



IDAHO AT A GLANCE

Education for Idaho's Migratory Students

October 2018, Vol. 9, No. 5

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INTRODUCTION

In Idaho, agriculture, forestry, fishing and food processing make up a sizable share of state GDP and employment. In 2016, farm, forestry and fishing accounted for 10% to 32% of all jobs in one-half of all Idaho counties.¹ Labor requirements vary throughout the year as seasons change, so many agricultural operations hire migrant and seasonal farmworkers when labor needs are high. **Migrant and seasonal farmworkers made up 38% of all hired agricultural workers** statewide when their employment was at its peak in 2017.²

Many of these workers travel with their families, including school-age children, to where work is available. Identification and recruitment of migratory students are primary responsibilities of the Idaho State Department of Education's Migrant Education Program (MEP). The MEP helps K-12 students in migratory families receive the education and support they need as they move from one school to another. It also assists out-of-school youth and children younger than age 5. In the 2016-17 school year, **the MEP served 4607 migratory students.**³ Program priorities include school readiness, achievement in math and English language arts and high school graduation.⁴

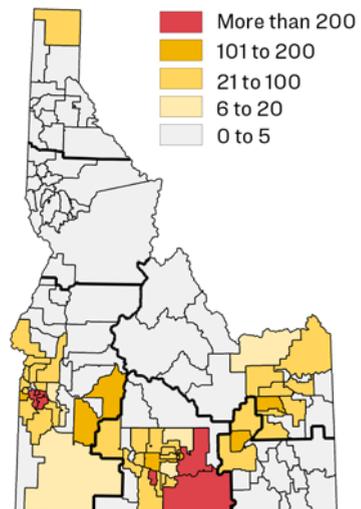
This report provides information about migratory students and the programs that serve them and identifies potential areas for expanding the reach of the MEP.

WHO IS A MIGRATORY STUDENT?

A migratory student is **any student whose family has moved within the last three years and whose parent(s) or spouse work in the agriculture or fishing industries.** Not all migratory students are immigrants or Hispanic, and many have U.S. citizenship. Most of Idaho's migratory students live in the agricultural regions of southern Idaho.³

Migratory students face unique challenges due to repeated moves: they often miss time in the classroom, must adjust to new schools with different standards and graduation requirements and may lack access to needed services. Many also face barriers to education such as speaking a different language, having low income or adapting to a new culture.^{3,4}

Number of migratory students served by the MEP 2016-17



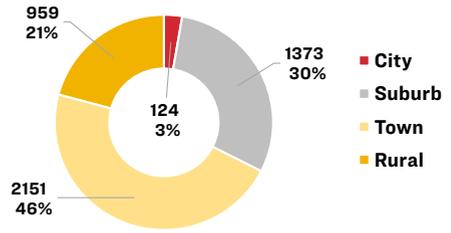
| Idaho State Department of Education's seven areas of concern for migratory students | |
|---|------------------------------|
| Instructional time | Educational continuity |
| Access to services | English language development |
| Health | School engagement |
| Education support in the home | |

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GEOGRAPHIC DISTRIBUTION OF MIGRATORY STUDENTS

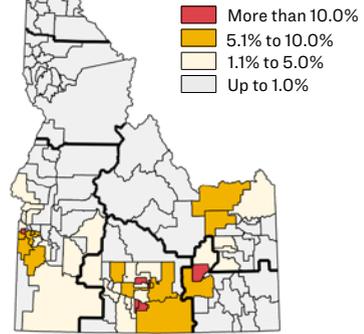
Migratory students do not attend school only in rural areas. While most of Idaho's 4607 migratory students attend school in the agricultural areas of the Snake River Plain, **only 21% attend school in a rural school district.** A very small percentage (3%) attend school in one of the state's larger cities and the rest are distributed among districts that are classified as town (46%) or suburb (30%). City and suburb districts are located in Ada, Bonneville and Canyon counties.^{3,5}

Migratory students by school district locale code (number and percent)
2016-17



One half of Idaho's migratory students live in six school districts in the Treasure Valley and southcentral Idaho: Vallivue (514 migratory students), Caldwell (491), Cassia County Joint (383), Minidoka County Joint (353), Twin Falls (321) and Nampa (242). While migratory students make up a very small percentage of total district enrollment in most cases, they make up a sizable share of enrollment in the following districts: Dietrich (24%), Murtaugh Joint (24%), Aberdeen (15%), Wilder (14%) and Hansen (11%).³

Migratory students as a percentage of all students
2016-17



EDUCATIONAL ACHIEVEMENT AND ATTAINMENT

By moving from school to school and missing time in the classroom, **migratory students are not always present for instruction on important concepts.** Thus, they are more likely to have gaps in academic achievement and attainment.

PERFORMANCE ON IDAHO ACHIEVEMENT TESTS. The Idaho Reading Indicator (IRI) is a literacy skills assessment administered bi-annually to Idaho's students in kindergarten through 3rd grade. In 2016-17, **33% of migratory students scored at grade level** on the IRI, compared to 59% among non-migratory students.⁶

The Idaho Standards Achievement Test (ISAT) measures proficiency in science, language arts and math. The ISAT is administered annually in grades 3-8 and 10. In 2017, migratory students were **less likely than other students to have proficient or advanced scores** in all tested subject areas.⁶

GRADUATING FROM HIGH SCHOOL AND GOING ON TO POSTSECONDARY EDUCATION. Migratory students are **less likely than their peers to graduate from high school:** 59% compared to 80%, respectively.⁶ **About a third (35%) of migratory high school graduates go on to some form of postsecondary education** within one year of graduation, compared to 46% among non-migratory students. Migratory students who go on to postsecondary education are more likely than other students to attend public, in-state and two-year institutions.⁷

SELECTED EDUCATIONAL INDICATORS, IDAHO, 2016-17

| | MIGRATORY STUDENTS | NON-MIGRATORY STUDENTS |
|---|--------------------|------------------------|
| Idaho Reading Indicator (IRI) scores (% of students with reading skills at grade level) | | |
| Grades K-3 | 33 | 59 |
| Idaho Standards Achievement Test (ISAT) scores by subject (% of students in grades 3-8 and 10 with scores that are proficient or advanced) | | |
| Science | 29 | 61 |
| Language arts | 22 | 52 |
| Math | 15 | 42 |
| High school graduation rate (%) | 59 | 80 |
| College-going rate among high school graduates (%) | | |
| Within one year of graduation | 35 | 46 |
| Within three years of graduation | 45 | 60 |
| Enrollment in postsecondary institutions, by type of institution (% of postsecondary students) | | |
| In-state school | 88 | 79 |
| Public school | 95 | 86 |
| Two-year school | 53 | 31 |

NATIONAL TRENDS AFFECTING MIGRATORY STUDENTS

Across the nation, two distinct trends impact the number of migratory students.

- **Mobility:** The mobility of migratory workers and their families has been influenced by natural disasters, new technologies within the agricultural industry and a political climate that makes many migratory families feel unsafe. As a result, **many states have seen a decrease in the number of migratory students** as families become less mobile and no longer qualify for MEP support.¹⁰
- **Visas:** There has been an increase in the number of workers who are in the United States on a type of temporary work visa called H2-A. Many of these workers are young males between the ages of 18 and 22 who are eligible for MEP services for out-of-school youth. MEP and other services are available to help them learn English, finish high school or prepare for postsecondary training. **These young adults represent potential for expanding the number of youth served.**¹⁰

IDAHO'S MIGRANT AND SEASONAL FARMWORKERS (MSFWs)

At certain times of the year, MSFWs make up a large proportion of Idaho's agricultural labor force. In 2017, monthly employment of **MSFWs at the state level peaked at 18,040** in October, when MSFWs made up 38% of Idaho's hired agricultural workers.²

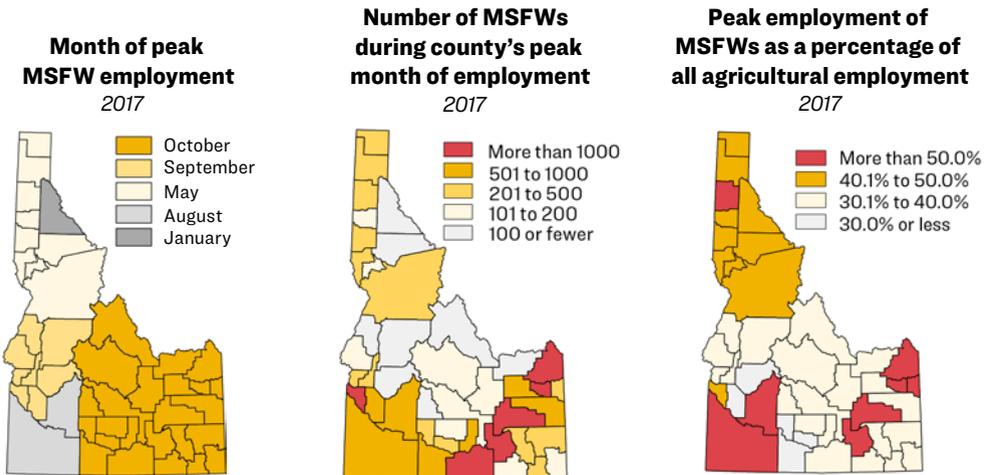
The month of peak MSFW employment varies from region to region as workers move to locations where work is available:

- May for most northern Idaho counties
- August and September for southwestern Idaho counties
- October for eastern Idaho counties²

In 2017, peak monthly employment of MSFWs at the county level was highest in:

- Bingham County (2589; October)
- Canyon County (2451; September)
- Cassia County (1135; October)
- Power County (1094; October)
- Madison County (1092; October)
- Fremont County (1001; October)²

Peak monthly employment of **MSFWs accounted for at least half of all agricultural workers in nine counties:** Shoshone (50%), Owyhee (51%), Kootenai (55%), Elmore (56%), Bingham (61%), Power (61%), Fremont (66%), Madison (66%) and Teton (66%).²



MSFW EMPLOYMENT DATA AND IDENTIFIED MIGRATORY STUDENTS

MSFW employment data can be used to **identify areas where there may be migratory students who qualify for federal and state programs and have not been identified by the MEP** and other entities. While there are many MSFWs working in northern Idaho, for example, there are very few identified migratory students in this part of the state. Timing of identification and recruitment efforts can also be informed by seasonality of MSFW employment. Increased efforts in late spring in northern Idaho and late summer and early fall in southern Idaho could expand the number of students reached.

THE MIGRANT EDUCATION PROGRAM (MEP)

The MEP is a federal program that **provides academic and support services to migratory students and their families** as they move from one school to another, often repeatedly. The MEP was authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA) of 1965 and was updated through the Every Student Succeeds Act (ESSA) of 2015. It **serves migratory youth of all ages**, including preschoolers, K-12 students and out-of-school youth.

At the **federal level**, the MEP assists state departments of education and provides them with federal formula funds to:

- provide high quality, comprehensive programs and services to address the distinct needs of migratory children;
- ensure that migratory students receive equal educational opportunities and are not penalized as they encounter different state academic standards and
- help migratory children overcome barriers to achieving success in school.⁴

At the **state level**, the Idaho State Department of Education provides programming to help migratory students be ready for school, succeed in a traditional school setting, meet Idaho's academic content standards and graduate from high school.⁴ Idaho's MEP provides regional Identification and Recruitment (ID&R) coordinators to assist migratory children and families in districts without their own MEP. ID&R coordinators also assist these districts with identification, recruitment and reporting services.

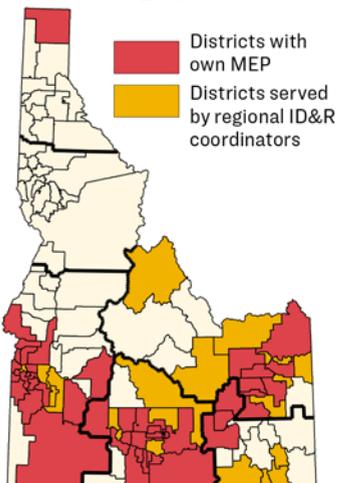
At the **local level**, districts with enough migratory students to have their own

MEP receive federal funding to provide supplementary services to meet needs that are not met by other programs. Examples include support for out-of-school youth, academic support for high schoolers, parent involvement activities, advocacy for students and families, school readiness programs, summer school and after-school programs.⁴ In 2016-17, 43 public school districts and charters had their own MEP, and 21 other districts and charters were served by regional ID&R coordinators.³

IMPORTANT FUNCTIONS OF IDAHO'S MEP

- **Identifying and recruiting migratory students**
Identification and recruitment of migratory students is a key priority of the MEP. **Some migratory students would not attend school at all if not for these efforts.**⁸ Identification can be difficult due to family mobility, citizenship status, fear of being deported and cultural and language barriers.^{4,9} There is a need for additional technical assistance to adequately adapt identification and recruitment strategies as the ESSA places more emphasis on increasing programming for preschoolers and out-of-school youth.¹⁰
- **Assisting migratory students who are most at risk**
In MEP districts, migratory students who meet specific criteria related to educational disruption and academic risk are eligible for **Priority for Service**. Under the ESSA, these students are given priority and must be served before other students or with greater intensity.¹¹ An example of greater intensity would be the addition of coordinated case management plus frequent mentoring. In 2016-17, 1241 migratory students (or 27%) were eligible for Priority for Service.³
- **Providing advocacy and referral to supplementary services**
The MEP provides **advocacy for migratory families and refers them to community agencies and organizations** for assistance such as food, clothing, household items and health, dental and vision services. Examples of supplementary services include school readiness resources for preschoolers, school supplies, and programs to help high schoolers and out-of-school youth receive their diploma or GED and pursue postsecondary opportunities.¹²

Districts with own MEP or served by regional ID&R coordinators
2016-17



SELECTED PROGRAMS SUPPORTED BY IDAHO'S MEP

- The **Parent Advisory Council (PAC)** supports parents of migratory students and involves them in planning, implementation and evaluation activities at both the state and local level. The PAC provides migratory parents with an opportunity to gain knowledge and skills needed to **advocate for their child and give support to school programs.**⁴
- **Summer school** provides an opportunity for migratory students to **maintain continuity in their education**, as well as enrichment activities like field trips, STEM activities and participation in the Bi-National Teacher Exchange program, which brings several exchange teachers from Mexico to help with summer school. Summer programs fill instructional gaps that occur due to migratory students' frequent moves. In 2017, 25 MEP districts offered summer programs that served 1428 migratory students.³
- The **Migrant Student Leadership Institute (MSLI)** teaches leadership skills, provides students in their sophomore or junior year of high school with a jump start to success after high school and helps students explore career interests. Partners for this week-long institute include the College Assistance Migrant Program and nonprofits focused on increasing the go-on rate.

IN HER OWN WORDS

Estefania Cervantes, 2018 Martin-McClure Cultural Ambassador

As a cultural ambassador for the McClure Center, I worked one-on-one with migratory students and teachers in the 2018 Migrant Student Leadership Institute (MSLI). There, MSLI introduced kids to a future that was attainable despite the challenges they faced each day as a migrant student. Constantly moving or being from a low-income household made it difficult for students to focus solely on academics. Even extracurriculars were not part of the equation, because many had to hold jobs to help support their family. By giving students a week to learn about opportunities to better their chances at an education, they were able to see the value of what an education could offer.

Being a migratory student myself, it was inspiring to see how confident students became. These students are making a conscious decision to surpass limitations put on them by society. I only wish I had had this type of guidance before I entered college. MSLI is providing kids with a great opportunity to learn and network, as well as grow as individuals before taking the leap to college and commencing the rest of their lives.

RELATED FEDERAL PROGRAMS FOR MIGRATORY CHILDREN AND YOUTH

Additional federal programs provide further support for the youngest migratory children and those looking to finish their high school degree or go to college.

- **Migrant and Seasonal Head Start (MSHS)** provides **bilingual education and socialization** for migratory children between the ages of 0 and 5. There are ten centers across the state run by the Community Council of Idaho. In 2017, MSHS served 813 children.¹³
- The **High School Equivalency Program (HEP)** serves migratory dropouts and out-of-school youth to **help them complete a GED.** Services offered at Boise State University and Community Council of Idaho include class instruction, alternate language instruction and service referral programs. Boise State University also provides a residential option that allows students to live on campus free-of-charge while working on their GED.
- The **College Assistance Migrant Program (CAMP)** provides **outreach, scholarships and academic support** programs to migratory students during their freshman year of college. It is available at University of Idaho, Lewis-Clark State College and Boise State University.

POTENTIAL TO INCREASE THE NUMBER OF STUDENTS SERVED BY THE MEP

The MEP has programs and services in place to reduce barriers for migratory students, provide students with equal educational opportunities and improve academic achievement, all of which are important to helping migratory students succeed. There is **potential to provide services to a larger number of eligible migratory students** by targeting underserved groups (specifically preschoolers and out-of-school youth as mandated by the ESSA) and particular geographic areas (specifically parts of the state with many MSFWs but low numbers of identified migratory students).

The Interstate Migrant Education Council (IMEC) is a national policy organization that is made up of representatives from many states, including Idaho. IMEC advocates for migratory children and has made recommendations to improve identification and recruitment efforts:

- **Adapt identification and recruitment strategies** to better

reach out-of-school youth and preschoolers, work closely with employers of migratory workers, allow flexibility in timing of identification and recruitment efforts and provide training and professional development on ESSA eligibility requirements. Idaho's MEP program has employed these strategies over the last three years with positive results.

- **Develop collaborative relationships** among educational, business and agricultural communities to better identify and serve migratory students and their families.¹⁰ Idaho is beginning to work more in this area.

Reaching migratory students is not only mandated by federal regulation, it is a priority set by the Idaho State Department of Education to **actively help all Idaho students succeed and become productive members of their communities**, no matter their address, income or ethnic background.

DEFINITIONS

U.S. DEPARTMENT OF EDUCATION, SCHOOL LOCALE CODES⁵

CITY DISTRICTS have an urban area with at least 50,000 people.

SUBURBAN DISTRICTS have a population density of at least 500 persons per square mile and are next to an urban area with at least 50,000 people.

TOWN DISTRICTS have an urban area of 2500-49,999 people.

RURAL DISTRICTS may have urban areas, but are smaller than 2500 people.

IDAHO DEPARTMENT OF LABOR, MIGRANT AND SEASONAL FARMWORKERS²

MIGRANT FARMWORKERS travel to do farm work and are unable to return to their permanent residence on a daily basis.

SEASONAL FARMWORKERS work part of the year and earn at least half of their annual earned income in farm work and are not employed in farm work with the same employer for the full year.

PEAK EMPLOYMENT is the month in which maximum employment is achieved.

SPECIAL THANKS: Sarah Seamount, Kelly Everitt and Dr. Christina Nava (Idaho Department of Education); Tenley Burke (map creator, University of Idaho's College of Agricultural and Life Sciences, Office of Grant and Project Development) and our external reviewers and Advisory Board.

SOURCES

¹ U.S. Bureau of Economic Analysis, Regional Data, Gross Domestic Product by State, 2017; U.S. Bureau of Economic Analysis, Local Area Personal Income and Employment, 2016; note that jobs data do not include food processing

² Idaho Department of Labor, Farm Employment, Agricultural Employment Estimates as of April 2018

³ Idaho State Department of Education, Consolidated State Performance Report: Part II, 2016-17

⁴ Idaho State Department of Education, Idaho Migrant Education Program Manual

⁵ U.S. Department of Education, National Center for Education Statistics, School Locale Codes

⁶ Idaho State Department of Education, Migrant Student Information System

⁷ Idaho State Board of Education, Go-on Rates, 2017

⁸ U.S. Department of Education, Migrant Education Identification and Recruitment (ID&R) Initiative

⁹ National Center for Farmworker Health, Factsheets: Agricultural Worker Demographics 2018

¹⁰ Interstate Migrant Education Council, Proceedings of the National Symposium: The ABCs of Education: Moving Forward under the ESSA to Engage the Agriculture, Education and Business Communities

¹¹ Title 1-C Sec304 (d) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act of 2015

¹² Idaho State Department of Education, Idaho Consolidated State Plan, 2018

¹³ Community Council of Idaho, 2017 Annual Report



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