
**Study of the Implementation of the
ESEA Title I – Part C
Migrant Education Program**

Volume II: Technical Appendices

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Contents

Contents	i
Appendix A. Statutory Provisions for the Migrant Education Program	1
Appendix B. A Brief History of the Migrant Student Information Exchange (MSIX).....	9
Appendix C. State MEP Director Survey Instrument.....	10
Migrant Education Program (MEP) Background and Context.....	10
Migratory Student Identification and Recruitment (ID&R)	10
Priority for Service (PFS).....	13
MEP-funded Services and Supports	14
Coordination and Collaboration	21
Other OME-funded Programs	25
Data Use and Decision Making.....	26
Appendix D. Regional/Local MEP Coordinator Survey Instrument.....	30
Migrant Education Program Background and Context	30
Migratory Student Identification and Recruitment (ID&R)	31
Priority for Service (PFS).....	34
MEP-funded Services and Supports	35
Coordination and Collaboration	46
Other OME-funded Programs	50
Data Use and Decision Making.....	54
Appendix E. State MEP Director Interview Guide.....	56
Introduction to the Interview	56
Interview Questions	57
Program Staffing and Administration.....	57
Migrant Student Needs	58
Identification and Recruitment	59
MEP-funded Services and Supports	60
Services Specific to PFS	61
Services Specific to Out-of-School Youth (OSY)	62
Services Supporting High School Completion, Postsecondary Education, and Workforce/Career Readiness.....	62
Coordination and Collaboration	62
Accountability and Data Use	63
Technical Assistance, Monitoring, and Accountability	63
Data Collection and Use.....	64

Appendix F. Regional/Local MEP Coordinator Interview Guide	66
Introduction to the Interview	66
Interview Questions	66
Program Staffing and Administration	67
Migrant Student Needs	68
Identification and Recruitment	69
MEP-funded Services and Activities	70
Services Specific to PFS	72
Services Specific to Out-of-School Youth (OSY)	72
Services Supporting High School Completion, Postsecondary Education, and Workforce/Career Readiness.....	72
Coordination and Collaboration	73
Accountability and Data Use	74
Technical Assistance, Monitoring, and Accountability	74
Data Collection and Use	75
Appendix G. Supporting Data for Exhibits	76

Appendix A. Statutory Provisions for the Migrant Education Program

PART C—EDUCATION OF MIGRATORY CHILDREN

SEC. 1301. *20 U.S.C. 6391c* PROGRAM PURPOSES.

The purposes of this part are as follows:

- (1) To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- (2) To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- (3) To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- (4) To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- (5) To help migratory children benefit from State and local systemic reforms.

SEC. 1302. *20 U.S.C. 6392c* PROGRAM AUTHORIZED.

In order to carry out the purpose of this part, the Secretary shall make grants to State educational agencies, or combinations of such agencies, to establish or improve, directly or through local operating agencies, programs of education for migratory children in accordance with this part.

SEC. 1303. *20 U.S.C. 6393c* STATE ALLOCATIONS.

- (a) STATE ALLOCATIONS.—Except as provided in subsection (c), each State (other than the Commonwealth of Puerto Rico) is entitled to receive under this part an amount equal to the product of—
- (1) the sum of—
 - (A) the average number of identified eligible migratory children aged 3 through 21 residing in the State, based on data for the preceding 3 years; and
 - (B) the number of identified eligible migratory children, aged 3 through 21, who received services under this part in summer or intersession programs provided by the State during the previous year; multiplied by
 - (2) 40 percent of the average per-pupil expenditure in the State, except that the amount determined under this paragraph shall not be less than 32 percent, nor more than 48 percent, of the average per-pupil expenditure in the United States.
- (b) HOLD HARMLESS.—Notwithstanding subsection (a), for each of fiscal years 2017 through 2019, no State shall receive less than 90 percent of the State's allocation under this section for the preceding fiscal year.
- (c) ALLOCATION TO PUERTO RICO.—
- (1) IN GENERAL.—For each fiscal year, the grant that the Commonwealth of Puerto Rico shall be eligible to receive under this part shall be the amount determined by multiplying the number of children who would be counted under subsection (a)(1) if such subsection applied to the Commonwealth of Puerto Rico by the product of—
 - (A) the percentage that the average per-pupil expenditure in the Commonwealth of Puerto Rico is of the lowest average per-

pupil expenditure of any of the 50 States, subject to paragraphs (2) and (3); and

(B) 32 percent of the average per-pupil expenditure in the United States.

(2) MINIMUM PERCENTAGE.—The percentage described in paragraph (1)(A) shall not be less than 85 percent.

(3) LIMITATION.—If the application of paragraph (2) for any fiscal year would result in any of the 50 States or the District of Columbia receiving less under this part than it received under this part for the preceding fiscal year, then the percentage described in paragraph (1)(A) that is used for the Commonwealth of Puerto Rico for the fiscal year for which the determination is made shall be the greater of the percentage in paragraph (1)(A) for such fiscal year or the percentage used for the preceding fiscal year.

(d) RATABLE REDUCTIONS; REALLOCATIONS.—

(1) IN GENERAL.—

(A) RATABLE REDUCTIONS.—If, after the Secretary reserves funds under section 1308(c), the amount appropriated to carry out this part for any fiscal year is insufficient to pay in full the amounts for which all States are eligible, the Secretary shall ratably reduce each such amount.

(B) REALLOCATION.—If additional funds become available for making such payments for any fiscal year, the Secretary shall allocate such funds to States in amounts that the Secretary determines will best carry out the purposes of this part.

(2) SPECIAL RULE.—

(A) FURTHER REDUCTIONS.—The Secretary shall further reduce the amount of any grant to a State under this part for any fiscal year if the Secretary determines, based on available information on the numbers and needs of migratory children in the State and the program proposed by the State to address such needs, that such amount exceeds the amount required under section 1304.

(B) REALLOCATION.—The Secretary shall reallocate such excess funds to other States whose grants under this part would otherwise be insufficient to provide an appropriate level of services to migratory children, in such amounts as the Secretary determines are appropriate.

(e) CONSORTIUM ARRANGEMENTS.—

(1) IN GENERAL.—In the case of a State that receives a grant of \$1,000,000 or less under this section, the Secretary shall consult with the State educational agency to determine whether consortium arrangements with another State or other appropriate entity would result in delivery of services in a more effective and efficient manner.

(2) PROPOSALS.—Any State, regardless of the amount of such State's allocation, may submit a consortium arrangement to the Secretary for approval.

(3) APPROVAL.—The Secretary shall approve a consortium arrangement under paragraph (1) or (2) if the proposal demonstrates that the arrangement will—

(A) reduce administrative costs or program function costs for State programs; and

(B) make more funds available for direct services to add substantially to the academic achievement of children to be served under this part.

(f) DETERMINING NUMBERS OF ELIGIBLE CHILDREN.—In order to determine the identified number of migratory children residing in each State for purposes of this section, the Secretary shall—

(1) use the most recent information that most accurately reflects the actual number of migratory children;

(2) develop and implement a procedure for monitoring the accuracy of such information;

(3) develop and implement a procedure for more accurately reflecting cost factors for different types of summer and inter-session

program designs;

(4) adjust the number of migratory children who reside in each State to take into account—

(A) the unique needs of those children participating in effective special programs provided under this part that operate during the summer and intersession periods; and

(B) the additional costs of operating such programs;

and

(5) conduct an analysis of the options for adjusting the formula so as to better direct services to migratory children, including the most at-risk migratory children.

(g) **NONPARTICIPATING STATES.**—In the case of a State desiring to receive an allocation under this part for a fiscal year that did not receive an allocation for the previous fiscal year or that has been participating for less than 3 consecutive years, the Secretary shall calculate the State's number of identified migratory children aged 3 through 21 for purposes of subsection (a)(1)(A) by using the most recent data available that identifies the migratory children residing in the State until data is available to calculate the 3-year average number of such children in accordance with such subsection.

SEC. 1304. §20 U.S.C. 6394c STATE APPLICATIONS; SERVICES.

(a) **APPLICATION REQUIRED.**—Any State desiring to receive a grant under this part for any fiscal year shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

(b) **PROGRAM INFORMATION.**—Each such application shall include—

(1) a description of how, in planning, implementing, and evaluating programs and projects assisted under this part, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through—

(A) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(B) joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under part A of title III;

(C) the integration of services available under this part with services provided by those other programs; and

(D) measurable program objectives and outcomes;

(2) a description of the steps the State is taking to provide all migratory students with the opportunity to meet the same challenging State academic standards that all children are expected to meet;

(3) a description of how the State will use funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year;

(4) a description of the State's priorities for the use of funds received under this part, and how such priorities relate to the State's assessment of needs for services in the State;

(5) a description of how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migratory children, the requirements of subsection (d), and the availability of funds from other Federal, State, and local programs; and

(6) a description of how the State will encourage programs and

projects assisted under this part to offer family literacy services if the program or project serves a substantial number of migratory children whose parents do not have a high school diploma or its recognized equivalent or who have low levels of literacy.

(c) ASSURANCES.—Each such application shall also include assurances that—

(1) funds received under this part will be used only—

(A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and

(B) to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families;

(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and part F;

(3) in the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parents of migratory children, including parent advisory councils, for programs not less than 1 school year in duration, and that all such programs and projects are carried out—

(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and

(B) in a format and language understandable to the parents;

(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school;

(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;

(6) such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services;

(7) to the extent feasible, such programs and projects will provide for—

(A) advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education health, nutrition, and social services;

(B) professional development programs, including mentoring, for teachers and other program personnel;

(C) family literacy programs;

(D) the integration of information technology into educational and related programs; and

(E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and

(8) the State will assist the Secretary in determining the number of migratory children under section 1303(a)(1).

(d) PRIORITY FOR SERVICES.—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—

(1) are failing, or most at risk of failing, to meet the challenging State academic standards; or

(2) have dropped out of school.

(e) CONTINUATION OF SERVICES.—Notwithstanding any other provision of this part—

(1) a child who ceases to be a migratory child during a school

term shall be eligible for services until the end of such term;

(2) a child who is no longer a migratory child may continue to receive services for 1 additional school year, but only if comparable services are not available through other programs; and

(3) students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

SEC. 1305. §20 U.S.C. 6395. SECRETARIAL APPROVAL; PEER REVIEW.

The Secretary shall approve each State application that meets the requirements of this part, and may review any such application with the assistance and advice of State officials and other officials with relevant expertise.

SEC. 1306. §20 U.S.C. 6396. COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

(a) **COMPREHENSIVE PLAN.**—

(1) **IN GENERAL.**—Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the unique educational needs of migratory children in accordance with a comprehensive State plan that—

(A) is integrated with other programs under this Act or other Acts, as appropriate;

(B) may be submitted as a part of a consolidated application under section 8302, if—

(i) the unique needs of migratory children are specifically addressed in the comprehensive State plan;

(ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and

(iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;

(C) provides that migratory children will have an opportunity to meet the same challenging State academic standards that all children are expected to meet;

(D) specifies measurable program goals and outcomes;

(E) encompasses the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

(F) is the product of joint planning among such local, State, and Federal programs, including programs under part A, early childhood programs, and language instruction educational programs under part A of title III; and

(G) provides for the integration of services available under this part with services provided by such other programs.

(2) **DURATION OF THE PLAN.**—Each such comprehensive State plan shall—

(A) remain in effect for the duration of the State's participation under this part; and

(B) be periodically reviewed and revised by the State, as necessary, to reflect changes in the State's strategies and programs under this part.

(b) **AUTHORIZED ACTIVITIES.**—

(1) **FLEXIBILITY.**—In implementing the comprehensive plan described in subsection (a), each State educational agency, where applicable through its local educational agencies, retains the flexibility to determine the activities to be provided with funds made available under this part, except that such funds first shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.

(2) **UNADDRESSED NEEDS.**—Funds provided under this part shall be used to address the needs of migratory children that are not addressed

by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under part A may receive those services through funds provided under that part, or through funds under this part that remain after the agency addresses the needs described in paragraph (1).

(3) CONSTRUCTION.—Nothing in this part shall be construed to prohibit a local educational agency from serving migratory children simultaneously with students with similar educational needs in the same educational settings, where appropriate.

(4) SPECIAL RULE.—Notwithstanding section 1114, a school that receives funds under this part shall continue to address the identified needs described in paragraph (1), and shall meet the unique educational needs of migratory children before using funds under this part for schoolwide programs under section 1114.

SEC. 1307. §20 U.S.C. 6397c BYPASS.

The Secretary may use all or part of any State's allocation under this part to make arrangements with any public or private agency to carry out the purpose of this part in such State if the Secretary determines that—

(1) the State is unable or unwilling to conduct educational programs for migratory children;

(2) such arrangements would result in more efficient and economic administration of such programs; or

(3) such arrangements would add substantially to the educational achievement of such children.

SEC. 1308. §20 U.S.C. 6398c COORDINATION OF MIGRANT EDUCATION ACTIVITIES.

(a) IMPROVEMENT OF COORDINATION.—

(1) IN GENERAL.—The Secretary, in consultation with the States, may make grants to, or enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, and other public and private entities to improve the interstate and intrastate coordination among such agencies' educational programs, including through the establishment or improvement of programs for credit accrual and exchange, available to migratory children.

(2) DURATION.—Grants under this subsection may be awarded for not more than 5 years.

(b) STUDENT RECORDS.—

(1) ASSISTANCE.—The Secretary shall assist States in the electronic transfer of student records and in determining the number of migratory children in each State.

(2) INFORMATION SYSTEM.—

(A) IN GENERAL.—The Secretary, in consultation with the States, shall ensure the linkage of migrant student record systems for the purpose of electronically exchanging, among the States, health and educational information regarding all migratory students eligible under this part. The Secretary shall ensure that such linkage occurs in a cost-effective manner, utilizing systems used by the States prior to, or developed after, the date of the enactment of the Every Student Succeeds Act. Such information may include—

(i) immunization records and other health information;

(ii) elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments under section 1111(b)(2);

(iii) other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and

(iv) eligibility for services under the Individuals with Disabilities Education Act.

(B) CONSULTATION.—The Secretary shall maintain ongoing consultation with the States, local educational agencies, and other migratory student service providers on—

- (i) the effectiveness of the system described in subparagraph (A); and
- (ii) the ongoing improvement of such system.

(C) NOTICE AND COMMENT.—After consulting with the States under subparagraph (A), the Secretary shall publish a notice in the Federal Register seeking public comment on any new proposed data elements that each State receiving funds under this part shall be required to collect for purposes of electronic transfer of migratory student information and the requirements that States shall meet for immediate electronic access to such information.

(3) NO COST FOR CERTAIN TRANSFERS.—A State educational agency or local educational agency receiving assistance under this part shall make student records available to another State educational agency or local educational agency that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

(c) AVAILABILITY OF FUNDS.—For the purpose of carrying out this section in any fiscal year, the Secretary shall reserve not more than \$10,000,000 of the amount appropriated to carry out this part for such year.

(d) INCENTIVE GRANTS.—From the amounts made available to carry out this section for any fiscal year, the Secretary may reserve not more than \$3,000,000 to award grants of not more than \$250,000 on a competitive basis to State educational agencies that propose a consortium arrangement with another State or other appropriate entity that the Secretary determines, pursuant to criteria that the Secretary shall establish, will improve the delivery of services to migratory children whose education is interrupted.

(e) DATA COLLECTION.—The Secretary shall direct the National Center for Education Statistics to collect data on migratory children.

SEC. 1309. §20 U.S.C. 6399c DEFINITIONS.

As used in this part:

(1) LOCAL OPERATING AGENCY.—The term “local operating agency” means—

(A) a local educational agency to which a State educational agency makes a subgrant under this part;

(B) a public or private agency with which a State educational agency or the Secretary makes an arrangement to carry out a project under this part; or

(C) a State educational agency, if the State educational agency operates the State’s migrant education program or projects directly.

(2) MIGRATORY AGRICULTURAL WORKER.—The term “migratory agricultural worker” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal agricultural employment.

(3) MIGRATORY CHILD.—The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months—

(A) as a migratory agricultural worker or a migratory fisher;

or

(B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

(4) MIGRATORY FISHER.—The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal

employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

(5) **QUALIFYING MOVE.**—The term “qualifying move” means a move due to economic necessity—

(A) from one residence to another residence; and

(B) from one school district to another school district,

except—

(i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or

(ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

Appendix B. A Brief History of the Migrant Student Information Exchange (MSIX)

In order to address the need for timely transfer of migratory student records, the Migrant Student Records Transfer System (MSRTS) was created in 1969. MSRTS was a nationwide program, based in Arkansas, that tracked migratory students' educational and health information. By 1995, however, many states found the system burdensome to access and stopped using it, so Congress terminated the system. Because there was still a need for student records transfer, three separate migrant student records systems emerged (NGS, CoStar, and MIS2000) that were supported by private or non-profit vendors and used by 42 states. The remaining states customized electronic migrant student record systems developed and maintained by an in-house or outside consultant. Because states could not exchange information unless they used the same system, efforts to transfer data became extremely time-consuming.

When the Elementary and Secondary Education Act of 1965 (ESEA) was reauthorized by the No Child Left Behind Act of 2001 (NCLB), Congress directed the Department of Education through section 1308(b) to “assist the States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each State.” Section 1308(b) also required the Department, in consultation with the states, to ensure the linkage of migrant student record systems for the purpose of electronically exchanging health and educational information for migratory students.

The Office of Migrant Education (OME) then consulted with states and other migrant education experts to develop recommendations and determine the development of a mechanism to transfer migrant student records in a cost-effective, efficient manner. In April 2000, OME established the "Common Data Elements (CDE) Committee," which was composed of 12 state representatives charged with recommending a set of common data elements that would provide teachers, counselors, and migrant education personnel with the necessary information to make timely and accurate decisions regarding school enrollment, grade and course placement, accrual of secondary course credits, and participation in the MEP for migratory children.

In October 2006, the Department contracted personnel to facilitate the design, development, and operations and maintenance of MSIX, and to provide ongoing customer coordination and support. As a result of OME’s consultation with stakeholders and the committee’s recommendations, 63 minimum data elements (MDEs) were included in the initial version of MSIX (the system currently collects 76 MDEs). Although use of MSIX was previously voluntary, in May 2016 the Department published final regulations requiring use of MSIX. As a condition of receiving Migrant Education Program (MEP) funds, each State educational agency (SEA) is required to collect, maintain, and submit the MDEs to MSIX within time frames specified in the regulations.

Appendix C. State MEP Director Survey Instrument

NOTE: If your state MEP provides services to migratory students only in the summer months, please answer all questions reflecting on your experiences in summer 2017.

Migrant Education Program (MEP) Background and Context

*** 1. Does your state MEP contract with any outside contractors or consultants for MEP-related activities (e.g., Identification and recruitment (ID&R), instructional or support services, etc.)? (Select one.)**

- Yes
- No
- Don't know

If yes to Q1:

2. For which MEP-related activities does your state MEP contract with outside contractors or consultants? (Select all that apply.)

- Identification and recruitment (ID&R)
- Instructional services
- Support services
- Professional development for school or project staff who serve migratory students and/or out-of-school youth
- Records transfer
- Other (please specify)

Migratory Student Identification and Recruitment (ID&R)

*** 3. Which of the following best describes how your state MEP manages the identification and recruitment (ID&R) of migratory students and out-of-school youth? (Select all that apply.)**

- The state MEP manages migratory student ID&R activities directly
- The state MEP contracts with an external organization/agency to conduct migratory student ID&R activities
- The state MEP relies on its MEP subgrantees to conduct migratory student ID&R activities
- Don't know
- Other (PLEASE SPECIFY)

If “The state MEP manages migratory student ID&R activities directly” Is Selected in Q3:

*** 4. To your knowledge, how helpful are the following groups, organizations, agencies, and individuals for purposes of identifying eligible migratory students and out-of-school youth for MEP services? (Select one per row.)**

	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Don't know	NA: Do not work with this entity on ID&R
Local businesses/work sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Education Agencies (LEAs) in my state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other state-level agencies and organizations in my state (e.g., state department of health and human services, state department of agriculture, state department of labor, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-level agencies and organizations in other states (e.g., state department of health and human services, state department of agriculture, state department of labor, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migratory families and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (PLEASE SPECIFY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 5. To your knowledge, do recruiters in your state use the following strategies to identify and recruit eligible migratory students and/or out-of-school youth? (Select one per row.)**

	Yes	No	Don't know
Use referrals from other agencies and organizations (e.g., state department of health and human services, state department of labor, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and maintain contact with employers who hire migratory workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and maintain contacts with staff in local schools (i.e., school secretaries, nurses, guidance counselors, teachers, bus drivers, and cafeteria workers) who work directly with migratory families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and maintain contact with local businesses and organizations that serve migratory families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and maintain contacts in places/communities where migratory families are likely to reside (i.e., local apartment complexes, shared homes/trailers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend community events to raise awareness about the availability of MEP-funded services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use mass media (e.g., radio, television, newspapers, etc.) to raise awareness about the availability of MEP-funded services for eligible migratory students and out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use social media (e.g., Facebook, Snapchat, Twitter, etc.) to raise awareness about the availability of MEP-funded services for eligible migratory students and out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (PLEASE SPECIFY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Priority for Service (PFS)

* 6. Which criteria to determine PFS eligibility, if any, has your state MEP used under NCLB and/or does it plan to use under ESSA? (Select one per row.)

	Used under NCLB and use (or plan to use) under ESSA	Used under NCLB, but no longer use (or plan to stop using) under ESSA	Not used under NCLB, but use now (or plan to use) under ESSA	Not used under NCLB or ESSA	Don't know
Changed schools during the previous or current school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving below grade-level based on state assessment results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of state assessment data (e.g., designated absent, exempt, not tested, or not scored on the state assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade point average (GPA) below 1.5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dropped out-of-school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline incidents including suspensions or expulsions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement in the juvenile justice system (i.e., arrested for delinquency, truancy, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy / teen parenthood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports of substance abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overage for their grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behind in accumulating credits for grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher / staff reports of problems (e.g., academic, social/emotional, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retained in grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (PLEASE SPECIFY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MEP-funded Services and Supports

In this section, please consider the services and supports the state provides or funds to serve the needs of migratory students.

*** 7. How important were each of the following to your state MEP in determining the specific instructional and support services it provides or funds to meet the needs of migratory students and/or out-of-school youth? (Select one per row.)**

	Not important	Minimally important	Somewhat important	Very important	N/A: Not Considered	Don't know
Needs assessments of migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research evidence on migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migratory student outcomes data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal policy priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State policy priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEA policy priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social service agency priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of MEP funds available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of services from other programs (e.g., state, local, or nonprofit) that may serve migratory students and/or out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (PLEASE SPECIFY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 8. How does your state MEP know what services eligible migratory students already receive from other sources (i.e., in school or outside of school) in order to determine what services to provide or supplement with MEP funds? (Select all that apply.)**

- The state MEP surveys Local Education Agency (LEA) personnel to identify migratory student needs
- The state MEP surveys school personnel to identify migratory student needs
- The state MEP surveys staff of nonprofit organizations to identify migratory student and/or out-of-school youth needs
- The state MEP conducts regular meetings (e.g., annual, bi-annual, bi-monthly, monthly, etc.) with stakeholder groups to identify migratory student and/or out-of-school youth needs
- Other (PLEASE SPECIFY)

*** 9. Which of the following MEP-funded instructional services are provided to migratory students and/or out-of-school youth either directly by the state MEP or through its MEP subgrantees? (Select all that apply in each row.)**

	State MEP provides directly	Provided by MEP subgrantees	Not provided by the MEP	Don't know
Math instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other online educational support (e.g., test prep, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation planning assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic guidance and advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool or early childhood education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for post-secondary transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical skills training (e.g., IT, hospitality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic evaluations of educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit-recovery programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Equivalency Diploma (HSED) classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language (ESL) instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** 10. When are these MEP-funded instructional services offered to eligible migratory students and/or out-of-school youth? (Select all that apply in each row.)**

	During the school day in the regular school year	Before or after school during the regular school year	Year-round	During the summer or intersession period ONLY	Don't know
Math instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other online educational support (e.g., test prep, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation planning assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic guidance and advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool or early childhood education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for post-secondary transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical skills training (e.g., IT, hospitality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic evaluations of educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit-recovery programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Equivalency Diploma (HSED) classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language (ESL) instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** 11. Which of the following MEP-funded support services are provided to migratory students and/or out-of-school youth either directly by the state MEP or through its MEP subgrantees? (Select all that apply in each row.)**

	State MEP provides directly	Provided by MEP subgrantees	Not provided by the MEP	Don't know
Individual student advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services) not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing guidance or assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** 12. To your knowledge, when are these support services offered to eligible migratory students and/or out-of-school youth? (Select all that apply in each row.)**

Respond only for services selected as "Directly Provided by the State" in Q11

	During the school day in the regular school year	Before or after school during the regular school year	Year-round	During the summer or intersession period ONLY	Don't know
Individual student advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing guidance or assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** 13. For which of the following services are eligible migratory students and/or out-of-school youth referred, either directly by the state MEP or by its MEP subgrantees? (Select all that apply in each row.)**

	State MEP refers students directly for this support service	MEP subgrantees refer students for this support service	The MEP does not refer students for this support service	Don't know
Individual student advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing guidance or assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal or nutrition programs [e.g., Women, Infants, and Children Program (WIC) assistance; Supplemental Nutrition Assistance Program (SNAP)]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible service delivery (e.g., home-based versus site-based programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** 14. How does your state MEP ensure that services are prioritized for PFS migratory students? (Select all that apply.)**

- Base the selection of MEP subgrantees on the number of identified PFS students
- Select MEP subgrantees based on how they will prioritize services for PFS students
- Require MEP subgrantees to provide a minimum level of instructional services for PFS students (e.g., minimum number of hours or contacts)
- Apply a weighted funding formula for MEP subgrantees based on the number of identified PFS students
- Other (PLEASE SPECIFY)
- None of the above

*** 15. What strategies does your state MEP use to ensure that MEP-funded activities and services are provided to eligible migratory out-of-school youth? (Select all that apply.)**

- Use recruiters to provide on-demand support (e.g., referrals, support materials, supplies) to eligible migratory out-of-school youth
- Deliver tutoring and instructional support to eligible migratory out-of-school youth through MEP-funded service providers
- Use recruiters and/or MEP staff to deliver basic English language instruction to eligible migratory out-of-school youth
- Use recruiters and/or MEP staff to refer eligible migratory out-of-school youth to ESL programs
- Use recruiters and/or MEP staff to help eligible migratory out-of-school youth enroll in classroom- or online-based credit recovery programs
- Collaborate with other organizations and agencies to serve the needs of eligible migratory out-of-school youth
- Use MEP funding to support nonprofit organizations' programming for eligible migratory out-of-school youth
- Other (PLEASE SPECIFY)
- None of the above

Coordination and Collaboration

*** 16. How important is it for your state MEP to coordinate and collaborate with the following agencies and organizations for purposes of serving the needs of migratory students and/or out-of-school youth? (Select one per row.)**

	Not at all important	Minimally important	Somewhat important	Very Important	Don't know
Other offices within the state educational agency (e.g., Title I, Part A; Title III, etc.) (Please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other state agencies (Please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutions of higher education (IHEs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Chamber of Commerce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-level parent associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other states or other state-level government agencies outside the state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (PLEASE SPECIFY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 17. Which of the following advocacy and outreach activities, if any, did your state MEP use to engage other agencies and organizations to support the needs of migratory students and/or out-of-school youth? (Select all that apply.)**

- Workshops
- Presentations
- In-person meetings
- Task force(s)
- Dissemination of materials (e.g., informational letters, brochures; data or research; etc.)
- Other (PLEASE SPECIFY)
- None of the above

*** 18. Does your state MEP collaborate with other agencies and organizations to provide any of the following instructional services to migratory students and/or out-of-school youth? (Select all that apply in each row.)**

Respond only for the services selected as “Directly Provided by the State” in Q9

	Yes, for migratory students	Yes, for migratory out-of-school youth	No, for neither migratory students nor out-of-school youth	Don't know
Math instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other online educational support (e.g., test prep, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation planning assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic guidance and advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool or early childhood education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for post-secondary transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical skills training (e.g., IT, hospitality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic evaluations of educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit-recovery programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Equivalency Diploma (HSED) classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language (ESL) instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** 19. Does your state MEP collaborate with other agencies and organizations to provide any of the following support services to migratory students and/or out-of-school youth? (Select all that apply in each row.)**

Respond only for the services selected as “Directly Provided by the State” in Q11

	Yes, for migratory students	Yes, for migratory out-of-school youth	No, for neither migratory students nor out-of-school youth	Don't know
Individual student advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services) not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing guidance or assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** 20. What, if any, formal agreements does your state MEP have with other organizations and agencies to serve the needs of migratory students and/or out-of-school youth? (Select all that apply in each row.)**

	Memoranda of Understanding (MOU)	Cost- sharing agreement	Other formal agreement (PLEASE SPECIFY)	No formal agreement	Don't know
Other LOAs in the state that do not have an MEP subgrant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State health department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State department of labor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State department of child and family services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other state agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other state-level government agencies outside your state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State Chamber of Commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutions of higher education (IHEs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nonprofit organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State-level parent associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other OME-funded Programs

*** 21. In which of the following ways, if any, does your state MEP coordinate or collaborate with the following OME-funded programs, including the College Assistance Program Migrant Program (CAMP), the High School Equivalency Program (HEP), and other OME-funded programs? (Select all that apply in each row.)**

	CAMP	HEP	Other OME-funded programs (SPECIFY)	N/A: We do not coordinate or collaborate using this method
Agreed to share information/ data on migratory students and/or out-of-school youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in an interagency task force or committee for migratory students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreed to work together to distribute program information to students, youth, and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreed to work together to identify and contact eligible high school students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other method of collaboration (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you selected any type of coordination in Q21:

*** 22. To what extent, if at all, have efforts to coordinate and collaborate with OME-funded programs (e.g., CAMP, HEP, other OME-funded programs) improved MEP activities in each of the following areas? (Select one per row.)**

	Not at all	Minimal improvement	Moderate improvement	Substantial improvement	Don't know
<i>Identifying and recruiting eligible...</i>					
Migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school migratory youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Delivering services to...</i>					
Migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school migratory youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PFS migratory children and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migratory high school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Data Use and Decision Making

*** 23. Is a student's migratory status tracked in your state's student information system? (Select one.)**

- Yes
- No
- Don't know

If yes to Q23:

24. Which of the following data, if any, can your state's student information system disaggregate by students' migratory status? (Select one per row.)

	Yes	No	Don't know
Course grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scores on state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truancy or chronic absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline incidents including suspensions or expulsions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with the criminal justice system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with social services or foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy / teen parenthood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports of substance abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overage for their grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention in grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed schools during the previous or current school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohort graduation rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dropout status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (PLEASE SPECIFY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If yes to Q23 and yes to at least one item in Q24:

*** 25. How are data disaggregated by students' migratory status made available to MEP subgrantees? (Select one.)**

- On demand
- Through periodic reports sent to MEP subgrantees
- Through periodic reports made available to the general public
- Other (PLEASE SPECIFY)
- Don't know

If yes to Q23:

26. How many days must a student be enrolled in a school to be included in the school's reported count of migratory students? (Please fill in a number.)

Number of days: _____

The Migrant Student Information Exchange (MSIX) was developed to improve the appropriate enrollment, placement, and accrual of credits for migratory children by enabling states to share educational and health information on students whose records span the information systems of multiple states.

*** 27. To what extent does MSIX facilitate migratory student records transfer across states? (Select one.)**

- Does not at all facilitate student records transfer across states
- Minimally facilitates student records transfer across states
- Somewhat facilitates student records transfer across states
- Significantly facilitates student records transfer across states
- Don't know/Not sure

*** 28. To what extent does MSIX facilitate migratory student records transfer across LEAs within your state? (Select one.)**

- Does not at all facilitate student records transfer within my state
- Minimally facilitates student records transfer within my state
- Somewhat facilitates student records transfer within my state
- Significantly facilitates student records transfer within my state
- Don't know/Not sure

*** 29. To what extent, if at all, has the MSIX system improved each of the following systems, supports, and services for migratory students and/or out-of-school youth? (Select one per row.)**

	Not at all	Minimal improvement	Moderate improvement	Substantial improvement	Don't know
Timeliness of school enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of grade placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of course placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduction in unnecessary immunizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitation of course credit accrual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely notification when migratory students move across states	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (PLEASE SPECIFY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 30. What data, if any, does your state MEP use to inform its planning and delivery of MEP-funded services? (Select all that apply.)**

- Progress on Measurable Program Outcomes
- Progress on MEP Performance Targets
- Performance on MEP Indicators
- Student performance on state assessments
- Student enrollment patterns
- Student graduation rates
- Participant survey responses
- Parent survey responses
- Staff survey responses
- Other (PLEASE SPECIFY)
- None of these

31. Which of the following sources, if any, does your state MEP use to select evidence-based instructional and support services for migratory students and/or out-of-school youth? (Select all that apply.)

- The What Works Clearinghouse (Institute of Education Sciences, U.S. Department of Education)
- Evidence for ESSA (Center for Research and Reform in Education, Johns Hopkins University School of Education)
- The Regional Educational Laboratories (RELs) (Institute of Education Sciences, U.S. Department of Education)
- The Comprehensive Centers Program (Office of Elementary and Secondary Education, U.S. Department of Education)
- The National Registry of Evidence-based Programs and Practices (U.S. Department of Health and Human Services)
- Other national centers (PLEASE SPECIFY)
- Other (PLEASE SPECIFY)
- None of these

Appendix D. Regional/Local MEP Coordinator Survey Instrument

NOTE: If your LOA MEP provides services to migratory students only in the summer months, please answer all questions reflecting on your experiences in summer 2017.

Migrant Education Program Background and Context

1. How many MEP grant awards does your LOA currently administer?

_____ Number of MEP grant awards administered in 2017-18

2. Does your LOA award MEP subgrants to any of the following entities?

	Yes	No
Local Education Agencies (LEAs)	<input type="radio"/>	<input type="radio"/>
Other Local Operating Agencies (LOAs)	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>

Please specify other:

If yes to Q2:

3. How many subgrants did your LOA award this year, in 2017-18? (Enter a number.) _____

4. Does your LOA MEP contract with any outside contractors or consultants to provide or conduct MEP-related activities (e.g., Identification and recruitment (ID&R), instructional or support services, etc.)? (Select one.)

- Yes
- No
- Don't know

If yes to Q4:

5. For which of the following MEP-related activities does your LOA MEP contract with outside contractors or consultants? (Select all that apply)

- Identification and recruitment (ID&R)
- Instructional services
- Support services
- Professional development
- Records transfer
- Other (please specify below)

Please specify other:

Migratory Student Identification and Recruitment (ID&R)

6. Which of the following best describes how your LOA's MEP manages the identification and recruitment of migratory students and out-of-school youth? (Select all that apply.)

- The LOA MEP manages migratory student ID&R activities directly
- The LOA MEP relies on the state MEP to conduct migratory student ID&R activities
- The LOA MEP relies on regional/intermediate educational service agencies or other entities to conduct migratory student ID&R activities (please specify below)
- The LOA MEP contracts with an external organization/agency to conduct migratory student ID&R activities
- The LOA MEP relies on its MEP-funded schools/projects to conduct migratory student ID&R activities
- Don't know
- Other (please specify below)

Please specify regional/intermediate educational service agencies or other entities:

Please specify other:

If “The LOA MEP manages migratory student ID&R activities directly” is selected in Q6:

7. To your knowledge, how helpful are the following groups, organizations, agencies, and individuals for purposes of identifying eligible migratory students for MEP-funded services? (Select one per row.)

	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Don't know	N/A: Do not work with this entity
Local businesses/work sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The state MEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School districts/LEAs in my area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other agencies and organizations in my area (e.g., health department, human resources department, housing department, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migratory families and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

8. To your knowledge, do recruiters for your LOA MEP use the following strategies to identify and recruit eligible migratory students and/or out-of-school youth? (Select one per row.)

	Yes	No	Don't know
Use referrals from other agencies and organizations (e.g., department of health and human services, housing department etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and maintain contact with employers who hire migratory workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and maintain contacts with staff in local schools (i.e., school secretaries, nurses, guidance counselors, teachers, bus drivers, and cafeteria workers) who work directly with migratory families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and maintain contact with local businesses and organizations that serve migratory families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and maintain contacts in places/communities where migratory families are likely to reside (i.e., local apartment complexes, shared homes/trailers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend community events to raise awareness about the availability of MEP-funded services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use mass media (e.g., radio, television, newspapers, etc.) to raise awareness of MEP-funded services for eligible migratory students and out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use social media (e.g., Facebook, Snapchat, Twitter, etc.) to raise awareness about the availability of MEP-funded services for eligible migratory students and out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

Priority for Service (PFS)

9. Which criteria to determine PFS eligibility, if any, has your LOA MEP used under *NCLB* and/or does it plan to use under *ESSA*? (Select one per row.)

	Used under NCLB and use (or plan to use) under ESSA	Used under NCLB, but no longer use (or plan to stop using) under ESSA	Not used under NCLB, but use now (or plan to use) under ESSA	Not used under NCLB or ESSA	Don't know
Changed schools during the previous or current school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving below grade-level based on state assessment results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of state assessment data (e.g., designated absent, exempt, not tested, or not scored on the state assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade point average (GPA) below 1.5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dropped out-of-school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline incidents including suspensions or expulsions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved in the juvenile justice system (i.e., arrested for delinquency, truancy, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy / teen parenthood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports of substance abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overage for their grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behind in accumulating credits for their grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher / staff reports of problems (e.g., academic, social/emotional, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retained in grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

MEP-funded Services and Supports

In this section, please consider the services and supports the LOA provides or funds to serve the needs of migratory students.

10. How important were each of the following to your LOA MEP in determining the specific instructional and support services it provides or funds to meet the needs of migratory students and/or out-of-school youth? (Select one per row.)

	Not important	Minimally important	Important	Very important	N/A: Not Considered	Don't know
Needs assessments of migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research evidence on migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migratory student outcomes data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal policy priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State policy priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEA policy priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social service agency priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of MEP funds available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of services from other programs (e.g., state, local, or nonprofit) that may serve migratory students and/or out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

11. How does your LOA MEP know what services eligible migratory students already receive from other sources (i.e., in school or outside of school) in order to decide what to provide or supplement with MEP funds? (Select all that apply.)

- The LOA MEP surveys Local Education Agency (LEA) personnel to identify migratory student needs
- The LOA MEP surveys school personnel to identify migratory student needs
- The LOA MEP surveys staff of nonprofit organizations to identify migratory student and/or out-of-school youth needs
- The LOA MEP conducts regular meetings (e.g., annual, bi-annual, bi-monthly, monthly, etc.) with stakeholder groups to identify migratory student and/or out-of-school youth needs
- The LOA MEP conducts monitoring visits to schools to identify migratory student needs
- The LOA MEP meets with migratory families and youth to identify migratory student needs
- Other (please specify below)
- None of these

Please specify other:

12. Which of the following MEP-funded instructional services are provided to migratory students and/or out-of-school youth either directly by the LOA MEP {IF YES to Q2: “, through its subgrantees”}, or through its contractors? (Select all that apply in each row.)

	LOA MEP provides directly	LOA MEP funds through its MEP subgrantees {if YES to Q2 only}	LOA MEP contracts with external organizations/agencies to provide	Not provided by the LOA MEP	Don't know
Math instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other online educational support (e.g., test prep, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation planning assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic guidance and academic advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool or early childhood education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for post-secondary transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical skills training (e.g., IT, hospitality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic evaluations of educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit-recovery programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Equivalency Diploma (HSED) classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language (ESL) instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify other:

13. Are the same instructional services provided to both migratory students and to migratory out-of-school youth?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If “No” to Q13:

14. To which group(s) of migratory youth are each of the following MEP-funded instructional services provided? (Select all that apply in each row.)

Only respond for services you said your “LOA MEP Provides Directly” in Q12:

	Migratory students	Migratory out-of-school youth	Don't know
Math instruction (e.g., tutoring, remedial education, other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/language arts instruction (e.g., tutoring, remedial education, other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other online educational support (e.g., test prep, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation planning assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic guidance and advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool or early childhood education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for post-secondary transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical skills training (e.g., IT, hospitality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic evaluations of educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit-recovery programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HSED classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. When are these MEP-funded instructional services offered to eligible migratory students and/or out-of-school youth? (Select all that apply in each row.)

Only respond for services you said your “LOA MEP Provides Directly” in Q12:

	During the school day in the regular school year	Before or after school during the regular school year	Year-round	During the summer or intersession period ONLY	Don't know
Math instruction (e.g., tutoring, remedial education, other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/language arts instruction (e.g., tutoring, remedial education, other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other online educational support (e.g., test prep, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation planning assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic guidance and academic advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool or early childhood education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for post-secondary transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical skills training (e.g., IT, hospitality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic evaluations of educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit-recovery programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HSED classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Which of the following MEP-funded support services are provided to migratory students and/or out-of-school youth either directly by the LOA MEP {IF YES to Q2: “, through its subgrantees”}, or through its contractors? (Select all that apply in each row.)

	LOA MEP provides directly	LOA MEP funds through its MEP subgrantees {If “YES” to Q2 only}	LOA MEP contracts with external organizations/agencies to provide	Not provided by the LOA MEP	Don’t know
Individual student advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/ mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services) not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing guidance or assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify other:

17. Are the same support services provided to both migratory students and to migratory out-of-school youth?

Only respond for services you said your “LOA MEP Provides Directly” in Q16:

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If “No” to Q17:

18. To which group(s) of migratory youth are each of the following MEP-funded support services provided? (Select all that apply in each row.)

Only respond for services you said your “LOA MEP Provides Directly” in Q16:

	Migratory students	Migratory out-of-school youth	Don't know
Individual student advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/ mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services) not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing guidance or assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. To your knowledge, when are these support services offered to eligible migratory students and/or out-of-school youth? (Select all that apply in each row.)

Only respond for services you said your “LOA MEP Provides Directly” in Q16:

	During the school day in the regular school year	Before or after school during the regular school year	Year-round	During the summer or intersessions period ONLY	Don't know
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/ mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual student advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing guidance or assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. For which of the following services are eligible migratory students and/or out-of-school youth referred directly by the LOA MEP {IF YES to Q2: “or through its subgrantees”}? (Select all that apply in each row.)

	LOA MEP refers students directly	Subgrantees funded through the LOA MEP refer students {"YES" to Q2 only}	Not referred by the LOA MEP
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/ mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal or nutrition programs [Women, Infants, and Children Program (WIC) assistance; Supplemental Nutrition Assistance Program (SNAP)]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible service delivery (e.g., home-based versus site-based programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify other:

21. What strategies does your LOA MEP use to ensure that MEP-funded activities and services are provided to eligible migratory out-of-school youth? (Select all that apply.)

- Use recruiters to provide on-demand support (e.g., referrals, support materials, supplies) to eligible migratory out-of-school youth
- Deliver tutoring and instructional support to eligible migratory out-of-school youth through MEP-funded service providers
- Use recruiters and/or MEP staff to deliver basic English language instruction to eligible migratory out-of-school youth
- Use recruiters and/or MEP staff to refer to eligible migratory out-of-school youth to ESL programs
- Use recruiters and/or MEP staff to help to eligible migratory out-of-school youth enroll in classroom- or online-based credit recovery programs
- Collaborate with other organizations and agencies to serve the needs of eligible migratory out-of-school youth
- Use MEP funding to support nonprofit organizations' programming for eligible migratory out-of-school youth
- Other (please specify below)
- None of the above

Please specify other:

Coordination and Collaboration

22. Which of the following advocacy and outreach activities, if any, does your LOA MEP use to engage other agencies and organizations to support the needs of migratory students and/or out-of-school youth? (Select all that apply.)

- Workshops
- Presentations
- In-person meetings
- Task force(s)
- Dissemination of materials (e.g., informational letters, brochures; data or research)
- None of these
- Other (please specify below)
- None of these

Please specify other:

23. Does your LOA MEP collaborate with other agencies and organizations to provide any of the following instructional services to migratory students and/or out-of-school youth? (Select all that apply in each row.)

Only respond for services you said your “LOA MEP Provides Directly” in Q12:

	Yes, for migratory students	Yes, for migratory out-of-school youth	No, for neither migratory students nor out-of-school youth	Don't know
Math instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other online educational support (e.g., test prep, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation planning assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career exploration and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic guidance and advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool or early childhood education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for post-secondary transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical skills training (e.g., IT, hospitality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic evaluations of education needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit-recovery programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HSED preparation classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Does your LOA MEP collaborate with other agencies and organizations to provide any of the following support services to migratory students and/or out-of-school youth? (Select all that apply in each row.)

Only respond for services you said your “LOA MEP Provides Directly” in Q16:

	Yes, for migratory students	Yes, for migratory out-of-school youth	No, for neither migratory students nor out-of-school youth	Don't know
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling/ mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual student advocacy services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation not otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language support (e.g., translation or interpretation services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing guidance or assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. What, if any, formal agreements does your LOA MEP have with other organizations and agencies to serve the needs of migratory students and/or out-of-school youth? (Select all that apply in each row.)

	Memoranda of Understanding (MOU)	Cost-sharing agreement	Other formal agreement (please specify below)	No formal agreement	Don't know
Other LOAs in the state that do not have an MEP subgrant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local health department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local department of child and family services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local government agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nonprofit organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutions of higher education (IHEs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local businesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local School Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent associations, committees, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify other organizations or agencies:

Please specify other formal agreement(s) and the organization or agency for each:

Other OME-funded Programs

26. In which of the following ways, if any, does your LOA MEP coordinate or collaborate with the following Office of Migrant Education (OME)-funded programs, including the College Assistance Migrant Program (CAMP), the High School Equivalency Program (HEP), and other OME-funded programs? (Select all that apply in each row.)

	CAMP	HEP	Other OME-funded program(s) (please specify below)	We do not collaborate using this method
Agreed to share information/ data on migratory students and/or out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in an inter-agency task force or committee for migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agreed to work together to distribute program information to students, youth, and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agreed to work together to identify and contact eligible high school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other method of collaboration (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify the other OME-funded program(s):

Please specify other method of collaboration:

If you selected ANY type of collaboration in Q26:

27. To what extent have efforts to coordinate and collaborate with OME-funded programs (e.g., CAMP, HEP) improved your LOA MEP activities in each of the following areas? (Select one per row.)

	Not at all	Minimal improvement	Moderate improvement	Substantial improvement	Don't know
Identifying and recruiting eligible...					
Migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migratory out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivering MEP-funded services and supports to...					
Migratory students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migratory out-of-school youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PFS students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Is a student's migratory status tracked in your LOA 's student information system? (Select one.)

- Yes
- No
- Don't know

If yes to Q28:

29. Which of the following data, if any, can your LOA's student information system disaggregate by students' migratory status? (Select all that apply.)

	Yes	No	Don't know
Course grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scores on state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truancy or chronic absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline incidents including suspensions or expulsions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with criminal justice system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with social services or foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy / teen parenthood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports of substance abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overage for grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention in grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed schools during the previous or current school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohort graduation rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dropout status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

If yes to Q28 and yes to at least one item in Q29:

30. How are data disaggregated by students' migratory status made available to your organization/agency (i.e., as a MEP grantee)? (Select one.)

- On demand
- Through periodic reports sent to MEP subgrantees
- Through periodic reports made available to the general public
- Other (please specify below)
- Don't know

Please specify other:

If yes to Q28:

31. How many days must a student be enrolled in a school to be included in the school's reported count of migratory students? (Please fill in a number.)

- Number of days: _____

Data Use and Decision Making

The Migrant Student Information Exchange (MSIX) was developed to improve the appropriate enrollment, placement, and accrual of credits for migratory children by enabling states to share educational and health information on students whose records span across the information systems of multiple states.

32. To what extent does MSIX facilitate migratory student records transfer across states? (Select one.)

- Does not at all facilitate student records transfer across states
- Minimally facilitates student records transfer across states
- Somewhat facilitates student records transfer across states
- Significantly facilitates student records transfer across states
- Don't know/Not sure

33. To what extent does MSIX facilitate migratory student records transfer across LEAs within your state? (Select one.)

- Does not at all facilitate student records transfer within my state
- Minimally facilitates student records transfer within my state
- Somewhat facilitates student records transfer within my state
- Significantly facilitates student records transfer within my state
- Don't know/Not sure

34. To what extent, if at all, has the MSIX system improved each of the following systems, supports, and services for migratory students and/or out-of-school youth? (Select one per row.)

	Not at all	Minimal improvement	Moderate improvement	Substantial improvement	Don't know
Timeliness of school enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of grade placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of course placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduction in unnecessary immunizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitation of course credit accrual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely notification when migratory students move across states	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

35. What data, if any, does your LOA MEP use to inform its planning and delivery of MEP-funded services? (Select all that apply.)

- Progress on Measurable Program Outcomes
- Progress on MEP Performance Targets
- Performance on MEP Indicators
- Student performance on state assessments
- Student enrollment patterns
- Student graduation rates
- Participant survey responses
- Parent survey responses
- Staff survey responses
- Other (please specify below)
- None of these

Please specify other:

36. Which of the following sources, if any, does your LOA MEP use to select evidence-based instructional and support services for migratory students and/or out-of-school youth? (Select all that apply)

- The state MEP Director or other state MEP staff
- The What Works Clearinghouse (Institute of Education Sciences, U.S. Department of Education)
- Evidence for ESSA (Center for Research and Reform in Education, Johns Hopkins University School of Education)
- The Regional Educational Laboratories (RELs) (Institute of Education Sciences, U.S. Department of Education)
- The Comprehensive Centers Program (Office of Elementary and Secondary Education, U.S. Department of Education)
- The National Registry of Evidence-based Programs and Practices (U.S. Department of Health and Human Services)
- Other national centers (please specify below)
- Other (please specify below)
- None of these

Please specify other national centers:

Please specify other:

Appendix E. State MEP Director Interview Guide

Introduction to the Interview

- Introduce the interviewer(s).
- Explain the purpose of the study and topics to be covered in the interview. Interviewers will read the following statement to interview respondents at the beginning of each interview:

The Evaluation of the Elementary and Secondary Education Act (ESEA) Title I—Part C Migrant Education Program (MEP) is being carried out under contract for the U.S. Department of Education by Policy Studies Associates (PSA), a research organization, Arroyo Research Services (ARS), a research organization, and SRI International (SRI), an independent, nonprofit research institute (collectively “the study team”). The evaluation will describe how state and local MEP-funded programs have evolved in response to changing requirements and how they are serving the needs of a changing migratory student population.

- Explain the provisions for protecting respondent’s privacy. Interviewers will read the following statement to interview respondents at the beginning of each interview:

As part of the evaluation, the study team will share its findings with the U.S. Department of Education. However, the results of the interviews will be summarized across all the states, districts, and programs participating in interviews. Individuals will not be identified by name in any report, and data will be reported in a manner that does not reveal your identity or the identity of your program. However, we may use anonymous quotes to help illuminate the findings.

- Advise the respondent that the interview will last approximately 45-60 minutes.
- Invite questions from the respondent.
- Ask permission to audio-record the interview using the following statement:

We would like to record this conversation in order to ensure that we accurately capture your comments. If you agree, we would retain the recording only until we are able to validate the notes, at which point the voice recording would be destroyed. The transcripts will be destroyed at the end of the study. If at any point you would like to say something off the record, I will stop the recording. Do you agree to allow us to record the interview?

- Confirm respondent’s current roles and responsibilities within the agency/organization and in terms of the MEP Program. Ask if there are others we should speak with regarding MEP.

Interview Questions

NOTE: Interviewers will ask all follow-up questions as specified in the protocol. In addition, interviewers will be directed to seek clarification of any response they judge to be vague or incomplete. The primary strategy for seeking clarification will be to ask respondents to provide specific examples to illustrate their responses. A second strategy will be to ask respondents to “say more” or to “expand on” or “explain the meaning of” a particular comment.

Program Staffing and Administration

1. What is your professional background?
 - a. How long have you worked for the SEA?
 - b. How long have you worked with the Migrant Education Program (MEP)?
 - c. How many hours a week do you estimate you devote to MEP-related activities?
 - d. What other responsibilities, if any, have you held within the SEA?
2. In the past year, on what MEP-related activities do you spend most of your time? [*Probe for: responding to federal reporting/monitoring requirements; identifying and recruiting (ID&R) or setting ID&R policy for migrant students; identifying and/or providing program services and activities to serve eligible migrant students’ needs; collaborating with other state-level agencies and organizations working with migrant or other at-risk populations; monitoring and evaluating local MEP subgrantees; providing technical assistance and professional development to MEP subgrantees, etc.*]
 - a. Please describe what you do for each of those activities?
3. [*FOR MEP DIRECTOR ONLY*] In which department or office within the State Department of Education is the MEP located?
4. [*FOR MEP DIRECTOR ONLY*] Please describe the MEP staffing.
 - a. How many SEA staff [number of staff positions and FTEs] are assigned to the MEP? How many staff are full-time on MEP?
 - b. What are the administrative responsibilities and time commitments of SEA staff assigned to the MEP? [*Probe for: responding to federal requirements; setting identification and recruitment (ID&R) policies; developing program strategies and services for migrant students; collaborating with other agencies and organizations across the state; monitoring and evaluating MEP subgrantees; providing technical assistance and professional development to MEP subgrantees; identifying and recruiting eligible migrant students, COE review, data entry and management, etc.*]
 - c. If MEP staff have administrative responsibilities to other programs within the SEA, what are those other responsibilities?
5. In your opinion, is the number of MEP-funded staff and the administrative set-aside for your program sufficient to administer the MEP effectively? If so, why; if not, why not?

6. Do you contract with any outside contractors or consultants for services related to the MEP? If not, why not?
 - a. [If yes:] How many outside contractors/consultants does your program work with and what services do they provide? [Prompt: evaluation, technical assistance, re-interviewing, service delivery plan, comprehensive needs assessment, professional development, recruiting, OSY services]
 - i. Are contractors providing educational services (e.g. tutors)?
 - ii. What percentage of your administrative set-aside under the MEP is allocated to outside contractors/consultants?

7. [Note to Interviewer: Confirm the distribution of subgrant awards by subgrantee type (i.e., none, regional educational service providers (RESPs, LEAs, LOAs)]. What is the rationale for structuring the MEP program this way?
 - a. [If subgrantees include **regional educational service providers**] Why does your state award subgrants to regional educational service providers?
 - b. [If subgrantees include **ONLY LEAs, not LOAs**] Why does your state award subgrants only to LEAs and not LOAs or regions?
 - c. [If state does **not** award subgrants] Why does your state not award subgrants to regional educational service providers, LEAs, or LOAs to administer an MEP-funded program? What challenges, if any, hinder the ability of regional or local entities to deliver direct services to eligible migrant students?
 - d. [If state delivers **ANY direct** services to eligible migrant students or their families] Why did your state choose to provide direct services to address migrant students' academic as well as non-academic needs?
 - e. [If state does **not** deliver direct services] Are there circumstances under which you believe the state **should** deliver direct services to eligible migrant students? If so, what are they? What challenges hinder the state's ability to deliver direct services to eligible migrant students or OSY? Are there instances in which you believe the state should deliver direct services, but cannot? Why? [Probe for: state education priorities, state vs. local capacity, grant-making strategies, etc.]

Migrant Student Needs

8. What are the most significant barriers or challenges of migrant students in your state that may disrupt or delay their educational progress? To your knowledge, do these differ than barriers/challenges faced by other states? [Probe for: cultural and language barriers, social isolation, academic achievement, educational continuity, access to services, health-related problems, family support, etc.]

9. How, if at all, have changes in migrant communities in your state affected the current needs of migrant students? [Probe for: small/large migrant population size, concentrated or spreading population, fluctuating migrant population numbers, funding, state-level cross-agency collaboration]

10. *[Note to Interviewer: confirm the date from the last Comprehensive Needs Assessment (CNA) the study team has on file]* Did you participate in the process of developing the Comprehensive Needs Assessment (can)? Please describe the process of developing the CNA.
 - a. What stakeholder groups (other state-level agencies and organizations, MEP subgrantees, community-based organizations, parents, etc.), if any, were involved in identifying migrant student needs and/or writing the CNA? Were there any stakeholder groups or individuals who were not involved in the CNA who should have been? Why?
 - b. How were migrant student needs identified and prioritized? What methods were used to gather and analyze data and make decisions? What data were most influential?
11. How does your state determine its measurable program outcomes (MPO) identified in the state’s Service Delivery Plan (SDP)? What sources of input most influence the selection of MPOs?
 - a. To what extent do MPOs influence the selection or provision of services delivered to migrant students?
 - b. How, if at all, does the state differentiate MPOs for PFS vs. non-PFS students?
 - c. What migrant student needs have been identified that the SDP and MPOs do **not** address? Why?
12. What data sources, if any, does the state draw on to make decisions about the effectiveness of MEP services and activities at the state and local level? *[Probe for: ongoing implementation decisions, not just while crafting the SDP; SEA/LEA student performance, enrollment, graduation data; participant/parent/staff surveys; individual student plans; program data, MEP participant/end-of-project reports]*
 - a. How does the state use evaluations of program implementation and quality, either formally or informally, to make decisions about MEP implementation? To what extent, if at all, have evaluation findings informed state efforts to guide and assist local programs?
 - b. Which other data sources have been most influential on decision making? Do you have a specific example of a time when those data have informed decision making or supported an activity? Who was involved and what implementation decisions were made?

Identification and Recruitment

13. How does your state identify and recruit migrant students?
 - a. What strategies are used at the state-level? *[Probe for: Are there particular regions or school districts in the state that receive highest priority?]*
 - b. How, if at all, does your state work with your subgrantees to coordinate identification and recruitment efforts?
 - c. What criteria are used for identifying eligible migrant students? Does the state apply any additional criteria beyond the federal criteria for determining migrant student eligibility?
 - d. Are there processes in place to ensure the accuracy of eligibility determinations? If so, what are they?

14. Has the state changed how it identifies and recruits migrant students in response to the *Every Student Succeeds Act's (ESSA's)* expanded definition for Priority for Service (PFS)?
 - a. [If yes:] What identification and recruitment strategies were added or changed and why?
 - i. What were the benefits and challenges, if any, of these additions or changes?
 - b. [If no:] Does your state have plans to change your ID&R practices in the future in response to ESSA? If not, why not?
15. With regard to out-of-school youth (OSY), how does your state **identify** eligible migrants who are OSY (e.g., *collaborate with youth-serving organizations and programs on outreach*)? How do identification strategies differ for those who are at risk for dropping out of school versus who have already dropped out of school, are working towards their GED, or are “here to work” only?

MEP-funded Services and Supports

16. Please describe the types of services your state funds or directly delivers to support the **academic needs** of migrant students. [Probe for: instructional services including ELA, math, and other supplemental instruction; credit recovery/online courses; guidance/advocacy services; preschool services; preparation for post-secondary transition, etc.]
 - a. How many students receive each of these types of services?
 - b. Who delivers these academic support services to eligible migrant students? How many school staff are involved in delivering those services and to what extent have they received training in working with migrant student populations?
 - c. When are these academic support services delivered (e.g., during the school day, before or after school, in the summer months or intercession periods, year-round)?
 - d. What are the challenges, if any, to delivering these academic services to eligible migrant students and how are they addressed? [Probe for: small/large migrant population size, concentrated or spread population, fluctuating migrant population numbers, funding, state-level cross-agency collaboration]
 - e. To your knowledge, what benefits have resulted from the academic support services delivered to eligible migrant students?
17. Please describe the types of services your state funds or directly delivers to support the **non-academic needs** of migrant students. [Probe for: health, dental, and eye care; school supplies; clothing; transportation; parent education and support; referrals etc.]
 - a. How many students receive each of these types of services?
 - b. Who delivers these non-academic support services to eligible migrant students? How many school staff are involved in delivering those services and to what extent have they each received training in working with migrant student populations?
 - c. When are they usually delivered (e.g., during the school day, before or after school, in the summer months or intercession periods, year-round)?

- d. What are the challenges, if any, to delivering these non-academic services to eligible migrant students and how are they addressed? [Probe for: small/large migrant population size, concentrated or spread population, fluctuating migrant population numbers, funding, state-level cross-agency collaboration]
 - e. To your knowledge, what benefits have resulted from the non-academic support services delivered to eligible migrant students?
18. What **OTHER** services or activities are provided to support the needs of migratory children and youth (including OSY)? For example, to what extent does the state fund or deliver professional development (i.e., for state staff, local program staff, school practitioners on ID&R, service delivery, and/or data collection and reporting) or parent involvement activities (e.g., adult education, ESL, GED, etc., or parent training on supporting children educational growth)?
- a. How many **staff members** receive professional development? Who delivers these services? What challenges are associated with delivering these services? [*Probe for: lack of interest; lack of funding, lack of quality, etc.*] How, if at all, does the state address these challenges? What benefits have resulted from these services and activities?
 - b. How many parents participate in **parent** involvement and education activities? Who delivers these services? What challenges are associated with delivering these services? [*Probe for: lack of interest; lack of funding, lack of quality, etc.*] How, if at all, does the state address these challenges? What benefits have resulted from these services and activities?
19. Looking across the services provided to migrant students (i.e., directly or through subgrantees), which have been the most effective in meeting migrant student needs? Why [*Probe: better outcomes, greater satisfaction or participation, easier implementation, more cost-effective, other reason*]? How do you know?
20. What, if any, services do you think should be added, dropped, or adjusted among the portfolio of services and supports offered to migrant students in your state? Why? Are there needed services that the state lacks the capacity to provide? If so, why?
21. What if any changes do you think ESSA will have on the services (i.e., type, frequency, duration, etc.) provided for eligible migrant students? How do you expect those changes might affect your capacity to meet the needs of eligible migrant students? Are those changes driven by changes in policy, funding, regulations, accountability plans, etc.?

Services Specific to PFS

22. Which MEP-funded services has your state prioritized providing for students who have moved within the year, are at-risk of failing, or dropped out of school, or otherwise have been identified as PFS? [*Probe for: instructional services including ELA, math, and other supplemental instruction; guidance/advocacy services; preschool services; preparation for post-secondary transition; staff professional development, health, dental, and eye care; school supplies; clothing; transportation; parent education and support; referrals; staff professional development, etc.*]
- a. How did your state determine those priorities?
 - b. To what extent, if at all, did federal changes in the definition of PFS affect the type and distribution of services for migratory students? If so, how were services affected and why? If not, why not?

Services Specific to Out-of-School Youth (OSY)

23. What services has your state prioritized funding or delivering to migrants who are identified as OSY?
- How did your state select MEP-funded services to provide to eligible migrants who are OSY?
 - How and when are these services delivered to eligible migrants who are OSY? [*Probe for: through what structures/personnel?*] What factors dictate when these services are provided?

Services Supporting High School Completion, Postsecondary Education, and Workforce/Career Readiness

24. What specific academic and non-academic services has the state prioritized funding, provided, or set policy for older migrant students who are working toward high school completion, post-secondary education, and the workforce?
- [Probe for: Review and revise state and local attendance and credit accrual policies; professional development to educators and social service providers on the special needs of migratory youth; alternative schooling options, such as individualized instruction, credit recovery, online courses, and providing access to adult education courses; after school opportunities for supplemental instruction and enrichment; health and wellness support, including medical, dental, and mental health services; life skills development, including communications, problem solving, critical thinking, and behavior management skills.]*
- What factors did your state consider when selecting those priority strategies?
 - How and when are these services to improve high school completion rates provided to eligible migrant students (i.e., year-round, summer, school-year)? What factors dictate when these services are provided?

Coordination and Collaboration

25. Does the state MEP coordinate its administrative responsibilities/activities with other departments, agencies, organizations, or programs in the state to address the needs of migrant students? If so, why? If not, why not?
26. [If yes:] With what departments, agencies, organizations, and programs does the state MEP coordinate and collaborate? [*Probe for: Title I, Parts A & D; Title III; Title IV, Part B; Title VI, Part B; Education for Homeless Children and Youth Program; IDEA; Department of Health; Department of Labor; Department of Agriculture; etc.*]
- What is the purpose for each collaboration? What are the shared goals and objectives?
 - Who is involved in efforts to coordinate and collaborate; what is the frequency of interactions and the topics of communication?
 - What formalized agreements, such as Memoranda of Understandings or cost-sharing agreements, exist between the MEP and other state-level programs or agencies?
 - What strategies or processes have supported effective coordination and collaboration between the MEP and other state programs or agencies?

- e. What are the benefits of coordination and collaboration for MEP and for migrant students? Has it increased the types, frequency, duration, volume, and/or quality of services provided to migrant students?
 - f. What are the challenges or drawbacks, if any?
27. Does the state make referrals to other service providers to directly provide services to migrant students? *[If yes]* Describe the portfolio of services offered through referrals. What gaps, if any, exist in service providers to whom the state can refer migrant students?
28. How, if all, does your state coordinate with the College Assistance Migrant Program, the High School Equivalency Program, the Migrant Education Even Start Program, and other programs funded by the U.S. Office of Migrant Education (OME)?
- a. What is the purpose for each collaboration? What are the shared goals and objectives?
 - b. Who is involved in efforts to coordinate and collaborate; what is the frequency of interactions and the topics of communication?
 - c. What formalized agreements, such as Memoranda of Understandings or cost-sharing agreements, exist between the MEP and other state-level programs or agencies?
 - d. What strategies or processes have supported effective coordination and collaboration between the MEP and other state programs or agencies?
 - e. What are the benefits of coordination and collaboration for the MEP and for migrant students? Has it increased the types, frequency, duration, volume, and/or quality of services provided to migrant students?
 - f. What are the challenges or drawbacks, if any?
29. In what ways, if at all, does the state MEP facilitate coordination and collaboration between subgrantees and other local programs and agencies working with migrant or other at-risk student populations? For what purposes does the state facilitate program coordination and collaboration at the local level?
- a. To your knowledge, what are the challenges to subgrantees coordinating and collaborating with other organizations and agencies to serve the needs of migrant students?

Accountability and Data Use

Technical Assistance, Monitoring, and Accountability

30. Are migrant students included as a subgroup in your state accountability framework under *ESSA* or in your NCLB waiver (if your state has one)? If not, why not? If so, what implications has that had for the MEP?
31. To what extent do the data requirements of the federal Comprehensive State Performance Report (CSPR) adequately capture useful data regarding migrant student needs and outcomes?
- a. Which CSPR data on migrant students are the most useful, and how are they useful?
 - b. Does your state collect additional data that is not required by the CSPR? Please describe the data and why they are collected.

- c. What have been the challenges, if any, associated with completing the MEP portion of the CSPR?
 - d. What changes, if any, would you like to see in federal CSPR reporting requirements related to migrant student data? Why?
32. [If state has MEP subgrantees] Does the state provide targeted technical assistance regarding MEP to its subgrantees? If so, how does the state identify which subgrantees need assistance and how the state can best help?
33. What other types of supports does the state MEP provide to its subgrantees? *[Probe for: statewide conferences, resource guides, etc.]*
34. To your knowledge, has state support had an effect on subgrantees' efforts to deliver services and supports to eligible migrant students? If so, what? Please describe the successes and challenges resulting from state support.
- a. What are the most significant challenges associated with providing technical assistance and support to MEP subgrantees?
35. Does the state monitor its MEP-funded subgrantees? If not, why not?
- a. [If yes:] What specific strategies does the state use to monitor MEP-funded subgrantees and why? For example, do state administrators conduct in-person monitoring visits to subgrantee sites? If so, how often? Are monitoring visits conducted annually to all subgrantee sites? If not, why not?
 - b. What subgrantee monitoring strategies have been most and least effective and why?
 - c. Is MEP subgrantee monitoring coordinated or integrated with other ESSA program monitoring?
36. Has the state evaluated (directly or through a grant or contract with an external evaluator) the effectiveness of its MEP program? If so, how many evaluations have been conducted since 2010?
- a. To what extent, if at all, have evaluation findings informed state efforts to guide and assist subgrantees?
 - b. What have been the challenges, if any, associated with conducting an MEP evaluation?

Data Collection and Use

37. What data, if any, are collected and reported on migrant students in your state's student data system?
- a. Are migrant students reported as a sub-population in formal reporting, such as in a state report card? If not, why not?
 - b. Which state data on migrant students are the most useful, and how are they useful?
 - c. To what extent, if at all, does your office/MEP-funded state administrators work with the state accountability office regarding migrant student data and formal accountability reporting? What are the challenges?
 - d. What changes, if any, would you like to see in the state accountability system and reporting requirements related to migrant student data? Why?

38. Does the state MEP use outcomes data to inform ongoing decisions about SDPs, such as changing, continuing, or discontinuing services and supports for eligible migrant students and OSY?
- a. *[If yes:]* What specific types of outcomes data are used to inform SDPs? For example, does the state look at student outcomes data—academic (academic performance, graduation, grades, course completion) and non-academic (health, job attainment, housing)—to inform SDPs? *[If yes:]* Does the state link individual MEP participation data to student outcomes data?
 - i. Which outcomes data are most useful for purposes of informing state SDPs? Why?
 - ii. What is the process for reviewing these outcomes data for decision-making purposes, and how frequently does that review occur?
 - iii. What program decisions were made based on outcomes data?
 - b. *[If no:]* Are there challenges or other reasons that inhibit the use of student outcomes data or other outcomes evidence for decisions about SDPs?

Appendix F. Regional/Local MEP Coordinator Interview Guide

Introduction to the Interview

- Introduce the interviewer(s).
- Explain the purpose of the study and the topics to be covered in the interview. Interviewers will read the following statement to interview respondents at the beginning of each interview:

The Evaluation of the Elementary and Secondary Education Act (ESEA) Title I—Part C Migrant Education Program (MEP) is being carried out under contract for the U.S. Department of Education by Policy Studies Associates (PSA), a research organization, Arroyo Research Services (ARS), a research organization, and SRI International (SRI), an independent, nonprofit research institute (collectively “the study team”). The evaluation will describe how state and local MEP-funded programs have evolved in response to changing requirements and how they are serving the needs of a changing migratory student population.

- Explain the provisions for protecting respondent’s privacy. Interviewers will read the following statement to interview respondents at the beginning of each interview:

As part of the evaluation, the study team will share its findings with the U.S. Department of Education. However, the results of the interviews will be summarized across all the states, districts, and programs participating in interviews. Individuals will not be identified by name in any report, and data will be reported in a manner that does not reveal your identity or the identity of your program. However, we may use anonymous quotes to help illuminate the findings.

- Advise the respondent that the interview will last approximately 45-60 minutes.
- Invite questions from the respondent.
- Ask permission to audio-record the interview using the following statement:

We would like to record this conversation in order to ensure that we accurately capture your comments. If you agree, we would retain the recording only until we are able to validate the transcripts, at which point the voice recording would be destroyed. The transcripts will be destroyed at the end of the study. If at any point you would like to say something off the record, I will stop the recording. Do you agree to allow us to record the interview?

- Confirm respondent’s current roles and responsibilities within the agency/organization and in terms of the MEP Program. Ask if there are others we should speak with regarding MEP.

Interview Questions

NOTE: Interviewers will ask all follow-up questions as specified in the protocol. In addition, interviewers will be directed to seek clarification of any response they judge to be vague or incomplete. The primary

strategy for seeking clarification will be to ask respondents to provide specific examples to illustrate their responses. A second strategy will be to ask respondents to “say more” or to “expand on” or “explain the meaning of” a particular comment.

Program Staffing and Administration

1. What is your professional background?
 - a. How long have you worked for the [RESP, LEA, or LOA]?
 - b. How long have you worked with the Migrant Education Program (MEP)?
 - c. How many hours a week do you estimate you devote to MEP-related activities?
 - d. What other responsibilities, if any, have you held within the [RESP, LEA, or LOA]?
2. In the past year, on what MEP-related activities do you spend most of your time?
[Probe for: responding to state requirements; delivering program strategies and services for migrant students; collaborating with other agencies and organizations; providing professional development and parent involvement activities; identifying and recruiting eligible migrant students; evaluating/monitoring service delivery and quality; COE review, data entry and management, etc.]
 - a. In the past year, to what areas of program administration would you say you devoted the most time? Please describe what you do for each of those activities.
3. [FOR MEP Coordinator ONLY] In which department or office within the [RESP, LEA, or LOA] is the MEP located?
4. [FOR MEP Coordinator ONLY] Please describe the MEP staffing.
 - a. How many [RESP, LEA, or LOA] staff [number of staff positions and FTEs] are assigned to the MEP? How many staff are full-time on MEP?
 - b. What are the administrative responsibilities and time commitments of [RESP, LEA, or LOA] staff assigned to the MEP? [Probe for: responding to state requirements; delivering program strategies and services for migrant students; collaborating with other agencies and organizations; providing professional development and parent involvement activities; identifying and recruiting eligible migrant students; evaluating/monitoring service delivery and quality; COE review, data entry and management, etc.]
 - c. If [RESP, LEA, or LOA] MEP staff have administrative responsibilities to other programs within the SEA, what are those other responsibilities?
5. In your opinion, is the number of MEP-funded staff sufficient to administer the MEP effectively? If so, why? If not, why not?

6. Do you contract with any outside contractors or consultants for services related to the MEP? If not, why not?
 - a. *[If yes:]* How many outside contractors/consultants does your program work with and what services do they provide? *[Prompt: evaluation, technical assistance, re-interviewing, service delivery plan, comprehensive needs assessment, professional development, recruiting, OSY services]*
 - i. Are contractors providing educational services (e.g. tutors)?
 - ii. What percentage of your administrative set-aside under the MEP is allocated to outside contractors/consultants?

Migrant Student Needs

7. What are the most significant barriers or challenges that migrant students in your region or district face that may disrupt or delay their educational progress? *[Probe for: cultural and language barriers, social isolation, academic achievement, educational continuity, access to services, health-related problems, family support, etc.]*
8. How, if at all, have changes in migrant communities in your [RESP, LEA, or LOA] affected the current needs of migrant students? *[Probe for: small/large migrant population size, concentrated or spreading population, fluctuating migrant population numbers, funding, cross-agency collaboration]*
9. Has your [RESP, LEA, or LOA] conducted a Comprehensive Needs Assessment (CNA)? If yes, please describe the process of developing the CNA.
 - a. What stakeholder groups (other agencies and organizations, community-based organizations, parents, etc.), if any, were involved in identifying migrant student needs and/or writing the CNA?
 - i. Were there any stakeholder groups or individuals who were not involved in the CNA who should have been? Why?
 - b. How were migrant student needs identified and prioritized?
 - c. What methods were used to gather and analyze data and make decisions?
 - i. What data were most influential?
 - d. To your knowledge, are migrant student needs in your [region, district, locale] different from those identified by the state? If so, explain.
 - i. How do those differences affect the types of services and supports your program provides to eligible migrant students or program operations and implementation?
10. Does your State's Service Delivery Plan (SDP) align with or influence local priorities?
 - a. To what extent did your program provide input on your state's SDP?
 - b. To what extent does the state's SDP change what you do in terms of the students served and the services provided?
 - c. Do you believe the MPOs focus on the appropriate outcomes for the MEP? If not, why not?
 - i. What migrant student needs have been identified that the state's SDP and MPOs do **not** address? Why?

- ii. What MPOs do you believe are particularly challenging for your program to achieve? Why?
11. What data sources, if any, does your [RESP, LEA, or LOA] draw on to make decisions about the effectiveness of MEP services and activities for your eligible migrant student population? [Probe for: LEA student performance, enrollment, graduation data; participant/parent/staff surveys; individual student plans; program data, MEP participant/end-of-project reports]

Identification and Recruitment

12. What is the size of the eligible migrant student population in the [region/district]?
13. How does your [RESP, LEA, or LOA] identify and recruit migrant students?
- a. What strategies are used? [Probe: Are there particular [districts/schools] that receive highest priority?]
 - b. How, if at all, does your [region/district] work with other local agencies, organizations, schools, and community-based organizations to coordinate its migrant student identification and recruitment efforts?
 - c. What criteria are used for identifying eligible migrant students?
 - d. Does your [region/district] apply any additional criteria beyond the federal criteria for determining migrant student eligibility?
 - e. Are there processes in place to ensure the accuracy of eligibility determinations?
 - i. If so, what are they?
14. Has your [region/district] changed how it identifies and recruits migrant students in response to the *Every Student Succeeds Act's* (ESSA's) expanded definition for Priority for Service (PFS)?
- a. [If yes:] What identification and recruitment strategies were added or changed and why?
 - b. What were the benefits and challenges, if any, of these additions or changes?
 - c. [If no:] Does your [region/district] have plans to change your ID&R practices in the future in response to ESSA? If not, why not?
15. With regard to out-of-school youth (OSY), how does your [region/district] **identify** eligible migrants who are OSY (e.g., *collaborate with youth-serving organizations and programs on outreach*)?
- a. How do identification strategies differ for those who are at risk for dropping out of school versus those who have already dropped out of school, are working towards their GED, or are "here to work" only?

MEP-funded Services and Activities

NOTE TO INTERVIEWER: Request a copy of their Service Delivery Plan (SDP).

16. Please describe the types of services your [RESP, LEA, or LOA] funds or directly delivers to support the **academic needs** of migrant students.

[Probe for: instructional services including ELA, math, and other supplemental instruction; credit recovery/online courses; guidance/advocacy services; preschool services; preparation for post-secondary transition, etc.]

- a. How many students receive each of these types of services?
- b. Who delivers these academic support services to eligible migrant students?
 - i. How many school staff are involved in delivering those services
 - ii. To what extent have they received training in working with migrant student populations?
- c. When are these academic support services delivered (*e.g., during the school day, before or after school, in the summer months or intercession periods*)?
- d. What are the challenges, if any, to delivering these academic services to eligible migrant students?
[Probe for: small/large migrant population size, concentrated or spread population, fluctuating migrant population numbers, funding, level cross-agency collaboration]
 - i. How are these challenges addressed?
- e. To your knowledge, what benefits have resulted from the academic support services delivered to eligible migrant students?

17. Please describe the types of services your [RESP, LEA, or LOA] funds or directly delivers to support the **non-academic needs** of migrant students.

[Probe for: health, dental, and eye care; school supplies; clothing; transportation; parent education and support; referrals etc.]

- a. How many students receive each of these types of services?
- b. Who delivers these non-academic support services to eligible migrant students?
 - i. How many school staff are involved in delivering those services
 - ii. To what extent have they received training in working with migrant student populations?
- c. When are they usually delivered (*e.g., during the school day, before or after school, in the summer months or intercession periods*)?
- d. What are the challenges, if any, to delivering these non-academic services to eligible migrant students?
[Probe for: small/large migrant population size, concentrated or spread population, fluctuating migrant population numbers, funding, cross-agency collaboration]
 - i. How are these challenges addressed?

- e. To your knowledge, what benefits have resulted from the non-academic support services delivered to eligible migrant students?
18. What **OTHER** services or activities are provided to support the needs of migratory children and youth (including OSY)? For example, to what extent does your *[RESP, LEA, or LOA]* fund or deliver professional development (i.e., for local program staff, school practitioners on ID&R, service delivery, and/or data collection and reporting) or parent involvement activities (e.g., adult education, ESL, GED, etc., or parent training on supporting children educational growth)?
- a. How many **staff members** receive professional development?
 - i. Who delivers these services?
 - ii. What challenges are associated with delivering these services? *[Probe for: lack of interest; lack of funding, lack of quality, etc.]*
 - iii. How, if at all, does the region or district address these challenges?
 - iv. What benefits have results from these services and activities?
 - b. How many parents participate in **parent** involvement and education activities?
 - i. Who delivers these services?
 - ii. What challenges are associated with delivering these services? *[Probe for: lack of interest; lack of funding, lack of quality, etc.]*
 - iii. How, if at all, does the region or district address these challenges?
 - iv. What benefits have results from these services and activities?
19. Looking across the services and supports provided to migrant students, which have been the most effective in meeting migrant student needs?
- a. Why? *[Probe: better outcomes, greater satisfaction or participation, easier implementation, more cost-effective, other reason]?*
 - b. How do you know?
20. What, if any, services to do think should be added, dropped, or adjusted among the portfolio of services and supports offered to migrant students in your *[RESP, LEA, or LOA]*?
- a. Why?
 - b. Are there needed services that your *[RESP, LEA, or LOA]* lacks the capacity to provide?
 - i. If so, why?
21. What if any changes do you think *ESSA* will have on the services (e.g., type, frequency, duration) provided for eligible migrant students in your *[RESP, LEA, or LOA]*?
- a. How do you expect those changes might affect your capacity to meet the needs of eligible migrant students?

Services Specific to PFS

22. Which MEP-funded services has your [RESP, LEA, or LOA] prioritized providing for students who have moved within the year, are at-risk of failing, or dropped out of school, or otherwise have been identified as PFS?

[Probe for: instructional services including ELA, math, and other supplemental instruction; guidance/advocacy services; preschool services; preparation for post-secondary transition; staff professional development, health, dental, and eye care; school supplies; clothing; transportation; parent education and support; referrals; staff professional development, etc.]

- a. How did your [RESP, LEA, or LOA] determine those priorities?
- b. Did federal changes in the definition of PFS affect the type and distribution of services for migratory students?
 - i. If so, to what extent? How were services affected and why?
 - ii. If not, why not?

Services Specific to Out-of-School Youth (OSY)

23. What services has your [RESP, LEA, or LOA] prioritized funding or delivering to migrants who are identified as OSY?

- a. How did your [RESP, LEA, or LOA] select MEP-funded services to provide to eligible migrants who are OSY?
- b. How and when are these services delivered to eligible migrants who are OSY?
[Probe for: through what structures/personnel?]
 - i. What factors dictate when these services are provided?

Services Supporting High School Completion, Postsecondary Education, and Workforce/Career Readiness

24. What specific academic and non-academic services has your [RESP, LEA, or LOA] prioritized providing for older migrant students who are working toward high school completion, post-secondary education, and the workforce?

[Probe for: Review and revise local attendance and credit accrual policies; professional development to educators and social service providers on the special needs of migratory youth; alternative schooling options, such as individualized instruction, credit recovery, online courses, and providing access to adult education courses; after school opportunities for supplemental instruction and enrichment; health and wellness support, including medical, dental, and mental health services; life skills development, including communications, problem solving, critical thinking, and behavior management skills.]

- a. What factors did your [RESP, LEA, or LOA] consider when selecting those priority strategies?
- b. How and when are these services to improve high school completion rates provided to eligible migrant students (i.e., year-round, summer, school-year)?
 - i. What factors dictate when these services are provided?

Coordination and Collaboration

25. Does your [RESP, LEA, or LOA] coordinate its administrative responsibilities/activities with other departments, agencies, organizations, or programs in the region/district to address the needs of migrant students?
- If so, why?
 - If not, why not?
26. [If yes:] With what departments, agencies, organizations, and programs does your [RESP, LEA, or LOA] coordinate and collaborate?
[Probe for: Title I, Parts A & D; Title III; Title IV, Part B; Title VI, Part B; Education for Homeless Children and Youth Program; IDEA; Department of Health; Department of Labor; Department of Agriculture; etc.]
- What is the purpose for each collaboration?
 - What are the shared goals and objectives?
 - Who is involved in efforts to coordinate and collaborate?
 - What is the frequency of interactions and the topics of communication?
 - What formalized agreements, such as Memoranda of Understandings or cost-sharing agreements, exist between the MEP and other local programs or agencies?
 - What strategies or processes have supported effective coordination and collaboration between the MEP and other local programs or agencies?
 - What are the benefits of coordination and collaboration for the MEP and for migrant students?
 - Has it increased the types, frequency, duration, volume, and/or quality of services provided to migrant students?
 - What are the challenges or drawbacks, if any?
27. Does your [RESP, LEA, or LOA] make referrals to other service providers to directly provide services to migrant students?
- [If yes] Describe the portfolio of services offered through referrals.
 - What gaps, if any, exist in service providers to whom your [RESP, LEA, or LOA] can refer migrant students?
28. How, if at all, does your [RESP, LEA, or LOA] coordinate with the College Assistance Migrant Program, the High School Equivalency Program, the Migrant Education Even Start Program, and other programs funded by the U.S. Office of Migrant Education (OME)?
- What is the purpose for each collaboration?
 - What are the shared goals and objectives?
 - Who is involved in efforts to coordinate and collaborate?
 - What is the frequency of interactions and the topics of communication?

- e. What formalized agreements, such as Memoranda of Understandings or cost-sharing agreements, exist between the MEP and other local programs or agencies?
- f. What strategies or processes have supported effective coordination and collaboration between the MEP and other local programs or agencies?
- g. What are the benefits of coordination and collaboration for the MEP and for migrant students?
- h. Has it increased the types, frequency, duration, volume, and/or quality of services provided to migrant students?
- i. What are the challenges or drawbacks, if any?

Accountability and Data Use

Technical Assistance, Monitoring, and Accountability

29. Has the state provided you with any technical assistance regarding MEP?
- a. If so, what was the nature of the assistance and how was it delivered? Was it helpful?
 - b. If not, why not?
30. What other types of supports has the state MEP provided to you? [*Probe for: statewide conferences, resource guides, etc.*]
- a. To what extent did you find this support helpful?
 - i. If not, why not?
31. From what other sources, if any, have you sought or received support in the administration of the MEP?
32. Does the state monitor your MEP-funded program/activities?
- a. If not, why not?
 - b. If so, what specific strategies does the state use to monitor your MEP-funded program/activities?
 - i. For example, do state administrators conduct in-person monitoring visits to your program? If so, how often?
 - c. How, if at all, have state monitoring activities supported your efforts to administer your MEP-funded program?
 - d. What changes, for example, have you made in response to monitoring and technical assistance?
33. Has your program been evaluated by an external evaluator?
- a. If so, when? [NOTE TO INTERVIEWER: Obtain a copy of evaluation report]
 - b. To what extent, if at all, have evaluation findings informed your efforts to administer your MEP-funded program?

Data Collection and Use

34. How are data on migrant students tracked in your state’s data system?
- a. How, if at all, does your office work with the state accountability office regarding migrant student data and formal accountability reporting?
 - b. Are migrant students reported as a sub-population in formal [LEA or RESP] reporting?
 - c. Which state data on migrant students are the most useful, and how are they useful?
 - d. What have been the challenges, if any, associated with complying with state reporting requirements?
 - e. What changes, if any, would you like to see in federal and/or accountability system and state reporting requirements related to migrant student data?
 - i. Why?
 - f. Does your [RESP, LEA, or LOA] collect additional data that are not required by the state?
 - i. Please describe the data and why they are collected.
35. Do you use outcomes data to inform ongoing decisions about changing, continuing, or discontinuing MEP-funded services and supports for eligible migrant students and OSY?
- a. [If yes:] What specific types of outcomes data are used to inform your decision making regarding the delivery of services and supports? For example, do you look at student outcomes data—academic (academic performance, graduation, grades, course completion) and non-academic (health, job attainment, housing)—to inform your decision making?
 - i. Which outcomes data are most useful for purposes of informing local goals and objectives? Why?
 - ii. What is the process for reviewing these outcomes data for decision-making purposes, and how frequently does that review occur?
 - b. What program decisions were made based on outcomes data?
[If no:] Are there challenges or other reasons that inhibit the use of outcomes data or other evidence for program decision-making?
 - c. What service-level data do you track, if any? How are those data tracked and how are they used when reviewing program outcomes?

Appendix G. Supporting Data for Exhibits

Exhibit F-1. Supporting data for Exhibit 4. State MEP ID&R management structures, 2017–18

	State MEP directors		
	Pct.	n	SE
Subgrantees manage ID&R directly	33	15	7.0
Subgrantees manage ID&R directly and the state contracts with an external organization(s) or agency(ies) to manage ID&R	20	9	5.9
The state contracts with an external organization(s) or agency(ies) to manage ID&R	13	6	5.0
Other	9	4	4.2
The state manages ID&R directly	7	3	3.7
The state and its subgrantees manage ID&R directly	7	3	3.7
The state manages ID&R directly, its MEP subgrantees manage ID&R directly, and the state contracts with an external organization(s) or agency(ies) to manage ID&R	7	3	3.7
The state manages ID&R directly and contracts with an external organization(s) or agency(ies) to manage ID&R	7	3	3.7

Source: State MEP director survey, Items 2 and 3 (*n* = 46).

Exhibit F-2. Percent reporting that they managed ID&R directly, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Rely on MEP subgrantees to conduct migratory student ID&R activities	65	30	7.1	20	148	1.5
Contract with external organizations/agencies to conduct migratory student ID&R activities	46	21	7.4	2	17	0.6
Manage migratory student ID&R activities directly	26	12	6.6	78	576	1.5
Other	13	6	5.0	2	16	0.5
Rely on the state MEP to conduct migratory student ID&R activities	N/A	N/A	N/A	21	154	1.5
Rely on regional/intermediate educational service agencies or other entities to conduct migratory student ID&R activities	N/A	N/A	N/A	11	82	1.2
Don't know	0	0	0.0	2	14	0.5

Source: State MEP director survey, Item 3 (*n* = 46); Local/regional MEP coordinator survey, Item 6 (*n* = 735).

Exhibit F-3. Average number of recruitment strategies recruiters used to identify and recruit migratory children, 2017–18

	Average number of recruitment strategies	SE
State MEP directors *	6.7	0.2
Local and regional MEP coordinators	5.5	0.1

Source: State MEP director survey, Item 11 (n = 18); Local/regional MEP coordinator survey, Item 16 (n = 709).

Exhibit F-4. Supporting data for Exhibit 5. Strategies state and local /regional recruiters used to identify and recruit migratory children, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Develop and maintain contacts with staff in local schools (i.e., school secretaries, nurses, guidance counselors, teachers, bus drivers, and cafeteria workers) who work directly with migratory families	100	46	0.0	96	707	0.7
Develop and maintain contacts in places/communities where migratory families are likely to reside (i.e., local apartment complexes, shared homes/trailers, etc.)	100	46	0.0	83	613	1.4
Develop and maintain contact with employers who hire migratory workers	96	44	3.0	81	593	1.5
Use referrals from other agencies and organizations (e.g., state department of health and human services, state department of labor, etc.)	91	42	4.2	71	521	1.7
Attend community events to raise awareness about the availability MEP-funded services	80	37	5.9	75	553	1.6
Use social media (e.g., Facebook, Snapchat, Twitter, etc.) to raise awareness about the availability of MEP-funded services for eligible migratory students and out-of-school youth	46	21	7.4	31	231	1.7
Use mass media (e.g., radio, television, newspapers, etc.) to raise awareness about the availability of MEP-funded services for eligible migratory students and out-of-school youth	35	16	7.1	28	206	1.7
Other	31	13	7.2	9	61	1.1

Source: State MEP director survey, Item 5 (n = 46); Local/regional MEP coordinator survey, Item 8 (n = 721).

Exhibit F-5. Supporting data for Exhibit 6. Criteria state grantees and local /regional subgrantees used to determine PFS eligibility, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Academic performance						
Achieving below grade-level based on state assessment results-PFS criteria	94	43	3.7	89	654	1.2
Dropped out of school-PFS criteria	89	41	4.6	70	512	1.7
Limited English proficiency-PFS criteria	85	39	5.4	78	572	1.5
Retained in grade-PFS criteria	80	37	5.9	71	525	1.7
Behind in accumulating credits for their grade level-PFS criteria	72	33	6.7	73	538	1.6
Overage for their grade level-PFS criteria	65	30	7.1	60	437	1.8
GPA below 1.5-PFS criteria	42	19	7.4	53	391	1.8
Lack of state assessment data-PFS criteria	36	16	7.2	50	369	1.8
Teacher/staff reports of problems-PFS criteria	35	16	7.1	45	333	1.8
Social risk factors						
Changed schools during the previous or current school year-PFS criteria	74	34	6.5	75	552	1.6
Chronic absenteeism-PFS criteria	44	20	7.4	52	380	1.8
Truancy-PFS criteria	32	14	7.1	40	296	1.8
Discipline incidents including suspensions or expulsions-PFS criteria	18	8	5.8	25	184	1.6
In foster care-PFS criteria	18	8	5.8	27	201	1.6
Pregnancy/teen parenthood-PFS criteria	17	8	5.7	23	165	1.5
Involved in juvenile justice system-PFS criteria	16	7	5.5	22	162	1.5
Reports of substance abuse-PFS criteria	2	1	2.2	17	122	1.4

Source: State MEP director survey, Item 6 (n = 46); Local/regional MEP coordinator survey, Item 9 (n = 738).

Exhibit F-6. Supporting data for Exhibit 7. Changes to Priority for Services eligibility criteria under ESSA, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Criteria most often added under ESSA						
Dropped out of school	22	10	6.1	9	69	1.1
Pregnancy/teen parenthood	11	5	4.6	3	22	0.6
In foster care	11	5	4.7	5	33	0.8
Retained in grade	7	3	3.7	2	17	0.6
Lack of state assessment data	7	3	3.7	3	24	0.7
Criteria most often dropped under ESSA						
Changed schools during the previous or current school year	15	7	5.4	6	46	0.9
Chronic absenteeism	7	3	3.7	6	46	0.9
Teacher or staff reports of problems	7	3	3.8	1	7	0.4

Source: State MEP director survey, Item 6 (*n* = 46); Local/regional MEP coordinator survey, Item 9 (*n* = 738).

Exhibit F-7. Supporting data for Exhibit 8. State strategies used to ensure local/and regional subgrantees prioritize services for PFS migratory children, 2017–18

	Pct.	n	SE
Apply a weighted funding formula for MEP subgrantees based on the number of identified PFS students	77	33	6.5
Require MEP subgrantees to provide a minimum level of instructional services for PFS students (e.g. minimum number of hours or contacts)	23	10	6.5
Base the selection of MEP subgrantees on the number of identified PFS students	14	6	5.3
Select MEP subgrantees based on how they will prioritize services for PFS students	7	3	3.9
Other	16	7	5.7
None of the above	7	3	3.9

Source: State MEP director survey, Item 14 (*n* = 43).

Exhibit F-8. Supporting data for Exhibit 9. Extent to which MSIX improved timely notification when migratory students move across states, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Substantially or moderately improved	72	30	7.1	70	379	2.0
Minimally improved	26	11	6.9	19	105	1.7
Does not at all improve	2	1	2.4	11	59	1.3

Source: State MEP director survey, Item 29 (*n* = 42); Local/regional MEP coordinator survey, Item 34 (*n* = 543).

Exhibit F-9. Supporting data for Exhibit 10. Extent to which MSIX facilitated migratory student records transfer across states, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Significantly or somewhat facilitates	76	35	6.4	82	447	1.6
Minimally facilitates	22	10	6.1	14	74	1.5
Does not at all facilitate	2	1	2.2	4	24	0.9

Source: State MEP director survey, Item 27 (n =46); Local/regional MEP coordinator survey, Item 32 (n = 545).

Exhibit F-10. Percent of MEPs who reported that they did not know whether MSIX improved other practices intended to mitigate educational disruptions for migratory children, 2017–18

	Pct.	n	SE
State MEP directors	7	3	3.7
Local/regional MEP coordinators	24	178	1.6

Source: State MEP director survey, Item 29 (n =46); Local/regional MEP coordinator survey, Item 34 (n = 742).

Exhibit F-11. Supporting data for Exhibit 11. MEP directors’ and coordinators’ perceptions of the extent to which MSIX improved practices intended to mitigate educational disruptions for migratory children, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Facilitation of course credit accrual	54	22	7.9	62	316	2.1
Appropriateness of course placements	51	21	7.9	63	331	2.1
Appropriateness of grade placements	49	20	7.9	63	330	2.1
Timeliness of school enrollment	46	19	7.9	59	314	2.1
Reduction in unnecessary immunizations	40	14	8.4	53	249	2.3

Source: State MEP director survey, Item 29 (n = 41); Local/regional MEP coordinator survey, Item 34 (n = 542).

Exhibit F-12. Supporting data for Exhibit 12. Sources of influence on state MEP grantees' determination of specific services for migratory students and out-of-school youth, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Needs assessments of migratory students	100	45	0.0	95	702	0.8
Amount of MEP funds available	98	44	2.2	93	684	1.0
Migratory student outcomes data	98	44	2.2	91	669	1.1
Federal policy priorities	93	42	3.8	84	622	1.3
Availability of services from other programs	93	42	3.8	87	642	1.2
State policy priorities	84	38	5.5	92	676	1.0
Research evidence on migratory students	78	35	6.3	91	670	1.1
LEA policy priorities	73	33	6.7	74	546	1.6
Social service agency priorities	56	25	7.5	53	390	1.8

Source: State MEP director survey, Item 7 (*n* = 45); Local/regional MEP coordinator survey, Item 10 (*n* = 738).

Exhibit F-13. Sources state MEP grantees and local/regional MEP subgrantees used to select evidence-based instructional and support services for migratory children, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
The What Works Clearinghouse (Institute of Education Sciences, U.S. Department of Education)	45	20	7.5	30	216	1.7
Evidence for ESSA (Center for Research and Reform in Education, Johns Hopkins University School of Education)	39	17	7.4	25	181	1.6
The Regional Educational Laboratories (RELs) (Institute of Education Sciences, U.S. Department of Education)	34	15	7.2	16	113	1.3
The Comprehensive Centers Program (Office of Elementary and Secondary Education, U.S. Department of Education)	32	14	7.1	12	84	1.2
The National Registry of Evidence-based Programs and Practices (U.S. Department of Health and Human Services)	7	3	3.8	6	44	0.9
None of these	34	15	7.2	12	93	1.2
Other	14	6	5.2	9	64	1.1
State MEP director or staff	n/a	n/a	n/a	75	544	1.6

Source: State MEP director survey, Item 31 (n = 44); Local/regional MEP coordinator survey, Item 36 (n = 726).

Exhibit F-14. Data state MEP directors and local/regional MEP coordinators used to inform planning and delivery of MEP-funded services, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Progress on Measurable Program Outcomes	93	42	3.8	75	549	1.6
Student performance on state assessments	93	42	3.8	87	637	1.3
Student graduation rates	84	38	5.5	71	518	1.7
Progress on MEP Performance Targets	80	36	6.0	64	469	1.8
Parent survey responses	80	36	6.0	74	544	1.6
Staff survey responses	73	33	6.7	53	392	1.8
Performance on MEP Indicators	71	32	6.8	64	472	1.8
Participant survey responses	69	31	7.0	55	407	1.8
Student enrollment patterns	60	27	7.4	57	419	1.8

Source State MEP director survey, Item 30 (n=45); Regional/local MEP coordinator survey, Item 35 (n=734).

Exhibit F-15. Supporting data for Exhibit 13. Percentage of state MEP grantees and local/regional MEP subgrantees that could disaggregate various types of data by students' migratory status, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Academic performance						
Limited English proficiency	97	38	2.6	92	550	1.1
Dropout status	87	34	5.4	76	455	1.7
Changed schools during the previous or current school year	87	34	5.4	84	498	1.5
Scores on state assessments	85	33	5.9	85	509	1.4
Cohort graduation rates	82	32	6.2	62	369	2
Retention in grade	69	27	7.5	81	483	1.6
Attendance	67	26	7.6	88	525	1.3
Course grades	66	25	7.8	90	534	1.3
Overage for their grade level	62	23	8.1	70	414	1.9
Social risk factors						
Truancy and chronic absenteeism	50	19	8.2	83	490	1.6
Discipline incidents	37	14	7.9	76	449	1.8
Involvement with social services	22	8	6.9	41	242	2.0
Involvement with juvenile justice	6	2	3.9	25	147	1.8
Reports of substance abuse	3	1	2.6	16	93	1.5
Pregnancy	0	0	0.0	20	117	1.6

Source: State MEP director survey, Item 24 (*n* = 39); Local/regional MEP coordinator survey, Item 29 (*n* = 596).

Exhibit F-16. Supporting data for Exhibit 14. State MEP structures for providing instructional services to migratory children, 2017–18

	State MEP directors		
	Pct.	n	SE
MEP subgrantees provide instructional services directly	37	17	7.2
MEP subgrantees provide instructional services directly and the state contracts with an external organization(s) or agency(ies) to provide instructional services	22	10	6.1
The state provides instructional services directly	4	2	3.0
The state provides instructional services directly and its subgrantees provide instructional services directly	22	10	6.2
The state provides instructional services directly, its subgrantees provide instructional services, and the state contracts with an external organization(s) or agency(ies) to provide instructional services	13	6	5.0
The state provides instructional services directly and contracts with an external organization(s) or agency(ies) to provide instructional services	2	1	2.2

Source: State MEP director survey, Items 2 and 9 (*n* = 46).

Exhibit F-17. Number of MEP-funded instructional services provided directly to migratory students and out-of-school youth, 2017–18

	Average number of instructional services	SE	CI
State MEP directors	6	0.6	[5.4, 7.7]
Local /regional MEP coordinators	9	0.1	[9.0, 9.4]

Source: State MEP director survey, Item 11 (*n* = 19); Local/regional MEP coordinator survey, Item 16 (*n* = 709 coordinators).

Exhibit F-18. State MEP directors and local/regional MEP coordinators reporting that they provide instructional or support services directly, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Provided instructional services directly	41	19	7.3	93	688	1.0
Provided support services directly	39	18	7.3	92	684	1.0

Source: State MEP director survey, Items 9 and 11 (*n* = 19); Local/regional MEP coordinator survey, Items 12 16 (*n* = 742 coordinators).

Exhibit F-19. Supporting data for Exhibit 15. MEP-funded instructional services that state grantees and local/regional subgrantees provided directly to migratory students and out-of-school youth, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Academic instruction						
Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services)	58	11	11.6	84	614	1.4
Math instruction (e.g., tutoring, remedial education, or other instructional services)	53	10	11.8	82	604	1.4
Credit-recovery programs	53	10	11.8	60	438	1.8
English as a second language (ESL) instruction	37	7	11.4	58	423	1.8
Online courses	26	5	10.9	41	299	1.8
Academic support						
Academic guidance and advocacy	47	9	11.8	80	583	1.5
Diagnostic evaluations of educational needs	42	8	11.6	51	369	1.9
Online educational support other than online courses (e.g., test prep, homework help)	26	5	10.4	50	360	1.9
Support for college and career						
Career exploration and guidance	69	13	11.0	75	546	1.6
Graduation-planning assistance	63	12	11.4	76	555	1.6
Preparation for postsecondary transition	53	10	11.8	69	501	1.7
Career and technical skills training (e.g., IT, hospitality, etc.)	37	7	11.4	43	315	1.8
High School Equivalency Diploma classes	22	4	10.1	21	152	1.5
Adult education classes	16	3	8.6	18	132	1.4
Other						
Preschool or early childhood education programs	47	9	11.8	69	503	1.7

Source: State MEP director survey, Item 9 ($n = 19$); Local/regional MEP coordinator survey, Item 12 ($n = 734$).

Exhibit F-20. Supporting data for Exhibit 16. Percentage of local/regional MEP subgrantees that provided various instructional services to migratory students or to migratory out-of-school youth, 2017–18

	Provided to migratory students			Provided to migratory out-of-school youth		
	Pct.	n	SE	Pct.	n	SE
Academic instruction						
Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services)*	83	609	1.4	55	402	1.8
Math instruction (e.g., tutoring, remedial education, or other instructional services)*	82	601	1.4	52	379	1.8
English as a second language (ESL) instruction*	56	408	1.8	42	309	1.8
Online courses*	40	287	1.8	30	221	1.7
Academic support						
Academic guidance and advocacy*	78	568	1.5	59	431	1.8
Diagnostic evaluations of educational needs*	50	361	1.9	35	257	1.8
Other online educational support (e.g., test prep, homework help)*	46	333	1.8	33	243	1.7
Support for college and career						
Graduation planning assistance*	74	542	1.6	48	352	1.8
Career exploration and guidance*	72	527	1.7	55	401	1.8
Preparation for postsecondary transition*	67	486	1.7	41	299	1.8
Credit-recovery programs*	59	428	1.8	43	312	1.8
Career and technical skills training (e.g., IT, hospitality, etc.)*	41	301	1.8	29	213	1.7
High School Equivalency Diploma (HSED) classes	18	128	1.4	19	138	1.5
Adult education classes	14	99	1.3	16	119	1.4
Other						
Preschool or early childhood education*	68	496	1.7	40	290	1.8

* Difference between services provided to migratory students versus migratory out-of-school youth is statistically significant at $p \leq 0.05$.
Source: Local/regional MEP coordinator survey, Items 12 and 14 ($n = 736$).

Exhibit F-21. Strategies local/regional MEP subgrantees used to ensure that MEP-funded activities and services were provided to eligible migratory out-of-school youth, 2017–18

	Pct.	n	SE
Use recruiters to provide on-demand support (e.g., referrals, support materials, supplies)	78	576	1.5
Collaborate with other organizations and agencies to serve the needs of out-of-school youth	70	516	1.7
Use recruiters and/or MEP staff to help out-of-school youth enroll in classroom or online-based credit recovery programs	64	469	1.8
Use recruiters and/or MEP staff to refer out-of-school youth to ESL programs	61	452	1.8

Source: Local/regional MEP coordinator survey, Item 21 ($n = 730$).

Exhibit F-22. Supporting data for Exhibit 17. State MEP structures for providing support services to migratory children, 2017–18

	State MEP directors		
	Pct.	n	SE
MEP subgrantees provide support services directly	39	18	7.3
MEP subgrantees provide support services directly and the state contracts with an external organization(s) or agency(ies) to provide support services	22	10	6.2
The state provides support services directly	2	1	2.2
The state provides support services directly and its subgrantees provide support services directly	20	9	5.9
The state provides support services directly, its subgrantees provide support services, and the state contracts with an external organization(s) or agency(ies) to provide support services	15	7	5.4
The state provides support services directly and contracts with an external organization(s) or agency(ies) to provide support services	2	1	2.2

Source: State MEP director survey, Items 2 and 11 ($n = 46$).

Exhibit F-23. Supporting data for Exhibit 18. MEP-funded support services state MEP grantees or local/ regional MEP subgrantees provided directly to migratory children, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
School supports						
Leadership development programs	58	11	11.8	42	303	1.8
Language support not otherwise provided	50	9	12.1	74	544	1.6
Transportation not otherwise provided	39	7	11.8	57	419	1.8
School supplies	28	5	10.9	82	602	1.4
Health supports						
Health care	28	5	10.9	19	137	1.4
Dental care	28	5	10.9	16	115	1.4
Eye care	22	4	10.1	18	130	1.4
Counseling/mental health services	22	4	10.1	27	199	1.6
Home supports						
Housing guidance or assistance	16	3	9.0	19	141	1.5
Clothing	11	2	7.6	51	369	1.9
Child care	11	2	7.6	14	102	1.3
Advocacy and mentoring						
Individual student advocacy services	39	7	11.8	65	475	1.8
Mentoring	28	5	10.9	61	447	1.8

Source: State MEP director survey, Item 11 (n = 18); Local/regional MEP coordinator survey, Item 16 (n = 737).

Exhibit F-24. Number of MEP-funded support services provided directly to migratory students and out-of-school youth, 2017–18

	Average number of support services	SE	CI
State MEP directors	4	0.5	[3.0, 4.9]
Local/regional MEP coordinators	6	0.1	[5.6, 6.0]

Source: State MEP director survey, Item 11 (n = 18); Local/regional MEP coordinator survey, Item 16 (n = 709).

Exhibit F-25. Percentage of state MEP grantees and local/regional MEP subgrantees that directly referred migratory students for at least one service, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	<i>n</i>	SE	Pct.	<i>n</i>	SE
Do not refer directly for services	72	33	6.7	9	57	0.1
Refer directly for services	28	13	6.7	91	669	0.1

Source: State MEP director survey, Item 13 (*n* = 46); Local/regional MEP coordinator survey, Item 20 (*n* = 731).

Exhibit F-26. Supporting data for Exhibit 19. Services for which state MEP grantees or local/regional MEP subgrantees directly referred eligible migratory children for services, among referring MEPs, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	<i>n</i>	SE	Pct.	<i>n</i>	SE
School supports						
Language support (e.g., translation or interpretation services)	71	10	12.5	75	541	1.6
School supplies	57	8	13.7	79	570	1.5
Transportation not otherwise provided	50	7	13.9	65	468	1.8
Adult education classes	43	6	13.7	58	419	1.8
Health supports						
Health care	64	9	13.3	73	532	1.6
Eye care	64	9	13.3	71	515	1.7
Dental care	64	9	13.3	70	507	1.7
Counseling/mental health services	43	6	13.7	70	510	1.7
Social services and other supports						
Meal or nutrition programs	64	9	13.3	69	496	1.7
Child care	50	7	13.9	45	325	1.9
Clothing	43	6	13.7	73	528	1.7
Other						
Flexible service delivery	50	7	13.9	48	345	1.9
Mentoring	43	6	13.7	63	453	1.8

Source: State MEP director survey, Item 13 (*n* = 14); Local/regional MEP coordinator survey, Item 20 (*n* = 731).

Exhibit F-27. Supporting data for Exhibit 20. Outreach activities state MEP grantees and local/regional MEP subgrantees used to engage with other agencies and organizations to support the needs of migratory children, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Presentations	89	40	4.7	61	447	1.8
In-person meetings	87	39	5.1	83	616	1.8
Dissemination of materials (e.g., informational letters, brochures, or briefs; data or research; etc.)	80	36	6.0	78	577	1.4
Workshops	69	31	7.0	41	304	1.3
Task force(s)	33	15	7.1	12	105	1.5
Other	11	5	4.7	5	40	0.8
None of the above	2	1	2.2	7	48	0.9

Source: State MEP director survey, Item 17 (*n* = 45); Local/regional MEP coordinator survey, Item 22 (*n* = 739).

Exhibit F-28. State MEP grantees and local/regional MEP subgrantees with no formal agreements with other organizations or agencies, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
No formal agreements	49	22	7.5	60	408	1.9

Source: State MEP director survey, Item 11 (*n* = 45); Local/regional MEP coordinator survey, Item 16 (*n* = 676).

Exhibit F-29. Number of formal agreements among state MEP grantees and local/regional MEP subgrantees that had formal agreements with other organizations or agencies, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
1 formal agreement	43	10	10.6	53	143	1.8
More than 1 formal agreement	57	13	10.6	47	125	1.8

Source: State MEP director survey, Item 20 (*n* = 23); Local/regional MEP coordinator survey, Item 25 (*n* = 268).

Exhibit F-30. Supporting data for Exhibit 21. Types of organizations and agencies with which state MEP grantees and local/regional MEP subgrantees had at least one formal agreement to collaborate, 2017–18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Nonprofit organizations	16	7	5.5	14	88	1.4
Institutions of higher education (IHEs)	15	7	5.4	11	73	1.3
Other districts in the state that do not have an MEP subgrant	15	7	5.4	9	58	1.1
Other state/local government agencies	9	4	4.2	8	49	1.1
State/local parent associations or committees	7	3	3.8	5	34	0.9
State/local health department	4	2	3.0	11	68	1.2
State/local department of child and family services	2	1	2.2	8	52	1.1
Local school boards	n/a	n/a	n/a	12	78	1.3
Local businesses	n/a	n/a	n/a	5	29	0.8

Source: State MEP director survey, Item 20 ($n = 44$ to 45); Local/regional MEP coordinator survey, Item 22 ($n = 640$).

Exhibit F-31. Percent of state MEP grantees and local/regional MEP coordinators who coordinated or collaborated in any way with the High School Equivalency Program (HEP) and/or the College Assistance Migrant Program (CAMP)

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Yes, coordinate and collaborate with HEP and/or CAMP	68.9	31	7.0	59.0	430	1.8
No, do not coordinate and collaborate with HEP or CAMP	31.1	14	7.0	41.0	299	1.8

Source: State MEP director survey, Item 11 ($n = 45$); Local/regional MEP coordinator survey, Item 16 ($n = 729$).

Exhibit F-32. Supporting data for Exhibit 22. Ways in which state MEP directors and local/regional MEP coordinators coordinated and collaborated with HEP or CAMP, 2017–18

	HEP			CAMP		
	Pct.	n	SE	Pct.	n	SE
State MEP Directors						
Agreed to work together to distribute program information to students, youth, and families	83	24	7.1	72	21	8.4
Agreed to share information/data on migratory students and/or out-of-school youth	86	25	6.5	69	20	8.7
Agreed to work together to identify and contact eligible high school students	70	19	9.0	70	19	9.0
Participated in an interagency task force or committee for migratory students	60	12	11.2	55	11	11.4
Local/regional MEP coordinators						
Agreed to work together to distribute program information to students, youth, and families	72	293	2.2	89	362	1.6
Agreed to share information/data on migratory students and/or out-of-school youth	70	267	2.4	87	332	1.7
Agreed to work together to identify and contact eligible high school students	68	257	2.4	89	336	1.6
Participated in an interagency task force or committee for migratory students	63	111	3.6	76	134	3.2

Source: State MEP Director Survey, Item 17 (n = 29); Local/regional MEP coordinator survey, Item 26 (n = 408).

Exhibit F-33. Supporting data for Exhibit 23. Collaboration between MEPs and other agencies and organizations to directly provide at least one instructional or support service to migratory children, 2017-18

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Yes, collaborate	84	16	7.2	90	623	1.5
No, do not collaborate	22	2	7.2	10	73	1.5

Source: State MEP director survey, Items 9, 11, 18 and 19 (n = 18); Local/regional MEP coordinator survey, Items 12, 16, 23, and 24 (n = 696).

Exhibit F-34. Supporting data for Exhibit 24. Collaboration among state MEP grantees, local/regional subgrantees, and other agencies and organizations to directly provide instructional services to migratory children, 2017–2018

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
Academic instruction						
Reading/language arts instruction	91	10	9	54	325	2.0
Math instruction	90	9	10	53	316	2.0
English as a second language	86	6	14	61	251	2.4
Credit-recovery programs	80	8	13	60	259	2.4
Online courses	80	4	11	60	177	2.9
Academic support						
Academic guidance and advocacy services	89	8	11	62	353	2.0
Diagnostic evaluations of educational needs	88	7	13	52	187	2.6
Other online educational support	60	4	24	57	202	2.6
Support for college and career						
Career and technical skills training	100	7	0	67	207	2.7
Career exploration and guidance	85	11	10	66	353	2.0
Graduation planning assistance	83	10	11	62	337	2.1
Preparation for postsecondary transition	80	8	13	65	320	2.2
Adult Education classes	67	3	33	69	87	4.1
High School Equivalency Diploma (HSED) classes	60	4	24	68	101	3.8
Other						
Preschool or early childhood education programs	89	8	11	69	342	2.1

Source: State MEP director survey, Item 18 ($n = 13$); Local/regional MEP coordinator survey, Item 23 ($n = 605$).

Exhibit F-35. Supporting data for Exhibit 25. Collaboration between state MEP grantees, local/regional subgrantees, and other agencies and organizations to directly provide support services to migratory children, 2017–2018

	State MEP directors			Local/regional MEP coordinators		
	Pct.	n	SE	Pct.	n	SE
School supports						
Leadership development programs	100	11	0.0	74	222	2.5
School supplies	80	4	2.0	71	426	1.9
Transportation not otherwise provided	57	4	2.0	63	262	2.4
Language support not otherwise provided	78	9	1.5	62	336	2.1
Health supports						
Eye care	100	4	0.0	92	106	2.5
Dental care	100	5	0.0	90	123	2.6
Counseling/mental health	100	4	0.0	83	163	2.7
Health care	100	5	0.0	69	324	2.1
Home supports						
Housing guidance or assistance	100	3	0.0	83	116	3.2
Clothing	50	1	0.0	80	292	2.1
Child care	0	1	0.0	67	68	4.7
Advocacy services						
Individual student advocacy services	100	7	0.0	89	115	2.8
Mentoring	80	4	2.0	63	279	2.3

Source: State MEP director survey, Item 19 ($n = 11$); Local/regional MEP coordinator survey, Item 24 ($n = 598$).