for securing the achievement and progress of each student. Typically these include such elements as:
 - Identification of the particular unique learning needs of a student (based on assessment).
 - Identification of a set of goals to be achieved or learning objectives.
 - Specification of the interventions necessary to achieve each goal.
 - Specification of the kinds of accommodations needed to participate in the regular education program to the maximum extent possible (e.g., in the case of an ELL student, this might include the support of a bilingual assistant).
 - Identification of the school personnel responsible for monitoring the progress and providing specific interventions for the student.
 - Specification of a timeline and process for monitoring the achievement of each objective.

Addressing Areas of Concern

HACER used focus groups with migrant students and parents; key informant interviews with students, parents and service providers; and the migrant parent survey to evaluate the educational needs of migrant students in Minnesota. HACER evaluated migrant students' educational needs along 7 areas of concern: educational support at home, school engagement, instructional time, educational continuity, English language development, health and access to services. These areas of concern were identified by a 2-year pilot project to assess the needs of migrant students in Arizona, Michigan, Pennsylvania and Texas.

Educational Support at Home

Key challenges limiting the educational support migrant students received at home include: migrant parents' work schedules, educational background, limited English proficiency and levels of illiteracy. However, study participants recognized that many migrant parents do provide their children with educational support at home, namely by remaining involved in their children's education. Study participants described many forms of parental involvement, including: seeking and taking advantage of educational opportunities for their children; checking in with their children about school and their needs; obtaining pertinent academic and medical records before moving; making sure children are enrolled in and attend school; and setting aside time to read to their children and help them with homework. Migrant parents stressed that they also support their children's education by meeting their children's more basic needs, such as by preparing nutritious food.

Significantly, service providers and migrant parents voiced some different perspectives on how much and what kind of support migrant students need at home. While some migrant parents expressed the opinion that "the school's role is to teach and the parent's role is to support," teachers and school staff thought migrant parents need to be more heavily involved in their children's education. Cultural perceptions about the specific roles of parents and the roles of teachers may explain these differing views. Migrant Latino parents, particularly first generation immigrants from Mexico, may see too much involvement in their children's education as disrespectful to their teachers' position of authority.

School Engagement

Study participants cited school engagement as a central barrier to migrant students' academic success. The perception that home-base schools in other states (namely Texas) will not recognize coursework and attendance here affects migrant students' engagement in school in Minnesota. Texas schools are less likely to count assignment and class time in Minnesota as students get older, and this is a key factor contributing to the high dropout rate for migrant students. Some students may cease to be engaged in school after realizing they can work in the fields and earn money, or may feel pressured by their families to drop out so they can work full time. Other students become discouraged because of a lack of post-secondary opportunities.

Frequent moves can also make it difficult for migrant students to fit in with their peers at school, and further limit their ability to participate in after-school activities and organized sports.

Study participants also described a number of factors that buttressed migrant students' engagement in school. Service providers mentioned local volunteer opportunities and reduced price passes to local Boys and Girls clubs and fitness centers as examples of strategies to engage migrant students in their schools and communities in Minnesota. Interviews and focus groups suggested that migrant students who attend summer programs are quite engaged in school. While younger students highlighted the "fun" aspects of the program, high school students were committed to the program because it allowed them to earn credits that count towards graduation in their home-base school. "Patient" teachers who know how to build trust, and positive role models and mentors are additional factors that help migrant students to be engaged in school.

Instructional Time

The greatest threat to instructional time for migrant students in Minnesota is when families move from their home-base state in the spring, before the end of the school year, and return after the beginning of the new school year in the fall. "Leaving early" and "returning late" causes students to lose instructional time in Texas (including year-end exams and assessment tests), which is a particular problem for secondary school students. Some migrant students from Texas who "leave early" and "return late" may not attend school in Minnesota because parents are not aware of compulsory attendance or may think students' time is better spent working in the fields. A few parents believed that differences in semester schedules between Texas and Minnesota mean that students are unable to accrue enough instructional time in Minnesota to earn credits in Texas. Specifically, one mother asserted that Texas only accepts credit from Minnesota if students attend Minnesota schools for at least 6 weeks. Older students sometimes miss school to stay home and take care of younger siblings, in order for both parents to be able to work or to tide the family over when younger siblings are too sick to attend school. Other students miss school because their families take long vacations to Mexico to visit family and friends or attend community festivals (*fiestas*).

Some migrant students avoid the disruption of lost instructional time by staying in Texas or Minnesota to finish school; in fact, some students will stay behind after other family members

have migrated. Staying in one location can be especially crucial for migrant students in high school, as it may help them to graduate successfully. Other students reduce the negative impacts of lost instructional time through their participation in MEP summer school. However, migrant students can also experience lost instructional time over the summer. Service providers reported that students' enroll late for summer programs because families do not come straight to Minnesota but rather stop to visit family and friends along the way. Family and students experiences, however, suggest that students also arrive late for other reasons, such as bad weather and problems with transportation en route. Weather conditions can also affect students' participation in MEP over the summer. Multiple high school students said that their parents will pull them out of the migrant program on days when the weather is nice to try to make up for the workdays lost to rain. Transportation can further affect migrant students' ability to attend summer school, as school buses will sometimes drop students off before parents are ready to be home from work.

Educational Continuity

Educational continuity was the most significant concern area for the services providers, migrant parents and migrant students from across Minnesota who participated in this study. Migrant program staff, counselors and teachers require up-to-date academic, medical and Individualized Education Plan (IEP) records in order to ensure educational continuity. The New Generation System (NGS), Texas' database for migrant students, provides important but limited access to student records. While migrant parents understood the important of bringing their children's documents when they move, it is not always clear to them that teachers, counselors and program staff in Minnesota and Texas really need these documents. The greatest challenge to ensuring continuity is appropriate placement, which involves taking into account a number of factors. According to study participants, Texas school seem to be more consistent and strict about placing students based on academic ability, while students in Minnesota are often placed in grades based on their age rather than academic ability.

Parents and students suggested that a particular bar to educational continuity is that classes taken in Minnesota do not fulfill Texas requirements. Nonetheless, service providers asserted that they are doing a better job of working with Texas so that credits will transfer. Summer programs have an easier time ensuring educational continuity, study participants suggested. Elementary

summer program staff can focus on content areas and they can offer the University of Texas Transfer Curriculum (UTTC) courses to secondary students.

English Language Development

Study participants were particularly concerned about the impact of Limited English Proficiency (LEP) and illiteracy on parents' abilities to help their children with their schoolwork and otherwise support them in school. LEP among migrant students was another concern. Although migrant parents felt that their children should learn English and Spanish, they agreed that schools should place more emphasis on teaching English. Parents were generally pleased about the amount of English their kids learned in Minnesota, although some schools go too far in enforcing "English-only" policies. English as a Second Language (ESL) classes in Minnesota help migrant students in a number of ways, for instance by assisting students with their homework. Several service providers, however, were concerned that LEP migrant students still do not get enough support in Minnesota, either at school or at home. They viewed Spanish as an asset that schools, parents and students should recognize. Service providers called for a more "bilingual approach" in class to support the needs of migrant students, although staffing such programs could be a challenge due to the lack of bilingual teachers in Minnesota.

Health

Study participants suggested that migrant students may be more susceptible to health problems related to traveling, living conditions, and farm work, including: sleep deprivation, common colds, dehydration, diarrhea and vomiting. While exposure to pesticides represents a clear health risk for migrant workers, service providers suggested that this is more common among adults than children. Vaccines are also a health issue particular to migrant students, as frequent moves between school districts can make it difficult for migrant families to ensure students get all their vaccines. Study participants brought up a number of health concerns for migrant students, although it was not always clear if migrant students in Minnesota were any more vulnerable than other low-income Latinos. Additional health concern mentioned were: dental problems, poor vision, pregnancy, poor nutrition, mental health issues, and social problems (e.g. drug use and gang activity).

Access to health care is also a significant challenge for migrant families in Minnesota, which can result in migrant students not receiving continuity in medical care. Many migrant parents participating in this study reported that they do not have health insurance, and while public programs help fulfill health care needs these services are not always available to migrant families. Summer programs and local schools meet some of migrant students' health care needs, although there is not always sufficient communication between programs to ensure follow through for particular students. Migrant families may have a hard time locating providers that accept their vouchers or health insurance, and some rural areas where families live simply do not have enough health care providers.

Access to Services

Migrant families may be unaware of local services available to them in Minnesota. Whereas families who have migrated for years to the same Minnesota community are likely to know how to obtain the information they need, migrant families who arrive to Minnesota for the first time require more orientation. Study participants suggested that migrant families need information on health care, transportation, employment, legal services, food stamps/food shelves and housing. Information about migrant education services is also important, and even families with years of experience migrating to Minnesota were not familiar with MEP. Access to government aid represents a particular hurdle for migrant families in Minnesota; to be qualified for certain forms of public assistance migrant individuals must have an established address in Minnesota for 30 days. Study participants reported that the education services most directly impacting migrant students' academic success are: homework help (e.g. tutors, study halls, after school homework programs), transportation, library access, computer and Internet access, and special education services.

Study participants also discussed how to deliver information and services to migrant students most effectively. Service providers suggested that special events, like a parents' night for ESL students or a "Migrant Festival" would be good strategies for disseminating information to migrant families. Migrant parents in all focus groups, meanwhile, stated a preference towards getting information about community resources through someone "they could trust." Labeling a space, a class or a program "migrant" (e.g. "migrant lab" or "migrant school") creates a perception of separateness from other students that can make migrant students feel

uncomfortable, or even stigmatized. Parents in Glencoe, Minnesota, for instance, felt their children were being discriminated against during the summer because their kids were kept separate from the non-migrant summer school students.

Recommendations for Service Delivery Improvement

Recommendations are aimed at all levels of the education system responsible for the education of migrant students: the federal Office of Migrant Education (OME), the state Migrant Education Program (MEP), local school districts and specific MEP sites. Recommendations are organized according to the 7 area of concern investigated for this project. However, SEAMS research also suggested barriers to migrant students' education that did not fall under any of the 7 areas of concern. Thus, we include a series of recommendations for systemic changes at the district, state and federal levels that could enhance migrant students' educational experiences.

Educational Support at Home

- a) *School and MEP staff working with migrant students should clearly communicate the benefits and role of the Migrant Education Program to migrant parents.*
- b) *MEP staff should continue to encourage migrant parents to bring academic, medical and IEP (Individualized Education Plan) records with them.*
- c) *Summer MEP staff should facilitate opportunities for parents and students to learn together.*

School and Community Engagement

- a) *School districts and local MEP sites should support the education of migrant students in a manner that welcomes them and fosters their integration into the school and local community.*
- b) *Instruction for migrant students should be engaged, interdisciplinary, and based on the students' own socio-economic, cultural and linguistic background.*

- c) *School districts and local MEP sites should encourage migrant students' involvement in extracurricular activities (during the summer and school year) to increase interaction with other students in the community and to enhance their sense of belonging.*
- d) *MEP should identify, consolidate, translate and disseminate information about post-secondary educational opportunities and financial aid for migrant students in Minnesota.*
- e) *School districts and local MEP sites should encourage migrant students to express their cultural heritage.*
- f) *School districts and local MEP sites should continue to weave enriching, hands-on activities, such as field trips, into summer migrant programs so as to provide students a broader knowledge and understanding of the host community's history, traditions and heritage (e.g. college visits, library visits, museum visits, state park visits).*
- g) *Local MEP sites should create an alumni network of migrant students who have participated in their programs.*

Instructional Time

- a) *Teachers and academic counselors should continue to optimize instruction time during the school year for migrant students who do not intend to stay in Minnesota by placing them in core academic classes (e.g. math, reading and science) rather than in elective courses.*
- b) *School districts and local MEP sites that receive migrant education funding during the school year need to prioritize and/or continue to provide consistent in-school and after-school academic help opportunities.*
- c) *School districts and local MEP sites should continue to provide transportation between home and school during the summer program and the school year (when applicable) to both students and parents.*

Educational Continuity

- a) *MEP should offer training to all school staff that work with migrant students (such as counselors, teachers and other non-migrant program staff) so that they learn about migrant students' educational needs and academic requirements.*
- b) *OME should identify and share best practices in placing and assessing migrant students.*
- c) *MEP needs to foster interstate and intrastate connections and communication between staff that work with migrant students.*
- d) *MEP should explore ways to streamline the enrollment process to make registration into the summer migrant programs more time efficient for migrant parents.*
- e) *Academic counselors, migrant program staff, migrant parents and migrant students should communicate face-to-face, ideally during a conference upon a family's arrival to and departure from a Minnesota school district.*
- f) *Teachers and migrant program staff should advocate for courses that are appropriate to migrant students' actual academic performance levels, rather than their particular grade level.*
- g) *MEP should advocate for and expand access to the New Generation System (NGS) interstate database.*

English Language Development

- a) *School districts and MEP sites need to take an active role in promoting bilingualism in education.*
- b) *School districts and MEP sites should train staff to better understand the connection between different learning levels and Limited English Proficiency (LEP).*

Health

- a) *School districts and local MEP sites should strengthen partnerships to address migrant students' health concerns*
- b) *MEP should continue to offer free breakfast and lunch to migrant students in the summer and school year programs, and possibly even a light dinner.*
- c) *OME should create a vaccine registry for states that is easily accessible to service providers and that describes what vaccines are required in each state.*

Access to Services

- a) *MEP should increase migrant students' access to services by providing incentives for districts and schools to serve migrant students.*
- b) *School districts and local MEP sites should forge strategic partnerships and collaborations with employers, law enforcement, community-based organizations, churches and local social service agencies.*
- c) *Local MEP sites should recruit volunteers to provide and/or supplement educational assistance to migrant students.*
- d) *MEP should explore home-based educational support for secondary migrant students during the summer.*
- e) *School districts should attempt to house all summer migrant education services (Head Start through school age and secondary MEP services) in the same location.*

Systems Change

DISTRICT

- a) *Districts and schools need to provide consistent support for migrant students across all peak months of migrant labor.*

STATE

- b) MEP should invest in additional layers of quality control.*
- c) MEP should explore ways of improving staff retention both internally and in the overall program.*
- d) MEP, in collaboration with school districts, should provide all staff (MEP as well as non-MEP) training specific to working with migrant students and their families.*
- e) MEP should continue to identify and consolidate activities that can be performed at the state level and benefit from an economy of scale.*
- f) MEP should determine the optimal staff-to-student ratio and make it a standard across all summer migrant education programs in Minnesota.*
- g) MEP should explore the effects of grouping grades in summer migrant programs.*
- h) MEP should improve data collection, data entry and tracking of migrant students.*

FEDERAL

- i) OME should advocate for national standards to improve migrant education services.*
- j) OME should adopt a definition of “migrant” and eligibility requirements that are more attuned with the new realities of migrant work.*
- k) OME should delineate lines of accountability and financial responsibility for services provided to students with special needs*

Introduction

SEAMS: A Needs Assessment Process

Migrant students are among the most educationally disadvantaged students in the United States public school system. The Migrant Education Program (MEP) is authorized under Title I, Part C, of the Elementary and Secondary Education Act (“No Child Left Behind”) to provide services to support the educational needs of migrant students. Federal guidelines stipulate that delivery and evaluation of Migrant Education Program services must be informed by up-to-date Comprehensive Needs Assessments (or CNAs). According to No Child Left Behind, a CNA is systematic decision-making process that “determines the needs [of migrant students], examines their nature and causes, and sets the priorities for future action” (*Draft Non-Regulatory Guidance, October 2003*).

In 2005, the Minnesota Department of Education (MDE) contracted Hispanic Advocacy and Community Empowerment through Research (HACER) to carry out the first CNA for the state’s Migrant Education Program. The project was titled Securing the Educational Accomplishments of Migrant Students (SEAMS) in an effort to move away from a deficit-based approach to discussing the needs of migrant students. The purpose of this project was to describe the particular context of migrant students in Minnesota, identify and prioritize their specific needs, and finally, highlight their unique strengths. This project also aimed to create recommendations for how MEP in Minnesota can best help migrant students succeed in school.

Data and analysis presented here draw on the experience and expertise of service providers working with Minnesota’s migrant population, including: social and community program staff; summer MEP staff and other educators; testing, academic counseling and intake specialists; employment specialists; and policy specialists. Most importantly, however, this study foregrounds the voices and insights of migrant parents and migrant students in the state. Migrant families are infrequently at the table when federal education policy is set, state MEP priorities are determined, and district-level practices are implemented and evaluated. Nonetheless, their

input is valuable, and indeed crucial, to securing and strengthening the educational achievements of migrant students in Minnesota.

The SEAMS report is organized in the following manner. The remainder of this section offers an overview of the Migrant Education Program in Minnesota. Subsequent sections include: a profile of migrant students in Minnesota; a description of research; analysis of academic achievement information for migrant students from state databases; key perspectives of service providers, migrant parents and migrant students interviewed for this project; and analysis of barriers and facilitators to migrant students' academic success according to 7 areas of concern. The report concludes with recommendations to improve the delivery of educational services to migrant students in Minnesota, and a discussion of lessons learned that could inform future CNA processes.

Overview of Minnesota's Migrant Education Program

The Migrant Education Program, which operates under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), was established in 1966 to help migrant students overcome the challenges of mobility and other educational consequences of migratory life. One of the overall purposes of the program, as purported in the No Child Left Behind formulation of school accountability, was to assist schools in holding all students to the same high standards. The Planning and Evaluation Service of the US Department of Education (2002) analyzed the National Longitudinal Survey of Schools, interviewed migrant program directors in the 9 states with the highest migrant enrollments, and conducted several case studies of district level programs to examine student success in meeting academically challenging standards. They found that principals and teachers had lower expectations about the ability and potential of students in Title I schools with migrant students than principals' and teachers' expectations of students in other Title schools. Contrary to federal requirements, Title I schools with large numbers of migrant students had 25% or more students with limited English proficiency and reported to use different content and performance standards for those students. Title I schools servicing migrant students also had fewer students enrolling in advanced courses, had teachers with less experience, and had school populations that were much poorer and less proficient in English.

Various authors have summarized the challenges associated with educating migrant students (Salinas & Franquiz, 2004; Salinas & Reyes, 2004; White, 1994). One of the first and foremost challenges, however, is determining which students are eligible for migrant education services. In general, eligible students are individuals (ages 3-21) who have, within the last 36 months, moved with a qualifying worker or as qualifying workers across school district boundaries in order to obtain temporary or seasonal employment in agriculture or fishing (Paige, Hickok, Ginsburg, & Goodwin, 2003). The age and educational background of the migrant child or worker are taken into account in determining for which educational program the child qualifies and the content and level of training provided. In some states, there are strong connections between several state agencies to promote the identification and recruitment of migrant children, including the Department of Agriculture, State Department of Labor, County Extension Offices, and other regulatory agencies including health and housing (Melecio & Hanley, 2002).

Funding for Minnesota's Migrant Education Program (MEP) is based on the number of students in the state identified as eligible for migrant education services—not the number of students who actually receive services. Individual schools may apply for additional funds from the MEP to provide migrant families outreach services, tutorial assistance and student leadership training. Existing migrant education programs include:

Migrant and Seasonal Head Start Program: Targets children younger than the compulsory school age. The program not only helps young children prepare for school; it also frees their older brothers and sisters to attend elementary or secondary classes.

Migrant Education Program (MEP): Targets migrant students up to 22 years of age without a high school diploma or equivalent. Elementary and high school students receive academic instruction at a variety of sites throughout the state. These daylong instructional sessions generally last for a period of 6 weeks. The summer session emphasizes curriculum basics such as mathematics, science, and language and literacy development. Secondary education programs often include evening classes for children who are working during the day. Junior and senior high school students have the opportunity to make up credits, improve basic skills and prepare for and take their home

state graduation test. Their coursework and grades are recorded and transmitted to their home-base school for credit toward graduation. In addition to a strong academic focus, the summer program provides other important activities and services for migratory children. These may include transportation to and from the classroom, nutritional services and medical and dental care. Enrichment activities in the arts, community projects and field trips help round-out summer curriculum.

High School Equivalency Program (HEP): Targets migrants at least 16 years old, or beyond the age of compulsory schooling, not enrolled in school, and lacking a high school diploma or equivalent.

College Assistance Migrant Program (CAMP): Targets migrants who have been accepted as full-time, first-year undergraduate students at certain colleges.

Migrant Education Even Start program (MEES): Targets persons eligible for adult basic education, children of the state's compulsory school age, or their children younger than 7 years old (Owen, Ulstad, Shardlow, Shelton, & Cooper, 2004).

This report hopes to assist MEP in reaching its 4 goals with respect to the academic achievement of students, which are: school readiness, reading achievement, math achievement, and ultimately graduation. In this context, school readiness can refer to migrant students' preparedness to begin school, as well as their readiness for school at the start of anew semester and/or school year. Data presented in the "Reading, Writing and Math Achievement" suggests how well migrant students in Minnesota are currently performing in the content areas of reading and math. Meanwhile, the section "Addressing Areas of Concern" presents qualitative and quantitative information on barriers, facilitators and success stories relating to migrant students' academic achievement, school readiness and graduation.

The Migrant Student Profile

During the initial phase of the SEAMS project, HACER created a Migrant Student Profile. The profile was meant to answer the question “What do we already know about migrant students and their families in Minnesota?” before any primary source data collection took place. The Migrant Student Profile presents migrant student population estimates from the Minnesota Department of Education and a summary of relevant literature about the challenges that migrant students and their families face, their strengths, and the promising practices in working with them. A review of relevant literature is presented according to 7 areas of concern regarding the academic achievement of migrant students. These concerns, which were outlined in a 2-year pilot study for the Comprehensive Needs Assessment (CNA), are: educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services (*Title I, Part C, Migrant Education Program—Initial Lessons Learned in the Comprehensive Needs Assessment Pilot Project, OME—Working Draft #2*). Following an overview of the 7 areas of concern, we cite some of the strengths and promising practices of working with migrant students identified in the literature. This section concludes with a discussion of gaps in the literature.

Migrant Families

Migrant families provide much-needed labor in several key industries throughout Minnesota. Most migrant workers in Minnesota work in agricultural field labor, vegetable cultivation and processing, horticulture, and forestry (Chase, Zerger, & Sass-Zaragoza, 1995). The National Agricultural Worker Survey found that migrant farm workers are mostly Hispanic (94 percent) with 80 percent born in Mexico. Approximately 6 to 10 percent of migrant workers are White or Black Americans (Martin, 1994). The majority of migrant workers speak a language other than English, and many possess lower than a fifth-grade education level from their country of origin (Strang, Carlson, & Hoppe, 1993).

The vast majority of migrant workers in Minnesota are permanent, legal residents of the United States. Most come from the border region of southern Texas and northern Mexico, namely, the

Rio Grande Valley. Many migrant families come to Minnesota year after year. They arrive in April or May and most remain through in Minnesota through the end of the agricultural season, which can be as late as November in the case of sugar beet and potato crops. **Figure 1** and **Figure 2** (on the following page) illustrate the peak arrival and departure months of migrant workers who come to Minnesota and whose children were identified as eligible for the Migrant Education Program. The data comes from the responses of a stratified, random sample of migrant families as part of a 2006 re-interview process of identified migrant students in Minnesota.

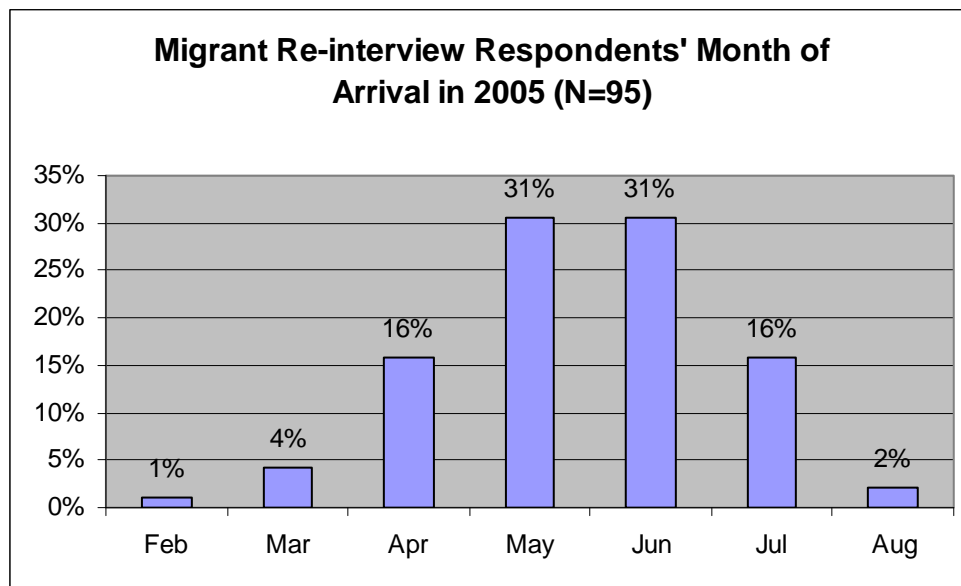


Figure 1: Migrant Re-Interview Respondents' Month of Arrival in 2005

Figure 1 depicts the month of arrival of migrant parents with children identified as eligible for the Migrant Education Program. The graph shows that most migrant families (83 percent) arrive in the month of June or before. **Figure 2** (on the following page) shows that although some migrant families leave in August, most do not leave until the work season in the processing plants is complete, namely in October, November or December. As a result, most migrant families (77 percent) depart after the school year begins.

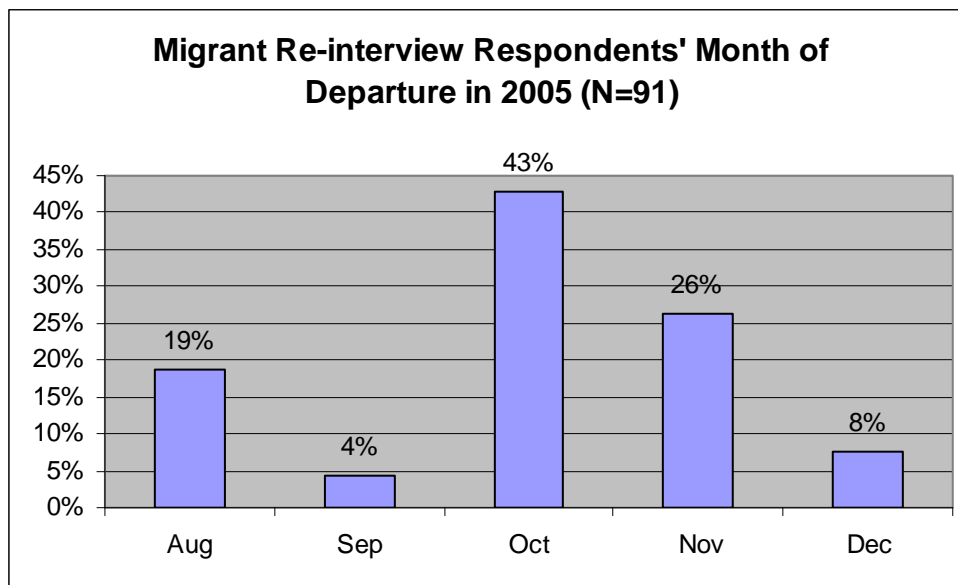


Figure 2: Migrant Re-interview Respondents' Month of Departure in 2005

The Red River Valley, the Minnesota River Valley and the southern area of the state have the most demand for seasonal workers. The workers provide vital labor to these communities and have a sizable impact on the local economies. An estimated 20,000-35,000 migrant workers come to Minnesota to work in farm fields and food processing plants each year (Oswald & Edelman, 1997).

For the migrant workers who come to Minnesota each year, the choice to move from community to community in search of work is often based on grim socio-economic realities. Undeniably, the economy of southern Texas contributes to the willingness of many migrant workers to drive such long distances for work. The minimum wage for farm work in Texas was \$3.35/hr in 2001. Contreras et al. (2001) reported that the average wage for field workers in Minnesota is \$5.50 an hour. However, approximately 60 percent of migrant farm workers in the U.S. earn incomes under the federal poverty line, and 73 percent of migrant children live in poverty. Half of all migrant workers earn wages below \$7,500 per year (Contreras, Duran, & Gilje, 2001).

Migrant families face many challenges upon arriving to Minnesota. Their lives are characterized by low annual income, unhealthy working conditions, and stresses and uncertainties associated with constant mobility (Chavkin, 1996; Martin, 1994; Owen, Ulstad, Shardlow, Shelton, & Cooper, 2004; Prewitt-Diaz, Trotter, & Rivera, 1990). Many migrant workers are employed by labor contractors (*contratistas*), who provide crews to tend and harvest crops for local farmers

(Bowe, 2003; Owen, Ulstad, Shardlow, Shelton, & Cooper, 2004). The literature often documents the suboptimal treatment of migrant workers by *contratistas* (Acuna, 1981; Bowe, 2003). Because migrant families are in Minnesota temporarily, they also encounter challenges in locating affordable housing (Ziebarth & Byun, 2002). Many may have housing prearranged in one of the migrant worker camps in the state; others may choose to live with family members who already reside in Minnesota. Some migrant farm workers arrive in April to begin work without previously having arranged housing. Upon the onset of the migrant season, migrant workers and their families may sometimes be seen sleeping in their vehicles until they locate housing. The majority of migrants without prearranged housing, however, live in rooming houses, where they rent one or more rooms with common areas (Contreras, Duran, & Gilje, 2001).

Migrant Students

According to recent estimates from the *Title I Migrant Education State Performance Reports, 1997-98*, the United States has approximately 800,000 migrant children and youth. Camacho-Schmidt (1994) noted that nearly 20 percent of all migrant farm workers are adolescents, and as many as half of these may be unaccompanied by their families. Migrant students are represented in more than one-fourth (25 percent) of the approximately 80,500 public schools nationwide (excluding Hawaii, New York and Ohio). Most migrant children live in households below the federal poverty level. Poverty levels are higher among schools with medium/high numbers of migrant students compared to those with no migrant students (Kirby, Naftel, Berends, & Sloan-McCombs, 2002; Lennon & Markatos, 2002; Paige, Hickok, Ginsburg, & Goodwin, 2003).

In Minnesota, many migrant students attend school for only a portion of each year. Others do not attend school at all while they are in Minnesota. More than 5,000 children throughout the state of Minnesota were served through Title I dollars for migrant students in 2003, and 900 children were served through the Migrant and Seasonal Head Start program operated by Tri-Valley Opportunity Council during the same year (Owen, Ulstad, Shardlow, Shelton, & Cooper, 2004). The number of students identified as migrant in Minnesota was 8,021 in 2003-2004, which at that time represented less than 1 percent of the total number of enrolled students in Minnesota schools (Donne & Gaiche, 2004). **Figure 3** (on the following page) presents the

number of migrant students identified in Minnesota between 2000 and 2005. The data comes from MIS 2000, which is the data management tool for MEP in Minnesota. The database contains all students who are identified as eligible for the program, regardless of whether or not they are actually served.

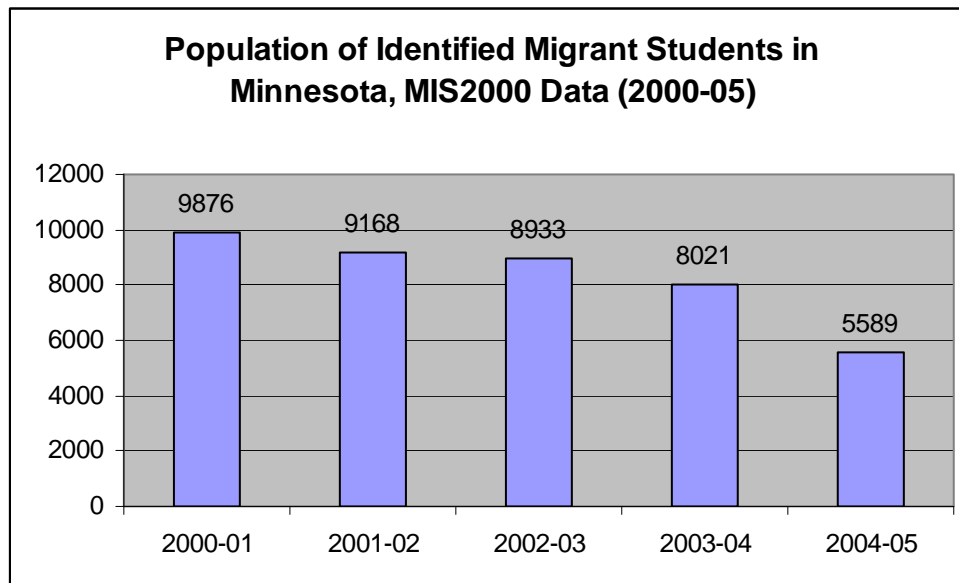


Figure 3: Population of Identified Migrant Students in Minnesota, MIS2000 Data (2000-2005)

Migrant students are represented in approximately 18 percent of Minnesota school districts. Maps illustrating the changes in the number of identified migrant students by school district between 2000 and 2005 are included as **Appendix A** and **Appendix B** to this report.

Migrant students are among the most educationally disadvantaged students in the public school system, and they also have one of the highest dropout rates (Garza, 1983; Gibson & Bejinez, 2002; Hinojosa & Miller, 1984; Ogletree & Janick, 1982; Paiz, 1985; Pindus, O'Reilly, Schulte, & Webb, 1992; Rollason, 1985; Salerno, 1991). Although student mobility has been identified as the dominant influence on a migrant child's achievement in school (Chin, 1984; Plato, 1984; Ribando, 2002; Romo, 1999), mobility has been shown to affect individual migrant students differently. Migrant students who eventually dropped out of school had more negative reactions about the effects of moving compared to migrant students who eventually graduated (Nelken & Gallo, 1978). In general, low-achieving migrant students, however, have been found to be more mobile than their high-achieving counterparts (Paiz, 1985).

The lack of high quality instruction can pose a barrier to the academic achievement of migrant students. Principals in Title I high-migrant schools reported higher percentages of inexperienced teachers (defined as those with less than 3 years of experience) than did principals in schools with no or low numbers of migrant students. Teachers in schools with a high proportion of migrant students were much more likely to report lack of basic skills, lack of student motivation, and high student mobility as problems preventing all students from achieving at high levels, compared with teachers in schools with no migrant students (Paige, Hickok, Ginsburg, & Goodwin, 2003).

Other contributing factors to high dropout rates are language barriers, poor health and nutritional deficiencies and poor housing conditions (Baca & Harris, 1988; Platt, Cranston-Gingras, & Scott, 1991; Prewitt-Diaz, Trotter, & Rivera, 1989; Ribando, 2002). In addition, the need for multiple wage earners in the family also contributes to low school achievement and high dropout rates (Schiff & Pergament, 1995). Finally, tracking the academic achievement of migrant students can be difficult, particularly because different districts often use different systems to track their students (Lennon & Markatos, 2002; Levy, 1987; Morse & Cahape-Hammer, 1998; Salinas & Reyes, 2004). Inconsistent tracking can cause students to fall behind and have difficulties maintaining age-appropriate grade levels (Cranston-Gingras & Anderson, 1990).

Seven Areas of Concern

Information from a 2-year pilot project to assess the needs of migrant students in 4 states—Arizona, Michigan, Pennsylvania, and Texas—indicated 7 educational and educationally related concerns that migrant children face. The concerns stem from recognizing that migrant children are at an educational disadvantage due to migratory status, work schedules and a limited ability to become stable members of school communities. While all 7 concerns are interconnected, they represent 3 broader categories: educational structures, family structures, and societal structures. The literature and findings most related to each of the 7 concerns is summarized below.

Educational Support in the Home

The literature supports evidence that parent involvement in students' educational process outside of school institutions increases learning achievement (Lopez, Scribner, & Mahitivanichcha, 2001). Parents may contribute to the academic success of migrant students at school and at home; in addition, parents inevitably support student academic goals in other ways. Migrant students who live with their parents and extended family have been found to have a greater chance of completing high school than those who did not (Chapell-Perritt, 2001). Manaster & Chan (1992) hypothesize that successful migrant high school students come from families with higher socioeconomic status; are more acculturated, urbanized, and psychologically adjusted to "modern" value systems; and have higher occupational aspirations and expectations than the unsuccessful group. Indeed, the unsuccessful group of migrant high school students in their study came from families that were larger, poorer, more rural, and more "foreign" (i.e., more parents and children born in Mexico) than the successful students' families (Manaster & Chan, 1992).

Studies have explored differences in perceptions between school personnel and migrant parents (Lareau, 1989; Martinez, 1994; Martinez, Cranston-Gingras, & Velasquez, 2001; Martinez & Velasquez, 2000; Romanowski, 2003; Romo, 1985; Valdes, 1996). Lareau (1989) conducted a study on teachers' perceptions of parental involvement in education. Teachers viewed parent involvement as: preparing children for school (e.g., teaching the children the alphabet, talking and reading to children to promote language development), attending school events (e.g., parent teacher conferences) and fulfilling any requests teachers make of parents (e.g., play word games with their children at home). According to Martinez & Velasquez (2000), "It is no wonder that migrant parents are so often perceived as uninvolved. Their life circumstances preclude fulfillment of the expected role."

School Engagement

Migrant students encounter various challenges to remaining engaged in school. Various studies tie the lack of engagement in school to a lack of social capital (Bowles & Gintis, 1976; Coleman, 1988; Lareau, 1987; Platt, Cranston-Gingras, & Scott, 1991; Stanton-Salazar & Dornbusch, 1995). Following Bourdieu (1986), social capital in this context refers to students' access to the

social networks and relationships that enable them and their parents to obtain the resources needed to be successful in school (Gibson & Bejinez, 2002). Disruptions in education that hinder school engagement affect migrant students on 3 levels—behavioral, emotional and cognitive (Fredricks, Blumenfeld, & Paris, 2005). Chapell-Perritt (2001) reviewed essays of 50 migrant students and found that about 40 percent of the students were concerned with one or more of the following issues: poverty, mobility, English as a second language, and social isolation. Work and family responsibilities are other major concerns of migrant students (Kindler, 1995).

Educational Continuity

Migrant students face challenges in continuing their education from where they leave off in their home-base schools. Migrant families' high mobility, among other factors, creates interruptions in the education of migrant students. Migrant children tend to fall behind their non-migrant peers in terms of academic achievement, as they change schools frequently when their families move from job to job (Goniprow, Hargett, & Fitzgerald, 2002; Schiff & Pergament, 1995). In addition, given that migrant students change schools throughout the year, they have limited access to continuous curricula, class routines, and social networks in their educational experience.

Instructional Time

Migrant students experience gaps in their education when migration leads to a loss of instruction time in the classroom. Absence from class decreases migrant students' instructional time and impedes their ability to achieve academically. Migrant students may lose instruction time due to high rates of truancy. For instance, children of migrant workers sometimes miss school out of economic necessity. Some might work to help sustain the family, just like their parents. The lack of childcare is also a significant problem for migrant families. Older siblings may miss school as a result of having to care for younger siblings so that both parents can work in the fields (Owen, Ulstad, Shardlow, Shelton, & Cooper, 2004).

English Language Development

Language barriers limit migrant students' access to resources within and outside of the family. Migrant students may face challenges of language proficiency in both English and Spanish. Cummins (1992) describes 2 levels of language proficiency: basic interpersonal communication skills (BICS) and cognitive/academic language proficiency (CALP). CALP, for instance, is the level of language proficiency required to understand mathematics content. Adequate academic language proficiency is necessary for achieving academic success in all schools.

Furthermore, acquisition of a new language can be a source of anxiety for limited-English proficient (LEP) migrant students. One study showed that when English as a Second Language (ESL) students moved from ESL to mainstream classes their English language anxieties shifted from academic types of worry to peer interactional concerns. Female students in particular experienced increased levels of stress (Pappamihiel, 2001). The fact that the majority of Minnesota teachers are monolingual underscores the need to increase awareness about the challenges of learning a second or third language.

Health

A direct link exists between health and academic achievement for all students, regardless of migratory status. Migrant students, however, experience particular health risks than can impede their academic achievement. Significantly, migrant students may work in the fields alongside their parents and expose themselves to occupational hazards and risks (Huang, 1993). These risks include: injury from farm machinery and equipment, poor sanitation, chronic and acute exposure to toxic chemicals, constant physical demands, and exposure to bad weather (Shotland, 1989). Suboptimal living conditions also put migrant workers' health and the health of their families at risk. Many migrant families lack toilets, clean drinking water, and are at risk of intestinal parasites and other communicable diseases (Ortiz, 1980; Slesinger, 1992). Living quarters are usually dilapidated farmhouses, field barracks, small shacks and even improvised shelters (Chavkin, 1996; Contreras, Duran, & Gilje, 2001; Kamm & Rosenthal, 1999; Ziebarth & Byun, 2002).

Several studies have investigated and tried to quantify the particular health concerns of migrant families. Alvarez (1994), for instance, identifies the greatest health problems as perceived by migrant workers in Ohio. These problems were, in order of frequency: nutrition, alcoholism, stress, cigarette smoking, and drug abuse. Bechtel et al. (1995) note that because migrant families in Georgia often live and work in substandard environments, they are at greater risk for developing chronic and communicable disease. Dental caries and head lice were epidemic among the 225 migrant workers in Bechtel's study and almost one-third tested positive for tuberculosis exposure. Urinary tract infections were the most common health problem among migrant women (Bechtel, Shepard, & Rogers, 1995). The rate of HIV infection among the migrant worker women was found to be 10 times the national average (Fitzerald, Chakraborty, Shah, Khuder, & Duggan, 2003). Three (3) other studies also outline major health concerns among migrant workers (Durán et al., 1995; Oswald & Edelman, 1997; Thomas, 1995).

Additional studies focus specifically on the health risks of migrant youth. Camacho-Schmidt (1994) identify 5 major health concerns related to migrant adolescents. These concerns are: (1) substance abuse (drinking and drug use); (2) sexuality (sex education, teenage pregnancy, contraception, sexually-transmitted diseases, AIDS, risk factors related to HIV infection, barriers to HIV prevention, and positive programs and practices); (3) mental health (psychosocial stress, family problems, generation gap and cultural gap between parents and teenagers, domestic violence, school attitudes, and dropping out); (4) physical health (nutrition, dental health, and access to health care); and (5) occupational health and safety (child labor, housing, sexual harassment, field sanitation, and pesticides). Obesity and hunger can coexist with other poor health conditions among migrant children as well (Jimenez-Cruz, Bacardi-Gascon, & Spindler, 2003; Kamm & Rosenthal, 1999; Koday, Rosenstein, & Lopez, 1990). Migrant children may be at particular risk for over and under immunization, which represent important health concerns among all children (Feikema, Klevens, Washington, & Barker, 2000; Yawn et al., 1998). Finally, studies have shown an inverse relationship between the period of time a Hispanic immigrant child has been in the United States and his/her adoption of health risk behaviors (Hernandez & Charney, 1998). Given that migrant students may be recent immigrants, Elder et al. (2002) emphasize the importance of early intervention and education to prevent health risk behaviors among migrant children.

Access to Services

Migrant students and their families are also disadvantaged because they are not privy to public services. Although approximately 70 percent of migrant farm worker families live in poverty, few actually use federal and state assistance programs (Kamm & Rosenthal, 1999; Snyder, Jensen, & Cason, 2003; Thomas, 1995). Frequent relocation between states, language and cultural barriers, and limited economic and political resources are all factors which limit migrant families' access to health and human services (Bechtel, Shepard, & Rogers, 1995; Cason, Snyder, & Jensen, 2004). Level of acculturation may play an important role as well. Mexican Americans with low levels of acculturation have been shown to have lower access to health and human services than Mexican Americans who are more acculturated (Wells, Golding, Hough, Burnam, & Karno, 1989). Furthermore, migrant families who are undocumented may not seek health and human service assistance out of fear of deportation (Chavez, Flores, & Lopez-Garza, 1992).

Strengths and Promising Practices

Much of the available literature focuses on the academic deficiencies of migrant children. More recent literature, however, builds on migrant students' and their families' strengths and contributions (Bushway, 2001; Gonzalez & Padilla, 1997; Menchaca & Ruiz-Escalante, 1995; Trevino, 2004). Migrant students' strengths include: the mastery of multiple languages; having lived in several states and abroad; expanded knowledge of geography; and abilities to deal with crisis situations (Menchaca & Ruiz-Escalante, 1995; Salinas & Reyes, 2004). Trueba (2002), following Bourdieu (1986), refers to many of these strengths as "cultural capital." Instead of impeding the success of migrant students, "cultural capital" is crucial for the success of the student in a modern diversified society.

The literature (Carter & Chatfield, 1986; Mattera, 1987; McCollum & Russo, 1993; Olsen & Dowell, 1989; Romo, 1993) also documents the characteristics of schools and programs that have been most successful at educating migrant students. Four (4) programs that have been successful in addressing migrant students' achievement gaps in mathematics are the University of Texas Migrant Student Program, Summer Migrants Access Resources through Technology (Project

SMART), Encourage Students through Technology to Reach high Expectations in Learning, Life skills and Achievement (Project ESTRELLA), and Portable Assisted Study Sequence (PASS). These distance education programs operate between Texas and receiving states such as Illinois, Minnesota, Montana and/or New York, and they deliver courses in nontraditional ways to accommodate migrant students' needs (Celedon-Pattichis, 2004).

Moreover, Canales & Harris (2004) document 6 recurring practices of school districts who are most successful at working with migrant families. First, successful school districts recruit outreach teams, which reflect the diversity of the community, to address the academic and support service needs of the entire migrant community. Second, the teams carry out a comprehensive assessment of needs in the migrant community that they serve. Third, the teams develop working relationships with a wide network of community organizations and service providers. Fourth, community support and advocacy for migrant students and families are promoted through professional development sessions for educators and various types of media coverage and publicity. Fifth, self-advocacy and empowerment are encouraged among migrant students and parents through information sessions, leadership training, and parent train-the-trainer workshops. Finally, successful districts regularly evaluate their migrant service coordination practices and reflect on potential improvements.

Discussion

Although the general needs of migrant families are well documented in the literature, little has been done to understand the unique needs of migrant students in Minnesota. Furthermore, very few efforts have been made to accurately track the academic performance of migrant students in Minnesota. Important areas for further inquiry include: investigating the barriers to tracking the academic performance of migrant students in Minnesota; understanding the specific needs of migrant students in Minnesota; identifying and building upon the strengths of migrant families and students; and determining which programs are most effective at reaching migrant students and why. SEAMS's aim is to address these gaps in the literature. This study seeks to assess the particular needs of migrant students in Minnesota, and thus provide a basis for determining how Minnesota's MEP can best meet these needs.

Research Methodology

HACER engaged a broad range of community stakeholders in the research design, data gathering and analysis for SEAMS. We created a Steering Committee of stakeholders who were concerned about the academic achievement of migrant students to guide the project methodology, prioritize research goals, assist in the analysis of data collected and generate service delivery recommendations. We used focus groups, key-informant interviews, site visits to Migrant Education Program summer grant sites, a parent survey, and analysis of existing databases to identify and assess the needs of migrant students in Minnesota. This section offers a description of the SEAMS research methodology.

Definitions

Following No Child Left Behind Title I Part C, Education of Migrant Students (*Draft Non-Regulatory Guidance, October 2003*), SEAMS defined a “need” as the gap between “what is” and “what should be.” A need is neither the present state nor the desired outcome; rather, it is the distance or gap between them. **Figure 4** offers an example of a need according to this definition:

Current Results	Desired Results	Need
60% of migrant students can currently say the alphabet upon entry into kindergarten.	Upon entry into kindergarten, 100% of migrant students will be able to say the alphabet.	The remaining 40% of migrant students must learn to say the alphabet prior to entering kindergarten.

Figure 4: Example of a "Need"

The principal focus of this project was to identify the “special educational needs” among other needs of migrant children. “Special educational needs” of migrant students generally refers to the conditions directly related to the migrant lifestyle that impede the academic achievement of migrant students.

The SEAMS Steering Committee

HACER initiated SEAMS by recruiting individuals to serve on the project's Steering Committee. The Steering Committee assisted the researchers and the Minnesota Department of Education throughout all stages of the project including project design, data collection and data analysis. In recruiting Steering Committee members, HACER identified a broad range of stakeholders who were concerned about the academic achievement of migrant students in Minnesota. Specifically, HACER contacted persons who met one or more of the following criteria:

- They were current or former migrant students or parents;
- They had experience working with or providing services to migrant students and families;
- They were able to speak to the needs of migrant students;
- They were data collection, analysis, or content experts; *and/or*
- They were relevant state personnel.

Upon MDE's request, HACER did not recruit employees of current contractors for the Migrant Education Program, or any individuals whose positions are paid through the program, to be part of the Steering Committee. This excluded summer grant project coordinators, some school-year employees, and other employees of Tri-Valley Opportunity Council (TVOC) from serving on the Steering Committee. However, MDE did allow HACER to interview these individuals during the data collection phase of the project.

The SEAMS Steering Committee met 4 times between January 2006 and November 2006. During Meeting I committee members discussed what was already known about migrant students in Minnesota and developed a framework for need indicators. In Meeting II they reviewed the initial data collected for the project and prioritized their concerns about the educational needs of migrant students. Committee members spent Meeting III reviewing data collected on migrant students' achievement in reading and math, and they also analyzed transcripts from the focus groups HACER had conducted with migrant students and parents throughout the state. Finally,

in Meeting IV, the Steering Committee reviewed summaries of research findings and proposed, reviewed, revised and commented on preliminary service delivery recommendations. Following Meeting IV, a few committee members provided further feedback on service delivery recommendations via email.

A total of 26 individuals served on the SEAMS Steering Committee throughout the course of this project. Committee members represented a wide range of expertise, backgrounds and geographic regions throughout Minnesota. Steering Committee members had experience in community organizing, education, legislation, administration, clergy, legal services, and health, among other specialties. Albeit most Steering Committee members participated throughout the whole process, some were unfortunately unable to do so—3 members joined after the first meeting, and not all members were able to attend every meeting.

Focus Groups

HACER conducted a total of 13 focus groups with migrant parents and students for SEAMS. One focus group took place in Las Milpas, Texas in March 2006, while the rest occurred in Minnesota between May 2006 and August 2006. HACER contracted with local migrant recruiters, summer project coordinators and other individuals and organizations serving migrant families to coordinate focus groups and recruit participants. Focus group coordinators were asked to recruit participants who were considered migrant based on the MEP definition (see the section in this report entitled “Overview of Minnesota’s Migrant Education Program” for more detail about MEP eligibility). HACER provided focus group coordinators with a questionnaire for participants to facilitate the recruitment process [see **Appendix C** for qualifying questions for Texas focus groups and **Appendix D** for qualifying questions for Minnesota focus groups]. Focus groups were conducted in Spanish and English, with each participant receiving a \$40 reimbursement for his/her time. All focus groups were recorded, transcribed and analyzed for content.

HACER initially intended to conduct qualitative research for SEAMS exclusively in Minnesota. However, given that the design of the project needed to take place from January through March (outside the migrant season), the Steering Committee recommended during Meeting I that

HACER collect some preliminary data to ensure that the perspectives of migrant parents, migrant students, and Texas service providers were also taken into account in the design of the project. Consequently, HACER conducted one focus group in Texas with migrant families who intended to come to Minnesota. The Texas parent focus group took place in the community of Las Milpas, which is located in Pharr-Edinburg-McAllen metropolitan area in the Rio Grande Valley. The focus group involved 10 participants, including 6 men and 4 women. Participants ranged in age from 12 to 51 years old. Nine (9) participants had traveled to Minnesota in 2005 and planned to come again in 2006. Eight (8) participants in this focus group had children in school, and 1 participant was a student [see **Appendix E** for Texas parent question guide and **Appendix F** for Texas parent demographic form]. The data collected from this group were used in developing additional research instruments and finalizing the design for this project.

Twelve (12) SEAMS focus groups occurred in Minnesota, involving a total of 140 parents and students [see **Appendix G** for Minnesota parent question guide; **Appendix H** for Minnesota parent demographic form; **Appendix I** for parent consent form; and **Appendix J** for Minnesota student question guide; **Appendix K** for Minnesota student demographic form; **Appendix L** for Minnesota student assent form; and **Appendix M** for Minnesota parent consent form for student]. HACER identified sites for focus groups based on highest concentrations of identified migrant students, and we attempted to conduct focus groups in those sites. As depicted in **Figure 5**, focus groups covered all 5 regions served by Minnesota’s MEP.

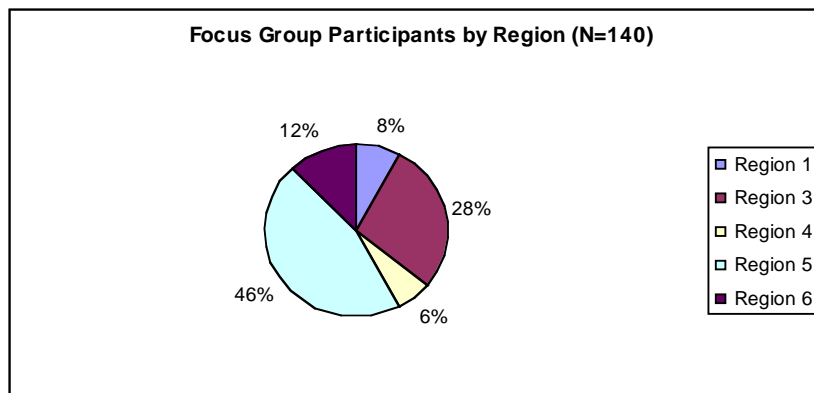


Figure 5: Parents and Students in Minnesota Focus Groups—Regional Breakdown

Recruitment for the Minnesota focus groups targeted migrant parents (men and women) of varying ages, education levels, and English/Spanish language levels. Eighty-nine (89) parents participated in the Minnesota focus groups. As illustrated in **Figure 6**, the majority of the parents ranged in age from 22 to 50 years old, with the largest group (40 percent) falling between 31 and 40 years old.

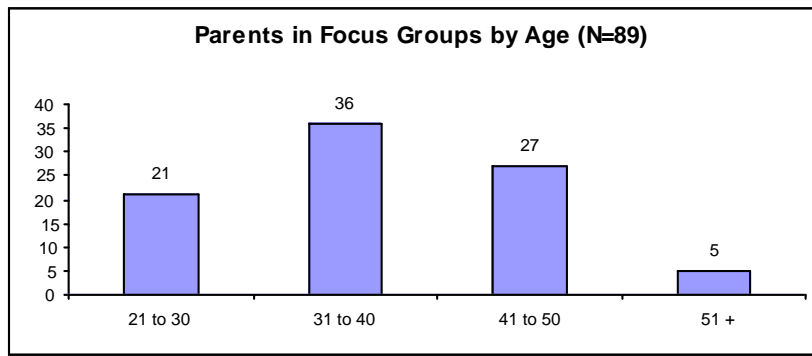


Figure 6: Parents in Minnesota Focus Groups—Breakdown by Age

Over half (53 percent) of parent participants in the Minnesota focus groups reported they were born in Mexico, and over two-thirds (73 percent) were women. Fifty-seven (57) reported having children in kindergarten to 8th grade, 42 had children in high school and 19 reported having children in preschool. Thirty-eight (38) percent of parents had education levels equivalent to high school, 26 percent had educational levels equivalent to junior high and 23 percent had education levels equivalent to elementary school. As a group, parents described both English and Spanish as important languages for oral communication and reading. While 35 percent of parents reported reading better in Spanish, 36 percent reported reading Spanish and English equally well. Similarly, although 37 percent of parents reported speaking Spanish at home, 37 percent reported speaking both Spanish and English equally. **Figure 7** illustrates the language read best by parents in focus groups and **Figure 8** details the language spoken by parents in focus groups (both appear on the following page).

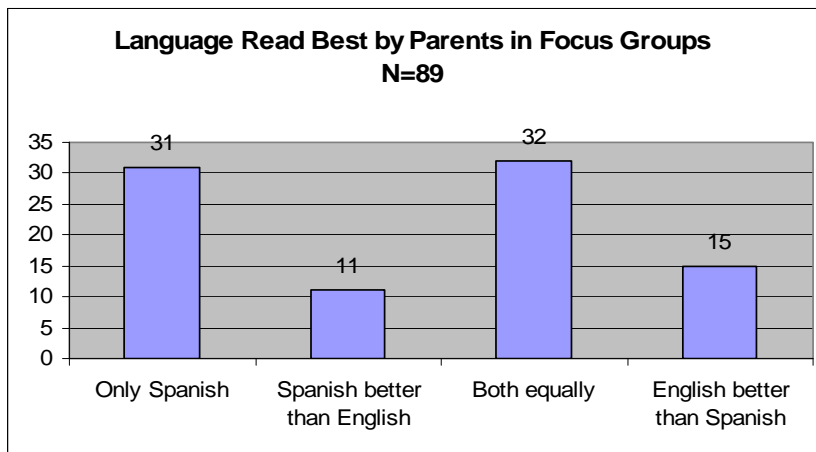


Figure 7: Parents in Minnesota Focus Groups—Language Read Best

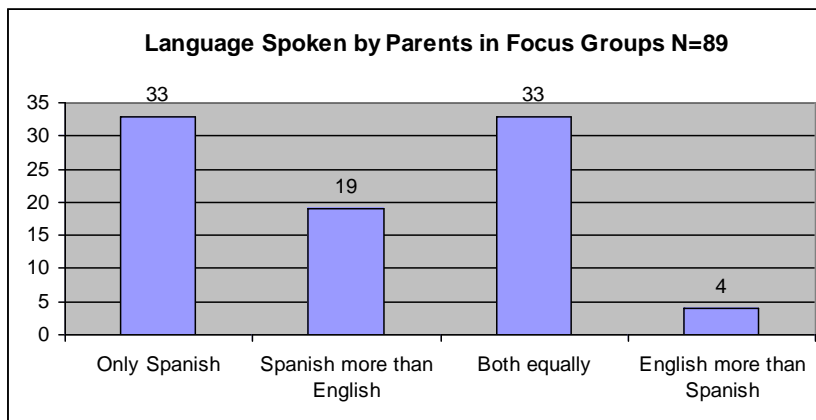


Figure 8: Parents in Minnesota Focus Groups—Language Spoken Best

Recruitment for the Minnesota focus groups also targeted students (male and female) of varying ages, education levels and language levels. The 51 students who participated in Minnesota focus groups ranged in age from 5 to 21 years old, with over two-thirds (70 percent) falling between 14 and 18. A breakdown of student focus group participants by age is presented in **Figure 9** (on the following page).

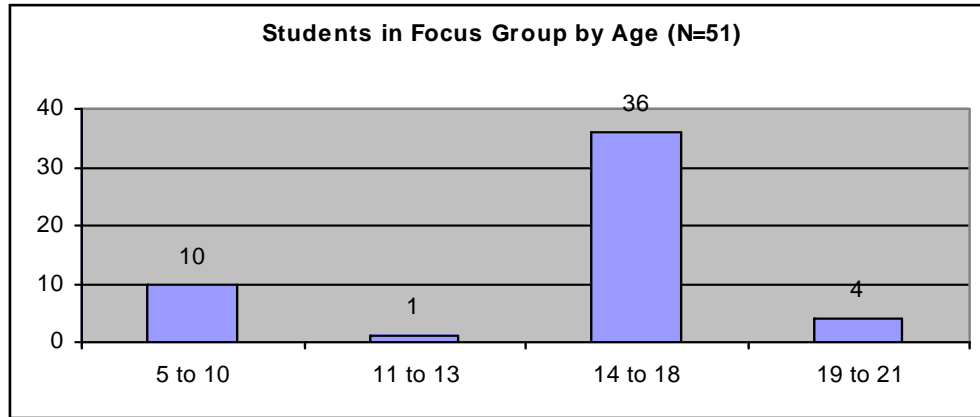


Figure 9: Students in Minnesota Focus Groups—Breakdown by Age

Fifty-eight (58) percent of student participants in the Minnesota focus groups were female and 84 percent were born in the United States. Sixty-three (63) percent of student participants described high school as their highest attained education level, and approximately three-fourths (76 percent) had attended a migrant program in Minnesota. Forty (40) percent of students read English better than Spanish, with 33 percent reading both languages equally. Twenty-four (24) percent reported speaking more English than Spanish while about half (51 percent) of the students said they spoke English and Spanish equally. **Figure 10** describes the language read best by student participants and **Figure 11** (on the following page) shows the language spoken best by student participants.

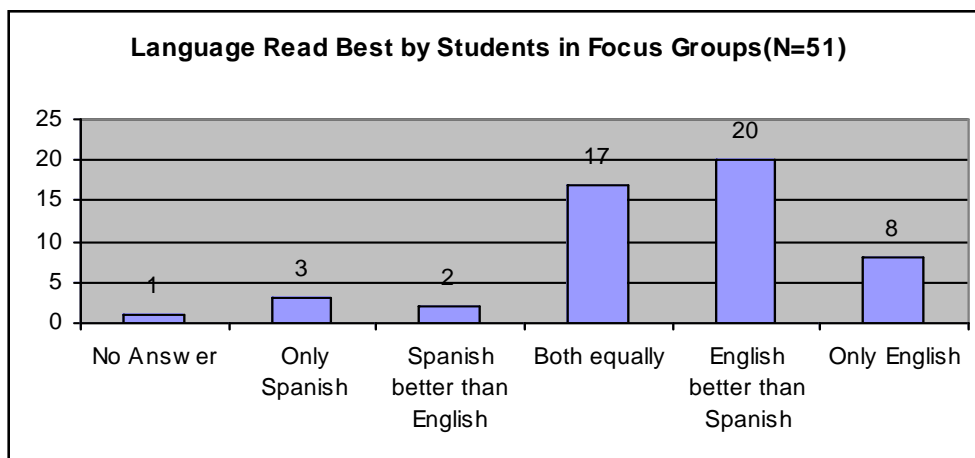


Figure 10: Students in Minnesota Focus Groups—Language Read Best

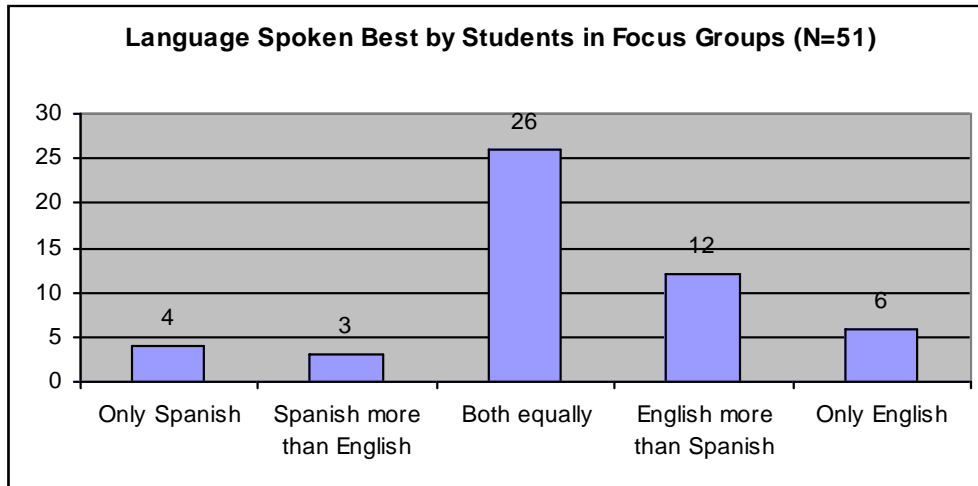


Figure 11: Students in Minnesota Focus Groups—Language Spoken Best

Key Informant Interviews

HACER conducted fifty-two (52) key informant interviews for SEAMS between March and August of 2006. Seven (7) interviews took place in Texas, and the rest occurred in Minnesota. HACER recruited a wide range of key informants who could speak to the educational needs of migrant students including: social and community program staff; summer MEP staff and other educators; testing, academic counseling and intake specialists; employment specialists; policy specialists; and migrant parents and students. HACER selected service providers to interview for this project who were recommended by multiple people, and we relied on service providers to assist us in recruiting migrant parents and students to interview. We also set interview goals for each Minnesota region served by MEP that were proportional to the migrant student population, given limitations of the project budget. Key informant interviews were conducted in Spanish and English and each non-service provider informant received a \$40 reimbursement for their time. All key informant interviews were tape recorded. While most key informant interviews were fully transcribed, in some cases HACER staff could only take copious notes of the recorded material. HACER staff used both transcripts and notes for analysis.

HACER conducted 7 key-informant interviews for this project with service providers working with migrant families in Texas. Interviews took place in 3 towns in Rio Grande Valley whose

populations have a history of seasonal migration to Minnesota: Harlingen, Pharr and Edinburg. Among the service providers interviewed in Texas were 2 migrant high school counselors, 2 migrant program coordinators and 3 Texas Migrant Interstate Program (TMIP) staff (including 2 former teachers). Three (3) of the Texas service providers were women and 4 were men; additionally, 3 of the 7 were former migrants themselves [see **Appendix N** for Texas service provider question guide].

The remaining 45 key informant interviews for this project were conducted in Minnesota. Thirty-two (32) of the Minnesota key informants were service providers, while 5 were migrant parents and 8 were migrant students [see **Appendix O** for Minnesota service provider question guide, **Appendix P** for service provider demographic form, **Appendix Q** for service provider consent form, **Appendix R** for Minnesota parent consent form, **Appendix S** for Minnesota student question guide, **Appendix T** for Minnesota student assent form and **Appendix U** for Minnesota parent consent form for students]. Seventy-eight (78) percent were women and 22 percent were men. As described in **Figure 12**, key informants in Minnesota came from all 5 regions served by MEP.

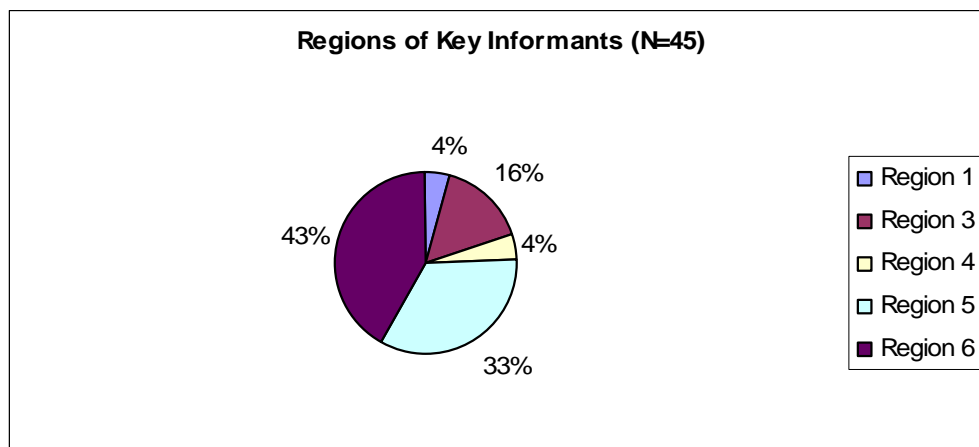


Figure 12: Key Informants in Minnesota—Regional Breakdown

Of the 32 service providers in Minnesota interviewed for this project, 60 percent described themselves as White/Caucasian and 34 percent described themselves as Hispanic, Latino or Chicano. Service providers represented a range of levels of experience working with migrant students. About one-half (49 percent) had between 4 and 10 years working with migrant students, while 16 percent of key informants reported 25 years experience or more. Service

providers also worked with migrant students in a variety of different capacities, with recruitment, administration, teaching and bilingual support being the most common areas of experience.

Figure 13 details the number of years Minnesota service providers interviewed had worked with migrant students, and **Figure 14** shows the types of work experience they had with migrant students.

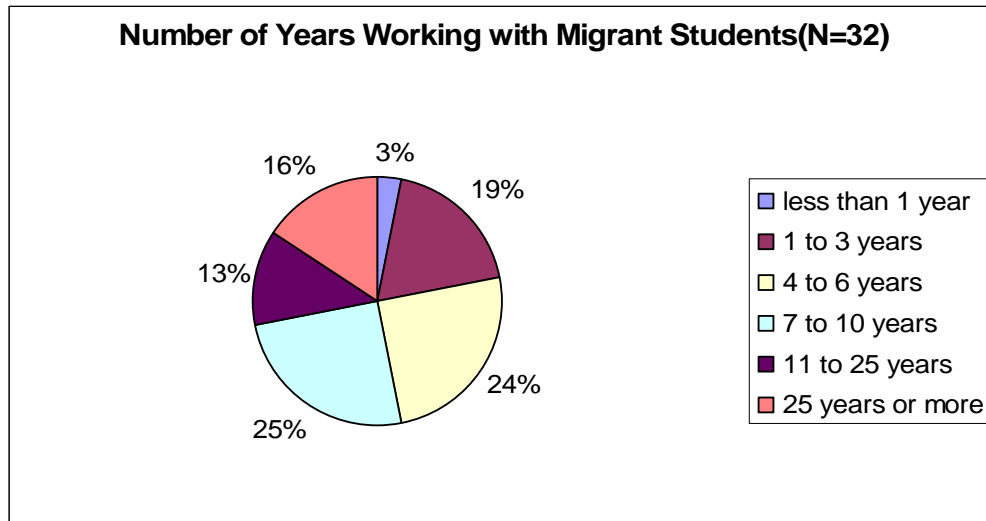


Figure 13: Key Informant Service Providers in Minnesota—Number of Years Working with Migrant Students

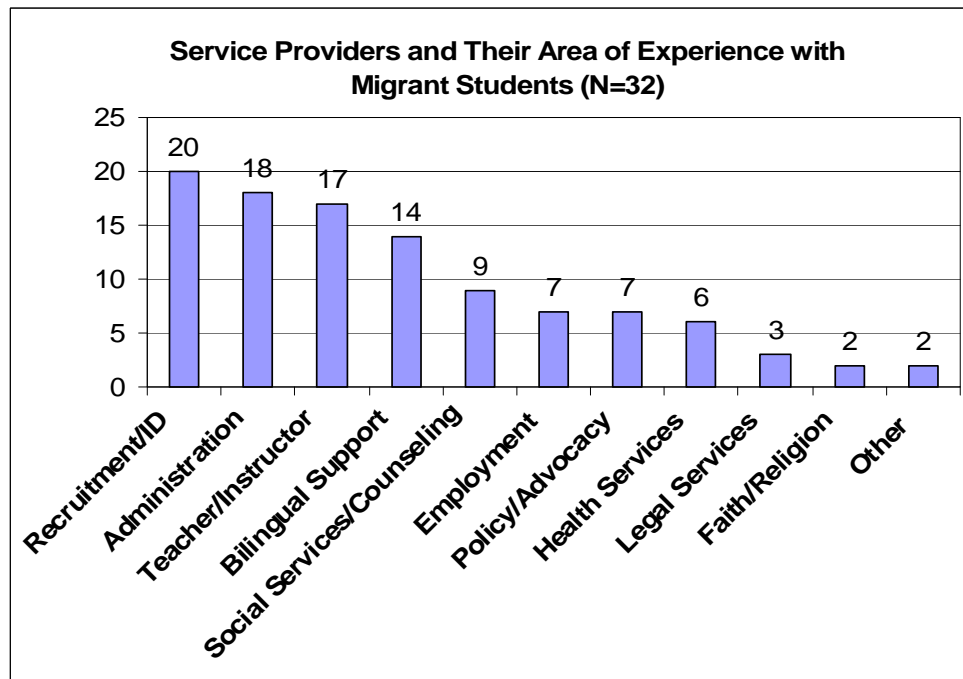


Figure 14: Key Informant Service Providers in Minnesota—Type of Work Experience with Migrant Students

Site Visits

HACER conducted 7 site visits to MEP summer grant sites for SEAMS. HACER decided to conduct site visits after conducting initial focus groups and key-informant interviews in Minnesota in order to contextualize data collected from service providers, migrant parents and migrant students, and to give us a feel for the structure and operation of different summer programs. The site visits were not intended to evaluate particular sites; rather, they were an opportunity for the researchers to observe how different programs try to address the needs migrant students and families. HACER intentionally selected summer sites to visit based on a couple of factors, including those that had high migrant student populations and those with which HACER had established a contact (e.g. a staff person had served as a SEAMS key informant or had hosted a SEAMS focus group). HACER tried to visit sites in every region served by MEP, yet due to programmatic issues and/or scheduling constraints not all selected sites were able to host a site visit. Nevertheless, site visits were conducted in 4 of the 5 MEP regions. HACER carried out 3 site visits in Region 5, 2 site visits in Region 3, and 1 site visit in Region 4 and Region 6 respectively. We were unable to organize a site visit in Region 1.

Parent Survey

HACER carried out a survey with 125 individuals who were either parents or guardians of migrant students. The purpose of the survey was to investigate key needs of migrant students identified by the Steering Committee. HACER reviewed parent surveys conducted by other states to develop the survey questions [see **Appendix V** for the Spanish survey instrument and **Appendix W** for the English survey instrument].

The survey was administered by 2 methods. Fifty-six (56) percent of surveys were administered to the parents or guardians of a random stratified sample of students identified as eligible for MEP between September 2004 and September 2005. These students were identified for a re-interview initiative of eligible migrant students that HACER conducted for MDE. As part of this project, HACER re-interviewed the families of identified migrant students to verify students' eligibility for MEP. After completing these re-interviews, HACER re-interviewers asked parents

if they had time to complete a survey. The remaining surveys (44 percent) were administered to parents or guardians who participated in SEAMS focus groups or key informant interviews. HACER focus-group facilitators and interviewers requested that these parents take a few minutes to complete the survey before or after the focus group or interview. Prior to administering the survey, HACER staff explained the purpose of the survey, the different sections of the survey, and how to complete the survey. Recognizing that some parents may not be able to read or may not feel comfortable filling out the survey instrument, survey-administrators offered to read the survey out loud to parents and assist them in filling it out. Parents could complete the survey in either English or Spanish.

Migrant parent survey respondents ranged in age: 39 percent were between 30 and 39 years old; 31 percent were between 40 and 49 years old; and 25 percent were between 20 and 29 years old. As illustrated by **Figure 15**, survey responders came from all 5 regions served by Minnesota’s MEP:

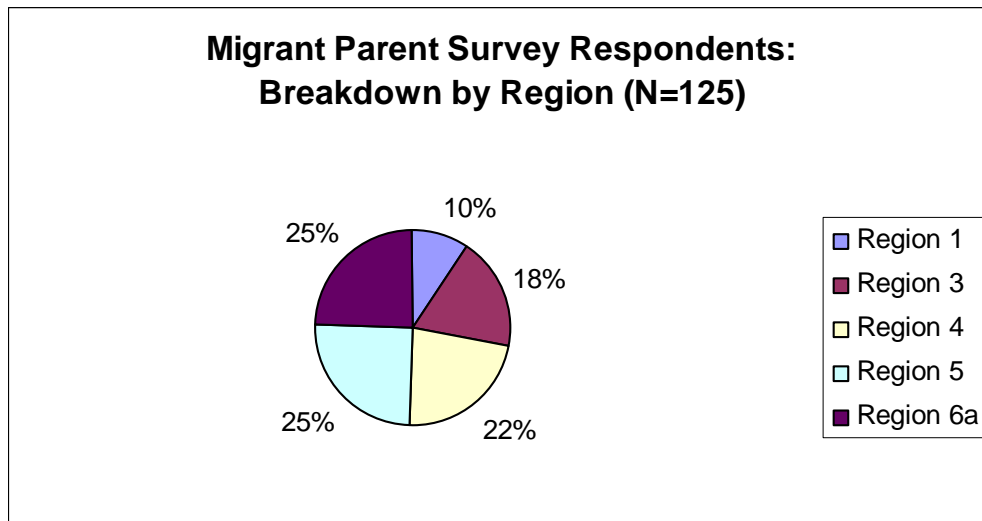


Figure 15: Migrant Parent Survey Respondents—Regional Breakdown¹

There are some key limitations to the data yielded by the survey. Significantly, since not all of the respondents were drawn from a random sample the survey results cannot be generalized to apply to the migrant populations as a whole. Inconsistent methods of delivery for the survey (i.e. some surveys were read out loud to parent and filled out by administrators, while others were

¹ During the re-interview process, Region 6 was divided into two sub-regions for sampling purposes: Region 6a (Region 6 minus the Twin Cities metropolitan area) and Region 6b (the metro area)

filled out by parents independently) may also have skewed the results. The formatting of the survey presented another challenge. The survey allowed parents to say whether they “strongly agree,” “agree,” “disagree” or “strongly disagree” with each statement, and this degree of specificity made it hard to generalize about the survey results. Ultimately, the “strongly agree” and “agree” response were merged, as were the “disagree” and the “strongly disagree” responses. The experiences of survey administrators suggest that some of the survey questions might have also been confusing for parents. For example, some parents may have interpreted statements about their child falling behind in school (i.e. question 45: “my child falls behind other students his/her age when we move before the end of the school year”) to refer exclusively to being held back or not. Finally, there may have been a reporting bias in parents’ responses to some of the questions. One-hundred (100) percent of survey respondents, for instance, reported ensuring that their child is placed in the appropriate class. Respondents may have felt pressured to answer this way because they did not want to look like bad parents.

However, in spite of these limitations, the Migrant Parent Survey did provide important information for SEAMS. Significantly, the survey offers a window into the experiences of migrant parents who responded to the survey and their children. The survey also pinpoints possible areas of most need among respondents and allows for comparisons between Texas and Minnesota schools based their experiences.

Measuring Reading, Writing and Math Achievement

For a detailed explanation of the research methodology for measuring the reading, writing and math achievement of migrant students in Minnesota, please refer to the full section of this report entitled “Reading, Writing and Math Achievement of Migrant Students.”

Perspectives on Educating Migrant Students

HACER conducted focus groups and interviews with 3 groups of people as part of the SEAMS project: migrant students, migrant parents, and service providers who work with migrant families. In this section, we outline key values and attitudes shared by each group of informants regarding the education of migrant students. Perspectives are presented according to 3 thematic categories: the effects of migration on migrant students and their families, the educational priorities for migrant students and the educational experiences of migrant students in Minnesota.

Effects of Migration on Migrant Families

HACER asked service providers, migrant parents and migrant students how they thought migration affects migrant students and their families. Migrant parents and students were also asked to share stories of difficult moves to Minnesota.

What Service Providers Said

Service providers highlighted educational disruption as a key effect of migration on migrant students. Students miss school when their families move for work and consequently have a hard time earning credit and passing standardized tests. Given these educational disruptions, some service providers voiced the concern that parents who move for seasonal work are not prioritizing their children's education. Several suggested in a joking tone that migrant parents could support their kids' education by "stopping moving;" others said they hope migrant parents are able to secure jobs that allow them to settle out.

Service providers cited social isolation as another key effect of migration. Migrant students have a hard time forging social relationships outside of their own families, and have difficulty "fitting in" at school and in their larger communities. Service providers mentioned a number of factors contributing to the isolation of migrant students including their short stay in Minnesota, the fact that Migrant Head Start and some summer grant programs isolate them from non-migrant students, language-barriers, self-segregation, and stigma and prejudice against migrants. One migrant outreach worker commented that the cultural, racial and ethnic make-up that students

encounter in Minnesota may be very different from their home-base communities. Students who migrate from Texas, for instance, often come from towns where populations are largely Latino and Spanish speaking. In Minnesota, by contrast, Latino students are in the minority.

A migrant home-school liaison further remarked that frequent moves encourage migrant families to live “day-to-day.” Drawing on her experience as a former migrant, she commented: “Our culture is more day-to-day instead of future oriented. So we don’t think about the future; we live day-by-day.” From her perspective, migration inhibits families from building relationships in their destination communities in Minnesota, including relationships with educators, health care providers, neighbors, and churches. Having to move to follow work opportunities also discourages families from making long-term plans, such as planning for the college education of migrant children.

While noting the challenges migrant families face as a result of frequent moves, service providers also highlighted important positive effects of migration. Although migrant students may be socially isolated, service providers remarked that they do benefit from having supportive, close-knit families. “If you go to a whole new place and all you know is your family, then you become closer whether you like it or not,” a project coordinator explained. She also noted that migrant students tend to respect elders, and migrant parents will often “open their homes to anybody.” Several service providers further remarked on migrant students’ strong work ethic.

What Parents Said

Parents described the instability and uncertainty associated with the migrant lifestyle as key challenges for their families. Parents shared stories of stressful drives from Texas that were punctuated by unforeseen and expensive mishaps, such as a car breaking down, getting caught in storms or a family member getting sick along the way. A woman in Glencoe, for instance, recounted how her 7-month-old granddaughter fell ill during her family’s trip up to Minnesota in the spring of 2006. The baby quickly spiked a fever of 105 and began convulsing, forcing the family to call an ambulance and check into a hotel room for the night. While this woman reported that her granddaughter was fine after a night in the hospital, she described the experience as “something very ugly” for her family. Additional unpredictable circumstances

await migrant families upon arriving in Minnesota such as finding housing, securing employment and ensuring that they get paid for their work.

Even families who move to Minnesota every year for seasonal work confront uncertainty and the anxiety. Nonetheless, these challenges are perhaps most acutely felt by families coming to Minnesota for the first time. A migrant parent in Willmar shared the following story about a first migration to Minnesota:

The first time I came there were 8 of us and it was our first year and you know how life is there in Texas, you live at your means. [...] [During our trip] the transmission went out on the car. There we were, with everything from our house and all the kids and we had to stay there for 2 days. We arrived here that year and did not know one farmer, and here it is the custom that they don't pay you until the season for sugar beets finishes. We didn't work in the stones because we didn't know the life here. They told us about a farmer that would pay [someplace] and we went there with hardly any gas and we met the farmer. [...] I went up to the farmer's trailer and told him as well as I could in English that he should give us work and he gave us work so we got out of the car and there we got some [money]. Later, I stopped at a church and they gave me some food and some stamps to buy some chicken so we could eat. Those are things that a person does not forget.

Migrant parents described how moving to Minnesota made their children miss school. Some students miss school in Texas when they leave before the end of the school year in the spring and/or when they return after classes begin in the fall. School in Texas begins in the middle of August and several parents reported that they return in October or November in order to finish the season in Minnesota. A parent in Bird Island explained that migrating to Minnesota also made it difficult for her kids to stay in the same school in Texas. The local public schools in Texas can fill up before her family returns home, and for the past 2 years she has had to put her kids in a new school each fall. Her kids have a hard time adjusting to this transition and they will tell her, “Mom, I don't want to go to that school; I don't want to go to school.”

Migration places a strain on family and social relationships migrant parents reported. Seasonal migration can separate families for months at a time, and a migrant parent in Bird Island grew very emotional as she talked about leaving 2 of her sons in Texas for the summer. “It's really sad you know,” this mother explained. “It's my third year that my sons stay in Texas [and] I know they're 21 and 23 but still—it's a really hard couple of weeks. Last year I was crying most of the

time.” In addition to missing their family members some parents reported feeling alienated in their destination communities in Minnesota. Parents recounted experiences where they faced language barriers, were unfamiliar with local resources and felt the sting of prejudice and racism.

While noting migration’s many challenges, migrant parents also spoke of how migration allows them to build a better life for their families. Migrant work, parents explained, generates an important source of income for their households. Additionally, participants across the focus groups and interviews suggested that helping parents out in the fields teaches children the value of hard work. According to parents, working and watching family members work further motivates their children to study hard so that they will not have to work in the fields when they are grown. A migrant parent in Bird Island whose family migrated between Texas and Idaho when she was growing up summed up this perspective:

I think I was about thirteen when I started working out in the fields, and I always saw that it was hard work. And I said “Oh no, I don’t want this”—I said “This is not what I want.” So I think that that pushed me into going to school. [...] [And] we take the kids out to the fields [too] because I do that to my kids. They were picking rocks, and I would go with them and, you know, have them picking rocks and whatever, and they would say “Mom I’m so tired. It’s so hot.” So it’s like we do it so they know that that’s hard work, and they need to go to school to get a better job. And that’s what a lot of people do here.

Finally, parents underscored the benefits they associated with the communities to which they migrated in Minnesota. One mother in Glencoe who has been coming to Minnesota for the past 25 years characterized the trip as a “diversion” for her family. Overall, migrant parents characterized Minnesota communities as “safe” and “*tranquilo*” (calm), particularly in comparison with towns in the Rio Grande Valley in Texas. A Breckenridge parent described his impression of Minnesota in the following manner: “Here the kids can go outside and ride their bikes and run freely and [in Texas] you cannot do that. It is not safe. Here the kids even go far, all the way to the school, and there is no problem.” From the perspective of most migrant parents participating in this study, the schools are “better” and their children are safer in Minnesota.

What Students Said

Migrant students spoke of how hard trips and difficult work make moving to Minnesota challenging. They described the drive to Minnesota as long, boring and frustrating, especially if younger children are in the car. A high school student described the 24 hour drive from Texas as “terrible,” adding: “I wouldn’t recommend that.” According to students, moving to Minnesota means long hours of physically exhausting work as well.

Having to miss school and/or to change schools when they move is another challenge for students. As discussed above, some migrant students leave Texas before the school semester is finished, while others return to Texas after school has started. A high school student from Moorhead suggested that some students deal better with missing school than others. In her words, migration is “bad because it’s too much moving around, missing school.” She continued, “For me, it’s okay. I think it’s okay, but, like for my brother, he is behind in school because of moving back and forth, he doesn’t learn.” Another migrant high school student from Bird Island talked about the difficulty of navigating different curriculums and dealing with new teachers:

I think it would not affect me much if I would stay [in Texas] ‘cause if I am failing actually the teacher over there teaches you what you didn’t learn. If I come [to Minnesota] they are teaching me but not what I missed. They know what I miss over there, ‘cause they are the ones who’ve been teaching me. And over here they teach you by the book, whatever you are supposed to be learning.

Migrant students also talked about how migration made them feel alone. Moving to Minnesota can mean painful family separations. As a student in Breckenridge who migrated to Minnesota for the summer explained “this summer it’s a lot of hard work up here and I miss my nephews and my sister. And every time I talk to them on the phone I wanna go back.” In a similar vein, a Bird Island student shared how much her mother missed her 2 brothers who stayed in Texas for the summer to work and study:

My mom gets lonely because we leave our brothers [down] there. When we’re eating something good and my brother calls us he says “What are you doing?” And we say, “We’re eating.” And he says, “Oh I know you’re eating!” Because they don’t really know how to cook that much, so they’re pretty much lonely.

Additionally, migrant students spoke of how they missed friends (and in some cases teachers) from their home communities during their time in Minnesota. As a young man who migrated to the Willmar area explained, “It’s kind of boring [in Minnesota] because I don’t really go out ‘cause I’m alone. And over there in Texas I can go wherever I want ‘cause I already have a lot of friends. Here I don’t know no one.”

Feelings of being looked down upon contributed to migrant students’ sense of isolation. Some students talked about encountering prejudice against Latinos at school and in their broader communities, such as the attitude that “Mexicans are dirty.” However, students also mentioned meeting people in Texas and Minnesota who “think low of you if you’re migrant.” One student in Breckenridge recalled that when he told one of his friends he was going to be coming to Minnesota for work “he was making fun of me because, he said, ‘Ah you are poor. You’re going to go work,’ or whatever.”

In spite of these challenges students identified a number of positive effects of migration, such as the income it generated for them and their families. One young woman with 2 years of experience migrating from Texas to Moorhead with her husband’s family remarked that until she passes her Texas Assessment of Knowledge and Skills (TAKS) test, and earns her high school diploma, there is nothing better for her in Texas than working at fast-food restaurants. Migrating to Minnesota for seasonal work is “easier” because it allows her to “get the money faster.” Another high school student who migrates with her family from Texas to the Moorhead area to work in the sugar beet harvest echoed this perspective. As she put it:

[Migrating is] good because we earn money and it helps us pay the bills that we have in Texas. Because we have a house in Texas and we have to pay it right now, and it helps us a lot because in Texas there’s not that many jobs that pay well and that my parents can get. It’s good [to migrate to Minnesota] because we earn money to pay for the things that we need, buy the things that we need and everything.

This young woman explained that her father dropped out after 1st grade and her mother only had a 6th grade education; consequently, they were unable to get “good” jobs in Texas.

Migrant students who helped their parents out in the fields also talked about how the migrant lifestyle taught them the value of hard work. A young woman in the Bird Island area commented

that migrant students “don’t get to be all lazy” like some of her other classmates. While she knows non-migrant students who do have jobs, her impression was that these students worked to pay for things like cell phones and cars, rather than to help support their families. Similarly, students in a focus group in Breckenridge drew pride from the fact that they worked to help support their families. In discussing what migrant students have to be proud of, one participant commented:

We don't have to be dependent. Well, we depend on our mother and father but we work for our school and clothe. And there's lots of kids that just go and say, "Oh! Mom, I want this," and things like that. At least we're not spoiled. Like I get a lot of things for my Mom, but like this time when we come it gives us a little more clothes. So it helps us out.

Some migrant students also spoke of how fieldwork encouraged them to apply themselves academically. For instance, when an interviewer asked a migrant high school student in Bird Island how she felt about working hard in the fields the young woman responded, “It makes you feel that you don’t want to work anymore. And it makes you feel like you want to go to college instead of working in the fields because you don’t want to be suffering all day in the sun.” Additional positive impacts of migration from the students’ perspective were being able to travel to places outside of their home state and meeting up with friends and people they know in Minnesota.

Educational Priorities for Migrant Students

HACER asked service providers, migrant parents and migrant students to share what they saw as the educational priorities for migrant students in Minnesota. Service providers and parents were asked what was most important for migrant students to learn in school, and migrant students were asked to talk about their favorite academic subjects.

What Service Providers Said

The majority of service providers who participated in this project described reading and math as the most important things for migrant students to learn in school. Service providers placed

particular emphasis on literacy. A migrant home-school liaison commented that many of the 5th and 6th grade students she works with are at 3rd and 4th grade reading levels. She had observed that the “math gap” between migrant and non-migrant students is not as significant. Low reading achievement among migrant students was a concern because reading skills are fundamental to students’ overall performance in school. As a migrant school year coordinator, ESL and summer school teacher put it, “First, you have to learn to read and then you read to learn—that’s where the content comes from.”

Service providers also spoke of skills and values that migrant children should learn in school. Skills mentioned included homework skills, social skills (e.g. adaptability), looking at the big picture and being more goal-oriented. Service providers further expressed their hope that students would learn to value education, with one family service worker worrying that “the [migrant] community itself or many of the students don’t see the value of education.”

Additionally, service providers suggested that migrant students need to learn to value themselves and their heritage. One project coordinator described “a strong self-esteem” as having “the strong impact with our migrant children.” She believed self-confidence helps migrant students to be their own advocates; her message for migrant youth was: “Embrace your culture, embrace your family, embrace who you are, and then you make the choice on where you want to go from there.” In this way, increased self-confidence would also help migrant students to be their own advocates.

Some service providers differentiated their educational priorities for migrant students more explicitly by grade. Overall, they underscored the emotional needs for infants, toddlers and pre-schoolers. A Migrant Head Start center director also stressed that Spanish-speaking pre-schoolers need to learn their native language before focusing on English-acquisition. For kindergarten to 1st grade, service providers described hands-on reading and math as important. Meanwhile, educators teaching 1st to 6th graders should focus on reading and math skills, paying special attention to helping students who are behind to catch up. Although they knew that the students can fall behind at all levels, a number of service providers remarked that 7th grade is when they can really see the achievement level of migrant students drop in comparison to their non-migrant peers. This perception of 7th grade as a the drop-off point for migrant students may

be due to the transitioning from elementary school, where classes focus on content and skills, to middle school, where classes become more sequential and the focus is on credit accrual.

Using language and reading materials that are appropriate for students' age, language level, and actual academic ability is central when working with secondary migrant students. Additionally, students can really benefit from individualized attention, mentoring and tutoring. Service providers further stressed that migrant students need to learn to set goals—short term goals for junior high students and more long term goals for high school students. High school students also require targeted preparation for life after high school, which can include, but should not be limited to, college preparation. As one family service worker stated:

We all know that not everyone is going to college. Especially—and I'm not saying that they shouldn't—those that are undocumented are even less likely to go on because where are you going to get the financial aid for that? Whereas I feel like some of them could find the money to get together for a tech school or something more tangible within 2 years.

From her perspective, MEP should prepare migrant students for a wide range of post secondary options. While college could be a target for all students, vocational and technical schools represent other possibilities.

What Migrant Parents Said

In contrast with service providers, migrant parents placed a greater emphasis on the values and life skills their children should learn in school. They described school as a place where teachers should be in charge, and where their children should learn discipline, respect and how to behave themselves. Participants in a focus group in Moorhead asserted that education begins with manners and conduct, and expressed their concern over the casual dress and lax manners they observe among students at the local school. As one father put it, “According to our education, what my son sees at school is what he is going to learn. And I don't want him learning that. I think it has to do with the values of the family.” The perception of the school system as a purveyor of positive values and a strong work ethic also came up in a focus group with migrant parents in Moorhead. During this group a participant from Mexico commended the education system in Michoacán because “there is a lot of discipline and very good values.”

Rather than identify specific academic content areas as educational priorities for migrant students, migrant parents tended to characterize “education” itself as the priority. Education is important because it equips their children to secure a “good job” and a “better life.” As a parent in Bird Island explained, “[our children] need to go to school so that they improve themselves, so that they don’t have to work in the fields.” With regard to specific academic content for their children, English language learning was particularly important to the migrant parents. Overall they had a positive view of bilingualism; they described Spanish as an important aspect of their cultural heritage and also noted that bilingual individuals have more favorable job prospects. At the same time, parents tended to prioritize learning English over learning Spanish. Parents described learning to read in English as more important, noting that kids were often exposed to Spanish in the home. “It’s better English first [at school] because we speak Spanish at home,” remarked a parent from Bird Island. Other educational priorities identified by parents included subjects such as reading, math, history and science, as well as preparation for the Texas Assessment of Knowledge and Skills (TAKS) tests which Texas students are required to take.

What Students Said

Migrant students participating in this study did not identify a uniform set of educational priorities. A few students did mention English and math (particularly algebra) as important subjects to learn in school. A student in Crookston reported wanting to learn how to work on computers. However, when asked, “What do you think is the most important thing for you to learn in school?” some students in Sleepy Eye provided joke answers like “lunch” or “science [because] we don’t do anything.” In response to the same question a student in Willmar asserted that the most important thing about school is that it allows him to “get out of the house,” while another reported that he just wants to get his diploma. These comments do not necessarily mean that students do not care about school. Depending on the focus group, the group dynamic of asking the students to share experiences in front of their peers was not always ideal. Some students may have felt too shy to speak and others may have feigned nonchalance in order to impress their peers.

Migrant Education in Minnesota

HACER asked service providers, migrant parents and migrant students to share their opinions about migrant education in Minnesota. While we asked our informants about their impressions of the Minnesota MEP, we were also interested in their perspectives on migrant students' experiences in the broader Minnesota school system. Key informant service providers were asked about their familiarity with MEP in Minnesota and other states, and their views on the strengths and weaknesses of MEP. Parents participating in focus groups and key informant interviews were also asked about their familiarity with MEP and their evaluation of the strengths and weaknesses of the program. Finally, HACER asked migrant students about the differences between attending school in Minnesota and in other states, and to reflect on their experiences participating in educational programs targeting migrant students.

What Service Providers Said

Service providers identified frustrations with MEP and highlighted important areas for improvement. MEP funding cuts represented a key frustration for service providers. Reductions in funds have affected both summer grant programs (e.g. some programs no longer have money for field trips) and school year programs (e.g. some schools have stopped offering after-school homework help specifically for migrant students). A project coordinator expressed the views of a number of the service providers interviewed for this study when she said: "Keep the funding where it is at so we are not cut any more. We are not going to be able to provide the services that these kids need."

Some participants critiqued the divide between state-level Department of Education employees and people who work directly with migrant families. In particular, one migrant community liaison called for greater collaboration between staff at all levels, citing a need for significant, program-wide changes. As she put it:

The migrant program has been around for a long, long time and I think it's pretty much operated the same way. And they say if you keep on doing things the same way you've always done them you are going to keep getting the same results. But our society is changing, it's changing rapidly. We expect so much more [and if] our [migrant] kids are [only] educated at a certain level then they aren't going to be able to hold a job that is more than minimum wage. So you know maybe it's time to bring people together from the state department. I never sat with a panel of people and maybe it's time to bring together people to talk about how our program is doing. If 50 percent of our children are dropping out there is something wrong with this program. If there is [something wrong], what is it? And what do we really need to start changing now?

More specifically, service providers suggested that identification and recruitment for MEP could (and should) be improved. A program coordinator with learning support services expressed uneasiness over the amount of time and money currently spent on identification and recruitment; in her opinion, building relationships with migrant families should be more of a priority for resources. A service provider who works with secondary migrant students voiced her dissatisfaction with identification and recruitment procedures in her local school district. In her words:

I know there are some people who have been here 6 years and they are being identified as migrant. But there are some new ones, they are out in the fields and stuff, and they are not [identified]. And something is wrong with this, so what are we doing wrong? [...] And even for the summer programs, it's the same thing. I'll be shocked if you find that those kids that are going to the summer migrant program are actually kids of people that are working or that are even migrant. They're just numbers. [...] And that is so sad because they are getting a lot of money for a program that is not helping the right people, not doing what they are supposed to be doing.

From the perspective of this service provider, the local recruiter was not only purposefully recruiting ineligible families, but was also not fulfilling the responsibility to recruit eligible families who had more recently arrived in the area.

Although service providers agreed as a group that service providers who are migrants or former migrants represent an important component to the program, one project coordinator saw a need for more White European American teachers particularly at the early childhood level. In this woman's opinion, White European American teachers are more likely to provide the "language interaction" that young students need. Additionally, a Migrant Head Start center director suggested it would be beneficial to have classrooms that integrated migrant and non-migrant

students, at least beginning in kindergarten. In her experience, migrant students who are integrated with non-migrant students (and specifically non-Latino students) learn English more quickly, feel more comfortable in school and are more integrated into the broader community.

While noting areas for improvement, service providers also discussed what they liked about the program. One program director commended Minnesota's program for striking balance between "fun" and academics. In her words:

It is a more relaxed atmosphere and I think that is important. I don't think we would get any children if [...] the summer program were run like the school year. We do the reading and the math and the computer and those kinds of things that are needed to help them, but we also do the fun things to get them there so we can teach them the necessary skills.

She found the program to be very "comprehensive" because it builds students' knowledge and skills in a way that is "fun" and "not as stressful."

Service providers cited program staff as a key attribute of Minnesota's MEP. A number of service providers talked about the "positive working environment" and committed staff they encountered in the Migrant Education Program. As a Tri-Valley Opportunity Council staff person put it: "[staff] really care about children and families and in educating them; [...] they see the needs of children and families and they make it happen." Service providers described staff persons who were formerly migrant as an important asset to the program. One service provider shared the following success story of a migrant student who had finished school and is now a teacher with the program:

Years and years ago, we had a young girl whose family came [here], and she was a student in this very building. And, now maybe 7 or 8 years ago she came back as a level I teacher. She came up teaching; she was our kindergarten level teacher. And she said, "It's so important what we do up here. The only way I came out of the migrant program and into a professional career was someone that cared about me as a person and my education and my family [and] made sure I got in classes. This was a place that people welcomed me, and my culture." She came back as a teacher.

In addition, one service provider shared how networking with other MEP service providers and celebrating the assets of the program can be a motivating experience:

We have a national migrant conference every year, and it's a great thing. I just wish that more of our teachers could go, because the money just isn't there, but it's a wonderful thing because you're meeting so many teachers and so many sessions and they are giving awards, and it kind of renews you again.

In discussing program strengths, service providers singled-out specific programs and services available to both migrant students in Minnesota and the service providers who work with them. The night school for secondary students is “one of the best services offered” according to one family service worker, who also commended the TAKS testing, meals and transportation services offered through his local summer program. Other service providers cited the University of Texas Transfer Curriculum (UTTC), the “Reading is Fundamental” literacy program and the New Generation System (NGS) as program successes.

Besides sharing their impressions of Minnesota's MEP, service providers also offered their perspectives on the education of migrant students in Minnesota more generally. Overall, service providers were concerned that there was little understanding of migrant families and the migrant lifestyle on the part of school officials. A retention coordinator shared her desire for school personnel, “to understand that it's not just that these kids [come and go] whenever they want” and to recognize that families migrate because they need to earn a living. She recalled working with school staff who were insensitive to the needs of one of her students, not realizing “she needed to work to make some money” in order to attend school.

In the classroom, teachers' not taking into account cultural and economic circumstances can lead to lesson plans or homework assignments that are inappropriate for migrant students. A school year coordinator and ESL teacher shared 2 stories of such inappropriate homework assignments. In the first case, a teacher assigned an FM radio wave project which required students to make note of daytime versus night-time radio programming. A migrant student in the class was initially unable to complete the assignment because the only radio in his house was the car radio, which a family member used to get to work. In another instance a student was supposed to collect water in a bucket. This student had told the teacher he did have a bucket at home, and so she was initially surprised when the project wasn't complete. As it turned out, however, there was only one bucket in the house and the student's mother used it to do dishes meaning he was unable to use the bucket to collect 12 hours of rainwater. Reflecting on this miscommunication,

this service provider commented, “We look at the world through our eyes and we forget that through circumstance [migrant students] don’t have these things that the rest of us may do.”

Service providers also worried that some school personnel placed little value on the needs of migrant students, or worse, were prejudiced or discriminated against them. A migrant home-school liaison spoke about how she feels alone in advocating for the needs of migrant students, and that other staff need to start taking responsibility and advocating for them. One project coordinator said she has to deal with teachers who “don’t want to get close” to migrant students, perceiving them as “dirty” and believing that “only migrant children get lice.” Several service providers talked about the perception of school staff and community members that migrant families are “free-loaders,” who come and go whenever they want and are just interested in getting subsidized services. A staff person with Migrant Health Services, for instance, told the story of an angry phone call she received from a woman in Rochester. The caller was upset that these special health services were “even available” to migrant families since, in her view, farmers should be responsible for covering their health care needs. The migrant health staff person recounted her response:

I said, “You know, we do a great job. Our staff does a great job. We take care of our patients as much as we can.” I said, “Well, you have the opportunity to access the services as well. And you can live the great life that the migrant farm workers have. There’s plenty of employment there, you’re welcome to it. It’s not just available to Spanish-speaking people.”

Service providers shared their experiences working with teachers who automatically had low expectations of migrant students. One project coordinator who is also a teacher cautioned: “If we are catering to kids who have to take a certain level of testing we need to cater to that. [But not] all of these kids are low-performers. Some of these kids are very talented and that needs to be nurtured also.” While the service providers interviewed for this project recognized that educators must take into account state academic requirements and migrant families’ economic circumstances, they emphasized that high-achieving migrant students should not be overlooked.

What Parents Said

The Migrant Education Program did not have a lot of name recognition for all migrant parents who participated in this study. For instance, when asked to talk about what she likes about the Migrant Education Program a migrant in Bird Island responded by asking the interviewer if this was a program that could help her out with books for college. Parents in a focus group in Brooten also reported that they were unfamiliar with the MEP. When asked whether anyone had told them about the program one parent responded: “We just know that we are migrants, we come, we put them in the school, and then we go back.” While they may enroll their kids in specific programs for migrant students, parents did not necessarily see these services as part of a larger vision to support the academic achievement of their children.

Though not all parents reported familiarity with the Migrant Education Program, they did share their concerns about services for migrant students in Minnesota and Texas. Parents remarked that it would be helpful for summer program hours and sessions to be longer. More generally, parents perceived a reduction in services for migrant families. A few parents commented that summer school used to be longer, while others mentioned that social services such as auto repair and rental assistance for their first month in Minnesota are no longer available. While overall budget cuts help to explain the reduction in migrant services, some parents also shared their perception that school districts were identifying migrants, receiving migrant funding and failing to deliver on the services. They described migrant students’ identification and recruitment as a “business,” particularly in Texas. As a parent from Breckenridge explained: “They come to your house and tell you, ‘Sign here and your kids will get a packet for Project SMART. And we will bring you everything they need if you sign the paper.’ [They] get [your] signature, they have their funds, but then you never see them again.” Echoing this view, a migrant parent in Bird Island explained that she had not even bothered to register her daughter with the MEP in Texas during the previous school year.

Some parents were worried that summer grant programs in Minnesota segregated their children from non-migrant summer school students. Participants in a parent focus group in Glencoe were particularly vocal about this issue. From their perspective, separating migrant students from non-migrant students is actually about separating “Latino” or “Mexican” students from “American” students. Parents commented on how during summer school “Latino” and “American” kids are

divided into separate rooms, and how the “American” kids will eat before the “Latino” kids. “Why, if there are summer classes for all the students, do they make a distinction between the migrants and non-migrants?” asked a parent in the group.

Parents also cited components of the Migrant Education Program that they find particularly helpful. Discussing the summer MEP program, parents mentioned that it is good to have a place to send younger children during the day. As a parent in Glencoe explained:

The program really helps me a lot [with my kids]. I have the twins and the other 2 girls and Saturday and Sunday I pay \$50 per day for babysitting. I don't have to pay for babysitting from Monday through Friday. If that program did not exist I would not be able to go to work. Why should I work? Because everything you are working for just goes to babysitting.

Several parents singled-out the night school for secondary students as a particularly important service. Besides using the night school to catch up on schoolwork and earn credits, some students also use the time to work ahead.

In addition to discussing migrant education services, Parents also spoke of their children’s experiences in Minnesota’s education system more generally. Overall, parents reported being impressed with the quality of schools in Minnesota, particularly when compared with schools in Texas. Texas schools were more crowded—a parent in Breckenridge explained that while the teacher-student ratio in Minnesota is usually 1 to 18 or 20, teachers in the Rio Grande Valley frequently have 30 students in their classroom, with 38 being the maximum. “I have seen kids in class that are standing up,” this parent commented, “so that is my complaint about Texas.” Several parents observed that there are more “politics” (i.e. corruption) in Texas schools, with teachers and other school staff being hired just because they know someone. Texas schools are also more violent, parents reported, and have greater problems with gangs and drugs. By contrast, parents viewed teachers in Minnesota more compassionate and more committed, and the schools themselves as much safer.

While migrant parents commended the quality of Minnesota schools as compared with Texas, they did not necessarily view Minnesota schools as more academically rigorous. Several parents reported that schools in Texas were “ahead” of schools in Minnesota, explaining that this is why

their kids fall behind when they finish or start a school year in Minnesota. Additionally, summer school in Minnesota is more “fun,” while summer school in Texas is more about “passing the TAKS,” according to one parent.

Parents also spoke of their children’s experiences with prejudice and racism in the school system in Minnesota, particularly during the school year. Some parents worried that their kids have a hard time making friends because of discrimination from White European American students. The occasional teacher makes no secret of their low expectations migrant students; a mother in Sleepy Eye recalled how a teacher had told her daughter she didn’t need to apply herself in school because she would end up working at local canning plant “anyway.” A parent in Brooten shared the following story of a 13-year-old daughter’s classroom experience:

She’s in a class with a teacher and this teacher is very sensitive, he doesn’t want them to make noise in the room. And so what one of the kids did, he began to say things—one of the Americans began to say things about immigrants, [...] and this teacher was letting him say these things to the girls. And what one of the kids said, he said that any immigrant who comes here should be killed. This is what the teacher said, “Yes, there shouldn’t be any people of color here.” This is what the teacher said, “There shouldn’t be any people of color in the United States, this country is only for white people.”

A few other parents shared similarly powerful stories of explicit racism in Minnesota schools.

What Students Said

Students gave their general opinions on migrant summer programs in Minnesota. Students did not share a uniform impression of the program and recounted experiences that were both good and bad. Some students described the program as “boring” and simply a way to “get out of the house,” while others said the program is “fun” and characterized the teachers as “nice” and “helpful.”

Younger students in particular spoke excitedly about the fun aspects of the summer program such as fieldtrips and extracurricular activities like swimming. By contrast, older students emphasized the academic support they received from the program, namely credit accrual and test preparation. One high school student in Breckenridge said it would be easier to finish all the schoolwork from Texas if the night school met more frequently than 3 nights a week. Other

students, however, talked about how hard it is to go to class after working in the fields all day, suggesting more frequent classes could discourage some students' participation.

An important thing that high school students liked about the migrant summer school is that it gives them the opportunity to be with other "people like them." For instance, when asked if night school helped him feel more comfortable in Willmar, a high school student responded, "Yeah, 'cause I kind of fit in a little bit here 'cause [the other students] are like me. 'Cause they just got here and they're from somewhere that ain't here. 'Cause in the Valley it's way different from over here." Thus, night school offered this student some semblance of a sense of belonging in Minnesota.

Migrant students also commented more generally about their experiences in school, highlighting the differences between going to school in Texas and going to school in Minnesota. The TAKS test represents a key difference between the 2 school systems, since students in Texas need to pass the TAKS to advance to certain grade levels and to graduate from high school. Students did not like the fact that education in Texas is often geared towards the TAKS, with one student in Sleepy Eye commenting "a test is in not going to determine your life." Passing TAKS tests had been a struggle for a number of the students who participated in this study, and graduating from high school in Minnesota was thought to be easier because the state does not yet have a similar graduation test. As a student in Bird Island who has only been able to pass his math TAKS put it:

I like school but I hear it is different over there [in Texas] than here [in Minnesota] 'cause here you only have to take your credits and you graduate. Over there it doesn't matter if you get your credits you have to pass the TAKS. If you don't pass it you just went to school 12 years for nothing you know. It's harder over there than here.

Other students remarked that school in Texas is more difficult because classes are harder; there is more homework and you need more credits to graduate.

Academics aside, students painted a stark contrast in social atmosphere between Texas and Minnesota schools. Texas schools are more crowded, students remarked, and violence, gangs and drugs are more of a problem. A high school student in Willmar described how "there's a lot of people skipping, walkouts, [and] rumbles" at his home-base school in La Joya. Students also

described Minnesota teachers as more caring, committed and accepting. In the words of a high school student in Moorhead:

Like [in Minnesota], teachers don't care if you are a migrant or if you stay here yearlong; they will pay the same attention to everyone. It doesn't matter if you leave or if you stay. They don't really discriminate against you. They will focus on you and they will do anything to help you, like they will stay after school or get there before to help you understand the material that you don't understand. And like in Texas, after school teachers just wanna leave, they don't really care.

This is not to say, however, that students did not perceive prejudice and discrimination at school in Minnesota. Echoing the comments of migrant parents, students shared experiences where they felt stigmatized at school for being migrant and/or Latino. A few students reported having teachers who “don’t like Mexicans” or “make fun of Mexicans.” Others described school policies that were “racist,” like English-only rules. A student in Sleepy Eye talked about how the attitude of some teachers in Minnesota makes him feel unwelcome:

I know that some of the teachers, if all of the Hispanics are in a group, they go quickly to go see what's going on because they think that we are going to do something wrong. Like one of my friends wore a Mexican flag and they told him to take it off because they said it was a gang thing. Just because they had the Mexican flag hanging out of their pocket. You have to have the confederate flag, I guess.

In this student’s experience, school violence is more of a problem in Texas while racism at school is more of an issue in Minnesota. “[In Minnesota] it is more like racist and over [in Texas] it is more like fights or something,” he explained. “Over here it is more like just looking at us wrong because of the way we are or something like that.”

Reading, Writing and Math Achievement

Data Collection

One component of the SEAMS project included the identification of migrant students in existing state education databases to look more closely at their academic achievement in reading, writing and math.² The Minnesota Department of Education (MDE) made available to HACER 3 sources of data, namely, the Minnesota Comprehensive Assessment (MCA), the Basic Skills Test (BST), and the Minnesota Automated Reporting Student System (MARSS). MDE personnel pulled from each database all student records flagged as “migrant” (students coded as receiving migrant education services). The records included data for 2001-02, 2002-03, 2003-04, and 2004-05 school years. Each of the 3 databases is described briefly.

Minnesota Comprehensive Assessment (MCA)

Data from the MCA was drawn from the Test Results database, based on the target population (students with the migrant education flag) and the most recent 4 years of data. Demographic data were extracted from the MARSS database and appended to the MCS file to facilitate demographic analysis. For comparison purposes, state reported totals by race and ethnicity are also included, facilitating comparisons between Hispanic students and others. However, it is important to note that not all migrant students are Hispanic (although most are Hispanic).

The MCA records included results from Reading, Mathematics, and Writing for grades 3, 5, 7, 10/11, which varies by test. The results file included 5983 records, including students who tested multiple times and took multiple tests. Approximately 1829 students completed the MCA reading test at least once during 2002-2004; approximately 1778 students completed the MCA mathematics test at least once. Specific numbers by test and grade are provided below.

² This section of the SEAMS report was prepared by Professor Michael Rodriguez, Ph.D.

Through a recent revision of the state academic content and performance standards, the MCAs have been replaced with the MCA-IIs, including reading and mathematics assessments that were developed to measure student progress toward state achievement standards of schools and districts. The new MCA-IIs were given in 2006 as part of the No Child Left Behind requirements in grades 3 to 8, 10 and 11. In 2008, the state will include science in grades 5, 8, and high school.³

Basic Skills Test (BST)

Data from the BST were drawn from the Test Results database, based on the target population and the most recent 4 years of data. Demographic data were extracted from the MARSS database and appended to the BST file.

The BST records included results from Reading, Writing, and Mathematics for all migrant education students who took these tests. The results file included 3872 records, including students who tested multiple times and took multiple tests. Specific numbers by test and retake number are provided below.

The BST serves as a high school exit exam, including Reading, Writing, and Mathematics. All 3 tests must be passed to receive the Minnesota High School Diploma. Students who entered grade 8 in 2004-2005 or earlier must pass the BST to receive a diploma. The reading and mathematics tests were first administered to these students in grade 8 and the writing test in grade 10. Students can retake any of these tests twice each year and 3 times in grade 12.⁴

Students entering grade 8 in 2005-2006 or later do not take the BST, but will take the MCA-II/GRAD test, based on the revised state academic standards. Writing composition will be first administered in grade 9, reading in grade 10, and mathematics in grade 11. Students must obtain a passing score on all 3 tests to receive a diploma from a Minnesota public school.

³ MCA-II General Information. (2006). Minnesota Department of Education. Retrieved online at http://education.state.mn.us/mde/Accountability_Programs/Assessment_and_Testing/Assessments/MCA_II/

⁴ General Information about the 2006 Basic Skills Tests. (2005). Minnesota Department of Education. Retrieved online at <http://education.state.mn.us/mde/static/000342.pdf>

Minnesota Automated Reporting Student System (MARSS)

The MARSS is a statewide student record system that is updated twice a year. The Fall submissions include all student records up to and including December 1. The end-of-year submissions include all student records for the entire year, regardless of whether a student dropped out or left during the year.⁵ The migrant flag is added to the MARSS Student Data Form⁶ [see **Appendix X**]:

MIGRANT INDICATOR	<input type="checkbox"/> Y	<input type="checkbox"/> N
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. Minnesota school districts are instructed to ask the following question each time the student changes districts: “Have you recently moved to this school district within the last 36 months for temporary or seasonal agricultural or fishing work?” It is also used as a means to self-identify a migrant person.⁷ This MARSS indicator (migrant flag) is independent of the Migrant Education Program identification system and student database.

The migrant flag was not added to the MARSS database until the beginning of the 2002-2003 school year. No MARSS data for migrant students are available prior to that year. The data fields included in the SEAMS analysis from the MARSS Database include: Birth Date, Gender, Grade, District Number, School Number, Economic Indicator (eligibility and participation status in lunch programs), Home Primary Language, LEP (Limited English Proficient) status (assessed as needing LEP services), Primary Disability, Race/Ethnicity, and Title I Status (eligibility for Title I services). The file contained 14055 records, including students multiple times. Each time a student changes status due to a move or entry/exit from each Minnesota school, a MARSS record is generated. This included 6433 unique student records (with a cautionary note described below in the data Analysis Procedures section).

⁵ MARSS Manual (2001). Minnesota Department of Education. Retrieved online at <http://education.state.mn.us/mde/static/002857.pdf>

⁶ MARSS Student Data Form (2006). Minnesota Department of Education. Retrieved online at <http://education.state.mn.us/mde/static/008761.pdf>

⁷ MARSS Data Elements Definitions (2006). Minnesota Department of Education. Retrieved online at <http://education.state.mn.us/mde/static/009453.pdf>

General Functions of the State Education Databases

The state assessment databases are employed for state accountability programs and calculating Adequate Yearly Progress (AYP) indicators for reporting to the US Department of Education meeting No Child Left Behind federal requirements. The data collected via MARSS are used for a variety of purposes, including state aid and levy calculations, federal grant allocations, federal and state civil rights reporting, unduplicated child count, and National Center for Education Statistics (NCES) reports. Fall MARSS data are also used to allocate federal block grants, Title I funding, drug education dollars, learning readiness aid, and special education funding.

Data Analysis Procedures

The test-score databases were employed to describe characteristics of migrant students and their achievement levels, given the information available in each database separately. The files were obtained in Excel format and converted to SPSS to facilitate analysis.

We recognized that the MCA and BST databases only include students who are present and tested during the testing window in the spring and that their identification as migrant students relies on schools and districts to consistently use the Migrant Flag to identify students appropriately.

For both MCAs and BSTs, participation numbers and demographics were found. Within the MCA results, the following were examined:

1. performance levels by migrant status
2. proficiency rates by migrant status
3. performance levels by ethnicity
4. change in achievement levels over time of migrant students, following cohorts from grade 3 to 5 and grade 5 to 7
5. effects of demographic characteristics on migrant student performance, including gender, LEP status, Free/Reduced lunch status, and special education status

For the BST results, the following were examined for migrant students only:

1. average performance
2. passing rates
3. change in performance over time
4. passing rates through repeated testing

Achievement Levels

Broad achievement results are reported below comparing migrant students to non-migrant students and by ethnic group for statewide comparisons. The achievement levels are those used by the state and reported to schools. The achievement levels are defined as follows:

Level 1: Students demonstrate gaps in knowledge and skill application necessary for engaging in grade level work.

Level 2: Students have partial knowledge and some skills necessary for achieving satisfactory work in the state's high standards. Typically at Level 2, students are working slightly below grade level.

Level 3: Students are working successfully on grade-level material and are on track to achieve satisfactory work on the state's high standards. This level is considered **PROFICIENT**.

Level 4: Students are working above grade level and often demonstrate proficiency with challenging subject matter.

Level 5: Students demonstrate superior performance, well beyond what is expected at the grade level.

Results are presented in the following sections by test: MCA reading, mathematics, and writing first, followed by BST reading, mathematics, and writing. Results are first presented in table format, in some instances followed by a graphical display of the results, and briefly written observations based on the data presented. The observations are simply interpretive guides and do not make evaluative statements, with the exception of the analysis of performance differences due to student characteristics. These interpretations are based on the evidence as presented and were not intended to be subjective or opinion-based, but to offer plausible explanation.

Minnesota Comprehensive Assessment (MCA)

MCA Student Demographics

The MCA database included 1829 students who completed the MCA reading test at least once during 2002-2005, 1778 students who completed the MCA mathematics test at least once, 722 students who took the MCA writing test in grade 5, and 377 who took the writing test in grade 10. Since the largest number of migrant students took the reading test, their demographics will be presented here. Most migrant students who took the MCA speak Spanish (88 percent), are considered limited-English proficient (78 percent), are Hispanic (96 percent), are not in special education (only 11 percent are), participate in free and reduced lunch (93 percent), and are male (53 percent).

Home Language	Frequency	Percent
English	178	9.7
French	2	.1
Spanish	1609	88.0
Vietnamese	4	.2
Micronesian	3	.2
Somali	4	.2
Other	7	.4
Missing	22	1.2
Total	1829	100.0

Table 1: Language of Migrant Students Who Took the MCA during 2002-2005

LEP Status	Frequency	Percent
Non-LEP	411	22.5
LEP	1418	77.5
Total	1829	100.0

Table 2: Limited English Proficient (LEP) Status of Migrant Students Who Took the MCA during 2002-2005

Special Ed	Frequency	Percent
No	1628	89.0
Yes	201	11.0
Total	1829	100.0

Table 3: Special Education Status of Migrant Students Who Took the MCA during 2002-2005

Race/Ethnicity	Frequency	Percent
American Indian	6	.3
Asian	14	.8
Hispanic	1763	96.4
Black, not Hispanic	16	.9
White, not Hispanic	30	1.6
Total	1829	100.0

Table 4: Race and Ethnicity of Migrant Students Who Took the MCA during 2002-2005

Primary Disability	Frequency	Percent
None	1625	88.8
Language Impairment	36	2.0
Mentally Impaired (Mild moderate)	8	.4
Deaf	4	.2
Learning Disability	102	5.6
Emotion Behavioral Disorder	18	1.0
Health Impairment	11	.6
Other	3	.2
Missing	22	1.2
Total	1829	100.0

Table 5: Primary Disability of Migrant Students Who Took the MCA during 2002-2005

F/R Lunch	Frequency	Percent
No	129	7.1
Yes	1700	92.9
Total	1829	100.0

Table 6: Free and Reduced Lunch Status of Migrant Students Who Took the MCA during 2002-2005

Gender	Frequency	Percent
Female	868	47.5
Male	961	52.5
Total	1829	100.0

Table 7: Gender of Migrant Students Who Took the MCA during 2002-2005

MCA Reading Achievement Results

Student Participation in MCA Reading Test

	Grade 3	Grade 5	Grade 7	Grade 10
2002	220	184		
2003	235	197		
2004	212	182	169	109
2005	182	168	149	84

Table 8: Participation of Migrant Students in the MCA Reading Test by Grade and Test Year

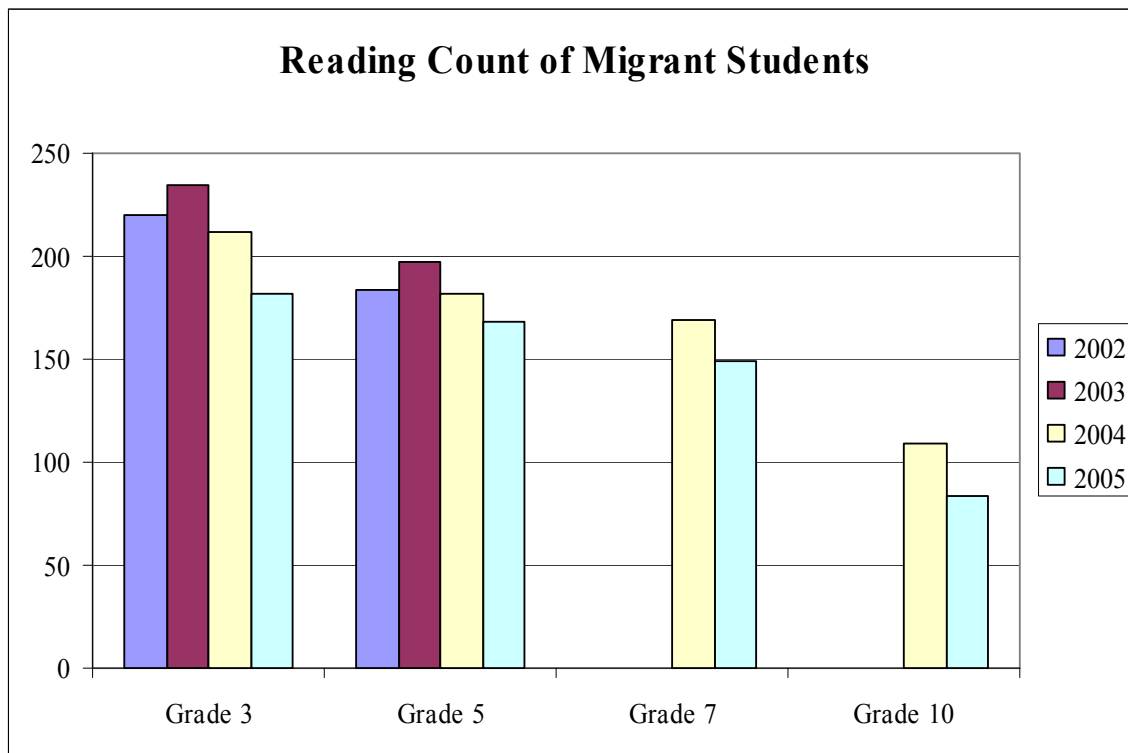


Figure 16: Number of Migrant Students Who Took the MCA Reading Test by Grade and Year

Observations:

Note: the MCA reading test was not administered to grades 7 and 10 until 2004. Two trends are evident, including a slight decrease in numbers being tested within a grade over time and a significant decrease in the numbers being tested across the grades. In 2005, for instance, whereas 182 migrant students took the grade 3 reading test, only 84 took the grade 10 reading test.

MCA Reading Results for Grade 3

		Level 1	Level 2	Level 3	Level 4	Level 5	N
Migrant	2005	26.92	23.63	18.68	26.37	4.40	182
	2004	38.68	28.77	16.04	14.62	1.89	212
	2003	45.53	25.96	14.04	13.62	0.85	235
	2002	55.45	23.64	10.00	9.55	1.36	220
Non Migrant	2005	8.94	12.45	13.23	41.36	24.02	55987
	2004	11.64	14.92	12.88	37.00	23.56	57096
	2003	12.33	14.91	16.72	38.66	17.38	57872
	2002	15.84	17.06	18.03	32.77	16.29	57959

Table 9: Grade 3 MCA Reading--Percent in Each Achievement Level by Migrant Status

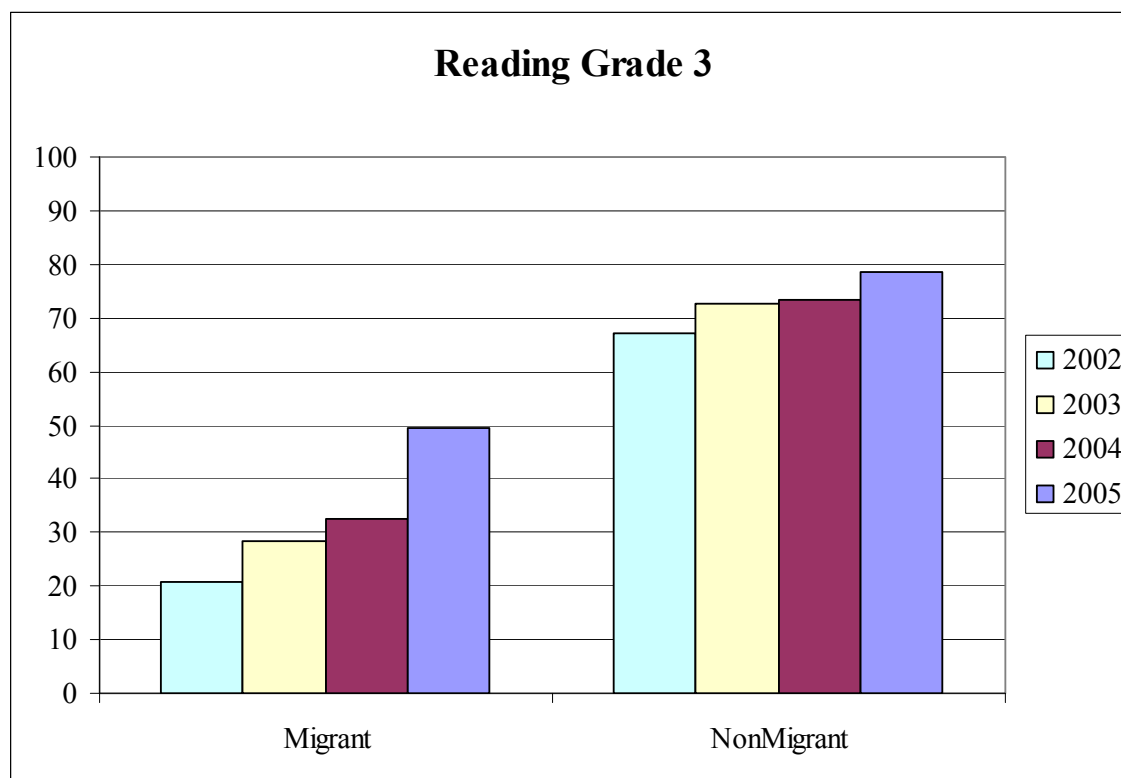


Figure 17: MCA Reading—Test Proficiency Rates by Migrant Status and Year

Observations:

The percent of students achieving proficiency (Level 3 or higher) in reading at grade 3 has risen over time, with about 50 percent proficient most recently in 2005. However, the percentages are far behind those of non-migrant students; nearly 6 times as many non-migrant students (24 percent) achieve the highest level of reading performance as migrant students (4 percent).

MCA Reading Results for Grade 5

		Level 1	Level 2	Level 3	Level 4	Level 5	N
Migrant	2005	31.55	31.55	7.74	22.02	7.14	168
	2004	37.36	31.32	11.54	14.29	5.49	182
	2003	38.07	28.93	11.68	17.26	4.06	197
	2002	51.63	22.28	9.24	15.76	1.09	184
Non Migrant	2005	7.74	11.32	7.90	36.78	36.26	58602
	2004	9.13	15.21	11.16	34.20	30.29	60530
	2003	9.51	13.55	12.87	38.82	25.25	61170
	2002	10.28	14.66	10.77	38.75	25.54	60608

Table 10: Grade 5 MCA Reading—Percent in Each Achievement Level by Migrant Status

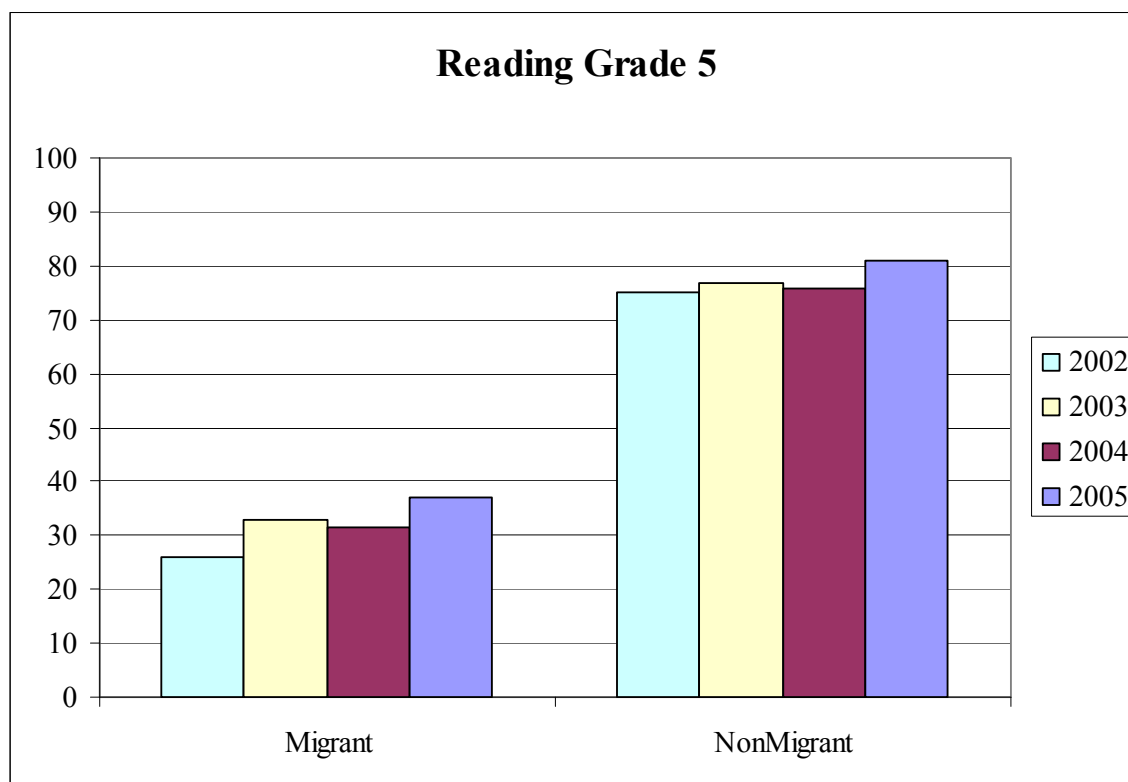


Figure 18: Grade 5 MCA Reading—Test Proficiency Rates by Migrant Status and Year

Observations:

Proficiency rates for migrant students has risen slightly since 2002 (from 26 percent to 37 percent), but faster than for non-migrant students (75 percent to 81 percent). However, the proficiency rate of migrant students is less than one-half the proficiency rate for non-migrant students. Nearly 30 percent of migrant students achieved the 2 highest levels of reading proficiency, whereas 73 percent of non-migrant students achieved these levels.

MCA Reading Results for Grade 7

		Level 1	Level 2	Level 3	Level 4	Level 5	N
Migrant	2005	15.44	56.38	22.82	4.70	0.67	149
	2004	30.18	53.25	11.83	4.14	0.59	169
Non Migrant	2005	4.15	21.40	32.83	34.39	7.23	62535
	2004	5.43	24.62	31.35	32.50	6.10	63852

Table 11: Grade 7 MCA Reading—Percent in Each Achievement Level by Migrant Status

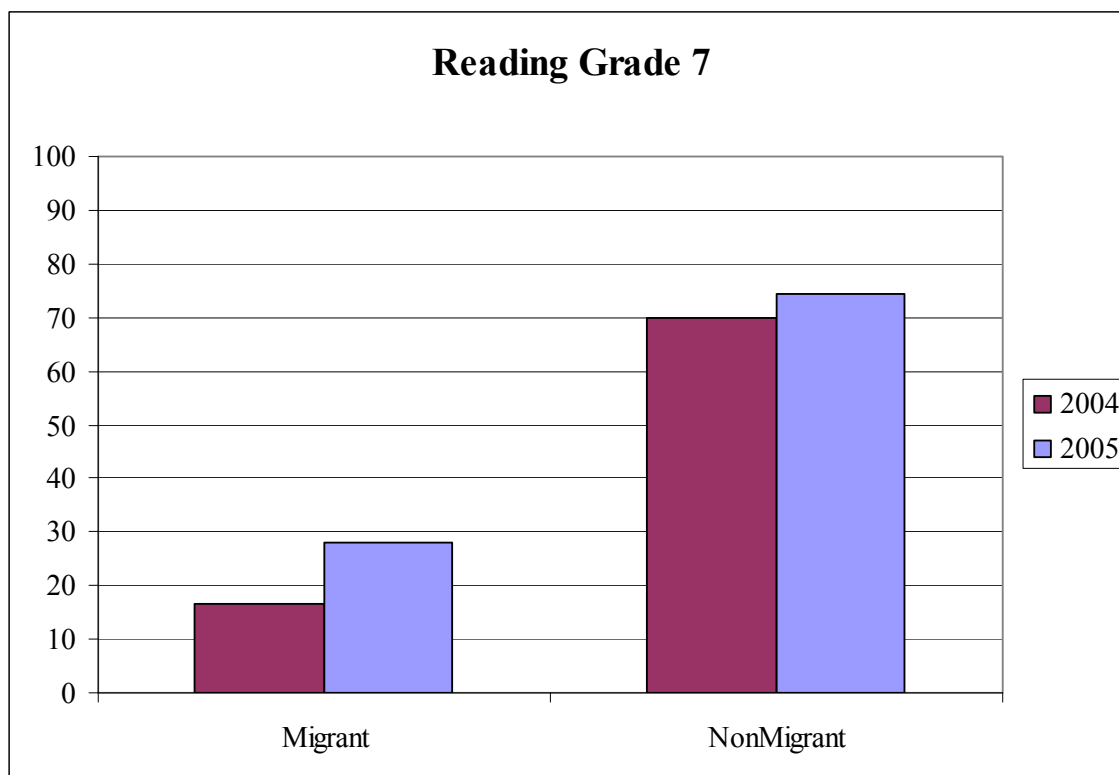


Figure 19: Grade 7 MCA Reading—Test Proficiency Rates by Migrant Status and Year

Observations:

Reading proficiency rates for grade 7 are the lowest among the 4 grades tested for all students. There was a significant increase in proficiency rates for migrant students over the 2 years (from 17 percent to 28 percent). However, migrant student proficiency rate is nearly one-third the proficiency rate of non-migrant students. Just over 5 percent of migrant students achieved the 2 highest levels of reading proficiency, whereas nearly 42 percent of non-migrant students did so.

MCA Reading Results for Grade 10

		Level 1	Level 2	Level 3	Level 4	Level 5	N
Migrant	2005	17.86	36.90	40.48	4.76	0.00	84
	2004	22.02	44.04	27.52	5.50	0.92	109
Non Migrant	2005	4.07	14.36	37.09	35.70	8.78	64847
	2004	5.18	16.48	36.68	31.68	9.98	64389

Table 12: Grade 10 MCA Reading—Percent in Each Achievement Level by Migrant Status

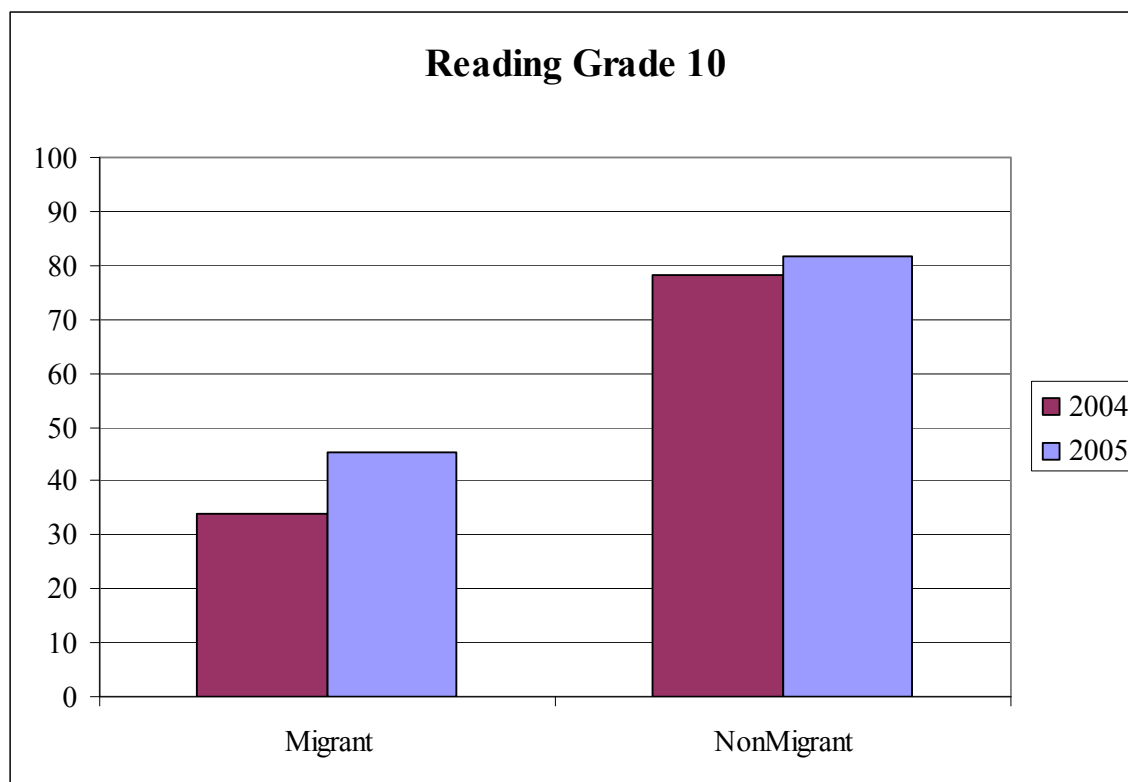


Figure 20: Grade 10 MCA Reading—Test Proficiency Rates by Migrant Status and Year

Observations:

For grade 10 reading, there was a significant increase in proficiency rates for migrant students over the 2 years (from 34 percent to 45 percent); there was little change in the non-migrant proficiency rates. The migrant proficiency rate was about half that of the non-migrant students. Nearly 5 percent of migrant students achieved the 2 highest levels of reading proficiency, whereas nearly 45 percent of non-migrant students achieved the 2 highest levels.

MCA Reading Results across Grades

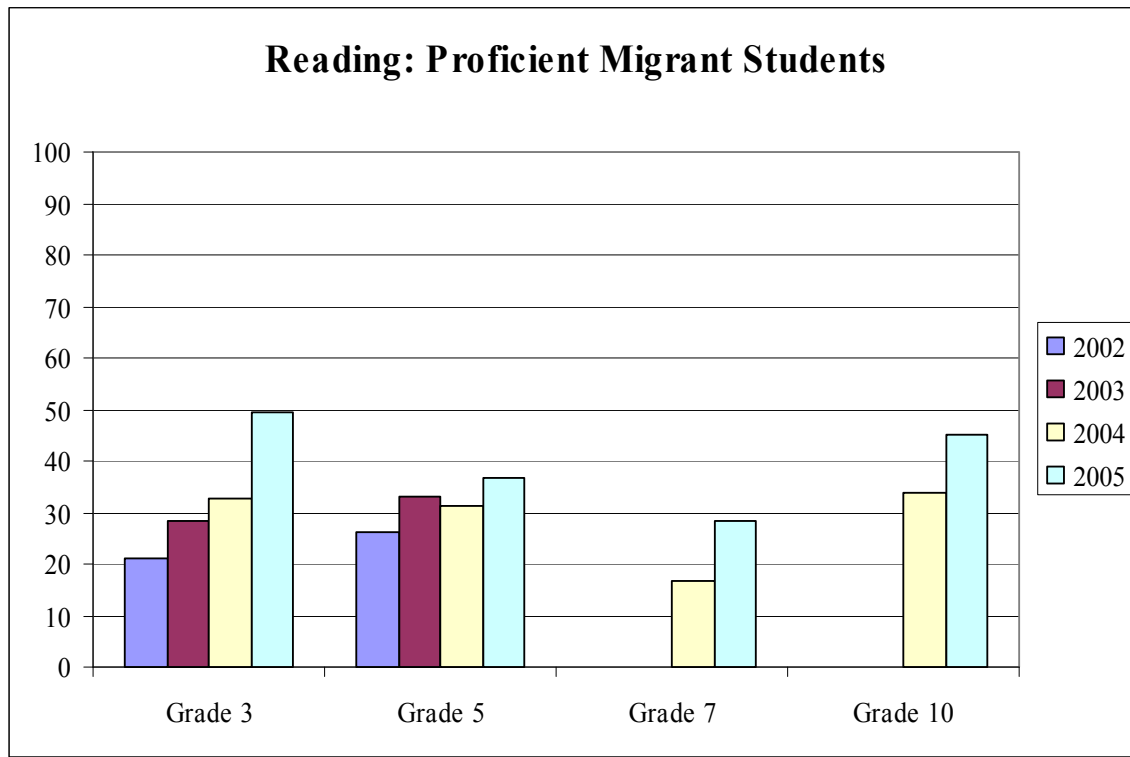


Figure 21: MCA Reading Proficiency Rates for Migrant Students by Year and Grade Level

Observations:

Over time within each grade, the reading proficiency rates of migrant students have been increasing. However, in 2005 there is a significant drop in proficiency rates from grade 3 to grade 5 and, in turn, to grade 7, with an increase in grade 10 that nears the grade 3 level.

Grade 3	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient	N
American Indian	16.33	19.31	17.00	37.18	10.18	64.4	1041
Asian/Pacific Islander	14.84	20.18	15.82	33.73	15.42	65.0	3255
Black, Non-Hispanic	23.99	22.12	16.43	29.52	7.95	53.9	4828
Hispanic	24.33	21.51	16.64	29.20	8.33	54.2	3264
White, Non-Hispanic	5.74	10.06	12.40	44.09	27.72	84.2	44079
Grade 5	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient	N
American Indian	15.79	19.89	11.69	35.59	17.04	64.3	1121
Asian/Pacific Islander	14.37	18.89	10.03	33.89	22.82	66.7	3361
Black, Non-Hispanic	22.78	21.86	11.16	31.17	13.03	55.4	4973
Hispanic	22.01	23.58	10.59	30.28	13.55	54.4	3108
White, Non-Hispanic	4.65	8.72	7.13	37.98	41.52	86.6	46458
Grade 7	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient	N
American Indian	8.18	38.47	33.60	17.62	2.12	53.3	1271
Asian/Pacific Islander	7.01	33.63	32.02	22.04	5.31	59.4	3426
Black, Non-Hispanic	14.81	41.57	29.04	13.24	1.34	43.6	5059
Hispanic	13.29	40.29	29.41	14.68	2.33	46.4	2792
White, Non-Hispanic	2.40	17.28	33.36	38.67	8.29	80.3	50522
Grade 10	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient	N
American Indian	8.28	26.05	45.09	18.27	2.31	65.7	1171
Asian/Pacific Islander	7.34	21.47	41.62	24.29	5.28	71.2	3544
Black, Non-Hispanic	18.22	34.60	34.03	11.54	1.61	47.2	4670
Hispanic	12.65	30.83	37.06	16.90	2.57	56.5	2261
White, Non-Hispanic	2.33	11.44	36.91	39.38	9.94	86.2	54073

Table 13: 2005 MCA Reading Percent at each Achievement Level by Ethnicity and Grade

Observations:

Proficiency rates of Hispanic students remain fairly stable across grades (unlike migrant students whose proficiency rates decline from grades 3 to 5 to 7). Hispanic reading proficiency rates are consistently 30 percent lower than White students and similar to those of Black students (except at grade 10, where Black students decline). These results are based on state reports and include all Hispanic students for comparison purposes, regardless of migrant status.

Ach. Levels Grade 5	Achievement Levels Grade 3					Total
	1	2	3	4	5	
1	41	5	0	0	0	46
2	35	17	2	0	0	54
3	3	2	4	1	0	10
4	2	4	5	7	0	18
5	0	0	3	8	2	13
Total	81	28	14	16	2	141

Table 14: Change in Reading Achievement Levels from Grade 3 to Grade 5

Observations:

The percent proficient at grade 3 was 23 percent; the percent proficient at grade 5 was 29 percent. More students moved from not proficient to proficient (10 percent), than did students move from proficient to not proficient (6 percent). There was very little movement across the proficiency level; however, 43 percent of the students at level 1 moved to level 2 in 2 years.

Ach. Levels Grade 7	Achievement Levels Grade 5					Total
	1	2	3	4	5	
1	24	1	1	0	0	26
2	30	24	6	7	0	67
3	1	3	6	10	2	22
4	0	0	1	3	2	6
5	0	0	0	0	0	0
Total	55	28	14	20	4	121

Table 15: Change in Reading Achievement Levels from Grade 5 to 7

Observations:

The percent proficient at grade 5 was 31 percent; the percent proficient at grade 7 was 23 percent. Few students moved from not proficient to proficient (5 percent), while many more moved from proficient to not proficient (37 percent).

Effect of Student Characteristics on MCA Reading Results

Characteristic	Effect	Standard Error	<i>t</i> -test	Significance <i>p</i> -value
Reference Group	1135	200.6	54.9	.000
Female	31	12.1	2.5	.011
Not LEP	124	15.5	8.0	.000
Not Special Ed.	159	21.1	7.6	.000
Not F/R Lunch	-33	23.1	-1.4	.150

Table 16: Effects of Student Characteristics on Grade 3 Reading Scores

Observations:

The average reading score for Male, LEP, Special Ed, and F/R Lunch student is 1135 (the reference group). For students who are Female, not LEP, not Special Ed, and not F/R Lunch, their average score is 1415 (almost at the proficiency level of 1420). Notice there is a small gender effect (females score 31 points higher than males) compared to the large LEP (124 points) and Special Education (159 points) effects. This also suggests the correct students are being identified for LEP and Special Ed support services.

Characteristic	Effect	Standard Error	<i>t</i> -test	Significance <i>p</i> -value
Reference Group	1087	20.8	52.3	.000
Female	49	14.2	3.5	.001
Not LEP	159	16.8	9.5	.000
Not Special Ed.	192	21.1	9.1	.000
Not F/R Lunch	66	31.4	2.1	.035

Table 17: Effects of Student Characteristics on Grade 5 Reading Scores

Observations:

The average reading score for Male, LEP, Special Ed, and F/R Lunch student is 1087 (the reference group). For students who are Female, not LEP, not Special Ed, and not F/R Lunch, their average score is 1554 (above the proficiency level of 1420). Notice there is a small gender effect (females score 49 points higher than males) compared to the large LEP (159 points) and Special Education (192 points) effects. These effects are more pronounced in grade 5 than grade 3. This also suggests the correct students are being identified for LEP and Special Ed support services.

Characteristic	Effect	Standard Error	<i>t</i> -test	Significance <i>p</i> -value
Reference Group	1274	14	92.8	.000
Female	21	5.6	2.4	.017
Not LEP	61	9.0	6.8	.000
Not Special Ed.	60	14.1	4.2	.000
Not F/R Lunch	-10	16.1	-0.6	.541

Table 18: Effects of Student Characteristics on Grade 7 Reading Scores

Observations:

The average reading score for Male, LEP, Special Ed, and F/R Lunch student is 1274 (the reference group). For students who are Female, not LEP, not Special Ed, and not F/R Lunch, their average score is 1405 (almost at the proficiency level of 1420). Notice there is a small gender effect (females score 21 points higher than males), and slightly larger LEP (61 points) and Special Education (60 points) effects. These effects are much smaller in grade 7 than they are in grades 3 and 5. This also suggests that perhaps the students being identified for LEP and Special Ed support services are not as academically deficient as those in earlier grades.

MCA Mathematics Achievement Results

Student Participation in MCA Mathematics Test

	Grade 3	Grade 5	Grade 7	Grade 11
2002	222	184		
2003	236	198		
2004	210	181	169	68
2005	184	166	149	72

Table 19: Participation of Migrant Students in the MCA Mathematics Test by Grade and Test Year

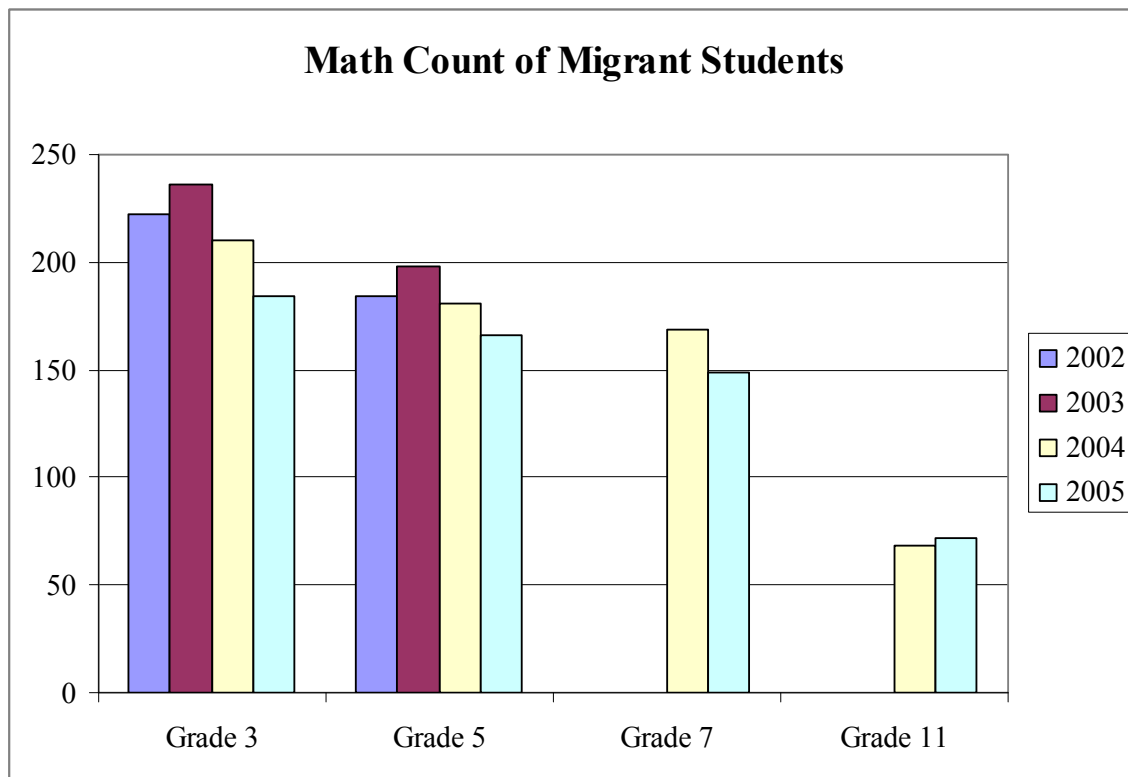


Figure 22: Number of Migrant Students Who Took the MCA Mathematics Test by Grade and Year

Observations:

The number of migrant students tested across grades is declining slightly from grade 3 to grade 7 with far fewer students tested in grade 11. There is a slight decrease in the number of students being tested within a grade over time, from 2002 to 2005, except at grade 11.

MCA Mathematics Results for Grade 3

		Level 1	Level 2	Level 3	Level 4	Level 5	N
Migrant	2005	19.02	32.61	16.85	28.80	2.72	184
	2004	25.71	42.38	16.19	14.76	0.95	210
	2003	27.97	37.29	13.14	21.19	0.42	236
	2002	36.04	40.09	8.11	13.51	2.25	222
Non Migrant	2005	5.93	16.33	11.98	41.19	24.58	56257
	2004	7.55	21.78	15.17	40.51	15.00	57062
	2003	7.50	20.81	15.21	42.61	13.88	57884
	2002	9.35	25.19	17.20	37.14	11.11	57866

Table 20: Grade 3 MCA Mathematics Test—Percent in Each Achievement Level by Migrant Status

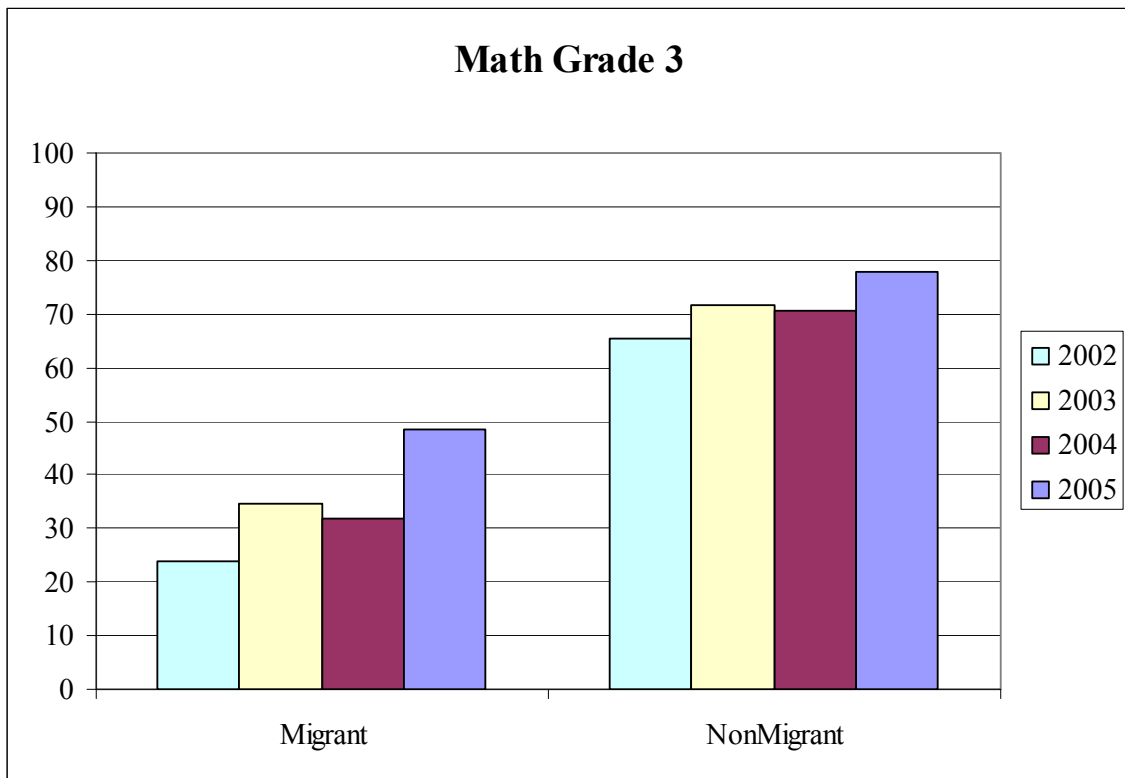


Figure 23: Grade 3 MCA Mathematics Test—Proficiency Rates by Migrant Status and Year

Observations:

The grade 3 mathematics proficiency rate among migrant students has doubled over 4 years, from 24 percent to 48 percent. However, the percent of migrant students in the highest 2 levels of performance (32 percent) was less than half that among non-migrant students (66 percent).

MCA Mathematics Results for Grade 5

		Level 1	Level 2	Level 3	Level 4	Level 5	N
Migrant	2005	18.67	40.96	12.05	25.30	3.01	166
	2004	25.41	44.75	12.15	14.92	2.76	181
	2003	32.32	34.34	19.19	13.13	1.01	198
	2002	43.48	33.70	13.04	9.78	0.00	184
Non Migrant	2005	4.21	15.47	11.92	43.99	24.42	58792
	2004	4.87	20.68	15.30	40.60	18.55	60371
	2003	8.25	16.74	14.70	42.68	17.63	61033
	2002	10.02	19.45	17.53	38.89	14.12	60203

Table 21: Grade 5 MCA Mathematics Test: Percent in Each Achievement Level by Migrant Status

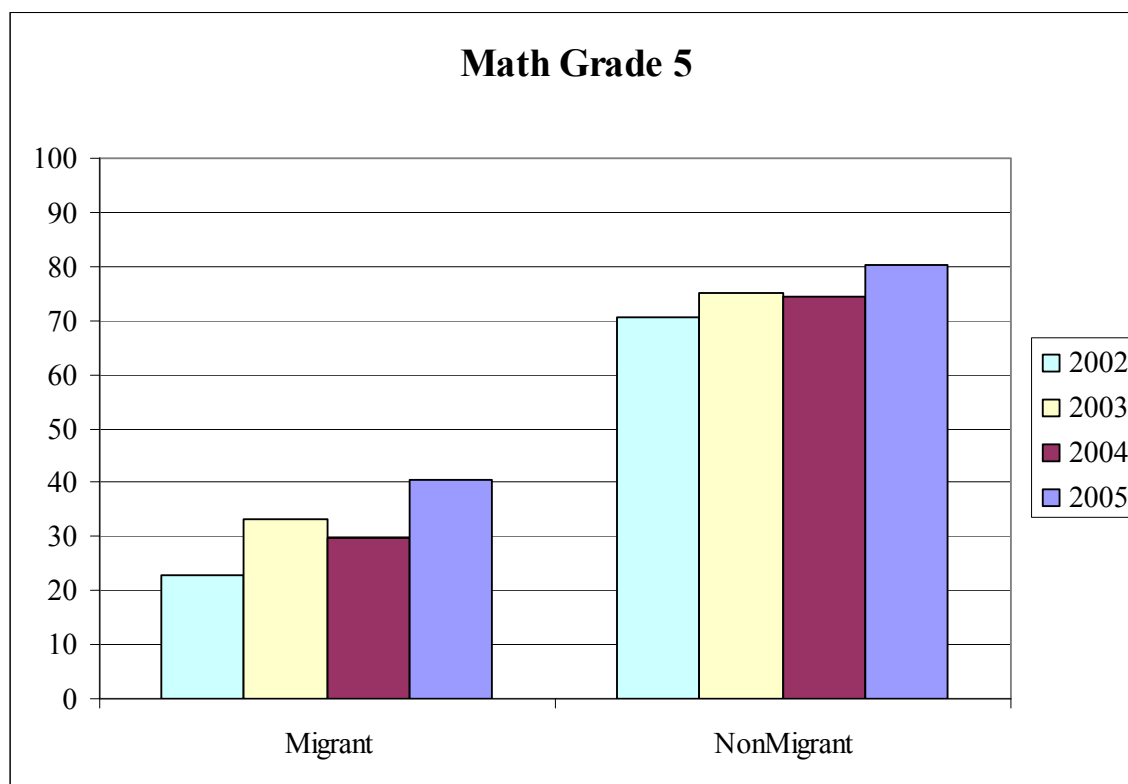


Figure 24: Grade 5 MCA Mathematics Test-Proficiency Rates by Migrant Status and Year

Observations:

The grade 5 mathematics proficiency rate for migrant students has nearly doubled in 4 years, from 23 percent to 40 percent; however, the 2005 migrant proficiency rate is half the rate of non-migrant students (80 percent).

MCA Mathematics Results for Grade 7

		Level 1	Level 2	Level 3	Level 4	Level 5	N
Migrant	2005	10.74	56.38	26.85	4.03	2.01	149
	2004	22.49	55.03	20.71	1.78	0.00	169
Non Migrant	2005	3.64	20.22	36.69	25.67	13.77	62628
	2004	6.69	26.48	38.93	19.22	8.67	63794

Table 22: Grade 7 MCA Mathematics Test—Percent in Each Achievement Level by Migrant Status

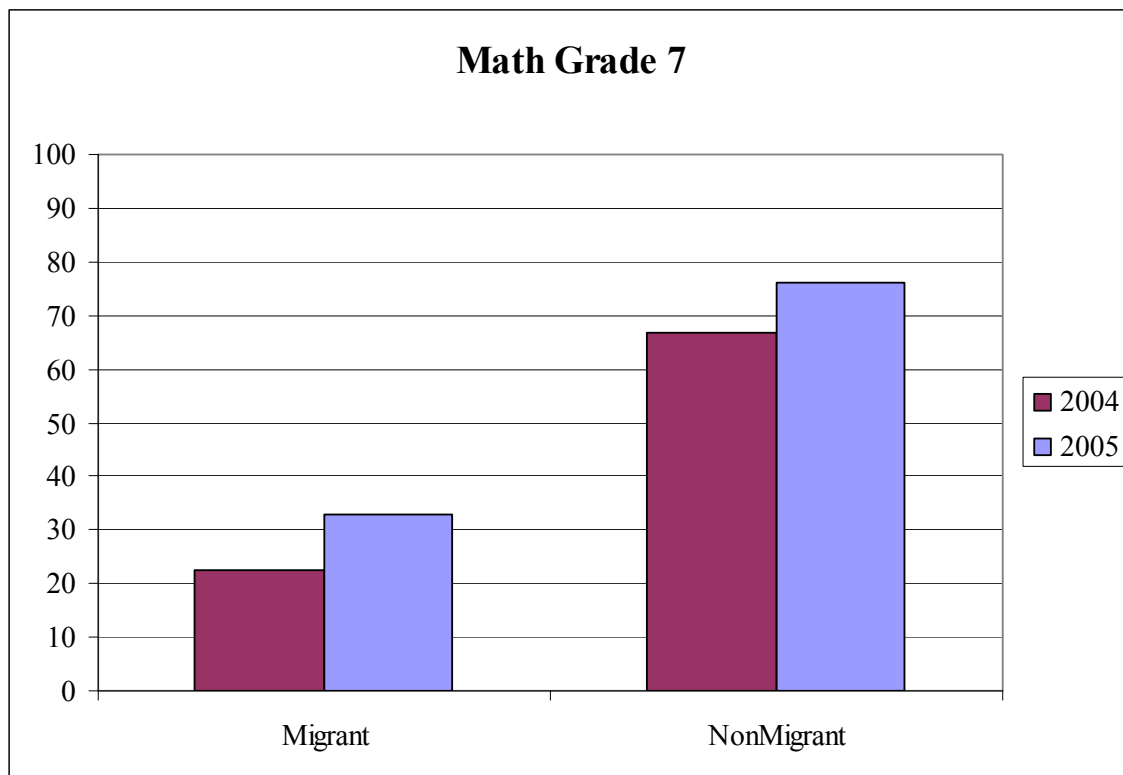


Figure 25: Grade 7 MCA Mathematics Test—Proficiency Rates by Migrant Status and Year

Observations:

The grade 7 mathematics proficiency rate for migrant students has increased in one year by 10 percent; however, the migrant student proficiency rate is less than half that for non-migrant students (76 percent).

MCA Mathematics Results for Grade 11

		Level 1	Level 2	Level 3	Level 4	Level 5	N
Migrant	2005	11.11	62.50	26.39	0.00	0.00	72
	2004	10.29	60.29	29.41	0.00	0.00	68
Non Migrant	2005	2.32	25.45	45.29	19.27	7.67	60680
	2004	4.31	24.99	42.14	22.58	5.98	60948

Table 23: Grade 11 MCA Mathematics Test—Percent in Each Achievement Level by Migrant Status

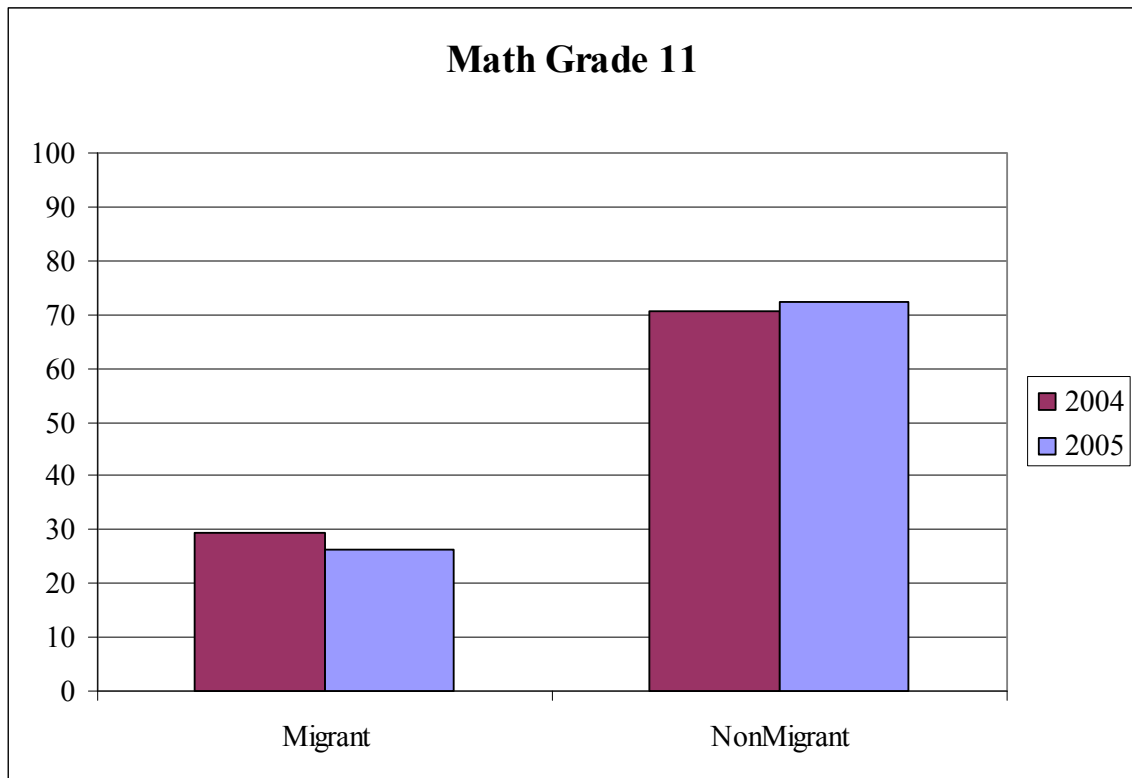


Figure 26: Grade 11 MCA mathematics Test—Proficiency Rates by Migrant Status and Year

Observations:

The grade 11 mathematics proficiency rate for migrant students has dropped slightly in one year (however, the number of students tested is relatively small). The proficiency rate for migrant students is less than half that of non-migrant students.

MCA Mathematics Results across Grades

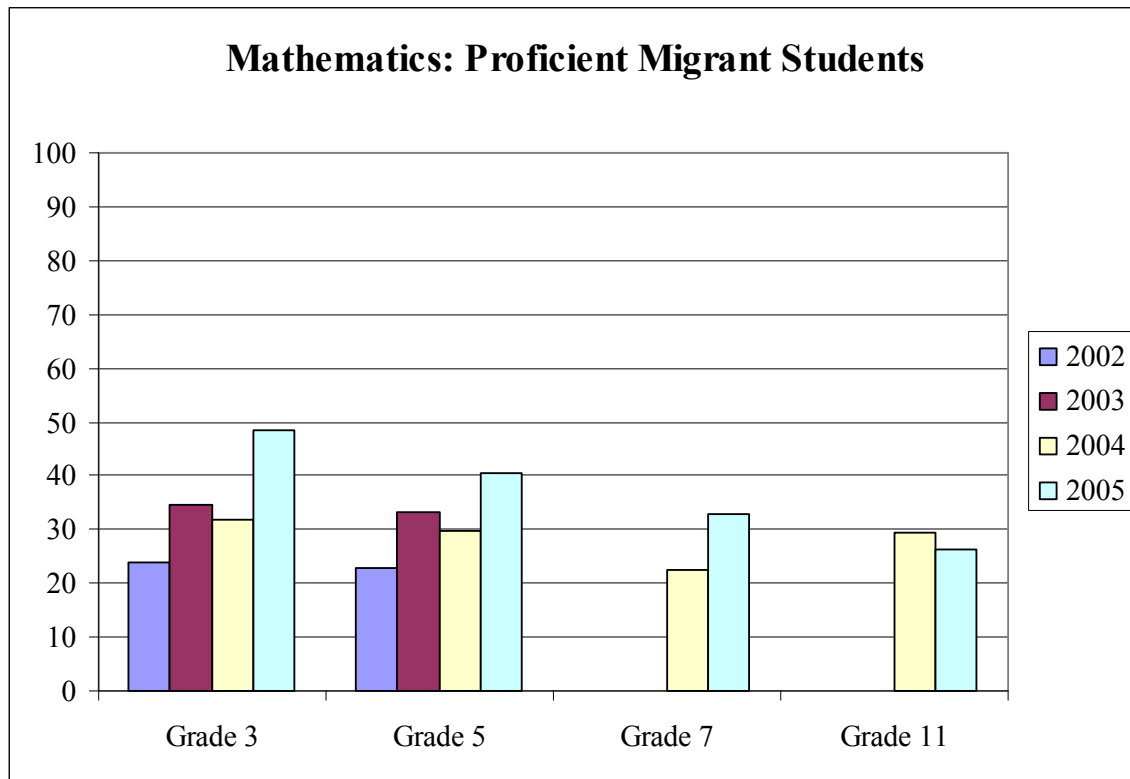


Figure 27: MCA Mathematics Proficiency Rates for Migrant Students by Year and Grade Level

Observations:

Mathematics proficiency rates for migrant students have increased over time for all grades except grade 11 (essentially no change with very small number of students tested). Proficiency rates decrease across the grades, from a high of 48 percent in grade 3 to a low of 26 percent in grade 11.

Grade 3	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient	N
American Indian	11.79	24.64	17.26	34.61	11.70	63.6	1043
Asian/Pacific Islander	10.27	21.85	12.95	36.29	18.64	67.9	3359
Black, Non-Hispanic	20.33	31.73	14.08	26.72	7.15	48.0	4895
Hispanic	15.82	30.79	14.83	29.08	9.48	53.4	3332
White, Non-Hispanic	3.26	13.05	11.39	44.08	28.23	83.7	44151
Grade 5	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient	N
American Indian	9.46	26.94	16.68	38.36	8.56	63.6	1121
Asian/Pacific Islander	7.12	22.10	13.91	37.67	19.20	70.8	3443
Black, Non-Hispanic	14.82	34.63	15.72	28.96	5.86	50.5	5013
Hispanic	12.28	31.99	16.70	31.17	7.86	55.7	3167
White, Non-Hispanic	2.28	11.68	10.95	46.91	28.17	86.0	46485
Grade 7	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient	N
American Indian	8.30	39.62	37.27	11.67	3.13	52.1	1277
Asian/Pacific Islander	4.60	26.53	37.71	19.49	11.67	68.9	3453
Black, Non-Hispanic	15.04	44.79	30.42	7.84	1.91	40.2	5066
Hispanic	9.29	42.77	33.48	10.99	3.48	48.0	2820
White, Non-Hispanic	2.11	15.84	37.33	28.89	15.84	82.1	50551
Grade 11	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient	N
American Indian	4.64	42.87	41.22	8.62	2.65	52.5	905
Asian/Pacific Islander	2.45	30.76	44.70	15.13	6.95	66.8	3264
Black, Non-Hispanic	10.96	57.09	27.63	3.54	0.78	32.0	3959
Hispanic	6.15	51.03	36.34	5.01	1.47	42.8	1838
White, Non-Hispanic	1.56	21.76	46.99	21.25	8.44	76.7	51748

Table 24: 2005 MCA Mathematics Test-Percent at each Achievement Level by Ethnicity and Grade

Observations:

Hispanic student mathematics proficiency rates decline slightly across grades, from 53.4 percent in grade 3 to 42.8 percent in grade 11; this decline also occurs in other groups as well. Hispanic student proficiency is consistently about 30 percent below that of White students and slightly higher than the proficiency rates for Black students. Again, this includes race and ethnicity (regardless of migrant status) proficiency rates as reported by the state for comparison purposes.

Ach. Levels Grade 5	Achievement Levels Grade 3					Total
	1	2	3	4	5	
1	19	8	0	1	0	28
2	29	25	5	4	0	63
3	2	9	4	1	0	16
4	0	6	6	13	2	27
5	0	0	0	3	1	4
Total	50	48	15	22	3	138

Table 25: Migrant Student Change in Mathematics Achievement Levels from Grade 3 to 5

Observations:

The percent proficient at grade 3 was 29 percent; the percent proficient at grade 5 was 34 percent. Fewer students moved from not proficient to proficient (17 percent), than did students move from proficient to not proficient (25 percent).

Ach. Levels Grade 7	Achievement Levels Grade 5					Total
	1	2	3	4	5	
1	17	5	0	0	0	22
2	27	22	8	1	0	58
3	2	11	13	8		34
4	0	0	1	2	0	3
5	0	0	0	2	0	2
Total	46	38	22	13	0	119

Table 26: Migrant Student Change in Mathematics Achievement Levels from Grade 5 to 7

Observations:

The percent proficient at grade 5 was 29 percent; the percent proficient at grade 7 was 32 percent. Fewer students moved from not proficient to proficient (15 percent), than moved from proficient to not proficient (26 percent).

Effects of Student Characteristics on MCA Mathematics Scores

Characteristic	Effect	Standard Error	<i>t</i> -test	Significance <i>p</i> -value
Reference Group	1143			
Female	-1	13.3	-0.1	.959
Not LEP	99	16.8	5.9	.000
Not Special Ed.	182	22.0	8.3	.000
Not F/R Lunch	-23	25.2	-1.0	.355

Table 27: Effects of Migrant Student Characteristics on Grade 3 Mathematics Scores

Observations:

The average mathematics score for Male, LEP, Special Ed, and F/R Lunch student is 1143 (the reference group). For students who are Female, not LEP, not Special Ed, and not F/R Lunch, their average score is 1400 (near the proficiency level of 1420). Notice there is no gender difference (females score 1 points lower than males) compared to the large LEP (99 points) and Special Education (182 points) effects. Here LEP status has a lower effect than seen in grade 3 reading performance (by 24 points). This also suggests the correct students are being identified for LEP and Special Ed support services.

Characteristic	Effect	Standard Error	<i>t</i> -test	Significance <i>p</i> -value
Reference Group	1180			
Female	4	12.1	0.3	.733
Not LEP	97	14.4	6.8	.000
Not Special Ed.	141	17.8	7.9	.000
Not F/R Lunch	41	26.0	1.6	.116

Table 28: Effects of Migrant Student Characteristics on Grade 5 Mathematics Scores

Observations:

The average reading score for Male, LEP, Special Ed, and F/R Lunch student is 1180 (the reference group). For students who are Female, not LEP, not Special Ed, and not F/R Lunch, their average score is 1463 (above the proficiency level of 1420). Notice there is no gender effect (females score 4 points higher than males) compared to the large LEP (97 points) and Special Education (141 points) effects. The effect of LEP status is substantially lower here compared to the effect of LEP status on grade 5 reading performance (62 points lower). This also suggests the correct students are being identified for LEP and Special Ed support services.

Characteristic	Effect	Standard Error	<i>t</i> -test	Significance <i>p</i> -value
Reference Group	1348			
Female	-3	6.2	-0.6	.581
Not LEP	32	6.5	4.9	.000
Not Special Ed.	38	10.1	3.8	.000
Not F/R Lunch	-7	11.7	-0.6	.531

Table 29: Effects of Migrant Student Characteristics on Grade 7 Mathematics Scores

Observations:

The average reading score for Male, LEP, Special Ed, and F/R Lunch student is 1348 (the reference group). For students who are Female, not LEP, not Special Ed, and not F/R Lunch, their average score is 1407 (near the proficiency level of 1420). Notice again there is no gender effect (females score 3 points lower than males) and relatively small LEP (32 points) and Special Education (38 points) effects. The effects of LEP and Special Education status here are nearly half the size compared to their effect on grade 7 reading performance. This also suggests that the students being identified for LEP and Special Ed support services do perhaps not need as intense academic support as those in earlier grades or that they no longer need to be identified as LEP or Special Ed students (similarly with the MCA reading results).

MCA Writing Achievement Results

MCA Writing Results for Grade 5

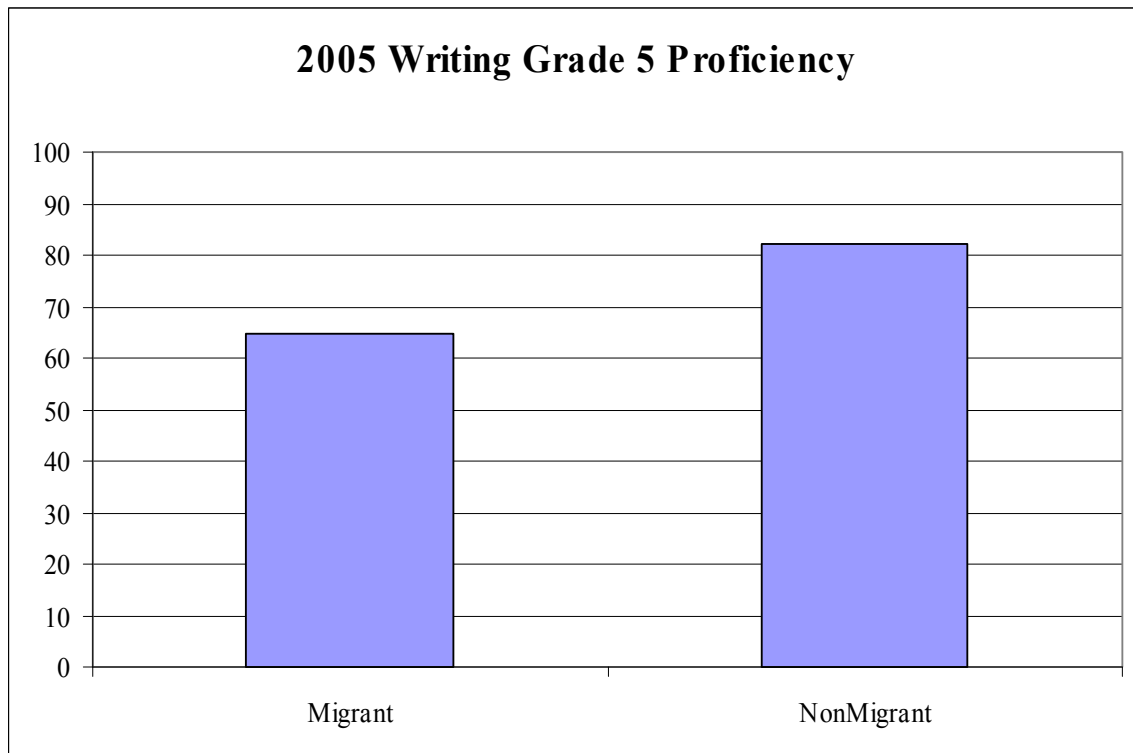


Figure 28: Grade 5 Writing Proficiency by Migrant Status

Observations:

Writing was administered to Grade 5 in 2005. The number of migrant students tested was 54.

The proficiency rate for migrant students was 64.8 percent; the proficiency rate for non-migrant students was 82.2 percent.

Effect of Student Characteristics on MCA Writing Results

Characteristic	Effect	Standard Error	<i>t</i> -test	Significance <i>p</i> -value
Reference Group	1051			
Female	104	27.8	3.7	.000
Not LEP	228	33.0	7.0	.000
Not Special Ed.	163	41.1	4.0	.000
Not F/R Lunch	136	61.9	2.2	.028

Table 30: Effects of Student Characteristics on Grade 5 Writing Scores

Observations:

The average writing score for Male, LEP, Special Ed, and F/R Lunch student is 1051 (the reference group). For students who are Female, not LEP, not Special Ed, and not F/R Lunch, their average score is 1682 (far above the proficiency level of 1420). Notice there is a large gender effect (females score 104 points higher than males), unlike the much smaller gender effects seen in reading and mathematics. There are also larger LEP (228 points) and Special Education (163 points) effects. LEP status has the largest effect on grade 5 writing scores among all tests. Also, free and reduced lunch status has the largest effect on grade 5 writing scores. This also suggests not only that the correct students are being identified for LEP and Special Ed support services, but that these students need much more intensive support for developing writing skills.

Minnesota Basic Skills Test (BST)

BST Student Demographics

The BST database included 1164 students who took at least one test, 90 percent of whom took at least 2 tests, and 52 percent of whom took at least 3 tests. Most migrant students who took the BST speak Spanish (87 percent), are considered Limited English Proficient (67 percent), are Hispanic (96 percent), are not in special education (only 11 percent are), are on free and reduced lunch (88 percent), and are male (57 percent).

Home Language	Frequency	Percent
English	127	10.9
French	5	0.4
Hmong	7	0.6
Kurdish	2	0.2
Lao	3	0.3
Slovak	1	0.1
Spanish	1012	86.9
Somali	7	0.6
Total	1164	100.0

Table 31: Home Language of Migrant Students Who Took the BST during 2002-2005

LEP Status	Frequency	Percent
Non LEP	385	33.1
LEP	779	66.9
Total	1164	100.0

Table 32: LEP Status of Migrant Students Who Took the BST during 2002-2005

Special Ed	Frequency	Percent
No	1041	89.4
Yes	123	10.6
Total	1164	100.0

Table 33: Special Education Status of Migrant Students Who Took the BST during 2002-2005

Race/Ethnicity	Frequency	Percent
American Indian	3	0.3
Asian	12	1.0
Hispanic	1116	95.9
Black, not Hispanic	12	1.0
White, not Hispanic	21	1.8
Total	1164	100.0

Table 34: Race and Ethnicity of Migrant Students Who Took the BST during 2002-2005

Primary Disability	Frequency	Percent
None	1040	89.3
Language Impairment	6	0.5
Mentally Impaired (mild moderate)	7	0.6
Learning Disability	85	7.3
Emotional Behavioral Disorder	17	1.5
Health Impairment	5	0.4
Other	4	0.4
Total	1164	100.0

Table 35: Primary Disability of Migrant Students Who Took the BST during 2002-2005

F/R Lunch	Frequency	Percent
No	139	11.9
Yes	1025	88.1
Total	1164	100.0

Table 36: Free & Reduced Lunch Status of Migrant Students Who Took the BST during 2002-2005

Gender	Frequency	Percent
Female	506	43.5
Male	658	56.5
Total	1164	100.0

Table 37: Gender of Migrant Students Who Took the BST during 2002-2005

BST Reading Results

Student Demographics for BST Reading Test

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2002	125	82	69	49	14
2003	152	122	72	45	29
2004	183	99	76	38	32
2005	128	86	68	50	23

Table 38: Number of Migrant Students Taking the BST Reading Test over Time

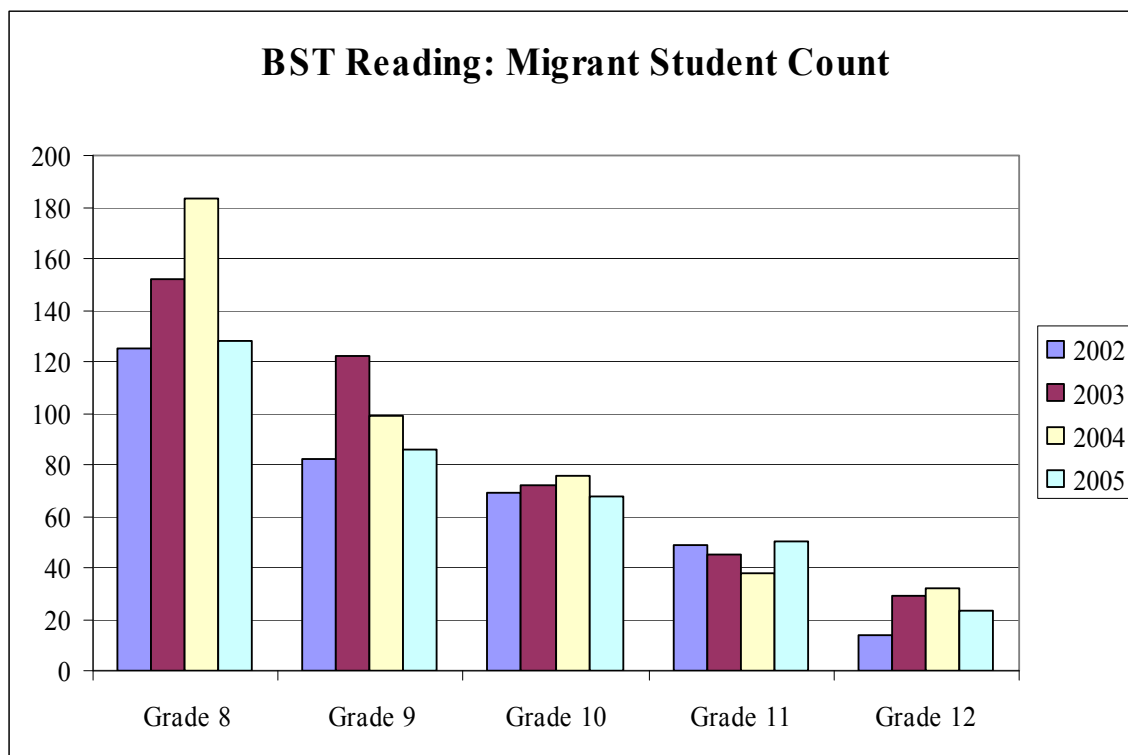


Figure 29: Number of Migrant Students Who Took the BST Reading Test by Grade and Year

Observations:

The trends in the BST are more difficult to interpret, as students begin taking the BST in grade 8 and can take it multiple times until they pass the test. There are a relatively stable number of migrant students taking the test over time (however, a much lower number than participate in the MCAs). Very few students are taking the BST reading test in grade 12.

BST Mean Reading Scores across Grades

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2002	569	571	580	580	592
2003	574	561	578	577	600
2004	584	577	581	584	596
2005	592	573	581	580	574

Table 39 : BST Reading Test—Mean Scores for Migrant Students across Grades Including Repeated Testing

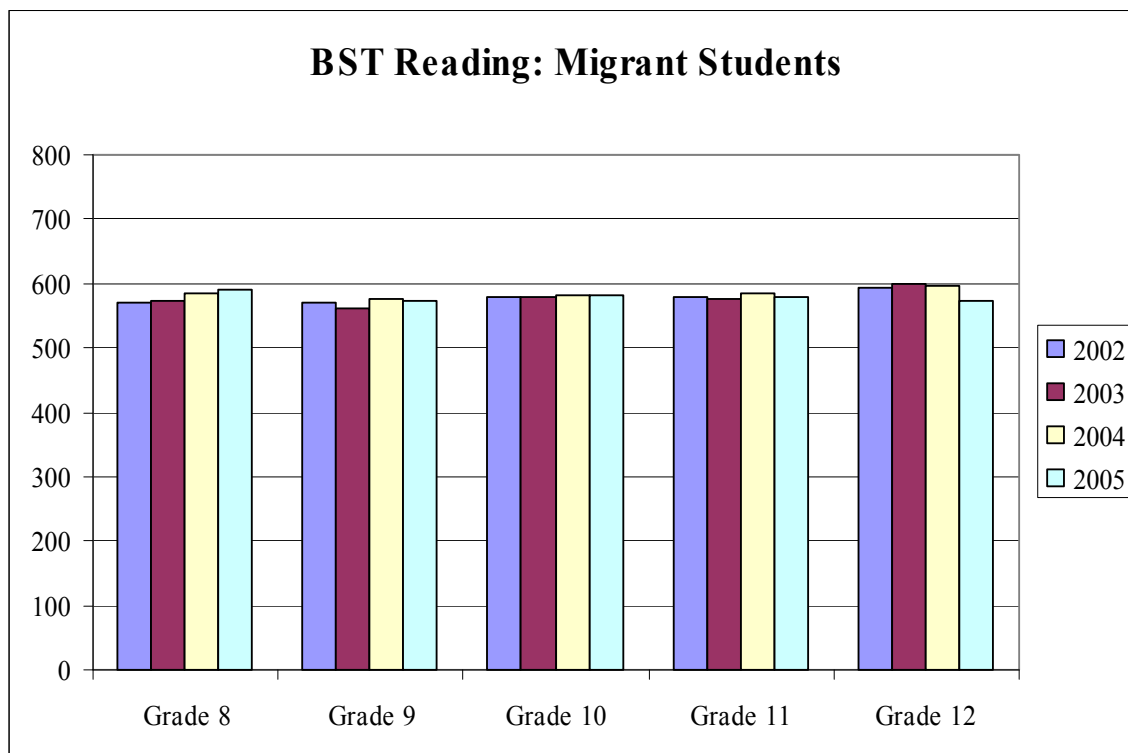


Figure 30 : BST Reading Test—Mean Scores for Migran Students across Grades Including Repeated Testing

Observations:

BST reading mean scores are relatively stable over time and across years. Following grade 8, test takers are primarily students who failed the test previously. Those students who take the test in grade 12 have an average score near the proficiency level (600).

BST Reading Passing Rates across Grades

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2002	0.23	0.18	0.30	0.20	0.50
2003	0.26	0.14	0.32	0.29	0.55
2004	0.34	0.31	0.29	0.34	0.47
2005	0.49	0.30	0.38	0.28	0.35

Table 40: Migrant Students' BST Reading Passing Rates across Grades

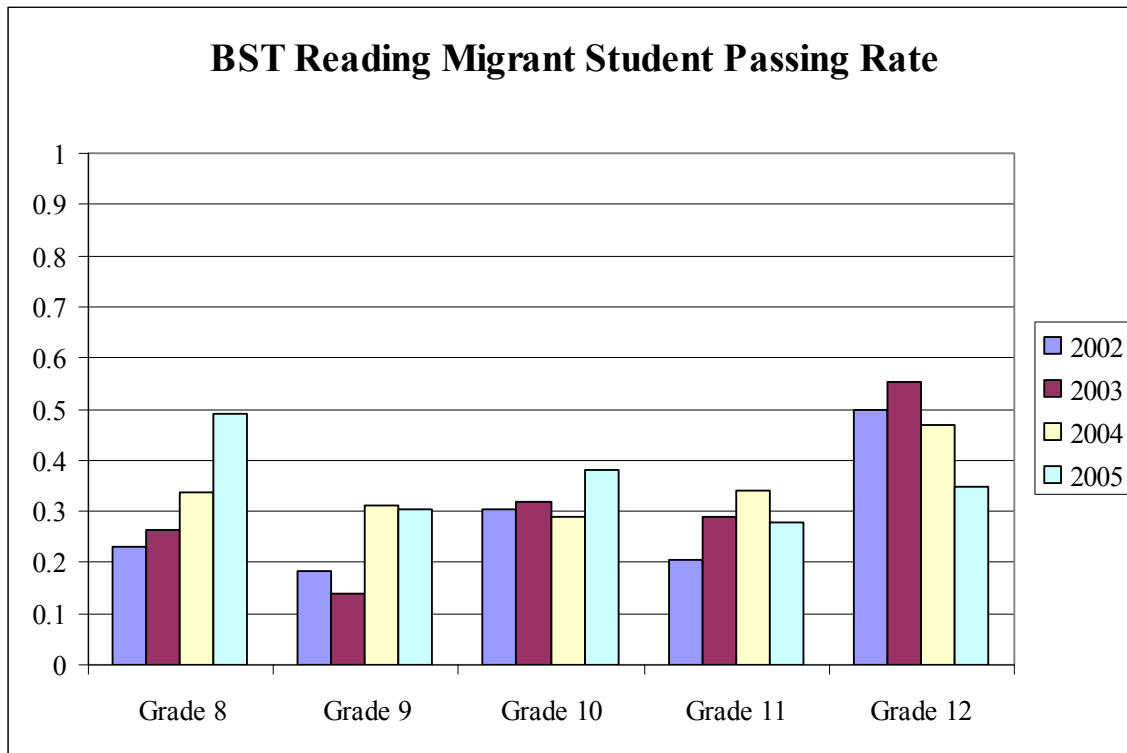


Figure 31: Migrant Students' BST Reading Passing Rates across Grades.

Observations:

There is an increase in the passing rate among migrant students in grade 8, with a decline in passing rates over time for those still attempting the test in grade 12 (a much smaller number overall). The passing rate also does not change much after the 50 percent rate in grade 8, dropping to 30 percent for re-takers in grade 9 to less than 30 percent in grade 11 and up to 35 percent in grade 12.

BST Reading Scores for Repeat Testers

T1	T2	T3	T4	T5	T6
544	585	592	590	595	624
553	539	585	574	617	
548	585	548	575	600	
544	539	571	528	576	
551	562	559	573	566	
592	590	590	643		
547	512	590	633		
534	562	572	632		
532	567	569	625		
592	559	585	622		
557	521	556	611		
521	555	531	611		
547	545	572	610		
570	559	590	610		
561	551	594	609		
540	559	594	607		
531	530	584	607		
544	571	556	606		
578	576	590	604		
547	590	590	604		
526	559	530	600		
580	574	594	600		
551	558	550	600		
551	571	576	593		
526	563	543	584		
578	563	578	584		
557	547	575	583		
557	568	580	583		
516	535	575	583		
544	511	590	574		
561	576	554	573		
548	530	528	573		
566	547	569	571		
555	565	571	570		
543	566	578	567		
538	584	596	567		
534	508	552	566		
537	567	593	559		
548	547	563	557		
475	493	516	526		
531	516	532	504		

Table 41: BST Reading Scores of Repeat Testers 2002-2005

Observations:

This table contains reading scores of all students who attempted the test 5 or more times (including 5 students) during 2002-2005, and a sample of students who attempted the test 4 times. Those students who are repeating the test because of initial failure are relatively close to the 600-proficiency mark. Students experience a rise and fall in scores across time.

	Number Tested	Number Passing	Pass Rate
Test 1	1010	323	.32
Test 2	368	92	.25
Test 3	117	35	.30
Test 4	41	18	.44
Test 5	5	20	.40
Test 6	1	1	1.00

Table 42: BST Reading Retest Performance 2002-2005

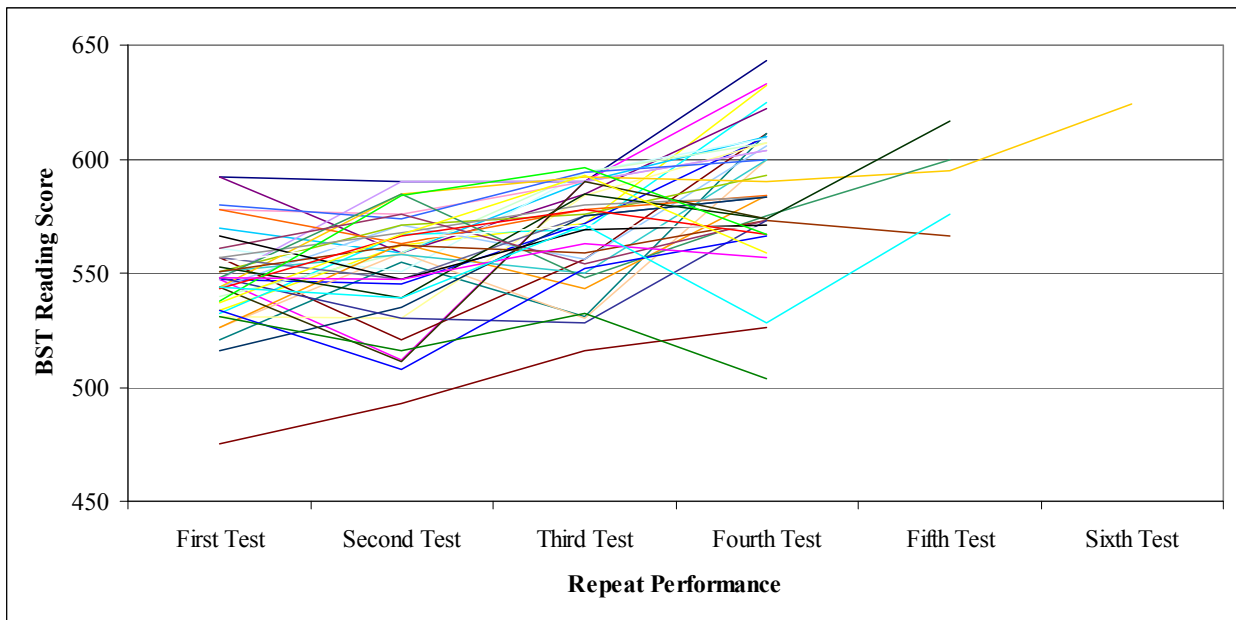


Figure 32: BST Reading Retest Performance 2002-2005

Observations:

Across the 4 years (2002-2005), the cumulative passing rates remains relatively stable for the first 3 attempts; the chance of passing on the first attempt is 32 percent—the chance of passing on the first retake (T2) is 25 percent. There is a slight increase in the fourth and fifth attempts; however, the number of students attempting the test this many times is small. Notice that there are a large number of students nearing the 600-proficiency level upon the fourth attempt (T4).

BST Mathematics Results

Student Demographics for BST Mathematics Test

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2002	125	92	81	51	21
2003	154	124	80	47	24
2004	182	104	81	41	38
2005	135	101	77	56	29

Table 43: Number of Migrant Students Taking the BST Mathematics Test over Time

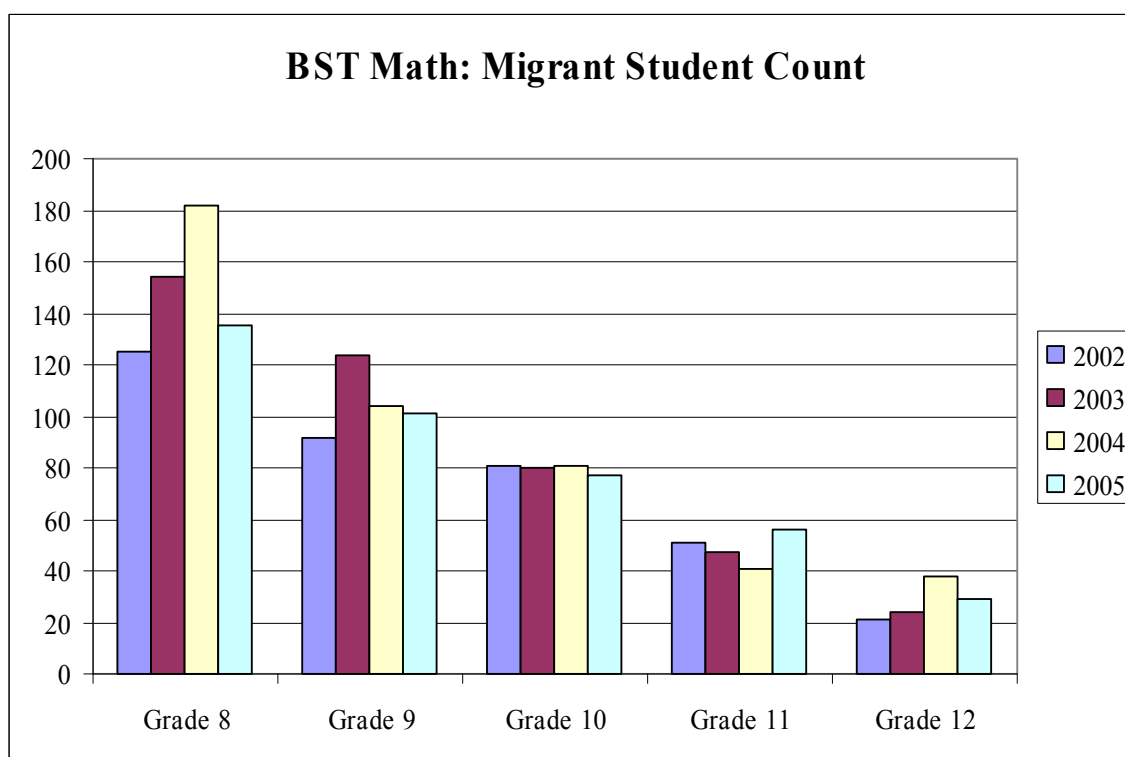


Figure 33: Number of Migrant Students Taking the BST Mathematics Test by Grade and Test Yea.

Observations:

Students begin taking the BST in grade 8 and can take it multiple times until they pass the test. There are a relatively stable number of migrant students taking the test over time (however, a much lower number than participate in the MCAs). Very few students are taking the BST mathematics test in grade 12.

BST Mean Mathematics Scores across Grades

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2002	563	569	575	582	593
2003	574	564	572	582	599
2004	577	564	571	577	579
2005	579	566	576	573	565

Table 44: Migrant Students’ BST Mathematics Mean Scores across Grades Including Repeated Testing

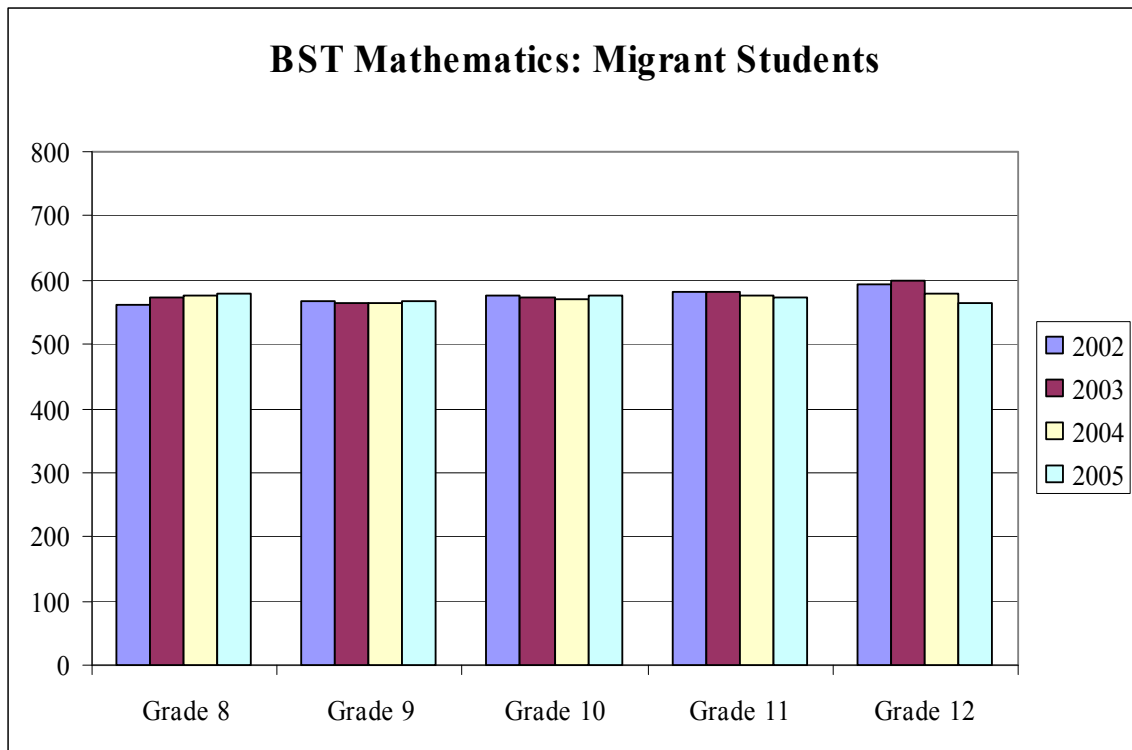


Figure 34: Migrant Student BST Mathematics Test—Mean Scores across Grades Including Repeated Testing

Observations:

BST mathematics mean scores are relatively stable over time and across years. Following grade 8, test takers are primarily students who failed the test previously. Those students who take the test in grade 12 have seen a slight decline an average score from near 600 (passing) to 565.

BST Mathematics Passing Rates across Grades

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2002	0.22	0.21	0.32	0.31	0.33
2003	0.28	0.15	0.19	0.26	0.46
2004	0.25	0.15	0.20	0.24	0.24
2005	0.30	0.24	0.22	0.27	0.28

Table 45: Migrant Student BST Mathematics Passing Rates across Grades

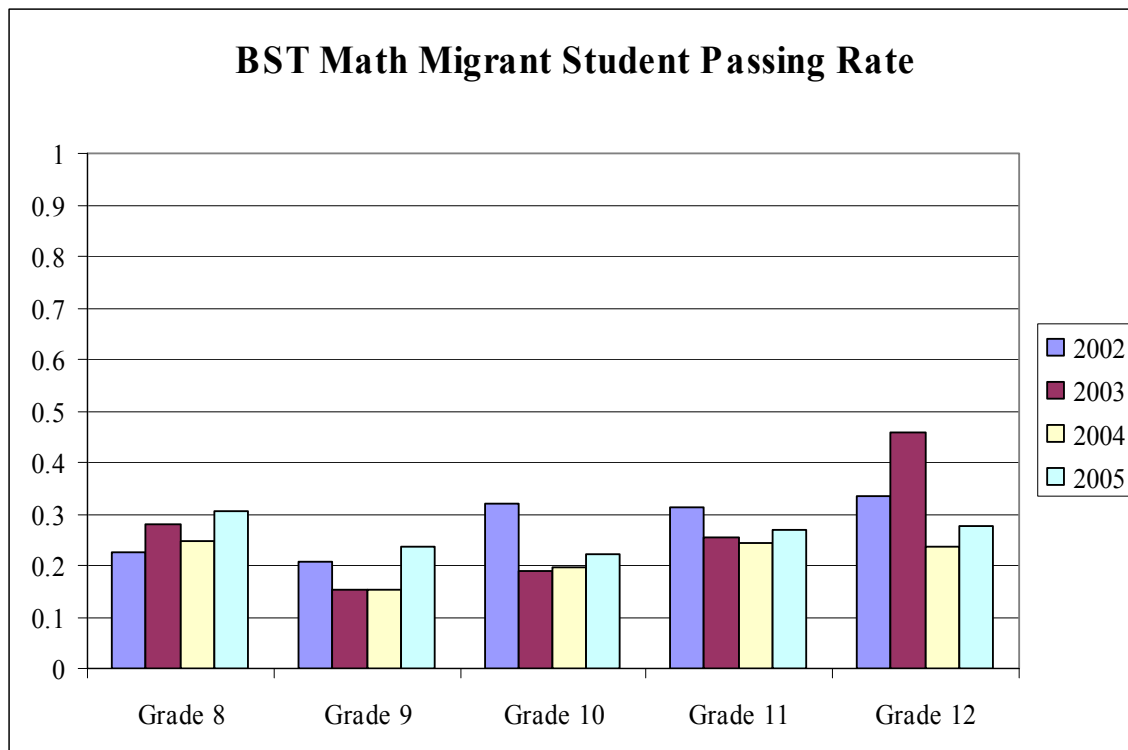


Figure 35: Migrant Student BST Mathematics Passing Rates across Grades.

Observations:

There is a slight increase in the passing rate among migrant students in grade 8, and a relatively consistent passing rate over time for those still attempting the test in grade 12 (a much smaller number of students). For 2005, the passing rate was 30 percent in grade 8, and then fluctuated slightly for repeaters across grade 9 to grade 12 from 22 percent to 28 percent.

BST Mathematics Scores for Repeat Testers

T1	T2	T3	T4	T5	T6
593	555	577	569	567	629
543	580	581	593	574	590
488	527	500	534	550	549
568	576	583	593	640	
555	576	583	578	617	
577	570	577	583	609	
555	556	584	567	607	
567	571	583	576	590	
519	552	560	574	581	
533	537	559	574	578	
550	566	555	490	577	
565	566	590	706		
568	580	596	658		
571	590	583	641		
554	563	593	614		
583	577	593	613		
553	574	581	608		
580	594	593	607		
540	586	577	607		
515	554	555	600		
554	590	567	597		
564	580	563	597		
542	575	580	596		
543	581	571	594		
574	570	583	591		
540	570	586	584		
539	587	597	581		
570	571	558	580		
545	558	571	580		
542	552	571	574		
580	569	558	574		
552	596	564	571		
565	580	557	570		
502	548	540	568		
536	540	546	568		
542	517	534	563		
540	564	571	558		
509	527	518	557		
559	570	562	556		
533	564	554	555		
555	556	549	554		
535	565	555	554		
516	552	551	552		

Table 46: BST Mathematics Scores of Repeat Testers 2002-2005

Observations:

This table contains mathematics scores of all students who attempted the test 5 or more times (11 students) during 2002-2005, and a sample of students who attempted the test 4 times. Those students who are repeating the test because of initial failure tend to be relatively close to the 600-proficiency mark. Students experience a rise and fall in scores across time.

	Number Tested	Number Passing	Pass Rate
Test 1	1038	272	.26
Test 2	410	87	.21
Test 3	134	24	.18
Test 4	47	9	.19
Test 5	11	4	.36
Test 6	3	1	.33

Table 47: BST Mathematics Retest Performance 2002-2005

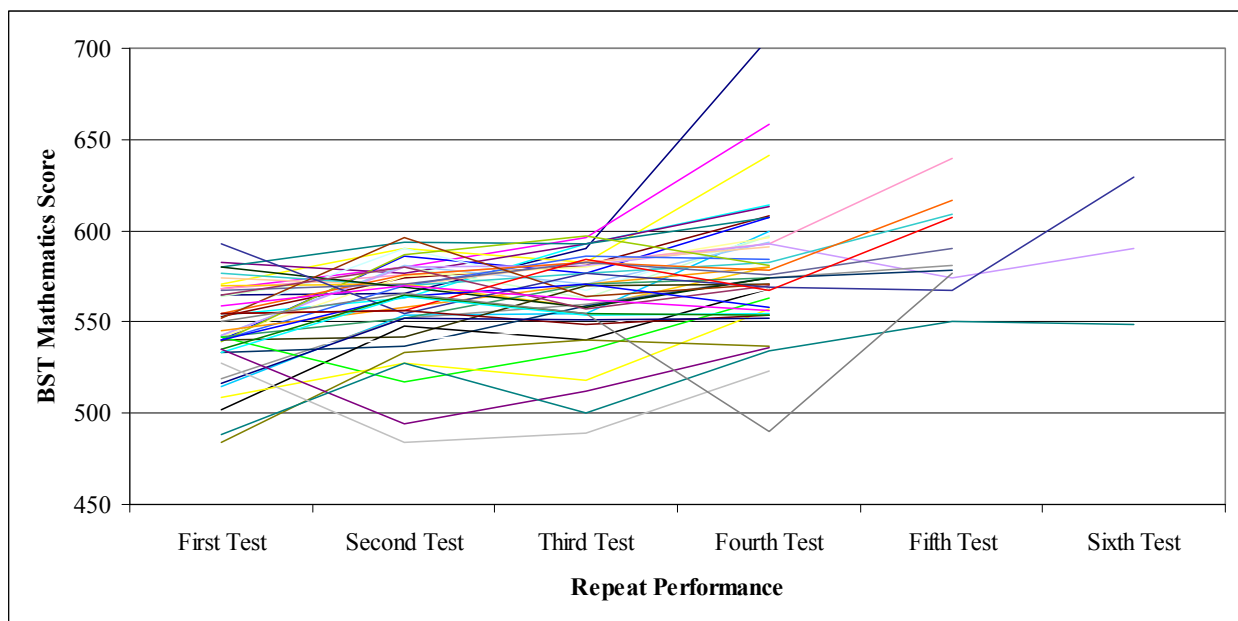


Figure 36: Table 47: BST Mathematics Retest Performance 2002-2005

Observations:

Across the 4 years (2002-2005), the cumulative passing rates remained relatively stable for the first 3 attempts; the chance of passing on the first attempt is 26 percent, while the chance of passing on the first retake (T2) is 21 percent. There is a slight increase in the fourth and fifth attempts; however, the number of students attempting the test this many times is small. Notice that there are a large number of students nearing the 600-proficiency level upon the fourth attempt (T4).

BST Writing Results

Student Demographics for BST Writing Test

	Grade 10	Grade 11	Grade 12
2002	99	42	16
2003	102	47	44
2004	103	34	30
2005	100	46	24

Table 48: Number of Migrant Students Taking the BST Writing Test over Time

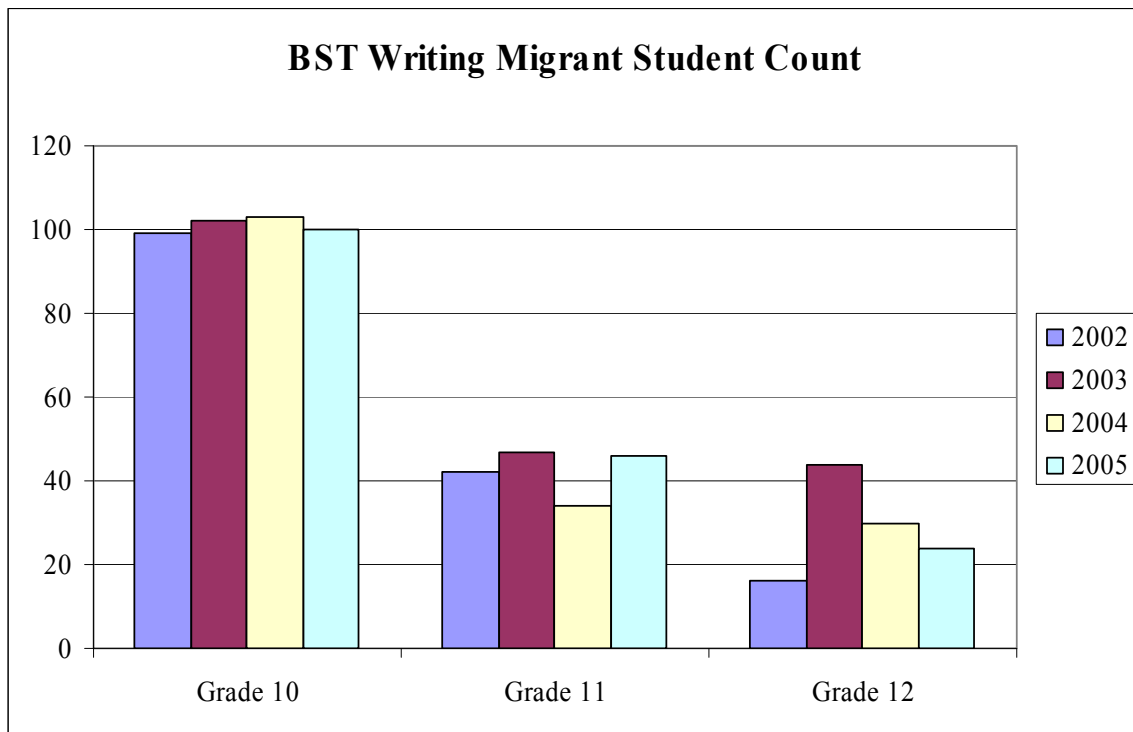


Figure 37: Number of Migrant Students Taking the BST Writing Test by Grade and Test Year

Observations:

Students begin taking the BST in grade 10 and can take it multiple times until they pass the test. There are a relatively stable number of migrant students taking the test over time (however, a much lower number than participate in the MCAs).

BST Mean Writing Scores across Grades

	Grade 10	Grade 11	Grade 12
2002	2.41	2.18	2.25
2003	2.36	2.30	2.08
2004	2.50	2.35	2.37
2005	2.54	2.20	2.13

Table 49: Migrant Students BST Writing Mean Scores across Grades Including Repeated Testing

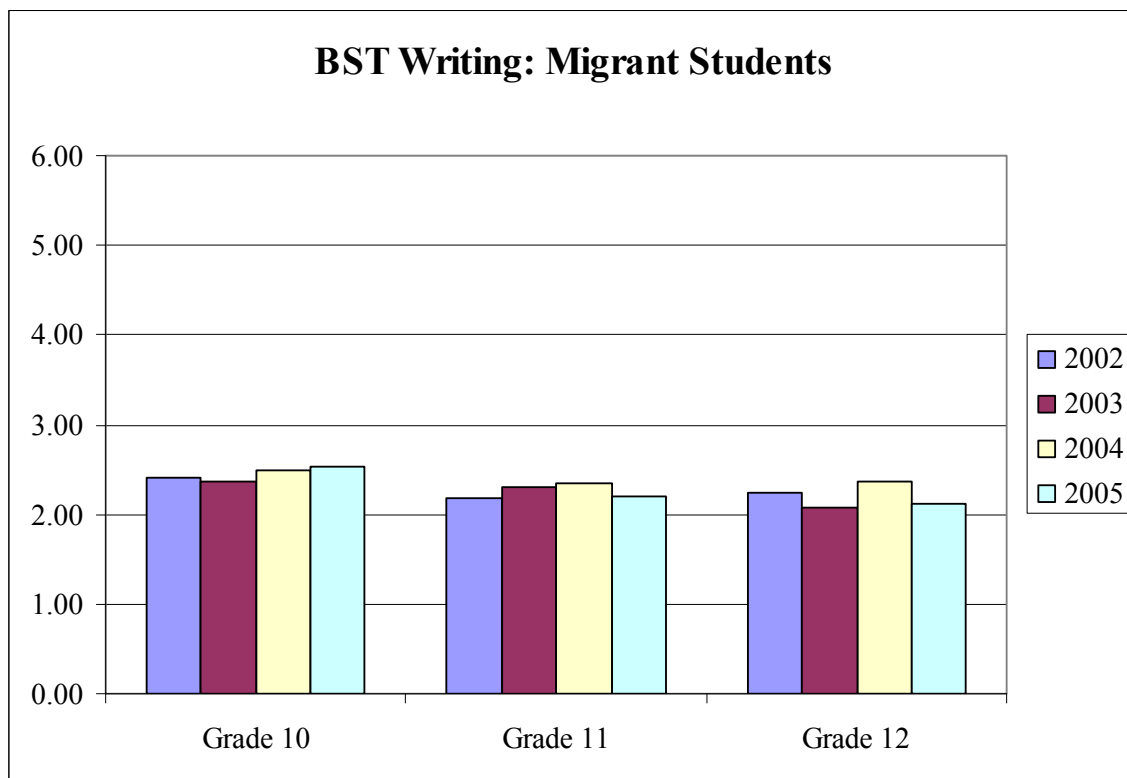


Figure 38: Migrant Student BST Writing Mean Scores across Grades Including Repeated Testing

Observations:

BST writing mean scores are relatively stable across grades and across years. Following grade 10, test takers are primarily students who failed the test previously. Those students who take the test in grade 12 have seen a slight decline in average score from near 2.25 to 2.13 (3 is passing).

BST Writing Passing Rates across Grades

	Grade 10	Grade 11	Grade 12
2002	0.48	0.24	0.25
2003	0.45	0.34	0.14
2004	0.54	0.44	0.43
2005	0.62	0.30	0.33

Table 50: Migrant Student BST Writing Passing Rates across Grades

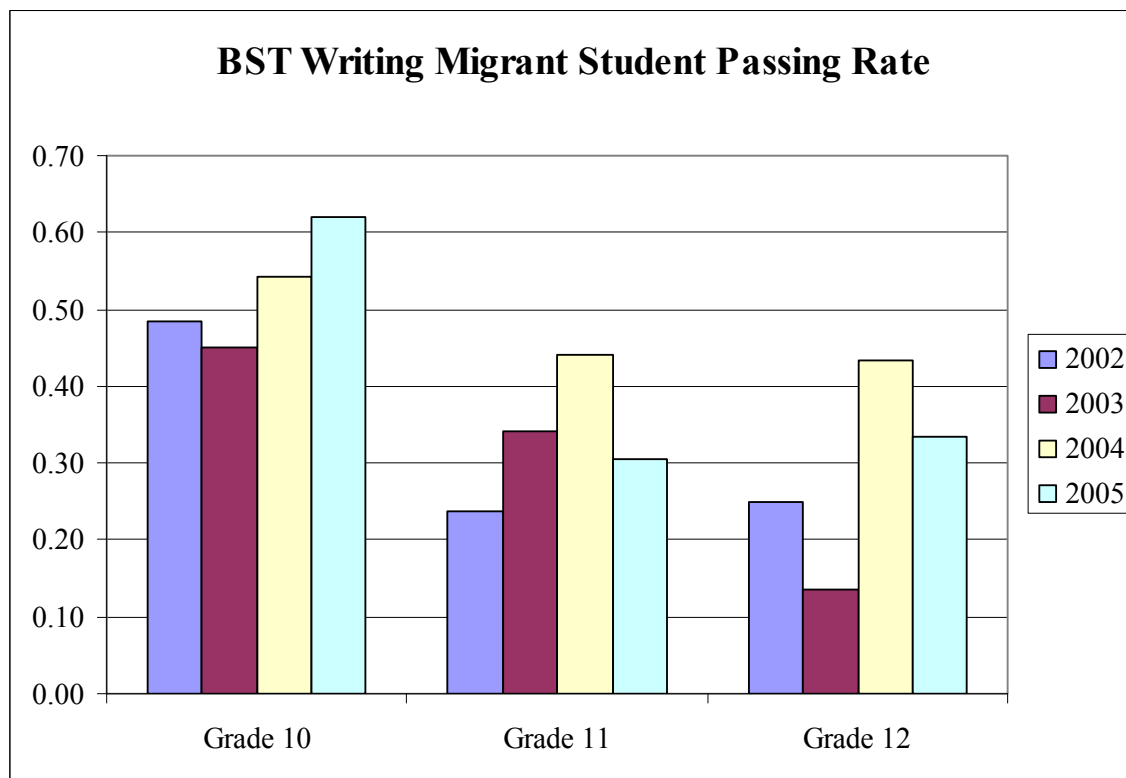


Figure 39: Migrant Student BST Writing Passing Rates across Grades

Observations:

There is an increase in the passing rate among migrant students over time, from a passing rate of 48 percent in 2002 to 62 percent in 2005 for first-time testers. The passing rate for repeat testers (taking the test in grade 11 or 12) is much lower.

BST Writing Scores for Repeat Testers

s1	s2	s3	s4	s5	s6	s7
3	2	2	2	2	2	3
2	2	2	2	2	2	.
2	2	2	2	2	.	.
2	2	2	2	2	.	.
2	2	2	2	.	.	.
2	2	2	2	.	.	.
2	2	2	2	.	.	.
2	2	2	2	.	.	.
2	2	2	2	.	.	.
2	2	2	2	.	.	.
2	2	2	2	.	.	.
2	2	2	2	.	.	.
2	2	2	3	.	.	.
2	2	2	3	.	.	.
1	2	1
1	2	1
2	2	2
2	2	2
2	2	2
2	2	2
1	2	2
2	2	2
1	2	2
2	2	2
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2	2	3
2	2	3
2	2	3
2	2	3
2	2	3
2	2	3
2	2	3
2	2	3
2	2	3

Table 51: BST Writing Scores of Repeat Testers 2002-2005

Observations:

This table contains writing scores of most students who attempted the test 3 or more times during 2002-2005. Those students who are repeating the test because of initial failure tend to be relatively close to the passing score of 3. Most students experience little change in scores across time; however, the score range is small and a change of 1 point is significant.

	Number Tested	Number Passing	Pass Rate
Test 1	511	251	.49
Test 2	110	24	.22
Test 3	45	20	.44
Test 4	14	2	.14
Test 5	4	0	.00
Test 6	2	0	.00
Test 7	1	1	1.00

Table 52: BST Writing Retest Performance 2002-2005

Observations:

Across the 4 years (2002-2005), the cumulative passing rates varied substantially for the first 3 attempts; the chance of passing on the first attempt is 49 percent; the chance of passing on the first retake (T2) is 22 percent; the chance of passing on the second retake (T3) was 44 percent. After that, the few students who attempted the test 4 or more times were far less likely to pass.

Discussion

Minnesota Achievement Testing and the Migrant Education Program

Results from achievement testing in Minnesota only partially and indirectly inform continued development and design of the MEP program. In part, this is due to the variety of reasons why migrant families do (or do not) enroll their children in Minnesota schools. Clearly, some become residents and eventually graduate (or intend to graduate) from Minnesota schools; whereas others have no intention of completing their education in Minnesota. Regardless of purpose or motivation, the MEP has focused on academic success for all migrant students. There is a strong research base that suggests younger children (elementary school aged) treat all tests with fairly equivalent levels of motivation; however, as students enter middle school and particularly high school, the level of stakes of a test (whether it counts or makes a difference in one's future) play a significant role in their motivation to perform well (Haladyna, 2002).

A second limitation to directly informing MEP program development is based on the inconsistent use of the MARSS (Minnesota student record system) student ID. Three (3) databases are involved in monitoring the presence, movement, and academic performance of migrant students. The first is the MARSS (described below), which contains basic demographic and school attendance information for all students in Minnesota public schools. The second is the MCA and BST database containing test scores from the state assessment system for those students who are tested each year. The third is the migrant education database containing information obtained during eligibility interviews and enrollment in the MEP.

It appears that at least 3 conditions limit the potential of these databases to provide significant information for tracking students, monitoring performance and progress, and subsequent use of this information to directly inform development of programs for migrant students. The first condition is that the MARSS ID number itself is not consistently used in the MEP and thus limits the ability to connect directly with the MARSS database and test score results. The second condition is that the migrant flag was not used in the MARSS database until the 2002-2003 school year. The data forms used to create a MARSS number and thus record of each student contains a box that must be checked by school personnel for the proper identification in MARSS – this appears to be done inconsistently. Finally, the third condition is the inconsistent identification of students over time in the MARSS and state test results databases. Students are not uniquely identified since their enrollment records and test forms rely on name rather than MARSS numbers for identification. In some cases, students employ both last names (father's and mother's), whereas sometimes they only employ one. In other cases, students employ a nickname or middle name, whereas at other times, they don't. And, in some cases, students' names are misspelled, thus requiring a new MARSS number to be created and making tracking impossible.

For these reasons, the relatively simple task of merging data across platforms (multiple databases) and across time (multiple years) is exceedingly difficult. If the MEP could rely on the MARSS number to be employed consistently in all 3 databases, significant progress could be made in providing meaningful and useful information to program personnel.

With those limitations, several observations can be made, with implications regarding the future direction of the MEP; however, it is important to take considerable caution regarding the level of evidence to support each implication.

Implications of Migrant Student Achievement for the Migrant Education Program

1. The state assessment system provides annual achievement results that are based on tests tied directly to state curriculum standards. These results should be disaggregated by migrant-status annually and provided to schools and migrant program personnel.
2. Achievement information from younger children should be considered sound for the group of students as a whole. Achievement information from high school test results should be considered on an individual basis; because of the significant role of motivation, group results are not as meaningful.
3. Younger students far below the proficiency score on each test should be targeted for academic support services, whereas students meeting and exceeding proficiency should be encouraged and provided with challenging academic programs.
4. High school students who express a desire to obtain a Minnesota high school diploma should have their test scores monitored closely. The performance of repeat testers (those most interested in obtaining a Minnesota diploma) indicates that repeat testing does result in success for some (about one-fourth pass on each subsequent trial). These students should be provided with significant interventions to pass each exam, as many are very close to the proficiency score *and* success in every class taken matters little if a student does not pass the high school exams.
5. Performance evidence was summarized above and suggests several important considerations:
 - a. Reading and mathematics proficiency has increased over time; suggesting that educational programs involving migrant students are making progress.
 - b. In both reading and mathematics, there is a drop in proficiency rates across grades, suggesting that students are falling behind over time and needing greater support.

- c. Individual students (those that were tested over time in Minnesota) make very small gains in reading performance, while more are losing proficiency status in mathematics over time.
 - d. Writing performance is significantly impacted by English Language Learner (ELL) status; ELL migrant students perform at significantly lower levels. This suggests that attention to writing among ELL migrant students is critical across the ages.
6. It appears that students receiving English Language Learner (ELL) and Special Education (SEd) services are correctly identified in the earlier grades; they are among the lowest achieving students. However, among 7th grade students, ELL and SEd status appears to make little to no difference, suggesting that perhaps these students are incorrectly identified. If this is correct, one potential outcome is less time in regular education classes, which may explain the significant drop in academic performance among 7th grade students.
7. Some of these implications suggest program-wide direction (e.g., attention to writing); whereas others suggest individualized attention (e.g., preparing students who desire a Minnesota diploma to pass the high school tests). In the second case, many of the individually based implications suggest the development of an Individualized Education Plan (IEP), much like those used in Special Education programs. These plans provide a number of tools for securing the achievement and progress of each student. Typically these include such elements as:
- a. Identification of the particular unique learning needs of a student (based on assessment).
 - b. Identification of a set of goals to be achieved or learning objectives.
 - c. Specification of the interventions necessary to achieve each goal.
 - d. Specification of the kinds of accommodations needed to participate in the regular education program to the maximum extent possible (e.g., in the case of an ELL student, this might include the support of a bilingual assistant).
 - e. Identification of the school personnel responsible for monitoring the progress and providing specific interventions for the student.
 - f. Specification of a timeline and process for monitoring the achievement of each objective.

In Special Education, federal and state laws and regulations and case law regulate the IEP process. The MEP certainly does not need such a system of regulation. However, considering a model similar to the IEP process in Special Ed would certainly strengthen the program. One or more elements could be adopted and a model or framework could be provided to individual programs to create individualized plans for those students who are identified as needing additional support or attention (based on one or more of the indicators described above in implication #5). This seems particularly relevant given the consistency between performance data results and interviews with families and students, all of which suggest the individuality of the particular needs of families and students.

Addressing Areas of Concern

For the SEAMS project, HACER investigated the educational needs of migrant students in Minnesota along 7 areas of concern: educational support at home, school engagement, instructional time, educational continuity, English language development, health and access to services. This section summarizes qualitative and quantitative data collected from service providers, migrant parents and migrant students regarding each area of concern, although concern areas are in many cases interrelated. For each concern area, we discuss the barriers and facilitators to migrant students' academic success, and include success stories and suggestions shared by service providers, parents and students. We also use results from the migrant parent survey data to estimate particular needs among Minnesota's migrant student population. As explained in the "Research Methodology" section to this report, the parent survey may not be representative of the migrant population in Minnesota because only about half of survey respondents were drawn from a random sample. However, responses to the migrant parent survey do help us to estimate some of migrant students' particular needs in each concern area.

Educational Support at Home

Barriers, Facilitators and Successes

Service providers, migrant parents and migrant students identified a number of challenges that limit the educational support migrant students receive at home. Migrant parents' work schedules represent a key barrier. Long shifts prevent many parents from being able to spend quality time with their children. Additionally, onerous work schedules inhibit migrant parents from attending school functions, conferences and meetings.

Migrant parents' educational level can also make it difficult for migrant parents to provide their children with adequate educational support. In many cases, the educational level of migrant students supersedes that of their parents. Consequently, students may not be able to turn to their parents for homework help or guidance navigating the school system, particularly in junior high

and high school. Parents with low levels of education may be less inclined or equipped to support their children to graduate from high school or to motivate their kids to pursue higher education.

Low levels of English proficiency and/or literacy among migrant parents can also make it difficult for migrant parents to support their children's education. Parents who are not proficient in reading, speaking and writing in English (or Spanish) may not be able to offer homework help, spend time reading with their children, or know and advocate for their children's academic needs. Furthermore, one migrant school-year coordinator and ESL teacher suggested that parents who are monolingual in Spanish may not provide their children with sufficient "language interaction" because they are afraid of interfering with the children's English-language acquisition.

When parents cannot offer assistance with homework most migrant students turn to older siblings for help, an arrangement that brings its own set of challenges. One migrant student spoke of his own experience helping his younger siblings with their homework: "I see a problem with this, always relying on the older ones. The oldest ones have all the responsibility and it's a lot for those [students] who are more advanced. Like me, for example, [this summer] I need to read 2 books, write reports and send them to Texas." Thus, older migrant students may face the double burden of not having homework assistance from their parents while in turn fulfilling that role for their younger siblings and other relatives.

Service providers, migrant parents and migrant students nonetheless recognized that many migrant parents do provide their children with educational support at home. For instance, one service provider shared the following success story about a migrant family where the parents provided considerable literacy support at home:

We had a family that when I first started, they came back every spring, and the mom and dad didn't speak any English and the kids were learning English and I was really impressed because this is really difficult. [...] I can't identify them anymore as a migrant family because they've been here way past 3 years, but I know about them because every year in the past I did identify them. [...] And I asked [one of the younger girls] about the older siblings that she had and they've all gone on to college. One is a nurse [and] they all have really great professions. And I'm just amazed, and she was helping the Title [I] teacher. And [the teacher] asked, "Why are you doing well?" She's a 10th grader and

she's really involved in the school dance line. And so she said "I don't know why I'm doing so well, maybe it's because my mom and dad read. There's always books [at home] and my mom and dad read."

A key way in which migrant parents support their children is by remaining involved in their education. Study participants described many forms of parental involvement including: seeking and taking advantage of educational opportunities for their children (e.g. after school or summer programs); checking-in with their children about school and what they need; obtaining pertinent academic and medical records before moving; making sure children are enrolled in and attend school; and setting aside time to spend with their children to read, to help them with homework and to provide emotional support. One mother from Glencoe, for instance, explained how she sits down with her son to discuss the value of education:

I think it depends on what you think is important for your kids and for me my kids are very important to me. I want them to be somebody; I want them to study and to have a good degree so that in the future they have a good job. I don't want them to go around suffering; for this reason, right now I make them see, like with [my son] I talk with him. I tell him, "You see, my son, it would be very easy for me to tell you not to go to school. You can stop going to school if you want, but then you will be the one doing harm to yourself. It won't be me." I make him see things the way they are and give him examples.

Study participants explained how migrant students could receive educational support at home even when parents are unable to help them with the content of their homework. For instance, service providers stressed that parents do not have to be literate or know how to read English to offer educational support at home. Illiterate parents can tell their children stories to encourage language development, while parents who read only Spanish can read to their children in that language. Migrant students who do not get help with their homework from their parents explained how they turned to aunts, uncles, cousins and friends for help. And at least 2 migrant fathers said that when their children ask them for help with their homework, they tell them to "use the dictionary" or to "look it up in the encyclopedia." A migrant mother, moreover, described having a "routine" for her children to complete schoolwork. Structured homework time allows her to make sure that her children's homework gets finished before they go to play, to watch T.V., or to hang out with friends. Having access to reading materials, school supplies and, to the extent possible, computers and educational toys is also important to support students' learning at home.

Parents emphasized that educational support at home also involves meeting children's more basic needs. Migrant parents can prepare nutritious food, make sure their children get enough sleep (which can be especially tricky when multiple families are living together), and verify that immunizations are up-to-date. One migrant parent interviewed shared how she helped support her children's education in the best way she knew how:

My husband and I don't have much school you know. So we could not really help our kids in school when they were in school. But I would wake up early in the morning and make them breakfast and in the hour that I would arrive at the house in the afternoon their dinner was there. Because that is very important that they leave in the morning with a good breakfast with their juice and their apple or whatever and that they not fast all day because they get hungry and cannot concentrate when they are hungry. One of my daughter's friends told her, "What I like about your house is that when you get home your mom has everything for you. My mom is not like that. My mom never has food for us, just food for at night."

Migrant program staff mentioned additional factors that can ensure adequate educational support at home. For instance, to the extent possible, parents can wait to move to Minnesota until their children complete their end-of-the year tests and then return on time to begin the new school year. Parents can also decide in advance the state/district from which their children will graduate to focus on obtaining credits in that state/district and try to migrate to and from the same place each year. Migrant education programs can help migrant parents to further their own education and thus build more capacity for parents to provide educational support at home, such as by teaching them how to read, to speak English and/or to use computers. Finally, parents can be role models for their children, and migrant education programs and migrant parents can expose migrant students to leadership and mentorship opportunities

Significantly, service providers and migrant parents voiced some different perspectives on how much and what kind of support migrant students need at home. "The school's role is to teach and a parent's role is to support," said a migrant parent in a focus group in Willmar. Teachers and school staff, however, explained that migrant parents need to be heavily involved in their children's education. Cultural perceptions about the specific roles of parents and the role of teachers may explain some of this tension. Migrant Latino parents, particularly first generation immigrants from Mexico, may see too much involvement in their children's education as disrespectful to their teachers' position of authority. As one regional recruiter explained:

I think that oftentimes [migrant] parents are really reluctant to presume to be at the same level as the teacher, whereas in Anglo culture oftentimes what I have seen is that parents sometimes think they are even better than the teachers. But with Hispanic culture, and particularly that subgroup of Hispanic culture that is migrant, I see a real shyness and hesitancy and humility that is probably to the point of impeding some of the communication that has to take place with teachers because teachers are held in such a high regard.

At the same time, migrant parents may interpret a teacher's request for greater involvement as disrespectful to *their* authority. A home-school liaison who is also a former migrant described these cultural differences in the following manner:

It goes back to the authority issue. You respect people's authority to do their own position and by telling parents that they need to become more involved in their child's education, you as an outsider are not respecting the parents' authority.

In a similar vein, while most participants in this study stressed that migrant parents need to emphasize the importance of education for their children, service providers and migrant parents did not necessarily agree on how this should be done. As a group, service providers expressed the view that migrant parents should prioritize schoolwork over working outside of the home. Migrant parents and students, meanwhile, described how helping out in the fields helps migrant students' education and motivates them to stay in school and to study hard.

Overall, study participants' experiences suggest that parent communication with teachers, counselors and other service providers enhances migrant students' educational support at home. When parents take advantage of opportunities to attend school functions, conferences and meetings at school to communicate with staff, staff can see that the parents are invested in and care about their children's education. At the same time, when staff from a summer program or a local school takes the initiative to communicate with migrant parents, parents learn about what they can do to support their children's education at home.

The Migrant Parent Survey

Table 53 (on the next page) ranks the indicators from the migrant parent survey that were most related to educational support at home. Indicators are ranked from highest "need" to lowest.

Survey Question (paraphrased)	Goal	Agree	Disagree
Parent knows whom to speak to for more information about services for migrant students (in Texas)	100% Agree	78%	22%
Parent checks-in with teachers about how child is doing in school (in Minnesota)	100% Agree	84%	16%
Parent knows what services are available for migrant students (in Texas)	100% Agree	84%	16%
Parent helps child with homework	100% Agree	85%	15%
Parent knows how to enroll child in a migrant program (in Texas)	100% Agree	88%	12%
Parent knows whom to speak to for more information about services for migrant students (in Minnesota)	100% Agree	89%	11%
Parent knows what services are available to migrant students (in Minnesota)	100% Agree	89%	11%
Parent attends meetings at school (in Minnesota)	100% Agree	89%	11%
When cannot help child with homework, parent can find someone else to help with homework	100% Agree	91%	9%
Parent attends meetings at school (in Texas)	100% Agree	91%	9%
Parent knows how to enroll child in a migrant program (in Minnesota)	100% Agree	93%	7%
Home (in Minnesota) is a good place for child to do homework	100% Agree	97%	3%
Parent checks-in with child about school	100% Agree	98%	2%

Table 53: Migrant Parent Survey Results—Indicators for Educational Support at Home

In assessing educational support at home, this survey data suggests some particular needs of migrant students in Minnesota. Notably, this data implies that parents’ limited knowledge of MEP resources and services may inhibit the educational support students’ receive at home. Migrant parents who responded to the survey reported being more aware of services for migrant students in Minnesota than in Texas, which is surprising given that the Texas MEP is significantly larger than the Minnesota MEP. If migrant parents are less aware of services for migrant students in Texas than in Minnesota, they might be less likely to seek services for their children at a point when their children most require such support services. This survey also

suggests a need for improved communication between migrant parents and the teachers in Minnesota about migrant students' performance in school.

Notably, almost all survey respondents described their home in Minnesota as a good place for their child to do homework (97 percent), and reported checking in with their child regularly about school (98 percent). Such results could suggest that migrant students in Minnesota do not have a significant need in these areas. However, results could also be due to biases introduced by the survey format. Parents, for instance, may have been embarrassed to report that they did not think their home was a good place for their child to study and that they did not ask their child about school on a regular basis.

School Engagement

Barriers, Facilitators and Successes

Service providers, migrant parents and migrant students described a lack of school engagement as a key obstacle to migrant students' academic success. One retention coordinator summed up this obstacle when she said, "The problem with migrant [students] is that, if they come from Texas [...] they just don't care. They won't even bother to bring a backpack or a notebook to study [during homework help]." Although many migrant students are indeed engaged in their education, some migrant students become discouraged when they fall behind as a result of moving each season. A parent in Claremont, for instance, explained that migrant students get embarrassed and frustrated because their friends are ahead of them academically.

Another central factor affecting migrant students' engagement in Minnesota schools is the perception that their home-base schools in other states, namely Texas, will not recognize coursework and attendance here. As the guardian of a migrant student in Willmar put it, "It's discouraging to go to school because you worked for a whole year and you know you passed your grade and they take away half of your credits and make you repeat the same year over again." A young mother in Brooten recalled that when she went to school in Minnesota,

Minnesota schools would not really keep track of her grades because she would only be in school for about 2 weeks. As she explained:

In elementary school they do count [students' time] but once [students] are in high school they don't count anything. The older [students] are going to say, "Why should I do my work here, if it's not going to count over there? Why should I even go to school?" It affects their motivation.

Texas schools are less likely to count assignments and class time completed in Minnesota as students get older, study participants suggested, and this is a key factor contributing to the high drop-out rate for migrant students. In the words of a migrant parent from Bird Island, "This is why a lot of students don't finish school. Because if they've already done it here and there, and they don't give [the credit] to them, why should they go?"

Some migrant students also lose their motivation for school when they "get a taste for money," study participants reported. As one summer project coordinator put it:

I think a big factor is the money factor. You know [migrant students] are out there at a young age and you know they really do make pretty good money. If you consider that you are a 16 year old and you are making money during the summer. And I think that that money talks. And they think, "Why do I have to go to school [if] I can [already] make good money?"

Some students may cease to be engaged in school after realizing they can work in the fields and earn money. Others may feel pressured by their families to drop out so they can work full time.

A lack of post-secondary opportunities is an additional factor contributing to migrant students' disengagement in school. The cost of post-secondary education can discourage migrant students from dreaming and aiming for college. One migrant student said that her mother had told her for years that she would not go to college because it was too expensive. Other students explained that they could not afford to go to college because they had already started their own families and had other priorities. Service providers noted that some migrant students are undocumented and may feel that there is no hope for them to secure financial aid for college. Additionally, family members can discourage migrant students on other grounds. A migrant mother who had come to Moorhead for the last 30 years said that when she was growing up her parents told her,

“Well, we have survived this way and that is how you will survive as well.” Some teachers send a similar message to migrant students. One mother in Sleepy Eye, for instance, reported that a local teacher had informed her daughter she need not try hard in school since she would probably end up working at the local canning plant.

One family service worker saw a need for migrant students to know about the full range of post-secondary options, including technical and vocational schools which were easier to pay for. Several Steering Committee members, however, cautioned against this approach. They expressed their concern that it could lead to migrant students being steered into vocational and technical schools rather than being encouraged to aim for college.

Social hurdles resulting from frequent moves also limit migrant students’ level of school engagement. Migrant parents described how migration results in uncertainty, anxiety and instability for them and their children. Parents, students and program staff all acknowledged the difficulty of having to “start over” with each move and “not fitting in.” A student in Brooten described what she felt upon arriving to a new school:

When it is the first day of school, it is fine because you make friends, right? But when you get there a month or 2 months later, it’s like, “Oh, man, I feel weird,” because everybody’s staring at you. You go to the classroom and everybody’s like, “Oh! Is that a new student?” You know, it’s embarrassing.

Some students who have migrated to communities like Bird Island or Moorhead their whole lives explained that they have built social networks of friends both in Texas and in Minnesota. The loss of social capital due to migration was not perceived to be as great for these students, who continue to return to the same Minnesota communities each year. By contrast, migrant students may find it more difficult to be engaged in school (and/or remain engaged in school) if their parents begin to migrate when they are older. Service providers suggested that another social challenge affecting students who move frequently is that their social networks often do not extend beyond the family. While migration results in stronger familial relationships, service providers commented that migrant students have a hard time opening up and making friends with non-migrant students.

Moving also prevents migrant students from participating in activities that make them feel connected to their school and help them bond with their classmates. Students who leave Texas before the school year is over miss out on year-end fieldtrips that take place after exams. Furthermore, students who spend the summer in Minnesota cannot train with their peers for competitive sports and those who arrive in Texas after school has started miss the beginning weeks of after-school clubs and activities. Migrant students who are involved or are interested in being involved in extracurricular activities (e.g. dance, color guard, marching band, football, and soccer) face difficulties upon returning to Texas. At least 2 students said they did not think they would make a sports team in Texas because their teammates had been practicing all summer while they had been working in the fields in Minnesota.

While a lack of school engagement impedes migrant students' academic success, even apparently small improvements in school engagement can have significant positive impacts for students' academic achievement. For example, a service provider who works with an after school program for migrant students in junior and senior high school shared the following story of a student whose grades improved dramatically once she started completing and turning in homework assignments:

I was telling you that [this student] she went from C's to A's just by doing her homework. It's not even that she got them all right; it's just doing it and getting some points. And I think that she finally realized that because she's been doing really good on her last homework assignments and she's like "I don't know how I can do this good." And I'm like "because you're doing it and you opened your book and it's not that hard and so now it's so easy." And she's like "Oh my gosh, I can't believe that!"

Service providers, migrant parents and migrant students also discussed factors that facilitated student engagement in school and in their broader community. One summer project coordinator shared a strategy she had used to help migrant students feel part of their school community:

One thing we did start last year was a talent show during our day school. I saw a lot of these kids had a lot of abilities but they seemed very hesitant to show them, so we started a once a week talent show. We started very small, but it was for our 1st through 8th graders. A couple of kids danced and we got our older kids to do a whole group percussion activity with cups, and it was just wonderful. And they taught younger kids, they taught some staff members. So once it caught on they were really looking forward to it. The younger kids read some poetry as a group, they sang, whole-group songs. So it was a really nice way to bring these kids together, give them a boost of self-confidence, of speaking in front of others. And it was just all positive. In fact even our Head Start people came and they brought their little pre-schoolers, and they enjoyed it. So part of the goal was to build that self-confidence of speaking in front of others, of standing in front of a group.

Other service providers mentioned local volunteer opportunities and reduced-price passes to local Boys and Girls clubs and fitness centers as strategies to engage migrant students and their parents in their communities in Minnesota.

Interviews and focus groups suggested that migrant students who attended summer programs were quite engaged in the program. The migrant students in the elementary summer program in Breckenridge, for example, said summer school here (in Minnesota) is “fun.” Breckenridge provides extracurricular and supplemental activities, they noted, like going swimming, to the library, and on field trips. Students reported they also enjoy being able to spend time with their friends and/or meet new ones. On the other hand, the high school students participating in this project spoke less about fun and more about having to make up credits. High school students suggested that they are likely to be more engaged in the program if they are motivated, aware of a local program and know that they have credits to make up. Many migrant high school students described how they attend night school on top of working in the fields all day—they don’t go to the summer program to have fun, but to catch up with their schoolwork or to work ahead. Significantly, migrant high school students and their parents reported being engaged in summer programs in Minnesota because students receive something in exchange for their participation in these programs. Parents and students were confident that high school students who went to night school can earn credits that Texas schools will recognize.

Teachers also affect migrant students’ levels of engagement in Minnesota schools. When students in Breckenridge were asked what made a good teacher, they said that the teacher should be “cool,” “fun,” “able to talk to you,” “able to get along with you,” and “not be racist.” The

teachers who are “patient,” who explain the work to them step-by-step, and who do not just give them a packet and tell them to get to work, were the teachers that migrant parents and students alike appreciated most. These teachers know how to build trust with students and families and keep them engaged in school.

Finally, service providers, migrant parents and migrant students suggested migrant students are more engaged in school if they have positive mentors. Migrant students can particularly benefit from having positive role models who come from a similar background as they do, such as migrant or formerly migrant students who graduated from high school and went on to college. For instance, a high school student in Bird Island spoke of how proud she is of her brother who is in college, and how he is encouraging her to keep studying. A number of service providers who work with summer grant programs stressed the importance of recruiting graduated migrant students to work with a program, so they may inspire and serve as examples to younger students.

The Migrant Parent Survey

Five (5) questions in the parent survey attempted to measure factors related to migrant students’ engagement in school in Minnesota. Parent responses are summarized in **Table 54** according to areas of most “need.”

Survey Question (paraphrased)	Goal	Agree	Disagree
Child gets good grades in school (in general)	100% Agree	90%	10%
Child feels accepted at school (in Minnesota)	100% Agree	94%	6%
School staff respects different cultures and languages (in Minnesota)	100% Agree	94%	6%
Child likes going to school (in general)	100% Agree	98%	2%
School makes child feel welcome (in Minnesota)	100% Agree	98%	2%

Table 54: Migrant Parent Survey—Indicators for School Engagement

The migrant parent survey data did not point to salient areas of concern with respect to school engagement, other than possibly the negative impact of poor academic performance of the migrant student on school engagement.

Instructional Time

According to participants in this study, the greatest threat to instructional time for migrant students in Minnesota is when families move from their home-base state in the spring before the end of the school year and return after the beginning of the new school year in the fall. “Leaving early” and “returning late” causes migrant students to lose instruction time in their home-base states (typically Texas), including critical year-end exams and assessment tests. The negative effects of “leaving early” and “returning late” are less severe for elementary students than secondary students. Elementary school teachers can focus on content and repetition and do not have to worry about cumulative credits and courses for secondary students. At the same time, problems arise if elementary students are consistently gone at the end of the year in Texas. For instance, math teachers might focus on a particular subject at the end of the school year, such as fractions. Migrant children will not necessarily continue learning fractions in Minnesota and could miss fractions altogether

For some migrant students from Texas who “leave early” and “return late,” loss in instructional time is compounded because they do not attend school during their time in Minnesota. Some migrant parents do not think it necessary to re-enroll their kids in school in Minnesota if they have already taken the tests in Texas and received their grades. Parents may not be aware of the implications of the compulsory attendance law, or may think students’ time is better spent working in the fields rather than attending the beginning or end of a semester in Minnesota. A migrant father who worked in sugar beets in Moorhead said that when he was an adolescent, his parents had him work during the first few weeks of the school year until the end of the season in Minnesota. His parents would only enroll him in school in Texas. A migrant mother in Bird Island also shared a story of a migrant family she knew who did not send their kids to school in Minnesota:

I know some families who years ago—it was the school time already, like September I’m talking. And those families keep the kids in the apartment all day, till 3 p.m. They [wouldn’t] let them go out. I say, “Why?” The kids are failures you know. “Because,” the mom says, “they don’t want to go, it’s OK for them to stay home.” I will—you know I will talk to the mom and the dad but they never do anything.

Migrant students may lose valuable instructional time even if they are re-enrolled in school immediately upon arrival to Minnesota or during the last few weeks they remain in the state at the end of the harvest season. A few parents suggested that differences in semester schedules between Minnesota and Texas mean that students are unable to accrue enough instructional time in Minnesota to receive credit from their home-base schools in Texas. As a mother in Glencoe phrased it:

In Texas they start school much earlier. [Students] arrive [in Texas] a month late and here [in Minnesota] they begin later and the kids only get one week or 2 weeks of school at most. So they don't complete the 6 weeks here [in Minnesota]. They give them an incomplete [in Texas] because they don't complete the 6 weeks. When they arrive there in Texas, [the counselor asks] "Did the kids go to school there in Minnesota?" "Yes, they went." "How long?" "No more than 2 weeks because that is all they could attend." So they get an incomplete and don't get the grade.

This mom believed that Texas only accepts credit from Minnesota if students attend Minnesota schools for 6 weeks. If this is indeed the case, migrant children who do not have enough time to complete the "6 weeks" because their families leave Minnesota for Texas in October essentially lose their instructional time in Minnesota.

Study participants cited additional factors that led migrant students to lose instructional time during the academic school year while they were in Minnesota. Service providers noted that some migrant students need to stay home and take care of younger siblings so that both parents can work in the fields. Older siblings might also have to stay home when little ones are too sick to attend school. One project coordinator commented that the migrant students with whom she works will often miss school in December and January when families take long vacations to Mexico to visit relatives or attend community festivals (*fiestas*):

[I]t's very common for [our migrant students] to go home for a couple of months during the school year, especially around Christmas time to see grandma and grandpa or if there's an illness in the family. And we know their culture is very strong around family and we like to support that but they really have an interruption in their education because of that. So we have kids who can't finish up a curriculum or a grade level because they're missing 2 to 3 months during the school year because of that transient move back and forth to Mexico."

Some questions arose about whether or not these trips constituted qualifying moves that extend students' eligibility for MEP. Nonetheless, such trips do cause students to lose instructional time and fall behind.

Participants in this study also spoke of how migrant students can either minimize loss of instructional time or overcome its negative effects. Some migrant students avoid the disruption of lost instructional time by staying in Texas or Minnesota in order to finish school. Some migrant families decide to wait to migrate to Minnesota until school in Texas has ended, or to leave Minnesota early so that the kids will not miss the beginning of school in Texas. Other times, students arrive in Minnesota later or leave earlier than the rest of the family in order not to miss school in Texas. In some cases, migrant students elect to stay behind in either Minnesota or Texas for the semester or the school year. Staying in one location can be crucial for migrant students in high school to graduate successfully. A number of service providers shared success stories of migrant students who were able to graduate because they stayed in one location, including this one from a migrant home-school liaison:

We had a student from Eagle Pass [Texas] who had been coming to Minnesota for the past 14 years or so and last year he told his parents that he wanted to stay here for his senior year. And so he stayed here and graduated last year. He struggled because it was really hard for him—he was always working to get ahead and he always had to stay after school because he had a hard time staying up with his work. Now he graduated and he's going to college this year, and I'm hoping that he goes on to continue his education.

Other students reduce the impact of lost instructional time through their participation in MEP summer school. However, migrant students can also experience lost instructional time over the summer. Not all students enrolled in summer programs participate on a regular basis. Some service providers who work with MEP during the summer complained of attrition as well as late enrollments in their programs. Some families enrolled their children on time, some a few days late, and others near the end of a program. HACER was able to observe this situation first-hand on the occasion of a site visit to one of the MEP summer sites. During this visit, teachers explained to HACER how they had to juggle teaching the students who had enrolled on time with conducting assessments on the most recent arrivals. Thus, in an already short program, the students and the teachers lost valuable time in the classroom. Service providers, moreover, reported that students enroll late for summer programs because families do not come straight to

Minnesota but rather stop to visit family and friends along the way. Family and student experiences, however, suggest a myriad of other reasons why students arrive late in the summer, including bad weather and problems with transportation en route.

Weather conditions can also impact students' participation in MEP over the summer. During rainy summers, some migrant families have fewer days to work and make money as rain can bring certain farming operations to a halt. Multiple high school students said that during rainy summers their parents will pull them out of the migrant program on days when the weather was nice to try to make up for the workdays lost to rain. Transportation can further affect migrant students' ability to attend summer programs, as school buses will sometimes drop students off before parents are ready to be home from work.

Finally, distance between different migrant education services can affect whether or not parents choose to enroll their children over the summer. In Moorhead, for instance, some parents said that they opted out of enrolling their children because they did not want the younger Head Start children to be sent to a different location than the older children Title-I students. Older siblings can pay the consequences when the parents choose not to enroll the younger ones, since older students may have to stay home to provide childcare while the parents go to work.

The Migrant Parent Survey

Eight (8) questions on the Migrant parent survey measured migrant students' needs as they relate to instructional time, and **Table 55** (on the following page) summarizes response parents' responses.

Survey Question (paraphrased)	Goal	Agree	Disagree
Child falls behind when returns after the school year has already started	0% Agree	53%	47%
Child falls behind when moves before the end of the school year	0% Agree	47%	53%
Child falls behind when moves before the schedules date of the state exams	0% Agree	44%	56%
Work causes child to miss school (in Minnesota)	0% Agree	22%	78%
Lack of transportation causes child to miss school (in Minnesota)	0% Agree	17%	83%
The school (in Texas) recognizes credits and instruction time from Minnesota	100% Agree	84%	16%
Lack of childcare causes child to miss school (in Minnesota)	0% Agree	15%	85%
The school in Minnesota recognizes credits and instruction time from another state	100% Agree	88%	12%

Table 55: Migrant Parent Survey—Indicators for Instructional Time

Over 10 percent of the migrant parents who responded to the parent survey reported that schools in Texas and Minnesota do not take into account their children’s instructional time and credits from a previous school. Nearly half of those parents who responded reported that their children fell behind in their home-base school upon moving to Minnesota or upon returning to their home-base state after the school year had already begun. Forty-four (44) percent reported that their child fell behind upon moving before the state exams in the home-base state. HACER also attempted to gauge the impact of work, lack of transportation and lack of childcare on migrant students’ attendance to school in Minnesota. Of these 3 factors, respondents felt that (parents’ or children’s) work commitments were the most significant barrier on the students’ school attendance in Minnesota.

Educational Continuity

Barriers, Facilitators and Successes

Educational continuity was the most significant concern area for the service providers, migrant parents and migrant students from across Minnesota who participated in this study. A migrant mother from Claremont described a dilemma that many migrant parents face upon coming to Minnesota:

Well, we come here to work but this time when we came [my daughter] told me, “Let’s not go [to Claremont] this year because I don’t understand anything at school.” She says to me, “I don’t want to go because you keep changing my school and I don’t get good grades.” She always says that to me but we come here to work because [in Texas] there is hardly any work.... And she says to me, “Why do we have to go? You never let me study well.”

As this quote illustrates, seasonal migration makes it very difficult for migrant students to experience continuity in their education.

Service providers explained repeatedly that in order to ensure educational continuity, migrant program staff, counselors and teachers require up-to-date academic, medical and Individualized Education Plan (IEP) records for migrant students. The few service providers interviewed for this project who used the New Generation System (NGS), a database that consolidates academic data of migrant students from multiple states, appreciated having rapid access to students’ records. Being able to access records rapidly helps to ensure that students can pick up academically in their new schools from where they left off in the home-base schools, and can have access to the appropriate services for which they are eligible. However, NGS is only helpful to educators in Minnesota as long as it is up to date. Furthermore, NGS does not allow teachers to access the records of migrant students who move within Minnesota—one project coordinator who is also a teacher remarked that it can be easier for teachers to access records for students from Texas than from other Minnesota school districts. Moreover, not all service providers interviewed seemed to know of the system or how to access it.

While service providers acknowledged the positive aspects of NGS, they suggested that it is still important for migrant parents to bring their children's academic and medical records with them. In general, migrant parents understood the importance of bringing their children's documents along when they move. However, from their perspective, it is not always clear that teachers, counselors and program staff in Minnesota and Texas really need these documents. Parents in Crookston, Sleepy Eye and Willmar said that they only bring immunization records because schools can obtain their children's academic records "automatically." Schools seem to care more about immunization records than their children's academic records, according to one mother in Crookston and one in Sleepy Eye.

With or without updated academic and medical records, the greatest challenge to ensuring continuity is appropriate placement. Appropriate placement of migrant students involves taking into account multiple factors including: age, grade level, academic ability, test scores, credits, course sequences and levels, language levels, and eligibility for special education services. The accounts of migrant parents and students suggested that Texas schools are much more consistent and strict about placing students based on academic ability than Minnesota schools. Migrant students shared positive experiences about having been placed or knowing someone who was placed in grade levels in Minnesota based on their age rather than academic ability. They shared negative experiences in general about being held back in Texas or knowing someone who was held back in Texas based on academic ability. A migrant student in Moorhead described why her family had chosen to have her brother stay in Minnesota with an older sister and go to school in Minnesota:

His friends [in Texas] are terrible. They are never home and are always in the streets. Here [in Minnesota] he doesn't know that many people and school is good here so we think that it will help him. He's in sixth grade. He failed twice already, so he's supposed to be in eighth grade. It's good for him to stay here because here they actually put him in his grade level, in eighth grade, and he does pretty good. But when we go back to Texas they'd put him back in sixth grade because he doesn't do well. I don't know why.

A migrant student in Sleepy Eye explained how, from his perspective, placing students in grades based on language ability is problematic. According to this student, placement should take into account academic level in Spanish, "because it doesn't matter if they're English or Spanish, you

know what you know. Maybe some people know the stuff in Spanish but it doesn't make them stupider [sic] than the people who know it in English."

At the same time, service providers cautioned, schools may not offer classes that are appropriate to students' academic abilities. One tutor said that a major barrier to working with her migrant students was that the classes offered in her high school were too high for their learning level in English or Spanish. As she explained, "The schools can set kids up to fail by placing them in certain classes. In Minnesota [high schools] there aren't any classes lower than Algebra, so the schools place students in Algebra whether or not they are prepared for it."

Migrant students arriving to a new school must adapt to new course requirements, course sequences, and testing standards. Migrant parents and students said that the biggest break in continuity occurred when they return to a school in Texas upon having attended school in Minnesota. A student in Glencoe shared an experience that happened to him when he returned to Texas:

One year when I went back [to Texas] they told me that I had to stay in eighth grade because they didn't want to count the grades that I had done here [in Minnesota] over there [in Texas]. They told me that they are not the same because they are not teaching the same things. So I was like, "Why?"

A student in Claremont shared a similar account. As she explained, "Over there [in Texas] I am in eighth grade and here [in Minnesota] I am in ninth grade, so it messes me up. I failed over there and here I didn't. So here I am higher."

Some migrant parents in the focus groups had problems with Texas schools refusing to count instruction time and credits in Minnesota. However, a migrant mother who had been coming to Moorhead for over thirty years explained that not counting the instruction time is not the real problem. In her view, the problem is that Minnesota's credits (i.e. the classes that her children take in Minnesota) do not fulfill Texas' requirements. Moreover, parents suggested, that schools do a much better job of "counting credits" for the elementary students than high school students. "Once they enter 7th grade, they don't count their credits," said a migrant parent in Brooten. A migrant student in the same group shared her experience:

Well, in Minnesota they wouldn't really count our grades. They would, like, for summer school—maybe. [But for the school year] we never got our grades. They were like, "No, you're just going to come to school and that's fine," because we would come to school, for what, 2 weeks maybe?

From the perspective of migrant students and their parents, absence from school is less of a concern than “wasted time” in school, particularly at the end and the beginning of the school year in Minnesota. Parents and students alike reported being frustrated that albeit students are legally required to attend school in Minnesota, their grades are not always taken into account in Texas. For example, secondary students cannot continue taking the courses that they were taking in the home-base state, because the courses in Minnesota are “different.” Service providers, migrant parents and migrant students told stories of secondary students who were placed in elective courses like welding, art, study hall, and ESL (English as a Second Language) that upon returning to Texas were of little value for them. This seems to be a particular problem for the “most migrant” students, i.e. students that miss school every year when their families “leave early” and “arrive late.” When migrant students attend school during the school year in Minnesota for just a few short weeks, teachers and counselors may not go out of their way to ensure that they take the classes and receive instruction that will best help them in Texas. Instead, study participants suggested that Minnesota schools find it much easier to place migrant students in elective courses, ESL classes or Alternative Learning Centers (ALCs) for the first and last few weeks of school. As one migrant student explained:

When I got there, when I was in Texas and going to school, let's say I was taking computer lit. and all that. I would come over here and I wouldn't get the same classes. I would get like welding or something different. I'm just like, "Okay, that's fine teacher." I was learning about computer lit. over there and then I come over here and I'm learning welding.

The “most migrant” students, like this student and the others who shared similar stories, do not appear to be benefiting from what Minnesota schools are providing them during the school year.

In sharp contrast with what migrant parents and students shared, a number of service providers reported that they are doing a better job of working with Texas so credits will transfer. They reported that some of these credits are “hour-based” and “take into account how much students accomplish.” An important question is whether these credits are actually useful for migrant

students to be able to advance academically in Texas. However, Minnesota service providers did give some examples of partnering creatively with migrant students' home-base schools to ensure credit accrual. One summer project coordinator, for instance, shared how one student had been able to complete her English credit for Texas by writing a personal essay about her family's experience. Another service provider who works with secondary migrant students during the summer shared a story of how he helped one young man earn a physical education credit he needed for his school in Texas:

I contacted his counselor, I told her who I was...and she said "Oh he is a great, great student, he is so smart." [...] She gave me a list of things [which] he needed to come back [with to be] caught up in class. Now one of those was phys-ed [but] I couldn't offer him phys-ed, I couldn't offer phys-ed in the evening. So I called his counselor, and I said, "Would you consider phys-ed to be rock picking and hoeing beets?" Well if that's not physical education then I don't know what is. "What if I log in his hours and I have is supervisor sign?" [The counselor replied] "Yes, I would accept it", and she did. He then went back to Texas and he was named Texas migrant student of the year out of 13 or 14 of them.

Testing requirements are another inconsistency between Minnesota and Texas. Migrant parents and students said that they liked that Minnesota does not (yet) require students to pass the standardized tests in order to advance to the next academic level. In Texas, by contrast, students are held back or not allowed to graduate if they do not pass the Texas Assessment of Knowledge and Skills (TAKS), even when students have passed all their classes and have met all their credit requirements. Service providers, migrant parents and migrant students from across Minnesota expressed frustration with education in Texas focusing on "learning test strategies." According to a student in Sleepy Eye, structuring the curriculum around the test is "stupid because a test is not going to determine your life." However, passing the TAKS is a necessary milestone for students who wish to graduate in Texas. When asked where would they prefer to graduate, most students participating in this study said they would rather graduate in Texas, since they spend more time in school there than in Minnesota.

Service providers, migrant parents and migrant students suggested that summer programs have an easier time ensuring migrant students' educational continuity. Elementary summer program staff can focus on key content areas during the summer, e.g. reading, writing and math. According to some migrant elementary teachers, their success in ensuring continuity during the

summer migrant programs depends on how rapidly they can identify students' academic strengths and deficiencies. Software that facilitates rapid placement testing (e.g. the Northwest Evaluation Association (NWEA) and Standardized Testing and Reporting (STAR) assessments) in reading and math allows students to begin working on specific content areas and levels more quickly. One project coordinator explained how her program had developed a tool for placement and progress assessment based on Texas curriculum:

Last summer when we were ending our program we went online and we took the Texas States Skill Tests at the different levels. We took them apart at each grade level, and we broke—for example, the math umpteen skills we broke it down to what we thought were the most important skills. So when our kids come now, each grade level, we give them a pre-assessment. And if they've mastered geometry at the third grade level, we work on any skill deficit levels they have. And if they are doing well, then we'll go to the fourth grade level. So we spent quite a bit of time putting that together.

Additionally, since secondary migrant program staff is not bound to teaching to Minnesota standards per se, they are able to focus on the University of Texas Transfer Curriculum (UTTC) courses. UTTC courses allow students who migrate from Texas to Minnesota to make up credits over the summer provided they know which classes they need and that they live in or near a school district that offers a secondary migrant program. Both secondary summer program staff and migrant students reported being very pleased with the UTTC courses because there is no question that Texas will recognize the credits. As one migrant program staff person said, “Night school is one of the best services offered.”

Finally, a number of study participants remarked that differences between block schedules and traditional schedules also affect how much course content migrant students miss when they “leave early” or “arrive late” in order to come to Minnesota. Block schedules allow students to complete a course and earn credit in 9 weeks rather than at the end of the semester. Migrant families from Texas who participated in this study generally reported that Texas schools follow a block schedule while Minnesota schools, with few exceptions (e.g., the Sleepy Eye district), follow a traditional schedule. A few parents and service providers suggested that block scheduling in Minnesota helps migrant students because students can complete more work during their short time here, and thus have an easier time earning credit in Texas. Another benefit parents, students and service providers mentioned is that block scheduling allows students more time to complete homework in class. Nonetheless, other service providers cautioned against such a view of block

scheduling. One service provider asserted that block scheduling in Texas hurts migrant students who travel to Minnesota because when these students return late to Texas they fall further behind. During Meeting IV, a Steering Committee member also clarified that block schedules are not typically intended to provide students with in-class homework time.

The Migrant Parent Survey

Table 56 summarizes parent responses to 4 questions related to educational continuity.

Survey Question (paraphrased)	Goal	Agree	Disagree
Education that the child receives (in Minnesota) helps him/her to advance to the next level or to graduate	100% Agree	95%	5%
Parent always brings academic and vaccination records with them when they move	100% Agree	97%	3%
Child is placed in the correct grade level (in Minnesota)	100% Agree	98%	2%
Child takes classes that are appropriate for his/her ability and language level (in Minnesota)	100% Agree	98%	2%

Table 56: Migrant Parent Survey—Educational Continuity Indicators

Other than schools not adequately taking into account migrant students’ credits, instruction time and exams from previous schools, the survey does not point to other salient concerns about educational continuity. Two questions related to instructional time, discussed earlier, also touch on issues of educational continuity, as they asked whether or not schools in Texas and Minnesota were taking into account credits, instruction time and exams from the children’s previous schools. As we presented above, not all migrant parents felt that their children were earning the academic credits that they deserved. Students have a hard time picking up where they left off in school when their credits do not transfer.

English Language Development

Barriers, Facilitators and Successes

Parents, students and program staff voiced concerns about Limited-English Proficiency (LEP) and its connection to migrant students' academic achievement. The most common concern was the impact of LEP and illiteracy on parents' abilities to help their children with their schoolwork and to support them in school. Study participants explained that students face barriers to academic achievement when they know limited English, and parents' not knowing English compounds those barriers even further. As a high school student in Bird Island put it:

Actually my dad and my mom don't speak English so it is not like they can help me a lot [with school] you know. Everything is in English, so I have to try harder, go after school and try to learn what I couldn't do, and pay more attention to the teacher and what they are saying. That's what I do.

Similarly, a migrant mother who speaks English and who usually helps her children with their homework told the group about a time she was in the hospital. She said that her husband did not speak English and her children could not finish their homework while she was in the hospital.

LEP among migrant students was also a concern. Some migrant parents discussed challenges their children with LEP face when a teacher does not speak Spanish. "They don't understand the teacher, and the teacher doesn't want to explain it to them," said 2 mothers from Crookston. A migrant student in Broosten would say to her mother, "Why tell [the teacher], if she won't understand me?" From the parents' and students' perspectives, the best teachers are those who are "patient" with them and who take the time to "explain" things to them. Ideally, teachers should be bilingual or at least know how to speak Spanish. A migrant mother in one school district described how her daughter helped the migrant summer school teacher who did not understand Spanish:

With my daughter, while she was in summer school the teacher said that she could help the other kids that couldn't do things. And [my daughter] was also used as a translator because there were kids that didn't know English very well and they didn't understand the teacher. In this way she helped the other kids.

In general migrant parents felt that their children should learn English and Spanish; however, they agreed that schools should place more emphasis on teaching their children English. Among those who emphasized that their children learn English in school, some had negative experiences with bilingual education programs in Texas. For the most part, migrant parents were pleased with the amount of English that their children learn in Minnesota. A migrant parent from Willmar echoed what multiple migrant parents in other focus groups said about learning English in Minnesota.

Here [in Minnesota] it is like a different world. The kids that learn English here speak very well. They speak better than I do and much better than where I live in La Joya [Texas]. There, it is like half English and half Spanish and you are never going to learn like that.

Nonetheless, parents remarked that some Minnesota schools appear to go too far in enforcing that only English is spoken at school. At least 2 parents in two different districts were upset because their children were sent home “for speaking Spanish” at school. A migrant outreach worker remarked that there was a “problem” at her local school for many years because students were being told not to speak Spanish at school. The latter issue was reportedly resolved through staff training. However, there is some evidence in the qualitative data that children continue to be reprimanded for speaking a language other than English at school.

Migrant parents, migrant students and service providers suggested that English as a Second Language (ESL) classes in Minnesota help migrant students succeed in school. One MEP recruiter shared the following success story about 2 students she had worked with:

[There were] 2 sisters who didn't know any English and were struggling a lot because of the language, but because they were receiving ESL service they were able to learn the language. Now one is in 11th grade and she's going to graduate and the other is in 8th grade, [and] their language skills had improved so much and they got on the student of the month list for the last couple of years.

Study participants identified a number of ways in which ESL classes supported migrant students. A migrant program staff person in Moorhead liked that the local district puts migrant students in ESL classes to help them with their homework. The students get a pass or fail grade, and they

pass the class if they have good attendance and do their homework. A student from the same district felt that ESL had really helped her, especially when she first came to Moorhead in second grade. “They put me in the ESL program,” she explained, “and the teacher helped me a lot to understand the words and she showed me how the words worked, and it helped me a lot. And now I don’t know that much English but [it is] better than [it would have been otherwise].” Additionally, a parent in Breckenridge said that ESL classes were good for “slow learners:”

There are many migrant students that are slow learners. They struggle to learn and they put them in ESL and there they help them. I have a boy that was a slow learner and when he was in high school, he had a reading level that was in 2nd grade. So he was a slow learner.

However, multiple service providers were concerned that LEP migrant students still do not receive enough support in Minnesota, either at school or at home. They viewed Spanish as a cultural asset that schools, parents, and students should nurture because they will benefit students in the future. Receiving academic support to learn “concepts” in their first language could help LEP migrant students excel academically in English and to maintain important aspects of their culture. A Migrant Head Start center director shared her concern that not enough migrant parents support bilingualism, and explained why she thinks bilingualism is so important:

Parents need to know that being bilingual is one of the most important things they can do for their child. Because their children are going to get farther quicker being bilingual than they are being English-only speaking. I wish my children could speak German or Norwegian because we grew up that way, but at that time you didn’t do it. You left your house and spoke only English. I think it’s extremely important that we keep these children bilingual and that parents realize that.

Additionally, ESL classes are not necessarily designed to address the educational needs of “low-level learners.” As one migrant family service worker explained:

I feel like too many students are placed in ESL. Not to say that they don’t speak English as a second language, but I feel like it’s a little bit shortsighted to put someone in ESL because they speak another language at home. Their first language vocabulary and reading comprehension may not be anywhere near grade level anyway.

Multiple service providers warned that instruction is not the same for low level learners as it is for LEP students. The apparent presumption that ESL classes could deliver instruction to all learning levels is unrealistic.

Several service providers called for a more “bilingual approach” in class to support the needs of migrant students. They maintained that classes and programs that rely on English as the primary language of instruction are not helpful for LEP migrant students. Although staffing such programs could be a challenge due to the lack of bilingual teachers, some service providers drew guarded optimism from the fact that certain school districts are expressing greater interest in adding cultural and linguistic value to their curricula. For instance, a migrant home-school liaison remarked that her local school district now offers a Spanish-immersion program, although she also noted that only White European American students are currently enrolled in this program.

The Migrant Parent Survey

Table 57 below summarizes responses to all 6 migrant parent survey questions related to English language development.

Survey Question (paraphrased)	Goal	Agree	Disagree
Child frequently asked to serve as interpreter at school	0% Agree	52%	48%
Parent knows how to read well in English	100% Agree	62%	38%
Child reads English well enough to finish homework and stay apace with other students	100% Agree	87%	13%
Child speaks English well enough to understand what the teacher expects of him/her	100% Agree	91%	9%
Parent knows how to read well in Spanish	100% Agree	97%	3%
Parent encourages child to read (in English or Spanish)	100% Agree	100%	0%

Table 57 : The Migrant Parent Survey—English Language Development Indicators

The survey asked parents if their children were frequently asked to serve as interpreters at school. Over half of the parents who responded to the question affirmed that their children were

frequently asked to serve as interpreters. This fact, on its own, does not constitute evidence that parents viewed their children's role as interpreters negatively. One focus group participant in Brooten was proud that her child was allowed to help the teacher by interpreting and by helping the other students that could not speak English. The responses to the other 5 questions suggest that low English reading skills among both parents and students may be of concern.

Health

Barriers, Facilitators and Successes

Service providers, migrant parents and migrant students suggested that migrant students may be particularly susceptible to health problems related to traveling, living conditions and farm work. These include: sleep deprivation, common colds, dehydration, diarrhea and vomiting. While exposure to pesticides represents a clear health risk for migrant workers, service providers interviewed for this study suggested that this is more common among adults than children. At the same time, pesticide exposure may simply be more difficult to diagnose among children.

Vaccines are also a health issue particular to migrant students. In the words of one outreach worker, "The biggest concern [for migrant students] is that they get their vaccinations." While up-to-date immunizations are important for the health of migrant students they also affect school attendance, since students cannot be enrolled in school unless their vaccinations are current. Frequent moves between school districts can make it difficult for migrant families to ensure students get all their vaccines, although several service providers commented that migrant parents generally do a good job of keeping their children's shots up-to-date. Moving can lead to over-immunization among migrant students, and at least one mother in Crookston shared an experience where the school required her children to get shots that they had already received in Texas. Having to re-immunize (i.e. over-immunize) their children wastes migrant parents' time and money, and scrambling to get a missing shot delays their children's enrollment in school. Parents also explained that Texas and Minnesota have different immunization requirements, and students are required to have one additional vaccination in Texas

Study participants brought up a number of other health concerns for migrant students, although it was not always clear if migrant students in Minnesota were any more vulnerable than other low-income Latinos. Health concerns that led migrant students to miss or struggle in school included dental problems, vision issues and pregnancy. Service providers suggested that tooth decay is quite prevalent among migrant children and can reach such a degree that it affects their ability to pay attention in school. Vision problems that go undetected also negatively impact migrant students' performance in school. Service providers, migrant parents and students suggested that pregnancy is common among migrant young women, and migrant teenagers who become pregnant may drop out of school and not graduate.

Poor nutrition was mentioned as another health issue that could affect migrant students' performance in school. Some migrant parents in the focus groups complained that their children do not like the meals they receive at school. However, one Center Director observed, "I think a lot less school lunch gets thrown away [during the summer migrant program] than during the school year." One migrant parent shared her frustration over the fact that the summer program in her area no longer offered an evening meal to migrant students. Since parents often work late in the fields or food processing plants, she explained, suppertime is often late in the day.

Social problems and mental health issues represent additional health concerns for migrant students, study participants reported. Although participants generally perceived drug use, gangs, and violence as problems more prevalent in Texas, the struggles of "fitting in" were mentioned could also lead to social problems for migrant youth in Minnesota. Service providers and migrant parents also worried about the emotional health of migrant students, suggesting that they are at risk of feeling social isolation, and suffering from depression and anxiety. Other health concerns mentioned by participants included poor hygiene, lice, asthma, obesity, and diabetes. However, the prevalence of these concerns, as well as their impact on migrant students' performance in school, remains unclear.

Access to healthcare is also a significant challenge for migrant families in Minnesota, and many migrant parents participating in this study reported that their families do not have health insurance. While public programs can help fulfill migrant families' health care needs, these services are not always available to migrant families. One migrant mother in Glencoe reported

she was told she “makes too much money” at a local canning plant to qualify for Medicaid, while a mother in Crookston felt that a local agency discriminated against her for being a migrant worker and denied her vouchers. Summer programs and local schools fulfill some of migrant students’ health care needs—for instance, TVOC offers vision and hearing screenings. However, one home-school liaison noted that there could be “better communication” between Tri-Valley and school year staff “to make sure there is follow-through for the student.”

Other factors restrict migrant families’ access to health care in Minnesota as well. Migrant parents who do have health insurance or vouchers can face a limited choice of providers who accept their insurance in rural Minnesota communities. Some rural areas simply do not have enough health care providers. Migrant parents in Crookston, for instance, noted that there was no local dentist and they needed to go to North Dakota to receive dental care. The cost of health care can also be prohibitive for migrant families, with or without health insurance. Services such as dentists and optometrists are expensive and usually not covered by health insurance. Migrant families may additionally have a hard time affording medicine, and 2 migrant mothers in Crookston explained how they overcome this barrier by sending for cheaper medications from Mexico. A lack of awareness of migrant health clinic sites among both service providers and migrant parents was another issue.

Limited access to healthcare can result in migrant students not receiving continuity in medical care. Resolvable health issues may become exasperated if they remain untreated, as happened in the following story shared by a service provider:

I had one child last year who had tonsillitis and needed an operation desperately. He was 4 years old, and we could not find any doctor to say that this would be a quality-of-life issue for this child. And I bet we kept on it for the better course of a month trying to get a doctor, any doctor, to sign off and say it's a quality-of-life issue at least, and possibly a life-threatening issue because he had swollen tonsils he couldn't eat. And our argument was if he had had any type of allergic reaction to anything that would further restrict his throat he could very well die. So we finally got a doctor to recognize the importance of saying “this is life-threatening.” And he did [say], “This is a life threatening condition to get his tonsils out to and use public funds.” And we were able to get that done, and the improvement was just dramatic. He was able to eat, he was able to pay attention in his class—I mean [the difference] was night and day.

Faced with no medical insurance and/or other barriers to healthcare, migrant parents might wait until an illness turns into an urgent care matter before seeking care for themselves or their children.

The Migrant Parent Survey

Three (3) questions in the migrant parent survey were related to health concerns, as summarized in **Table 58**.

Survey Question (paraphrased)	Goal	Agree	Disagree
School gives child vaccinations that he/she already received	0% Agree	49%	51%
Family has adequate access to health care (in Minnesota)	100% Agree	78%	22%
Parent always brings academic and vaccination records with them	100% Agree	97%	3%

Table 58: The Migrant Parent Survey—Health Indicators

One question (also presented in our discussion of educational continuity) asked parents if they always brought their children’s academic and vaccination records with them when they moved. Ninety-seven (97) percent of parents said that they did bring these documents with them. A second question asked if the parents felt that their children were “given vaccinations or shots that they had already received.” Forty-nine (49) percent of the migrant parents who responded to that question felt that their child received shots that they had already received. Upon analysis we are not clear about how to interpret responses to this question, as only 2 mothers in focus groups in different school districts reported situations in which they felt that their children had been required to get unnecessary vaccinations. A final question related to health asked migrant parents about their families’ access to health care in Minnesota. Twenty-two (22) percent of the parents who responded to this question did not feel that their family had adequate access to health care while in Minnesota.

Access to Services

Barriers, Facilitators and Successes

Migrant families may be unaware about local services available to them in Minnesota. Families who have migrated for years to the same Minnesota community and who have relatives in that community are likely to know how to obtain the information they need. By contrast, migrant families who arrive to Minnesota for the first time and do not have friends or family here require more orientation. By way of example, a migrant parent in Bird Island who is currently studying to be a social worker shared the following experience from one of her outreach visits to another migrant family:

[T]his lady that I'm talking about [...] she's been here for like 3 weeks or a month I think. [And I asked her] "So you don't know about the migrant health clinic [in Olivia]?" And she's like, "Well, no. I don't know anybody here, and nobody tells me anything. I don't even know where the grocery store is." And so, you know, it's good to have somebody to let them know these places are here, and you can get help here. I think that's a good resource.

Service providers, migrant parents and migrant students prioritized community resources that migrant families need to know about. In addition to healthcare, which is discussed earlier in this section, study participants suggested that migrant families also need information about transportation, employment, legal services, food stamps/food shelves and housing. Migrant parents and students described housing as the most important hurdle facing them upon arriving in Minnesota, and several participants told stories of sleeping in the family car or a local park during their first few days in state. Migrant families may not know about migrant education services either; even families with years of experience migrating to Minnesota were not familiar with the MEP. Access to government aid represents another particular hurdle for migrant families in Minnesota. To be qualified for certain forms of public assistance, migrant individuals must have an established address in Minnesota for 30 days. An overall reduction in social services available to migrant families makes accurate, up-to-date information particularly important, according to study participants.

Study participants identified school and educational resources that most directly helped migrant students succeed in school. Besides ESL classes, which are discussed above, homework help services have perhaps the greatest direct impact on migrant students' academic achievement. Migrant students benefit from having someone (e.g. a tutor) to help them with their homework, and a structured time during or after the school day to accomplish that work. "Tutors," "extra one-on-one" and "help with homework after school" surfaced repeatedly in interviews and focus groups as helping migrant students to excel academically. Migrant labs are one of the ways that Texas schools give migrant students enough time to finish their schoolwork, and students suggested that block schedules also offer homework support. As one male student explained:

Here we get, like, homework everyday, and it's hard because they give us a lot of work and we're working, and it's very hard. In Texas they don't give out as much homework as here. Actually I don't even think they give us homework. Yes, because our classes are like an hour and 45 minutes. So like half of the time they give us the lesson, and the other half of the time we do our work, so that we don't have homework.

While block scheduling is less common in Minnesota, the school in Sleepy Eye also operates on a block schedule. Some participants explained that this type of scheduling helps migrant students finish their work at school, even though this is not necessarily the purpose of block schedules.

Access to transportation also contributes to migrant students' academic success, since transportation is important for students to be able to attend school and the summer migrant programs. Parents appreciated that the MEP summer schools provide transportation to migrant students; nonetheless, they stressed that transportation remains an issue. Some bus routes are long for the students and certain bus schedules are problematic for the parents during the summer. If buses leave students at home too early (i.e. before parents are done with work and can come and meet children at the bus stop), parents may opt to not have their children in the summer program. While acknowledging these problems, one project coordinator explained he was not sure what more his program can do given that transportation is already a sizeable portion of his budget.

Access to a nearby library facilitates migrant parents' and students' access to computers and reading materials during their stay in Minnesota. However, not all school libraries are kept open

for migrant students in summer programs to check out books and not all rural communities even have local libraries. In Montevideo, the Center Director collaborates with the librarian to keep the school library open so migrant students can check out books over the summer. The Brooten summer program, meanwhile, organizes fieldtrips for migrant students to the closest library in Belgrade, which is 7 miles away. These efforts represent some ways summer programs have overcome this barrier.

Computers and access to the Internet help migrant students to finish their homework assignments and to stay in touch with friends and family that they miss back home. School assignments often require students to use computer programs like Microsoft Word, Microsoft PowerPoint and Microsoft Excel, and this is especially true for projects that are “major grades” like research projects. Parents and students in a Willmar focus group remarked that it can be hard for migrant students to complete or excel on these projects since they often do not have a computer at home. Not having a computer at home means “you have to do it in school [where] you get only like an hour” of computer access. Some migrant parents recognized that the Internet is in some ways the new “dictionary” and/or “encyclopedia” that allows students to independently access information and complete their assignments. At least one student in Breckenridge said that his school in Texas could have provided him a laptop to bring to Minnesota. “This year they wanted to give us a laptop so we could bring it over here and do extra credits on it,” he explained, “but I didn’t want to.” By contrast, a student from Bird Island described how access to a computer would have been helpful for him in Minnesota:

Well, for example math is questions, problem solving, equations, or whatever. English is like teaching you how to put the question mark, periods and read the story and answer the questions. That is what they teach you. It is hard, you know, ‘cause you have to do some of the problems on a laptop and we don’t have a laptop here. So it’s kind of hard, you just have to imagine.

While access to computers is helpful, computer literacy can also be an issue for migrant families. Some students mentioned that they needed to learn more about how to use computers. One migrant parent reported proudly that she has “blocked” inappropriate material from her family’s computer, noting, “I don’t know how to speak English or anything but I blocked all of this.” At the same time, a high school counselor stressed that migrant parents as a group “need to learn how to use the computer because everything that we are starting to do can be tracked in the

computer, whether it's how [students] are doing in school, their records, student files.” As schools in Minnesota and Texas work on sharing student records electronically and provide information to parents electronically, this counselor noted the importance of ensuring migrant parents can actually access their children's information.

Service providers cited migrant students' access to special education services in Minnesota as of particular concern. They worried migrant students are not receiving the special education services they needed, and spoke of a number of reasons why this may occur. One reason given was the lack of an IEP (Individualized Education Plan). A student might have an IEP from another state but if the parents do not bring the IEP to Minnesota it is hard for Minnesota schools to access this information. “The biggest problem that we've had is just getting the paperwork from one [school] to the next,” said one migrant program staff person. Another challenge to serving the special educational needs of migrant students is the inability to assess them in a timely manner during their family's brief stay in Minnesota. Service providers did not recommend crafting an IEP on the spot. A program manager for learning support services noted that it can take up to 6 months of thorough observation for a child to show a teacher what they can do.

The home-base school districts' financial responsibility for migrant students' special educational needs can present a further challenge to meeting migrant students' special needs in Minnesota. One TVOC staff person explained this bureaucratic nightmare:

Other states do not write IEPs into summer programming because the home state has financial responsibility to cover those services. The host state over the summer can contact the home state and notify them that services are necessary but then they have 45 days to respond. By the time the 45 days are over, the family has returned or moved on.

Home-base school districts may also specify, “no summer services needed” on an IEP. In these cases, home-base districts are not required to fund special education for students during a summer program in Minnesota. As a result of all these barriers, service providers suggested that most migrant students with special needs are not adequately served in Minnesota unless they settle-out, since it is unfeasible to follow-up with a family after they move on.

In addition to identifying particular services that benefit migrant students, study participants also discussed how to deliver information and services to migrant students most effectively. Service providers and migrant parents made suggestions on effective ways to conduct outreach to the migrant community. Service providers suggested that special events, such as a parent night for ESL students, can be good ways to reach migrant families with information about services. The city of Plainview, for example, holds a special festival for migrant families who come to the community. The festival includes food and music, but also information about educational programs, health services, legal services and local social services (e.g. area food shelves). However, a service provider suggested that events like the migrant festival may be less effective at reaching migrants in larger communities, such as Rochester. Additionally, one-time events do not reach more isolated migrant families, migrant families who have not yet arrived in Minnesota, or those who have already left.

Migrant parents in all focus groups stated a preference towards getting information about community resources through someone “they could trust.” This person could introduce them to the migrant program, help discern their children’s academic needs, and explain how the Migrant Education Program could help meet those needs in Minnesota. An outreach worker could also inform families about other services available to migrants in the community. Many service providers interviewed reported they cannot adequately reach migrant families because they already wear multiple hats, especially during the school year. During the school year service providers who work with migrant students are expected to fill a number of roles, including: teachers, tutors, interpreters, social workers, academic counselors, crisis counselors, community liaisons, recruiters, advocates, and in some cases even parents for their students. Wearing multiple hats in a school in small-town Minnesota is a source of mixed feelings, as one service provider explained:

The students that I work with on and off throughout the school year look forward to the summer program. [Regarding] the families that come back in the spring after being gone, it is very interesting because they walk into the office and secretaries say that it feels like they are very nervous and just very apprehensive. [Then] I walk in there and they just kind of go “Oh!” [breath a sigh a relief]. “I know somebody! A face I recognize!” It’s frustrating at times to wear many hats but it feels so good at times too.

In some schools, at least from the perspective of the parents, the only bilingual person in the school is the ESL teacher who is already “overloaded” with carrying out his/her ordinary job activities. Service providers interviewed for this study who work with migrant students during the school year reported feeling alone, like advocacy for migrant parents and children sometimes has been unnecessarily relegated to them. These same individuals appreciated when teachers, counselors and other “non-migrant” staff step-up, advocate, and assist migrant children as well. Whereas summer migrant programs have a full-time family service worker to handle recruitment and inquiries from families, school year programs often do not.

Labeling a space, class or a program (e.g. migrant lab, homework room, ALC, and migrant school) that creates a perception of separateness from other students can make migrant students feel uncomfortable, or even stigmatized. For instance, a migrant student in Breckenridge described how he feels labeled at school in Texas because he receives migrant services. “It’s weird,” he explained, “because all the migrant students have red binders. Like, if you go ask for a binder, they’ll give you a red binder. So if you’re walking around the school, they’ll know that you’re migrant.” Separate services for migrant students may also create the perception of stigma or discrimination. Parents in Glencoe, for instance, described how their kids were kept separate from the non-migrant summer school students. Some parents interpreted this separation as an act of discrimination.

In some cases, students may be reluctant to use services that label them as “migrant” and/or separate them from other students. A high-school counselor explained how students are reluctant to use the homework help at his school:

We also have homework rooms where they can go after school and get the homework they need help with. But you see very few students are using that because there is a stigma attached to it [...]. That’s where parents need to come in and support them. Teachers are here in the morning and afternoon to help, and some of the good students are here at 7:30 in the morning asking the teacher for help.

Fear of being “labeled” is a possible underlying reason that 2 high school-age, migrant students from 2 different districts recommended that the Minnesota migrant education program allow tutors to come to their homes to help them with their school work.

Some service providers reflected on the effects of services that separate or label migrant students, and spoke to the need for a different approach. One service provider in Rochester explained how these “pull-out” services could be problematic from the perspective of migrant families:

I think because teachers are dual[ly] certified there [in Texas], there’s no “pull out” in essence. They [migrant students] go from one class to another with their friends there [in Texas] to being pulled-out here [in Minnesota]. And very few mainstream Caucasians can understand that. We talk to death about integrating and mainstreaming but at the same time we pull them out.

Thus, a discussion of “pull out” services also raises broader questions about how the school system offers targeted services to minority and/or low performing students. A service provider in Moorhead spoke of efforts to reframe “pull-out” services for migrant students, as well as the student population more generally. While off-site services such as ALCs are meant to provide support to migrants and other “high minority” and “high poverty” students, this service provider asserted schools should explore alternate strategies “so that these kids are feeling more included within the regular school.” The “school-within-a-school” is one strategy “to get the offsite alternative schools back within the regular school.”

Some service providers gave examples of how migrant education services arguably foster interaction between migrant students and “mainstream” students. One summer project coordinator shared the following story:

One of the successes I like to think about is how we are able in our school to coordinate for some of the kids that were able to settle out, were able to coordinate their migrant eligibility with the eligibility with the regular school district summer school program. For example, what I am talking about are kids whose teachers recommend they have summer school instruction, either to maintain or improve skills. So, we have some kids in 2 of our 3 classrooms who attend dual programming or 2 different programs. For part of the day they are with the summer school district program, and then for the remainder of the day they are with the migrant programs. So, instead of getting just half day they would get if they were” regular” kids and not migrant eligible, they are able to access the whole day in more exposure reading, more exposure to socialization and other skills.

In this case, year-round migrant students attending summer school instruction were able to receive the special services for which they are eligible without being completely cut-off from “regular,” non-migrant summer school students.

The Migrant Parent Survey

The migrant parent survey included 3 questions that were most related to access to services, excluding health services. **Table 59** summarizes responses related to housing and “special needs.”

Survey Question (paraphrased)	Goal	Agree	Disagree
Finding a place to live is difficult (in Minnesota)	0% Agree	59%	41%
Teachers give adequate attention to child’s special needs (in Texas)	100% Agree	91%	9%
Teachers give adequate attention to child’s special needs (in Minnesota)	100% Agree	94%	6%
Parent feels comfortable visiting child’s school (in Minnesota)	100% Agree	98%	2%

Table 59: The Migrant Parent Survey-Access to Services Indicators

Survey results suggest that housing continues to be a major concern of migrant parents who come to Minnesota. Fifty-nine (59) percent of respondents reported that finding a place to live in Minnesota is difficult. Less than 10 percent of the parents disagreed when asked whether or not the teachers in Minnesota and Texas paid adequate attention to their children’s special needs.

Recommendations for Service Delivery Improvement

This section outlines recommendations for ensuring the academic success of migrant students in Minnesota schools. Recommendations are aimed at all levels of the education system responsible for the education of migrant students: the federal Office of Migrant Education (OME), the state Migrant Education Program (MEP), local school districts and specific MEP sites. HACER formulated recommendations based on data collected through the course of this project, as well as the input of Steering Committee members. Recommendations are organized according to the 7 area of concern investigated for this project. However, SEAMS research also suggested barriers to migrant students' education that did not fall under any of the 7 areas of concern. Thus, this section concludes with a series of recommendations for systemic changes at the district, state and federal levels that could enhance migrant students' educational experiences.

Educational Support at Home

- a) School and MEP staff working with migrant students should clearly communicate the benefits and role of the Migrant Education Program to migrant parents.* Staff and parents could agree upon each others roles and responsibilities to promote healthier relationships and better communication. When parents are clear about their role, they can have a better idea of how to support their children at home. At the same time, MEP staff needs to be clearer about the benefits that migrant students will receive as a result of their participation in MEP so that they can convey these benefits to both parents and children.

- b) MEP staff should continue to encourage migrant parents to bring academic, medical and IEP (Individualized Education Plan) records with them.* Immediate access to such records allows staff to better place and service migrant students.

- c) Summer MEP staff should facilitate opportunities for parents and students to learn together.* Staff could plan educational activities for parents and students to attend

together. For example, staff could host a one-day class to explain the rudiments of Internet use so that migrant parents and students can learn how to better use this technology. This would help parents be computer more literate in order to better help their children with homework, and would also train parents to make use of the Internet to access school-related information and communicate with staff. MEP staff could also encourage parents to volunteer on their day off. This way, parents would be able to interact with teachers and students in more substantive ways than usually possible. Carry-over funds may be a way to increase these opportunities.

School and Community Engagement

- a) School districts and local MEP sites should support the education of migrant students in a manner that welcomes them and fosters their integration into the school and local community.*** Migrant parents might perceive the separation of migrant students from the general school population as unnecessary, even detrimental to their students. Parents at one school, for instance, interpreted the school's policy to serve lunch to migrant (mostly Latino) students after the non-migrant (white) students had finished their meal as racist and discriminatory. To avoid such situations, school districts and local MEP sites should have programs and activities that involve both migrant and non-migrant students. Districts and schools can demonstrate that they are willing to offer equitable education to migrant students by affording migrant students opportunities to participate in non-migrant programs. Such opportunities may improve migrant student engagement and address concerns over the perceived discriminatory segregation of migrant students.
- b) Instruction for migrant students should be engaged, interdisciplinary, and based on the students' own socio-economic, cultural and linguistic background.*** Teachers should draw from migrant students' experiences to develop effective pedagogical approaches. The migrant lifestyle, for instance, relies on the family's ability to work as a team to accomplish a common goal. A migrant student suggested that using instruction that provides opportunities for in-class group work might be helpful. If a migrant student performs below his/her grade level in reading, moreover, the teacher could identify and provide materials that are interesting to him/her as well as appropriate for the student's

cognitive abilities and language skills. If the migrant student performs well in math, for example, the teacher could use math word problems as a way to improve reading skills.

c) *School districts and local MEP sites should encourage migrant students' involvement in extracurricular activities (during the summer and school year) to increase interaction with other students in the community and to enhance their sense of belonging.* Many migrant students expressed feeling that when they come to Minnesota they cannot participate in the sports and other extracurricular activities in which they participate in Texas. Identifying and matching the types of extracurricular activities offered to migrant students in Texas may increase students' engagement in Minnesota. Local school districts could also provide year-round support for after-school student organizations and activities, including activities that allow migrant students to celebrate their cultural heritage with the broader community (e.g. cultural awareness clubs, Latino clubs, and Mexican folk dancing).

d) *MEP should identify, consolidate, translate and disseminate information about post-secondary educational opportunities and financial aid for migrant students in Minnesota.* Migrant parents and students expressed a need for more information about higher education and sources of financial aid as well as assistance with college/financial aid application forms. Some service providers are not fully aware of the financial aid opportunities available to migrant students, documented and undocumented. MEP could ensure migrant families receive information regarding financial aid for higher education that is available to migrant students. More generally, MEP could work collaboratively with academic advisors from local colleges and universities to provide information on post-secondary education and its benefits to migrant students who otherwise may not see the possibility to continue their education after high school.

e) *School districts and local MEP sites should encourage migrant students to express their cultural heritage.* Being told not to speak Spanish in school and being told not to

wear clothing with a Mexican flag on it because school staff thinks it is a “gang symbol” are 2 examples of experiences students shared as causes for school disengagement in Minnesota. School staff should be sensitive towards the way in which language, clothing and other forms of cultural expression are central to migrant students’ perceptions of themselves and their self-esteem. Rather than dissuade or bar students from expressing their cultural pride, schools and districts should foster such expressions and celebrate not just the economic but also the cultural contributions of migrant students.

- f) School districts and local MEP sites should continue to weave enriching, hands-on activities, such as field trips, into summer migrant programs so as to provide students a broader knowledge and understanding of the host community’s history, traditions and heritage (e.g. college visits, library visits, museum visits, state park visits).* Migrant students and parents alike listed these activities often as highlights of attending the summer migrant education program in Minnesota. These activities offer an opportunity for more cross-cultural interaction and understanding between migrant families and the host community.
- g) Local MEP sites should create an alumni network of migrant students who have participated in their programs.* This network would open opportunities for alumni to reconnect with the migrant education program and serve as tutors, mentors or role models to migrant students. Moreover, such a network could serve as a channel for staff recruitment.

Instructional Time

- a) ***Teachers and academic counselors should continue to optimize instruction time during the school year for migrant students who do not intend to stay in Minnesota by placing them in core academic classes (e.g. math, reading and science) rather than in elective courses.*** For the most part, migrant students attend school in Minnesota during the regular school year with the understanding that, when and if they leave, they will be able to take their grades back to their home-base school and get credit for their time. Some migrant parents said that they had not had any problems with schools in Texas counting their child's instruction time or credits in Minnesota. However, the amount of instruction time the child receives in Minnesota, particularly in the fall, may not meet Texas requirements. Since many migrant families in Minnesota leave in October and November, many students lose instruction time. Anticipating these peak departure months, teachers and counselors could work together to optimize instruction time during the school year for these students. In the summer, secondary sites should continue to use University of Texas Transfer Curriculum (UTTC) courses, and explore how courses from Texas not be offered in Minnesota can be put on disc so students can bring them to Minnesota. Another option may be to explore the use of UTTC courses in after school programs for migrant students during the school year.
- b) ***School districts and local MEP sites that receive migrant education funding during the school year need to prioritize and/or continue to provide consistent in-school and after-school academic help opportunities.*** One-on-one tutoring, homework help and remediation are indispensable services to ensuring the academic success of migrant elementary and high school students.
- c) ***School districts and local MEP sites should continue to provide transportation between home and school during the summer program and the school year (when applicable) to both students and parents.*** Lack of transportation results in lost instruction time and limits parent-teacher interaction.

Educational Continuity

a) MEP should offer training to all school staff that work with migrant students (such as counselors, teachers and other non-migrant program staff) so that they learn about migrant students' educational needs and academic requirements. With at least some basic knowledge of why and how MEP operates, service providers will be better able to advise and support migrant students at school. Such training would be an opportunity for the state department to convey to non-migrant staff the particular needs and educational requirements of migrant students. It would also help teachers and counselors better place students who do not intend to stay in Minnesota in courses that adequately prepare them to take standardized tests at and graduate from their home-base school. Teachers and counselors could also learn about resources such as the Texas Migrant Interstate Program (TMIP), which is in charge of testing Texas migrant students in other states. Learning about these services empowers all staff to be able to step forward and advocate for the educational needs of migrant students.

b) OME should identify and share best practices in placing and assessing migrant students. Standardized test results may not be available from Texas at the time migrant student placement decisions are made. While rapid turnaround ensures that standardized test results from Texas can inform appropriate placement and instruction of migrant students, service providers also mentioned that administering assessment tests once the student arrives to Minnesota can also be helpful. Staff mentioned the Northwest Evaluation Association (NWEA) assessment and the Standard Testing and Reporting (STAR) reading and math assessments as particularly helpful in placing migrant students. Nonetheless, it is important to note that districts and local MEP sites need guidance about which assessments are best suited for placing migrant students. For instance, guidance as to which assessment tool can better distinguish between special needs and language development issues could be helpful.

- c) ***MEP needs to foster interstate and intrastate connections and communication between staff that work with migrant students.*** Communication and trust are critical to fostering inter and intrastate connections among migrant program staff. Summer MEP service providers, for instance, expressed frustration over difficulties in communicating with staff in Texas during the summer, when those schools are closed. MEP should continue to compile contact information for migrant service providers in both Texas and Minnesota and make this information accessible to them online so as to facilitate communication between Texas and Minnesota staff. MEP could hold also migrant consortium meetings more frequently in rural communities to build trust and enhance communication among migrant programs in the state, and between state-level staff and local program staff.
- d) ***MEP should explore ways to streamline the enrollment process to make registration into the summer migrant programs more time efficient for migrant parents.*** Several migrant parents did not understand why they were required to re-register their children for the summer program year after year. Some service providers also felt that requiring paperwork for returning families was unnecessarily cumbersome and time consuming.
- e) ***Academic counselors, migrant program staff, migrant parents and migrant students should communicate face-to-face, ideally during a conference upon a family's arrival to and departure from a Minnesota school district.*** These conferences would provide an opportunity for school staff to understand the academic intentions of the students and the parents, for instance whether or not they intend to stay in Minnesota. They also would provide an opportunity for parents to communicate with school staff about the needs of their children, for school staff to diagnose students' academic needs, and for school staff to communicate to parents about how Minnesota's MEP can meet those needs. Ideally, conferences should be scheduled at a time and place that is most appropriate to the needs of the family.

- f) Teachers and migrant program staff should advocate for courses that are appropriate to migrant students' actual academic performance levels, rather than their particular grade level.* For example, providing basic math and reading courses at the high school level could foster a sense of academic self-esteem and encourage the success of students who are performing below grade level.
- g) MEP should advocate for and expand access to the New Generation System (NGS) interstate database.* Minnesota is still not a full-fledged member state of NGS, which is a valuable tool to academic counselors, teachers, recruiters and other staff who work with migrant students in Minnesota. The NGS database allows migrant service providers from different districts and states to rapidly and efficiently share student records with each other, and thus ensure that students are placed appropriately and receive the services for which they are eligible.

English Language Development

- a) School districts and MEP sites need to take an active role in promoting bilingualism in education.* School staff, as well as parents, should be educated about the value of a bilingual education. Identifying migrant parents' values regarding bilingualism and the language development of their children in general is an important component of this process. Parents also need to know that supporting their children's language development in Spanish will also support their language development in English. Teachers and MEP staff could encourage Spanish-speaking migrant parents to talk to and read to their children in Spanish, while illiterate could be encouraged tell their children stories to foster their language development.
- b) School districts and MEP sites should train staff to better understand the connection between different learning levels and Limited English Proficiency (LEP).* Migrant program staff felt that many educators in Minnesota need a deeper understanding about the connection between learning levels and LEP status. ESL teachers and teachers in

general are often not prepared to deal with the varying learning needs of migrant students with LEP. LEP, moreover, cannot be equated with limited learning abilities or poor performance.

Health

- a) School districts and local MEP sites should strengthen partnerships to address migrant students' health concerns.** MEP and Migrant Health Service should continue to partner to educate school staff about migrant health services (such as the location of clinic sites, schedules for mobile clinics, access to health insurance, resources for families who may be undocumented) as well as other health care services for which migrant families may be eligible. Several service providers suggested that MEP ought to explore additional opportunities for collaboration with Migrant Health Service. In particular, MEP and Migrant Health Service could partner to address mental health and chemical dependency needs of migrant students. Access to mental health and chemical dependency providers is quite limited in rural communities in Minnesota, and several service providers observed a need to address mental health and chemical dependency issues for migrant students in the schools. School districts and schools could also collaborate with Migrant Health Service nurses to maximize outreach and recruitment activities. Finally, one service provider suggested that better communication between school-year staff and Tri-Valley staff that provides vision and hearing screenings could ensure follow-through for migrant students.
- b) MEP should continue to offer free breakfast and lunch to migrant students in the summer and school year programs, and possibly even a light dinner.** Migrant students participating in day and night programs during may go without eating until late in the evening due to parents long work hours. Incorporating more fresh fruit (e.g. mangos and avocados) in school meals might be an easy way to provide healthy meals (and familiar foods) to students. Creating and tending a community garden through the summer school might be a fun, hands-on way for local MEP sites to support healthy meals and snacks for students.

- c) ***OME should create a vaccine registry for states that is easily accessible to service providers and that describes what vaccines are required in each state.*** This will allow service providers to prepare migrant parents for enrolling their children in a new school district. One possibility is to utilize NGS as a way to share this information.

Access to Services

- a) ***MEP should increase migrant students' access to services by providing incentives for districts and schools to serve migrant students.*** Currently districts and schools have vested interest in identifying and recruiting migrant students, since the number of migrant students identified has a direct impact on how much funding MEP sites receive. The incentive, however, is to identify eligible migrant students, not to serve them. MDE ought to re-align incentives to the benefit of migrant families and students. MEP funding for a particular program, for instance, could be tied to both the total number of the migrant students identified in the previous year and the number of migrant students actually “served.”
- b) ***School districts and local MEP sites should forge strategic partnerships and collaborations with employers, law enforcement, community-based organizations, churches and local social service agencies.*** These partnerships and collaborations would facilitate families' successful integration into local communities. Partnerships with employers would provide opportunities for the employers to exercise social responsibility. Greater interaction between local law enforcement and migrant families would increase a sense of safety and trust among migrant families. Coordination of after-school daycare for younger children, especially in the fall for parents working late shifts in sugar beet and other food processing plants, could also be helpful. After-school daycare would also lessen the childcare responsibilities of various family members, including older siblings who may be students themselves. Linking minor parents, in particular, and migrant students, in general, to organizations that can educate youth in

areas of sexually transmitted diseases, parenthood and teenage pregnancy prevention could be another valuable partnership. Striking partnerships to fulfill the continuing education needs of parents in areas such as literacy classes, computer classes, ESL classes, GED programs and other post-secondary opportunities would be beneficial too. These partnerships would help minimize duplication of services, facilitate recruitment and outreach for migrant families, and allow organizations to better meet families' basic needs (e.g. food, clothing and shelter).

- c) ***Local MEP sites should recruit volunteers to provide and/or supplement educational assistance to migrant students.*** If an MEP is in proximity to a university or college, undergraduate students can be an excellent source of volunteers. In one school district, the migrant education program recruits volunteer tutors from the local technical and community college. Ameri-Corps volunteers could also fulfill important roles.

- d) ***MEP should explore home-based educational support for secondary migrant students during the summer.*** Home visits by tutors may reach migrant students who are unable to attend summer programs. Home-based services can also be more efficient in smaller sites that are too isolated to be served through traditional summer programs.

- e) ***School districts should attempt to house all summer migrant education services (Head Start through school age and secondary MEP services) in the same location.*** The burden of bringing children to 2 or 3 different locations may dissuade parents from enrolling their children in summer migrant programs. In Moorhead, for instance, the Head Start program is housed at a different site than the Title I MEP program. Service providers and parents in that area commented that some parents would not enroll their children in either program because of the difficulties they would face regarding the children's transportation, work schedules and child care at home.

Systems Change

DISTRICT

- a) ***Districts and schools need to provide consistent support for migrant students across all peak months of migrant labor.*** Outreach and recruitment efforts throughout the entire season are necessary to ensure that migrant students attend school before, during and after the summer program. Unaware of Minnesota's compulsory attendance law, for instance, several parents had assumed in years past that their children need not be enrolled in late spring because staff in Texas told them that their children were done for the year. Staff responsible for other functions at school, however, may be particularly overwhelmed during the school year and feel that they cannot meet the outreach and recruitment needs of their districts. Districts and schools should consider hiring staff solely dedicated to these tasks.

STATE

- b) ***MEP should invest in additional layers of quality control.*** Proper identification and recruitment of migrant students has been a perennial issue for MEP. Training individuals to oversee identification and recruitment of migrant students may ensure that recruiters are identifying children who qualify for MEP services. Furthermore, training recruiters on how to deal with situations of conflict of interest (e.g. identification and recruitment of family members and friends), or making sure that a third party is available to identify and recruit individuals who may be a potential conflict of interest for the recruiter, could also improve identification and recruitment efforts.
- c) ***MEP should explore ways of improving staff retention both internally and in the overall program.*** MEP could improve retention by providing more guidance and explaining federal and state policy to local sites and staff. Additionally, MEP could reward exemplary migrant education program staff for outstanding performance, provide

on-going professional development opportunities, and open channels of communication between the state and local program staff.

- d) MEP, in collaboration with school districts, should provide all staff (MEP as well as non-MEP) training specific to working with migrant students and their families.***

Content areas for this training could include best and promising practices of working with migrant students within Minnesota migrant education programs and programs in other states. Project coordinators expressed a need for clear and explicit guidance from the state on how to best coordinate their programs. Consolidating information about other states' programs could help to identify promising practices. The state department could also facilitate opportunities for migrant program staff to share success stories with staff from other schools in Minnesota through intrastate site visits, regional conferences, and training videos. Specifically, service providers expressed a desire for diversity/multi-cultural training as it relates to working with migrant students and their families.

- e) MEP should continue to identify and consolidate activities that can be performed at the state level and benefit from an economy of scale.*** For example, one service provider felt that the state department ought to be responsible for translating documents that are distributed to districts and schools instead of each district having to translate such documents at a greater cost. Another area that would benefit from some consolidation is outreach. MEP could step-up efforts to communicate the location and schedules of Minnesota summer program sites and services to migrant families while they are still in Texas to facilitate recruitment and enrollment.

- f) MEP should determine the optimal staff-to-student ratio and make it a standard across all summer migrant education programs in Minnesota.*** While Head Start currently has an established teacher-to-student ratio, the other MEP programs do not. Establishing a ration for the latter would ensure that staff is not overwhelmed and that students can receive adequate instruction.

g) *MEP should explore the effects of grouping grades in summer migrant programs.* One concern is that migrant program teachers might not have sufficient preparation for dealing with students from different grade levels all in one classroom.

h) *MEP should improve data collection, data entry and tracking of migrant students.* Migrant student data should allow MEP to create maps of concentrations of migrant student enrollment in Minnesota and its relationship to students' home-base school districts. Many times data on migrant students is incomplete and does not include Texas phone numbers, complete addresses or recruiter names. P.O. boxes and hotel addresses are also not enough information to track students and families. Duplicate and alternate spellings of the same names need to be removed.

FEDERAL

i) *OME should advocate for national standards to improve migrant education services.* Several service providers strongly emphasized that OME ought to adopt a national curriculum and standards for migrant students. OME should also explore the use of technologies such as laptops and the Internet, which allow students to continue their home-base education wherever they may be.

j) *OME should adopt a definition of “migrant” and eligibility requirements that are more attuned with the new realities of migrant work.* MEP is intended to alleviate disruption in children's education due to mobility. Today's economy moves workers and families to travel away from home, across district and state lines, to fill jobs not traditionally associated with migrants. These new “migrant jobs” include among others roofing, construction and calendar making. The seasonal and unstable nature of these jobs makes

these workers' families as, if not more, mobile than traditional migrant farm working families.

k) OME should delineate lines of accountability and financial responsibility for services provided to students with special needs. A place to start would be to coordinate rapid and efficient sharing of Individualized Education Plans (IEPs) across state lines. OME should also provide states guidance on how districts and schools can realistically provide services to migrant students when the window period for a response from the state with financial responsibility is 45 days.

Lessons Learned

We conclude this report with a discussion of lessons learned during the SEAMS research process that could help inform future Comprehensive Needs Assessments (CNAs). This section presents reflections on future Steering Committees, the time frame and scope of the research process, key knowledge and relationships that facilitate research, and specific research tools.

Steering Committee

Including the voices and expertise of migrant parents and students in the Steering Committee could be a valuable asset to the CNA process. HACER made efforts to recruit migrant parents to participate in the Steering Committee. However, due to timing and personal reasons, migrant parents and students were unable to participate. Ensuring migrant parent and student involvement in the Steering Committee could be an essential part of the CNA process as it might allow for a more for more diversity of perspective. In future CNAs, MDE should explore how to include migrant parents and students in the Steering Committee. Scheduling meetings in accordance with migrant families' work and travel schedules might be one way to promote their participation.

Including the voices and expertise of MEP staff in the Steering Committee could be a valuable asset to the CNA process. Although service providers who work with migrant students and families in a variety of capacities served on the Steering Committee, none were MEP staff. MEP service providers were not included in the Steering Committee to avoid potential conflicts of interests. Nevertheless, towards the end of the project it became apparent that there was a strong need for more local MEP staff expertise to inform the data analysis and generate service delivery recommendations. Many of the Steering Committee members lacked a thorough understanding of educational policies and MEP structures in local school districts. The practical knowledge of MEP staff could have better informed the CNA process.

Securing Steering Committee members' participation and engagement throughout the entire CNA process is an essential aspect to ensure project continuity. One of the most valuable assets of the CNA process was having the input and guidance of a group of diverse, competent and passionate stakeholders from all over the state on the Steering Committee. However, for a host of reasons (personal or professional commitments, traveling distance to meeting, etc.), Steering Committee members were not always able to attend all meetings. One option to explore in future CNAs could be to hold Steering Committee meetings in other sites throughout the state so as to make the meetings more accessible to all parties involved in the project. In addition, Steering Committee members may feel more engaged if there are more opportunities for them to share information about the programs and initiatives that they are working on in their respective communities. A space for dialogue with other migrant stakeholders on a state-wide level may allow Steering Committee members to feel more ownership of the project, as well as provide them an opportunity to expand their own knowledge of migrant families and migrant education. Another idea to explore could be the benefits of rewarding a financial incentive to Steering Committee members' respective programs at the end of successful participation in the CNA process so as to secure their commitment throughout the entire project.

Time Frame and Scope of Research

CNA projects should allocate enough time to allow the Steering Committee to effectively process and reflect upon information presented. Given the scope and breadth of information presented to the Steering Committee, it would have been helpful to have scheduled more meetings so as to allow members ample time to process the data and information. It is important to allow Steering Committee members sufficient time to process and analyze the data so that they can make informed decisions based on the information at hand. MDE may want to ensure that there is a more reasonable timeline for future CNA projects, so as to allow the Steering Committee ample time to process and reflect on findings presented by the research team.

Individual interviews with migrant students and parents offer valuable insights and perspectives to the CNA. Whereas MEP staff perspectives were collected through face-to-face interviews, migrant perspectives were collected primarily through focus groups and a survey. In

hindsight, a greater number of key informant interviews with migrant parents and students would have produced more textured and nuanced accounts of migrant families' experiences. Future CNAs should balance the breath of migrant perspectives that surveys and focus groups afford with the more textured and nuanced data that can be gathered through individual, face-to-face interviews.

Knowledge and Relationships

In-depth learning sessions about the Minnesota MEP prior to the CNA process would have better prepared the research team to conduct the project. While the research team gained great in-depth knowledge about the Minnesota MEP during the CNA process, in hindsight it would have been beneficial for the research team to allocate more time to preliminary background research. By doing so, the research team would have had a more profound understanding of the policies and procedures of MEP statewide and in particular sites. MDE should involve future CNA teams in formalized trainings (e.g. CNA trainings offered at the federal level by OME) and offer ongoing education about MEP.

Opportunities to build relationships and partnerships with MEP staff prior to the CNA would have facilitated the process. MDE was instrumental in connecting the CNA team with MEP staff, and these connections greatly facilitated the data collection process. Yet, occasionally, service providers were hesitant to schedule interviews and focus groups with HACER as they had little or no knowledge of our organization or the purpose of the project. One way to ensure full cooperation of MEP staff is to facilitate relationship building between MEP staff and the CNA team prior to the start of the research process, for instance through internal orientations and trainings.

Research Tools

Conducting local needs assessments of particular MEP sites would complement and aid statewide CNA projects. The CNA team collected a breadth of data across all 5 MEP regions in the state, as the aim of the SEAMS project was to provide an assessment of the MEP program and migrant students' educational needs in general. This project, however, does not necessarily yield information about the specific and diverse needs of particular MEP sites. Individual program sites could, nonetheless, conduct local needs assessments to complement the findings of this and future studies. MDE, moreover, could coordinate local needs assessments so as to further identify and target migrant students' needs.

The CNA process should assess the needs of the summer and school year programs independently. The majority of service providers interviewed worked in both summer and school year programs, and distinguished information about these distinct programs in their responses. Nevertheless, to address the different needs of migrant students in school year and summer programs, the research team should make a concerted effort to distinguish the programs in its data collection efforts.

Survey design and execution require much foresight and piloting when working with migrant populations. The SEAMS migrant parent survey yielded important findings about migrant parents' perceptions of and relationships to their children's education. However, there were some particular aspects of the survey that were problematic, such as the length and the language of certain questions. Piloting the survey to service providers and parents and using a stratified random sample of migrant parents could have yielded more precise and statistically accurate findings. Future CNA teams should ensure survey efforts are afforded greater attention than that which was possible during this particular project.

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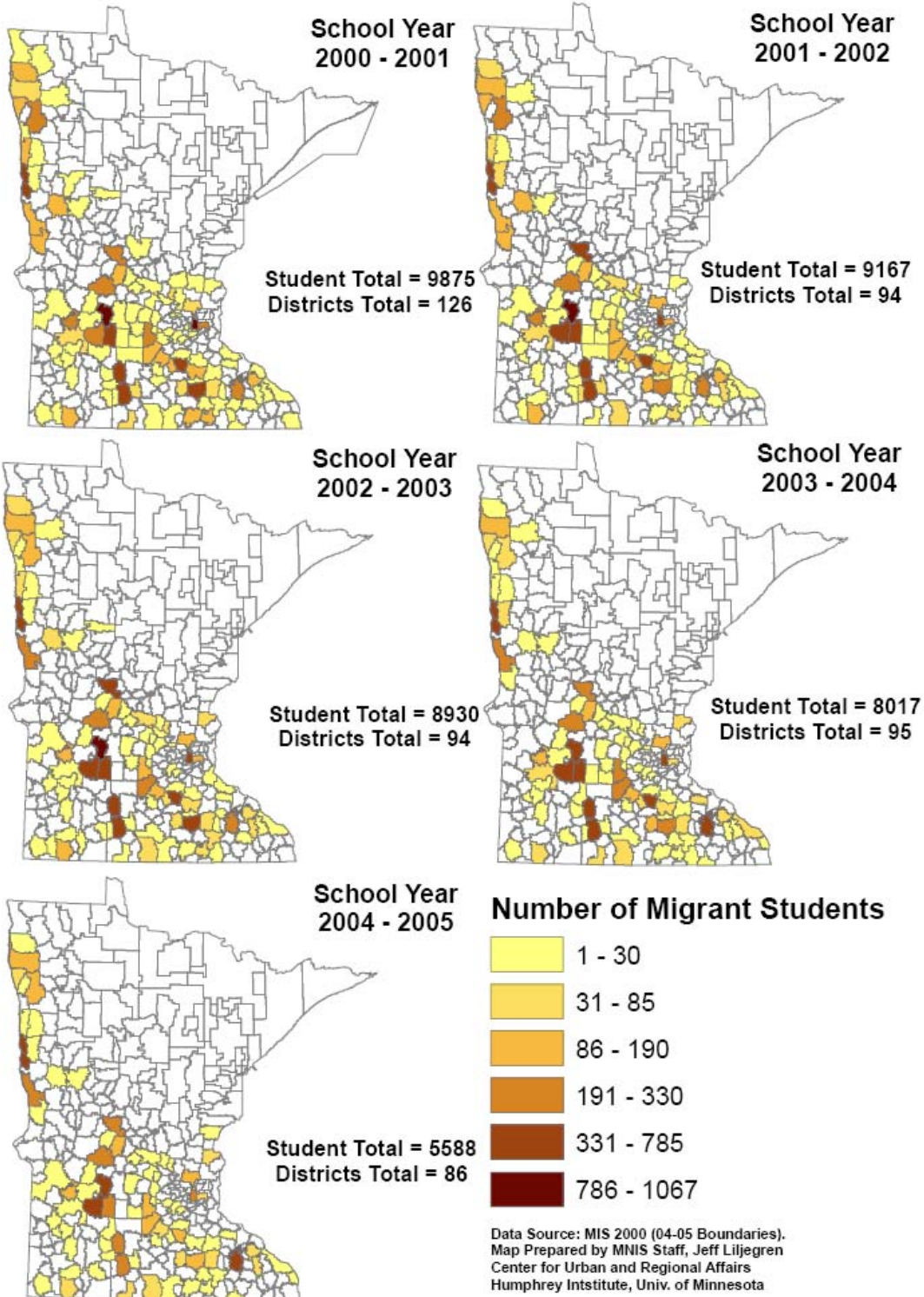
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APPENDICES

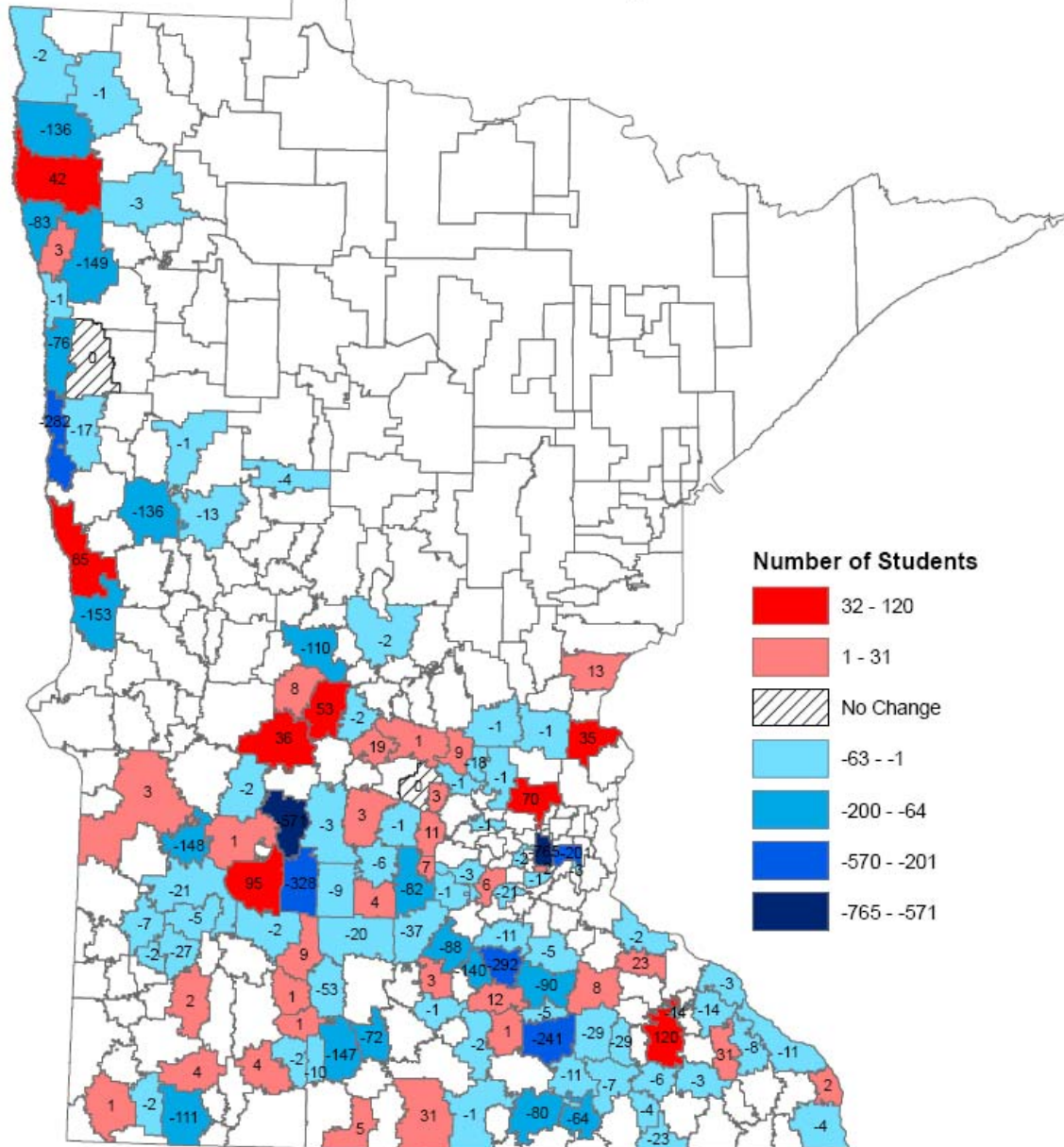
Appendix A: Map of Identified Migrant Students in Minnesota during School Years 2000-2005

IDENTIFIED MIGRANT STUDENTS IN MINNESOTA DURING SCHOOL YEARS 2000 - 2005



Appendix B: Maps Illustrating the Change in Identified Migrant Students in Minnesota between 2000 and 2005 by School District

Change in Identified Migrant Students Between 2000 and 2005 by MN School District



Data Source: MIS 2000 (04-05 Boundaries).
 Map Prepared by MNIS Staff, Jeff Liljgren
 Center for Urban and Regional Affairs
 Humphrey Institute, Univ. of Minnesota

Appendix C: Qualifying Questions for Participation in Texas Focus Groups

CRITERIO PARA CALIFICAR PARTICIPANTES DEL GRUPO DE ENFOQUE EN TEJAS (SEAMS)

FECHA: _____

NOMBRE: _____

TELEFONO: _____

DIRECCION: _____

CIUDAD: _____ ESTADO: _____ CODIGO POSTAL: _____

El grupo de enfoque será una reunión para padres y estudiantes elegidos en base a las respuestas a estas preguntas como parte del proyecto SEAMS. Este proyecto tienen como finalidad determinar las necesidades académicas de los niños emigrantes en Minnesota y aumentar el número de estos que se gradúan del colegio. Estudiantes que se gradúan tienen mejores oportunidades de empleo, mejor pago y mejor calidad de vida. Su participación beneficiará a sus hijos, familias, a niños emigrantes en Minnesota y a la comunidad emigrante en general.

- 1- Cuántas veces se ha movido a Minnesota entre los años de 2000 y 2005?

- 2- Qué tipo de trabajo hizo mientras estaba en Minnesota:
 - a) Trabajo en el campo de chicharro y/o elote
 - b) Trabajo en el campo de betabel y/o papas
 - c) Limpiando el campo: levantando piedras, recogiendo malezas, etc.
 - d) Trabajo en el campo de frutas
 - e) Trabajo en el campo de judías/ejote/frijoles/soya
 - f) Trabajo en plantas/fabricas de limpiar, enlatar y procesar verduras/vegetales
 - g) Trabajo en viveros, invernaderos o jardines con árboles, plantas, y/o flores
 - h) Ninguno de estos

- 3- Cuántas veces se llevó a sus hijos con usted a Minnesota entre los años de 2000 y 2005?

- 4- Los hijos que se llevaron a Minnesota fueron al colegio? A cuál colegio?

- 5- En qué mes fueron al colegio? Como se llama el programa que atendieron?

CRITERIA TO QUALIFY PARTICIPANTS FOR THE TEXAS FOCUS GROUP (SEAMS)

DATE: _____

NAME: _____

TELEPHONE: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

The focus group be a meeting for parents and students elected base don the answers given to the questions herein as part of the SEAMS Project. This Project's goal is to assess the educational needs of migrants students in Minnesota and to increase their graduation rate from school. Tose students who graduate from school have better employment opportunities, better pay and better quality of life. Your participación Hill Bedit your children, your family, migrant children and the migrant community at large.

1. How many times have you moved to Minnesota between 2000 and 2005?
2. How many times did you take your children with you to Minnesota between 2000 and 2005?
3. What type of work did you do in Minnesota on those times:
 - a) Corn/peas fields
 - b) Sugar beet/potato fields
 - c) Green beans/other beans
 - d) Clearing rocks off the fields, weeding
 - e) Vegetable processing plant: cleaning, grading, canning vegetables
 - f) Work on Apple/other fruits
 - g) Nursery/landscaping
 - h) None of the above
4. Did your children attend school while in Minnesota? If yes, what program/school did they attend? What month(s) of the year?

Appendix D: Qualifying Questions for Participation in Minnesota Focus Groups

CRITERIO PARA CALIFICAR PARTICIPANTES DEL GRUPO DE ENFOQUE EN MINNESOTA (SEAMS)

FECHA: _____

NOMBRE: _____

TELEFONO: _____

DIRECCION: _____

CIUDAD: _____ ESTADO: _____ CODIGO POSTAL: _____

El grupo de enfoque será una reunión para padres y estudiantes elegidos en base a las respuestas a estas preguntas como parte del proyecto SEAMS. Este proyecto tiene como fin el dar prioridad a las necesidades académicas de los niños migrantes en Minnesota y el aumento del número de estos que se gradúan del colegio. Estudiantes que se gradúan tienen mejores oportunidades de empleo, mejor pago y mejor calidad de vida. Su participación beneficiará a sus hijos, familias, a niños migrantes en Minnesota y a la comunidad migrante en general.

6- ¿Cuántas veces se movieron ustedes durante los últimos tres años?

(Si no se han movido durante los últimos 3 años, no son elegibles para participar. Pare aquí.)

7- Cuando se movieron la última vez ¿De dónde se movieron? ¿De qué ciudad/estado/ país?

(Si se movieron pero se quedaron dentro del mismo distrito escolar, no son elegibles. Pare aquí.)

8- Cuando se movieron la última vez ¿Adónde comenzó a trabajar usted?

i) En el campo de chicharro y/o elote

j) En el campo de betabel y/o papas

k) Limpiando el campo: levantando piedras, quitando malezas, etc.

l) En el campo de frutas

m) En el campo de judías/ejote/frijoles/soya

n) En plantas/fabricas de limpiar, enlatar y procesar verduras/vegetales

o) En viveros, invernaderos o jardines con árboles, plantas, y/o flores

p) Ninguno de estos **(Si trabajaron en otra área, no son elegibles. Pare aquí.)**

Si responden apropiadamente a las preguntas anteriores, son elegibles para participar en la plática.

CRITERIA TO QUALIFY PARTICIPANTS FOR THE MINNESOTA FOCUS GROUP
(SEAMS)

DATE: _____

NAME: _____

TELEPHONE: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

The focus group will be a meeting for parents and students who are selected based on their answers to the following questions as part of the SEAMS Project. This Project's goal is to assess the educational needs of migrant students in Minnesota and to increase their graduation rate from school. Students who graduate from school have been found to experience better employment opportunities, better pay and better quality of life. Your participation will benefit your children, your family, and the migrant community at large.

5. How many times have you moved in the last three years?
(If they have not moved in the last three years, they are not eligible. Stop here.)

6. When you moved the last time, where did you move from? From what city/state/country?
(If they moved but did not change school districts, they are not eligible. Stop here.)

7. When you moved the last time, what type of work did you do?
 - i) Corn/pea fields
 - j) Sugar beet/potato fields
 - k) Green beans/other beans
 - l) Clearing rocks from the fields, weeding
 - m) Vegetable processing plant: cleaning, grading, canning vegetables
 - n) Work on Apple/other fruits
 - o) Nursery/landscaping
 - p) None of the above **(If they work in another area, they are not eligible. Stop here.)**

If they have answered favorably to the above three questions, they are eligible to participate in the focus group.

Appendix E: Texas Parent Focus Group Question Guide

PREGUNTAS DEL GRUPO DE ENFOQUE DE TEXAS (SEAMS)

Preparación

1. ¿Qué cree usted es lo más importante que deben aprender sus hijos en la escuela?
2. ¿Cómo apoya o da prioridad usted a la educación de sus hijos en casa?
3. ¿Qué tipo de orientación necesitan ustedes y sus hijos de las escuelas al llegar a Minnesota? (Probe: ¿Qué es lo más útil?)

Logros Académicos

4. ¿Qué ayuda a sus hijos a tener éxito en la escuela? (Probe: ¿En lectura? ¿Matemáticas?)
5. Denme un ejemplo de algo que hizo uno de sus hijos en la escuela que les hizo sentir orgullosos.
6. ¿Qué les preocupa sobre los logros y/o el desempeño de sus hijos en la escuela?
7. **Ejercicio:** ¿Qué más les preocupa?
8. ¿Traen sus hijos tarea a casa? ¿Reciben ayuda con sus tareas? Si no ¿Qué se puede hacer para que reciban ayuda?
9. ¿Hasta que punto afecta la falta de salud o la falta de recursos necesarios al desempeño académico de sus hijos?

Graduación

10. Según datos, sabemos que casi la mitad de estudiantes emigrantes no se gradúan de la secundaria. ¿Qué causa que no se gradúen?
11. Piensen en niños emigrantes que se hayan graduado de la secundaria. ¿Qué factores los ayudaron a graduarse?

Emigración

12. ¿Qué efecto tiene la emigración en su familia? ¿En sus hijos?
13. ¿Qué hacen las escuelas para que sus hijos no se atrasen a causa de un traslado? ¿Qué deberían hacer?
14. ¿Qué hacen ustedes para que sus hijos no se atrasen a causa de un traslado? ¿Qué deberían hacer?

Programa de Educación para los Niños Emigrantes (MEP)

15. ¿Sabe usted lo que es el Programa de Educación para Niños Emigrantes?
16. ¿Qué le gusta sobre el programa?
17. ¿Qué necesita mejorar?
18. ¿Qué debe ofrecer un programa que ayuda a los estudiantes emigrantes?

Ultima Pregunta

19. ¿Tienen ustedes otros comentarios que no hemos tocado anteriormente?

TEXAS FOCUS GROUP QUESTIONS (SEAMS)

Readiness

1. What do you think is most important for your children to learn in school?
2. What do you do at home to support your children's education?
3. What kind of orientation do you and your children need from schools when you go to Minnesota? To Texas? (Probe: What would be most helpful?)

Achievement

4. What helps your children to succeed in school? (Probe: In reading? Math?)
5. Give me an example of something your child did at school that made you proud?
6. What worries you about your children's performance in school? (Probe: In reading? Math?)
7. **Exercise:** What worries you most?
8. Do your children get homework? Do your children get help with their homework? If not, what can be done to make sure they get help?
9. To what degree does poor health or lack of necessary services affect your children's success in school?

Graduation

10. According to recent data, we know that about half of migrant students do not graduate from high school. What might cause them to not graduate?
11. Think about migrant children who have graduated from high school. What factors helped them to graduate?

Migration

12. What effect does migration have on your family and children?
13. What do the schools do to keep your children from falling behind in school when you move? What can they do?
14. What do you do to keep your children from falling behind in school when you move? What can you do?

Migrant Education Program

15. Do you know what the Migrant Education Program is?
16. What do you like about the Migrant Education Program in Minnesota?
17. What needs to be improved about the Migrant Education Program in Minnesota?
18. What should a program that helps migrant students offer?

Last Question

19. Is there anything that you would like to say that I have not touched upon in previous questions but that you think is important for me to know?

Appendix F: Texas Parent Focus Group Demographic Form

Hoja Demográfica (TX)

Estamos coleccionando la siguiente información para saber un poco más sobre las personas quienes han participado en este proyecto. Si prefiere, usted puede optar de no responder a cualquier pregunta.

1. Edad: _____

2. Sexo: Hombre Mujer

3. País de nacimiento:

4. ¿En cual(es) idioma(s) lee mejor usted?

- Solamente el español
- Español mejor que el inglés
- Ambos igualmente
- Inglés mejor que el español
- Solamente el inglés
- Otro

5. ¿En cual(es) idioma(s) habla usted con sus amigos?

- Solamente el español
- Español más que el inglés
- Ambos igualmente
- Inglés más que el español
- Solamente el inglés
- Otro

6. ¿Qué grado o año escolar más alto aprobó usted?

- Ninguno
- Primaria
- Secundaria
- Preparatoria o bachillerato
- Universitaria
- Maestría o doctorado

7. ¿Cuánto tiempo tiene usted de vivir en los E.E.U.U.?

8. ¿Cuántos de sus hijos están en:

El grado preescolar _____

El Kinder a 6 _____

Los grados 7 a 9 _____

Los grados 10 a 12 _____

9. ¿Cuándo fue la última vez que estuvo en Minnesota?

- El año pasado
- Hace 2 años
- Hace más de 2 años
- Nunca

10. ¿Se mudará usted a Minnesota este año para trabajar?

- Sí No

Muchas Gracias

Demographic Sheet (TX)

We are collecting the following information in an effort to know more about who has participated in this project. You are free to skip any question you prefer not to answer

1. Age: _____

2. Sex: Male Female

3. Country of Birth:

4. In what language(s) do you read best?

- Only Spanish
- Spanish better than English
- Both equally
- English better than Spanish
- Only English
- Other _____

5. In what language(s) do you speak with your friends?

- Only Spanish
- Spanish more than English
- Both equally
- English more than Spanish
- Only English
- Other _____

6. Highest Level of Education Attained?

- Elementary School
- Junior High School
- High School
- Some College
- College Graduate
- Post-graduate

7. Please tell us how long you have lived in the US:

8. How many of your children are in:

Preschool? _____

Kindergarten to 6th grade? _____

7th to 9th grade? _____

10th to 12th grade? _____

9. When was the last time you were in Minnesota?

- Last year
- Two years ago
- More than two years ago
- Never

10. Will you move to Minnesota this year?

- Yes
- No

Thank you.

Appendix G: Minnesota Parent Focus Group Question Guide

PREGUNTAS DEL GRUPO DE ENFOQUE DE MN (SEAMS)

Preparación

1. ¿Qué cree usted es lo más importante que deben aprender sus hijos en la escuela?
2. ¿Qué pueden hacer los padres para preparar sus hijos para la escuela?

Logros Académicos

3. ¿Qué ayuda a sus hijos a tener éxito en la escuela? (Probe: ¿En lectura? ¿Matemáticas?)
4. Denme un ejemplo de algo que hizo uno de sus hijos en la escuela que les hizo sentir orgullosos.
5. ¿Qué les preocupa más sobre los logros y/o el desempeño de sus hijos en la escuela?
6. ¿Traen sus hijos tarea a casa? ¿Qué les ayuda a sus niños a completar sus tareas?
7. ¿Qué obstáculos les impide a completar sus tareas?
8. ¿Hasta que punto afecta la falta de salud o la falta de recursos necesarios al desempeño académico de sus hijos?

Graduación

9. Según datos, sabemos que casi la mitad de estudiantes migrantes no se gradúan de la secundaria. ¿Qué causa que no se gradúen?
10. Conocen ustedes a estudiantes migrantes que se han graduado de la secundaria? ¿Qué factores los ayudaron a graduarse?

El traslado

11. ¿Qué efecto tiene el traslado en su familia? ¿En sus hijos?
12. Denme un ejemplo de un traslado que fue muy difícil para su familia.
13. ¿Qué clase de orientación necesitan ustedes y sus hijos cuando cambian a una escuela nueva? ¿En Minnesota? ¿En Texas? (Probe: ¿Qué es lo más útil?)
14. ¿Qué pueden hacer las escuelas para que sus hijos no se atrasen a causa de un traslado? (Probe: ¿En MN? ¿En TX?)
15. ¿Qué pueden hacer ustedes para que sus hijos no se atrasen a causa de un traslado?

Programa de Educación para los Niños Emigrantes (MEP)

16. ¿Qué saben ustedes sobre el Programa de Educación para Los Niños Migrantes? ¿En MN? ¿En otros estados?
17. Para los padres que conocen al programa ¿Qué les gusta del programa?
18. ¿Qué necesita mejorar el programa? **Probe:** ¿Qué debe de ofrecer un programa que ayuda a los estudiantes migrantes?

Ultima Pregunta

Tienen ustedes otros comentarios que no hemos tocado anteriormente?

MN FOCUS GROUP QUESTIONS (SEAMS)

Readiness

1. What do you think is most important for your children to learn in school?
2. What do you do at home to support your children's education?

Achievement

3. What helps your children to succeed in school? (Probe: In reading? Math?)
10. Give me an example of something your child did at school that made you proud?
5. What worries or concerns you most about your children's performance in school? (Probe: In reading? Math?) **Exercise of prioritization.**
6. Do your children get homework? What helps your children to complete their homework?
7. What obstacles prevent your children from completing their homework?
8. To what degree does poor health or lack of necessary services affect your children's success in school?

Graduation

9. According to recent data, we know that about half of migrant students do not graduate from high school. What might cause them to not graduate?
10. Do you know any migrant students who have graduated from high school? What factors helped these students to graduate?

Migration

11. What effect does migration have on your family and children?
12. Give me an example of a move that was difficult for your family.
13. What kind of orientation do you and your children need when you move to a new school? In Minnesota? In Texas? (Probe: What would be most helpful?)
14. What can the schools do to keep your children from falling behind in school when you move? (Probe: In MN? In TX?)
15. What can you do to keep your children from falling behind in school when you move?

Migrant Education Program

16. What do you know about the Migrant Education Program? In Minnesota? In other states?
17. For those of you who are familiar with the program, what do you like most about the program?
18. What needs to be improved about the Migrant Education Program in Minnesota? **Probe:** What should a program that helps migrant students offer?

Last Question

19. Is there anything that you would like to say that I have not touched upon in previous questions but that you think is important for me to know?

Appendix H: Minnesota Parent Focus Group Demographic Form

Hoja Demográfica (Padre-MN)

Estamos coleccionando la siguiente información para saber un poco más sobre las personas quienes han participado en este proyecto. Si prefiere, usted puede optar de no responder a cualquier pregunta.

1. Edad: _____

2. Sexo: Masculino Femenino

3. País de nacimiento:

4. ¿En cual(es) idioma(s) lee mejor usted?

- Solamente el español
- Español mejor que el inglés
- Ambos igualmente
- Inglés mejor que el español
- Solamente el inglés
- Otro

5. ¿En cual(es) idioma(s) habla usted con sus amigos?

- Solamente el español
- Español mejor que el inglés
- Ambos igualmente
- Inglés mejor que el español
- Solamente el inglés
- Otro

6. ¿Qué grado o año escolar más alto aprobó usted?

- Ninguno
- Primaria
- Secundaria
- Preparatoria o bachillerato
- Universitaria
- Maestría o doctorado

7. ¿Cuántos de sus hijos asisten o han asistido a la escuela en Minnesota?

8. ¿Asisten sus hijos a algún programa para estudiantes migrantes en la escuela en Minnesota? (ej. La escuela del verano o un programa extracurricular para estudiantes migrantes)

Sí No

9. Mi(s) hijo(s) está(n) en:

(Marque todos los que apliquen.)

- El nivel pre-escolar
- Primaria
- Secundaria
- Preparatoria o bachillerato
- Universitaria
- No están en la escuela

10. La última vez que se mudó a Minnesota ¿De dónde vino?

11. ¿Cuándo llegó usted a Minnesota?

12. ¿Cuándo piensa en regresar o mudarse otra vez? (ej. A Texas, a Mexico)

Muchas Gracias

Demographic Sheet (Parent-MN)

We are collecting the following information in an effort to know more about who has participated in this project. You are free to skip any question you prefer not to answer

1. Age: _____

2. Sex: Male Female

3. Country of Birth:

4. In what language(s) do you read best?

- Only Spanish
- Spanish better than English
- Both equally
- English better than Spanish
- Only English
- Other _____

5. In what language(s) do you speak with your friends?

- Only Spanish
- Spanish more than English
- Both equally
- English more than Spanish
- Only English
- Other _____

6. What is your highest Level of education attained?

- Elementary School
- Junior High School
- High School
- Some College
- College Graduate
- Post-graduate training

7. How many of your children go or have gone to school in Minnesota?

8. Do your children attend a program for migrant students in Minnesota? (e.g. migrant summer school or a migrant after school program)

- Yes No

9. My children are in:
(Mark all that apply.)

- Preschool
- Kindergarten to 8th grade
- High School (9th-12th grade)
- University level
- My children are not in school

10. When you last moved to Minnesota, where did you move from?

11. When did you arrive to Minnesota?

12. When do you plan to return or move back? (e.g. To Texas, to Mexico)

Thank you

Appendix I: Parent Focus Group Consent Form

Asegurando los logros educativos de los estudiantes migrantes (SEAMS)

(Formulario de consentimiento para los padres en la plática.)

INTRODUCCIÓN: El Departamento de Educación y HACER le invitan a tomar parte en un estudio. El Departamento de Educación ha contratado a HACER para llevar a cabo un análisis a nivel estatal de las necesidades de los estudiantes migrantes. El personal de HACER (Jared Erdmann y/o Rafael Ortiz) desea facilitar una plática entre usted y otros miembros de su comunidad. Lea este formulario completamente antes de acceder a participar en la plática. Si acaso le queda alguna pregunta o duda, por favor, aclare sus dudas antes de firmar el documento.

PROPÓSITO DEL PROYECTO: El propósito de este estudio es aprender más sobre las experiencias de los estudiantes migrantes en las escuelas de Minnesota. Esperamos aprender sobre lo que contribuye y/o impide al desempeño académico de sus hijos en la escuela. Esperamos aprender sobre el trato que reciben los estudiantes migrantes en las escuelas y las causas de trato injusto, si trato injusto de hecho le habrá ocurrido. Finalmente esperamos que nos ayude a entender qué se puede hacer para mejorar los servicios para los estudiantes migrantes.

PROCEDIMIENTO: Si usted consiente a participar, llenará otro formulario. El formulario le hará preguntas sobre algunas características personales. No será necesario darnos su nombre. Se usará esta información solamente para describir los individuos con quien hemos hablado en el transcurso del estudio. Después de llenar los formularios, usted participará en una plática. Con su permiso, es posible que la plática sea grabada. Usted puede optar a que la plática no sea grabada. La plática durará aproximadamente 2 horas.

RIESGOS Y BENEFICIOS DE PARTICIPACIÓN: Usted corre algunos riesgos al participar en este estudio. Por ejemplo, hablará sobre sus experiencias personales delante de otras personas en el grupo. Le haremos preguntas sobre las experiencias de sus hijos en la escuela tanto como el apoyo educativo que han recibido dentro de la familia y de la escuela. También le preguntaremos sobre sus experiencias positivas y negativas con el programa de educación para los niños migrantes. Se compartirá esta información con el Departamento de Educación, pero no se comunicará la información que le pueda identificar a usted. No hay ningunos beneficios directos de su participación en el estudio. No obstante, se pretende usar los resultados del estudio para mejorar los servicios educativos para los estudiantes migrantes.

RECOMPENSA MONETARIA: Usted recibirá \$40 en efectivo por su participación al final de la plática.

CONFIDENCIALIDAD: Los archivos y cintas que contienen información pertinente al estudio, se los guardará privados. Se los guardará en un archivo bajo cerradura por un año y se los destruirá o se los borrará después. Solamente las personas involucradas directamente en este estudio podrán tener acceso al archivo.

PARTICIPACIÓN VOLUNTARIA: Su participación no es obligatoria. Si usted participa y si no quiere responder a alguna pregunta, no le obligaremos a responder. Usted puede salir de la conversación en cualquier momento. Su decisión de salir no afectará sus relaciones presentes ni futuras con el Departamento de Educación, su escuela, o HACER.

CONTACTOS Y PREGUNTAS: Si acaso tiene preguntas sobre el estudio, Jared y Rafael hablan español e inglés y pueden responder a sus preguntas. Si necesita hablar con ellos, puede comunicarlos al 612.624.3326. Si tiene preguntas y desea hablar con otra persona, le animamos a comunicar con la especialista de educación para los niños migrantes, Noemí Treviño que también es bilingüe. Puede comunicar con ella al 651.582.8233. **Usted recibirá una copia de este formulario.**

DECLARACIÓN DE CONSENTIMIENTO:

He leído y entiendo la información en los párrafos anteriores. He aclarado mis dudas y he hecho las preguntas que tengo. He recibido respuestas a estas preguntas. Consiento a participar en el estudio.

Firma del Padre/Guardián _____ Fecha _____

Firma del Moderador(a) _____ Fecha _____

Securing the Educational Accomplishments of Migrant Students (SEAMS)

(Parent Consent for Focus Group)

INTRODUCTION: The Department of Education and HACER invite you to take part in a study. The Department of Education has contracted HACER to carry out a statewide analysis of the needs of migrant students. As part of the study, HACER staff (Jared Erdmann and/or Rafael Ortiz) would like to facilitate a group conversation between you and other members of your community. Read this form completely before you agree to participate in the group. If you have questions, please ask them before you sign the form.

PURPOSE: The purpose of this study is to learn more about migrant students' experiences in Minnesota schools. We hope to learn about what contributes to and impedes your children's academic success in school. We hope to learn about how migrant students are treated and the causes of unfair treatment, if unfair treatment has occurred. Finally we hope you will help us to understand what can be done to improve services for migrant students.

PROCEDURES: If you agree to participate, you will fill out an additional form. This form will ask you to tell us some characteristics about yourself. You do not need to include your name. The information you share on the form will only be used to describe individuals with whom we have spoken in this study. After filling out the form, you will take part in a group conversation. With your permission, the conversation may be audio taped. You can choose not to be recorded. If one group member does not want the conversation recorded, it will not be recorded. The group conversation will last approximately two hours.

RISKS AND BENEFITS TO BEING IN THE STUDY: There are risks to participation in this study. For example, we will ask you to talk about your personal experiences in a group. We will ask about your children's experiences in school as well as how you as a parent and the schools have supported their education. We will also ask about your positive and negative experiences with the migrant education program. This information will be shared with the Department of Education, but any information that may identify you will not be included. There are no direct benefits to participation in this study. However, the results of this study are intended to improve migrant education services for migrant students in Minnesota.

COMPENSATION: You will receive \$40 for your participation at the end of the group.

CONFIDENTIALITY: The records and tapes from this study will be kept private. They will be kept in a locked cabinet in our office for one year and will be destroyed or erased thereafter. Only researchers working on this project will have access to the tapes and records.

VOLUNTARY NATURE OF THE STUDY: You do not have to participate. If you participate and if you do not want to respond to a question, you do not have to respond. You can leave the group conversation at any time. Your decision to leave will not affect your current or future relations with HACER, your children's school or the Department of Education.

CONTACTS AND QUESTIONS: If you have questions about this study, Jared and Rafael speak Spanish and English and can answer your questions. If you need to speak with them, you can call them at 612.624.3326. If you have questions and would like to speak with someone else, you are encouraged to contact the Migrant Education Specialist with the Department of Education, Noemi Treviño who also speaks Spanish and can be reached at 651.582.8233. *You will receive a copy of this form.*

AGREEMENT TO PARTICIPATE:

I have read the above information. I have asked my questions and have received answers to these questions. I agree to participate.

Signature of Parent/Guardian _____ Date _____

Signature of Facilitator _____ Date _____

Appendix J: Minnesota Student Focus Group Question Guide

STUDENT FOCUS GROUP (MN)

Introductory Question

1. Could you please tell me a little bit about yourself?
2. What are your favorite subjects in school?
3. If you could choose one subject to learn about in school, what would that be? **Probe:** Why?

Readiness

4. What do you think about school?
5. What do your parents say to you about school?
6. Think about the people that help you the most with school. Who are those people? What do they do that is so helpful?

Achievement

7. What helps you to succeed in school? (Probe: In reading? In math?)
8. Could you share an example of something you have done (in school) that made you feel proud?
9. Think of your favorite teacher. Who is this teacher? And what makes this teacher such a good teacher?
10. Do you get homework? Do you get help with your homework? What makes it hard to finish your homework?
11. What helps you to stay caught up in school?
12. Have you ever fallen behind in school? **Probe:** What made you fall behind?

Graduation

13. Do you think you will graduate from high school? **Probe:** What might keep you from graduating or from graduating on time?
14. Do you know other migrant students who have graduated from high school? **Probe:** What helped them to graduate?

Migrant

15. How many times have you moved in your life? **Probe:** Where have you moved?
16. How does moving affect your family?
17. How does moving affect you? **Probe:** Does it affect your grades?
18. When you have moved and changed schools, has the new school ever put you in a different grade than the grade from your previous school? **Probe:** Why did they do that?
19. Can you give me an example of a move that was very difficult for you and your family?

Migrant Education Program

20. How is going to school in Minnesota different from going to school in Texas (or state of origin)?

MN

21. What types of programs for migrant students in Minnesota have you participated in?
22. Have you ever gone to summer school for migrant students in Minnesota? What do you think about it? What did you learn?

Appendix K: Minnesota Student Focus Group Demographic Form

Hoja Demográfica (Individual-MN)

Estamos coleccionando la siguiente información para saber un poco más sobre las personas quienes han participado en este proyecto. Si prefiere, usted puede optar de no responder a cualquier pregunta.

1. Edad: _____

2. Sexo: Masculino Femenino

3. País de nacimiento:

4. ¿En cual(es) idioma(s) lees mejor?

- Solamente el español
- Español mejor que el inglés
- Ambos igualmente
- Inglés mejor que el español
- Solamente el inglés
- Otro

5. ¿En cual(es) idioma(s) hablas con tus amigos?

- Solamente el español
- Español mejor que el inglés
- Ambos igualmente
- Inglés mejor que el español
- Solamente el inglés
- Otro

6. ¿Qué grado o año escolar más alto aprobaste?

- Ninguno
- Primaria
- Secundaria
- Preparatoria o bachillerato
- Universitaria
- Maestría o doctorado

7. ¿Asistes o has asistido a la escuela en Minnesota?

- Sí No

8. ¿Has asistido a un programa para estudiantes migrantes en tu escuela en Minnesota (ej. la escuela de verano o algún programa extracurricular para estudiantes migrantes)?

- Sí No

9. Cuando te mudaste a Minnesota ¿De dónde te mudaste?

10. ¿Cuándo llegaste a Minnesota?

11. ¿Cuándo piensas en regresar o mudarte otra vez? (ej. a Texas, a México)

Muchas Gracias.

Demographic Sheet (Individual-MN)

We are collecting the following information in an effort to know more about who has participated in this project. You are free to skip any question you prefer not to answer.

1. Age: _____

2. Sex: Male Female

3. Country of Birth:

4. In what language(s) do you read best?

- Only Spanish
- Spanish better than English
- Both equally
- English better than Spanish
- Only English
- Other _____

5. In what language(s) do you speak with your friends?

- Only Spanish
- Spanish more than English
- Both equally
- English more than Spanish
- Only English
- Other _____

6. What is your highest Level of education attained?

- Elementary School
- Junior High School
- High School
- Some College
- College Graduate
- Post-graduate training

7. Do you go or have you gone to school in Minnesota?

- Yes No

8. Have you attended a program for migrant students in Minnesota (e.g. migrant summer school or a migrant after school program)?

- Yes No

9. When you last moved to Minnesota, where did you move from?

10. When did you arrive to Minnesota?

11. When do you plan to return or move back? (e.g. To Texas, to Mexico)

Thank you.

Appendix L: Minnesota Student Focus Group Assent Form

Asegurando los logros educativos de los estudiantes migrantes (SEAMS)

(Formulario de consentimiento para los jóvenes en la plática.)

INTRODUCCIÓN: El Departamento de Educación y HACER te invitan a tomar parte de un estudio. El Departamento de Educación ha contratado a HACER para llevar a cabo un análisis a nivel estatal de las necesidades de los estudiantes migrantes. El personal de HACER (Jared Erdmann y/o Rafael Ortiz) desea facilitar una plática entre ti y otros miembros de tu comunidad. Lee este formulario completamente antes de acceder a participar en la plática. Si acaso te queda alguna pregunta o duda, por favor, aclara tus dudas antes de firmar el documento.

PROPÓSITO DEL PROYECTO: El propósito de este estudio es aprender más sobre tus experiencias en las escuelas de Minnesota. Esperamos aprender sobre lo que contribuye y/o impide a tu desempeño académico en la escuela. Esperamos aprender sobre el trato que recibes en las escuelas y las causas de trato injusto, si trato injusto de hecho te habrá ocurrido. Finalmente esperamos que nos ayudes a entender qué se puede hacer para mejorar los servicios para los estudiantes migrantes.

PROCEDIMIENTO: Si consientes a participar, llenarás otro formulario. Este formulario te hará preguntas sobre algunas características personales. No será necesario darnos tu nombre. Se usará esta información solamente para describir los individuos con quien hemos hablado en el transcurso del estudio. Después de llenar los formularios, participarás en una plática. Con tu permiso, es posible que la plática sea grabada. Puedes optar a que la plática no sea grabada. La plática durará aproximadamente 2 horas.

RIESGOS Y BENEFICIOS DE PARTICIPACIÓN: Corres algunos riesgos al participar en este estudio. Por ejemplo, hablarás sobre tus experiencias personales delante de otras personas en el grupo. Te haremos preguntas a acerca de tus experiencias personales en la escuela tanto como el apoyo educativo que has recibido de tus padres y de la escuela. Se compartirá esta información con el Departamento de Educación, pero no se comunicará la información que pueda identificarte. No hay ningunos beneficios directos de tu participación en el estudio. No obstante, se pretende usar los resultados del estudio para mejorar los servicios educativos para los estudiantes migrantes en Minnesota.

RECOMPENSA MONETARIA: Recibirás \$40 en efectivo por tu participación al final de la plática.

CONFIDENCIALIDAD: Los archivos y cintas que contienen información pertinente al estudio, se los guardará privados. Se los guardará en un archivo bajo cerradura por un año y se los destruirá o se los borrará después. Solamente las personas involucradas directamente en este estudio podrán tener acceso al archivo.

PARTICIPACIÓN VOLUNTARIA: Tu participación no es obligatoria. Si participas y si no quieres responder a alguna pregunta, no te obligaremos a responder. Puedes salir de la conversación en cualquier momento. Tu decisión de salir no afectará tus relaciones presentes ni futuras con el Departamento de Educación, tu escuela, o HACER.

CONTACTOS Y PREGUNTAS: Si acaso tienes preguntas sobre el estudio, Jared y Rafael hablan español e inglés y pueden responder a tus preguntas. Si necesitas hablar con ellos, les puedes comunicar al 612.624.3326. Si tienes preguntas y deseas hablar con otra persona, te animamos a comunicar con la especialista de educación para los niños migrantes, Noemí Treviño que también es bilingüe. Puedes comunicar con ella al 651.582.8233. **Recibirás una copia de este formulario.**

DECLARACIÓN DE CONSENTIMIENTO:

He leído y entiendo la información en los párrafos anteriores. He aclarado mis dudas y he hecho las preguntas que tengo. He recibido respuestas a estas preguntas. Consiento a participar.

Firma del Participante _____ Fecha _____

Firma del Moderador(a) _____ Fecha _____

Securing the Educational Accomplishments of Migrant Students (SEAMS)

(ASSENT FORM FOR YOUTH IN FOCUS GROUP.)

INTRODUCTION: The Department of Education and HACER invite you to take part in a study. The Department of Education has contracted HACER to carry out a statewide analysis of the needs of migrant students. HACER staff (Jared Erdmann and/or Rafael Ortiz) will facilitate a group conversation between you and other members of your community. Read this form completely before you agree to participate in the group. If you have questions, please ask them before you sign the form.

PURPOSE: The purpose of this study is to learn more about your experiences in Minnesota schools. We hope to learn about what contributes to and impedes your academic success in school. We hope to learn about how you have been treated and the causes of unfair treatment, if unfair treatment has occurred. Finally we hope you will help us to understand what can be done to improve services for students like you.

PROCEDURES: If you agree to participate you will fill out a form. This form will ask you to tell us some characteristics about yourself. You do not need to give your name. The information you share on this form will only be used to describe individuals with whom we have spoken in this study. After filling out the form, you will take part in a group conversation. With your permission, the conversation may be audio taped. You can choose not to be recorded. If one group member does not want the conversation recorded, it will not be recorded. The group conversation will last approximately two hours.

RISKS AND BENEFITS TO BEING IN THE STUDY: There are risks to participation in this study. For example, we will ask you to talk about your personal experiences in front of other people in the group. We will ask about your experiences in school as well as how your parents and the schools have supported your education. This information will be shared with the Department of Education, but any information that may identify you will not be included. There are no direct benefits to participation in this study. However, the results of this study are intended to improve services for students like you.

COMPENSATION: You will receive \$40 for your participation at the end of the group.

CONFIDENTIALITY: The records and tapes from this study will be kept private. They will be kept in a locked cabinet in our office for one year and will be destroyed or erased thereafter. Only researchers working on this project will have access to the tapes and records.

VOLUNTARY NATURE OF THE STUDY: You do not have to participate. If you participate and if you do not want to respond to a question, you do not have to respond. You can leave the group conversation at any time. Your decision to leave will not affect your current or future relations with HACER, your school or the Department of Education.

CONTACTS AND QUESTIONS: If you have questions about this study, Jared and Rafael speak Spanish and English and can answer your questions. If you need to speak with them, you can call them at 612.624.3326. If you have questions and would like to speak with someone else, you are encouraged to contact the Migrant Education Specialist with the Department of Education, Noemi Treviño who also speaks Spanish and can be reached at 651.582.8233. *You will receive a copy of this form.*

AGREEMENT TO PARTICIPATE:

I have read the above information. I have asked my questions and have received answers to these questions. I agree to participate.

Signature of Participant _____ Date _____

Signature of Facilitator _____ Date _____

Appendix M: Minnesota Focus Group Parent Consent Form for Student Participation

Asegurando los logros educativos de los estudiantes migrantes (SEAMS)

(Formulario de consentimiento para los padres de los jóvenes en la plática.)

INTRODUCCIÓN: El Departamento de Educación y HACER le invitan a su hijo(a) a tomar parte de un estudio. Específicamente, el Departamento de Educación ha contratado a HACER para llevar a cabo un análisis a nivel estatal de las necesidades de los estudiantes migrantes. El personal de HACER (Jared Erdmann y/o Rafael Ortiz) desea facilitar una plática entre su hijo/a y otros miembros de su comunidad. Lea este formulario completamente antes de acceder a que su hijo/a participe en la plática. Si acaso le queda alguna pregunta o duda, por favor, aclare sus dudas antes de firmar el documento.

PROPÓSITO DEL PROYECTO: El propósito de este estudio es aprender más sobre las experiencias de los estudiantes migrantes en las escuelas de Minnesota. Esperamos aprender sobre lo que contribuye y/o impide a su desempeño académico en la escuela. Esperamos aprender sobre el trato que reciben los estudiantes migrantes en las escuelas y las causas de trato injusto, si trato injusto de hecho le habrá ocurrido. Finalmente esperamos que su hijo/a nos ayude a entender qué se puede hacer para mejorar los servicios para los estudiantes migrantes.

PROCEDIMIENTO: Si usted. Consiente a que su hijo(a) participe, él/ella llenará dos formularios. Un formulario confirmará que su hijo/a desee participar en la plática y el otro le hará preguntas sobre algunas características personales. No será necesario que nos de su nombre. Se usará esta información solamente para describir los individuos con quien hemos hablado en el transcurso del estudio. Después de llenar los formularios, él/ella participará en una plática. Con su permiso, es posible que la plática sea grabada. Ud. Puede optar a que la plática no sea grabada. La plática durará aproximadamente 2 horas.

RIESGOS Y BENEFICIOS DE PARTICIPACIÓN: Su hijo/a corre algunos riesgos al participar en este estudio. Por ejemplo, él/ella hablará sobre sus experiencias personales delante de otras personas en el grupo. Le haremos preguntas a su hijo/a acerca de sus experiencias personales en la escuela tanto como el apoyo educativo que ha recibido de sus padres y de la escuela. Se compartirá esta información con el Departamento de Educación, pero no se comunicará la información que le pueda identificar a su hijo/a. No hay ningunos beneficios directos de su participación en el estudio. No obstante, se pretende usar los resultados del estudio para mejorar los servicios para los estudiantes migrantes.

RECOMPENSA MONETARIA: Su hijo recibirá \$40 en efectivo por su participación al final de la plática.

CONFIDENCIALIDAD: Los archivos y cintas que contienen información pertinente al estudio, se los guardará privados. Se los guardará en un archivo bajo cerradura por un año y se los destruirá o se los borrará después. Solamente las personas involucradas directamente en este estudio podrán tener acceso al archivo.

PARTICIPACIÓN VOLUNTARIA: La participación de su hijo/a no es obligatoria. Si él/ella participa y si no quiere responder a alguna pregunta, no le obligaremos a responder. El/ella puede salir de la conversación en cualquier momento. Su decisión de salir no afectará sus relaciones presentes ni futuras con el Departamento de Educación, su escuela, o HACER.

CONTACTOS Y PREGUNTAS: Si acaso tiene preguntas sobre el estudio, Jared y Rafael hablan español e inglés y pueden responder a sus preguntas. Si necesita hablar con ellos, puede comunicarles al 612.624.3326. Si tiene preguntas y desea hablar con otra persona, le animamos a comunicar con la especialista de educación para los niños migrantes, Noemí Treviño que también es bilingüe. Puede comunicar con ella al 651.582.8233. Usted recibirá una copia de este formulario.

DECLARACIÓN DE CONSENTIMIENTO:

He leído y entiendo la información en los párrafos anteriores. He aclarado mis dudas y he hecho las preguntas que tengo. He recibido respuestas a estas preguntas. Consiento a que mi hijo/a participe en el estudio.

Firma del Padre/Guardián _____ Fecha _____

Firma del Moderador(a) _____ Fecha _____

Securing the Educational Accomplishments of Migrant Students (SEAMS)

(Parent Consent for child: Focus Group)

INTRODUCTION: The Department of Education and HACER invite your son/daughter to take part in a study. The Department of Education has contracted HACER to carry out a statewide analysis of the needs of migrant students. HACER staff (Jared Erdmann and/or Rafael Ortiz) will facilitate the group conversation and would like your child to participate. Read this form completely before you agree to let your son/daughter participate in the group. If you have questions, please ask them before you sign the form.

PURPOSE: The purpose of this study is to learn more about the experiences of migrant students in Minnesota schools. We hope to learn about what contributes and impedes their academic success in school. We hope to learn about how migrant students are treated and the causes of unfair treatment, if unfair treatment occurs. Finally we hope your child will help us to understand what can be done to improve services for migrant students.

PROCEDURES: If you agree to let your son/daughter participate, he/she will fill out two forms. One form confirms that he/she is willing to participate and the other will ask him/her to tell us some characteristics about him/herself. He/she does not need to give his/her name. The information he/she shares on these forms will only be used to describe individuals with whom we have spoken in this study. After filling out the forms, your son/daughter will take part in a group conversation. With your permission, the conversation may be audio taped. You can choose not to have your son/daughter recorded. If one group member does not want the conversation recorded, it will not be recorded. The group conversation will last approximately two hours.

RISKS AND BENEFITS TO BEING IN THE STUDY: There are risks to participation in this study. For example, we will ask your son/daughter to talk about his/her personal experiences in a group. We will ask about his/her personal experiences in school as well as how you as a parent and the schools have supported his/her education. This information will be shared with the Department of Education, but any information that may identify your child will not be included. There are no direct benefits to participation in this study. However, the results of this study are intended to improve migrant education services for migrant students.

COMPENSATION: Your son/daughter will receive \$40 for his/her participation at the end of the group.

CONFIDENTIALITY: The records and tapes from this study will be kept private. They will be kept in a locked cabinet in our office for one year and will be destroyed or erased thereafter. Only researchers working on this project will have access to the tapes and records.

VOLUNTARY NATURE OF THE STUDY: Your son/daughter does not have to participate. If he/she participates and if he/she does not want to respond to a question, he/she does not have to respond. He/She can leave the group conversation at any time. His/Her decision to leave will not affect his/her current or future relations with HACER, his/her school or the Department of Education.

CONTACTS AND QUESTIONS: If you have questions about this study, Jared and Rafael speak Spanish and English and can answer your questions. If you need to speak with them, you can call them at 612.624.3326. If you have questions and would like to speak with someone else, you are encouraged to contact the Migrant Education Specialist with the Department of Education, Noemi Treviño who also speaks Spanish and can be reached at 651.582.8233. *You will receive a copy of this form.*

AGREEMENT TO PARTICIPATE:

I have read the above information. I have asked my questions and have received answers to these questions. I agree to let my son/daughter participate.

Signature of Parent/Guardian _____ Date _____

Signature of Facilitator _____ Date _____

Appendix N: Texas Key Informant Service Provider Question Guide

SEAMS – TEXAS SERVICE PROVIDER INTERVIEW QUESTIONS

1. How are you involved with migrant students?
2. What do migrant families take into account when considering moving to another state for work?
3. What benefits to family and children are there when they migrate for work? (What are the benefits of migration to their family and children?)
4. What are the negative consequences/effects/disadvantages/difficulties of migration to migrant family and children?
5. What do you see as the greatest challenges for migrant students to achieve academically?
6. What do schools do to prepare students for the changes they go through when they move back and forth?
7. What do you think is most important for migrant children to learn in school?
8. What would help migrant students improve in reading?
9. What would help migrant students improve in math?
10. In what ways do migrant students have more difficulties succeeding in reading/math?
11. Does your school offer migrant students tutoring/help with their homework after school hours?
12. Do you communicate with migrant education programs in Minnesota? If so, how?
13. What level and type of communication would you wish to have with migrant education programs in Minnesota?
14. In what ways do migrant students have more difficulties graduating from high school?
15. Think about migrant children who graduated from high school, what factors contributed to their academic success?
16. What is the role of teachers in the academic achievement of migrant students?
17. Are parents involved in your efforts to help students to achieve academically?
18. Do you partner with parents to help students achieve academically?
19. How can you support/ensure the success of the MEP program?
20. What needs to be improved about the MEP?
21. How do you and schools prepare students for migration?

Appendix O: Minnesota Key Informant Service Provider Question Guide

SERVICE PROVIDER QUESTIONS (MN)

Introductory Question

1. Can you tell me about your work with migrant students?
2. What effect does migration have on migrant families and children?

Readiness

3. What do you think is most important for migrant children to learn in school?
4. In what ways can migrant parents support their children's education or prepare their children for school? (Comment: not just before kindergarten but in between moves as well.)
5. What kind of orientation do migrant parents and their children need from schools when they move to another state like Minnesota? (Probe: What would be most helpful?)

Achievement

6. What helps migrant children to succeed in school? (Probe: In reading? In math?)
7. Give me an example of a success story involving a migrant student?
8. What worries or concerns you most about migrant students' performance in school? (Probe: In reading? In math?)
9. Can you comment on your concerns regarding migrant students with special needs?
10. What needs to be done to make sure migrant students get help with their homework?
11. To what degree does poor health or lack of necessary services affect migrant children's performance in school?
12. What can the schools in Minnesota do to keep migrant children from falling behind when they move to other states?
13. What can migrant parents do to keep their children from falling behind when they move to other states?

Graduation

14. According to recent data, we know that about half of migrant students do not graduate from high school. What might cause them to not graduate?
15. Think about migrant children you know who have graduated from high school. What factors helped them to graduate?

Migrant Education Program

16. Are you familiar with the Migrant Education Program in Minnesota?
17. What do you like about the program in Minnesota?
18. What needs to be improved about the program in Minnesota?
19. What, in your opinion, should a program that helps migrant students offer?

Final Question

20. Is there anything that you would like to say that I have not touched upon in previous questions but that you think is important for me to know?

Appendix P: Key Informant Service Provider Demographic Form

Hoja Demográfica (SEAMS)

Estamos coleccionando la siguiente información para saber un poco más sobre las personas quienes han participado en este proyecto. Si prefiere, usted puede optar de no responder a cualquier pregunta.

1. Sexo: Masculino Femenino

2. País de nacimiento:

3. El código postal de su trabajo:

4. ¿En cual(es) idioma(s) lee mejor usted?

- Solamente el español
- Español mejor que el inglés
- Ambos igualmente
- Inglés mejor que el español
- Solamente el inglés
- Otro

5. ¿En cual(es) idioma(s) habla usted más con sus amigos?

- Solamente el español
- Español más que el inglés
- Ambos igualmente
- Inglés más que el español
- Solamente el inglés
- Otro

6. ¿Qué grado o año escolar más alto aprobó usted?

- Ninguno
- Primaria

- Secundaria
- Preparatoria o bachillerato
- Universitaria
- Maestría o doctorado

7. ¿Cuántos años tiene usted de trabajar con las familias migrantes?

8. ¿Su experiencia de trabajar con las familias migrantes ha incluido: (Marque todas las opciones que apliquen.)

- Reclutamiento e identificación
- Administración
- Maestro/Instructor
- Apoyo bilingüe
- Servicios de salud
- Empleo
- Servicios sociales/Consejera
- Fe/Religión
- Política
- Servicios legales/Abogacía
- Otro _____

9. ¿Ha sido usted un trabajador/a migrante?

- Sí
- No

Muchas Gracias.

Demographic Sheet (SEAMS-Service Providers)

We are collecting the following information in an effort to know more about who has participated in this project. You are free to skip any question you prefer not to answer.

1. Ethnicity

- Asian or Pacific Islander
 - Black or African American
 - Hispanic/Latino/Chicano
 - Caucasian or White
(Not of Hispanic origin)
 - Other (please specify)
-

2. Sex: Male Female

3. Your current (work) zip code:

4. In what language(s) do you read best?

- Only Spanish
- Spanish better than English
- Both equally
- English better than Spanish
- Only English
- Other _____

5. What language(s) do you speak with your friends?

- Only Spanish
- Spanish more than English
- Both equally
- English more than Spanish
- Only English
- Other _____

6. Highest level of education attained?

- Elementary School
- Junior High School
- High School
- Some College
- College Graduate
- Post-graduate training

7. Number of years working with migrant students and families:

8. Experience working with migrant students/families has included (check all that apply):

- Recruitment/Identification
- Administration
- Teacher/Instructor
- Bilingual Support
- Health Services
- Employment
- Social Services/Counseling
- Faith/Religion
- Policy/Advocacy
- Legal Services
- Other _____

9. Were you previously a migrant?

- Yes No

Thank you

Appendix Q: Key Informant Service Providers Consent Form

Asegurando los logros educativos de los estudiantes migrantes (SEAMS)

Formulario de consentimiento para los proveedores de servicios

INTRODUCCIÓN: El Departamento de Educación y HACER le invitan a tomar parte en un estudio. Específicamente, el Departamento de Educación ha contratado a HACER para llevar a cabo un análisis a nivel estatal de las necesidades de los estudiantes migrantes. Como parte del estudio, el personal de HACER (Jared Erdmann y/o Rafael Ortiz) desea entrevistarle. Lea este formulario completamente antes de acceder a participar en la plática. Si acaso le queda alguna pregunta o duda, por favor, aclare sus dudas antes de firmar el documento.

PROPÓSITO DEL PROYECTO: El propósito de este estudio es aprender más sobre las experiencias de los estudiantes migrantes en las escuelas de Minnesota. Esperamos aprender sobre lo que contribuye y/o impide al desempeño académico de los estudiantes en la escuela. Esperamos aprender sobre el trato que ellos reciben en las escuelas y las causas de trato injusto, si trato injusto de hecho les ha ocurrido. Finalmente esperamos que nos ayude a entender más sobre qué se puede hacer para mejorar los servicios para los estudiantes migrantes.

PROCEDIMIENTO: Si usted consiente a participar, llenará otro formulario. Este formulario le hará preguntas sobre algunas características personales. No será necesario poner su nombre. Se usará esta información solamente para describir los individuos con quien hemos hablado en el transcurso del estudio. Después de llenar los formularios, participará en una entrevista. Con su permiso, es posible que la entrevista sea grabada. Puede optar a que la entrevista no sea grabada. La entrevista durará aproximadamente una hora.

RIESGOS Y BENEFICIOS DE PARTICIPACIÓN: Usted corre algunos riesgos al participar en este estudio. Por ejemplo, hablará sobre sus experiencias personales. Te haremos preguntas acerca de sus experiencias trabajando con los estudiantes y los padres migrantes además acerca de sus experiencias positivas y negativas con el programa de educación para los niños migrantes. Se compartirá esta información con el Departamento de Educación, pero no se comunicará la información que le pueda identificar a usted. No hay ningunos beneficios directos de su participación en el estudio. No obstante, se pretende usar los resultados del estudio para mejorar los servicios educativos para los estudiantes migrantes en Minnesota.

RECOMPENSA MONETARIA: No le pagaremos por su participación.

CONFIDENCIALIDAD: Los archivos y cintas que contienen información pertinente al estudio, se los guardará privados. Se los guardará en un archivo bajo cerradura durante el transcurso de un año y se los destruirá o se los borrará después. Solamente las personas involucradas directamente en este estudio podrán tener acceso al archivo.

PARTICIPACIÓN VOLUNTARIA: Su participación no es obligatoria. Si participa y si no quiere responder a alguna pregunta, no le obligaremos a responder. Puede salir de la entrevista en cualquier momento. Su decisión de salir no afectará sus relaciones presentes ni futuras con el Departamento de Educación, la escuela, o HACER.

CONTACTOS Y PREGUNTAS: Si acaso tiene preguntas sobre el estudio, Jared y Rafael hablan español e inglés y pueden responder a sus preguntas. Si necesita hablar con ellos, les puede comunicar al 612.624.3326. Si tiene preguntas y desea hablar con otra persona, le animamos a comunicar con la especialista de educación para los niños migrantes, Noemí Treviño que también es bilingüe. Puede comunicar con ella al 651.582.8233. **Usted recibirá una copia de este formulario.**

DECLARACIÓN DE CONSENTIMIENTO:

He leído y entiendo la información en los párrafos anteriores. He aclarado mis dudas y he hecho las preguntas que tengo. He recibido respuestas a estas preguntas. Consiento a participar.

Firma del Participante _____ Fecha _____

Firma del Moderador(a) _____ Fecha _____

Securing the Educational Accomplishments of Migrant Students (SEAMS)
(CONSENT FORM FOR INTERVIEWED SERVICE PROVIDER.)

INTRODUCTION: The Department of Education and HACER invite you to take part in a study about migrant students. The Department of Education has contracted HACER to carry out a statewide analysis of the needs of migrant students. As part of this study, HACER staff (Jared Erdmann, Alyssa Banks, Elisabeth Golub and/or Rafael Ortiz) would like to interview you. Read this form completely before you agree to be interviewed. If you have questions, please ask them before you sign the form.

PURPOSE: The purpose of this study is to learn about migrant student's experiences in Minnesota schools. We hope to learn about what contributes to and impedes their academic success in school. We hope to learn about how they have been treated and the causes of unfair treatment, if unfair has treatment has occurred. Finally, we hope to understand more about what can be done to improve services for migrant students.

PROCEDURES: If you agree to be interviewed, you will fill out a form. This form will ask you to tell us some characteristics about yourself. You do not need to include your name. The information you share on this form will only be used to describe individuals with whom we have spoken in this study. After filling out the form, you will take part in an interview. With your permission, the interview may be audio taped. You do not have to be recorded. The interview will last approximately one hour.

RISKS AND BENEFITS TO BEING IN THE STUDY: There are risks to participation in this study. For example, we will ask you to share your experiences working with migrant students and parents as well as your positive and negative experiences with the Migrant Education Program in Minnesota. The information you provide will be shared with the Department of Education but will not include information that could identify you. There are no direct benefits to participation in this study. However, the results of this study are intended to improve services for migrant students.

COMPENSATION: You will not be paid to participate.

CONFIDENTIALITY: The records and tapes from this study will be kept private. They will be kept in a locked cabinet in our office for one year and will be destroyed or erased thereafter. Only researchers working on this project will have access to the tapes and records.

VOLUNTARY NATURE OF THE STUDY: You do not have to be interviewed. If you choose to be interviewed and if you do not want to respond to a question, you do not have to respond. You can stop the interview at any time. Your decision to stop the interview will not affect your current or future relations with HACER, the school or the Department of Education.

CONTACTS AND QUESTIONS: If you have questions about this study, HACER staff can answer your questions. If you need to speak with them, you can call them at 612.624.3326. If you have questions and would like to speak with someone else, you are encouraged to contact Noemi Treviño with the Department of Education who can be reached at 651.582.8233. ***You will receive a copy of this form.***

AGREEMENT TO PARTICIPATE:

I have read the above information. I have asked my questions and have received answers to these questions. I agree to participate.

Signature of Participant _____ Date _____

Signature of Facilitator _____ Date _____

Appendix R: Minnesota Key Informant Parent Consent Form

Asegurando los logros educativos de los estudiantes migrantes (SEAMS)

Formulario de consentimiento para los padres entrevistados.

INTRODUCCIÓN: El Departamento de Educación y HACER le invitan a participar en una entrevista como parte de un estudio. Específicamente, el Departamento de Educación ha contratado a HACER para llevar a cabo un análisis a nivel estatal de las necesidades de los estudiantes migrantes. El personal de HACER (Jared Erdmann y/o Rafael Ortiz) desea entrevistarte. Por favor, lea este formulario completamente antes de acceder a participar en la plática. Si acaso le queda alguna pregunta o duda, por favor, aclare sus dudas antes de firmar el documento.

PROPÓSITO DEL PROYECTO: El propósito de este estudio es aprender más sobre las experiencias de sus hijos en las escuelas de Minnesota. Esperamos aprender sobre lo que contribuye y/o impide al desempeño académico de sus hijos en la escuela. Esperamos aprender sobre el trato que reciben en las escuelas y las causas de trato injusto, si trato injusto de hecho les ha ocurrido. Finalmente esperamos que nos ayude a entender qué se puede hacer para mejorar el programa de educación para los niños migrantes.

PROCEDIMIENTO: Si usted consiente a participar, llenará otro formulario. Este formulario le hará preguntas sobre algunas características personales. No se pedirá su nombre. Se usará esta información solamente para describir los individuos con quien hemos hablado en el transcurso del estudio. Después de llenar los formularios, participará en una entrevista. Con su permiso, es posible que la entrevista sea grabada. Puede optar a que la entrevista no sea grabada. La entrevista durará aproximadamente una hora.

RIESGOS Y BENEFICIOS DE PARTICIPACIÓN: Usted corre algunos riesgos al participar en este estudio. Por ejemplo, hablará sobre sus experiencias personales como trabajador/a migrante. Te haremos preguntas acerca de las experiencias de sus hijos en la escuela tanto como el apoyo educativo que han recibido de usted y de la escuela. No hay ningunos beneficios directos de su participación en el estudio. No obstante, se pretende usar los resultados del estudio para mejorar los servicios educativos para los estudiantes migrantes en Minnesota.

RECOMPENSA MONETARIA: Usted recibirá \$40 en efectivo después de la entrevista.

CONFIDENCIALIDAD: Los archivos y cintas que contienen información pertinente al estudio, se los guardará privados. Se los guardará en un archivo bajo cerradura por un año y se los destruirá o se los borrará después. Solamente las personas involucradas directamente en este estudio podrán tener acceso al archivo.

PARTICIPACIÓN VOLUNTARIA: Su participación no es obligatoria. Si participa y si no quiere responder a alguna pregunta, no le obligaremos a responder. Puede salir de la entrevista en cualquier momento. Su decisión de salir no afectará sus relaciones presentes ni futuras con el Departamento de Educación, la escuela, o HACER.

CONTACTOS Y PREGUNTAS: Si acaso tiene preguntas sobre el estudio, Jared y Rafael hablan español e inglés y pueden responder a sus preguntas. Si necesita hablar con ellos, les puede comunicar al 612.624.3326. Si tiene preguntas y desea hablar con otra persona, le animamos a comunicar con la especialista de educación para los niños migrantes, Noemí Treviño que también es bilingüe. Puede comunicar con ella al 651.582.8233. **Usted recibirá una copia de este formulario.**

DECLARACIÓN DE CONSENTIMIENTO:

He leído y entiendo la información en los párrafos anteriores. He aclarado mis dudas y he hecho las preguntas que tengo. He recibido respuestas a estas preguntas. Consiento a participar.

Firma del Participante _____ Fecha _____

Firma del Moderador(a) _____ Fecha _____

Securing the Educational Accomplishments of Migrant Students (SEAMS)

Consent form for interviewed parent.

INTRODUCTION: The Department of Education and HACER invite you to participate in an interview as part of a study. Specifically, the Department of Education has contracted HACER to carry out a statewide analysis of the needs of migrant students. HACER staff (Jared Erdmann, Alyssa Banks, Elisabeth Golub and/or Rafael Ortiz) would like to interview you. Please, read this form completely before you agree to be interviewed. If you have questions, please ask them before you sign the form.

PURPOSE: The purpose of this study is to learn more about migrant children's experiences in Minnesota schools. We hope to learn about what contributes and impedes their academic success in school. We hope to learn about how they have been treated and the causes of unfair treatment, if unfair treatment occurs. Finally we hope you can help us to understand what can be done to improve the Migrant Education Program.

PROCEDURES: If you agree to be interviewed, you will fill out a form. This form will ask you to tell us some characteristics about yourself. We will not ask for your name. The information you share on this form will only be used to describe individuals with whom we have spoken in this study. After filling out the form, you will take part in an interview. With your permission, the interview may be audio taped. You do not have to be recorded. The interview will last approximately one hour.

RISKS AND BENEFITS TO BEING IN THE STUDY: There are risks to participation in this study. For example, we will ask you to share your personal experiences. We will ask about the experiences of your children in school as well as your knowledge and opinions about the Migrant Education Program in Minnesota. There are no direct benefits to participation in this study. However, the results of this study are intended to improve migrant education services for migrant students.

COMPENSATION: You will receive \$40 at the end of the interview.

CONFIDENTIALITY: The records and tapes from this study will be kept private. They will be kept in a locked cabinet in our office for one year and will be destroyed or erased thereafter. Only researchers working on this project will have access to the tapes and records.

VOLUNTARY NATURE OF THE STUDY: You do not have to be interviewed. If you choose to be interviewed and if you do not want to respond to a question, you do not have to respond. You can stop the interview at any time. Your decision to stop the interview will not affect your current or future relations with HACER, the school or the Department of Education.

CONTACTS AND QUESTIONS: If you have questions about this study, HACER staff can answer your questions. If you need to speak with them, you can call them at 612.624.3326. If you have questions and would like to speak with someone else, you are encouraged to contact the Migrant Education Specialist with the Department of Education, Noemi Treviño who can be reached at 651.582.8233. ***You will receive a copy of this form.***

AGREEMENT TO PARTICIPATE:

I have read the above information. I have asked my questions and have received answers to these questions. I agree to participate.

Signature of Participant _____ Date _____

Signature of Facilitator _____ Date _____

Appendix S: Minnesota Key Informant Student Question Guide

STUDENT INTERVIEWS(MN)

Introductory Question

23. Could you please tell me a little bit about yourself?
24. What are your favorite subjects in school?
25. If you could choose one subject to learn about in school, what would that be? **Probe:** Why?

Readiness

26. What do you think about school?
27. What do your parents say to you about school?
28. Think about the people that help you the most with school. Who are those people? What do they do that is so helpful?

Achievement

29. What helps you to succeed in school? (Probe: In reading? In math?)
30. Could you share an example of something you have done (in school) that made you feel proud?
31. Think of your favorite teacher. Who is this teacher? And what makes this teacher such a good teacher?
32. Do you get homework? Do you get help with your homework? What makes it hard to finish your homework?
33. What helps you to stay caught up in school?
34. Have you ever fallen behind in school? **Probe:** What made you fall behind?

Graduation

35. Do you think you will graduate from high school? **Probe:** What might keep you from graduating or from graduating on time?
36. Do you know other migrant students who have graduated from high school? **Probe:** What helped them to graduate?

Migrant

37. How many times have you moved in your life? **Probe:** Where have you moved?
38. How does moving affect your family?
39. How does moving affect you? **Probe:** Does it affect your grades?
40. When you have moved and changed schools, has the new school ever put you in a different grade than the grade from your previous school? **Probe:** Why did they do that?
41. Can you give me an example of a move that was very difficult for you and your family?

Migrant Education Program

42. How is going to school in Minnesota different from going to school in Texas (or state of origin)?
43. What types of programs for migrant students in Minnesota have you participated in?

44. Have you ever gone to summer school for migrant students in Minnesota? What do you think about it? What did you learn?
45. Have you ever gone to an evening program to help migrant students get caught up with their credits in Minnesota? What do you think about it?

OTHER STATES

46. What types of programs for migrant students in other states have you participated in?
47. Have you ever gone to summer school for migrant students in another state? What did you think about it? What did you learn?
48. Have you ever gone to an evening program to help migrant students get caught up with their credits in another state? What did you think about it? What did you learn?
49. What other programs (for migrant students) have helped you? (e.g. taking the TAKS in MN, correspondence courses, etc.)
50. What, in your opinion, should a program that helps migrant students offer?

Final Question

51. Is there anything that you would like to say that I have not touched upon in previous questions but that you think is important for me to know?

Appendix T: Minnesota Key Informant Assent Form for Students

Asegurando los logros educativos de los estudiantes migrantes (SEAMS)

(Formulario de consentimiento para los jóvenes entrevistados.)

INTRODUCCIÓN: El Departamento de Educación y HACER te invitan a participar en una entrevista como parte de un estudio. Específicamente, el Departamento de Educación ha contratado a HACER para llevar a cabo un análisis a nivel estatal de las necesidades de los estudiantes migrantes. El personal de HACER (Jared Erdmann y/o Rafael Ortiz) desea entrevistarte. Por favor, lee este formulario completamente antes de acceder a participar en la plática. Si acaso te queda alguna pregunta o duda, por favor, aclara tus dudas antes de firmar el documento.

PROPÓSITO DEL PROYECTO: El propósito de este estudio es aprender más sobre tus experiencias en las escuelas de Minnesota. Esperamos aprender sobre lo que contribuye y/o impide a tu desempeño académico en la escuela. Esperamos aprender sobre el trato que recibes en las escuelas y las causas de trato injusto, si trato injusto de hecho te ha ocurrido. Finalmente esperamos que nos ayudes a entender qué se puede hacer para mejorar el programa de educación para los niños migrantes.

PROCEDIMIENTO: Si consientes a participar, llenarás otro formulario. Este formulario te hará preguntas sobre algunas características personales. No se pedirá tu nombre. Se usará esta información solamente para describir los individuos con quien hemos hablado en el transcurso del estudio. Después de llenar los formularios, participarás en una entrevista. Con tu permiso, es posible que la entrevista sea grabada. Puedes optar a que la entrevista no sea grabada. La entrevista durará aproximadamente una hora.

RIESGOS Y BENEFICIOS DE PARTICIPACIÓN: Corres algunos riesgos al participar en este estudio. Por ejemplo, hablarás sobre tus experiencias personales. Te haremos preguntas acerca de tus experiencias personales en la escuela tanto como el apoyo educativo que has recibido de sus padres y de la escuela. No hay ningunos beneficios directos de tu participación en el estudio. No obstante, se pretende usar los resultados del estudio para mejorar los servicios educativos para los estudiantes migrantes en Minnesota.

RECOMPENSA MONETARIA: Recibirás \$40 en efectivo después de la entrevista.

CONFIDENCIALIDAD: Los archivos y cintas que contienen información pertinente al estudio, se los guardará privados. Se los guardará en un archivo bajo cerradura por un año y se los destruirá o se los borrará después. Solamente las personas involucradas directamente en este estudio podrán tener acceso al archivo.

PARTICIPACIÓN VOLUNTARIA: Tu participación no es obligatoria. Si participas y si no quieres responder a alguna pregunta, no te obligaremos a responder. Puedes salir de la entrevista en cualquier momento. Tu decisión de salir no afectará tus relaciones presentes ni futuras con el Departamento de Educación, tu escuela, o HACER.

CONTACTOS Y PREGUNTAS: Si acaso tienes preguntas sobre el estudio, Jared y Rafael hablan español e inglés y pueden responder a tus preguntas. Si necesitas hablar con ellos, les puedes comunicar al 612.624.3326. Si tienes preguntas y deseas hablar con otra persona, te animamos a comunicar con la especialista de educación para los niños migrantes, Noemí Treviño que también es bilingüe. Puedes comunicar con ella al 651.582.8233. **Recibirás una copia de este formulario.**

DECLARACIÓN DE CONSENTIMIENTO:

He leído y entiendo la información en los párrafos anteriores. He aclarado mis dudas y he hecho las preguntas que tengo. He recibido respuestas a estas preguntas. Consiento a participar.

Firma del Participante _____

Fecha _____

Firma del Moderador(a) _____

Fecha _____

Securing the Educational Accomplishments of Migrant Students (SEAMS)

Assent form for interviewed youth.

INTRODUCTION: The Department of Education and HACER invite you to participate in an interview as a part of a study. Specifically, the Department of Education has contracted HACER to carry out a statewide analysis of the needs of migrant students. HACER staff (Jared Erdmann, Alyssa Banks, Elisabeth Golub and/or Rafael Ortiz) would like to interview you. Please, read this form completely before you agree to be interviewed. If you have questions, please ask them before you sign the form.

PURPOSE: The purpose of this study is to learn more about your experiences in Minnesota schools. We hope to learn about what contributes and impedes your academic success in school. We hope to learn about how you have been treated and the causes of unfair treatment, if unfair treatment occurs. Finally we hope you will help us to understand what can be done to improve the Migrant Education Program.

PROCEDURES: If you agree to be interviewed, you will fill out a form. This form will ask you to tell us some characteristics about yourself. We will not ask for your name. The information you share on this form will only be used to describe individuals with whom we have spoken in this study. After filling out the form, you will take part in an interview. With your permission, the interview may be audio taped. You do not have to be recorded. The interview will last approximately one hour.

RISKS AND BENEFITS TO BEING IN THE STUDY: There are risks to participation in this study. For example, we will ask you to talk about your personal experiences. We will ask about your experiences in school as well as how your parents and the schools have supported your education. There are no direct benefits to participation in this study. However, the results of this study are intended to improve migrant education services for students like you.

COMPENSATION: You will receive \$40 at the end of the interview.

CONFIDENTIALITY: The records and tapes from this study will be kept private. They will be kept in a locked cabinet in our office for one year and will be destroyed or erased thereafter. Only researchers working on this project will have access to the tapes and records.

VOLUNTARY NATURE OF THE STUDY: You do not have to be interviewed. If you choose to be interviewed and if you do not want to respond to a question, you do not have to respond. You can stop the interview at any time. Your decision to stop the interview will not affect your current or future relations with HACER, your school or the Department of Education.

CONTACTS AND QUESTIONS: If you have questions about this study, Jared and Rafael speak Spanish and English and can answer your questions. If you need to speak with them, you can call them at 612.624.3326. If you have questions and would like to speak with someone else, you are encouraged to contact the Migrant Education Specialist with the Department of Education, Noemi Treviño who also speaks Spanish and can be reached at 651.582.8233. ***You will receive a copy of this form.***

AGREEMENT TO PARTICIPATE:

I have read the above information. I have asked my questions and have received answers to these questions. I agree to participate.

Signature of Participant _____ Date _____

Signature of Facilitator _____ Date _____

Appendix U: Minnesota Key Informant Parent Consent Form for Student Participation

Asegurando los logros educativos de los estudiantes migrantes (SEAMS)

(Formulario de consentimiento para los padres de los jóvenes en la plática.)

INTRODUCCIÓN: El Departamento de Educación y HACER le invitan a su hijo(a) a participar en un estudio. El Departamento de Educación ha contratado a HACER para llevar a cabo un análisis a nivel estatal de las necesidades de los estudiantes migrantes. El personal de HACER (Jared Erdmann y/o Alyssa Banks) quisiera entrevistar su hijo/a. Lea este formulario completamente antes de acceder a que su hijo/a participe en la plática. Si acaso le queda alguna pregunta o duda, por favor, aclare sus dudas antes de firmar el documento.

PROPÓSITO DEL PROYECTO: El propósito de este estudio es aprender más sobre las experiencias de los estudiantes migrantes en las escuelas de Minnesota. Esperamos aprender sobre lo que contribuye y/o impide a su desempeño académico en la escuela. Esperamos aprender sobre el trato que reciben los estudiantes migrantes en las escuelas y las causas de trato injusto, si trato injusto de hecho le habrá ocurrido. Finalmente esperamos que su hijo/a nos ayude a entender qué se puede hacer para mejorar los servicios para los estudiantes migrantes.

PROCEDIMIENTO: Si usted consiente a que su hijo/a participa, él/ella llenará dos formularios. Un formulario confirmará que su hijo/a desee participar en la entrevista y el otro le hará preguntas sobre algunas características personales. No será necesario que nos de su nombre. Se usará esta información solamente para describir los individuos con quien hemos hablado en el transcurso del estudio. Después de llenar los formularios, él/ella participará en una entrevista. Con su permiso, es posible que la entrevista sea grabada. Usted puede optar a que la entrevista no sea grabada. La entrevista durará aproximadamente 1 hora.

RIESGOS Y BENEFICIOS DE PARTICIPACIÓN: Su hijo/a corre algunos riesgos al participar en este estudio. Por ejemplo, él/ella hablará sobre sus experiencias personales con nosotros. Le haremos preguntas a su hijo/a acerca de sus experiencias personales en la escuela tanto como el apoyo educativo que ha recibido de sus padres y de la escuela. Se compartirá esta información con el Departamento de Educación, pero no se comunicará la información que le pueda identificar a su hijo/a. No hay ningunos beneficios directos de su participación en el estudio. No obstante, se pretende usar los resultados del estudio para mejorar los servicios para los estudiantes migrantes.

RECOMPENSA MONETARIA: Su hijo recibirá \$40 en efectivo por su participación al final de la entrevista.

CONFIDENCIALIDAD: Los archivos y cintas que contienen información pertinente al estudio, se los guardará privados. Se los guardará en un archivo bajo cerradura por un año y se los destruirá o se los borrará después. Solamente las personas involucradas directamente en este estudio podrán tener acceso al archivo.

PARTICIPACIÓN VOLUNTARIA: La participación de su hijo/a no es obligatoria. Si él/ella participa y si no quiere responder a alguna pregunta, no le obligaremos a responder. El/ella puede salir de la entrevista en cualquier momento. Su decisión de salir no afectará sus relaciones presentes ni futuras con el Departamento de Educación, su escuela, o HACER.

CONTACTOS Y PREGUNTAS: Si acaso tiene preguntas sobre el estudio, Jared y Alyssa hablan español e inglés y pueden responder a sus preguntas. Si necesita hablar con ellos, puede comunicarles al 612.624.3326. Si tiene preguntas y desea hablar con otra persona, le animamos a comunicar con la especialista de educación para los niños migrantes, Noemí Treviño que también es bilingüe. Puede comunicar con ella al 651.582.8233. **Usted recibirá una copia de este formulario.**

DECLARACIÓN DE CONSENTIMIENTO:

He leído y entiendo la información en los párrafos anteriores. He aclarado mis dudas y he hecho las preguntas que tengo. He recibido respuestas a estas preguntas. Consiento a que mi hijo/a participe en el estudio.

Firma del Padre/Guardián _____ Fecha _____

Firma del Moderador(a) _____ Fecha _____

Securing the Educational Accomplishments of Migrant Students (SEAMS)

(Parent Consent for child: Interview)

INTRODUCTION: The Department of Education and HACER invite your son/daughter to take part in a study. The Department of Education has contracted HACER to carry out a statewide analysis of the needs of migrant students. HACER staff (Jared Erdmann and/or Alyssa Banks) would like to interview your child. Read this form completely before you agree to let your son/daughter participate in the group. If you have questions, please ask them before you sign the form.

PURPOSE: The purpose of this study is to learn more about the experiences of migrant students in Minnesota schools. We hope to learn about what contributes and impedes their academic success in school. We hope to learn about how migrant students are treated and the causes of unfair treatment, if unfair treatment occurs. Finally we hope your child will help us to understand what can be done to improve services for migrant students.

PROCEDURES: If you agree to let your son/daughter participate, he/she will fill out two forms. One form confirms that he/she is willing to participate and the other will ask him/her to tell us some characteristics about him/herself. He/she does not need to give his/her name. The information he/she shares on these forms will only be used to describe individuals with whom we have spoken in this study. After filling out the forms, your son/daughter will be asked a series of questions relating to their experiences and the migrant education program. With your permission, the conversation may be audio taped. You can choose not to have your son/daughter recorded. The interview will last approximately one hour.

RISKS AND BENEFITS TO BEING IN THE STUDY: There are risks to participation in this study. For example, we will ask your son/daughter to talk about his/her personal experiences with us. We will ask about his/her personal experiences in school as well as how you as a parent and the schools have supported his/her education. This information will be shared with the Department of Education, but any information that could identify your child will not be included. There are no direct benefits to participation in this study. However, the results of this study are intended to improve services for migrant students.

COMPENSATION: Your son/daughter will receive \$40 for his/her participation at the end of the interview.

CONFIDENTIALITY: The records and tapes from this study will be kept private. They will be kept in a locked cabinet in our office for one year and will be destroyed or erased thereafter. Only researchers working on this project will have access to the tapes and records.

VOLUNTARY NATURE OF THE STUDY: Your son/daughter does not have to participate. If he/she participates and if he/she does not want to respond to a question, he/she does not have to respond. He/She can leave the interview at any time. His/Her decision to leave will not affect his/her current or future relations with HACER, his/her school or the Department of Education.

CONTACTS AND QUESTIONS: If you have questions about this study, Jared and Alyssa speak Spanish and English and can answer your questions. If you need to speak with them, you can call them at 612.624.3326. If you have questions and would like to speak with someone else, you are encouraged to contact the Migrant Education Specialist with the Department of Education, Noemi Treviño who also speaks Spanish and can be reached at 651.582.8233. *You will receive a copy of this form.*

AGREEMENT TO PARTICIPATE:

I have read the above information. I have asked my questions and have received answers to these questions. I agree to let my son/daughter participate.

Signature of Parent/Guardian _____ Date _____

Signature of Facilitator _____ Date _____

Appendix V: Parent Survey—Spanish

Nombre del/de la entrevistador/a: _____ Región MEP: 1 3 4 5 6a 6b

Nombre del distrito escolar: _____ Fecha: ____/____/____

EL DEPARTAMENTO DE EDUCACIÓN DE MINNESOTA
PROGRAMA DE EDUCACIÓN PARA MIGRANTES
ENCUESTA DE PADRES 2006 (ESPAÑOL)

Al completar la siguiente encuesta, usted ayudará a que las escuelas de Minnesota entienden más sobre las necesidades académicas de su hijo/a y cómo las escuelas pueden atender a esas necesidades. Usted fue seleccionado al azar de una lista de todas las familias quienes han sido identificados como migrantes por el Departamento de Educación. La encuesta le preguntará sobre usted, sobre uno de sus hijos, y sobre las escuelas a las que asiste su hijo/a dentro y fuera del estado de Minnesota. Sus respuestas individuales no serán compartidas con el Departamento de Educación, sino que serán agregados a las respuestas de otras personas que han completado la encuesta para aprender sobre las perspectivas de la población de trabajadores migrantes. Por favor, tome unos momentos para completar esta encuesta. Si le queda alguna pregunta o duda, un/a entrevistador/a está disponible para responderle. Gracias.

1. **Mi hijo/a asiste y/o ha asistido a la escuela de migrantes aquí en Minnesota:** Sí No
2. **Edad de su hijo/a:** _____
3. **Grado de su hijo/a en la escuela:** _____
4. **Nombre del pueblo y/o la escuela en Minnesota:** _____
5. **Nombre del pueblo y/o la escuela en otro lugar (e.g. en Texas):** _____
6. **La última fecha de llegada de su hijo/a aquí a Minnesota:** ____/____/____
7. **Fecha esperada de partida a otro lugar de residencia:** ____/____/____
8. **Su relación al estudiante: (Marque uno.)** Padre/Madre Guardián Otro (explique) _____
9. **Étnia del Padre/Guardián:** Hispano/Latino Otro (explique) _____
10. **Edad del Padre/Guardián:** _____
11. **Nivel más alto de educación aprobado del padre/guardián (marque uno) :**
 - Nunca fui a la escuela
 - Primaria (K-6)
 - Secundaria (7-10)
 - Preparatoria o Bachillerato (11-12)
 - Universidad/Colegio
 - Maestría/Doctorado

Por favor, indíquenos como se siente en cuanto a las siguientes aseveraciones.	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo	No sé/No aplica
ASEVERACIONES GENERALES					
1. Le pregunto a mi hijo/a frecuentemente sobre lo que hace y aprende en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Aseguro que mi hijo/a esté tomando los cursos que él/ella necesita para adelantarse al próximo nivel en la escuela o para graduarse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Me entero sobre los servicios, actividades extracurriculares, y eventos en la escuela de que mi hijo/a puede aprovechar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Le ayudo a mi hijo/a frecuentemente con su tarea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cuando no puedo ayudarle a mi hijo/a con su tarea, puedo encontrar otra persona para ayudarle. ¿Quién es? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Yo sé leer bien en inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Yo sé leer bien en español.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Yo aliento a mi hijo/a a que lea (en inglés y/o en español).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Mi hijo/a lee suficientemente bien el inglés tanto como para terminar su tarea y mantenerse aprisa con otros estudiantes en su clase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Mi hijo/a habla suficientemente bien el inglés tanto como para entender las expectativas del/de la maestro/a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Siempre traigo conmigo el expediente académico y la lista de vacunas de mi hijo/a al matricularle en una nueva escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. La escuela le pone vacunas a mi hijo/a que ya ha recibido.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. A mi hijo/a le gusta ir a la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Mi hijo/a obtiene buenas calificaciones en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASEVERACIONES SOBRE SU EXPERIENCIA AQUÍ					
15. Me siento cómodo visitar a la escuela de mi hijo/a aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Yo sé qué servicios se ofrece aquí para los estudiantes migrantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Yo sé cómo matricular a mi hijo/a en el programa aquí para los estudiantes migrantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Yo sé con quién puedo hablar para obtener más información sobre los servicios ofrecidos en la escuela aquí para los estudiantes migrantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Yo hablo frecuentemente con el/la maestro/a de mi hijo/a sobre cómo él/ella va en la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Asisto a las reuniones para los padres de familia aquí en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. La falta de transporte me prohíbe asistir a los eventos en la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. La falta de cuidado infantil me prohíbe asistir a los eventos en la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. El trabajo me prohíbe asistir a los eventos en la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Encontrar vivienda es muy difícil aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Nuestra casa aquí es un buen lugar para que mi hijo/a estudie y haga su tarea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. La escuela aquí hace que mi hijo/a se siente bienvenido/a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Mi hijo/a siente que los otros estudiantes en la escuela aquí lo/la acepten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Mi hijo/a toma cursos aquí que son apropiados para su habilidad y su inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Por favor, indíquenos como se siente en cuanto a las siguientes aseveraciones.	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo	No sé/No aplica
29. Las ayudas e instrucción que recibe mi hijo/a aquí hace que puede adelantarse al próximo nivel en la escuela y/o graduarse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Ponen mi hijo/a en el grado apropiado aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. La falta de transporte prohíbe a que mi hijo/a asiste a la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. La falta de cuidado infantil prohíbe a que mi hijo/a asiste a la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. El trabajo prohíbe a que mi hijo/a asiste a la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Mi familia tiene acceso adecuado a atención médica aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. El personal de la escuela aquí respeta diferentes culturas y/o idiomas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. El personal de la escuela aquí comprende las necesidades académicas y culturales de mi hijo/a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Se pide frecuentemente a que mi hijo/a sirva como intérprete en la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Los maestros aquí prestan suficiente atención a las necesidades especiales de mi hijo/a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. La escuela aquí toma en cuenta los créditos, los exámenes, y el tiempo de instrucción que ha recibido mi hijo/a en la escuela de otro estado/ciudad (ej. en Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASEVERACIONES SOBRE SU EXPERIENCIA EN OTRO LUGAR (ej. EN TEXAS)					
40. Yo sé qué servicios se ofrece allá (ej. en Texas) para los estudiantes migrantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Yo sé cómo matricular a mi hijo/a en el programa allá (ej. en Texas) para los estudiantes migrantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Yo sé con quién puedo hablar para obtener más información sobre los servicios ofrecidos en la escuela allá (ej. en Texas) para los estudiantes migrantes. ¿Quién es? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Asisto a las reuniones para los padres de familia allá (ej. en Texas) en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Yo hablo frecuentemente con el/la maestro/a de mi hijo/a sobre cómo él/ella va en la escuela allá (ej. en Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Mi hijo/a se queda atrás comparado con los otros estudiantes de su edad cuando nos movimos antes del fin del año escolar allá (ej. en Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Mi hijo/a se queda atrás comparado con los otros estudiantes de su edad cuando llega después del comienzo del año escolar allá (ej. en Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Mi hijo/a se queda atrás comparado con los otros estudiantes de su edad cuando nos movimos antes de la fecha designada para los exámenes estatales allá (ej. en Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. El personal de la escuela allá (ej. en Texas) respeta diferentes culturas y/o idiomas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. El personal de la escuela allá (ej. en Texas) comprende las necesidades académicas y culturales de mi hijo/a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Los maestros allá (ej. en Texas) prestan suficiente atención a las necesidades especiales de mi hijo/a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. La escuela allá (ej. en Texas) toma en cuenta los créditos, los exámenes, y el tiempo de instrucción que ha recibido mi hijo/a en la escuela aquí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix W: Parent Survey—English

Interviewer's Name: _____	MEP Region: <input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6a <input type="checkbox"/> 6b
School District Name: _____	Date: ____/____/____

**MINNESOTA DEPARTMENT OF EDUCATION
MIGRANT EDUCATION PROGRAM
PARENT SURVEY 2006 (ENGLISH)**

By completing the following survey, you will help schools in Minnesota to understand more about the educational needs of your child and how the schools can best meet those needs. You have been selected randomly from a list of all families who have been identified as migrant through the Department of Education. The survey will ask you questions related to you, one of your children and the schools your child attends or has attended in and outside of Minnesota. Your individual responses will not be shared with the Department of Education; rather they will be combined with the responses of other individuals who have taken the survey to learn about general perspectives of the migrant worker population. Please, take a few moments to complete the survey. If at any point you have a question, an interviewer is available to respond to your question. Thank you.

1. **My child attends or has attended the migrant school in Minnesota:** Yes No
2. **Age of Child:** _____
3. **Grade of Child:** _____
4. **Name of Town/School in Minnesota:** _____
5. **Name of Town/School in Previous Location (e.g. Texas):** _____
6. **Your Child's Last Date of Arrival Here (to Minnesota):** ____/____/____
7. **Approximate Date of Departure to Another Place of Residence:** ____/____/____
8. **Interviewee's Relation to Child (Mark one.):** Parent Guardian Other (specify) _____
9. **Parent Ethnicity:** Hispanic/Latino Other (specify) _____
10. **Parent Age:** _____
11. **Parent's Highest Level of Education Attained:**
 - None
 - Elementary (K-5)
 - Junior High (6-8)
 - High School (9-12)
 - College/University
 - Masters/Doctorate

Please tell us how you feel about the following statements.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable
GENERAL STATEMENTS					
1. I frequently ask my child about what he/she does and learns in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I make sure my child is taking the classes he/she needs to advance to the next level or to graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I keep myself informed about services, extracurricular activities and events at school that can benefit my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I frequently help my child with his/her homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When I cannot help my child with his/her homework, I can find someone else to help him/her. Who?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know how to read well in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know how to read well in Spanish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I encourage my child to read (in English or Spanish).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My child reads English well enough to complete homework and stay apace with other students in his/her class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My child speaks English well enough to understand what the teacher expects of him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I always bring documents about my child's academic record and vaccinations with me when I enroll my child in a new school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school gives my child vaccinations he/she has already received.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My child likes going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My child gets good grades in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STATEMENTS ABOUT YOUR EXPERIENCE HERE					
15. I feel comfortable visiting my child's school here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know what services are available here for migrant students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I know how to enroll my child in a program here for migrant students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I know to whom I can speak to obtain more information about services for migrant students in the school here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I frequently talk to my child's teachers at school here about how he/she is doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I attend parent meetings here at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Lack of transportation prevents me from attending school events here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Lack of child care prevents me from attending school events here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Work prevents me from attending school events here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Finding a place to live is very difficult here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Our home here is a good place for my child to study and do homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The school makes my child feel welcome here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. My child feels accepted by other students at school here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. My child takes classes here that are appropriate for his/her ability and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English language levels.					
Please tell us how you feel about the following statements.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable
30. My child is placed in the correct grade level here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Lack of transportation causes my child to miss school here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Lack of child care causes my child to miss school here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Work causes my child to miss school here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. My family has adequate access to health care here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The school staff here respects different cultures and languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. The school staff here understands my child's academic and cultural needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. My child is frequently asked to serve as an interpreter at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Teachers here give adequate attention to my child's special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. The school here takes into account my child's credits, tests and/or instruction time from his/her school in another state/city (e.g. in Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STATEMENTS ABOUT OTHER EXPERIENCES (e.g. IN TEXAS)					
40. I know what services are available for migrant students at my child's school there (e.g. in Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I know how to enroll my child in a program for migrant students in his/her school there (e.g. in Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I know to whom I can speak to obtain more information about services for migrant students in my child's school there (e.g. in Texas). Who? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. I attend parent meetings at my child's school there (e.g. in Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I know the teachers at my child's school there (e.g. in Texas).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. My child falls behind other students his/her age when we move before the end of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. My child falls behind other students his/her age when he/she arrives late, after the school year has already started.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. My child falls behind when we move before the scheduled day of the state exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. The staff at my child's school there (e.g. in Texas) respects different cultures and languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. The staff at my child's school there (e.g. in Texas) understands his/her educational and cultural needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Teachers at my child's school there (e.g. in Texas) give adequate attention to my child's special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. My child's school there (e.g. in Texas) takes into account his/her credits, tests, and/or instruction time from schools here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix X: MARSS Student Data Form

MARSS Student Data Form

ED-01910-10	STUDENT DATA										CAPTURE		ENTRY					
										By:	Date:	By:	Date:					
SCHOOL YEAR OF DATA		DISTRICT NUMBER		DISTRICT TYPE		SCHOOL NUMBER		STUDENT NAME				SOCIAL SECURITY NUMBER		STATE REPORTING NUMBER				
												_____ - ____ - _____		_____ - _____ - _____				
GENDER	BIRTHDATE			RACE/ETHNICITY			HOME PRIMARY LANGUAGE	LIMITED ENGLISH PROFICIENT	LEP START DATE			ECONOMIC INDICATOR	GIFTED/TALENTED PARTICIPATION	P-SEC ENROLLMENT OPTIONS PROGRAM PARTICIPATION				
<input type="checkbox"/> M	MONTH	DAY	YEAR	1 <input type="checkbox"/> AMERICAN INDIAN	2 <input type="checkbox"/> ASIAN	3 <input type="checkbox"/> HISPANIC		<input type="checkbox"/> Y		MONTH	DAY	YEAR		<input type="checkbox"/> Y	<input type="checkbox"/> Y			
<input type="checkbox"/> F	__	__	__	4 <input type="checkbox"/> BLACK		5 <input type="checkbox"/> WHITE		<input type="checkbox"/> N		__	__	__		<input type="checkbox"/> N	<input type="checkbox"/> N			
MIGRANT INDICATOR <input type="checkbox"/> Y <input type="checkbox"/> N				TARGETED STUDENT INDICATOR <input type="checkbox"/> Y <input type="checkbox"/> N				TRANSPORTATION CATEGORY CODE _____										
SPECIAL EDUCATION PRIMARY DISABILITY CLASSIFICATION																		
01 SPEECH LANGUAGE IMPAIRMENTS					06 VISUALLY IMPAIRED					11 AUTISM SPECTRUM DISORDERS								
02 DEVELOPMENTAL COGNITIVE DISABILITY - MILD-MODERATE					07 SPECIFIC LEARNING DISABILITY					12 DEVELOPMENTALLY DELAYED								
03 DEVELOPMENTAL COGNITIVE DISABILITY - SEVERE-PROFOUND					08 EMOTIONAL OR BEHAVIORAL DISORDER					14 TRAUMATIC BRAIN INJURY								
04 PHYSICALLY IMPAIRED					09 DEAF-BLIND					16 SEVERELY MULTIPLY IMPAIRED								
05 DEAF - HARD OF HEARING					10 OTHER HEALTH DISABILITIES					54 504 ACCOMODATION								
SUPPLEMENTAL EDUCATIONAL SERVICES			HOMELESS FLAG		TRANSPORTING DISTRICT NBR		TRANSPORTING DISTRICT TYPE		INDEPENDENT STUDY FLAG		WARD OF THE STATE		STUDENT RESIDENT SCHOOL NBR					
_____			<input type="checkbox"/> Y <input type="checkbox"/> N		_____		_____		<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> Y <input type="checkbox"/> N		_____					
STATUS START DATE			STATE AID CATEGORY	STNTN GRADE LEVEL	DIST OF RESIDENCE		LAST LOC OF ATTEND	HOME-BOUND	SPEC ED EVAL STATUS	PRIM DISAB INSTRC SETNG	% ENRLD	ATTENDANCE DAYS	MEMBERSHIP DAYS	H.S. HOURS OF P-SEC OF STNTN	STATUS END	STATUS END DATE		
MO	DAY	YEAR			NUMBER	TYPE		<input type="checkbox"/> Y <input type="checkbox"/> N								MO	DAY	YEAR
__	__	__			__	__		<input type="checkbox"/> Y <input type="checkbox"/> N								__	__	__
								<input type="checkbox"/> Y <input type="checkbox"/> N										
								<input type="checkbox"/> Y <input type="checkbox"/> N										
								<input type="checkbox"/> Y <input type="checkbox"/> N										
								<input type="checkbox"/> Y <input type="checkbox"/> N										
								<input type="checkbox"/> Y <input type="checkbox"/> N										
								<input type="checkbox"/> Y <input type="checkbox"/> N										
								<input type="checkbox"/> Y <input type="checkbox"/> N										

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