2013

Instructional Guidebook for the Florida Migrant Education Program District Self-Evaluation Reporting Template

Florida Migrant Education Program

Florida Department of Education

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Introduction

This guidebook is designed to assist you with data reporting for the Florida Migrant Education Program (FL MEP) evaluation. It is a companion guide to the district self-evaluation reporting template (in Excel format) and provides the following information for your reference:

- Explanations of the outcome and progress measures that comprise the FL MEP evaluation so that you understand why these indicators are being asked of you;
- Definitions of terms used in the template; and
- Examples and graphics to make data entry easier to follow.

The FL MEP updated the template and guidebook with input from a statewide Evaluation Work Group in 2013 comprised of team members with expertise in migrant education programming and evaluation:

- Carol Gagliano, State Director, FL MEP
- Courtney Walker, Evaluator, FL MEP
- Dr. Debra Allen, Coordinator of the Migrant Education Program, Orange County Public Schools
- Margot Di Salvo, Senior Administrative Assistant, ESCORT
- Lucie Esquivel, Resource Specialist, Panhandle Area Educational Consortium Migrant Education Program
- Julie McLeod, Supervisor of Federal Program Evaluation, Hillsborough County Public Schools
- Dr. Ray Melecio, State ID&R Coordinator, ESCORT
- Andrew Tattrie, Coordinator of the Migrant Education Program, Polk County School Board
- Monica Ulewicz, Senior Education Specialist, ESCORT
- Laura Van Epps, Migrant Preschool Teacher, Broward County Public Schools
- Kirk Vandersall, Managing Director, Arroyo Research Services
- Dr. Courtney Zmach, Coordinator of Research and Program Evaluation, Collier County Public Schools

Work group discussions focused on operationalizing state-level program measures, revising the template for clarity, and reducing the data burden on district MEPs to the extent feasible. The goal of the Evaluation Work Group was to make this self-reporting template the one tool that serves to encapsulate all reporting requirements for district MEPs while enabling the state to aggregate consistent district-level data for a statewide review of programming.

This report format allows districts to report on program implementation and outcome results from individual grantees. These results are aggregated at the state level to analyze progress in meeting priorities as outlined in the statewide Service Delivery Plan (SDP) and to measure impact on student outcomes. The template and guidebook have undergone significant revisions, for the 2013-2014 Program Year, to reflect changes to the SDP. The FL MEP updated its Comprehensive Needs Assessment (CNA_2) beginning in January 2010 in order to base services on the current needs of the state's migrant population. A revised SDP will be disseminated in the fall of 2013, along with the updated template and guidebook, reflecting updated solution strategies and new evaluation measures.

Keep in mind that both the district reporting template and this guidebook are color-coded. **As such, both documents should be printed in color for end users.**

If you have questions about the evaluation framework or the self-reporting template, please contact Courtney Walker at the Florida Department of Education's Migrant Education Program at 850-245-9946 or courtney.walker@fldoe.org.

Purpose of the FL MEP Evaluation and Self-Reporting Template

The purpose of this district self-reporting template is to organize and collect program implementation and outcome results from individual grantees within the FL MEP. These results will be used to examine implementation and outcomes, including successes and challenges, in order to highlight successful services as a model for other districts, and to provide technical assistance for programs or districts that are struggling. This information will also be used as part of the required Office of Migrant Education (OME) state-level evaluation and during monitoring visits.

In addition, district MEPs are encouraged to use the data reported in this template for formative evaluation purposes. This information will help guide districts to examine programming for its effectiveness in raising student achievement and to make mid-course corrections to improve services. Accordingly, it is recommended that each district MEP:

- Discuss the evaluation process and this template with all MEP staff so that everyone has a clear, consistent understanding of their roles and responsibilities as they relate to MEP evaluation;
- Review the template and identify timelines and protocols for data collection and maintenance;
- Identify, have access to, and be prepared to use appropriate data collection forms and tools; and
- Be prepared to modify evaluation activities for the 2013-2014 school year.

Furthermore, the evaluation template was created to assist local MEPs in reviewing, reflecting, and revising programs. Appropriately utilizing the template can be a key instrument in the needs assessment process. You may learn through reviewing your report, that there are activities that may need to be revised due to higher/lower participant numbers than expected, higher/lower hours attended, not meeting target goals in outcomes, etc. You should use the template to review activity and outcome data to drive program decisions for the forthcoming year; reflect with staff and other stakeholders (partners, parents, and others) to see what areas can be improved; and revise the logistics (days, times, locations) of the opportunities that are offered to migrant students and families.

Overview of this Guidebook

The guidebook is designed to follow the four main sections of the reporting template:

Part I. Program Information

Part II. Program Implementation

Part III. Student Activities

Part IV. Student Outcomes

Within each section, there is an introduction that explains the purpose of the data elements communicated in that section, a screenshot of the reporting tables with a sample entry embedded as an example to follow, and corresponding directions for each entry (numbered for easier reference with this guidebook). The red numbering that appears in the graphics of the tables is provided for easier reference with this guidebook. These numbers do not, however, appear in the Excel file of the template.

The guidebook also utilizes callout boxes and graphic icons for quick reference purposes. For example:

This icon indicates that a dropdown menu is embedded in the cell.

This icon indicates a “closer look” at a sample entry.

This icon denotes an auto-calculation field. That is, the cell contains a formula that automatically calculates the value based on entries in other fields.

The following sections refer directly to the district self-reporting template in a section-by-section, item-by-item review for data entry purposes.

General Instructions for Completing the Template

Enabling Macros

The Excel file contains macro formulas in order to make data entry in some fields easier for users. When you open the file, you will be prompted to "Enable Content" in a security warning message. See examples in the graphics below. Select "Enable Content".

OR

Another way to enable macros in the file is to click on the File tab when the yellow Message Bar appears. Follow these steps to always enable the document's active content.

1. Click the File tab.

2. In the Security warning area, click "Enable This Content".

3. Under Enable All Content, click “Always enable this document’s active content”. The file becomes a trusted document.

Entering Information into the Spreadsheet

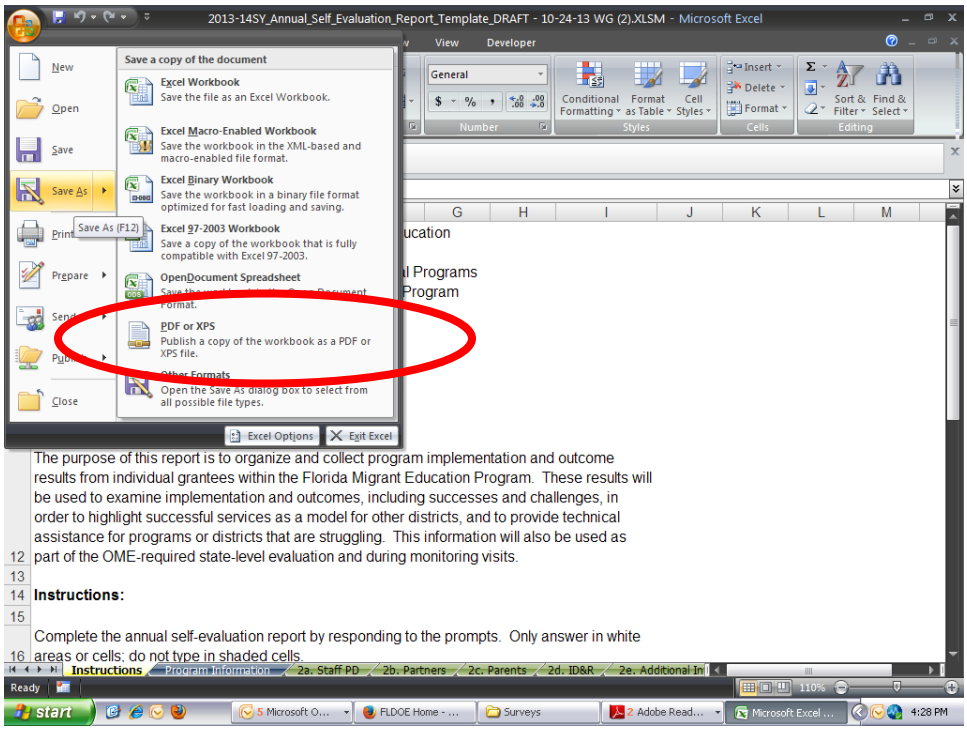
Keep in mind the following instructions when entering data into the spreadsheet (found in Tab 1 under “Instructions”).

- Complete the annual self-evaluation report by responding to the prompts. Only answer in white areas or cells; do not type in shaded cells.
- Gray shading indicates data to be provided by the state and/or state-level goals to be accomplished. These items are included for your reference only.
- Section-specific directions are provided at the beginning of each section.
- Each table contains 30 rows. If additional rows are needed for any table, please contact the state MEP office for assistance.
- Some of the tables include dropdown lists of answer options for your convenience. Be sure to scroll down through the lists to see all selections.
- Some of the tables include automatic calculations to determine changes, progress, or proportions consistently. These auto-calculations can only be performed when two data points are provided. Until adequate data are entered, the result cell will be shaded in yellow and contain the error message “insufficient data.” Once data are entered, the actual result will display and the cell shading will revert back to white. In such cells, districts may only enter whole numbers (no text) in order for calculations to work.

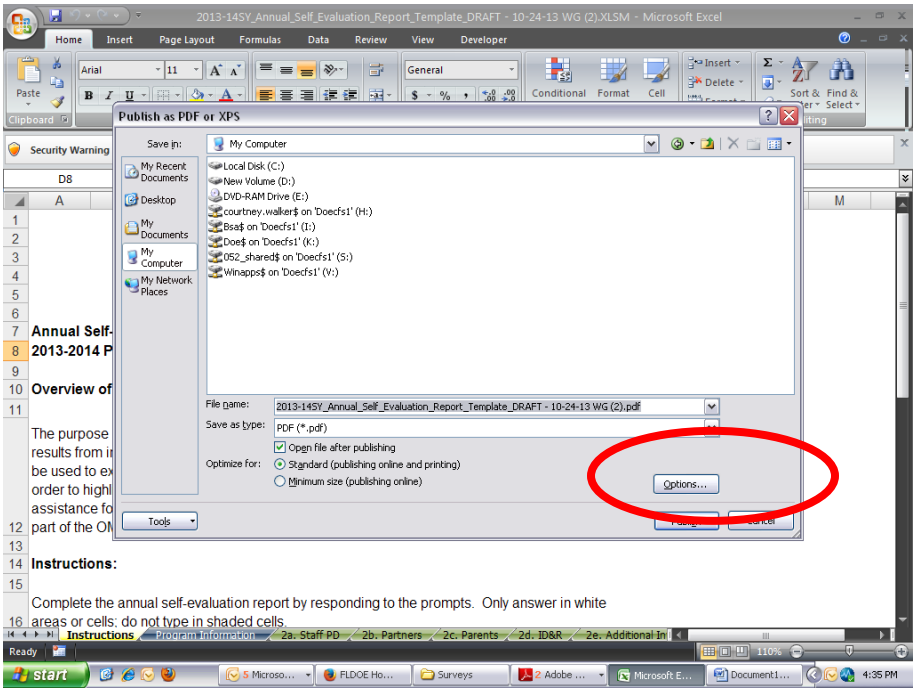
Printing Tips

The template has been preset for printing. The following steps are tips to print the template with minimum unwanted "blank" space.

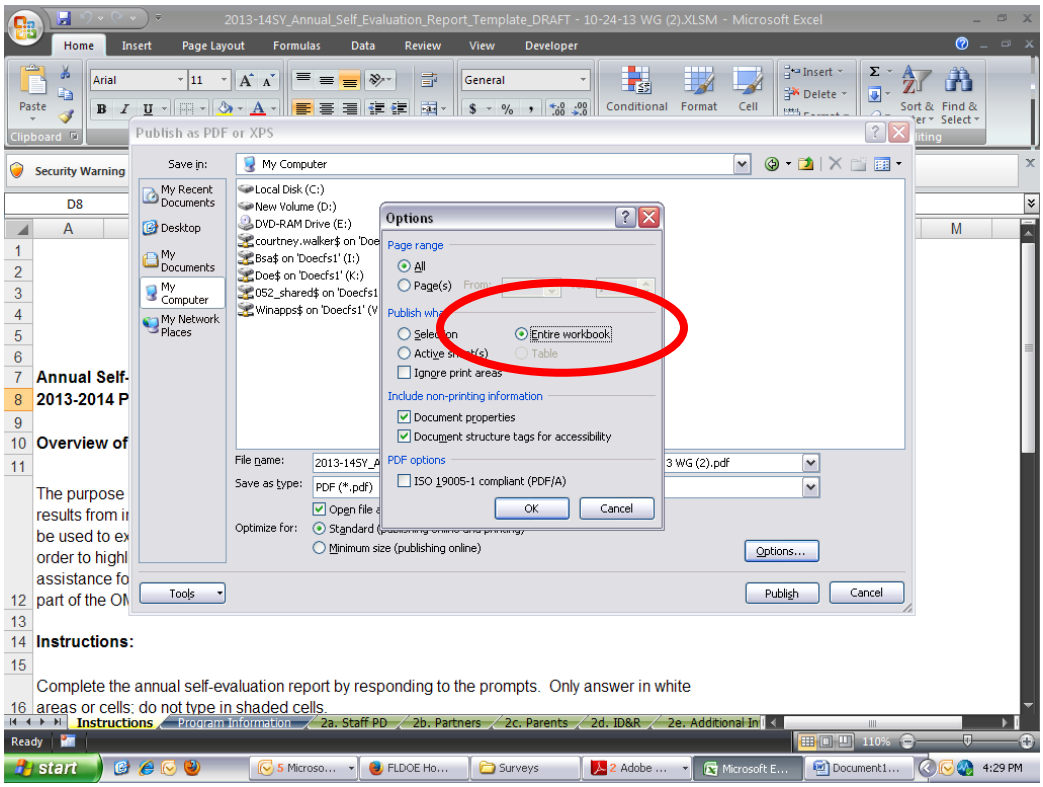
1. Save the template as a PDF file. (See image below.)



2. When the save dialogue box opens, click on Options.



3. Choose to publish entire workbook. Then OK.



4. Name your file and publish.
5. Once you have saved the document as a pdf. You can open the pdf version to print your document.*

**Please note:*

- *If you add additional rows to a section, the printing settings will have to be reset. You can contact the FL MEP for assistance on resetting printing parameters, if needed.*
- *The tips provided are from Microsoft Excel 2007.*
- *If you need additional assistance with saving the completed template as a pdf and/or printing, please contact the FL MEP for assistance.*

Part I. Program Information

This section contains basic program contact information for reference and follow-up. The Program Information tab in the template is color-coded blue for ease of spreadsheet navigation.

Part 1: Program Information	
1 District/Grantee Name:	
2 Program Director Name:	
3 Program Director E-mail:	
4 Program Director Phone:	
5 Program Director Fax:	
6 All program information contained in this report is accurate as of this date:	
7 Name the individual or team primarily responsible for local program evaluation.	

Enter data for the 2013-2014 program year.

1. **District/Grantee Name**
2. **Program Director's Name**

3. **Program Director's Email**

4. **Program Director's Phone Number**

5. **Program Director's Fax Number**

6. **All program information contained in this report is accurate as of this date**: Enter with either text (e.g., May 2, 2014) or numerically (05/02/14) the end date for which the data provided is accurate. The cell automatically formats to a MM/DD/YYYY date.

7. **Name the individual or team primarily responsible for local program evaluation**: Please list those staff members who are responsible for overseeing your district MEP evaluation—data collection and reporting. This individual/team is not necessarily MEP staff (e.g., district Title I evaluation specialist). This information is useful in the event that follow-up information or clarifications are required by the state.

Part II. Program Implementation

Progress indicators related to staff professional development, partnerships with other service providers, migrant parent/family involvement, and identification and recruitment (ID&R) provide a means to monitor progress in meeting MEP goals and to measure on-going effectiveness. While raising migrant student achievement is the end goal for program outcomes, these progress indicators are important factors in providing more immediate feedback. Program Implementation tabs in the template (2a.-2e.) are color-coded green for ease of spreadsheet navigation.

Migrant Program Staff Development/Training

Tab 2a. of the template (see p. 10 below for a screenshot) captures the kind of training and professional development received by MEP staff as well as others who serve your migrant students (e.g., school teachers, tutors, aides, etc.). The information inserted will document the types of training/professional development activities provided, whether they are scientific or research-based, the target audience, the frequency and sum total duration, the purpose or expected outcomes, participant numbers, funding source, and percentage of MEP staff receiving at least one staff development activity.

Note: Include activities that MEP staff attended for their professional development regardless of the funding source (e.g., a Title I-sponsored workshop on children in poverty). If the MEP sponsored or facilitated the professional learning experience, count all participants—MEP staff and school-based personnel.

Migrant Program Staff Development/Training (Table represents training for MEP staff and staff who work with migrant students.)

1	2	3	4	5	6	7	8	9
Activity Name or Description	This training/event used a scientific/research-based model or approach. Yes or No	Provide rationale if NOT scientific or research-based	Targeted Staff M=MEP Staff Only N=Non-MEP Staff B=Both M & N	Frequency # of times per week, once, daily, etc.	Sum Total Duration # hours offered for SY	Focus, Purpose, or Expected Outcomes (select most appropriate)	Total Staff Participating Unduplicated	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *

	Percent
10. What percent of the MEP staff received at least one staff development activity?	

Funding Source: Migrant Only = The MEP fully funded the activity. Partner(s) Only = Partner(s) fully funded the activity.
Migrant Contributed = The MEP partially funded or facilitated access to the activity. *Other = Any other federal, state, or district funding.

9-Other *If "Other" is selected for **Funding Source** in the dropdown menu list, please expand on this response below.

11. **Please describe** how the district implemented staff development strategies to coincide with the program's priorities for migrant student/family services.

1. **Activity Name or Description**: Indicate the name of the training event or professional development activity.

2. **Scientific/research-based**: Choose "yes" or "no" from the dropdown menu to indicate whether the model/approach OR method of delivery is scientifically or researched-based. See below for an explanation of scientifically based models and delivery of professional development.

   "Scientifically based research", as defined in section 9101(37) of the *ESEA*: (a) Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and (b) Includes research that (1) Employs systematic, empirical methods that draw on observation or experiment; and (2) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (6) Has been

accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [34 CFR 300.35] [20 U.S.C. 1411(e(2)(C)(xi)] [sec. 9101(37) of the *ESEA*] A scientific/research-based model would be an instructional program that uses materials and strategies that meet the criteria in the definition to meet the specific academic need(s) of a student.

A scientific/research-based model would be an instructional program that uses materials and strategies that meet the criteria in the definition to meet the specific academic need(s) of a student.

Research on professional development to improve teachers' practice and student learning indicates that effective professional development is: intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; and builds strong working relationships among educators. A recent report on *Professional Learning in the Learning Profession* indicates that substantial contact hours of professional development (ranging from 30 to 100 hours in total) spread over six to 12 months showed a positive and significant effect on student achievement gains. Limited professional development (from 5 to 14 hours in total) showed no statistically significant effect on student learning.

Quick Reference – To assist in identifying scientifically/research based models and delivery of professional development, you can visit the following websites:

- http://www.findyouthinfo.gov/program-directory - White House Program Guide: Users can search by risk factor, protector factor and program. This website has been developed through the coordination of multiple Federal agencies.
- http://gwired.gwu.edu/hamfish/SurveysInstruments - Hamilton Fish Institute – Search for evidence-based programs and survey tools
- http://www.ojjdp.gov/mpg/ - Office of Juvenile Justice and Delinquency (OJJDP) Models Program Guide
- http://whatworks.uwex.edu/Pages/2evidenceregistries.html - University of Wisconsin, Cooperative Extension - Family Living Programs – This site offers information on research to practice briefs, effective strategies fact sheets, effective programs, and identifies links to other evidence-based program websites.

3. **Rationale if NOT scientific or research-based**: Please provide a brief explanation of your selection criteria if this model or approach is not scientific/research-based. EXAMPLE:

> The district MEP is working with a local science center to provide training to staff related to informal science learning. The outcome is to help design field trips for migrant students that are more aligned with state standards. The session is offered once for three hours. This activity would be coded as not scientific or research-based as it is one-shot technical assistance. Also, although field trips augment learning experiences and provide opportunities for migrant students to visit places they may not have an opportunity to do/see otherwise, field trips in and of themselves are not a research-based strategy.

4. **Targeted Staff**: Identify who attends the training or event, including district/school MEP staff as well as non-MEP district/regular school staff who work with migrant students. From the dropdown menu, select 'M' for MEP staff only; 'N' for non-MEP staff only; or 'B' for both MEP and non-MEP staff.

5. **Frequency**: Indicate how often this professional development is provided (e.g., once a week, monthly, etc.) by selecting from the dropdown menu. Selections range from daily to times per: week (from 1 to 6); quarter (from 1 to 2); month (1 to 3); and year (from 1 to 11).

6. **Sum Total Duration**: Total the number of contact hours for this activity. For example, four-hour sessions monthly for nine months would total 36 hours. Entry must be numeric value only.

7. **Focus, Purpose or Expected Outcomes**: From the dropdown menu, select the option that most closely represents the purpose of the training. In other words, what are staff members expected to learn or be able to do with the information provided?

    - Strategic Plan Design
    - Needs Assessment
    - Leadership Activities
    - Professional/Skill Development
    - Orientation
    - ID&R
    - Parent Involvement
    - MSIX (Migrant Student Information Exchange)/Records Processing/Transfer
    - EDW (Education Data Warehouse)/Database

- Post-Secondary Transition/Alternative Education
- Credit Accrual/Graduation
- Student Engagement
- Technical Abilities—Software, Hardware, Online Curriculum
- OSY
- Reading
- Math
- School Readiness
- Cultural Competence
- Support Services/Community Resources/Partnerships
- English Language Learners (ELL) Development
- Student Assessment/Achievement
- MEP Regulations, Law, Non-Regulatory Guidance

8. **Total Staff Participating**: Indicate the total number of participants (unduplicated) who completed the training. Entry must be a whole number.

9. **Funding Source**: Select an 'M' if the MEP fully funded the event/activity; a 'P' if a partner organization fully funded the event/activity (e.g., faith-based organization, business, etc.); a 'C' if the MEP partially funded or facilitated access to the event/activity; or an 'O' if there is another source of funding for this activity (i.e., any other federal, state, or district funds). If 'O' is selected, please describe the funding source in the box provided at the bottom of the table (9-Other). *The character limit per box is 150.*

10. **Percentage of <u>MEP staff</u> receiving at least one staff development activity**: Calculate the percentage of your MEP staff who attended at least one professional development opportunity. To do this, divide the number of MEP staff who participated in at least one staff development activity by the total number of MEP staff. Do not include non-MEP staff members in your calculations. Entry must be numeric value only.

> Count participants who have attended a significant portion of the professional development opportunity. For example, if you facilitated 6 three-hour training sessions over a nine-month period, you would count a staff member who attended all but one session. But you wouldn't count someone who attended only the first session.

11. **Description of how staff development strategies coincide with program priorities**: In the space provided, briefly describe how the district's staff development activities relate to priorities for serving migrant students and their families.

EXAMPLE: The following scenario is provided to help demonstrate how information on a training event would be entered into the table.

> The district MEP is collaborating with the district Title III staff to provide ongoing professional development related to best practices in literacy instruction for English language learners. The training focuses on the Sheltered Instruction Observation Protocol (SIOP), a research-based model. The training includes 10 MEP staff and seven ESL coordinators who work with migrant students. The sessions are held monthly for two hours during the school year (nine months).
>
> Of the 40 MEP staff members overall, 34 have participated in at least one staff development activity. See below for an example of how this scenario would be entered in the table.

Migrant Program Staff Development/Training (Table represents training for MEP staff and staff who work with migrant students.)

1	2	3	4	5	6	7	8	9
Activity Name or Description	**This training/event used a scientific/research-based model or approach.** **Yes or No**	**Provide rationale if NOT scientific or research-based**	**Targeted Staff** **M**=MEP Staff Only **N**=Non-MEP Staff **B**=Both M & N	**Frequency** # of times per week, once, daily, etc.	**Sum Total Duration** # hours offered for SY	**Focus, Purpose, or Expected Outcomes** (select most appropriate)	**Total Staff Participating** Unduplicated	**Funding Source** **M**=Migrant Only **P**=Partner(s) Only **C**=Migrant Contributed **O**=Other *
Literacy Instruction for English Language Learners using SIOP	Yes		B	1x/month	18.00	ELL Development	17	C

	Percent
10. What percent of the MEP staff received at least one staff development activity?	85.00%

Funding Source: Migrant Only = The MEP fully funded the activity. Partner(s) Only = Partner(s) fully funded the activity.
Migrant Contributed = The MEP partially funded or facilitated access to the activity. *Other = Any other federal, state, or district funding.

Partnerships

Tab 2b. of the template captures the extent to which the MEP utilizes community and business partners in serving migrant children. Please fill in a row for each partner **TYPE** and indicate the value added from this partnership. If you work with more than one entity for a particular type of partner, you need only complete one row to describe the kind of collaboration. For example, you might work with three different Head Start Centers in your district. You would complete one row describing the partnership with these three centers as one partnership. Therefore, the number of total partners (Item #16) may be greater than the number of rows completed in this table. If multiple partners of the same partner type provide support in very different ways (e.g., local businesses), create a separate row entry for each to clarify contribution/role/benefit.

Partnerships								
12	13	14			15	16		
Partner Name	Partner Type (select most appropriate)	Partner's Contribution, Role, or Benefit (select most appropriate; choose up to three)			Documentation of Partnership (select most appropriate)	Area(s) of Concern Addressed (select up to three)		
17. # of partners in 13-14 school year:								

13-Other *If "Other" is selected for **Partner Type** in the dropdown menu list, please expand on this response below.
15-Other *If "Other" is selected for **Documentation of Partnership** in the dropdown menu list, please expand on this response below.
18. Please describe how the district's partnerships added value to the program's priorities for migrant student/family services.

12. **Partner Name**: Fill in the name of the partner agency or organization, if preferred. This field is optional.

13. **Partner Type**: Select one choice from the dropdown menu that best describes the type of partner. Scroll down to see all selections.

- Title I Part A program staff
- Title I Part D (Neglected and Delinquent) sites (e.g., juvenile justice facilities, orphanages, etc.)

- Other Title I, Part C grantee
- McKinney-Vento (Title X) grantees (i.e., Homeless Education Program)
- Title III program staff (English language learning)
- Community college
- Institution of higher education (e.g., university or 4-year college)
- Redlands Christian Migrant Association (RCMA)
- Head Start
- Parent involvement technical assistance provider (e.g., local Parent Information Resource Center)
- County health department
- Florida Department of Children and Families
- Local business
- Non-profit, non-governmental or community-based organization (e.g., farmworkers' or immigrant advocacy groups, etc.)
- HEP (Migrant High School Equivalency Program)
- CAMP (College Assistance Migrant Program)
- Other
  Please list other partner types in the box provided at the bottom of the table (13-Other). *The character limit per box is 150*.

14. **Partner's Contribution, Role, or Benefit**: For each partner, indicate that partner's role or contribution to the MEP by selecting from the options provided in the dropdown menu. You can choose up to three for each partner. Scroll through the dropdown list to view all selections, which include the following:

- Improve school readiness of migrant students (e.g., preschool programming)
- Smooth the transition from preschool to kindergarten
- Create opportunities for parent involvement (e.g., workshops, trainings, meetings)
- Provide guidance/service on specific issues requiring additional expertise (e.g., discipline, mental health, immunizations, etc.)

- Plan, promote, and/or fund **instructional** activities
- Plan, promote, and/or fund **extracurricular** activities
- Volunteer in activities for migrant students and families (e.g., mentoring programs)
- Build networks for information sharing and access to services
- Increase instructional opportunities and effectiveness in content areas (e.g., reading and language arts, mathematics, science)
- Promote high school completion or equivalency and post-secondary opportunities

15. **Documentation of Partnership**: How are the terms of the partnership (i.e., specification of roles and responsibilities) established or outlined? Select one choice from the dropdown menu options, including:

- Memorandum of Understanding (MOU)
- Memorandum of Agreement (MOA)
- Informal (e.g., verbal discussions)
- Correspondence (including email)
- Other
  Please list other documentation in the box provided at the bottom of the table (15-Other). *The character limit per box is 150.*

16. **Area(s) of Concern Addressed**: The U.S. Department of Education's Office of Migrant Education has identified Seven Areas of Concern that impede the educational achievement of migrant students. For each partner, indicate which area(s) of concerns is addressed by this partnership. You can select up to three for each partner. OME's Seven Areas of Concern include the following (which are provided in a dropdown menu for your selection in the cell box):

- Educational Continuity
- Instructional Time
- School Engagement
- English Language Development
- Educational Support in the Home
- Health
- Access to Services

Refer to Appendix A for a more complete explanation of each area of concern.

17. **Number of partners in 2013-2014**: Indicate the total number of partners (i.e., all entities) in this academic year. Count all individual entities. Entry must be a whole number.

18. **Description of partnerships' value added**: In the space provided, briefly describe how the district's partnerships added value to the program priorities for serving migrant students and their families.

EXAMPLE:

The district MEP is partnering with two Head Start agencies to provide services to preschool children and their families to promote literacy skills for kindergarten readiness. In addition, the district MEP works closely with three county health departments on an outreach program related to immunizations. The district MEP reports two partner types and totals the actual number of partners—5—in box 17.

Partnerships

12	13	14			15	16		
Partner Name	**Partner Type (select most appropriate)**	**Partner's Contribution, Role, or Benefit (select most appropriate; choose up to three)**			**Documentation of Partnership (select most appropriate)**	**Area(s) of Concern Addressed (select up to three)**		
Alachua County Public Schools Head Start Office; Childhood Development Services Inc. Head Start	Head Start	Improve school readiness of migrant students	Smooth the transition from preschool to kindergarten	Create opportunities for parent involvement (e.g., workshops, trainings, meetings)	Correspondence	School Engagement	Educational Support in the Home	English Language Development
Clay County Health Department; Bradford County Health Department; Alachua County Health Department	County Health Department	Provide guidance/service on specific issues requiring additional expertise (e.g., discipline, mental health, immunizations, etc.)	Build networks for information sharing and access to services		MOA	Health	Access to Services	
17. # of partners in 13-14 school year:	5							

Migrant Parent Involvement Activities

Tab 2c. of the template captures MEP activities working with migrant families to promote the educational support of migrant students in the home. In Section A, the information provided in the table will document the types of activities completed, funding source, target population, location, frequency and duration, total number of parents participating, and purpose/expected outcomes. The information provided will help the FL MEP evaluate the extent to which it is reaching the state-level performance indicators to increase parent involvement as outlined in the service delivery plan. These targets were set based on data collected for the comprehensive needs assessment—as required by the No Child Left Behind Act (NCLB)—completed in 2006 and updated in 2010. The outcome measures at the **state-level** include the following:

- Parent involvement needs to increase by 24% points for parents of migrant preschool children (ages 3 to 5).
- K-5 migrant parental involvement needs to increase by 12% points.
- Parental involvement in the middle and high schools needs to increase by 23% points.

The table provided in Section B. captures information from annual migrant parent surveys to measure involvement. Districts are strongly encouraged to examine how their programs are contributing to the state's progress in meeting its goals to increase parent involvement. The FL MEP has provided survey items to district staff to disseminate in existing surveys or as a stand-alone questionnaire to gather this information, including a broad definition of "parent involvement activities". These required survey items will enable the state to collect consistent data from all districts regardless of programming differences. Refer to Appendix B for a copy of the most recent parent survey instrument (revised in 2013) and survey administration guidelines.

Parent Involvement Activities							
19 **Activity Name or Description** Include scientific/research-based model, if applicable.	20 **Funding Source** **M**=Migrant Only **P**=Partner(s) Only C=Migrant Contributed **O**=Other *	21 Target Population (select all that apply)	22 **Location (library, community center, church, etc.)**	23 **Frequency** # of times per week, once, daily, etc.	24 **Sum Total Duration** # hours offered for SY	25 **Total Parents Participating** Unduplicated	26 **Focus, Purpose, or Expected Outcomes** (select most appropriate)

Funding Source: Migrant Only = The MEP fully funded the activity. Partner(s) Only = Partner(s) fully funded the activity.
Migrant Contributed = The MEP partially funded or facilitated access to the activity. *Other = Any other federal, state, or district funding.

20-Other * If "Other" is selected for Funding Source from the dropdown menu list, please expand on the response below:

27 Please describe the parent involvement strategies, if any, you implemented for increasing educational support in the home.

Section A: Description of Parent Involvement Activities

19. **Activity Name or Description**: Provide a description of the activity that identifies the nature of the activity.

20. **Funding Source**: From the dropdown menu, select an 'M' if the MEP fully funded the event/activity; a 'P' if a partner organization fully funded the event/activity (e.g., faith-based organization, business, etc.); a 'C' if the MEP partially funded or facilitated access to the event/activity; or an 'O' if there is another source of funding for this activity (i.e., any other federal, state, or district funds). If 'O' is selected, please describe the funding source in the box(es) provided at the bottom of the table (20-Other). *The character limit per box is 150.*

21. **Target Population**: Identify the intended audience/participants for this activity by selecting targeted grade(s) levels of the students for which the activity applies, e.g., an activity for parents/guardians of elementary-aged students would be coded as K-5. If the activity is aimed at parents' education only (e.g., an informational session on immigration policies), then select "Parent". The dropdown menu includes the following options (select all that apply):

    - Grades K-5
    - Grades K-12
    - Grades 6-8
    - Grades 6-12

- Grades 9-12
- Preschool
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- OSY
- Parent

NOTE: More than one option from the list can be selected, e.g., for an activity that focuses on parents of 5th and 6th graders. Select the first option (i.e., Grade 5); click on the dropdown arrow again and select the next option (i.e., Grade 6). Both choices will appear in the cell. Groupings of grades have been added to the list for convenience (e.g., K-5, Grades 6-8, etc.). If the activity is designed for all K-12 students, please select "Grades K-12" rather than the three options of "K-5", "Grades 6-8", and "Grades 9-12".

22. **Location**: Enter the location where the parent activity was held (e.g., a library, community center, church, etc.).

23. **Frequency**: Indicate how often this activity is provided, e.g., once a week, monthly, etc., by selecting from the dropdown menu. Selections range from daily to times per: week (from 1 to 6); quarter (from 1 to 2); month (from 1 to 3) and year (from 1 to 11).

24. **Sum Total Duration**: Total the number of contact hours for this activity. For example, four-hour sessions monthly for nine months would total 36 hours. Entry must be a numeric value.

25. **Total Parents Participating**: Count the number of parents/family members who participated in this activity. Entry must be a whole number.

26. **Focus, Purpose, or Expected Outcomes:** Select the most appropriate choice from the dropdown menu:

- Migrant Parent Advisory Council (MPAC) Orientation/Participation (when the primary purpose of the activity is an MPAC meeting)
- Preschool (PreK) Orientation (assisting migrant parents in understanding preschool programs, helping with enrollment, etc.)
- Service Offered (providing information to migrant parents about MEP services)
- Parenting Techniques (sessions related to parenting topics such as discipline, nutrition, child safety, etc.)
- Post-Secondary Opportunities (helping parents understand graduation requirements, college application processes, career opportunities for their students, etc.)
- Outreach Opportunities (providing information to parents on educational and other support services available in the community)
- English Language Learning (ELL) for Parents (basic English in adult education)
- Literacy Programs (activities related to content area learning including reading/language arts, mathematics, science, etc.)
- Assistance with Technology (teaching parents how to utilize technology and understanding how to monitor their children's usage)
- FCAT/ACT/Alternative State Assessment Preparation (providing parents with information about the role of assessments in graduation and post-secondary options)
- Parent Recognition (ceremony to celebrate parents in the program)
- Mentor Recognition (ceremony to celebrate mentors who have worked with migrant students)
- Student Achievement Recognition (ceremony to celebrate the academic successes of migrant students)

27. **Description of strategies to increase educational support in the home**: In the space provided, please describe to what extent the district has implemented strategies specifically designed to

assist migrant parents in supporting their students to meet school expectations (e.g., helping with homework, communicating with teachers, creating routines for school work, etc.). *The character limit per box is 150.*

EXAMPLE:

The district MEP holds family math nights at a local children's museum. The activities teach migrant parents games and activities that they can do with their elementary school-aged children to encourage math skill development. These game nights are held monthly during the calendar year and are an hour and a half in length. Thirty-five parents have participated.

Parent Involvement Activities							
19 **Activity Name or Description** Include scientific/research-based model, if applicable.	20 **Funding Source** **M**=Migrant Only **P**=Partner(s) Only **C**=Migrant Contributed **O**=Other *	21 **Target Population** **(select all that apply)**	22 **Location (library, community center, church, etc.)**	23 **Frequency** # of times per week, once, daily, etc.	24 **Sum Total Duration** # hours offered for SY	25 **Total Parents Participating** Unduplicated	26 **Focus, Purpose, or Expected Outcomes** (select most appropriate)
Family Math Night	M	Elementary	local children's museum	1x/month	18.00	35	Literacy Programs
Funding Source: Migrant Only = The MEP fully funded the activity. Partner(s) Only = Partner(s) fully funded the activity. **Migrant Contributed = The MEP partially funded or facilitated access to the activity. *Other = Any other federal, state, or district funding.**							

Section B: Tallies from Migrant Parent Surveys

The Comprehensive Needs Assessment (CNA) process identified two state-level performance indicators that are to be accomplished through service delivery. Although these indicators represent state-level targets, where all districts are examined together, they are provided here for districts to examine how their programs are contributing to the state's progress toward these targets.

Parent involvement needs to increase by 24% points for parents of migrant preschool children (ages 3 to 5).

K-5 migrant parental involvement needs to increase by 12% points.

Parental involvement in the middle and high schools needs to increase by 23% points.

School Year	Early Childhood			
13-14	28 Total # of parent **survey respondents** (Pre-K only):	29 Total # of parent **respondents** participating in parent involvement activities (Pre-K only):	30 **Percent** of parent survey respondents participating in parent involvement activities (Pre-K only):	34 ***Difference (in percent points)***
			Insufficient Data	**Insufficient Data**
12-13	31 Total # of parent **survey respondents** (Pre-K only):	32 Total # of parent **respondents** participating in parent involvement activities (Pre-K only):	33 **Percent** of parent survey respondents participating in parent involvement activities (Pre-K only):	
			Insufficient Data	
School Year	**K-5**			
13-14	35 Total # of parent **survey respondents** (K-5 only):	36 Total # of parent **respondents** participating in parent involvement activities (K-5 only):	37 **Percent** of parent survey respondents participating in parent involvement activities (K-5 only):	41 ***Difference (in percent points)***
			Insufficient Data	**Insufficient Data**
12-13	38 Total # of parent **survey respondents** (K-5 only):	39 Total # of parent **respondents** participating in parent involvement activities (K-5 only):	40 **Percent** of parent survey respondents participating in parent involvement activities (K-5 only):	
			Insufficient Data	
School Year	**Grades 6-12**			
13-14	42 Total # of parent **survey respondents** (Grades 6-12 only):	43 Total # of parent **respondents** participating in parent involvement activities (Grades 6-12 only):	44 **Percent** of parent survey respondents participating in parent involvement activities (Grades 6-12 only):	48 ***Difference (in percent points)***
			Insufficient Data	**Insufficient Data**
12-13	45 Total # of parent **survey respondents** (Grades 6-12 only):	46 Total # of parent **respondents** participating in parent involvement activities (Grades 6-12 only):	47 **Percent** of parent survey respondents participating in parent involvement activities (Grades 6-12 only):	
			Insufficient Data	

In order to calculate the changes in migrant parent involvement, the following data elements are required from each district.

Parents of Preschoolers

> Refer to Appendix B for parent survey items required by the FL MEP and sampling requirements.

28. **Total number of parent survey respondents (preschool only) in 2013-2014**: Fill in the total number of migrant parent/family survey respondents for the 2013-2014 school year (whole number required). Include only those parents/family members with students (served by the MEP) ages 3 to 5 (prior to kindergarten enrollment).

29. **Total number of parent respondents participating in parent involvement activities (Pre-K only) in 2013-2014**: Using the data from the parent survey, indicate the total number of parents/family members who reported participating in activities designed to promote family involvement in education for this reporting year (whole number required). Include only those parents/family members with students ages 3 to 5.

30. **Auto-Calculation of Percent of parent survey respondents participating in parent involvement activities (Pre-K) in 2013-2014**: This cell contains a formula that will automatically calculate the percentage of parents surveyed participating in parent involvement activities (Pre-K only) in 2013-2014. This cell is locked so that entries cannot be made in order to protect the formula from being overridden. Note: When entries for items 28 and/or 29 are missing, the cell will contain the warning "insufficient data".

31. **Total number of parent survey respondents (Pre-K only) in 2012-2013**: Fill in the total number of migrant parent/family survey respondents for this reporting year. Include only those parents/family members with students (served by the MEP) ages 3 to 5.

32. **Total number of parent respondents participating in parent involvement activities (Pre-K only) in 2012-2013**: Using the data from the parent survey, indicate the total number of parents/family members who reported participating in activities designed to promote family involvement in education this year. Include only those parents/family members with students ages 3 to 5.

33. **Auto-Calculation of Percent of parent survey respondents participating in parent involvement activities (Pre-K) in 2012-2013**: This cell contains a formula that will automatically calculate the percentage of parents surveyed participating in parent involvement activities (Pre-K only) in 2012-2013. This cell is also locked. When entries for items 31 and/or 32 are missing, the cell will contain the warning "insufficient data."

34. **Auto-Calculation of Difference in parent involvement percentages (Pre-K) from 2012-2013 to 2013-2014**: This cell will automatically calculate the difference in percentage between the two reporting years. The cell is locked to prevent overriding the formula. When entries for items 30 and/or 33 are missing, the cell will contain the warning "insufficient data."

Parents of Elementary-Aged Students

35. **Total number of parent survey respondents (Grades K-5 only) in 2013-2014**: Fill in the total number of migrant parent/family survey respondents for the 2013-2014 school year (whole number required). Include only those parents/family members with students (served by the MEP) in grades K through 5.

36. **Total number of parent respondents participating in parent involvement activities (Grades K-5 only) in 2013-2014**: Using the data from the parent survey, indicate the total number of parents/family members who reported participating in activities designed to promote educational support in the home in 2013-2014 (whole number required). Include only those parents/family members with students in grades K through 5.

37. **Auto-Calculation of Percent of parent survey respondents participating in parent involvement activities (Grades K-5) in 2013-2014**: This cell contains a formula that will automatically calculate the percentage of parent survey respondents participating in parent involvement activities (Grades K-5 only) in 2013-2014. This cell is locked so that entries cannot be made in order to protect the formula from being overridden. Note: When entries for items 35 and/or 36 are missing, the cell will contain the warning "insufficient data."

38. **Total number of parent survey respondents (Grades K-5 only) in 2012-2013**: Fill in the total number of migrant parent/family survey respondents for the 2012-2013 school year (whole number required). Include only those parents/family members with students (served by the MEP) in grades K through 5.

39. **Total number of parent respondents participating in parent involvement activities (Grades K-5 only) in 2012-2013**: Using the data from the parent survey, indicate the total number of parents/family members who reported participating in activities designed to promote educational support in the home in 2012-2013 (whole number required). Include only those parents/family members with students in grades K through 5.

40. **Auto-Calculation of Percent of parent survey respondents participating in parent involvement activities (Grades K-5) in 2012-2013**: This cell contains a formula that will automatically calculate the percentage of parent survey respondents participating in parent involvement activities (Grades K-5 only) in 2012-2013. This cell is locked so that entries cannot be made in order to protect the formula from being overridden. Note: When entries for items 38 and/or 39 are missing, the cell will contain the warning "insufficient data."

41. **Auto-Calculation of Difference in parent involvement percentages (Grades K-5) from 2012-2013 to 2013-2014**: This cell will automatically calculate the difference in percentage from 2012-2013 to 2013-2014. The cell is locked to prevent overriding the formula. When entries for items 37 and/or 40 are missing, the cell will contain the warning "insufficient data."

Parents of Secondary-Aged Students

42. **Total number of parent survey respondents (Grades 6-12 only) in 2013-2014**: Fill in the total number of migrant parent/family survey respondents for the 2013-2014 school year (whole number required). Include only those parents/family members with students (served by the MEP) in grades 6 through 12.

43. **Total number of parent respondents participating in parent involvement activities (Grades 6-12 only) in 2013-2014**: Using the data from the parent survey, indicate the total number of parents/family members who reported participating in activities designed to promote

educational support in the home in 2013-2014 (whole number required). Include only those parents/family members with students in grades 6 through 12.

44. **Auto-Calculation of Percent of parent survey respondents participating in parent involvement activities (Grades 6-12) in 2013-2014**: This cell contains a formula that will automatically calculate the percentage of parent survey respondents participating in parent involvement activities (Grades 6-12 only) in 2013-2014. This cell is locked so that entries cannot be made in order to protect the formula from being overridden. Note: When entries for items 42 and/or 43 are missing, the cell will contain the warning "insufficient data."

45. **Total number of parent survey respondents (Grades 6-12 only) in 2012-2013**: Fill in the total number of migrant parent/family survey respondents for the 2012-2013 school year (whole number required). Include only those parents/family members with students (served by the MEP) in grades 6 through 12.

46. **Total number of parent respondents participating in parent involvement activities (Grades 6-12 only) in 2012-2013**: Using the data from the parent survey, indicate the total number parents/family members who reported participating in activities designed to promote educational support in the home in 2012-2013 (whole number required). Include only those parents/family members with students in grades 6 through 12.

47. **Auto-Calculation of Percent of parent survey respondents participating in parent involvement activities (Grades 6-12) in 2012-2013**: This cell contains a formula that will automatically calculate the percentage of parents surveyed participating in parent involvement activities (Grades 6-12 only) in 2012-2013. This cell is also locked. When entries for items 45 and/or 46 are missing, the cell will contain the warning "insufficient data."

48. **Auto-Calculation of Difference in parent involvement percentages (Grades 6-12) from 2012-2013 to 2013-2014**: This cell will automatically calculate the difference in percentage from 2012-2013 to 2013-2014. The cell is locked to prevent overriding the formula. When entries for items 44 and/or 47 are missing, the cell will contain the warning "insufficient data."

49 Please describe the district MEP's survey administration (e.g., district modified existing surveys to include state-required items, distributed by mail or conducted interviews at home visits, administered during what time of year, translated into which languages, etc.) and any lessons learned. *Response should reference the Pre-K parent population, K-5 parent population, and grades 6-12 parent population.*
50 What trends, if any, does the district note in migrant parent involvement, by sub-group or grade level? *Response should reference the pre-K parent population, K-5 parent population, and grades 6-12 parent population.*

49. **Description of the district's survey administration**: In the space provided, please explain the district's methodology in administering the state-required survey items on parent involvement. For example: Did the district modify an existing survey to include the state-required items or did the district use the state-provided survey instrument? Was the survey distributed by mail or were interviews conducted during home visits? What time of year was the survey administered? Was the survey translated into other languages? If so, which ones? Also comment on any lessons learned regarding survey methodology (e.g., "late summer is the best time to administer surveys to parents", or "parents did not understand this particular question"). Be sure to reference responses by the Preschool, Grades K-5, and Grades 6-12 parent populations. *The character limit per box is 150.*

50. **What trends, if any, does the district note in migrant parent involvement, by sub-group or grade level?** Provide qualitative information on trends noted by the district in parent involvement in the space provided. Be sure to distinguish responses for the Preschool, Grades K-5, and Grades 6-12 parent populations. *The character limit per box is 150.*

Identification and Recruitment (ID&R)

Tab 2d. of the template allows the MEP to report on ID&R activities efforts directed at migrant students and families as well as out-of-school youth (OSY).

Please answer the following questions with respect to your district's migrant identificaiton and recruitment efforts.
51 Specify, what strategies were implemented to identify and recruit migrant families and students?
52 Specify, what strategies were implemented to identify and recruit out-of-school youth (OSY)?
53 What would you do differently in order to improve identification and recruitment efforts in general and specifically for OSY?

51. **Specify what strategies were implemented to identify and recruit migrant families and students?** In the space provided, briefly explain the strategies used to identify and recruit families and students. For example, do recruiters work in schools and communities? Which community agencies do recruiters collaborate with in ID&R? *The character limit per box is 150.*

52. **Specify what strategies were implemented to identify and recruit out-of-school youth (OSY)?** In the space provided, briefly explain the strategies used to identify and recruit OSY specifically. For example, how do recruiters find OSY? What are the best times to recruit? *The character limit per box is 150.*

53. **What would you do differently in order to improve identification and recruitment efforts in general and specifically for OSY?** In the space provided, briefly explain lessons learned in district ID&R activities for a) migrant families and students and b) OSY. For example, how have recruiters modified their ID&R efforts as migrant demographics shift? *The character limit per box is 150.*

Additional Migrant Education Program Information

This section (Tab 2e.) provides an opportunity to share more in-depth qualitative information regarding your district's migrant programming as a whole. These items will allow you to communicate to the FL MEP your greatest strength, challenge, and response(s) to the challenge during this program year. These items also serve as a reflective tool for district staff to examine what has worked particularly well this year and what areas of improvement need to be addressed. *The character limit per box is 150.*

Please answer the following questions with respect to your district's migrant programming as a whole.
54 Did you experience any implementation issues (e.g., in services delivered, in number of migrant students served, in staffing changes, etc.)? If so, please describe.
55 What have you done to address implementation issues you experienced? Please describe.
56 What do you plan to do in the future to avoid/address implementation issues and augment your current program (e.g., new ideas or strategies you want to try)?

54. **Did you experience any implementation issues (e.g., in services delivered, in number of migrant students served, in staffing changes, etc.)? If so, please describe.**
55. **What have you done to address implementation issues you experienced? Please describe.**
56. **What do you plan to do in the future to avoid/address implementation issues and augment your current program (e.g., new ideas or strategies you want to try)?**

Part III. Student Activities

The FL MEP developed measurable program outcomes (MPOs) around the four goal areas of reading, mathematics, school readiness, and graduation based on the findings of the first comprehensive needs assessment (CNA_1)—conducted in 2003-2005. Under CNA_2 (2010), OSY and health were added to these goals with MPOs. These measures were included in the Request for Application for the 2013-2014 performance period and each local district MEP will be evaluated by them accordingly. Local MEPs maintain flexibility in implementing strategies and services that meet their district needs and resources in achieving these outcomes. However, the state MEP provides guidance in identifying the evidence-based solutions that were recommended by the expert Work Groups and ultimately the Needs Assessment Committee during the CNAs. The state MEP also provides progress indicators that are designed to enable local MEPs to monitor implementation of their strategies to gauge whether programs are on target to meet the outcome goals or whether mid-course corrections are needed. This section of the reporting template provides information on the extent to which district MEPs are utilizing the strategies identified in the service delivery plan. Student Activities tabs in the template (3a.-3g.) are color-coded red for ease of spreadsheet navigation.

Focus Areas

In the six focus area tables, provide information that the district MEP implemented or facilitated that were intended to influence migrant student achievement in reading, mathematics, graduation, school readiness, OSY, and health.

Note: The template is also color coded within the Activities section to help users identify which table they are working in by subject (see box below). In addition, bright blue cells indicate the **intended** activity or what the district MEP set out to do (i.e., target population, Priority for Services (PFS), Common Core, location, frequency, total duration, and anticipated total number of students participating per year). Green cells indicate actual counts of student participation.

Reading

Common Core Code:
M=Mathematics ELA=English/Language Arts LHS=Literacy in History/Social Studies STS=Science & Technical Subjects *Example: M, ELA, STS*

Student activity area - Color Code	*Reading*	*Math*	*Graduation*	*School Readiness*	*Out-of-School Youth*	*Health*

Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of students participating per year).

Green cells indicate actual counts of student participation.

Provide detail about the activities the district MEP implemented or facilitated intended to influence migrant student achievement in **READING**.

1 **Activity Name or Description** Include scientific/research - based model, if applicable	2 **Activity is scientific or research-based** **Yes or No**	3 **Focus, Purpose, or Expected Outcomes (select most appropriate)**	4 **Funding Source** M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	5 **Target Population** Grade Level **Use Target Population Key (select all that apply)**	6 **PFS** **(select from dropdown menu)**	7 **Common Core** **Use CC Code(s) (select all that apply)**	8 **Location (library, community center, church, etc.)**	9 **Frequency** # times per week, once, daily, etc	10 **Total Duration** Anticipated # hours offered	11 **Anticipated Total Students Participating per Year** Unduplicated	12 **Actual Total Students Participating per Year** Unduplicated	13 **Average Total # of Hours Per Student**

14 For **school year programming**, please indicate the three (3) strategies your district MEP **gives most emphasis* to (or focus on)** by entering an **X** in front of the strategy.

	Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY
	Provide training to MEP staff on resources and strategies for OSY
	Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)
	Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
	Provide information and materials to instructional staff on scientifically-based and ESL strategies to utilize with migrant students
	Utilize technology and other tools
	Emphasize language-based content instruction using sheltered instruction with ELs
	Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs
	Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults
	Provide information and materials to instructional staff on scientifically-based reading strategies
	Provide sustained and intensive professional development
	Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information
	Provide strategic, content-based tutoring in reading to students identified as PFS
	Other (please expand on this strategy below):

* Strategies with most emphasis are defined as: The strategies the district MEP believes are the most effective in helping students improve academically.

Funding Source: Migrant Only = The MEP fully funded the activity. Partner(s) Only = Partner(s) fully funded the activity.
Migrant Contributed = The MEP partially funded or facilitated access to the activity. *Other = Any other federal, state, or district funding.

4-Other READING - *If **"Other"** is selected for **Funding Source** in the dropdown menu list, please expand on this response below.

1. **Activity Name or Description**: Provide the name or description of the student activity.

2. **Activity is scientific or research-based**: Select “yes” or “no” from the dropdown menu. Refer to pp. 10-11 for a definition of scientific-based models.

3. **Focus, Purpose, or Expected Outcomes**: Select from the dropdown menu the intended purpose of the activity, i.e., what migrant students are expected to learn or be able to do with the information provided.

    - Leadership Activities (i.e., empowering youth development to foster leadership skills)
    - Technical Abilities (i.e., fostering skills related to a specific subject; e.g., algebraic thinking, science lab processes and procedures)
    - Student Achievement (i.e., working to raise student achievement in specific subjects or areas; e.g., strategic tutoring, co-reading, homework help)

- Post-Secondary Transition/Alternative Education (i.e., helping students plan for post-graduation options, e.g., college, career training)
- Credit Accrual/Graduation (i.e., assisting students in fulfilling graduation requirements)
- Student Engagement (i.e., increasing students' sense of belonging to the social and academic environment of school; e.g., peer mentoring, extracurricular activities)

4. **Funding Source**: From the dropdown menu, select an 'M' if the MEP fully funded the event/activity; a 'P' if a partner organization fully funded the event/activity (e.g., faith-based organization, business, etc.); a 'C' if the MEP partially funded or facilitated access to the event/activity; or an 'O' if there is another source of funding for this activity (e.g., other federal, state, or district funds). If 'O' is selected, please describe the funding source in the box(es) provided at the bottom of the table (4-Other). *The character limit per box is 150.*

5. **Target Population**: Identify the intended audience/participants for this activity from the target population from the dropdown menu options (select all that apply):

- Grades K-5
- Grades K-12
- Grades 6-8
- Grades 6-12
- Grades 9-12
- Preschool
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9

- Grade 10
- Grade 11
- Grade 12

NOTE: More than one option from the list can be selected, e.g., for an activity that focuses on parents of 5th and 6th graders. Select the first option (i.e., Grade 5); click on the dropdown arrow again and select the next option (i.e., Grade 6). Both choices will appear in the cell. Groupings of grades have been added to the list for convenience (e.g., K-5, Grades 6-8, etc.). If the activity is designed for all K-12 students, please select "Grades K-12" rather than the three options of "K-5".

6. **PFS (Priority for Services):** Enter the selection (from the dropdown choices) that characterizes the target population by PFS status: 'PFS only' or 'PFS and other migrant students.'

The state definition of PFS is as follows:

> The migrant student who:
> 1) Scored at Level 1 or Level 2 on the FCAT and/or did not pass a required End of Course exam; or
> 2) Is an English Language Learner *; or
> 3) Was retained at any time; or
> 4) Has an age/grade discrepancy; or
> 5) Is at risk of failing to meet the state graduation requirement by having one or both of the following:
> 5.1) an unweighted GPA of 2.0 or below, or
> 5.2) insufficient credits for promotion or graduation
>
> AND
>
> Whose education has been interrupted during the regular school year. An "educational interruption" occurs when a child, in the preceding 12 months, has changed schools or missed a "significant" amount of school time (e.g. ten days or more) during the regular school year (defined as August through June) due to the child's or family's migrant lifestyle. This determination is made on a "rolling" basis, that is, at the time an eligible migratory child is identified and enrolls in school, the preceding 12 month enrollment history should be reviewed for significant absences.

7. **Common Core:** Please enter the common core code(s) that aligns with each activity (enter all that apply, separating codes by commas):

M = Mathematics

ELA = English/Language Arts

LHS = Literacy in History/Social Studies

STS = Science & Technical Subjects

8. **Location**: Enter the location where the student activity was held (e.g., a library, community center, church, etc.).

9. **Frequency**: Indicate how often this activity is provided, e.g., once a week, monthly, etc. , by selecting from the dropdown menu. Selections range from daily to times per: week (from 1 to 6); quarter (from 1 to 2); month (from 1 to 3); and year (from 1 to 11).

10. **Total Duration**: Indicate the anticipated number of hours offered. Entry must be a numeric value.

11. **Anticipated Total Students Participating per Year**: Provide an unduplicated count of the number of students intended to participate in this activity. Entry must be a whole number.

12. **Actual Total Students Participating per Year**: Count the actual number of students who participated in this activity (unduplicated). Entry must be a whole number.

    NOTE: For the School Readiness, OSY, and Health tables (Tabs 3d., 3e., and 3f.), there is a column for % Actual Students Served per Year (unduplicated). This is an auto-calculation field based on Anticipated Total Students/OSY Participating per Year (by activity) and Actual Total Students Served per Year.

13. **Average Total Number of Hours per Student**: Average the number of hours that students participated in this activity for the year. Entry must be a numeric value.

14. **School year programming related to reading**: In this section of the table, strategies are listed that are research/evidence-based recommendations from the state's CNA and included in the SDP. Select the three (3) strategies that your district MEP gives most emphasis to or provides most focus on. In other words, strategies that the district MEP believes are the most effective in helping students improve academically. This information will help the state evaluate the extent to which the SDP is being operationalized. There is an option for "other," with a text box provided so that this selection can be described.

EXAMPLE: To see how this scenario would be entered into the table, see example table (graphic) below.

The district MEP has a supplemental tutoring program that focuses on reading for migrant ELs identified as Priority for Services (supplemental to Title III services). The tutoring program is intended to help migrant middle school students, who are not reading on grade level, improve their literacy skills by focusing on academic content vocabulary. In addition, the MEP tutor provides strategies for family literacy activities to be done at home in support of the tutoring sessions. The six-week tutoring program is held on a regular basis after-school three days a week for two hours each day. The intended number of migrant students participating in this program was 20. One student was unable to participate at all; four students came half the time (18 hours of tutoring). On average, students participating in the program received 31.2 hours of tutoring.

Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of students participating per year).

Green cells indicate actual counts of student participation.

Provide detail about the activities the district MEP implemented or facilitated intended to influence migrant student achievement in **READING**.

1 **Activity Name or Description** Include scientific/research - based model, if applicable	2 **Activity is scientific or research-based** **Yes or No**	3 **Focus, Purpose, or Expected Outcomes (select most appropriate)**	4 **Funding Source** M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	5 **Target Population** Grade Level **Use Target Population Key (select all that apply)**	6 **PFS** **(select from dropdown menu)**	7 **Common Core** **Use CC Code(s) (select all that apply)**	8 **Location (library, community center, church, etc.)**	9 **Frequency** # times per week, once, daily, etc	10 **Total Duration** Anticipated # hours offered	11 **Anticipated Total Students Participating per Year** Unduplicated	12 **Actual Total Students Participating per Year** Unduplicated	13 **Average Total # of Hours Per Student**
Reading Recovery for Migrant ELLs	Yes	Student Achievement	M	Grades 6-8	PFS only	ELA	Chestnut Middle School	3x/week	36.00	20	15	31.20

14 For **school year programming**, please indicate the three (3) strategies your district MEP **gives most emphasis* to (or focus on)** by entering an **X** in front of the strategy.

	Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY
	Provide training to MEP staff on resources and strategies for OSY
	Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)
	Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
	Provide information and materials to instructional staff on scientifically-based and ESL strategies to utilize with migrant students
	Utilize technology and other tools
X	Emphasize language-based content instruction using sheltered instruction with ELs
	Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs
X	Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults
	Provide information and materials to instructional staff on scientifically-based reading strategies
	Provide sustained and intensive professional development
	Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information
X	Provide strategic, content-based tutoring in reading to students identified as PFS
	Other (please expand on this strategy below):

Repeat the same information for items 1-14 above for each of the other focus areas—Mathematics (Tab 3b.), Graduation (Tab 3c.), School Readiness (Tab 3d.), OSY (Tab 3e.), and Health (Tab 3f.). However, please note the following items specific to these focus areas.

Graduation

Target Population (Grade Level): Dropdown options include:

- Grades 6-8 (middle school)
- Grades 9-12 (high school)
- Grades 6-12 (all secondary students)

School Readiness

Focus, Purpose, or Expected Outcomes: Select from the dropdown menu the intended purpose of the activity from the SDP priorities (2013) based on the Florida Early Learning Standards for children ages 3-5 years.

- Physical health (e.g., gross and fine motor skill development, self-care, healthy food choices, etc.)
- Approaches to learning (e.g., eagerness, curiosity, persistence, creativity, planning and reflection)
- Social and emotional development (e.g., self-regulation, relationships with self/peers/adults, social problem solving)
- Language, communication, and emergent literacy development (e.g., listening, speaking, vocabulary, emergent writing/reading)
- Cognitive development and general knowledge (e.g., mathematical thinking, scientific inquiry, social studies, art/music/drama)
- All of the above

Target Population (Grade Level): Identify the intended audience/participants for this activity from the target population key as follows:

- Ages 0-2 years
- Age 3
- Age 4
- Age 5
- Ages 3-4
- Ages 4-5
- Ages 3-5
- Ages 0-5

OSY

For the OSY activities table (Tab 3e.), there is no "target population" column since the population is predefined.

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health

15 Unduplicated OSY Count Served	
16 % of OSY served through Building Capacity	
17 % of OSY served through Survival Skills	

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan: Percentage of migrant OSY receiving support to access educational resources in communities where they live and work needs to increase over the next three to five years (CNA_2) (Building Capacity)
Percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years (CNA_2) **Desired Change: Increase in percentage**

Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of Out-of-School Youth participating per year).

Green cells indicate actual counts of Out-of-School Youth participation.

Provide detail about the activities the district MEP implemented or facilitated intended to influence achievement in migrant **OUT-OF-SCHOOL YOUTH.**

Activity Name or Description Include scientific/research-based model, if applicable	Activity is scientific or research-based Yes or No	Focus, Purpose, or Expected Outcomes (select most appropriate)	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	18 Type of Service Provided (select from dropdown menu only)	Location (library, community center, church, etc.)	Frequency # times per week, once, daily, etc	Total Duration Anticipated # hours offered	Anticipated Total OSY Participating per Year Unduplicated	Actual Total OSY Participating per Year Unduplicated	Average Total # of Hours Per OSY

For **school year programming**, please indicate the three (3) strategies your district MEP **gives most emphasis* to (or focus on)** by entering an **X** in front of the strategy.

	Assess individualized needs using the SOSY profile instrument when ID&R occurs (if possible) and/or when advocate/tutor follow-up visits take place
	Utilize resources on the SOSY Consortium website
	Create series of independent lessons that focus on basic life skills (incorporating basic English vocabulary) that can be delivered in a limited timeframe (e.g., how to read a pay stub, how to use a calendar, how to leave a voice mail message, etc.)
	Employ bilingual tutors to teach life skill lessons
	Develop collaborative partnerships with libraries, churches, universities and community colleges, and other community-based agencies to provide educational and health services
	Deliver English language classes specifically for migrant OSY in their home, neighborhood, or community center (in the evenings or weekends)
	Create welcome packages that might include educational, health, and community resources
	Create volunteer networks with migrant parents to assist recruiters in helping OSY to establish educational goals
	Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement for OSY
	Provide training to MEP staff on resources and strategies for OSY
	Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)
	Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
	Provide information and materials to instructional staff on scientifically-based strategies
	Utilize technology applications to provide services to OSY (e.g., mp3 players)
	Provide high quality curriculum that is aligned with tools for assessment and progress monitoring
	Provide sustained and intensive professional development
	Other (please expand on this strategy below):

*** Strategies with most emphasis are defined as: The strategies the district MEP believes are the most effective in helping OSY improve academically.**

15. **Unduplicated OSY Count Served:** Identify the number of OSY that were served during the 2013-14 school year.

16. **Percentage (%) of OSY served through Building Capacity:** Out of the OSY indicated in Unduplicated OSY Count Served, identify the percentage of OSY served through building capacity (example below).

17. **Percentage (%) of OSY served through Survival English Skills:** Out of the OSY indicated in Unduplicated OSY Count Served, identify the percentage of OSY served through survival English skills instruction (example below).

18. **Type of Service Provided:** Select from the dropdown menu the intended purpose of the activity from the SDP priorities (2013):

- Building capacity (e.g., support to help OSY access educational resources in communities where they live and work)
- Survival English skills (e.g., basic English for use at work, home, and in the community)
- Both (e.g., life skill mini-lessons that focus on helping OSY access resources—how to get medical help at a clinic—and that incorporate a focus on using basic English)
- Neither

Health

Tab 3f. includes the data collection table for reporting on health-related activities. Districts should report on program activities that help migrant children overcome health-related problems that inhibit their ability to succeed in school or other educational programs and activities that address specific health needs affecting a migrant child's ability to participate effectively in learning activities.

Districts should continue to report healthcare partners in the Partners section (tab 2b.) as well.

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health

19 Total # MEP Families Unduplicated:	
20 % Families Served Through Educational/Referral Services:	
21 Total Migrant Students Including OSY Unduplicated:	
22 % Students Served Through Educational/Referral Services:	

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan: Percentage of migrant families and youth receiving educational / referral services related to nutrition, vision, and hearing screenings, and dental hygiene will increase over the next three to five years (CNA_2) **Desired Change: Increase in percentage**

Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of Health/Support Services participating per year).

Green cells indicate actual counts of Health/Support Services participation.

Provide detail about the activities the district MEP implemented or facilitated intended to influence migrant student achievement in **HEALTH/SUPPORT SERVICES**.

Activity Name or Description Include scientific/research - based model, if applicable		23 Focus, Purpose, or Expected Outcomes (select all that apply)	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	Target Population Age Group or Grade Level	Frequency # times per week, once, daily, etc	24 Anticipated Total # of Families Served Through Health/Support Services Unduplicated	25 Anticipated Total # of Students Served (including OSY) Through Health/Support Services Unduplicated	26 Actual Total # of Families Served Through Health/Support Services Unduplicated	27 Actual Total # of Students Served (including OSY) Through Health/Support Services Unduplicated	Average Total # of Hours Per Student

For **school year programming**, please indicate the three (3) strategies your district MEP **gives most emphasis* to (or focus on)** by entering an **X** in front of the strategy.

	Use health and nutrition topic (including diet and exercise) for literacy and mathematics-based lessons and summer programming.
	Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.
	Create educational resources related to health and hygiene, in accessible language and using pictures to depict information
	Utilize existing health curricula for OSY from SOSY, the National PASS Center, the National Center for Farmworker Health, etc.
	Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural beliefs, etc.)
	Utilize technology and other tools
	Other (please expand on this strategy below):

*** Strategies with most emphasis are defined as: The strategies the district MEP believes are the most effective in helping students improve academically.**

19. **Total Number of MEP Families Unduplicated:** Identify the unduplicated number of families in the MEP. One certificate of eligibility (COE) counts as one family. However, OSY would not be considered a family, but count as a student.

20. **Percentage of Families Served Through Educational/Referral Services:** Identify the percentage of families that were served through health/supportive services.

21. **Total Migrant Students Including OSY Unduplicated:** Identify the number of migrant students in the MEP.

22. **Percentage of Migrant Students Served through Educational/Referral Services:** Identify the percentage of migrant students served through health/supportive services.

23. **Focus, Purpose, or Expected Outcomes:** Select from the dropdown menu the intended purpose of the activity based on the SDP priorities (2013) for health-related services. Select all that apply (the cell allows more than one choice from the dropdown options):

    - Dental (e.g., mobile clinics to provide care, teaching kids how to brush their teeth, raising awareness among parents about the importance of dental health)
    - Vision (e.g., screenings, getting eyeglasses to students)
    - Nutrition (e.g., education on food choices, provision of healthy snacks, food distribution)
    - Physical fitness (e.g., activities related to exercise)
    - Information/resource dissemination (e.g., health fairs, hygiene kits, directories of healthcare services in the community)
    - Mental health (e.g., counseling on depression and substance abuse, domestic violence prevention)
    - Network building (e.g., creating partnerships with community resources to provide services such as local medical colleges, healthcare providers, and businesses)
    - Prenatal care and perinatal care of infants (e.g., parent education on providing a healthy start, helping access medical services before delivery)
    - Other (specify in open-ended box)

24. **Anticipated Total Number of Families Served Through Health/Support Services:** Identify the number of families estimated to be served through Health/Support Services. This estimate can be based on the previous year numbers. Entry must be a whole number.

25. **Anticipated Total Number of Students Served (including OSY) Through Health/Support Services:** Identify the number of students and OSY estimated to be served through Health/Support services. This estimate can be based on previous year numbers.

26. **Actual Total Number of Families Served Through Health/Support Services:** Identify the number of families that were served during the 2013-14 school year through health/support services.

27. **Actual Total Number of Students Served (including OSY) Through Health/Support Services:** Identify the unduplicated number of students and OSY that were served during the 2013-14 school year through health/support services.

See examples on the following page.

EXAMPLES: The following scenario is provided to help demonstrate how information on a training event would be entered into the table.

Scenario 1: The district MEP (in collaboration with the local health department) is offering a health fair to migrant parents, students, and OSY. This event has vendors from the areas of nutrition, dental, vision, mental health as well as physical fitness activities. This event was held once for three hours. It was intended for 50 families (out of 85 families) and 125 students/OSY (out of 200). The actual number of participants included 75 families and 150 students/OSY that stayed for an average of two hours. Through the health fair, 88% of the families in the MEP and 75% of the migrant student population were served through this event.

Scenario 2: The schools in a district offer vision screenings for PreK – 12 students every year. The district MEP is aware of this activity and includes the information in their monthly newsletter to parents. The district MEP has 160 PreK – 12 students on record and anticipated this number to be screened at their respective schools. The screenings usually last for 30 minutes per student. After the screenings, the district MEP was notified that 140 students participated in the screenings. This represents 70% percent of the student population.

Between scenarios 1 and 2, the percentage of students served through these services is 75%. See below for an example of how this scenario would be entered in the table.

Student activity area - Color Code	Reading	Math	Graduation	School Readiness	Out-of-School Youth	Health

Total # MEP Families Unduplicated:	85
% Families Served Through Educational/Referral Services:	88%
Total Migrant Students Including OSY Unduplicated:	200
% Students Served Through Educational/Referral Services:	75%

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan: Percentage of migrant families and youth receiving educational / referral services related to nutrition, vision, and hearing screenings, and dental hygiene will increase over the next three to five years (CNA_2) **Desired Change: Increase in percentage**

Bright blue cells indicate the intended activity (i.e., targeted population, frequency, total duration, and anticipated total of Health/Support Services participating per year).

Green cells indicate actual counts of Health/Support Services participation.

Provide detail about the activities the district MEP implemented or facilitated intended to influence migrant student achievement in **HEALTH/SUPPORT SERVICES**.

Activity Name or Description Include scientific/research-based model, if applicable		Focus, Purpose, or Expected Outcomes (select all that apply)	Funding Source M=Migrant Only P=Partner(s) Only C=Migrant Contributed O=Other *	Target Population Age Group or Grade Level	Frequency # times per week, once, daily, etc	Anticipated Total # of Families Served Through Health/Support Services Unduplicated	Anticipated Total # of Students Served (including OSY) Through Health/Support Services Unduplicated	Actual Total # of Families Served Through Health/Support Services Unduplicated	Actual Total # of Students Served (including OSY) Through Health/Support Services Unduplicated	Average Total # of Hours Per Student
Health Fair		Dental, Vision, Nutrition, Mental Health, Physical Fitness, Information/Resource Dissemination	C	0-5 years old, Grades K-12, OSY	1x/year	50	125	75	150	2.00
School Vision Screenings		Vision	P	0-5 years old & Grades K-12	1x/year		160		140	0.50

For **school year programming**, please indicate the three (3) strategies your district MEP **gives most emphasis* to (or focus on)** by entering an **X** in front of the strategy.

	Use health and nutrition topic (including diet and exercise) for literacy and mathematics-based lessons and summer programming.
X	Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.
X	Create educational resources related to health and hygiene, in accessible language and using pictures to depict information
	Utilize existing health curricula for OSY from SOSY, the National PASS Center, the National Center for Farmworker Health, etc.
X	Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural beliefs, etc.)
	Utilize technology and other tools
	Other (please expand on this strategy below):

What to Do When Activities Apply to More than One Category

There may be overlap in terms of activities that promote multiple focus areas, e.g., emergent literacy skills relate to school readiness and to reading. Enter the activity in only one of the tables (so as not to double count) AND select the table **that best reflects the main purpose of the activity.** If the activity is related to family literacy for the primary purpose of teaching parents strategies to help them read to their children, and it just so happens that the participants are parents who have preschool-aged children, then the activity would be counted in the "Reading" table. If the activity is family literacy for the primary purpose of helping parents prepare their preschool-aged children for kindergarten, then the activity would be counted in the "School Readiness" table.

Another example relates to parent education in health-related topics: a district partner with a community group through the Healthy Start program—providing activities for migrant parents related to the care of newborns and young infants. This activity could be reported in the parent involvement activity table (tab 2c.) or in the health activities table (tab. 3f.). Is the primary purpose of this activity to a) help parents be involved in the educational development of their children, with health as a factor in growing learners; or b) address a health need to ensure that a migrant child can succeed in learning? In the case of a), the activity should be reported in the parent involvement section; if b), then health. The important thing to remember is that either way, the activity will be counted. But it should only be reported once. **Do not include the activity in both sections.**

If a local district provided a mini lesson on the topic of accessing local healthcare services to OSY, where would that activity be reported—in the OSY table or the health table? The district might report the activity in the OSY table if the main purpose was to build capacity in the OSY population to find and access community services where they work. If the primary purpose was to help an OSY population obtain needed medical care because health problems were preventing them from learning basic skills, then the district might report the activity in the health table.

Additional Student Activities and Engagement

The following tables capture information from annual student surveys to measure engagement (Tab 3g.). Districts are strongly encouraged to examine how their programs are contributing to the state's progress in meeting its goals to increase student engagement through increasing extracurricular participation and encouraging migrant students to graduate and pursue post-secondary opportunities. These targets were established during the CNA process. The FL MEP has provided survey items to district staff to disseminate in existing surveys or as a stand-alone questionnaire to gather this information. These required survey items will enable the state to collect consistent data from all districts regardless of programming differences (see Appendix B for student survey instrument and administration guidelines).

The CNA identified two performance indicators related to school engagement: 1) participation in extracurricular activities; and 2) receiving encouragement from school staff related to graduation and post-secondary options. The percentage targets were set through gap analysis during the CNA and are **state-level goals**. The information you provide in these tables will be aggregated at the state level to measure progress across all district MEPs. However, individual districts are encouraged to examine how their programs are contributing to the state's progress in meeting these goals.

NOTE: Data reported reflect students served counts.

Extracurricular Activities

Additional Student Activities & Engagement					
The Comprehensive Needs Assessment (CNA) process identified two performance indicators that are to be accomplished through service delivery. Although these indicators represent state-level targets (by 2014), where all districts are examined together, they are provided here for districts to examine how their programs are contributing to the state's progress toward these targets.					
Florida MEP Goal: ***Migrant student (grades 6 - 12) participation in extracurricular activities needs to increase by 20%.*** ***(Refers to Question #2 of Migrant Secondary Student Survey.)***					
School Year 13-14	1 Total # migrant students in Grades 6-12:	2 Total # migrant student **survey respondents**:	3 # of migrant student **respondents** participating in extracurricular activities:	4 % of respondents participating in extracurricular activities:	9 ***Difference (in percent points)***
				Insufficient Data	**Insufficient Data**
School Year 12-13	5 Total # migrant students in Grades 6-12:	6 Total # migrant student **survey respondents**:	7 # migrant student **respondents** participating in extracurricular activities:	8 % of respondents participating in extracurricular activities:	
				Insufficient Data	
10 Please describe the district MEP's survey administration (e.g., district modified existing surveys to include state-required items, distributed by mail or conducted interviews at home visits, administered during what time of year, translated into which languages, etc.) and any lessons learned.					
11 What trends, if any, does the district note in extracurricular activity participation by sub-group or grade level?					

1. **Total number of migrant students in Grades 6-12 (2013-2014)**: Indicate the total count of migrant students served in middle and high school grades for this academic year. Entry must be a whole number.

2. **Total number of migrant student survey respondents in Grades 6-12 (2013-2014)**: Fill in the total number of migrant student survey respondents for the 2013-2014 school year. Include only those students in grades 6-12. Entry must be a whole number.

3. **Number of migrant student respondents participating in extracurricular activities (2013-2014)**: Using the data from the migrant student survey items (critical question 2 responses from 2013-2014 survey revision), indicate the total number of students who reported participating in extracurricular activities. Include only those students in grades 6-12. Entry must be a whole number.

4. **Auto-Calculation of percentage of respondents participating in extracurricular activities in 2013-2014**: This cell contains a formula that will automatically calculate the percentage of student survey respondents who participated in extracurricular activities. This cell is locked to prevent overriding the formula. When entries for items 2 and 3 are missing, the cell will contain the warning "insufficient data" until that data are entered.

5. **Total number of migrant students in Grades 6-12 (2012-2013)**: Indicate the total count of migrant students served in middle and high school grades for the 2012-2013 academic year. Entry must be a whole number.

6. **Total number of migrant student survey respondents in Grades 6-12 (2012-2013)**: Fill in the total number of migrant student survey respondents. Include only those students in grades 6-12. Entry must be a whole number.

7. **Number of migrant student respondents in Grades 6-12 participating in extracurricular activities (2012-2013)**: Indicate the total number of students who participated in extracurricular activities in 2012-2013 using responses on the student survey—critical question 5 from 2012-2013 revision). Include only those students in grades 6-12. Entry must be a whole number.

8. **Auto-Calculation of percentage of respondents participating in extracurricular activities in 2012-2013**: This cell contains a formula that will automatically calculate the percentage of student respondents who participated in extracurricular activities in 2012-2013. This cell is locked to contain the warning "insufficient data" until that data are entered.

9. **Auto-Calculation of Difference in percentages of Student participation from 2012-2013 to 2013-2014**: This cell will automatically calculate the difference in percentages between the two school years for migrant students participating in extracurricular activities. When entries are missing for items 4 and/or 8, the cell will contain the warning "insufficient data."

> Refer to Appendix B for student survey items required by the FL MEP and sampling requirements.

10. **Describe the district MEP's survey administration**: In the space provided, please explain the district's methodology in administering the state-required survey items on student participation in extracurricular activities. For example: Did

the district modify an existing survey to include the state-required items or did the district use the state-provided survey instrument? Was the survey distributed by mail or were interviews conducted during home visits? What time of year was the survey administered? Was the survey translated into other languages? If so, which ones? Also comment on any lessons learned regarding survey methodology.

11. **Trends**: Provide qualitative information on trends noted by the district in extracurricular participation by migrant students.

Encouragement

Florida MEP Goal: ***The percentage of migrant students in grades 6-12 who receive encouragement (moving from middle school to high school, graduating, going to college, technical training) needs to increase by 15% points.*** ***(Refers to Question #7b of the Migrant Secondary Student Survey)***					
School Year 13-14	12 Total # migrant students in Grades 6-12:	13 Total # migrant student **survey respondents**:	14 # of migrant student **respondents** who receive encouragement:	15 % of respondents receiving encouragement:	20 ***Difference (in percent points)***
				Insufficient Data	**Insufficient Data**
School Year 12-13	16 Total # migrant students in Grades 6-12:	17 Total # migrant student **survey respondents**:	18 # of migrant student **respondents** who receive encouragement:	19 % of respondents receiving encouragement:	
				Insufficient Data	
21 Please describe the district MEP's survey administration (e.g., district modified existing surveys to include state-required items, distributed by mail or conducted interviews at home visits, administered during what time of year, translated into which languages, etc.) and any lessons learned.					
22 What trends, if any, does the district note in migrant school engagement, by sub-group or grade level?					

12. **Total number of migrant students in Grades 6-12 (2013-2014)**: Indicate the total count of migrant students served in middle and high school grades for the 2013-2014 academic year. Entry must be a whole number.

13. **Total number of migrant student survey respondents in Grades 6-12 (2013-2014)**: Fill in the total number of migrant student survey respondents for the 2013-2014 school year. Include only those students in grades 6-12. Entry must be a whole number.

14. **Number of migrant student respondents in Grades 6-12 who receive encouragement (2013-2014)**: Using the data from the migrant student survey item (critical question 7b—migrant program staff and/or other school staff selected), indicate the total number of students who

reported receiving encouragement related to graduation and post-secondary options in 2013-2014. Include only those students in grades 6-12. Entry must be a whole number.

15. **Auto-Calculation of percentage of respondents receiving encouragement (2013-2014)**: This cell contains a formula that will automatically calculate the percentage of students who received encouragement in 2013-2014. This cell is locked to prevent overriding the formula. When entries for items 13 and 14 are missing, the cell will contain the warning "insufficient data" until that data are entered.

16. **Total number of migrant students in Grades 6-12 (2012-2013)**: Indicate the total count of migrant students served in middle and high school grades for the 2012-2013 academic year. The value is the same as in Item 5 above and must be a whole number.

17. **Number of migrant student survey respondents in Grades 6-12 (2012-2013)**: Fill in the total number of migrant student survey respondents for the 2012-2013 year. Include only those students in grades 6-12. Entry must be a whole number.

18. **Number of migrant students in Grades 6-12 who receive encouragement (2012-2013**): Indicate the total number of students who reported receiving encouragement from school staff related to graduation and post-secondary options in 2012-2013 (critical question 6 from 2012-2013 survey—either or both migrant program staff and/or other school staff selected). Include only those students in grades 6-12. Entry must be a whole number.

19. **Auto-Calculation of percentage of respondents receiving encouragement (2012-2013)**: This cell contains a formula that will automatically calculate the percentage of students who received encouragement in 2012-2013. This cell is locked to prevent overriding the formula. When entries for items 17 and 18 are missing, the cell will contain the warning "insufficient data" until that data are entered.

20. **Auto-Calculation of Difference in percentages of students receiving encouragement from 2012-2013 to 2013-2014**: This cell will automatically calculate the difference in percentages from 2012-2013 to 2013-2014 for migrant students who received encouragement on graduation and post-secondary options. When entries for items 15 and/or 19 are missing, the cell will contain the warning "insufficient data."

21. **Describe the district MEP's survey administration**: In the space provided, please explain the district's methodology in administering the state-required survey items on student engagement. For example: Did the district modify an existing survey to include the state-required items or did the district use the state-provided survey instrument? Was the survey distributed by mail or were interviews conducted during home visits? What time of year was the survey administered? Was the survey translated into other languages? If so, which ones? Also comment on any lessons learned regarding survey methodology.

22. **Trends:** Provide qualitative information on trends noted by the district in school engagement of migrant students.

Part IV. Student Outcomes

The FL MEP developed measurable outcomes to evaluate the extent to which its programs are impacting migrant student achievement. Specifically, the MEP goals are to increase the academic achievement of migrant students as compared to non-migrant students, measured by: a decrease in the number of migrant students scoring below sufficient on state assessments; a decrease in the retention rate; an increase in the graduation rate; and an increase in the number of migratory kindergarten children demonstrating readiness as measured by the state's school readiness assessment by the Florida Kindergarten Readiness Screener (FLKRS—FAIR and ECHOS). To that end, this section of the reporting template provides information on these performance measures which are aligned with the state's goals under the Elementary and Secondary Education Act (ESEA). Student Outcomes tabs in the template (4a.-4d.) are color-coded orange and separated out by content area for ease of spreadsheet navigation.

Note: Data reported reflect students served counts.

In general, the overarching state performance goals under the ESEA are in the blue-shaded cells:

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining satisfactory or better in reading/language arts and mathematics.

District-derived performance indicators are in the gray-shaded cells (see example below).

1.4 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the satisfactory level in reading/language arts on the state's assessment. [Note: These subgroups are those for which the Elementary and Secondary Education Act (ESEA) requires state reporting, as identified in Section 1111(h)(1)(C)(i).]
Desired Change: **Increase in percentage**

The FL MEP has also identified MPOs for each focus area, as articulated in the SDP, to be evaluated on a statewide level. MPOs are the results that the MEP hopes to achieve at the state level through the provision of specific educational services. See example box on the next page.

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan:

Percentage of migrant students who score satisfactory in reading will increase to 83% and the achievement gap between migrant and non-migrant students will decrease over the next three to five years.

All migrant children entering 4th grade will be reading on grade level (or higher) over the next three to five years.
Desired Change: **Increase in percentage**

FCAT2 results from the 2012-2013 school year will be provided by the state in the gray-shaded tables that appear on the left side of the spreadsheet (see graphic below). The MEP/district will provide current year (2013-2014) district level FCAT2 results in the blue-shaded tables to the right (see graphic below).

Reading and Mathematics Achievement

Percentage Proficient and Gaps Between Migrant and Non-Migrant Student Achievement

Past year (2012/13) FCAT2 results will be provided by the state.
MEP/district will provide current year (2013/14) district level FCAT2 results.

School Year 12-13	State will provide past year (2012/13) FCAT2 results in the table below.			
		# of Migrant Students Tested in Reading	# Migrant Students Who Scored At or Above Proficient Level in Reading	% Migrant Students Who Scored At or Above Proficient Level in Reading
	Total Migrant Students in District			Insufficient Data
	Priority for Services Students			Insufficient Data
	GRADES			
	3			Insufficient Data
	4			Insufficient Data
	5			Insufficient Data
	6			Insufficient Data
	7			Insufficient Data
	8			Insufficient Data
	9			Insufficient Data
	10			Insufficient Data
	ELL/Non-ELL			
	ELL (LY & LF)			Insufficient Data
	Non-ELL			Insufficient Data

School Year 13-14	MEP/district will provide current year (2013/14) district level FCAT2 results in the table below.			
		1 # of Migrant Students Tested in Reading	2 # Migrant Students Who Scored At or Above Proficient Level in Reading	3 % Migrant Students Who Scored At or Above Proficient Level in Reading
	a. Total Migrant Students in District			Insufficient Data
	b. Priority for Services Students			Insufficient Data
	c. GRADES			
	3			Insufficient Data
	4			Insufficient Data
	5			Insufficient Data
	6			Insufficient Data
	7			Insufficient Data
	8			Insufficient Data
	9			Insufficient Data
	10			Insufficient Data
	ELL/Non-ELL			
	d. ELL (LY & LF)			Insufficient Data
	Non-ELL			Insufficient Data

Using the reading table above as an example, the following data entry items are to be provided by the MEP/district (Tab 4a.). These data inform **Performance Indicator 1.4**: The percentage of students, in the aggregate and for each subgroup, who are at or above the satisfactory level in reading/language arts on the state's assessment; as well as the MPOs for reading proficiency.

1. **# of Migrant Students Tested in Reading in 2013-2014**:
   - **a. Total**: Indicate the total number of migrant students tested in reading on the state assessment.
   - **b. Priority for Services**: Indicate the total number of migrant students classified as "Priority for Services" (PFS) tested in reading on the state assessment. See text box below for the state definition of PFS.
   - **c. Grade level**: Disaggregate the number of total migrant students tested in reading on the state assessment by grade levels 3-10 in the cells provided.
   - **d. English language learners**: Disaggregate the total number of migrant students tested in reading on the state assessment by English language learner (ELL) status—those that are coded as ELLs (LY & LF only) versus non-ELL status. See text box below of database codes for the definitions of English for Speakers of Other Languages (ESOL).

PRIORITY FOR SERVICES

The State has determined that the following indicators shall be used to identify the children who should receive Priority for Services:

A migratory child who:

A. Scored at Level 1 or Level 2 on the FCAT; **or**
B. Is an English Language Learner (ELL); **or**
C. Has an age/grade discrepancy; **or**
D. Was retained; or
E. Is at risk of failing to meet state graduation requirements in one of the following areas:
   i. Has an unweighted GPA of 2.0 or below, **or**
   ii. Has insufficient credits for promotion or graduation;

AND

Whose education has been interrupted during the regular school year.

ESOL DEFINITIONS

LY – The student is an English language learner and is enrolled in classes specifically designed for English language learners.

LF – The student is being followed up for a two-year period after having exited from the ESOL program.

2. **# of Migrant Students Who Scored At or Above Satisfactory Level in Reading in 2013-2014**:

   a. Total: Indicate the total number of migrant students scoring at Level 3 or above on the state assessment in reading. See text box below for the achievement level policy definitions.

   b. Priority for Services: Indicate the total number of migrant students classified as "Priority for Services" scoring at Level 3 or above on the state assessment in reading.

   c. Grade level: Disaggregate the number of total migrant students scoring at Level 3 or above on the state assessment in reading by grade levels 3-10 in the cells provided.

   d. English language learners: Disaggregate the total number of migrant students scoring at Level 3 or above on the state assessment in reading by English language learner (ELL) status—those that are coded as English language learners (LY & LF only) versus non-ELL status.

FCAT2.0 ACHIEVEMENT LEVELS

The Florida Comprehensive Assessment Test 2.0 (FCAT2.0) measures student achievement of the Next Generation Sunshine State Standards (NGSSS) in reading, mathematics, science, and writing. Achievement Levels, based both on scale scores and development scale scores, range from 1 (lowest) to 5 (highest):

Level 5 – Students at this level demonstrate mastery of the most challenging content of the NGSSS.

Level 4 –Students at this level demonstrate an above satisfactory level of success with the challenging content of the NGSSS.

Level 3 –Students at this level demonstrate a satisfactory level of success with the challenging content of the NGSSS.

Level 2 –Students at this level demonstrate a below satisfactory level of success with the challenging content of the NGSSS.

Level 1 –Students at this level demonstrate an inadequate level of success with the challenging content of the NGSSS.

3. **Auto-calculation of Percentage of Migrant Students Who Scored At or Above Satisfactory Level in Reading**: This cell contains a formula that will automatically calculate the percentage of migrant students who tested at or above satisfactory in reading on the state assessment in 2013-2014. This cell is locked to prevent overriding the formula. When entries for items 1 and 2 are missing, the cell will contain the warning "insufficient data" until that data are entered.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
1.6 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the satisfactory level in **mathematics** on the state's assessment. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).] **Desired Change: Increase in percentage**
Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan: Percentage of migrant students who score satisfactory in mathematics will increase to 82% and the achievement gap between migrant and non-migrant students will decrease over the next three to five years. (CNA_1) **Desired Change: Increase in percentage**

The same formats and data points apply to the mathematics performance results as well—**Performance Indicator 1.6** (Tab 4b.). Note that proficiency scores in math include only grades 3-8.

After completing the tables for Performance Indicator 1.4, scroll down to continue entering the data on reading achievement.

Growth as Measured by Adequate Annual Learning Gain

Performance Indicator 1.5: The percentage of migrant students who make annual learning gains in reading/language arts as measured by the requirements for adequate annual learning gain (GAIN) on the state's assessment as part of the School Grade. The desired change is an increase in the percentage demonstrating growth. Note: These data can only be reported for students with two years of state assessment data (using matched sets)—see text box on p. 52.

1.5 District-derived Performance Indicator: The percentage of migrant students who make annual learning gains in **reading/language arts** as measured by the requirements for annual learning gain **(GAIN)** on the state's assessment as part of the School Grade.
Desired Change: Increase in percentage

Past year (2012/13) FCAT2.0 results related to learning gains will be provided by the state.
MEP/district will provide current year (2013/14) district level FCAT2.0 results.
Districts will want to examine their own progress toward these targets.

	State will provide past year (2012/13) FCAT2.0 results in the table below.			
		# of Matched Migrant Students Tested in Reading	# Migrant Students Making Annual Learning Gains in Reading	% Migrant Students Making Annual Learning Gains in Reading
School Year 12-13	Total Migrant Students in District			Insufficient Data
	Priority for Services Students			Insufficient Data
	GRADES			
	3			Insufficient Data
	4			Insufficient Data
	5			Insufficient Data
	6			Insufficient Data
	7			Insufficient Data
	8			Insufficient Data
	9			Insufficient Data
	10			Insufficient Data

	MEP/district will provide current year (2013/14) district level FCAT2.0 results in the table below.			
		# of Matched Migrant Students Tested in Reading	# Migrant Students Making Annual Learning Gains in Reading	% Migrant Students Making Annual Learning Gains in Reading
School Year 13-14	Total Migrant Students in District			Insufficient Data
	Priority for Services Students			Insufficient Data
	GRADES			
	3			Insufficient Data
	4			Insufficient Data
	5			Insufficient Data
	6			Insufficient Data
	7			Insufficient Data
	8			Insufficient Data
	9			Insufficient Data
	10			Insufficient Data

4. **# of Matched Migrant Students Tested in Reading**: Indicate the total number of migrant students with two years of FCAT2.0 reading scores (matched students). Also identify the number of matched PFS students tested in reading and the numbers of all matched migrant students disaggregated by grade level.

5. **# of Migrant Students Making Annual Learning Gains in Reading**: Fill in the number of matched migrant students tested in reading who showed a reading gain (i.e., learning gains in reading),

including the total, by PFS, and by grade level. See text box (p. 52) for an explanation of adequate annual learning gain (GAIN).

6. **Auto-calculation of Percentage of Migrant Students Making Annual Learning Gains in Reading**: This cell contains a formula that will automatically calculate the percentage of matched migrant students tested in reading who showed a reading gain. This cell is locked to prevent overriding the formula. When entries for items 4 and 5 are missing, the cell will contain the warning "insufficient data" until that data are entered.

The same formats and data points apply to the mathematics GAIN results as well—**Performance Indicator 1.9** (Tab 4b.).

Annual Learning Gain (GAIN)

To show annual learning gain for a subject, Reading or Math, a full academic year (FAY) student with two years of FCAT2.0 scores in that subject must meet one of the following conditions:

1. If, on the prior year of FCAT2.0, the student had scored in the proficient ranges, levels 3, 4, or 5, he/she must achieve the same or higher level in the current year. OR

2. If, on the prior years FCAT2.0, the student had scored below proficient, levels 1 or 2, he/she must show adequate improvement by either

    a. Achieving a higher level on the current FCAT2.0; OR

    b. Showing a Developmental Scale Score (DSS) scale points gain over the previous years DSS score which meets or exceeds the state required points total for that grade level and subject.

TIP for Accessing Data: The day after school grades and AYP are released, the Florida Department of Education allows districts to download a file called the INDV (individual student data file). Accountability contacts as well as IS/MIS should be aware of it and have access. Once that file is obtained, the district MEP would need to select only their migrant students (match to the demographic file which denotes migrant status). Then select all of their migrant students with school_grade_reading_gains_denominator ='1' (these are the students who are eligible for a reading gain). From that group, all students with school_grade_reading_gains_numerator = '1' count positively (they made gains) whereas those with school_grade_reading_gains_numerator = '0' did not make gains.

Performance Indicator 1.12: The gap between the percentage of migrant students and the percentage of non-migrant as well as the gap between the percentage of migrant students and non-migrant ELL students who score at or above the satisfactory level in reading/language arts on the state's assessment. The desired change is a decrease in the gap.

1.12 District-derived Performance Indicator: The gap between the percentage of migrant students and the percentage of all non-migrant as well as the gap between the percentage of migrant students and non-migrant ELL students who score at or above the satisfactory level in **reading/language arts** on the state's assessment.
Desired Change: **Decrease in gap**

Past year (2012/13) FCAT2.0 results related to students meeting annual proficiency targets and migrant/non-migrant gaps will be provided by the state.
MEP/district will provide current year (2013/14) district level FCAT2.0 results.

School Year 12-13		% Migrant Students Who Scored At or Above Proficient Level in Reading	% All Non-Migrant Students Who Scored At or Above Satisfactory Level in Reading	Gap in Satisfactory Level (in percent points)
	All Students	Insufficient Data		Insufficient Data
	GRADES			
	3	Insufficient Data		Insufficient Data
	4	Insufficient Data		Insufficient Data
	5	Insufficient Data		Insufficient Data
	6	Insufficient Data		Insufficient Data
	7	Insufficient Data		Insufficient Data
	8	Insufficient Data		Insufficient Data
	9	Insufficient Data		Insufficient Data
	10	Insufficient Data		Insufficient Data
	ELL/Non-ELL			
	ELL	Insufficient Data		Insufficient Data
	Non-ELL	Insufficient Data		Insufficient Data

School Year 13-14		7 % Migrant Students Who Scored At or Above Satisfactory Level in Reading	8 % All Non-Migrant Students Who Scored At or Above Satisfactory Level in Reading	9 Gap in Satisfactory Level (in percent points)
	a. All Students	Insufficient Data		Insufficient Data
	b. GRADES			
	3	Insufficient Data		Insufficient Data
	4	Insufficient Data		Insufficient Data
	5	Insufficient Data		Insufficient Data
	6	Insufficient Data		Insufficient Data
	7	Insufficient Data		Insufficient Data
	8	Insufficient Data		Insufficient Data
	9	Insufficient Data		Insufficient Data
	10	Insufficient Data		Insufficient Data
	c. ELL/Non-ELL			
	ELL	Insufficient Data		Insufficient Data
	Non-ELL	Insufficient Data		Insufficient Data

10. What trends, if any, does the district note in reading results (e.g. migrant, non-migrant, migrant ELL, non-migrant ELL, etc.)?

7. **% Migrant Students Who Scored At or Above Satisfactory Level in Reading**: The cell will be automatically populated based on the calculation from Indicator 1.4 (Item 3a). These values will also prepopulate by grade level (from Item 3c.) and by ELL status (from Item 3d.)

8. **% All Non-Migrant Students Who Scored At or Above Satisfactory Level in Reading**: Fill in the percentage of non-migrant students in the district who scored proficient or above in reading on the state assessment. Calculate this value by dividing the number of non-migrant students scoring at Level 3 or above on the state assessment by the total number of non-migrant students tested in reading. Fill in the percentages by grade levels (3-10) as well—Item 8b; and by ELL status—Item 8c.

9. **Auto-calculation of Gap in Satisfactory Level (in percent points)**: This cell contains a formula that will automatically calculate the reading achievement gap between migrant and non-migrant students in 2013-2014. This cell is locked to prevent overriding the formula. When entries for items 7 and 8 are missing, the cell will contain the warning "insufficient data" until that data are entered.

10. **Description of Trends**: In the space provided, briefly comment on trends in reading results, e.g., by grade level, by gap analysis between migrant and non-migrant or migrant ELL and non-migrant ELL, etc. *The character limit for each box is 150.*

The same formats and data points apply to the mathematics achievement tables as well—**Performance Indicator 1.13** (Tab 4b.).

English Language Learners

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan:

Percentage of migrant ELL students who score satisfactory in reading needs to increase by 6% points over the next three to five years. (CNA_2)
Desired Change: **Increase in percentage**

ELL-specific achievement results will be provided by the state.
Districts may want to examine their own progress on indicators by disaggregating data by ELL and non-ELL migrant students, as well as migrant ELL versus non-migrant ELL.

	Student Performance (% Satisfactory) in Reading			14 If the district experienced any difficulty or exceptional success related to ELL, please describe it here.
School Year 12-13	Migrant ELL (LY & LF)	Migrant Non-ELL	Non-Migrant ELL	
	Insufficient Data	Insufficient Data	Insufficient Data	
	Student Performance (% Satisfactory) in Reading			
School Year 13-14	11 Migrant ELL (LY & LF)	12 Migrant Non-ELL	13 Non-Migrant ELL	
	Insufficient Data	Insufficient Data	Insufficient Data	

11. **% Migrant ELL (LY & LF) Satisfactory in Reading**: This cell will be auto-populated with information from Performance Indicator 1.4 (Item 3d.).

12. **% Migrant Non-ELL Satisfactory in Reading**: This cell will be auto-populated with information from Performance Indicator 1.4 (Item 3d.).

13. **% Non-Migrant ELL Satisfactory in Reading:** This cell will be auto-populated with information from Performance Indicator 1.12 (Item 8d.).

14. **Difficulty and Success with ELLs**: In the space provided, briefly explain any difficulties and/or successes that the district has experienced in serving ELLs. *The character limit for each box is 150.*

GRADUATION

END-OF-COURSE TESTS

The Florida End-of-Course Assessments (EOCs) are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the NGSSS for specific courses, as outlined in their course descriptions. In addition, new national Government Performance Results Act (GPRA) measures include the percentage of students that pass Algebra I or enrolled in a higher math class before entering 11th grade. This section of the reporting template will collect information on students passing those EOCs required for graduation.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining satisfactory or better in reading/language arts and mathematics.

1.6B Performance Indicator: The percentage of high school students, in the aggregate and in each subgroup, who participated in the **Algebra I and Geometry I End-of-Course (EOC) Exams**. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).]
Desired Change: Increase in percentage

1.13B District-derived Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant who score at or above the satisfactory level in **the Algebra I and Geometry I End-of-Course (EOC) Exams**.
Desired Change: Decrease in gap

Performance Indicator 1.6B: The percentage of high school students, in the aggregate and in each subgroup, who participated in the Algebra I and Geometry I End-of-Course (EOC) Exams, with the desired change of an increase in percentage of students participating in the EOC and scoring at or above the satisfactory level; and,
Performance Indicator 1.13B: Desired change—a decrease in the gap between migrant and non-migrant students (Tab 4c.).

MEP/district will providecurrent year (2013/14) district level EOC results.

		15	16	17	18	19	20	21
		# of Migrant Students Participated in Algebra I EOC in 2013/14	# of Migrant Students Who Passed the Algebra I EOC in 2013/14	% of Migrant Students Who Passed the Algebra I EOC in 2013/14	# of All Non-Migrant Students Participated in Algebra I EOC in 2013/14	# of All Non-Migrant Students Who Passed the Algebra I EOC in 2013/14	% of All Non-migrant Students Who Passed the Algebra I EOC in 2013/14	Gap in Passing Algebra I EOC (in percent points) in 2013/14
a	Students Required to Take Algebra I EOC*			Insufficient Data			Insufficient Data	*Insufficient Data*
b	Priority for Services			Insufficient Data				

**Students required to take Algebra I EOC are students that entered 9th grade during or after the 2010/11 school year. This would be students in 9th - 12th grade during the 2013/14 school year. Include middle school students, if applicable.*

15. **Number of Students Who Participated in Algebra I EOC in 2013/14:**
    - **a.** Total Students: Enter the number of migrant students who participated in the assessment during the 2013/14 school year. Entry must be a whole number. (*Please note: Students required to participate in the Algebra I EOC are students that entered 9th grade during or after the 2010/11 school year. This would be students in 9th - 12th*

grade during the 2013/14 school year. This number can include students in middle school who participated in the exam for high school credit.)

b. **PFS:** Enter the number of PFS migrant students who participated in the Algebra I EOC.

16. **Number of Migrant Students Who Passed the Algebra I EOC**:
    a. Enter the number of migrant students from Item 15 who passed the Algebra I EOC. Entry must be a whole number. (*Please note: This number can include students in middle school who participated in the exam for high school credit.)*
    b. **PFS:** Enter the number of PFS migrant students who passed the Algebra I EOC.

17. **Auto-calculation of % of Migrant Students Who Passed the Algebra I EOC:** This cell contains a formula that will automatically calculate the percentage of migrant students who passed the Algebra I EOC. This cell is locked to prevent overriding the formula. When entries for items 15 and 16 are missing, the cell will contain the warning "insufficient data" until that data are entered.

18. **# of All Non-Migrant Students Who Participated in Algebra I EOC**: Enter the number of all non-migrant students who were required to take, and participated in, the Algebra I EOC. Entry must be a whole number.

19. **# of All Non-Migrant Students Who Passed the Algebra I EOC**: Enter the number of non-migrant students who passed the Algebra I EOC. Entry must be a whole number.

20. **Auto-calculation of % of All Non-Migrant Students Who Passed the Algebra I EOC:** This cell contains a formula that will automatically calculate the percentage of all non-migrant students who passed the Algebra I EOC. This cell is locked to prevent overriding the formula. When entries for items 18 and 19 are missing, the cell will contain the warning "insufficient data" until that data are entered.

21. **Auto-calculation of the Gap in Passing Algebra I EOC**: This cell contains a formula that will automatically calculate the gap between migrant and non-migrant students who passed the Algebra I EOC. This cell is locked to prevent overriding the formula. When entries for items 17 and 20 are missing, the cell will contain the warning "insufficient data" until that data are entered.

The same formats apply to the Geometry I, Biology I, and U.S. History EOC performance results as well—**Performance Indicators 1.6B, 1.13B, 1.4B, and 1.12B** (Tab 4c.). Note that graduation requirements align with students' entry into 9th grade. These are indicated on the template under each EOC table. For additional information on graduation requirements, please visit the following link: http://www.fldoe.org/BII/StudentPro/grad-require.asp.

Graduation Rates

Performance Goal 5: All students will graduate from high school.

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan:
Percentage of migrant students who graduate from high school will increase to 92% and the gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years. (CNA_1)
Desired Change: Increase in percentage

2012/13 Graduation, dropout, and retention results will be provided by the state.
Districts may want to examine their own progress on these indicators.

5.3 Performance Indicator: The percentage of 12th grade migrant students who graduate from high school with a regular diploma or GED.
Desired Change: Increase in percentage

School Year	Total # Grade 12 migrant students:	# of Grade 12 migrant students who graduated (HS diploma or rec'd GED):	% of Grade 12 migrant students who graduated (HS diploma or rec'd GED):
12-13			Insufficient Data
13-14			Insufficient Data

5.9 District-derived Performance Indicator: The gap in graduation rate (regular diploma or GED) between migrant and non-migrant students.
Desired Change: Decrease in gap

School Year	Total # Grade 12 non-migrant students:	# of Grade 12 non-migrant students who graduated (HS diploma or rec'd GED):	% of Grade 12 non-migrant students who graduated (HS diploma or rec'd GED):	Gap in Graduation Rate (in percent points)
12-13			Insufficient Data	Insufficient Data
13-14			Insufficient Data	Insufficient Data

22. What trends, if any, does the district note in graduation/GED results by migrant and non-migrant sub-groups?

Performance Goal 5 states that all students will graduate from high school (Tab 4c.). Related to this are the following performance indicators:

5.3 – The percentage of 12th grade migrant students who graduate from high school with a regular diploma or GED (Desired change: Increase in percentage).

5.4 – The percentage of migrant students in grades 9-12 who increase their GPA over the prior year. (Desired change: Increase in percentage) (5.4a includes cohort data)

5.9 – The gap in graduation rate (regular diploma or GED) between migrant and non-migrant students (Desired change: Decrease in gap).

The MPO from the SDP states: Percentage of migrant students who graduate from high school will increase to 92% and the gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years. (CNA_1) (Desired change: Increase in percentage)

Graduation, dropout, and retention results will be provided by the state. However, districts are encouraged to examine their own progress on these indicators. Text boxes are provided so that districts can report on what trends, if any, have been noted in terms of graduation/GED results, particularly in comparing migrant and non-migrant sub-groups (Performance Indicators 5.3 and 5.9). See Item 22 above. Text boxes are also provided so that districts can report on trends noted in GPA results by sub-group (Performance Indicator 5.4)—Item 23 in the next graphic below.

5.4a District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year. This table only includes **cohort data**.
Desired Change: Increase in percentage.

School Year	Total # migrant students in grades 9-12:	# migrant students in grades 9-12 who increased their GPA:	% migrant students in grades 9-12 who increased their GPA:	*Difference (in percent points)*
12-13			Insufficient Data	Insufficient Data
13-14			Insufficient Data	

23 What trends, if any, does the district note in GPA results by sub-group?

5.4b District-derived Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.
Desired Change: Increase in percentage.

School Year	Total # migrant students in grades 9-12:	# migrant students in grades 9-12 who increased their GPA:	% migrant students in grades 9-12 who increased their GPA:
12-13			Insufficient Data
13-14			Insufficient Data

The two data tables apply to Performance Indicator 5.4. The first table (5.4a.) encompasses "cohort data"—that is, includes only those migrant students in grades 9-12 who have GPA results for two consecutive years. The same group of students is compared year to year. Calculating the *Difference* allows the district to know if the cohort increased their GPA from one year to the next. Note: the state will provide the district data for these tables.

Tutoring for FCAT and EOCs

Districts are required to report data related to Performance Indicator 5.6: Of the 9th to 12th grade migrant students who participate in at least one and a half hours per week for at least 12 weeks (a minimum of 18 hours in 4 to 12 weeks) of MEP-funded or facilitated tutoring and/or academic services, the percentage that pass the FCAT2.0 and/or EOC assessments (Desired change: Increase in percentage).

Note: Data reported for Performance Indicator 5.6 needs to include continuation of services high school students who received tutoring.

For more information on tutoring best practices: Bixby, K.E., Gordon, E.E., Gozali-Lee, E., Akyea, S.G., and Nippolt, P.L. (Eds.). (2011). *Best practices for tutoring programs: A guide to quality.* Saint Paul, MN: Saint Paul Public Schools Foundation. Available onine at: http://sppsfoundation.org/sites/default/files/best_practices_for_tutoring_programs_-_low_res_0.pdf.

5.6 District-derived Performance Indicator: Of the 9th-12th grade migrant students who participate in at least 1.5 hours per week for at least 12 weeks (a minimum of 18 hrs in 4 -12 weeks) of MEP funded or facilitated tutoring* and/or academic services*, the percentage that pass the FCAT 2.0 and/or EOC assessments. **Desired Change: Increase in percentage**				
School Year	**24** **Total # 9th - 12th grade migrant students participating in MEP funded/facilitated tutoring for ≥ 1.5hr/week for 12 weeks:**	**25** **# of tutored migrant students who passed FCAT 2.0 and/or EOC assessments:**	**26** **% of tutored migrant students who passed FCAT 2.0 and/or EOC assessments:**	**27** ***Difference (in percent points)***
a 12-13			**Insufficient Data**	**Insufficient Data**
b 13-14			**Insufficient Data**	
28 What trends, if any, does the district note in MEP tutoring and FCAT 2.0 and/or EOC assessments passing rate results by sub-group?				

24. **Total # 9th-12th grade migrant students participating in MEP funded or facilitated tutoring for more than one and a half hours per week for 12 weeks**: a. For 2012-2013, indicate the number of migrant students who participated in MEP-funded or facilitated tutoring. Tutoring and/or academic services must be a minimum of one and a half hours per week for 12 weeks (a minimum of 18 hours in 4 – 12 weeks) and must focus on passing the FCAT2.0 and/or any EOC assessments required for graduation. Also include continuation for services high school students who received tutoring. b. Report values for 2013-2014.

25. **Number of tutored migrant students who passed the FCAT2.0 and/or EOC assessments**: Of those students reported in Item 24, identify the number who passed the assessment(s) for which they received tutoring. Report values for a) 2012-2013 and b) 2013-2014.

26. **Auto-Calculation of % of tutored migrant students who passed FCAT2.0 and/or EOC assessments**: This cell contains a formula that will automatically calculate percentage of migrant students participating in tutoring/academic services who passed the FCAT2.0 and/or any EOC assessments. This cell is locked to prevent overriding the formula. When entries for items 24 and 25 are missing, the cell will contain the warning "insufficient data" until that data are entered.

27. **Auto-calculation of Difference between 2012-2013 and 2013-2014:** This cell contains a formula that will automatically calculate the difference in percentages of migrant students participating in tutoring/academic services who passed the FCAT2.0 and/or EOC assessments from 2012-2013 to 2013-2014. When entries for items 26a. and 26b. are missing, the cell will contain the warning "insufficient data" until that data are entered.

28. **Trends in MEP tutoring and FCAT2.0 and/or Algebra I EOC passing rates:** Two text boxes are provided for district reporting on what trends, if any, the district has noted in terms of the number of migrant students passing these assessments having participated in MEP-funded (or facilitated) tutoring.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
1.10 District-derived Performance Indicator: Of the kindergarten children, who received migrant funded or facilitated Pre-K services, the percentage who demonstrate **school readiness** as measured by the State's assessment. **Desired change: Increase in percentage**
Measurable Program Outcomes (MPOs) from the FL MEP Service Deliver Plan: Percentage of migrant students (who received migrant funded or facilitated preschool services) who demonstrated school readiness as measured by the State's assessment will increase to 91% over the next three to five years. (CNA_1) **Desired Change: Increase in percentage**

School Readiness

The state will provide results from the state assessment of school readiness in the table provided under **Performance Indicator 1.10**—Of the kindergarten children, who received migrant-funded or facilitated preschool services, the percentage who demonstrate school readiness as measured by the state's assessment, with the desired change an increase in percentage.

2012/13 State assessment results related to school readiness will be provided by the state.
Districts may want to examine their own progress toward these targets.

School Year	Total Migrant Kindergarten Students	# Who Demonstrate School Readiness	% Migrant Kindergarten Students Who Demonstrated School Readiness
12-13			Insufficient Data
13-14			Insufficient Data

Measurable Program Outcomes (MPOs) from the FL MEP Service Delivery Plan:
Percentage of migrant-eligble children (ages three to five) receiving preschool services by the MEP or other community agencies needs to increase by 12% points. (CNA_2)
Desired Change: Increase in percentage

2012/13 State assessment results related to school readiness will be provided by the state.
Districts may want to examine their own progress toward these targets.

School Year	Total # of PreK Age (3-5) Migrant Students	Total # Received PreK Services	% Migrant Students Who Received Services
12-13			Insufficient Data
13-14			Insufficient Data

29 If the district wishes to report on additional Kindergarten readiness results, use the space below.

Districts are encouraged to examine their own progress toward meeting this target.

Two text boxes are provided to allow districts to report on additional kindergarten readiness results in the space provided (with a character limit of 150 per box). See Item 29 above.

Appendix A

Seven Areas of Concern

Educational Continuity

Because migrant students often are forced to move during the regular school year, students tend to experience a lack of educational continuity. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. In a six year span, students moving more than three times are likely to fall a full academic year behind stable peers. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity.

Instructional Time

Mobility also impacts the amount of time students spend in class and their attendance patterns. Such decreases in the time students spend engaged in learning leads to lower levels of achievement. Ways to ameliorate the impact of family mobility and delays in enrollment procedures are essential.

School Engagement

Migrant students are frequently faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as behavioral, emotional and cognitive, based on Fredricks, Blumenfeld and Paris (2003).

Behavioral engagement focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout.

Emotional engagement emphasizes appeal. Positive and negative reactions to teachers, classmates, academic materials, and school in general determine whether or not ties are created. Such responses influence identification with the school and a sense of belonging and feeling valued.

Cognitive engagement hinges on investment in learning and may be a response to expectations, relevance, and cultural connections.

Without engagement, students may be at risk for school failure. Migrant students need avenues that ensure they are valued and have the opportunities that more stable students have.

English Language Development

English language development (ELD) is critical for academic success. In the school setting, ELD focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting Title III program activities.

Educational Support in the Home

Home environment is often associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment. Efforts to inform families are crucial.

Health

Good health is a basic need that migrant students often do not attain. The compromised dental and nutritional status of migrant children is well documented. They have higher proportions of acute and chronic health problems and there are higher childhood and infant mortality rates than those experienced by their non-migrant peers (Huang, 1993). They are at greater risk than other children due to pesticide poisoning, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured and have difficulties with health care access. Families often need assistance in addressing health problems that interfere with the student's ability to learn.

Access to Services

Newcomer status and home languages other than English often decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as permanent residents, services become more difficult to obtain.

Appendix B

Survey Administration Procedures

To enhance our ability to generalize our survey results to the population we serve we need to account for varying population sizes, accessibility to population for surveying, and the need to create a representative sample or include the whole population. Given these factors, a versatile sampling methodology has been created.

Read the Important Considerations, follow the Survey Sampling Steps, and review the Survey Administration Guidelines below to identify what you will need to do for your Migrant Education Program when you prepare to survey parents and students.

Important Considerations

For the MEP district-level evaluation you are required to survey parents and students. Specifically, you are required to obtain survey results for three different groups/populations:

- **Migrant parents with preschool children (Ages 3 – 5)** (This relates to children ages 3 – 5 that are involved/enrolled in a formal early childhood program (e.g., Migrant Pre-K, Head Start, Title I PreK, etc.) (*see Parent Involvement table in Implementation tab*)
- **Migrant parents with K-5 children** (*see Parent Involvement table in Implementation tab*)
- **Migrant parents with children in grades 6-12** (*see Parent Involvement table in Implementation tab*)
- **Students in grades 6-12** (*see Additional Student Activities & Engagement table in Student Activities tab*)
  NOTE: If your district identifies sixth grade as part of elementary schools then you would survey students in grades 7-12.

The steps below can be followed when you prepare to survey parents and students. Be aware that the size of the population to be surveyed may vary; for example, your migrant preschool parent population may be different than the size of the K-5 parent population which may be different than the size of the 6th -12th grade migrant student population.

Survey Sampling Steps

Step 1: Select your population size.

Note your population size will change given the type of survey you are doing. You will need to repeat these steps for each group that will be surveyed.

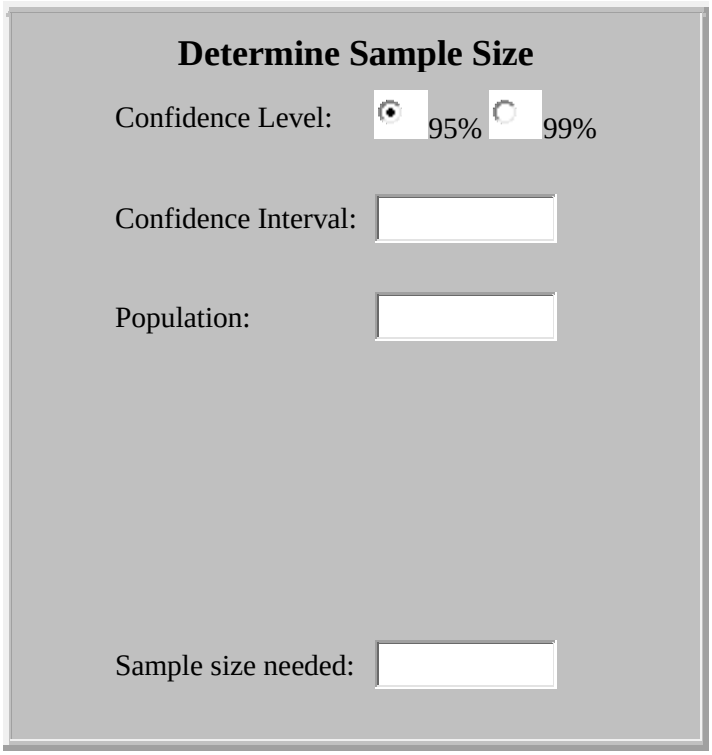
The size of my population is: _____. Check table below to move to the next step, if applicable.

Population Size (Total number of participants) **If your population is….**	**Sample Size** (# of surveys to be disseminated)	**Expected Subsample** (# of returned & completed surveys)
0-10	To be in line with FERPA and to protect the identity of students/parents, population size of 10 or less will not be required to be surveyed.	
11 - 40	Survey your entire population	Obtain surveys from at least 95% of your population. **This is the last step you need to complete.** *(Ex)* If you have 38 participants in your population then your subsample size would be: 38 x .95 = 36
41 - 75	Survey your entire population	Obtain surveys from at least 85% of your population. **This is the last step you need to complete.** *(Ex)* If you have 54 participants in your population then your subsample size would be: 54 x .85 = 46
76 or more	Go to Step 2	

Step 2: Identify your survey sample size.

Go to http://www.surveysystem.com/sscalc.htm#two and use the Sample Size Calculator to identify your sample size.

Sample Size Calculator



Follow this procedure to use the calculator:

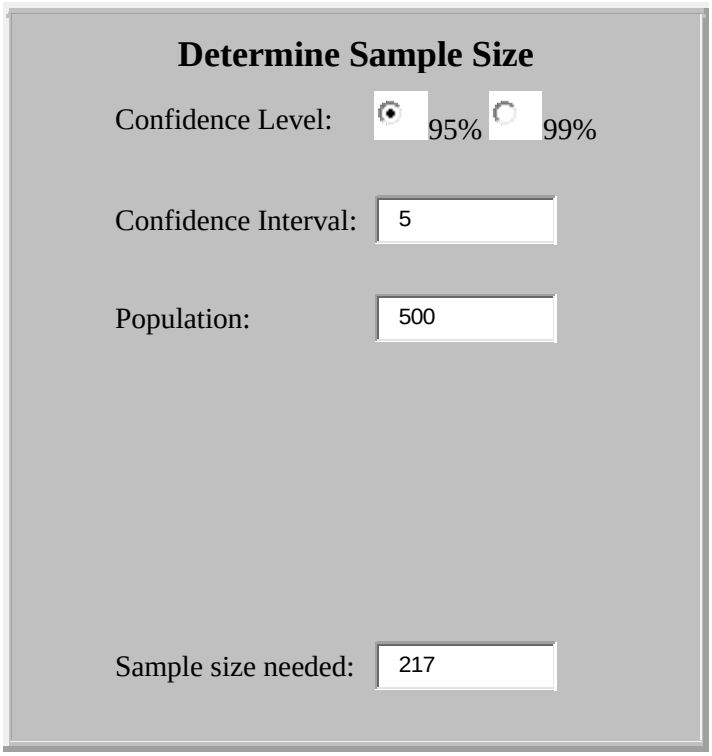
1) For Confidence Level[1] always select **95%**
2) For Confidence Interval[2] always select **5**
3) For Population insert the **size of your population** (identified in Step 1)
4) Click on the Calculate button.
5) The calculator will then determine the Sample Size Needed. Remember this number; you will use it in Step 3.

[1] The **confidence level** tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain; the 99% confidence level means you can be 99% certain. Most researchers use the 95% confidence level. When you put the confidence level and the confidence interval together, you can say that you are 95% sure that the true percentage of the population is between 43% and 51%. Source for definition: http://www.surveysystem.com/sscalc.htm#two

[2] The **confidence interval** is the plus-or-minus figure usually reported in newspaper or television opinion poll results. For example, if you use a confidence interval of 4 and 47% percent of your sample picks an answer you can be "sure" that if you had asked the question of the entire relevant population between 43% (47-4) and 51% (47+4) would have picked that answer. Source for definition: http://www.surveysystem.com/sscalc.htm#two

EXAMPLE

My population size is **500**. [*Remember to use **95%** for Confidence Level and **5** for Confidence Interval*]
With a population size of 500, the calculator reported that I need a sample size of **217**.



Step 3: Identify who will receive your survey and your subsample size.

First and foremost, scramble your list of participant names from your entire population NOT from your sample size, so that it is not in any kind of order organized in any kind of way!

TIP: Here's a simple procedure that's especially useful if you have the names of the clients already on the computer. Many computer programs can generate a series of random numbers. Let's assume you can copy and paste the list of client names into a column in an EXCEL spreadsheet. Then, in the column right next to it paste the function =RAND() in each cell which is EXCEL's way of putting a random number between 0 and 1 in the cells. Then, sort both columns -- the list of names and the random number -- by the random numbers. This rearranges the list in random order from the lowest to the highest random number.

or

Once your list is scrambled then follow instructions in the table below:

My sample size is: _____. Check table below to identify your next steps.

Sample Size (Number of participants in sample) **If your sample size is….**	**Who Receives a Survey** (# of surveys to be disseminated)	**Expected Subsample** (# of returned & completed surveys)
64 or more	Survey the first set of names equal to the number of your sample size from your scrambled list. *(Ex)* If your sample size is 89 then select the first 89 names from the scrambled list of participant names.	Obtain surveys from at least 60% of your sample size. **This is the last step you need to complete.** *(Ex)* If you have 89 participants in your sample then your subsample size would be: 89 x .60 = 53

Survey Administration Guidelines

As noted above, each district MEP/Consortia is required to survey migrant parents of early childhood (children aged 3-5 that are involved/enrolled in a formal early childhood program), parents of K-5 children, parents of children in grades 6^{th} – 12^{th}, as well as students in grades 6^{th} – $12^{th.}$ If the district identifies 6^{th} grade as part of elementary then the district MEP/Consortia would survey students in grades 7^{th} – 12^{th} grade.

Districts MEP/Consortia will have the following options:

- Use the existing state surveys for parents (Forms A or B) and students as they are (*See Appendix B for copy of surveys*)
  - Parent Survey (Form A) consists of the critical questions only
  - Parent Survey (Form B) consists of critical questions in addition to questions to enhance your understanding of parents' involvement. Form B is optional.
- Modify an existing MEP district-level survey to include the critical questions from FMEP parent (Forms A or B) and student surveys.
- Develop a new MEP district-level survey including the critical questions from the FMEP parent and student surveys.

The critical questions on each survey will be identified in the sections that follow. IMPORTANT: The wording of each critical question must remain the same when applied/added to the MEP district-level survey.

District MEP/Consortia will administer surveys in late spring/near end of school year or at a time and date they believe will yield the highest response rate.

Migrant Parent Involvement Survey

All the questions on the state's Migrant Parent Involvement Survey are critical questions, that is, **all** must be included on the district-level survey. However, we will identify what constitutes "parent involvement" so that the district MEP/Consortia can appropriately address the questions in the *Parent Involvement table in Implementation tab*, which are:

- Total # of parents surveyed participating in parent involvement activities (Preschool only)
- Total # of parents surveyed participating in parent involvement activities (K-5 only)
- Total # of parents surveyed participating in parent involvement activities (Grades 6-12 only)

The **Operational Definition for Parent Involvement:**
In order to identify what constitutes "parent involvement" the responses on the parent survey are weighted. For example,

- If a parent reports they attended **Often (3 or more times)** for any activity/item, then that would suffice for demonstrating "participates in parent involvement activities". Reporting Sometimes (1-2 times) for only one activity/item would NOT demonstrate "participates in parent involvement activities".

- If a parent reports Sometimes (**1-2 times)** for a minimum of two activities/items on the survey, then that would suffice for demonstrating "participates in parent involvement activities".

- Use your best judgment for open-ended responses to item 10. *An example of what would constitute a parent involvement activity is a parent volunteering in the classroom or at a school event (student performance, sports game, etc.). An activity that would not be considered parent involvement is a parent bringing cupcakes to the classroom for a birthday celebration. Keep in mind parent involvement activities need to support educational activities.*

These questions have weight to ensure that parent involvement reflects attending more than just one activity.

Migrant Secondary Student Survey

Questions **#1, #2**, and **#7a/b** (in blue font) are the critical questions on the state's Migrant Secondary Student Survey; these questions must be included on the district-level survey. These critical questions will be used to address the questions in the *Additional Student Activities & Engagement table in Student Activities tab* in the following ways:

- First, make sure that each student checks a grade level on question **#1**.

- Second, follow this alignment to address questions in *Additional Student Activities & Engagement table in Student Activities tab*:

Migrant Student Survey Question...	**Aligns with…**	**Additional Activities & Engagement table in Student Activities tab Question….**
(**#2**) Are/Were you involved in any school sponsored extracurricular activities this year? Yes/No… To count as being involved/participating, the student needs to check YES to the question **and** identify at least one extracurricular activity from the list.	**…**	# of migrant students surveyed in Grades 6-12 participating in extra-curricular activities
(**#7a**) Name of person(s) at your school who helps/helped you reach your future goals (moving from middle school to high school, graduating, going to college, technical training). **(7b**) To count as receiving encouragement, the district/consortia will need to identify the named person(s) in at least one group (MEP Staff or Other School Staff).	**…**	# of migrant students surveyed in Grades 6-12 who receive encouragement from school staff

NOTE: When identifying/developing the district level student survey you do not need to use blue font in the format of your survey. The blue font is used here for your own internal reference only.

MIGRANT PARENT INVOLVEMENT SURVEY (PRESCHOOL)

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **preschool** (ages 3-5) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

Have you participated in any of the following parent involvement activities this year?	**Often (3 or more times)**	**Sometimes (1 – 2 times)**	**Not at This Time**
1) Do educational activities at home with my child Like: Point out colors and name them; Talk about alphabet letters; Sing songs; Make art; Count together; Read or tell stories together	☐	☐	☐
2) Look over and talk with my child about things he/she did at preschool, daycare, or on his/her own Like: Scribbling; Putting a puzzle together; Artwork	☐	☐	☐
3) Take my child to places in the community for learning experiences Like a: Trip to the zoo or a museum; Visit to the library; Day at a cultural festival	☐	☐	☐
4) Attend a meeting or training about how my child learns Like: Visit at my home from a PreK Teacher ; attend Family Reading night	☐	☐	☐
5) Talk about my child's learning or social needs with a care provider Like: talking with a migrant tutor; preschool/daycare teacher and/or person; social services person; a doctor or nurse	☐	☐	☐
6) Attend education classes for adults Like: A parenting class; an English class; a computer class	☐	☐	☐
7) Other (please describe activity/event):	☐	☐	☐

Thank you!

MIGRANT PARENT INVOLVEMENT SURVEY (PRESCHOOL)

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **preschool** (ages 3-5) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

Have you participated in any of the following parent involvement activities this year?	**Often (3 or more times)**	**Sometimes (1 – 2 times)**	**Not at This Time**
1) Do educational activities at home with my child Like: Point out colors and name them; Talk about alphabet letters; Sing songs; Make art; Count together; Read or tell stories together	☐	☐	☐
2) Look over and talk with my child about things he/she did at preschool, daycare, or on his/her own Like: Scribbling; Putting a puzzle together; Artwork	☐	☐	☐
3) Take my child to places in the community for learning experiences Like a: Trip to the zoo or a museum; Visit to the library; Day at a cultural festival	☐	☐	☐
4) Attend a meeting or training about how my child learns Like: Visit at my home from a PreK Teacher ; attend Family Reading night	☐	☐	☐
5) Talk about my child's learning or social needs with a care provider Like: Talking with a migrant tutor; Preschool/daycare teacher and/or person; Social services person; A doctor or nurse	☐	☐	☐
6) Attend education classes for adults Like: A parenting class; an English class; a computer class	☐	☐	☐
7) Other (please describe activity/event):	☐	☐	☐

Please continue on the next page.

MIGRANT PARENT INVOLVEMENT SURVEY (PRESCHOOL)

The following problems make it hard for me to spend time on these kinds of activities:	**Often**	**Sometimes**	**Not at This Time**
8) School meetings and notes in English only	☐	☐	☐
9) My work schedule does not allow time	☐	☐	☐
10) No transportation for preschool or daycare	☐	☐	☐
11) No school supplies or books	☐	☐	☐
12) Lack of affordable childcare or preschool in my area	☐	☐	☐
13) Other reason (please describe):	☐	☐	☐

Thank you!

MIGRANT PARENT INVOLVEMENT SURVEY (PRESCHOOL) SUMMARY

Instructions: The purpose of this summary form is to report your survey reports in a comprehensive format. Using the surveys submitted by parents for Preschool (Ages 3 - 5) children. Provide the number of respondents per question per response.

Total Number of Respondents:_____

This school year, have you participated in any of the following parent involvement activities?	**Often (3 or more times)**	**Sometimes (1-2 times)**	**Not at This Time**
1) Do educational activities at home with my child Like: Point out colors and name them; Talk about alphabet letters; Sing songs; Make art; Count together; Read or tell stories together			
2) Look over and talk with my child about things he/she did at preschool, daycare, or on his/her own Like: Scribbling; Putting a puzzle together; Artwork			
3) Take my child to places in the community for learning experiences Like a: Trip to the zoo or a museum; Visit to the library; Day at a cultural festival			
4) Go to a meeting or training about how my child learns Like: Visit at my home from a PreK Teacher ; Attend Family Reading night			
5) Talk about my child's learning or social needs with a care provider Like: Talking with a migrant tutor; Preschool/daycare teacher and/or person; Social services person; A doctor or nurse			
6) Attend education classes for adults Like: A parenting class; an English class; a computer class			
7) Other (please describe activity/event):			

MIGRANT PARENT INVOLVEMENT SURVEY (PRESCHOOL) SUMMARY

The following problems make it hard for me to spend time on these kinds of activities:	**Often**	**Sometimes**	**Not at This Time**
8) School meetings and notes in English only			
9) My work schedule does not allow time			
10) No transportation for preschool or daycare			
11) No school supplies or books			
12) Lack of affordable childcare or preschool in my area			
13) Other reason (please describe):			

MIGRANT PARENT INVOLVEMENT SURVEY (ELEMENTARY)

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **elementary** school (grades K-5) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities?	**Often (3 or more times)**	**Sometimes (1-2 times)**	**Not at This Time**
1) Attend a **general** academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)	☐	☐	☐
2) Attend a meeting to talk about my child's learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)	☐	☐	☐
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (Write a note asking for tutoring for my child)	☐	☐	☐
4) Go to a special event at my child's school (School play or musical concert, student awards, sports game)	☐	☐	☐
5) Take my child to places in the community for learning experiences (Trip to library or zoo, cultural festival, church event)	☐	☐	☐
6) Attend education classes for adults (Parenting classes, English or computer classes)	☐	☐	☐
7) Help my child with homework (Look over papers, set up rules and times to do homework, create a space where my child can work)	☐	☐	☐
8) Do educational activities at home with my children (Play games, read stories, talk to my child about school, teach family values)	☐	☐	☐
9) Other (please describe activity/event):	☐	☐	☐

Thank you!

MIGRANT PARENT INVOLVEMENT SURVEY (ELEMENTARY)

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **elementary** school (grades K-5) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities?	**Often (3 or more times)**	**Sometimes (1-2 times)**	**Not at This Time**
1) Attend a **general** academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)	☐	☐	☐
2) Attend a meeting to talk about my child's learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)	☐	☐	☐
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (Write a note asking for tutoring for my child)	☐	☐	☐
4) Go to a special event at my child's school (School play or musical concert, student awards, sports game)	☐	☐	☐
5) Take my child to places in the community for learning experiences (Trip to library or zoo, cultural festival, church event)	☐	☐	☐
6) Attend education classes for adults (Parenting classes, English or computer classes)	☐	☐	☐
7) Help my child with homework (Look over papers, set up rules and times to do homework, create a space where my child can work)	☐	☐	☐
8) Do educational activities at home with my children (Play games, read stories, talk to my child about school, teach family values)	☐	☐	☐
9) Other (please describe activity/event):	☐	☐	☐

Please continue on the next page

The following problems make it hard for me to spend time on these kinds of activities:	**Often**	**Sometimes**	**Not at This Time**
10) My work schedule does not allow time	☐	☐	☐
11) No transportation	☐	☐	☐
12) I don't feel welcome at school	☐	☐	☐
13) No school supplies or books	☐	☐	☐
14) Lack of affordable childcare in my area	☐	☐	☐
15) Other reason (please describe):	☐	☐	☐

Thank you!

SURVEY SUMMARY
ELEMENTARY MIGRANT PARENT INVOLVEMENT

Instructions: The purpose of this summary form is to report your survey reports in a comprehensive format. Using the surveys submitted by parents for elementary school (grades K-5) children, identify the number of respondents per question per response.

Total Number of Respondents:_____

This school year, have you participated in any of the following parent involvement activities?	**Often (3 or more times)**	**Sometimes (1-2 times)**	**Not at This Time**
1) Attend a **general** academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)			
2) Attend a meeting to talk about my child's learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal			
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (Write a note asking for tutoring for my child)			
4) Go to a special event at my child's school (School play or musical concert, student awards, sports game)			
5) Take my child to places in the community for learning experiences (Trip to library or zoo, cultural festival, church event)			
6) Attend education classes for adults (Parenting classes, English or computer classes)			
7) Help with and/or look over my child's homework (Look over papers, set up rules and times to do homework, create a space where my child can work)			
8) Do educational activities at home with my children (Play games, read stories, talk to my child about school, teach family values)			
9) Other (please describe activity/event):			

SURVEY SUMMARY
ELEMENTARY MIGRANT PARENT INVOLVEMENT

The following problems make it hard for me to spend time on these kinds of activities:	**Often**	**Sometimes**	**Not at This Time**
10) My work schedule does not allow time			
11) No transportation			
12) I don't feel welcome at school			
13) No school supplies or books			
14) Lack of affordable childcare in my area			
15) Other reason (please describe):			

MIGRANT PARENT INVOLVEMENT SURVEY (SECONDARY)

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **secondary** school (grades 6-12) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities?	**Often (3 or more times)**	**Sometimes (1-2 times)**	**Not at This Time**
1) Attend a **general** academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)	☐	☐	☐
2) Attend a meeting to talk about **my child's** learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)	☐	☐	☐
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (Write a note asking for tutoring for my child)	☐	☐	☐
4) Go to a special event at my child's school (School play or musical concert, student awards, sports game)	☐	☐	☐
5) Take my child to places in the community for learning experiences (Trip to library or zoo, cultural festival, church event)	☐	☐	☐
6) Attend education classes for adults (Parenting classes, English or computer classes)	☐	☐	☐
7) Help my child with homework (Look over papers, set up rules and times to do homework, create a space where my child can work)	☐	☐	☐
8) Do educational activities at home with my children (Play games, read stories, talk to my child about school, teach family values)	☐	☐	☐
9) Other (please describe activity/event):	☐	☐	☐

MIGRANT PARENT INVOLVEMENT SURVEY (SECONDARY)

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **secondary** school (grades 6-12) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities?	**Often (3 or more times)**	**Sometimes (1-2 times)**	**Not at This Time**
1) Attend a **general** academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)	☐	☐	☐
2) Attend a meeting to talk about **my child's** learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)	☐	☐	☐
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (Write a note asking for tutoring for my child)	☐	☐	☐
4) Go to a special event at my child's school (School play or musical concert, student awards, sports game)	☐	☐	☐
5) Take my child to places in the community for learning experiences (Trip to library or zoo, cultural festival, church event)	☐	☐	☐
6) Attend education classes for adults (Parenting classes, English or computer classes)	☐	☐	☐
7) Help my child with homework (Look over papers, set up rules and times to do homework, create a space where my child can work)	☐	☐	☐
8) Do educational activities at home with my children (Play games, read stories, talk to my child about school, teach family values)	☐	☐	☐
9) Other (please describe activity/event):	☐	☐	☐

Please continue on the next page

MIGRANT PARENT INVOLVEMENT SURVEY (SECONDARY)

The following problems make it hard for me to spend time on these kinds of activities:	**Often**	**Sometimes**	**Not at This Time**
10) My work schedule does not allow time	☐	☐	☐
11) No transportation	☐	☐	☐
12) I don't feel welcome at school	☐	☐	☐
13) No school supplies or books	☐	☐	☐
14) Lack of affordable childcare in my area	☐	☐	☐
15) Other reason (please describe):	☐	☐	☐

Thank you!

MIGRANT PARENT INVOLVEMENT SURVEY (SECONDARY) SUMMARY

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **secondary** school (grades 6-12) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

Total Number of Respondents:_____

This school year, have you participated in any of the following parent involvement activities?	**Often (3 or more times)**	**Sometimes (1-2 times)**	**Not at This Time**
1) Attend a **general** academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)			
2) Attend a meeting to talk about **my child's** learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal			
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (Write a note asking for tutoring for my child)			
4) Go to a special event at my child's school (School play or musical concert, student awards, sports game)			
5) Take my child to places in the community for learning experiences (Trip to library or zoo, cultural festival, church event)			
6) Attend education classes for adults (Parenting classes, English or computer classes)			
7) Help with and/or look over my child's homework (Look over papers, set up rules and times to do homework, create a space where my child can work)			
8) Do educational activities at home with my children (Play games, read stories, talk to my child about school, teach family values)			
9) Other (please describe activity/event):			

SURVEY SUMMARY - SECONDARY

The following problems make it hard for me to spend time on these kinds of activities:	**Often**	**Sometimes**	**Not at This Time**
10) My work schedule does not allow time			
11) No transportation			
12) I don't feel welcome at school			
13) No school supplies or books			
14) Lack of affordable childcare in my area			
15) Other reason (please describe):			

MIGRANT SECONDARY STUDENT SURVEY

The purpose of this survey is to learn more about your experiences at school. Please assist us by responding to the following questions. This survey is confidential. Please do not put your name on the survey.

1. What grade are you currently in? Select only one grade.

☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

2. Are/Were you involved in any **extracurricular activities** this year?
(An **extracurricular activity** is any **school**-sponsored activity that takes place before/after school, on the weekends, and/or during school but not part of your regular classroom schedule like clubs, sports, band, etc.)

☐ YES (Skip to #5) ☐ NO

3. Identify if any of the issues below prevents/prevented you from being able to participate in extracurricular activities ***(check all that apply)***:

☐ Transportation (getting to and from the activity)
☐ Activity not offered at times I can participate
☐ Not enough time
☐ Restricted from participation (poor grades or behavior, etc.)
☐ Other (please describe): _____
☐ Friends do not participate
☐ I have a job(s)
☐ Costs too much
☐ Activity not offered at school

4. Would you like to be involved in extracurricular activities? ☐ YES ☐ NO

5. If you answered **YES to #2**, please select all the school activities you participated in this year. ***(check all that apply)***

Activity	*Participated this year*	*Activity*	*Participated this year*
Academic Club	☐	Foreign Language Club	☐
Business Club	☐	Honor Society	☐
Community Service Club	☐	Leadership (class officer)	☐
Religious Club	☐	Music (Band, Chorus, Orchestra, etc.)	☐
Computer Club	☐	ROTC	☐
Dance Club	☐	School Newspaper	☐
Drama/Theater Club	☐	Sports	☐
Future Farmers of America (FFA)	☐	Yearbook Club	☐
Other (specify):			☐
Other (specify):			☐

6. Have you received encouragement from school staff to participate in extracurricular activities? ☐ YES ☐ NO

7a. Name of person(s) at your school who helps/helped you reach your future goals (moving from middle school to high school, graduating, going to college, technical training).

_____

7b. **For Office Use Only**: Are any of the above named persons, migrant staff or other school staff?

Migrant Education Program staff ☐ Yes ☐ No Other school staff ☐ Yes ☐ No

MIGRANT SECONDARY STUDENT SURVEY SUMMARY

The purpose of this summary form is to provide a snapshot of how students are reporting their engagement to school and encouragement from migrant and school staff.

District Name:	
Total Number of Respondents:	
Percentage identified as engaged:	
Percentage identified as encouraged:	

1. What grade are you currently in? Select only one grade.

6th		7th		8th		9th		10th		11th		12th	

2. Are/Were you involved in any **extracurricular activities** this year? (An **extracurricular activity** is any **school**-sponsored activity that takes place before/after school, on the weekends, and/or during school but not part of your regular classroom schedule like clubs, sports, band, etc.)

YES		NO	

3. Identify if any of the issues below prevents/prevented you from being able to participate in extracurricular activities ***(check all that apply)***:

	Transportation (getting to and from the activity)		Friends do not participate
	Activity not offered at times I can participate		I have (a) job(s)
	Not enough time		Costs too much
	Restricted from participation (poor grades or behavior, etc.)		Activity not offered at school
	Other (please describe):		

4. Would you like to be involved in extracurricular activities?

YES		NO	

5. If you answered **YES to #2**, please select all the school activities you participated in this year. ***(check all that apply)***

Activity	***Participated this year***	***Activity***	***Participated this year***
Academic Club		Foreign Language Club	
Business Club		Honor Society	
Community Service Club		Leadership (class officer)	
Religious Club		Music (Band, Chorus, Orchestra, etc.)	
Computer Club		ROTC	
Dance Club		School Newspaper	
Drama/Theater Club		Sports	
Future Farmers of America (FFA)		Yearbook Club	
Other (specify):			
Other (specify):			

6. Have you received encouragement from school staff to participate in extracurricular activities?

YES		NO	

MIGRANT SECONDARY STUDENT SURVEY SUMMARY

7a. Name of person(s) at your school who helps/helped you reach your future goals (moving from middle school to high school, graduating, going to college, technical training). *For the purposes of this data collection, the Florida MEP does not need the names of person(s) identified.*

7b. For Office Use Only: Are any of the above named persons, migrant staff or other school staff?

Migrant Education Program staff	Yes		No	
Other school staff	Yes		No	

SURVEY SUMMARY - EXAMPLE

ELEMENTARY MIGRANT PARENT INVOLVEMENT

Instructions: The purpose of this summary form is to report your survey reports in a comprehensive format. Using the surveys submitted by parents for elementary school (grades K-5) children, identify the number of respondents per question per response.

Total Number of Respondents:____50_____

This school year, have you participated in any of the following parent involvement activities?	**Often (3 or more times)**	**Sometimes (1-2 times)**	**Not at This Time**
1) Attend a **general** academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)	20	25	5
2) Attend a meeting to talk about **my child's** learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)	30	15	5
3) Communicate with school by phone call or in writing regarding my child's learning or social needs (Write a note asking for tutoring for my child)	5	10	25
4) Go to a special event at my child's school (School play or musical concert, student awards, sports game)	25	10	15
5) Take my child to places in the community for learning experiences (Trip to library or zoo, cultural festival, church event)	15	15	20
6) Attend education classes for adults (Parenting classes, English or computer classes)	10	5	25
7) Help my child with homework (Look over papers, set up rules and times to do homework, create a space where my child can work)	20	10	20
8) Do educational activities at home with my children (Play games, read stories, talk to my child about school, teach family values)	25	5	20
9) Other (please describe activity/event): Math Day volunteer	0	2	48

SAMPLE

SURVEY SUMMARY – EXAMPLE
ELEMENTARY

The following problems make it hard for me to spend time on these kinds of activities:	Often	Sometimes	Not at This Time
10) My work schedule does not allow time	5	10	25
11) No transportation	10	5	25
12) I don't feel welcome at school	5	5	40
13) No school supplies or books	10	10	30
14) Lack of affordable childcare in my area	0	5	45
15) Other reason (please describe): I don't like activities offered; activities offered aren't helpful; have a lot of kids – too many activities to attend	1	2	46

MIGRANT SECONDARY STUDENT SURVEY SUMMARY

The purpose of this summary form is to provide a snapshot of how students are reporting their engagement to school and encouragement from migrant and school staff.

District Name:	Gaines District Schools
Total Number of Respondents:	30
Percentage identified as engaged:	50%
Percentage identified as encouraged:	60%

1. What grade are you currently in? Select only one grade.

6th	**1**	7th	**2**	8th	**4**	9th	**8**	10th	**6**	11th	**4**	12th	**5**

2. Are/Were you involved in any **extracurricular activities** this year?
(An **extracurricular activity** is any **school**-sponsored activity that takes place before/after school, on the weekends, and/or during school but not part of your regular classroom schedule like clubs, sports, band, etc.)

YES	**15**	NO	**15**

3. Identify if any of the issues below prevents/prevented you from being able to participate in extracurricular activities ***(check all that apply)***:

2	Transportation (getting to and from the activity)	**5**	Friends do not participate
8	Activity not offered at times I can participate	**6**	I have (a) job(s)
8	Not enough time	**9**	Costs too much
1	Restricted from participation (poor grades or behavior, etc.)	**1**	Activity not offered at school
1	Other (please describe): Parents will not allow		

4. Would you like to be involved in extracurricular activities?

YES	**10**	NO	**5**

5. If you answered **YES to #2**, please select all the school activities you participated in this year. ***(check all that apply)***

Activity	***Participated this year***	***Activity***	***Participated this year***
Academic Club	**10**	Foreign Language Club	**5**
Business Club	**0**	Honor Society	**8**
Community Service Club	**4**	Leadership (class officer)	**2**
Religious Club	**0**	Music (Band, Chorus, Orchestra, etc.)	**3**
Computer Club	**6**	ROTC	**1**
Dance Club	**0**	School Newspaper	**0**
Drama/Theater Club	**1**	Sports	**5**
Future Farmers of America (FFA)	**2**	Yearbook Club	**0**
Other (specify): Girl Scouts			**1**
Other (specify):			**0**

6. Have you received encouragement from school staff to participate in extracurricular activities?

YES	**25**	NO	**5**

SAMPLE

7a. Name of person(s) at your school who helps/helped you reach your future goals (moving from middle school to high school, graduating, going to college, technical training).
For the purposes of this data collection, the Florida MEP does not need the names of person(s) identified.

7b. **For Office Use Only**: Are any of the above named persons, migrant staff or other school staff?

Migrant Education Program staff	Yes	30	No	0
Other school staff	Yes	15	No	15