

Migrant Student Information Exchange (MSIX)

Question #1: Is it working? Are there any updates?

Answer: MSIX is still functioning and accessible online by visiting <https://msix.ed.gov>. Updates, as they become available, are shared during each MEP Coordinator call on a bi-monthly basis. If the MEP has new staff that needs access to MSIX, please contact the FMEP office. We will send the steps each user must complete in order to have their MSIX user account created.

FLMSIX was piloted during the 2014-2015 school year and is the state's version of the federal MSIX system. Data transmissions addressed to MSIX through FASTER are housed on the FLMSIX web application. Districts interested in gaining access to FLMSIX must contact our office. FLMSIX is accessible using single sign-on (SSO) credentials through the district's network.

Question #2: Is there a "train the trainer" model that we can have so that we can do training in our district to help support our staff?

Answer: Yes. If MEPs are interested in providing MSIX training to staff, please contact the MSIX Helpdesk either via phone at 1-866-878-9525 or email: MSIXSupport@deloitte.com. The MSIX Helpdesk can provide programs with training materials that include PowerPoint presentations, handouts, as well as access to the MSIX training environment to allow an interactive user experience.

Collaboration with Other Titles

Question #1: How can the MEP collaborate with other programs without it being viewed as supplanting?

Answer: The MEP must plan jointly amongst programs to ensure services are equitable therefore avoiding the issue of supplanting. More information regarding collaboration can be found in the 2010 Office of Migrant Education's Non-Regulatory Guidance, Chapter VI: Coordination. Additionally, Chapter X: Fiscal Requirements, Section G – Combining MEP funds with other programs, also provides additional guidance regarding collaboration. The Non-Regulatory Guidance can be found at: <http://www2.ed.gov/programs/mep/legislation.html>.

Priority for Services (PFS)

Question #1: If a student takes the CELLA instead of the FSA, is there a qualifying score for PFS indicator?

Answer: While test scores of the FSA are used for PFS determination, CELLA scores are not. An ELL indicator can be used for PFS if a student's ELL status is noted as "LY" or "LF," on the local student database. In addition to one academic indicator, the student must also have a documented school interruption due to migratory lifestyle in order to be deemed as a PFS student.

Question #1: If a student was out of state and did not take state assessment, would this qualify as a PFS indicator?

Answer: No. Based on the PFS Technical Assistance Paper (TAP), a student must meet at least one of the following five academic factors (in addition to experiencing an educational interruption) in order to be deemed as a PFS student:

- Scored at Level 1 or Level 2 on the state assessment; **or**
- Is an English Language Learner (student coded: LY or LF); **or**
- Has an age/grade discrepancy; **or**
- Was retained; **or**
- Is at risk of failing to meet the high school graduation requirements based on the following areas:
 - An unweighted GPA of 2.0 or below; **or**
 - Insufficient credits for promotion or graduation

Evaluation

State Assessment -School Readiness

Question #1: Will there be a state issued assessment during the 2015-2016 school -year to replace FLKRS for Kindergarten students who received Pre-Kindergarten services in previous years?

Answer: The Work Sampling System (WSS) was utilized in the 2014-2015 school year to replace FLKRS. This is an observational tool used to assess school readiness upon entry into Kindergarten. This assessment will be utilized again during the 2015-2016 school year but will include an assessment on the alphabet and phonemic recognition. For more information regarding school readiness assessment, please contact the Florida Department of Education's Office of Early Learning by phone at (866) 357-3239 or visit the website: <http://www.floridaearlylearning.com/home.aspx>.

State Assessment – Florida Standards Assessment (FSA)

Question #1: If FSA scores are not available until probably November, how are MEPs going to report gaps and other information on workpapers?

Answer: Depending on the monitoring workpaper submission deadline set forth by the Department, districts will only be responsible for providing the **most recent** state assessment results.

Identification and Recruitment

Scenario #1: Parent lives in the US for 4 years. 6-year-old son stayed in Mexico with an older sister. Sister now is an adult and moved to the US with intentions to work in the ferneries and brought the 6 year old son with her to join his mother along with her own 2 school age children. Does the son qualify for the Migrant Ed Program? If so, does the 6 year old needs to be in a different COE?

Answer: The 6-year old child is traveling with his sister in order to enable her to seek and/or obtain qualifying work. Based on this information, the ID&R Office considers this child to be eligible for the MEP. The 6-year old child will be on a separate COE. The sister is the qualifying worker; the mother is

the legal parent. The current parent is the person who is responsible for the child at the time of the interview.

Scenario #2: In the manual there is a sample script (for re-interviews). It would be helpful to have sample scripts for ID&R when speaking to different types of groups (principals, businesses, employers).

Answer: The ID&R Office has not created a sample script for eligibility interviews for a couple of reasons. There are too many different scenarios and various types of audience that recruiters face when conducting recruitment efforts and it would be too complicated to create sample scripts for all these potential situations. In addition, creating scripts may create a false sense that there is only one type of approach when recruiting. Experienced recruiters know that the art of recruiting is developed over years of practicing and improving under different situations. Recruiters should modify their approach and interview questions according to observations and the feedback they receive while conducting eligibility interviews and outreach efforts.

Although a script has not been provided for eligibility interviews and outreach, recruiters are encouraged to use Florida's STAMP of Eligibility mnemonic device to ensure they are asking all the necessary questions to make proper eligibility determinations.

Lastly, the following tips can help recruiters better prepare for recruiting and outreach efforts:

- Develop an effective "pitch" in order to properly introduce yourself and the local school district. The more recruiters practice his or her "pitch," the more comfortable recruiters become speaking to anyone about the migrant education program (MEP).
- Know when and when not to use the word "migrant." Instead, recruiters may explain that the programs help "newcomers" to the area, agricultural/fishing workers, and families and youth with a history of moving to look for work.
- Target the specific needs of the audience when explaining the benefits of the MEP. For example, when speaking to school administrators, explain that the MEP may help migrant students' grades improve. When talking to employers, explain that the MEP may help their workers learn English or help the workers' children in school.