

Title I, Part C: Education of Migratory Children

- 1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:**
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;**
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and**
 - iv. Measurable program objectives and outcomes.**

New Mexico identified the unique needs of migratory children, including preschool children and children who have dropped out of school in the Comprehensive Needs Assessment (CNA). Based on the CNA, the New Mexico Service Delivery Plan (SDP) was informed by key stakeholders who convened to review the CNA findings, developed implementation strategies as well as measurable program outcomes (MPOs). The SDP includes four goal areas: 1) English language arts and mathematics achievement for migratory children, 2) school readiness for migratory preschool children ages 3-5, 3) high school graduation and out-of-school youth, and 4) family and support services. The SDP further includes strategies, measurable program outcomes, and results and implementation evaluation questions. The Measurable Program Outcomes (MPOs) in the SDP are the desired outcomes of the strategies that quantify the difference that the MEP will make. Furthermore, the SDP committee developed a project plan that proposes implementation methods and resources for each strategy of the SDP. As indicated in the SDP, student services include instructional services provided by teachers and paraprofessionals in various settings and includes after-school programs and summer school. High school services include credit accrual, identifying and working toward individual learning goals, and post-secondary preparation and planning. Support services include health and nutrition services, medical and dental services, transportation, and other services that help migratory children participate fully in their education.

New Mexico also supports the needs of migratory children through subgrants to local operating agencies (LOAs). Currently, the state supports projects in ten (10) local operating agencies which are all local education agencies (LEAs). The application for subgrants includes the four main goals as identified in the SDP with local level implementation based on local needs including consultation with parents of migratory children and local parent advisory councils (PACs). The application also includes the activities the LEA will undertake, the implementation strategy, and MPOs.

At the time of the most recent CNA, 59% of eligible migratory children were English learner (EL) students. Each MEP subgrantee is also a Title III Part A subgrantee or has a state-funded bilingual multicultural education program with language support services for EL students. Transitioning identification and recruitment (ID&R) responsibilities from school-based recruiters to regional recruiters as well as participation in the ID&R MEP Consortium Incentive Grant (CIG) will help New Mexico identify more eligible children. New Mexico will continue to move forward in this direction in the next years.

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

New Mexico promotes interstate coordination of services for migratory children through consortium incentive grants (CIGs) with membership in two interstate consortia focused on the identification of migratory children, Identification and Recruitment Consortium-2 (IDRC) CIG, as well as on strengthening the involvement of migratory parents in the education of their children, Migratory Parent Empowerment Consortium Plus (MEPC+). New Mexico is also an active participant in the Migrant Student Information Exchange (MSIX). MSIX links states' migratory student record databases to facilitate the national exchange of migratory children's educational records and health information among states to ensure a timely transfer of such pertinent information. Additionally, the State organizes at least two Parent Advisory Council (PAC) meetings at the state-level in addition to local PAC meetings.

Currently, New Mexico uses the MIS2000 database for all data elements related to migratory children to ensure intrastate data flow from eligibility determination, enrollment procedures, and requirements for services. All of this information is recorded appropriately and thus MIS2000 ensures seamless access to pertinent information when students move within the state. The State will also work to enhance the training and coordination efforts through state and regional trainings on identification and recruitment, migrant services, and data collection as indicated in the latest New Mexico Service Delivery Plan (SDP).

New Mexico additionally promotes coordination through the MEP subgrant process. Currently, MEP subgrantees include ten local operating agencies (LOA) who submit a MEP application that describes how the LOA will work to meet the New Mexico's SDP goals. New Mexico is exploring the addition of other LOAs beyond the SEA and LEAs including public and private agencies within the state.

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

The CNA included information on the increase of the eligibility and recruitment of migratory children with expanded recruitment efforts and changes to recruitment methods. The emphasis on identification and recruitment will now ensure broader identification and recruitment efforts around the state, including the northern areas. New Mexico will thus continue in the IDRC CIG. New Mexico will enhance training and coordination efforts for recruitment and data collection including MIS2000 and MSIX as well as increase the data collection with the state's Student Teacher Accountability Reporting System (STARS) which is a comprehensive student, staff, and course information system that provides a standard data set for each student served by New Mexico's PreK through grade 12 public education system.

New Mexico is also participating in a second consortium the MPEC+ CIG. MPEC is designed to strengthen the involvement of migratory parents in the education of their children, including supporting their children's mathematics skills needed in order to be successful in science, technology, engineering, and mathematics (STEM) fields. The CNA indicated that family and support services are an area of concern for the MEP as well as migratory student achievement in mathematics.

The State MEP will continue using the subgranting process as a means of ensuring that LOAs implement their programs with fidelity to the SDP. Critical components of the local project applications include:

1. local needs assessment;
2. assurance that the local project will work to achieve the State MPOs and implement the strategies in the SDP;
3. additional or alternate strategies (if the local data show that the needs of migratory children in the community do not match those identified in the CNA);
4. activities to put the strategies into operation, included in a project plan;
5. an evaluation and data collection plan;
6. descriptions of how funds will be used for administrative activities, ID&R, regular school year activities, preschool, and summer activities; and
7. a budget.