



Title I, Part C - Migrant Education Program (MEP) Updates
FASFEP Spring Forum - May 16, 2018
Dr. Dinh Nguyen, Director



Agenda

- Updates from United States Department of Education (USED) – Office of Migrant Education (OME)
- Updates from Florida Migrant Education Program (MEP)
- Discussion
- Q & A



Learning Objectives

- Become familiar with national and state policy perspectives regarding the Migrant Education Program.
- Understand current federal and State requirements.
- Identify and apply requirements of the 2018-19 Request for Application (RFA).



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Updates from Office of Migrant Education (OME)

FY 2018 Migrant Education Program (MEP) Awards

- President's FY 2018 and FY 2019 Budgets propose level funding for the MEP: \$374.8 million.
- FY 2018 Consortium Incentive Grants (CIGs) status pending.



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Updates from OME

FY 2018 OME Monitoring

- Targeted desktop monitoring, no site visits
- Focus on student records transfer and use of the Migrant Student Information Exchange (MSIX)
- Four States selected based on risk assessment
- April – July 2018





Florida Produce Availability

| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Avocado | | | | | | | | | | | | |
| Bell Pepper | | | | | | | | | | | | |
| Blueberry | | | | | | | | | | | | |
| Broccoli | | | | | | | | | | | | |
| Cabbage | | | | | | | | | | | | |
| Cantaloupe | | | | | | | | | | | | |
| Carambola | | | | | | | | | | | | |
| Carrot | | | | | | | | | | | | |
| Cauliflower | | | | | | | | | | | | |
| Celery | | | | | | | | | | | | |
| Cucumber | | | | | | | | | | | | |
| Eggplant | | | | | | | | | | | | |
| Grapefruit | | | | | | | | | | | | |
| Guava | | | | | | | | | | | | |
| Lettuce | | | | | | | | | | | | |
| Longan | | | | | | | | | | | | |
| Lychee | | | | | | | | | | | | |
| Mango | | | | | | | | | | | | |
| Mushroom | | | | | | | | | | | | |
| Orange | | | | | | | | | | | | |
| Papaya | | | | | | | | | | | | |
| Passion Fruit | | | | | | | | | | | | |
| Peanut | | | | | | | | | | | | |
| Potato | | | | | | | | | | | | |
| Radish | | | | | | | | | | | | |
| Snap Beans | | | | | | | | | | | | |
| Spinach | | | | | | | | | | | | |
| Squash | | | | | | | | | | | | |
| Strawberry | | | | | | | | | | | | |
| Sweet Corn | | | | | | | | | | | | |
| Tangerine | | | | | | | | | | | | |
| Tomato | | | | | | | | | | | | |
| Watermelon | | | | | | | | | | | | |

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Florida Migrant Education Program (MEP) Resources

- Listserv Messages
- Bi-Monthly Conference Calls
- Discretionary Grant Conference Calls
- Florida Department of Education (FDOE) Website



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Priority for Services (PFS)

- PFS means that these migrant students must be served first before and other eligible migratory can be served.
- Primary purpose of PFS is to serve students who are failing or at risk of failing to meet the State academic standards and those who have dropped out from school.



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PFS Federal Requirements

- In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have **made a qualifying move** within the previous 1-year period and who;
- are failing, or most at risk of failing, to meet the challenging State academic standards;
or
- **have dropped out of school.**



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PFS State Requirements

“Failing, or most at risk of failing, to meet the challenging State academic standards”

- Scored at Level 1 or Level 2 on the FSA
- Is an English Language Learner (ELL) or
- Was retained at any time or
- As an age/grade discrepancy; or
- Was retained at any time; or
- Is at risk of failing to meet the state graduation requirement by having one or both of the following:
 - An unweighted Grade Point Average (GPA) of 2.0 or below, or
 - Insufficient credits for promotion or graduation and/or did not pass a required End of Course exam



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Key Components of MEP

- ID&R Quality Control Child Count
- State Migrant Education Program Funding Allocation and Use of Funds
- Continuous Improvement Model:
 - Comprehensive Needs Assessments
 - Comprehensive Needs Assessments
 - Program Evaluation
- Instructional and Support Services
- Migrant Student Information Exchange (MSIX)
- Family Engagement
- Program Coordination
- Program Performance Reporting



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Funding Allocation

- United State Education Department (USED) – Office of Migrant Education (OME) – The Every Student Succeeds Act (ESSA), which was signed into law on December 10, 2015, authorized Migrant Education Program (MEP) by Part C of Title I.
- Florida Department of Education (FDOE) – USED allocates Title I, Part C MEP funds to States through a statutory formula based primarily on the State’s migrant student count, the number of migrant children who receive summer services, and the cost of education in each State.
- Sub-grantees – Entitlement grants: LEAs and Educational Consortia; Discretionary grants.



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Sub-Allocation Factors

- Number of migrant children
 - Recruited in regular year (Category 1), and
 - Served in a migrant funded summer program (Category 2)
- Needs of migratory children
 - Low scores in state assessments, ELL, retained, etc.
- Number of Children identified as Priority for Services
 - “Qualifying move in the last 1 year AND failing/at-risk of failing state standards OR have dropped out”
- Availability of funds from federal, state or local funds
 - Average state PPE vs. District PPE



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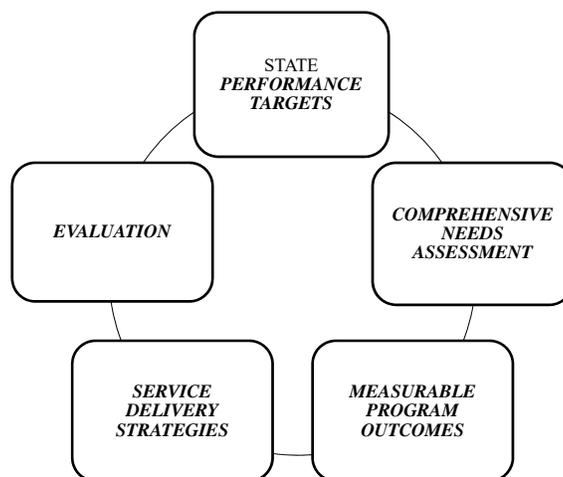
Program Planning & Evaluation

- **State Performance Targets** are adopted for migrant children in Pre-K, reading, math and high school graduation.
- A **Comprehensive Needs Assessment** (CNA) identifies unique, high priority needs of migrant children and families across all areas of focus.
- **Measurable Program Outcomes** (MPOs) help the Migrant Education Program (MEP) assess whether it is meeting identified migrant needs in targeted areas.
- **Service Delivery Strategies** (laid out in the SDP) outline specific ways to achieve Performance Targets and MPOs across focus areas.
- **Evaluation** efforts determine whether and to what extent the MEP is effectively achieving its goals for migrant children and families.



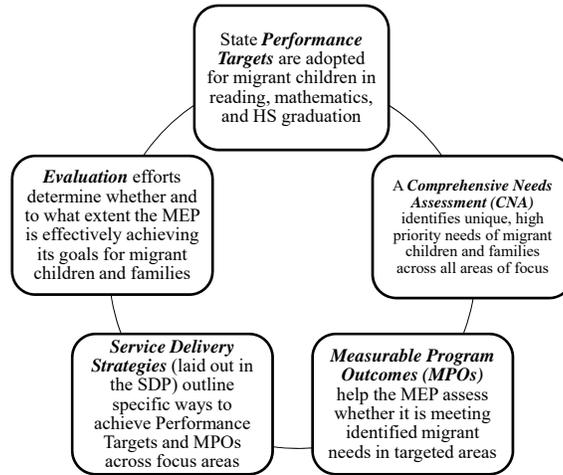
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Continuous Improvement Model



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Continuous Improvement Model



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Reading/Language Arts

Current Service Delivery Plan

Measurable Program Outcome (MPO): Percentage of migrant students who meet the annual proficiency target in reading will increase to 83% and the achievement gap between migrant and non-migrant students will decrease over the next three to five years. (CNA₁)

ELA MPO: Percentage of migrant EIs who meet the annual proficiency target in reading needs to increase by 6% points over the next three to five years. (CNA₂)

ELA MPO: All migrant children entering 4th grade will be reading on grade level (or higher) over the next three to five years. (CNA₁)

2018 Service Delivery Plan

ELA MPO1: By the end of project year 2020-2021, the percent of migrant students in Grades 3-8 that received 12 or more hours of supplemental academic instruction in ELA who achieve grade-level performance on the state assessment in ELA will increase by 3 percentage points over the 2018-2019 baseline.

ELA MPO2: By the end of project year 2020-2021, at least 50% of migrant parents with children in grades K-8 who participate in a migrant parent educational advocacy program will report gains in educational engagement with their child.



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Mathematics

| Current Service Delivery Plan | 2018 Service Delivery Plan |
|--|---|
| <p>Math MPO: Percentage of migrant students who meet the annual proficiency target in mathematics will increase to 82% and the achievement gap between migrant and non-migrant students will decrease over the next three to five years. (CNA₁)</p> <p>Math MPO: Percentage of migrant ELs who meet the annual proficiency target in math needs to increase by 6% points over the next three to five years. (CNA₂)</p> | <p>Math MPO1: By the end of project year 2020-2021, the percent of migrant students in Grades 3-8 that receive 12 or more hours of supplemental academic instruction in Mathematics who achieve grade-level performance on the state assessment in Mathematics will increase by 3 percentage points over the 2018-2019 baseline.</p> |



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Graduation

| Current Service Delivery Plan | 2018 Service Delivery Plan |
|--|--|
| <p>Graduation MPO: Percentage of migrant students who graduate from high school will increase to 92% and the gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years. (CNA₁)</p> <p>Graduation MPO: Percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% points over the next three to five years. (CNA₂)</p> | <p>Graduation MPO1: By end of the project year 2020-2021, the percent of migrant students in grades 9-12 who <i>a) are identified as at risk of failing or dropping out via district early warning systems and b) receive migrant education program support</i> that stay in school or graduate will increase by 3 percentage points over the 2018-2019 baseline.¹</p> |



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Graduation (cont.)

Current Service Delivery Plan

2018 Service Delivery Plan

Graduation MPO2: By the end of the project year 2020-2021, the percent of migrant students in grades 9-12 served by the migrant education program who successfully complete at least one accelerated course or certification will increase by 4 percentage points over the 2018-2019 baseline.

Graduation MPO3: By the end of project year 2020-2021, at least 50% of migrant parents with children in grades 9-12, who participate in a migrant parent educational advocacy program will report gains in knowledge of graduation requirements and student engagement strategies for promoting graduation.



Early Childhood

Current Service Delivery Plan

2018 Service Delivery Plan

School Readiness MPO: Percentage of migrant students (who received migrant funded or facilitated preschool services) who demonstrate school readiness as measured by the state's assessment will increase by 91% over the next three to five years. (CNA₁)

School Readiness MPO: Percentage of migrant eligible children (aged three to five) receiving preschool services by the MEP or other community agencies needs to increase by 12%. (CNA₂)

EC MPO 1: By the end of project year 2020-2021, the percent of migrant pre-k children who are *served by the migrant education program and complete Florida statewide school readiness assessment* that are determined to be ready for school will increase by 3 percentage points over the 2018-2019 baseline.

EC MPO 2: By the end of project year 2020-2021, at least 50% of migrant parents with children ages 3 to 5 not enrolled in Kindergarten who participate in a migrant parent program will report gains in educational engagement with their child.



Out-of-School Youth (OSY)

Current Service Delivery Plan

OSY MPO: Percentage of migrant OSY receiving support to access educational resources in communities where they live and work needs to increase over the next three to five years. (CNA₂)

OSY MPO: Percentage of OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years. (CNA₂)

Health MPO: Percentage of migrant families and youth receiving educational / referral services related to nutrition, vision and hearing screenings, and dental hygiene will increase over the next three to five years. (CNA₂)



2018 Service Delivery Plan

OSY MPO 1: By end of project year 2020-2021, the percent of *migrant students that drop out of school in grades 9-12 who receive MEP advocacy or academic support* who return to school or participate in a high school equivalency program within one year will increase by 15% over the 2018-2019 baseline.²

Program Evaluation

The SEA is required to evaluate its Migrant Education Program under Title 34 of the Code of Federal Regulations (34 CFR 200.84) as follows:

"Responsibilities of SEAs for evaluating the effectiveness of the MEP."

Each SEA must determine the effectiveness of its program through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets in § 200.83(a)(1), particularly for those students who have priority for service as defined in section 1304(d) of the ESEA."

The questions that the evaluation answers should include:

- To what extent are programs being implemented?
- Are the MEP students meeting state academic targets?
- To what extent are MEP programs impacting student outcomes?



Family Engagement

Parental involvement is an integral of all Title I programs, including the MEP. An SEA and LEAs must implement programs, activities, and procedures that effectively involve migrant parents. An SEA must (1) develop its comprehensive State plan in consultation with parents; (2) consult with parent advisory councils (PAC) regarding programs, and (3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in Section 1118.



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Continuation of Services

- **Intrastate** coordination refers to efforts involving two or more local operating agencies within a State to improve educational services to migrant children in that State. The SEA may facilitate these efforts among local operating agencies or the local operating agencies may conduct them directly.
- **Interstate** coordination refers to collaborative activities undertaken by two or more States to improve the education of migrant children in those States. Ideally, this term refers to the collaborative activities that two or more States assume to improve the education of migrant children who move between those States.



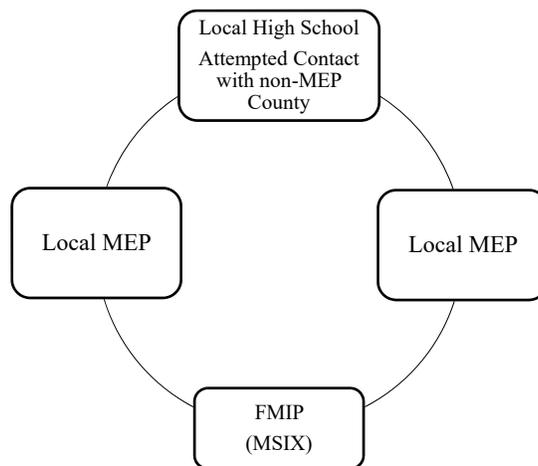
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Florida Migrant Inter/Intrastate Program (FMIP)

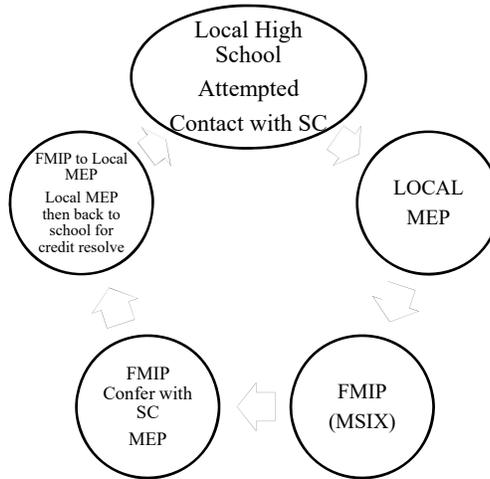
- Prepares and disseminates Migrant Student Scholarship Information
- Publishes FMIP Alerts
- Serves as the Binational Program Liaison for the FMEP Teacher Exchange Initiative
- Serves as the Florida Counselor Association Liaison for Florida Migrant Education Programs
- Serves as the Florida Department of Agriculture Liaison for Florida Migrant Education
- Provides Academic Advocacy technical assistance upon request



Successful Intrastate Records Exchange Collaborative Model via FMIP Assistance

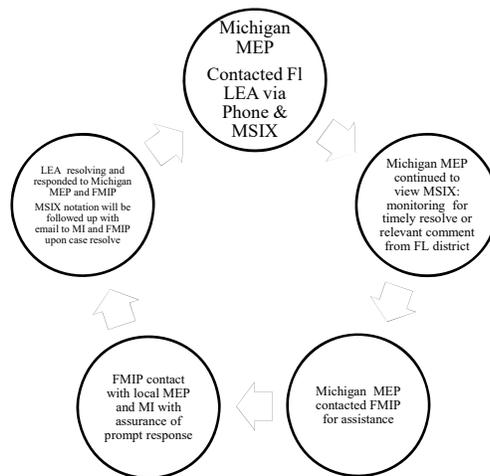


Successful Interstate Records Exchange Collaborative Model via FMIP Assistance



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Successful Interstate Records Exchange Collaborative Model via FMIP Assistance



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2017-18 FMEP Monitoring

Onsite

- Pasco County School District
- Volusia County School District

Desktop

- Collier County School District
- Hillsborough County School District
- Palm Beach County School District
- Polk County School District
- Florida Portable Assisted Study Sequence - Hillsborough Co.

Self-Certification

- Districts not designated for onsite or desktop monitoring are required to complete self-monitoring for 2017-18



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2018-19 Request for Application

- DOE 101 - Budget page
- Needs assessment (survey; OSY; private school; reading; math; graduation rates; acceleration; Pre-K)
- Consultation with private schools
- Services for PFS students
- OSY (ID&R; use of technology; needs assessment; services and outcomes; number of OSYs served in 2017-18, will receive services, expressed in survival English skills, number and percentage the LEA plans to provide English skills, and instructional and/or support services



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2018-19 Request for Application (cont.)

- Special areas of concerns (educational continuity; instructional time; school engagement; English language development; educational support in the home; health and access to services; and number and percent of migrant families and youth who will receive support services
- Parental involvement
- Summer programs (English language arts and math; high school graduation; OSY; and Pre-K)
- Annual evaluation



Q & A



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