

**Program Size - Small (up to \$249,999) 9 responses**

Which MEP staff members do you include on your planning team? (check all that apply)	Planning Team - Other	Do you have multiple-program administrative responsibilities? (check all that apply)	Multiple-program administrative responsibilities - Other
Recruiter Advocate/Liaison		Title I, Part A Title III Homeless Education Program	
MEP Coordinator Recruiter	MEP Social Worker	Title III	ESOL State Consent Decree Program
MEP Coordinator Recruiter Advocate/Liaison Data Specialist		Title I, Part A Homeless Education Program	Title II, Title VI, Title I - SIG G, Instructional materials and all external funding efforts
MEP Coordinator Recruiter Advocate/Liaison MEP Instructor		Title I, Part A	
MEP Coordinator Advocate/Liaison			Title I Math Coaches
MEP Coordinator Program Evaluator Academic Coordinators	Academic Coordinators	No	
MEP Coordinator Recruiter MEP Instructor	Director of Federal Programs	Title I, Part A Title III Homeless Education Program	
MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist		Title I, Part A	
MEP Coordinator Recruiter		Title III	HR Department

Do you include non-MEP staff on your MEP planning team? (check all that apply)	Non-MEP staff on planning team - Other	How do you collect needs assessment data? (check all that apply)	Collect needs assessment data - Other	Who collects needs assessment data? (check all that apply)	Who collects data - Other
School Administrator Title I, Part A Title III Homeless Education Program Community Partner Early Childhood Educator		Survey Meeting notes Local student database Individualized student needs assessment Feedback MSIX Survey 5 OSY Profile		MEP Coordinator Recruiter Advocate/Liaison	
No		Survey Meeting notes Local student database Feedback MSIX OSY Profile		MEP Coordinator Recruiter Advocate/Liaison	Social worker
Title I, Part A Homeless Education Program	Title 1A Parent Liaison, Adult Education	Survey Meeting notes Local student database Feedback		Data Specialist	Migrant Parent Liaison
School Administrator Title I, Part A Title III Homeless Education Program Early Childhood Educator		Survey Local student database Individualized student needs assessment Feedback MSIX Survey 5		MEP Coordinator Program Evaluator Recruiter Advocate/Liaison MEP Instructor	
Title I, Part A		Survey Meeting notes Local student database Individualized student needs assessment Feedback OSY Profile		MEP Coordinator Advocate/Liaison	
Title I, Part A		Survey Meeting notes Local student database Individualized student needs assessment Feedback MSIX Survey 5 OSY Profile	State testing websites	MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist MEP Instructor	
School Administrator Early Childhood Educator	Department of Federal Programs Staff	Survey Meeting notes Local student database Feedback	Schools Input	MEP Coordinator MEP Instructor	Director of Federal Programs

Do you include non-MEP staff on your MEP planning team? (check all that apply)	Non-MEP staff on planning team - Other	How do you collect needs assessment data? (check all that apply)	Collect needs assessment data - Other	Who collects needs assessment data? (check all that apply)	Who collects data - Other
No		Survey Meeting notes Local student database Individualized student needs assessment Feedback MSIX Survey 5 OSY Profile		MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist	
School Administrator Title I, Part A Homeless Education Program		Survey Meeting notes Local student database Individualized student needs assessment Feedback MSIX Survey 5		MEP Coordinator	

How do you use data (specify data sources) to inform decisions on which migrant eligible students to assist?	How do you use data (specify data sources) to inform decisions on types and frequency of services?	How do you use data (specify data sources) to determine if program services are having the desired impact?
<p>Attendance, parent and student surveys, FSA, CELLA/WIDA, grades/report cards are used to identify PFS students struggling with attendance, achievement, and credit accrual issues. This same data are used by the recruiter/advocate to follow-up with teachers on strategies and referral services. The summer MEP and family literacy programs are also structured based upon these data sources.</p>	<p>Data findings from the sources mentioned in #7 and funding sources such as Title I and Title III are coordinated to ensure the identified needs of migrant students are fully met.</p>	<p>Data findings from the sources mentioned in #7 are used to evaluate the district MEP. If student achievement targets and program goals are not met as articulated in the Title I, Part C application, the services are revamped and/or replaced to better meet targets.</p>
<p>FSA, local assessments, attendance, WIDA ACCESS for ELLs, grades, GPA, PFS data, and teacher input are used to identify the students that the classroom assistant will work with, as well as students who could benefit from after school and PASS opportunities.</p>	<p>FSA, local assessments, attendance, WIDA ACCESS for ELLs, grades, GPA, PFS data, and teacher input are used to identify the whether students will work with the Migrant assistant, as well as students who could benefit from after school and PASS opportunities.</p>	<p>We use grades, local assessments, FSA, and GPA to determine if services are having an impact. We look at the data quarterly.</p>
<p>We use state assessment data to determine who is not meeting grade level expectations. Then progress monitoring data (i.e. iReady ) is used to pinpoint specific standard and skill deficits.</p>	<p>Data is used to determine the severity of the problem. Students who are in greater need naturally receive more intense and frequent interventions.</p>	<p>We use local mini assessments and progress monitoring data to determine if progress is being made towards mastering the required grade level standards. We use the data to evaluate both individual student progress as well as overall program improvements.</p>
<p>Migrant students identified as Priority for Services (PFS) are targeted to receive tutorial services based on data received for the District Research Department. These students will receive appropriate remediation to meet academic achievement.</p>	<p>Data received from the District Research Department identifying Priority for Services (PFS) students who have not passed the Florida Standard Assessment (FSA) will receive remedial services through the MEP In-Home and/or the Summer Tutorial Program. Tutoring will include a Literacy Reading Program. During the anticipated six-week tutorial session, students will receive services two times per week for a total of twenty four hours of tutoring</p>	<p>Results of the Focused Reading Intervention (grades 3-8) and Building Vocabulary (grades 9-10) Assessments Pre/Post tests administered by the tutorial teacher, will assess gains to determine strength and weakness of participating students to measure achievement of needed skills for academic success on the Florida Standards. MEP tutorial teacher will provide these assessment results with program administrator for additional evaluation of program effectiveness, strength and weakness and assess students' academic success during tutorial services. Results will be shared with MEP administrator and</p>

How do you use data (specify data sources) to inform decisions on which migrant eligible students to assist?	How do you use data (specify data sources) to inform decisions on types and frequency of services?	How do you use data (specify data sources) to determine if program services are having the desired impact?
<p>We look at the PFS criteria as well as students' scores on standardized tests and class grades to determine which students need help academically. In addition, we look at student attendance and have conversations with individual students and families to determine if there is a need for mentoring and/or counseling. For our OSY, we use the OSY profiles to determine which students are interested in learning English, life skills or making changes in their lives.</p>	<p>Some of our elementary students showed poor class grades and test scores at the beginning of this year. In addition we had a couple of new ELL students that were PFS. This led us to set up a tutoring program two days per week for 1.5 hours each session for all of the students at one elementary school using iReady and an in-home tutoring program 2 days per week for students attending another school also using iReady. Since students were in several different grade levels and not always working on grade level material, we selected a research based program that would allow them to work at their level and fill in the gaps for skills they had missed. For our middle and high school students, we currently provide a mentoring program once per week. We hope to move towards additional tutoring programs for this group next year. We will determine frequency by looking at how much help each student needs. For OSY, we would love to meet with them more frequently to provide English classes blended with life skills, but because of the outlying nature of the farms and housing, we currently do not have the number of staff or volunteers needed. We try to meet with them once per week when in season.</p>	<p>We look at data from the programs we are using (such as iReady) as well as students' test scores, class grades and conversations with teachers to determine if the services are effective. For our mentoring program, we also look at student involvement, motivation, and number of challenging courses taken, grades and test scores to determine effectiveness. We have the most difficult time with our OSY in this area. Because we are only at each farm about once per week and we do not always see every OSY when we go to the farm for various reasons, it is very difficult to help them make a real difference in their lives after only 3 to 4 meetings.</p>
<p>Standard test data including PreK assessments, credit accrual data, GPA, ELL status, age/grade discrepancy, school interruptions, and guidance and teacher recommendations are all utilized in making decisions for placement in MEP funded academic programs. Family needs assessments are utilized to determine the level of support/social services for individual students.</p>	<p>Types and frequency of services is based on the critical need of the service. For example, senior students at risk of not graduating due to lack of credits, students at risk of being retained, and students in need of eye glasses are a priority.</p>	<p>Academic progress monitoring is conducted bi-weekly on students receiving academic intervention, student's attainment of credit needed for graduation, state test results, district assessments including kindergarten readiness assessments are all utilized. Annual evaluation academic, student, and parent assessment data are all utilized to determine the impact of MEP services.</p>
<p>Data is used to determine the PFS needs and if the strategies, materials, and instructions are working for Migrant students. iReady, ACCESS, data as well as EOC is used.</p>	<p>Data is used to determine whether a program is working for students. It is used to compare the amount of time spent on a program and compare whether students who spent more time made greater progress. For example iReady.</p>	<p>We do a comparison to determine if the program services are having the desired impact.</p>

How do you use data (specify data sources) to inform decisions on which migrant eligible students to assist?	How do you use data (specify data sources) to inform decisions on types and frequency of services?	How do you use data (specify data sources) to determine if program services are having the desired impact?
<p>PFS Logs, District Grading system, FSA, EOCs, Parent and Student surveys, Family Needs Assessments, Global needs Assessments. Data is analyzed and students' services are provided according to the need collected from data sources.</p>	<p>PFS Logs, District Grading system, Parent and Student surveys, Family Needs Assessments, Global needs Assessments. Data is analyzed and students' services are provided according to the need collected from data sources. Frequency of services provided will be decided after monitoring student's progress and re-evaluating the needs.</p>	<p>PFS Logs, District Grading system, FSA, EOCs, Parent and Student surveys, Family Needs Assessments, Global needs Assessments. When the needed student services begin, progress is pre-evaluated and monitored. At the end of the program, the students' progress is measured and analyzed in order to decide if the program/services were effective.</p>

Include MPOs and targets in MEP deliberations?	If yes, please describe briefly how the MPOs have benefited you.
No	
Yes	We look at this when planning the grant for the year. This helps us prioritize services and resources.
No	
Yes	The identified Measurable Program Outcomes have assisted the local MEP with providing identified students with needed services and instruction to meet requirements for appropriate grade placement. The Broward County Migrant Education Pre-K students receive instructional services from a highly qualified teacher with research-based instruction to include Opening the World of Learning (OWL), Teaching Strategies and Creative Curriculum to meet requirements for Kindergarten and prepare them for School-Readiness. Students identified as Priority for Services (PFS) who have not met requirements in Reading and Mathematics on the Florida Standard Assessment will receive tutorial services provided by the LEA to assist with mastery in Reading, Mathematics and earning needed credits for graduation. Data to measure gains and success of these students is provided by the District Research Department. This data will be reviewed by program administrator to determine effectiveness of program implementation.
No	
No	
No	
Yes	They help MEP make decisions on whether the services were effective or not and then make the required changes to better the program/ services.

**Program Size - Medium (\$250,000 to \$749,999) 4 responses**

Which MEP staff members do you include on your planning team? (check all that apply)	Planning Team - Other	Do you have multiple-program administrative responsibilities? (check all that apply)	Multiple-program administrative responsibilities - Other
MEP Coordinator Recruiter		Title III	
MEP Coordinator Advocate/Liaison	Department Staff: Secretary & Bookkeeper, and my supervisor- Asst. Superintendent for Instructional Services	Title I, Part A Homeless Education Program	Title VI, Title I Part D, Perkins Secondary, Perkins Rural & Sparsely Pop, SIG 1003(a)
MEP Coordinator Recruiter Advocate/Liaison Data Specialist MEP Instructor		Title I, Part A Title III Homeless Education Program	Title VI, Title I, Part D
MEP Coordinator Advocate/Liaison Data Specialist		No	



Do you include non-MEP staff on your MEP planning team? (check all that apply)	Non-MEP staff on planning team - Other	How do you collect needs assessment data? (check all that apply)	Collect needs assessment data - Other	Who collects needs assessment data? (check all that apply)	Who collects data - Other
Title I, Part A		Survey Meeting notes Local student database OSY Profile		MEP Coordinator Recruiter	
Title I, Part A Homeless Education Program	I represent the other programs listed above	Survey Meeting notes Local student database Survey 5 OSY Profile		MEP Coordinator Advocate/Liaison MEP Instructor	District Coordinator of Assessment & Accountability
No		Survey Meeting notes Local student database Individualized student needs assessment Feedback OSY Profile		MEP Coordinator Recruiter Advocate/Liaison	
Title I, Part A Title III Homeless Education Program Community Partner Early Childhood Educator		Survey Meeting notes Local student database Individualized student needs assessment Feedback OSY Profile		MEP Coordinator Data Specialist	

How do you use data (specify data sources) to inform decisions on which migrant eligible students to assist?	How do you use data (specify data sources) to inform decisions on types and frequency of services?	How do you use data (specify data sources) to determine if program services are having the desired impact?
Priority for Service report and other district reports provide vital information that help us in the development of the grant proposal and on the concentration of our efforts as a team.	We look at data at student achievement data and attendance data at different intervals during the year to ensure that our services are being carried on as planned and that additional support is being provided to the students with greatest need of support.	We review student report cards to monitor academic progress and attendance. Follow-up visits and phone calls are made to the homes of students that are not showing progress to provide additional support to the student and to make recommendations to the parents as to how to better support their students. A Teacher on Assignment conducts periodic visits to the schools to meet with the students to set academic goals and to provide mentorship.
We use state assessment, iReady Diagnostic & EOC results for MEP students to identify gaps that need to be closed between MEP and non-MEP student performance.	This is primarily derived from Parent and Student Climate Surveys, including MPAC Satisfaction Survey.	We use Climate Surveys and state assessment, iReady Diagnostic & EOC results for MEP students to identify if program services are effective. We have areas where our MEP students surpass all of their non-MEP counterparts, for example.
The data is used to determine achievement gaps between migrant and non-migrant students. The LEA uses iReady, high stakes test data, CELLA and WIDA data.	The data is used monthly at academic coaches meetings and leadership meetings to determine need for intervention and determine frequency of services. The LEA uses iReady, high stakes test data, CELLA and WIDA data.	The LEA discusses the data monthly at the coaches meeting and leadership meetings. The data is also reviewed at to determine programs and interventions for the next grant cycle. The LEA uses iReady, high stakes test data, CELLA and WIDA data.
I use SPAR reports, local database reports on student achievement, the self-evaluation and survey information to determine needs for students and families, such as educational support, health services, graduation support, outreach to parents and OSYs (classes and training).	The same data is used to inform these decisions.	Data from the self-evaluation provides excellent summaries for us to use when determining the effectiveness of many of our programs. Parent and student surveys help provide feedback on non-instructional programs and outreach.

Include MPOs and targets in MEP deliberations?	If yes, please describe briefly how the MPOs have benefited you.
Yes	Both, SDP and MPOs, keep us focused on the priorities that are most crucial for the success of our program. A re-visit to SDPs and MPOs during our migrant team conversations and department meetings helps us set goals and relocate resources.
Yes	This keeps us focused on areas most in need of improvement and/or identified through parent and student surveys as most beneficial to student academic success.
Yes	The MPOs keep the MEP staff informed of how the students are or are not progressing throughout the school year.
No	

**Program Size - Large (\$750,000 or more) 5 responses**

Which MEP staff members do you include on your planning team? (check all that apply)	Planning Team - Other	Do you have multiple-program administrative responsibilities? (check all that apply)	Multiple-program administrative responsibilities - Other
MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist MEP Instructor	Community Involvement Specialist and Migrant Parent Advisory Council members.	Title I, Part A	Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program; Title I, Part A, Non-Public School Program
MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist		No	
MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist		Title I, Part A Title III Homeless Education Program	Title II, Part A, Instructional Leadership Grant, SIG 1003a grant
MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist MEP Instructor		Title I, Part A Title III Homeless Education Program	There are some administrative staff within our MEP that have ONLY MEP responsibilities.
MEP Coordinator Recruiter Advocate/Liaison	We do not have some of the above staff members.	Title I, Part A	

Do you include non-MEP staff on your MEP planning team? (check all that apply)	Non-MEP staff on planning team - Other	How do you collect needs assessment data? (check all that apply)	Collect needs assessment data - Other	Who collects needs assessment data? (check all that apply)	Who collects data - Other
Title I, Part A Homeless Education Program Community Partner Early Childhood Educator	MPAC members	Survey Meeting notes Local student database Individualized student needs assessment Feedback MSIX Survey 5 OSY Profile		MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist MEP Instructor	
No		Survey Meeting notes Local student database Individualized student needs assessment Feedback OSY Profile		MEP Coordinator Program Evaluator Advocate/Liaison Data Specialist	
School Administrator Early Childhood Educator		Survey Local student database Individualized student needs assessment Feedback Survey 5		MEP Coordinator Data Specialist	
School Administrator Title I, Part A Title III Homeless Education Program Community Partner Early Childhood Educator		Survey Meeting notes Local student database Individualized student needs assessment Feedback MSIX Survey 5 OSY Profile		MEP Coordinator Program Evaluator Recruiter Advocate/Liaison Data Specialist MEP Instructor	school based personnel (non-MEP funded)
Title I, Part A Title III Homeless Education Program		Survey Meeting notes Local student database Feedback MSIX Survey 5 OSY Profile		MEP Coordinator Recruiter Advocate/Liaison Data Specialist	MIS person ----We do not have the 2 unchecked persons.

How do you use data (specify data sources) to inform decisions on which migrant eligible students to assist?	How do you use data (specify data sources) to inform decisions on types and frequency of services?	How do you use data (specify data sources) to determine if program services are having the desired impact?
We use data to identify Priority for Services (PFS) students and allocate resources (human, financial) as appropriate based on needs assessment results.	Use data of community-based programs and agencies to identify gaps in services; steam-line delivery of services; and reduce duplication of services to the migrant community by multiple-agencies.	We us data to determine correlation amongst factors and identify root-causes of barriers to program outcome goals/success.
District's IS database which feeds into our own program created system (SMORS Simple Migrant Online Reporting System. We also use the Instructional Planning tool as well as assessment data from School City, Rtl/MTSS interventions and sitting in meetings where students are discussed (report card reviews, data chats, Child Study Team, school level placement).	We determine highest need based on PFS criteria and conversations with teachers. In elementary, we focus on highest needs based on PFS criteria but we also focus on the tier of interventions to help the MTSS process. In high school, the students that we focus on are the ones that need credits to be able to graduate. In middle school, the PFS criteria is used for support as well as current academic progress so there are lots of conversations at all levels with all stakeholders.	Intervention progress Conversations with stakeholders *Conversations with migrant staff at the school sites *Conversations with parents *Conversations with school administration *Conversations with program evaluator *Program reporting during our Federal Programs staff meetings
Our major source of data, which is our student information system, is used to make decisions about which students need assistance to earn missing credits, improve GPA's, or strengthen weak foundational skills. We also use our student information system to sort the migrant students into priority for services and other eligible students so that our services are first focused on students who are a priority for services.	We specifically use data from Performance Matters, I-Ready and Discovery Education to inform decisions on the type and frequency of services. We use the Performance Matters data to determine which students need more work on specific Florida benchmarks, and I-Ready to determine which students need to enter an intensive reading and/or math group to strengthen foundational skills. The frequency of these services is based on availability of the services during the school day, and the amount of funding that is available to offer these services in extended day/year programs.	Data from Performance Matters and Standards Mastery are analyzed after instruction has happened to see if the instruction and program services are having the desired impact. Instructional services that focus on language acquisition services for our migrant students in extended day/year programs are analyzed through data collected in programs such as Open Book.
We use our computing software program (TERMS) and district level data warehouse to determine need. The programs provide all essential information such as the description of courses, credits required, credits earned, credits short (if any) credits the student is currently taking, attendance & discipline, ELL status and home language. Monthly communication with the schools occur to support student achievement.	We use the monthly roster to identify the need. This information is provided to schools and is used to plan instructional services and support based on need. For example: if a school has a large number of students at risk in math, they would allocate a math resource teacher to push for support. In our district, we support across the content areas of K-12 math, science, social studies and language arts as well as Pre-K. The frequency of the services would be based on the individual student need and progress made throughout the year.	Data is compiled from data warehouse and shared with individual school principals. Quarterly monitoring style data dialogues are held with each school principal to examine specific student achievement data including quarterly assessments, progress monitoring data and other relevant information i.e. attendance/discipline and technology usage.
We use our survey 2 & 3 & 5 data. We can pull student data from our student data base program. My recruiters and advocates know the "real" life stories of our migrant students, and we review that data. Performance Matters Data Warehouse and iReady data are used to review our migrant students' scores.	Our recruiters and academic advocates keep notes of migrant students who have been helped in our program. We also ask our parents for their input at our MPAC meetings.	One source of data would be the data from our Migrant Summer School Reading Enrichment Camp. We also use Performance Matters Data warehouse to pull data to review our students' test scores. In summer school we use the Voyager Time Warp Plus to monitor progress in the summer.

Include MPOs and targets in MEP deliberations?	If yes, please describe briefly how the MPOs have benefited you.
Yes	We use data to determine correlation amongst factors and identify root-causes of barriers to program outcome goals/success.
Yes	The MPO's have become our committees within our program. At our migrant staff meetings, we meet to discuss goals within the area and have also develop plans to meet the targets.
No	
No	
Yes	We try to have targets and MPO's in our planning in order to measure our students' progress and our MEP's progress.