



## **MINNESOTA DEPARTMENT OF EDUCATION SERVICES FOR NEW AMERICANS AND IMMIGRANT STUDENTS**

It is the role of public schools to ensure that all residents of Minnesota receive a free education, and all programs offered through public schools are equally available for new Americans and immigrants. This report highlights some specific programs and areas within the Minnesota Department of Education (MDE) where services are targeted to new Americans and immigrant students.

### **FEDERAL TITLE PROGRAMS**

#### **Title III Language Instruction Educational Program**

Title III Language Instruction Educational Program's goal is to improve the education of ELL children and immigrant youth, by assisting the children to learn English and meet challenging state academic content and student academic achievement standards.

To achieve this goal, the district must develop a language instruction educational program (LIEP) that uses approaches and methodologies grounded in scientifically based research on teaching ELL and immigrant children and youth, including the following:

1. Developing and implementing new language instruction educational programs and academic content instruction programs, including programs of early childhood education, elementary school programs, and secondary school programs;
2. Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs;
3. Implementing, within an individual school, school wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language-instruction educational programs and academic content instruction; and
4. Implementing, within the entire jurisdiction of a local school district, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language-instruction educational programs and academic content instruction.

Authorized activities under the language instruction educational program include the following:

1. Upgrading program objectives and effective instruction strategies;
2. Improving the instruction program for ELL by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
3. Providing tutorials and academic or vocational education and intensified instruction;
4. Developing and implementing elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services;
5. Improving the English proficiency and academic achievement of ELL;
6. Providing community participation programs, family literacy services, and parent outreach and training activities to ELL and their families to improve the English language skills of ELL, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children; and
7. Improving the instruction of ELL by providing for the acquisition or development of educational technology or instructional materials; access to, or participation in, electronic networks for

materials, training, and communication, and incorporation of such resources into curricula and programs such as those funded by this program.

### **Title III Immigrant Program**

The Immigrant Program is funded through a set aside of the state's Title III allocation (3% of the total state Title III award set aside each year) for districts significantly impacted by immigrants for immigrant education programs.

Title III - Immigrant Education Program funds are specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

An immigrant student is defined as a student who:

1. Is between the ages of 3 to 21;
2. Was born outside the United States; and
3. Has attended K-12 public and non-public school(s) in the United States for less than three full academic years.

These students include foreign exchange students and students who accompany their families on international business and diplomatic mission.

### **Refugee School Impact Program**

Minnesota Department of Education collaborates with the Minnesota Department of Human Services (DHS) to administer the Refugee School Impact Grant from the Office of Refugee Resettlement to school districts highly impacted by refugee students. The primary goal of the state project is to strategically enhance the service capacity of highly impacted school districts within the Anoka, Hennepin, Olmsted, and Ramsey counties in ways that meaningfully improve students' academic achievement, acculturation, and personal development. Program activities include after-school/weekend tutoring, parent involvement activities, cultural liaisons and interpreters, school-day additional academic tutoring, community-based leadership training and employment activities; and gateway services to mental health and behavioral health counseling.

### **Title I, Part A**

This program provides financial assistance to LEAs and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

1. Basic Grants provide funds to LEAs where the number of children counted in the formula is at least 10 and exceeds 2 percent of an LEA's school-age population.
2. Concentration Grants flow to LEAs where the number of formula children exceeds 6,500 or 15 percent of the total school-age population.
3. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of poor children receive more funds.
4. Education Finance Incentive Grants (EFIG) distribute funds to states based on factors that measure:

- A state's effort to provide financial support for education compared to its relative wealth as measured by its per capita income, and
- The degree to which education expenditures among LEAs within the state are equalized.

Title I, Part A funds are used to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as prekindergarten, after-school, and summer programs to extend and reinforce the regular school curriculum.

### **Migrant Education Program**

Migrant Education Program supports high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children are not only provided with appropriate education services (including supportive services) that address their special needs but also that such 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. Federal funds are allocated by formula to SEAs, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state. The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. States use program funds to identify eligible children and provide education and support services. These services include: academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services.

### **21<sup>st</sup> Century Community Learning Center Programs**

21<sup>st</sup> Century Community Learning Center programs (21<sup>st</sup> CCLC) utilize school-community partnerships to provide a variety of after-school, before-school and summer learning opportunities for students attending high-poverty, low-performing schools. 30 grantees across the state provide programming designed to address the physical, social, emotional and cognitive needs of the students they serve.

Many grantees use the 21<sup>st</sup> CCLC program as a resource to reach out to new Americans and immigrant student populations to help support school success. In 2008-09, 22% of all youth served by 21<sup>st</sup> CCLC programs were classified as English Language Learners. In comparison, 7.6% of all enrolled students in the state are classified as English Language Learners.

For more information on federal title programs administered through MDE, contact Jessie Montano, Director of Consolidated Federal Programs, 651-582-8615.

## **CHILD NUTRITION PROGRAMS**

The Minnesota Department of Education (MDE) administers the United States Department of Agriculture (USDA) Child Nutrition Programs. These federally-assisted meal programs provide reimbursement to sponsoring schools, agencies or organizations to serve nutritious meals or snacks at low cost or free to Minnesota's children.

Many Child Nutrition Programs, such as the National School Lunch Program, target assistance to low-income families by providing free or reduced-price meals to qualifying families. Some Child Nutrition Programs offer the meal or milk benefit at the same low or no cost to all participants.

MDE administers the Child Nutrition Programs through agreements with sponsoring schools, agencies and organizations. Brief descriptions of the Child Nutrition Programs follow.

### **National School Lunch Program (NSLP)**

The NSLP provides nutritious low-cost or free lunches to students in public and nonprofit private schools and residential child care institutions. Any student in a participating school can receive an NSLP lunch regardless of the student's household income. Eligible students can receive free or reduced-price lunches based on the following criteria:

- Free lunches are available to children in household with incomes at or below 130 percent of poverty.
- Reduced-price lunches are available to children in households with incomes between 130 and 185 percent poverty.

Students documented as migrant, homeless and runaway are eligible to receive free meals.

The NSLP has been expanded to provide reimbursement for snacks served to children through 18 years of age participating in after school education and enrichment programs. In addition, schools can offer the Seamless Summer Program which provides free meals to all students in low income areas when school is not in session. All Seamless Summer meals are reimbursed at the free meal rate.

### **School Breakfast Program (SBP)**

The School Breakfast Program provides nutritious breakfasts to promote learning readiness and healthy eating behaviors. This federally assisted meal program operates in public and non-profit private schools and residential child care institutions. The School Breakfast Program operates in the same manner as the NSLP. School Districts and independent schools that participate in the Breakfast Program receive federal and state reimbursement for each meal served that meets the federal meal pattern requirements. State law (M.S. 124D.117) requires public schools to offer school breakfasts if 33 percent or more of the school lunches have been served to students from low-income families.

Additional state funding allows students who would qualify for reduced-price breakfasts under federal guidelines to receive free breakfasts.

### **Special Milk Program (SMP)**

The Special Milk Program provides reimbursement for milk to children in public and non-profit private schools, child care institutions and eligible camps that do not participate in other federal Child Nutrition Programs. The program provides reimbursement for all half pints of milk served at low or no cost. The participating programs must operate their milk programs on a non-profit basis and agree to use the federal reimbursement to reduce the selling price of milk to all children. Schools in the NSLP and SBP may participate in the SMP by providing children in half-day pre-kindergarten and kindergarten programs where children do not have access to school meal programs.

### **Minnesota Kindergarten Milk Program (MKMP)**

The Minnesota Kindergarten Milk Program is a state funded program that provides reimbursement for milk served at low or no cost to kindergarten students. Schools can claim reimbursement of one-half pint of milk per day for each child served milk. The program may operate in public and non-profit

private schools, residential child care institutions and boarding schools. Schools that participate in the federal SMP may also participate in the MKMP.

### **Fresh Fruit and Vegetable Program (FFVP)**

The Fresh Fruit and Vegetable Program is a federally assisted food program providing free fresh fruit and vegetables to students participating in elementary schools during the school day. Elementary schools eligible to participate must participate in the NSLP and have enrolled a high percentage of students certified to receive free and reduced-price meal benefits. Eligible schools are required to apply through a competitive grant process. Elementary schools awarded grants receive \$50.00 - \$75.00 per student for the school year. With the funds, schools purchase additional fruits and vegetables to serve free to students during the school day. The fruits and vegetables must be served outside of the normal time frames for the NSLP and the SBP.

### **Summer Food Service Program (SFSP)**

The Summer Food Service Program provides nutritious meals to children, age 18 and under, in low-income areas when schools are closed. Many sponsors serve up to two meals daily, either breakfast and lunch, breakfast and snack, or lunch and snack. Camps and sites that primarily serve migrant children may be approved to serve up to three meals daily. Sponsors receive reimbursement for meals served that meet the federal meal requirements.

SFSP sponsors may be public and private schools, residential summer camps, colleges and universities, public and non-profit organizations, faith-based organizations and government agencies. Sponsors may have numerous sites that may be located in parks, community centers, schools, churches, housing authorities and non-profit programs for children.

### **Child and Adult Care Food Program (CACFP)**

The Child and Adult Care Food Program provides reimbursement for meals and snacks served to children at family day care homes, child care centers, homeless shelters and after-school programs and to older (age 60 and older) or functionally impaired adults at adult day care centers. Child care centers and family day care homes can serve children up to the age of 12. Homeless or emergency shelters may serve children up through age 18.

CACFP targets higher levels of reimbursement to low income areas and to day care providers and children most in need. The reimbursements make the cost of day care more affordable for many lower income families.

For more information on MDE food and nutrition programs and services, contact, contact Barbara Kalina, Supervisor - Food and Nutrition Service, 651-582-8531.

## **SPECIAL EDUCATION**

The Special Education Policy division (SEP) has provided a variety of services and supports for immigrant and refugee children and families that have been identified as having disabilities. The division provides proactive services to assist school districts and families in determining whether children may have disabilities and require special education services. These services are provided directly by division staff members, by grants to nonprofit organizations, and by technical assistance and staff development that are provided to a broad range of clients. A listing of selected SEP services is provided below. Many of these activities have been ongoing for ten or more years.

- Developed and implemented a unique program to provide staff development in the area of special education to individuals that serve as interpreters, translators and/or cultural liaisons to students and families.
- Provides financial support to PACER, a parent advocacy center that employs 3 bilingual family advocates that work with Latino, Hmong and Somali families and provide support and technical assistance in the special education community.
- Created resources in other languages such as (a) glossaries of special education terminology; (b) videos and DVDs to explain the special education process; (c) information and legal forms pertaining to special education.
- Created and maintained a free, online searchable database of interpreters and translators to assist districts in locating interpreters
- Developed the state guidelines “The ELL Companion to Reducing Bias in Special Education Assessment.” Extensive training has also been provided to assist district staff in implementing these guidelines.
- Incorporated immigrant and refugee perspectives and needs into other initiatives such as staff development materials for mental health, staff development for teachers in correctional facilities as well as care and treatment facilities, and staff development and written materials related to the new state criteria for Specific Learning Disabilities.
- Continues to provide extensive staff support related to questions regarding the incidence of Autism Spectrum Disorders among Somali children.
- Manages a statewide system to identify districts that have disproportionate representation of students of any racial or ethnic group in special education, including both over- and underrepresentation. Districts have been identified as having disproportionate representation of ethnic groups that include many recent immigrants and refugees. These districts may receive technical assistance from a team of contractors that has been trained by SEP. In addition, these districts must correct any noncompliance and implement improvement plans.
- Employs one full-time education specialist in special education issues relating to English Language Learners (ELL) as well disproportionate representation of racial and ethnic groups in special education.

For more information on MDE special education programs and services, contact Elizabeth Watkins, Special Education Diversity Consultant, Special Education Data and Reporting Unit at 651-582-8678 or Nancy W. Larson, Ph.D., Supervisor, Special Education Data and Reporting Unit at 651-582-8596.

## **ADULT BASIC EDUCATION (ABE)**

The Adult Basic Education office provides a variety of English as a Second Language (ESL) educational opportunities for adult immigrants and refugees. The ABE program umbrella also includes a number of other basic educational programs including Adult High School Diploma, GED, Workforce Education, Family Literacy, transition to post-secondary programming, and other services.

Over 70,000 adults participated in Minnesota ABE programs last year. Of this number, 42% (32,025) participated in ESL programming with 21,426 ESL students logging 12 or more contact hours during the program year. The average participation of an ESL student during the program year is over 60 contact hours.

ABE is funded through state law (MS 124D.51) and through Title II of the federal Workforce Investment Act. A total of about \$50,000,000 is available annually for ABE and over 500 delivery sites provide comprehensive ABE programming including ESL. Delivery sites are typically Minnesota public schools (through community education), but also include a large number of Community Based Organizations, prisons/jails, and college campuses. Local ABE programs determine how much of their ABE resources will be used for the ESL segment of their program. The attachment to this document entitled, ABE TEN-YEAR TREND INFORMATION, provides a decade long history of ESL participation in ABE programs.

ESL students are assessed upon intake and assigned to classes based on their tested level of English. Students that are in the lowest of six ESL functioning levels often require significant ESL programming to help them attain English proficiency in reading, writing and speaking English.

The local ABE provider monitors the progress of ESL students using standardized English assessment tests and reports learner progress to MDE. MDE monitors the success of local programs on these measures and provides significant professional development opportunities to all programs and staff. For the past six years the ABE program statewide has met or exceeded all of its federally negotiated student performance goals and has earned a WIA Incentive Grant cash award for each of the past three years.

Information on where ESL classes are located may be obtained through the Adult Literacy Hotline by phone at: 1-800-222-1990, or online at <http://www.themlc.org/hotline.html>

For more information on MDE adult basic education programs and services, please see the following website: <http://mnabe.themlc.org> or contact Dr. Barry Shaffer, State Director of Adult Education at 651-582-8442.

Additionally, The Ronald M. Hubbs Center for Lifelong Learning, an ABE program of the Saint Paul Public Schools' Community Education Department, offers educational services to adults who want to improve their basic skills, earn a GED, prepare for employment or post-secondary education, or learn English. For more information or to arrange a visit, contact Kristine Halling, Supervisor, 651-290-4721.

## **EARLY LEARNING SERVICES**

The Early Learning Services division administers public school programs and Head Start programs for young children birth to Kindergarten entrance. These programs provide outreach and support to Minnesota's growing immigrant population.

Information for families and for professionals who serve immigrant families can access child development information and resources in multiple languages on our website: [Minnesota - Parents Know](#). Written materials are translated in the five primary languages besides English. Multilingual podcasts and video clips on children's development are also available. Specific resources and information are available for parents with concerns about their child's development or their child may be receiving special education services information from [Parents Know: Help Me Grow](#).

Head Start programs provide services to many low-income immigrant families. Head Start programs do not require families to be citizens and classroom staff and home visitors must be able to communicate with the families they serve either directly or through a translator. They should also be familiar with the ethnic background of these families.

Last year (program year 2008-2009) Head Start served 13,424 children; 1,356 were Early Head Start children.

<b>Ethnicity and Race</b>	
Hispanic or Latino Origin	3,126
Non-Hispanic/Non-Latino Origin	11,801
American Indian/Alaska Native	523
Asian	542
Black or African American	3,463
Native Hawaiian/Pacific Islander	18
White	8,369
Biracial or Multi-Racial	1,334
Other Race	503
Unspecified Race	175
<b>Primary Language of Family at Home</b>	
English	10,577
Spanish	2,339
Central/South American and Mexican	0
Caribbean Languages	10
Middle Eastern/South Asian Languages	165
East Asian Languages	364
Native North American/Alaska Native Languages	0
Pacific Island Languages	0
European and Slavic Languages	27
African Languages	1,273
Other Languages	27
Unspecified Languages	145

The Office of Head Start has updated its guidebook on serving culturally and linguistically diverse children and families. The revised guidebook, [Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five](#), follows in response to major changes that have occurred since the guidebook's original publication in 1991. These changes include revision of the Head Start Program Performance Standards, passage of the *Improving Head Start for School Readiness Act of 2007*, new research on cultural influences and language acquisition, and a growing population of culturally and linguistically diverse children. The revised guidebook elaborates on 10 principles essential to understanding and being responsive to the cultural contexts in which child growth and development occurs.

For more information, contact Karen Carlson, Director of Early Learning Services, 651-582-8397.

## **RESEARCH AND ASSESSMENT**

The Research and Assessment division is responsible for the development and implementation of a coherent assessment system that measures student knowledge and skills on Minnesota Academic Standards and the Minnesota English Language Proficiency Standards. To accomplish both of these goals, the division must develop assessments that take into account the limited English skills of immigrant students.



## **Assessing knowledge and skills on Minnesota Academic Standards**

Title I of No Child Left Behind (NCLB) requires all students in grades 3-8, including those who are Limited English Proficient (LEP), to take an accountability test in reading and mathematics. In Minnesota those tests are called the Minnesota Comprehensive Assessments (MCA). Each of these tests is built to comply with the MCA's test specifications which state, "Items will use clear language based on the work by the U. S. Department of Education: LEP Partnership. To the extent possible, sentences will be simple and in standard word order, use active voice, avoid using negatives, avoid proper nouns, avoid using general language terms that have a special meaning in math contexts, reduce written context and be as universal as possible."

A number of teacher panels weigh in to make sure new test items are accessible to LEP students. Perhaps the most important panel is the Bias Review Panel which reviews new test items, passages and storyboards. Once tests are created from these components, the Accommodations Advisory Review Panel makes sure that ELL-responsive accommodations such as dual language reference materials and response in first language are available to these students. A brochure describing the MCA is available online in ten languages.

LEP Students who are New-to-Country (parents don't speak English at home and their first education in a U.S. school was within the past year) do not have to take the Reading MCA.

## **Assessing knowledge and skills on Minnesota English Language Proficiency Standards**

Title III of NCLB requires states to assess the reading, writing, listening and speaking skills of all LEP students. Minnesota uses the K-2 Checklist to measure the pre-reading and pre-writing skills of students in grades K-2, and the Test of Emerging Academic English (TEAE) to measure the reading and writing skills in students in grades 3-4, 5-6, 7-8 and 9-12. Minnesota uses the MN SOLOM to measure the speaking and listening skills of students in grades K-12. LEP students who take these tests are eligible for LEP funding the following school year. The Limited English Proficiency Assessment Advisory Committee monitors the uses of these tests each year.

## **Diploma Tests**

Minnesota students must pass tests in reading, math and writing in order to be eligible to graduate from high school. LEP students who first attend a Minnesota school at the beginning of grade 9 or later do not have to pass these tests if they have otherwise completed the other graduation requirements of a school district by the time they finish their senior year.

For more information, contact Dirk Mattson, Director of Research and Assessment, 651-582-1611.

## **CENTER FOR POSTSECONDARY SUCCESS**

The Center for Postsecondary Success works with dual credit programs including Advanced Placement, International Baccalaureate, PSEO, and concurrent enrollment. These programs provide many students with opportunities to take rigorous courses as well as the opportunity to earn college credits while still in high school. Participation numbers indicate that while these programs are growing every year, there are consistently low enrollment numbers for low-income students and student of color including new American and immigrant students. In an effort to get information into the hands of these communities, as well as to the professionals who work with these students, the Center has engaged in collaboration with the Minnesota Minority Education Partnership (MMEP), the Center for School Change, the YMCA, Girl Scouts of America and other organizations who work with students in

both educational and non-educational settings. The Center has also collaborated with the Minnesota Office of Higher Education and the Get Ready program to share information with providers and students about how to access these programs and the benefits they offer.

Presentations to the above organizations have included information for families and students about how to access dual enrollment programs as well as the academic and financial benefits of participating in AP, IB, PSEO, Programs of Study, and Concurrent Enrollment options. Through grant funds, dual credit brochures were developed which promote all opportunities Minnesota offers to earn college credits in high school. These were printed in four languages including English, Hmong, Somali, and Spanish and have been distributed throughout the state to agencies and organizations that serve school age youth.

The Center's staff also serves on the executive board for New American Services, which provides support for new immigrant and refugee populations in providing safe, stable environments for their children, learning to operate in a new culture, and becoming financially independent. In addition, this service also focuses on increasing the use of culturally specific resources, such as interpretation services and community education, for Hispanic/Latino, African, Hmong, Russian, Somali, and other immigrants in Dakota and eastern Scott counties.

Other specific initiatives and projects undertaken by MDE's dual enrollment specialist include:

- Serving on MCAN/MMEP committees for a series of scholarship events tailored for specific cultural communities and presenting at these events about dual credit opportunities (Immigrant family scholarship night, Hmong family scholarship night, Latino family scholarship night, and African American family scholarship night).
- Participation on a planning committee with the Center for School Change on an insert for the Minnesota Spokesman Recorder (a newspaper tailored for the African American community)
- Participation in a variety of events sponsored by the Council of Black Minnesotans on educational equity concerns in the African American Community
- Presentations to students at the Get Ready Summer Camp regarding dual credit programs
- Workshop delivered through MCAN/MMEP about dual enrollment for school-based and non-school based personnel
- Presentations to Get Ready counselors and MPS students about PSEO and other dual enrollment options
- Presentation to educators and providers and students at Minnesota Indian Education conference
- Presentation at MCAN/MMEP event for Girl/Boy scout leaders about dual enrollment
- Work with MOHE on developmental summer transition scholarship program
- Presentation to students at college access center at neighborhood house about college readiness
- Work with students at "We want you back", an initiative of MPS, to encourage students who have dropped out to return to school.
- Materials and information provided for the Hmong Resource Fair
- Presentation at YMCA meeting with all coordinators for youth achievers programs
- Presentation to students at Southern MN TRiO conference at MNSU, Mankato
- Presentation at MNACAC conference in May
- Presentation scheduled at MMEP conference fall of 2010

## **High School Redesign Framework**

The Center for Postsecondary Success has developed, piloted and implemented a Systemic High School Redesign Framework in districts across the state. It includes tools, strategies and resources for all Minnesota high schools to use when implementing school improvement goals. Several specific resources to help immigrant students and families were included in the Framework. The Framework includes the following research-based core components:

- Rigorous and relevant course-taking for all students, especially at transition points
- Personalized learning environment for each student, with the support of parents and other adult mentors
- Multiple pathways to postsecondary training or college to achieve a minimum K-14 education
- High-quality teacher and principal leadership
- Student assessment and program evaluation data used to continuously improve school climate, organization, management, curricula and instruction.

## **Systemic Middle Level School Redesign Framework**

The Center for Postsecondary Success has also developed a Systemic Middle Level School Redesign Framework, aligned with the High School Redesign Framework. The goal is to pilot this framework during 2010-2011. Several specific resources to assist immigrant students and families were included in this framework as well. The Systemic Middle School Redesign Framework includes the following research-based core components:

- Rigorous and relevant curriculum for all students
- Personalized learning environment for each student
- Highly effective teachers and instruction
- Effective leadership
- Safe and healthy school environment
- Data use for improvements in a timely and ongoing manner

## **Minnesota Career Information System**

The Minnesota Career Information System (MCIS) is a self-supporting career development program, located under the Center for Postsecondary Success, in the Minnesota Department of Education. MCIS develops and distributes career information for people of all ages. The program includes occupational information, occupational videos, programs of study, Minnesota and national postsecondary school information, scholarship and financial aid information, job search information, five different assessment tools, a reality check tool, a full career development curriculum framework, and much more. A number of the overview files, most occupational videos, and many of the support materials are now available in Spanish. By this fall, all of the assessment tools will also be available in Spanish. MCIS is available at approximately 80% of the high schools in the state, about half of the postsecondary institutions, all workforce centers and a variety of other locations. A MCIS Junior product is available for middle school aged students which also includes Spanish translations.

For more information, contact Sally Wherry, Supervisor – Center for Postsecondary Success, 651-582-8768.

## SCHOOL CHOICE

### Integration Revenue

The intention of the Minnesota Integration Revenue Program is to increase interaction between students in racially isolated districts or school sites and adjacent school districts or sites. The program provides funding to 115 eligible school districts, as determined by number of protected students reported in the October 1 child count. The Integration Revenue Program is governed by Minnesota Statutes Section 124D.86 and Minnesota Rules 3535.0100.

Districts receiving integration revenue are required to develop a desegregation plan through a community collaborative process. The plan should include opportunities for students in the following areas:

- Increased interracial contact through classroom experiences;
- Staff development and other initiatives;
- Cultural programming; and,
- Other education-related programming, such as classroom partnerships and summer programming.

Integration revenue funds programs in the Willmar and Rochester school districts that target new Americans and immigrants. One of Rochester's goals is to *Support an Integrated Learning environment for ALL students and Close the Opportunity Gap*. The initiative under this is to "support Newcomer Centers to prepare students for integrated learning environments".

### Charter Schools and Alternative Schools

About 10% of the charter schools target new immigrants or English Language Learners (ELL). At least one contract alternative school in Minneapolis targets new immigrants and others focus on ELL students.

For more information, contact Glory Kibbel, Supervisor, 651-582-8695.

## COMPLIANCE AND ASSISTANCE

The Compliance and Assistance division oversees implementation of certain state and federal laws, including special education laws and civil rights laws. The division also provides resources to assist school districts and parents in maintaining compliance with these laws. Many of the division's activities serve students indirectly, via monitoring and other support services of and for schools. To the extent required by law, special education compliance monitors and the division's civil rights monitor ensure that programs and services offered by school districts appropriately meet the needs of all student groups, including new immigrants and others who may have unique language or cultural needs.

The division also provides several model special education forms that are used by school districts when seeking consent from parents to evaluate their child for special education and when proposing an individualized education plan for a child. These forms advise parents on where to get further assistance from community organizations and the department.

Individuals from new immigrant communities are most likely to come into direct contact with the division during a special education complaint or hearing process, during a mediation or other facilitated meeting, or when seeking technical advisory assistance from the division. To ensure that

new immigrant parents are aware of and have access to the full breadth of these important resources for parents and students, the division has implemented the following programs:

- Special education forms that are commonly used by parents translated into several languages likely to be spoken by new immigrants
- Translated forms are available on the division's web pages and include all standard due process forms such as the Individualized Education Plan; due process complaint forms and an explanatory How to File a Complaint document; the model procedural safeguards notice; and mediation and facilitated IEP meetings forms and overview documents.
- Proactive outreach that promotes the division's services to parent support organizations, such as PACER and ARC, which work closely with parents in new immigrant communities
- Ensure new immigrant parents are aware of the division's role and resources to assist them through informal outreach about services with these parent organizations. These organizations have staff members who work closely with parents in new immigrant communities and who often come from those communities themselves.
- Prepared to launch in June 2010 a new outreach program to county social services agencies that often have first contact with new immigrants. This outreach is designed to bring information about the division's resources and how it can help parents to organizations that come into direct contact with new immigrant parents.
- Offered and implemented a parent advocacy and training grant that will enable the parent support organization PACER to develop new parent outreach and support programs aimed at diverse families, including those with low incomes, geographic limitations, or racial or cultural diversity
- Parent specialists with American Indian, Southeast Asian, Somali, and Hispanic backgrounds will work to serve family needs, and translated materials and workshops will be offered to provide parents with training, knowledge and support.

For more information, contact Amy Roberts, Director of Compliance and Assistance, 651-582-8482.

### **STATE LIBRARY SERVICES**

The State Library Services division has established an ongoing working relationship with the Mexican Consulate staff, including Consular Ana Luisa Fajar. Among these activities are:

- a) For past three years, State Library Services staff publicized to public and school libraries the Mexican Consulate offer to provide a set of Mexican textbooks.
- b) Distributes announcements on behalf of the Mexican Consulate. The distribution is mostly to metro-area libraries because of the nature of the activities.
- c) In May 2010 assisted consulate staff member Claudia Delgado in St. Paul Public Library regarding an exhibit of Mexican-American children's poster contest entries.

The division also convenes meetings for sharing best practices among Metro Area library staff whose libraries serve Latino communities. The next meeting is scheduled for September 24, 2010, with Mexican Consulate staff member Rodrigo Marquez and Hector Garcia, Chicano Latino Affairs Council Executive Director. School librarians that serve Spanish-English immersion schools or Spanish immersion schools have been invited.

State Library Services established ongoing agreement for Minitex, Office of Higher Education, to deliver issues of the Spanish-language newspaper *La Prensa* to 114 public, school, and some academic libraries in Greater Minnesota. Public libraries serve as distribution points for individuals for personal copies and for libraries to make available in their periodicals section.

Other services the division provides to library users including new American and immigrants include:

- Recently began discussions with the newspaper *Asian American Press* for similar delivery service which may begin in the fall of 2010.
- Provides maps of Minnesota libraries, <http://education.state.mn.us/MDE/Data/Maps/LibraryMaps>. Maps direct the public to libraries which provide study locations, homework resources, work resources, and public Internet access.
- Offers training for library staff on ways to remove barriers to library services for immigrants and New Americans.

### **Federal Library Grants**

The federal government awarded a Library Services and Technology Act (LSTA) grant to Hennepin County Library (HCL) to enhance and expand its current comprehensive library resources and programs to immigrants living in disadvantaged neighborhoods. With the grant HCL will develop programs that successfully increase confidence with the English language, introduce or familiarize the participants to the library and its resources, promote the sense of community, and introduce local social services, including healthcare, nutrition, safe homes, employment resources and advance educational opportunities programs for young people. Anticipated start date is July 1, 2010.

Descriptions of other federal LSTA grants are available at:

<http://education.state.mn.us/mdeprod/groups/Library/documents/Report/034551.pdf>

Federal LSTA funds supplement state funds that support the sharing of library materials from all types of libraries through the Minitex delivery system. The sharing of library resources makes it possible for a person in outstate Minnesota to borrow and return a book or other materials from the anywhere in the state without charge.

### **State Library Grants**

The twelve regional public library systems receive state funding through the Regional Library Basic System Support (RLBSS) program through State Library Services. This state funding is matched with county and city funding to support a network over 360 public library buildings statewide. Public libraries are part of the economic, educational and cultural framework of the state, and are of particular importance in out-state areas. The regional systems through their member or branch libraries offer books, media and other resources, programs and services for all age groups and backgrounds, and provide free access to the Internet.

### **State Regional Library Telecommunications Aid**

State Regional Library Telecommunications Aid (RLTA) funding supports Internet access through the regional public library systems for one line per eligible member or branch library building. Access to the Internet is helpful for English language learners, distance learners, job hunters, retrieving e-government resources, e-mail communication with families, homework assignments, and business resources.

## Electronic Library for Minnesota

The Electronic Library for Minnesota (ELM) is a collection of research and information databases that can be used by Minnesota residents through their school, public, academic and state government libraries or from home or work with a valid public library card. The statewide database licenses give Minnesota residents online access to magazine, journal and newspaper articles, electronic books, and information from other reference sources.

The databases in ELM were recommended by the Minitex Electronic Information Resources Task Force which includes the State Librarian and other State Library Services staff. The current licenses run through June 30, 2012. The Legislature allocates funds through State Library Services, Minnesota Department of Education to make these resources available to public and school libraries.

There are two foreign-language databases available on ELM:

1. *iInforme!* provides the full-text articles from 50 Spanish-language magazines and bilingual periodicals.
2. Clase/Periodica indexes documents published in Latin American journals specializing in the social sciences and humanities. PERIÓDICA covers journals specializing in science and technology. Together, these databases contain 2,600 scholarly journals published in the Spanish, Portuguese, French, and English languages.

## Minnesota Braille and Talking Book Library

### Faribault, MN

The Minnesota Braille and Talking Library's (MBTBL) Braille and audio collection is provided by National Library Service for the Blind and Physically Handicapped (NLS). Public Law 889-522 authorizes the Library to provide talking-book services to all persons who could not read standard print because of visual or physical disability. This provided collection is similar to a medium-sized public library collection. Selections range from pre-school through adult interest levels. When possible, titles from other cultures are included. Spanish language titles are regularly added to this collection. This collection is not curriculum directed, but it includes titles that introduce immigrant children and adults to American history and culture and help improve English language comprehension.

### MBTBL collection helpful for new immigrants:

- **Citizenship** and **GED** materials. Titles are in English and in Spanish on audiocassette. Braille equivalents available in English.
- **Print/Braille.** Titles include the text in print and Braille. The vocabulary ranges for pre-school through third grade readers. Folktales from many countries are represented, as well as fiction and nonfiction titles. The nonfiction selections offer basic information on topics that help inform and build vocabulary.
- **Uncontracted Braille.** Text is letter by letter. These titles introduce the Braille alphabet and help build initial tactile skills required to learn standard Braille with its short forms.
- **Large Print.** The library purchases large print titles from commercial publishers with gift donations. Juvenile, young adult and Spanish language titles are purchased when available.
- **Playaway Books.** Purchased with LSTA grant money, this collection of commercially produced Playaway digital audio books includes several titles introducing English to Spanish speakers.

**NLS/BPH Foreign Language resources:**

**Magazines.** Personal subscriptions to two Spanish language magazines: *People en Espanol and Vandidas*; French language, *France Amerique* and German, *Das Beste aus Readers Digest*.

**NLS/BPH Foreign Language Collection**

NLS/BPH purchased foreign language titles in a number of languages. The foreign language collection is located at the Multistate Center for the East in Cincinnati, Ohio and serves foreign language patrons nationally. The size and diversity of titles for the languages vary. At this time Braille and audiocassette titles are available. The MBTBL initiates interlibrary loan requests for patrons.

For more information on State Library Services, contact Nancy Walton, Acting Director, at 651-582-8881.

This report was prepared by Minnesota Department of Education, Office of Government Relations.

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# MINNESOTA ABE TEN YEAR PARTICIPATION AND FUNDING TREND DATA: 2000 – 2010

September 24, 2009

	<u>FY 2000</u>	<u>FY 2001</u>	<u>FY2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY2010</u>
<b>Enrollees</b> (Any number of contact hrs.)	73,213	78,443	82,778	81,821	81,419	80,452	76,736	74,708	74,656	73,387	
<b>“Participant” – defined as 12 hours or more:</b>	49,720	42,039	42,853	43,864	44,220	47,173	46,042	45,407	45,681	45,588	
<b>Percent of enrollment:</b>	(68%)	(54%)	(52%)	(54%)	(54%)	(59%)	(60%)	(61%)	(61%)	(62%)	
<b>Participation Change</b>	+3.3%	(-15%)	+1.9%	+2.4%	+0.8%	+6.3%	(-2.4%)	(-1.0%)	+0.01%	0%	
<b>Participation (12+ hrs.) Type</b>											
% ESL	37%	44%	46%	46%	47%	48%	51%	46%	45%	47%	
	18,396	18,497	19,712	20,177	20,783	22,643	23,481	20,887	21,006	21,426	
% GED + Diploma	21%	19%	20%	20%	20%	19%	17%	18%	21%	16%	
% ABE and other	42%	37%	34%	34%	33%	33%	32%	36%	34%	37%	
<b>Enroll. Contact Hrs.</b>	3,205,283	3,552,917	4,170,176	4,420,210	4,845,859	4,994,916	5,216,421	5,214,101	5,054,208	5,372,127	
<b>Annual Con.Hr. Change</b>	+42.0%	+10.8%	+17.4%	+6.0%	+9.6%	+3.1%	+4.4%	(- 0.04%)	(-3.1%)	+6.3%	
<b>10-Year Average Con.Hr. Change</b>		+8.7%	+10.1%	+10.4%	+11.1%	+ 11.0%	+10.9%	+10.2%	+9.1%	+9.7%	
<b>Avg. Contact Hours</b>											
- Per Enrollee	44	45	50	54	60	62	68	70	68	73	
- Per Participant	69	82	88	95	99	102	108	115	111	118	
<b>ABE Revenue</b>	<u>FY 2000</u>	<u>FY 2001</u>	<u>FY2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY2010</u>
<b>State Aid</b> (in Millions)	\$23.000 M	\$30.074 M	\$32.150 M	\$31.659 M	\$34.388 M	\$36.509 M	\$36.518 M	\$37.999 M	\$41.059 M	\$42.292 M	\$43.560 M
<b>Federal Aid</b> (in Millions)	\$ 4.347 M	\$ 5.178 M	\$ 6.055 M	\$ 6.489 M	\$ 6.684 M	\$ 6.833 M	\$ 6.809 M	\$ 6.774 M	\$ 6.802 M	\$ 6.725 M	\$ 6.166 M
<b>TOTAL REVENUE</b> (in Millions)	\$27.347 M	\$35.252 M	\$38.205 M	\$38.148 M	\$41.072 M	\$43.342 M	\$43.327 M	\$44.773 M	\$47.861 M	\$49.017 M	\$49,726 M
<b>Total Aid Change</b>	+31.9%	+28.9%	+8.4%	(-0.2%)	+7.7%	+6.6%	(-0.1%)	+3.3%	+6.9%	+2.4%	+1.4%
<b>\$ per py Enrollee</b>	\$ 373.53	\$ 449.40	\$ 461.54	\$ 466.24	\$ 504.45	\$ 538.73	\$546.09	\$599.31	\$ 641.09	\$ 677.59	
<b>\$ per py Participant</b>	\$ 550.02	\$ 838.55	\$ 891.54	\$ 869.69	\$ 928.81	\$ 919.37	\$941.03	\$986.03	\$1,047.72	\$1,090.77	
<b>\$ per py Learner Hr.</b> (py = prior year)	\$ 8.53	\$ 9.92	\$ 9.16	\$ 8.63	\$ 8.48	\$ 8.68	\$ 8.31	\$ 8.59	\$ 9.47	\$ 9.26	

## ABE STATE AID PER PRIOR YEAR CONTACT HOUR: 2001 – 2010

September 24, 2009

This table shows the ABE revenue per prior year contact hour for selected ABE programs.

The calculation is derived by dividing the total state aid award (all four state aid formula components) by the program's prior year contact hours.

	<u>FY 2001</u>	<u>FY2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>
<b>St. Paul ABE</b>	<b>\$7.46</b>	<b>\$7.18</b>	<b>\$7.02</b>	<b>\$6.38</b>	<b>\$6.08</b>	<b>\$5.83</b>	<b>\$5.22</b>	<b>\$6.16</b>	<b>\$6.75</b>	<b>\$6.50</b>
<b>Minneapolis ABE</b>	<b>\$8.15</b>	<b>\$7.75</b>	<b>\$7.20</b>	<b>\$6.63</b>	<b>\$6.43</b>	<b>\$6.13</b>	<b>\$6.31</b>	<b>\$6.61</b>	<b>\$7.07</b>	<b>\$6.97</b>
<b>All CBO Consortia*</b>	<b>\$5.72</b>	<b>\$5.48</b>	<b>\$5.19</b>	<b>\$4.80</b>	<b>\$4.79</b>	<b>\$4.61</b>	<b>\$4.54</b>	<b>\$5.01</b>	<b>\$5.41</b>	<b>\$5.26</b>
<b>STATE AVG.</b>	<b>\$11.01</b>	<b>\$8.82</b>	<b>\$8.12</b>	<b>\$7.53</b>	<b>\$7.38</b>	<b>\$7.12</b>	<b>\$7.06</b>	<b>\$7.63</b>	<b>\$8.20</b>	<b>\$7.87</b>

<b>Federal Aid / Hr.</b>	<b>\$1.35</b>	<b>\$1.24</b>	<b>\$1.15</b>	<b>\$1.05</b>	<b>\$0.99</b>	<b>\$0.91</b>	<b>\$0.88</b>	<b>\$0.87</b>	<b>\$0.89</b>	<b>\$0.55**</b>
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\*\* (Federal aid supplements the state aid. Large reduction in federal aid for FY 2010 due to federal formula change)

## STATE AID HISTORY AND NOTES

**1998** – The state aid appropriation for ABE in FY 1997 was nearly identical to FY 1998 resulting in the small 0.3% increase for FY 1998.

**1999** – The “permissive” local levy for ABE that generated about \$4,000,000 per year for local ABE programs was eliminated and that revenue was replaced by state aid in FY 1999.

**2000** – The state aid appropriation increased by 20.9% in FY 1999 and 31.9% in FY 2000 due to legislative recognition of the ABE proration issue. Funding to ABE consortia had been prorated at 77% and 54% respectively for those years. A new ABE formula was discussed and passed during this legislative session.

**2001** – State aid appropriation increased by 28.9% in FY 2001 due to the implementation of a new ABE funding formula that ended the ongoing proration of ABE consortia by increasing the resources. A one-time hold-harmless provision was enacted during FY 2001. An ABE Policy Task Force was mandated to provide guidance to MDE-ABE and a report with recommendations to the legislature: July, 2001 through December 2002.

**2002** – The state aid increase in FY 2002 reflects a statutory annual 8% appropriation increase (the 8% is dependent on a contact hours increase of 8% or greater). This new 8% growth limit mandate effectively halted the large (percentage-wise) growth rate of ABE that it had experienced during the previous 3 years. The automatic 8% increase was abolished in 2003, effective in FY 2004.

**2003** – In 2003 the legislature took back some of the state ABE appropriation to help with the MN budget shortfall. This “unallotment” was a \$1.6 million (4.7%) reduction to the ABE state aid appropriation.

**2005** – The separate Adult Graduation Aid program was transferred to ABE in FY 2004. An additional \$2.1 M was added to ABE aid base in FY 2005 to cover these new Adult Diploma (21 and over) program cost.

**2006** – The 2005 legislature amended the law to: a) allow a 20% state aid carryover (until 9/30), b) return the \$21 capped funds to ABE the following year, and c) return the 8% growth cap savings to ABE in the current year. Previously capped funds went back to the state general fund, not to the ABE program.

**2007** – The 2006 legislature restored a 3% automatic annual increase to the ABE appropriation and added a \$1.25 M ESL grant for each of FY 2007 and FY 2008.

**2008** – The 2007 legislature increased the base ABE appropriation by 7.6% and continued the ESL supplemental grant for FY 2008 (final year). Also, the contact hour growth cap for FY 2008 was suspended and then raised to 11% for FY 2009 and beyond. The gross revenue cap per p.y. contact hour was raised from \$21 to \$22.

**2009** – The 2008 legislature adjusted the 3% automatic base increase to reflect a statewide ten year average growth – as opposed to single prior year growth. That is, the ABE base aid will increase every year by 3% if ABE contact hours statewide grow by 3% or more over the prior ten year period.

**2010** – Although the 2009 legislature cut many programs to solve a \$6 billion deficit, they maintained the 3% ABE increase. They also raised the cap on grant award amounts to ABE supplemental services programs to a max of 20% of the supplemental services set-aside.