

**Florida Migrant Education Program
Evaluation Webinar Series: Part 1
(December 18, 2013)**

Participant Questions and Official Responses

1. Would you please elaborate on the members of the evaluation work group?

Members of the evaluation workgroup include district MEP coordinators, district program evaluators, teachers, and national evaluation experts. Their names and titles can be found on pg. 1 of the Florida Migrant Education Program (FL MEP) Annual Evaluation Guidebook (Guidebook).

2. Is sum total for entire school year (SY) in the mid-year report or just the total so far up to mid-year point?

The mid-year Report should include sum total duration (# of hours for SY) for activities that have taken place up to the point of the submission of the mid-year Report. If additional sessions of an activity have occurred after mid-year reporting, this information should be included in the Annual Report.

3. In Staff Development (SD) section, so that we are consistent what percent of a teacher's class should be migrant in order to include the teacher in the report?

For reporting in the template, staff development activities/events to include are those that are facilitated for or provided to any staff (migrant, non-migrant, school or district-level) that works with migrant students. Furthermore, the purpose and intent of professional development is for the benefit of (the majority) migrant students. Contact the FL MEP Office for technical assistance if your district has a specific situation and you are not sure if you need to include a staff development activity in reporting.

4. In reference to school year (SY), would training include summer as well?

Yes, summer activities should be reported in the Evaluation Report. In reference to school year, it should include all activities provided in your regular school year and summer program.

5. For the preschool (PreK) program - if migrant students only are being served but funded from non-migrant grant do we include them in the parent involvement survey?

Yes. The local MEP would include parents of PreK students in the parent involvement survey if the MEP is serving the PreK students (through academic and/or support services).

6. Can you please elaborate on what constitute is a Priority for Services (PFS) student?

Priority for Service (PFS) students are migrant students who have interrupted education (due to the migratory lifestyle) within the past 12 consecutive months **AND** are failing or at risk of failing

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academically (see definition on pg. 34 of Guidebook). PFS children receive MEP funded services first. Once services for PFS students have been allocated and received, then non-PFS migrant students receive services as resources are available.

7. Who is identified as migrant but not served migrant?

Identified but not served are migrant students who are identified and recruited (and a COE has been completed) but do not receive services. They do not receive services for a number of reasons, including but not limited to: the parents opted not to receive services, the children do not need services, or they leave before services can be provided. They can be included in your migrant count so they are fund-bearing students.

8. Is lack of funds a reason for not serving them?

It is the responsibility of the MEP to identify and serve migrant students. It is required to serve PFS students first before non-PFS migrant students; however, the MEP needs to perform due diligence (i.e., that all attempts are made) to serve migrant students in some capacity through direct or facilitated services. This is why it is important to build and maintain partnerships.

9. Where would we find the 2013-14 Guidebook District Self-Evaluation Reporting Template?

The Evaluation Template can be found on the Florida Recruiter website:
<http://flrecruiter.org/node/265>.