

### **Purpose of Title 1-C**

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps State Educational Agencies and local operating agencies address the unique educational needs of migrant children to better enable migrant children to succeed academically. More specifically, the purposes of the MEP are to:

- Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from the migrant life style;
- Ensure that migrant children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and the State academic content and student academic achievement standards;
- Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their needs in a coordinated and efficient manner;
- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
- Ensure that migrant children benefit from State and local systemic reforms.

The migrant census by building:

MES=59

MHS=33

MRMS=33

Mulino=7

Rural Dell=12

Clarkes and Charter schools=0

Total=144

The migrant grant for 2013-14 is \$49,310

Commentary: MRSD is serving a declining number of migrant students. From 2001-2002 through 2011-12 our census ranged from 174 to 243. In 2012-13 our census was 171. Our grant is weighted toward Priority for Service (PFS) students, meaning students who have not met the state benchmarks or are behind pace to graduate. The migrant graduation rate for the class of 2013 was 84% (16 of 19). Our past three year graduation rate was 77% compared to a rate of 65% for the rest of Clackamas County.

### **Purpose of Title III**

#### **Oregon State English Learner Program Goals**

English learner programs are expected:

- To assist students in accessing core subject courses in their path toward graduation from high school and access to post-secondary educational opportunities.
- To provide resources and assistance to school districts in providing effective instructional programs for ELs while meeting required Federal and State regulations.
- To assist school districts in creating, implementing, and improving English language development programs that provide academically rigorous and equitable learning opportunities leading to Career and College Readiness.
- To promote culturally relevant and responsive curricula and pedagogies embracing the unique identifies of those gaining proficiency in additional languages.
- To provide and ensure access to an equitable education for ELs.

MRSD receives 1.5 weighted ADM for each of its actively served EL students. (Students are “actively” served until they show English proficiency, and then are “monitored” for two additional years. We do not receive money for monitored students). The Title III grant is a supplement. The 2013-14 grant is \$21,379

EL census by building:

Clarkes—1 active, 2 monitor

MES—94 active, 11 monitor

MHS—6 active, 11 monitor

Molalla River Academy—2 active, 0 monitor

MRMS—19 active, 15 monitor

MRSD Outside Placement--1 monitor

Mulino—20 active, 0 monitor

Rural Dell—20 active, 2 monitor

MRSD total—162 active, 42 monitor

Commentary: The current census reflects a decreasing number of EL students. MRSD has actively served as many as 360 EL students. A key court case regarding education of EL students was *Lau v. Nichols* (1974). The graduation rate in 2013 of actively served EL students was 77%, and the rate for students who had ever been in the program was 80%. That exited EL students exceeded the graduation rate of all students is a trend throughout Oregon, demonstrating the research-proven benefit of being bilingual.

### **Purpose of Title X (Homeless Education)**

The federal McKinney-Vento “Education of Homeless Children and Youth Program” was developed to ensure that children and youth in homeless situations have equal access to the same free, appropriate public education as provided other children and youth.

In 1987, Congress enacted an omnibus bill to provide assistance to growing numbers of homeless people nationwide: the McKinney Homeless Assistance Act. Under the No Child Left Behind (NCLB) Act,

the Homeless Education Program became "Title X." Districts receiving Title 1-A funds are also required under the NCLB to reserve a portion of their 1-A funds for services to homeless children and youth, particularly those in non-Title 1-A recipient schools. Our current census of homeless youth is 91 students. Our count in 12-13 was 78 students.

### **Summer School, Title 1A and Title 1C**

Summer school is jointly funded between Title 1A and Title 1C. Students are eligible for the K-5 program if they attend MES or are a migrant student from any district school. MES students are chosen by priority of need. About 125 total students are served. The program runs 16 days, from 900am-200pm. The grade 6-8 program is available to migrant students only because the middle school does not receive Title 1A monies. The budget for summer school in 2013 was \$51,469, so the cost of summer school is just over \$3,000 per day.