VIRTUAL MEP REGIONAL MEETING

Spring 2020
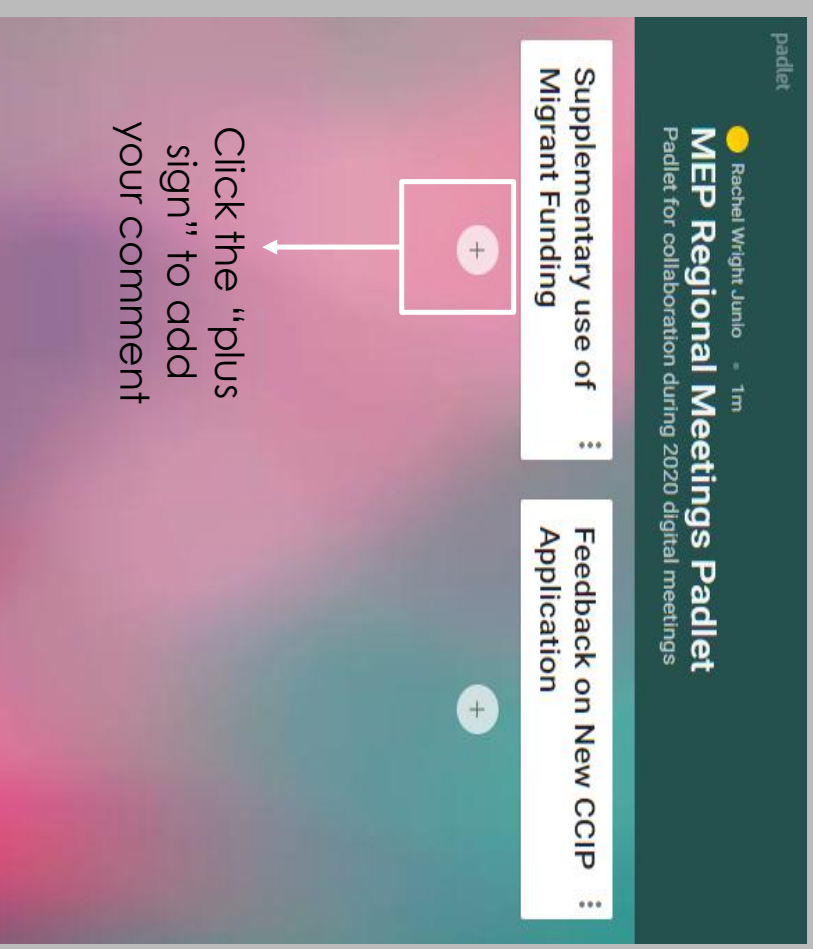
Sign-in on our
Digital Sign-in
Sheet

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ages/ResponsePage.aspx
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IUNVRMUk5MWDJXN1FDUI
5Q0hMM1RRMTJKMS4u

Please make sure your mic is muted unless you are going to speak

Use the chat box to enter questions or comments

You can enter a question or comment that you want everyone to see, or you can click the drop down arrow to send a private chat to colleagues or to one of the MEP Admins

Rachel Wright Junio

Unmute
Stop Video
Security
Manage Participants
Chat
Share Screen
Record
Reactions

Zoom Group Chat

To: Everyone

File

Click the "plus sign" to add your comment

padlet

● Rachel Wright Junio   ○   1m

MEP Regional Meetings Padlet
Padlet for collaboration during 2020 digital meetings
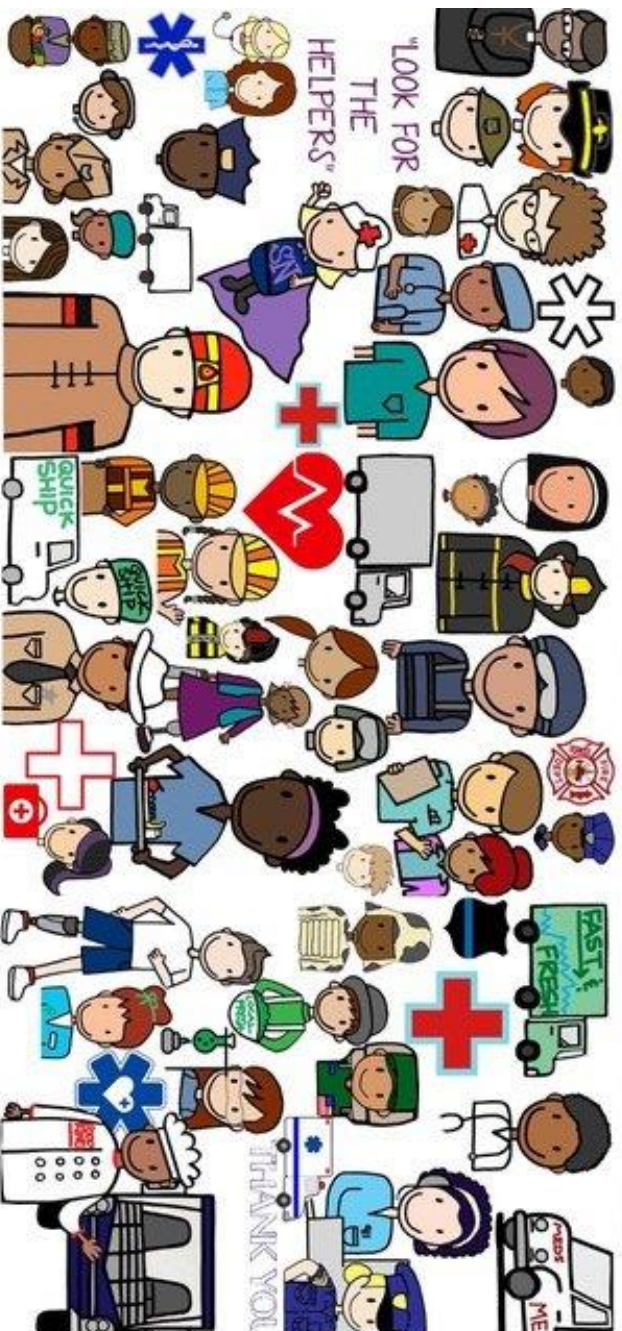
Supplementary use of Migrant Funding   ...

＋

Feedback on New CCIP Application   ...

＋

Go to www.Socrative.com and click "Log In"
Select "Student Login"
You will get the student login screen above
Type in "MEPTRAINING"

Student Login

Room Name

MEPTRAINING

JOIN

English ∨

MEPTRAINING

Waiting for the next activity to begin...

MEP UPDATES

LOOK FOR THE HELPERS

"LOOK FOR THE HELPERS"

"When I was a young boy and would see scary things in the news, my mother would say to me, 'Look for the helpers. You will always find people that are willing to help.'" – Fred Rogers

C. RAMSEY 2020
Crucial designs

Thank you!

Your hard work does not go unnoticed!

Re-interviews

Re-interviews will be conducted by an outside agency this year

Recruiters must be available to assist the re-interviewers

OME recently released new guidance that eliminates the need for outside re-interviews on a three-year basis beginning in 2021

MEP at a Glance

Month	District/PSU	Event
June 16 - August 30	ALL	Technical Assistance
	ALL	Re-Interviews
September	Whiteville City	Consolidated Monitoring Visit
	Bertie	Program Quality Review (PQR)
	Ashe	PQR
	Halifax	PQR
October	Mitchell	Consolidated Monitoring Visit
	ALL	Regional Meeting - Oct. 12
November	Hoke	Consolidated Monitoring Visit
	Lee County	Consolidated Monitoring Visit
	Edgecombe	PQR
December	Bladen	PQR in conjuction with Title III
January	Buncombe	PQR
February	Chatham	Consolidated Monitoring Visit
	ALL	ID&R training - Feb. 8th
	Surry	Consolidated Monitoring Visit
	Alleghany	Consolidated Monitoring Visit
April	ALL	Regional Meeting
	ALL	Regional PAC Meetings
	ALL	MEP Summit
	ALL - Optional	NASDME
May	ALL	NC Federal Prog. Directors' Regional Meetings

OME Updates

- **Charter schools and eligibility**
  - A move from a charter back to a district public school is considered a "move across district lines"
- **Fiscal Requirements**
  - Translating/interpreting in not allocable
  - Collaborate and look at other federal funding- ask: what would the student receive if MEP wasn't there?
  - Use scarce resources where they will be most effective

OME Updates Continued…

Hold Harmless

- No hold harmless this year; focus on recruitment and summer services

Resources

- Office of English Language Acquisition
  - Family Toolkit
  - Integrating Language in Teaching
  - EdTech for ELs
- Homeless Students (Title I-D & McKinney Vento)
  - Migrant Students Experiencing Homelessness Resources

- Safe and Supportive Schools
  - Webinar: Trauma-informed Care after Emergency Events
  - Webinar: Supporting Displaced Students and Families
  - Resilience Strategies for Educators
  - STEM Initiatives
  - Afterschool Training Toolkit
  - Summer Learning Resources
- 21st Century Programs

- Equity Assistance Centers
  - Social and Emotional Learning for Immigrant Students
  - Welcoming Immigrant Students
  - Nino-Parent Institute Registration
  - Exploring Bias Course

## Instructional Services for Out-of-School and Secondary Youth (ISOSY)

The ISOSY consortium will provide materials and training for improving educational outcomes and alternative pathways to graduation for OSY and secondary youth at risk of dropping out.

Key Activities

o MEP staff help develop materials.

o States participate in professional development

o States provide instruction for OSY and at-risk secondary students.

Needs Assessment

Pathways

Collaboration

Staff Training

Instruction

Graduation

Participating States 2020
Want to have your state highlighted?
Contact Tracie Kalic
tkalic@embarqmail.com
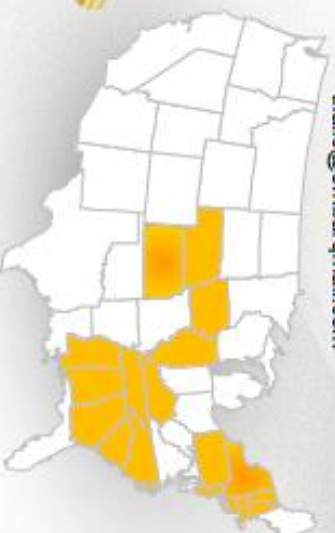
Key Benefits

o Consortium Incentive Grant funding

o Tiered support for consortium activity implementation

o Increasing instructional services for secondary-aged migratory youth, especially during summer services

o Materials for helping migratory youth follow an alternative pathway toward a high school diploma, equivalent certificate, career, or college

o Training for identifying and addressing trauma and other barriers to high school graduation

o Collaboration with national organizations and educational leaders in the field

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GOSOSY Updates

2019-2020 is the last year for the GOSOSY Consortium Incentive Grant (CIG)

The new proposed consortium is called iSOSY

Funding of the consortium will provide for $66,000 additional funding per year

Webinar will be scheduled in May to provide technical assistance around data collection for the final year of GOSOSY

MSIX

Account and Password Management Reference Guide

Exciting news! As requested, following an upcoming release on March 9, 2020, MSIX users, depending on their MSIX account status, will be able to manage and reset their own password in MSIX. These changes will ease the burden of account management for User Administrators and allow more flexibility to improve your experience with the MSIX system. In order to ease this transition in account management, this document is a reference for all MSIX users to know what will remain the same, what will change, and how to navigate the self-managed password process.

What will remain the same?

- Your MSIX username.
- You will still be required to change your password every **90 days** to maintain an Active account status. You will still receive email notifications that your MSIX password will expire 15 days before password expiration, 3 days before password expiration, and the day of password expiration.
- A User Administrator must initiate the password reset process for all **Disabled** accounts. Account **deactivation** is a permanent process, and you will have to complete your State's account creation process to receive a new user account.
- The User Administrator is still the primary point of contact for accounts management. Search for your User Administrator by following the "State Contact Search" link on the MSIX Login page.

What is changing?

There are three ways to initiate a password reset:

1. *New!* Self-managed process;
2. Contacting your User Administrator, or;
3. Through your My Account Page in MSIX.

Following new Department of Education security policy, passwords for MSIX must satisfy these updated requirements:

1. *New!* Between twelve (12) and twenty (20) characters;
2. At least one upper case letter (A-Z) and one lower case letter (a-z);
3. At least one number (1-9);
4. At least one special character (e.g. #, % or &);
5. Cannot have spaces; and
6. *New!* Cannot match any of your previous twenty-four (24) passwords.

New Account Statuses in MSIX

There will be two additional account statuses in MSIX: Locked and Expired.

Status	Summary	Can Reset Own Password?
Active	You can log in and your password has not expired.	Yes
New! Locked	You entered the incorrect password three consecutive times. This account status is set by the MSIX system based on login attempts. It cannot be manually set by MSIX User Administrators.	Yes
New! Expired	You have not saved a new password in over 90 days. You are unable to log in without password reset. This account status is set by the MSIX system based on password age. It cannot be manually set by MSIX User Administrators.	Yes
Disabled	Account is disabled due to one of the following: 1. MSIX User Administrator manually disabled your account. 2. MSIX system automatically disabled your account after being in Expired status for 30 days. You cannot log in. The MSIX User Administrator must initiate a password reset to re-enable your account.	No
Deactivated	Account is deactivated due to one of the following: 1. MSIX User Administrator manually deactivated account. 2. The MSIX system automatically deactivated your account after being in Disabled status for 365 days. You must follow your State process to obtain a new MSIX account.	No

MSIX Account Challenge Questions

- You will be required to select five unique challenge questions and save your responses.

- Any time you request to reset your password, you will be required to provide the correct responses to three of your five challenge questions before a new password can be saved.

- Your challenge questions and responses can be viewed and edited from the My Account Page in MSIX *(FIGURE 1)*. The arrow indicates where to find the My Account Page on the navigation menu.

- If you cannot recall the correct responses to your challenge questions, contact your MSIX User Administrator to initiate the password reset process.

- **127 NC MSIX users have not completed this process**

How can I initiate a self-managed password reset?

1. **After** you have saved your five Challenge Questions and responses, follow the "Forgot Your Password?" link on the MSIX Login page (*FIGURE 2*). You will be directed to a page to enter your MSIX username. **If you cannot recall your username, contact your MSIX User Administrator to retrieve it.**

2. **Once** you submit your username, **three of your five challenge** questions will display on a Challenge Question Response page. Answer them correctly to receive an email with a one-time password. **If you do not receive an email, contact your MSIX User Administrator for your password reset.**

3. **Use** the one-time password in the email to login to MSIX.

4. **After** logging in with your username and one-time password, you will be directed to confirm all five of your current challenge questions and responses.

5. **After** confirmation, you will be navigated to a Password Reset page to set your new Password.

FIGURE 2: Forgot Your Password? Link on MSIX Login Page

Migrant Student Information Exchange

Username

Password

SIGN IN

Forgot Your Password?

State Contact Search

No more asking Nancy Holloway or Dr. Corral for password resets...Yeah!

New Role Changes

MSIX User Roles and Responsibilities

State User Category	User Role	Description	Functions Allowed	Potential Users
	Primary	MSIX Primary Users can query student records in all states. This role can also initiate the merge and split process for student records in their state.	• Search, display, and print student records • Export a student record to a file for load into a state system • Email notification of a student arrival • Initiate merge and split of student records • Access to all district-level MSIX Reports	• Guidance Counselors • MEP Data Entry Staff • Recruiters • Registrars • Teachers
	District Data Administrator	District Data Administrators can validate or reject near matches, merges and splits of student records. The role can also initiate the merge and split process for student records in their state.	• Search, display, and print student records • Export a student record to a file for load into a state system • Email notification of a student arrival • Initiate merge and split of student records • Validate or reject record near matches, merges and splits • Resolve data quality issues • District-level access to MSIX reports	• State MEP Administrators • MEP Data Entry Staff

Primary User Reports

Reports

MSIX reports provide information for Migrant Education Program (MEP) planning, data analysis, and compliance with MEP and MSIX regulations. The list of reports available depends on your user access role within MSIX. If you are looking for a report and do not see it in the list below, ask your State, Regional, or District Data Administrator. Contact the MSIX Help Desk to suggest new reports or request a one-time ad hoc report.

Student Information

Student Information reports display data made available for exchange among States, including student count, MSIX child count, demographics, enrollment details, course history, and assessments. [34 CFR § 200.85(b)(3)]

MSIX ID Count	**Enrollments (MDE Type)**	**Course History**
Demographics	**Enrollments (Multiple States)**	**Assessments**

Student Mobility

Student Mobility reports display data on children moving to and from different States. Use these reports to analyze patterns and plan identification and recruitment (ID&R) efforts.

General Move From   **General Move To**

District Data Administrator Reports

Reports

MSIX reports provide information for Migrant Education Program (MEP) planning, data analysis, and compliance with MEP and MSIX regulations. The list of reports available depends on your user access role within MSIX. If you are looking for a report and do not see it in the list below, ask your State, Regional, or District Data Administrator. Contact the MSIX Help Desk to suggest new reports or request a one-time ad hoc report.

Student Information

Student Information reports display data made available for exchange among States, including student count, MSIX child count, demographics, enrollment details, course history, and assessments. [34 CFR § 200.85(b)(3)]

MSIX ID Count

MSIX Child Count

Demographics

Enrollments (MDE Type)

Enrollments (Multiple States)

Missed Enrollment

Grade Retention

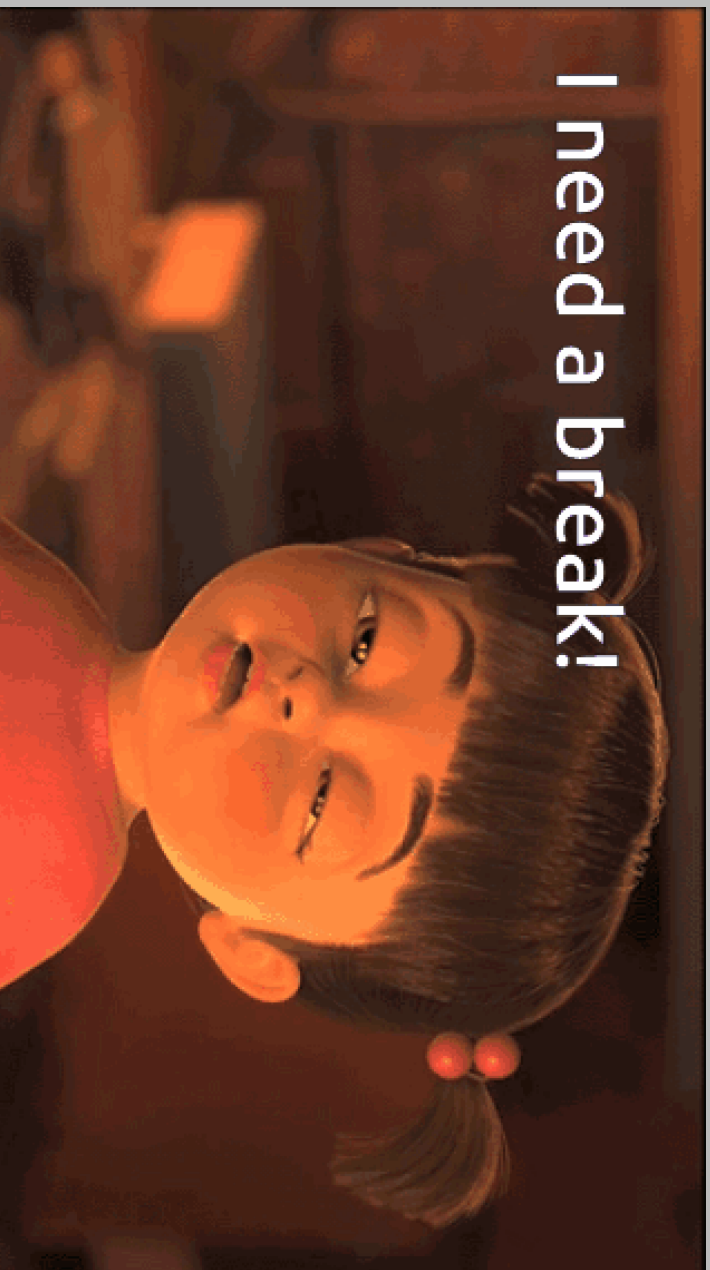**Course History**

Assessments

Please Scan the Bar
Code or Click the Link
to Complete the
Survey

https://forms.office.com/P
ages/ResponsePage.aspx
?id=YZyehLvwg026X0tTN2Z
M9xnFr1y5pG1Jm9jROfaf2
uVURjNWT0NTNVIxNIdGUD
dVMTRUSVdDWKZNTC4u

How About This?

CCIP UPDATES

Changes to CCIP

- Application is easier to complete
- No longer required to complete the "Migrant Education Component" in the "Planning Tool"
- The "Description of Activities Checklist" is now integrated into the actual application
- Will no longer be required to complete "Description of Activities Checklist" and "Evaluation of Student Records Transfer" in "Related Documents"

Migrant Education

Alamance-Burlington Schools (010) Regular Local School District - FY 2020 - LEA - Rev 0

Go To ▼

Required Items [Expand All] [Collapse All]

1) ➕ Identification and Recruitment

2) ➕ Instructional Services Alignment

3) ➕ Pre-K MEP Activities

4) ➕ Activities for ELs

5) ➕ Supplementary Instruction

6) ➕ Summer Programs

7) ➕ Graduation Rate

8) ➕ Increased Classes/Services; Alternative Programs

9) ➕ Interstate/Intrastate/Community Coordination

10) ➕ Student Records Transfer

11) ➕ Professional Development

12) ➕ Parent Involvement

13) ➕ Supportive Services

14) ➕ Needs Assessment

Planning Tool from 2019-20 Application- All Required Items will be integrated into the "Grant Details" section of the MEP application

Grant Details

Type of Program

☐ Regular School Year __ (required)

☐ Summer/Intersession (required)

Both must be checked

Grade Grouping Served (all required) (SEC. 1304 (b)(1), SEC. 1304(c)(4), SEC. 1306(a))

☐ Pre-K

☐ Elementary

☐ Middle

☐ High

☐ Out-of-School Youth (OSY)

All grade groupings must be checked

Priority for Service (PFS) Students (SEC. 1304(d))

☐ In providing services with funds received from the State for the MEP, each subgrantee shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school (required)

Continuation of Services (COS) Students (SEC. 1304(e))

☐ The subgrantee currently provides services or plans to provide services to former migratory students who meet the definition of COS outlined in SEC. 1304(e)

Attestation Boxes: _Only_ check COS box if you serve COS students

Program Components (SEC. 1304(b)(1)(D))

As a subgrantee, districts must assist the state in reaching State Measurable Program Outcomes (MPOs) outlined in the State Service Delivery Plan (SDP). Please indicate the activities that the district will perform in order to assist the State in meeting MPOs in each of the eight (8) required program components. If you will perform other activities, please describe them in the space marked, "other."

I. **Identification and Recruitment (SEC. 1303(f), SEC. 1304(c)(8))**
Local MEPs adhere to the State Quality Assurance Manual and the State Identification and Recruitment (ID&R) plan to ensure that all eligible migratory students in the state are being identified.

☐ Complete Annual ID&R Plan and uploaded it to the "Related Documents" section of CCIP

☐ Complete Enrollment Verifications and uploaded to the "Related Documents" section of CCIP

A. **ID&R Quality Assurance**

Objective 1
The State will ensure the quality and consistency of recruitment through the uniform training of all recruiters, reviewers, and other MEP staff involved with Identification and Recruitment. 80% of all MEP staff who work with ID&R will be certified as "novice" recruiters on an annual basis.

Required:

☐ ID&R staff attend all SEA ID&R Trainings

☐ ID&R Staff participate in 80% of digital PD provided by the SEA

Optional:

☐ OTHER

Annotations (in red):

Program Components Section: 8 Required Components

Required Component (from old "Planning Tool")

Component Summary Statement

Sub-components

Objectives from State ID&R Plan

Activities required to complete these objectives

Watermark: "Draft for Review"

Required Activities

Optional Activities

ID&R Plan Objectives

Objective 3

Accurate eligibility determinations are of paramount importance to the North Carolina MEP. Accuracy of eligibility determinations will be evaluated through annual re-interviews as well as through consolidated monitoring and Program Quality Reviews (PQRs). During 2019-20, there will be an error rate of 2% or less on COEs and there will be no ineligible students identified.

☐ All ID&R Staff have been trained by SEA staff

☐ COEs are uploaded to the Secure Server within 2-3 business days of the reviewer signature

☐ The designated COE Reviewer(s) utilize the COE Review Form when reviewing COEs in order to minimize Required Data Element Errors

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B. Timely Identification and Recruitment

Objective 2

The State will identify all eligible migratory children in the State during each program year. All (100%) LEAs who receive subgrants will implement a local ID&R plan and will be able to provide evidence of adherence to the local plan through meeting minutes, agendas, and other evidence. Additionally, regional recruiters and the State will work with non-subgrantees to collect occupational surveys in at least 8 new districts.

Objective 4

During the regular school year (first day of school to last day of school in your district), eligible children in subgrantee districts will be identified within 30 days of their arrival in at least 70% of cases.

Objective 5

LEAs will utilize MSIX to send move notifications, both in and out of state, in order to ensure the expedited ID&R of eligible children. 80% of all subgrantees will have evidence of sending and responding to move notifications on a monthly basis within the MSIX system.

Required:

☐ Employ a full or part-time recruiter who dedicates 80% of his/her time to active identification and recruitment

☐ Include Occupational Survey in all enrollment packets

☐ Network with agencies, organizations, and agricultural employers to locate prospective migratory students

☐ Establish a written procedure for processing and sending move notifications in MSIX

Optional:

☐ Hold monthly ID&R meetings

☐ Create a map which includes labor camps, migrant housing, grower/farms, and service agencies and is updated at least bi-annually

II. **Supplementary Instructional Services (SEC. 1304(b)(2), SEC. 1306(a)(C))**

Supplementary instructional programs are provided to students of all grade spans and are aligned to a local MEP Needs Assessment, District Plan, and the MEP State Service Delivery Plan (SDP) to effectively meet State MEP objectives.

The subgrantee provides supplementary instructional services *during the summer* to eligible migratory students in the following age/grade spans:

Check at least one grade/age span:

☐ Pre-K
☐ K-5
☐ Middle 6-8
☐ High 9-12
☐ Out-of-School Youth (OSY)

☐ The subgrantee attests that MEP staff will evaluate the success of both supplemental instructional programs and summer programs by creating a format to track migratory students' data.

A. Pre-K (SEC. 1304(b)(1), SEC. 1304(c)(4))

Sub-component

Objective 1: By the end of 2020-21, 80% of children that participated in school readiness activities will show an increase in school readiness as measured by a developmental skills assessment

Objective 2: By the end of 2020-21 75% of all migrant support staff will have attended a training on family literacy and/or school readiness and will rate the usefulness of training as a 3 or 4 on a 4-point scale.

Measurable Program Objectives (MPOs)

Required:

☐ Identify and maintain a list of local Pre-School programs that use state-approved curricula, to increase enrollment of migratory children in those programs.

Required Activities

Optional:

☐ Facilitate training of support staff in school readiness and/or family literacy,

☐ Include Pre-K children in local family literacy efforts.

☐ Provide a minimum of 18 hours of evidence-based services in the homes (or in other settings when available) of Pre-K age students not enrolled in a formal Pre-K program.

☐ Provide parents/guardians of Pre-K age children with strategies and materials to promote school readiness.

Optional Activities

B. Elementary (SEC. 1304(b)(1))

Objective 1: By the end of 2020-21, 60% of migratory students in grades K-5 who were present in the summer will receive MEP instructional services.

Objective 2: By the end of 2020-21, 80% of migratory students in grades K-5 who received a summer instructional service will show gains on pre/post assessments.

☐ Provide instructional services to students in grades K-5 during the summer

☐ Collect pre/post assessment data for students who receive instructional services during the summer

☐ Other:

Objective 3: By the end of 2020-21, 80% of PFS migratory students in grades K-5 will receive instructional services in both reading and math.

☐ Provide supplemental instructional support in reading and math, with priority going to PFS students

☐ Provide or facilitate home-based or afterschool tutoring to PFS students and to other eligible students who are not proficient on their EOGs

☐ Provide supplemental, extended learning opportunities based on need to make up for loss of instructional time, with priority going to PFS students

☐ Other:

Text Box for other activities

C. Middle (SEC. 1304(b)(1))

Objective 1: By the end of 2020-21, 60% of migratory students in grades 6-8 who were present in the summer will receive MEP instructional services.

☐ Provide instructional services to students in grades 6-8 during the summer

Objective 2: By the end of 2020-21, 80% of migratory students in grades 6-8 who received summer instructional services will show gains on pre/post assessments.

☐ Collect pre/post assessment data for students who receive instructional services during the summer

Objective 3: By the end of 2020-21, 80% of PFS migratory students in grades 6-8 will receive MEP instructional services in reading and math.

☐ Provide supplemental instructional support in reading and math, with priority going to PFS students

☐ Provide reading/ELA instructional support by a certified or retired teacher to all PFS students who were not proficient on the reading EOG

☐ Provide increased access to the number of computers, calculators, tablets, and/or internet either at home or in the community, with priority going to PFS students

☐ Provide short-term computer literacy courses to migratory students to improve understanding of the academic uses for technology (Google Classroom, Blackboard, computer research, etc.)

☐ Provide or facilitate home-based or afterschool tutoring to PFS students and to other eligible students who are not proficient on their EOGs

☐ Provide supplemental, extended learning opportunities based on need to make up for loss of instructional time, with priority going to PFS students

☐ Other:

Text Box for other activities

D. **High School (SEC. 1304(b)(1))**

Objective 1: By the end of 2020-21, 80% of PFS migratory students in grades 9-12 will receive MEP instructional services in reading and math.

☐ Provide tutoring in high school courses required for graduation by certified and/or retired teachers or trained paraprofessionals, with priority going to PFS students.

☐ Monitor each PFS student's credits and work with school counselors to ensure students are on track to graduate.

☐ Implement after-school, weekend, summer, or intersession mentoring, motivational, and/or leadership programs to engage migratory high school students, especially PFS students.

☐Other:

Objective 2: By the end of 2020-21, the percentage of migratory students who received instructional services and completed English II by the end of the 10ᵗʰ grade will increase by 2% with baseline set from 2019-20 data.

Objective 3: By the end of 2020-21, the percentage of migratory students who received instructional services and completed Math I by the end of 10ᵗʰ grade will increase by 2% with baseline set from 2019-20 data.

☐ Provide instructional support in English II & Math I through certified and/or retired teachers

☐ Provide opportunities for credit recovery and accrual through online learning, summer school, distance learning, and other programs

☐ Facilitate participation in College and Career Fairs and assist students and parents in the college application and financial aid process

☐Other:

E. OSY (SEC. 1304(b)(1), SEC. 1304(c)(4))

Objective 1: By the end of 2020-21, 75% of OSY that participated in project-directed instructional services will demonstrate a 20% gain between pre and post on content-based assessments.

Required:

☐ Complete and utilize OSY Profile for all OSY to better plan services

Optional:

☐ Utilize GOSOSY pre/posttest materials when conducting ESL lessons for OSY

☐ Coordinate with growers to provide Good Agricultural Practices (GAPs) training to H-2A OSY

☐ Deliver academic life skills lessons with pre/posttests from the GOSOSY website for OSY with little formal schooling

☐ Utilize GOSOSY Goal Setting Workshop with small groups of OSY to set goals, explore career paths, and assess interests; maintain data from these workshops

☐ Coordinate with health or agricultural agencies to provide health and work safety education to OSY

☐ Provide Pre-GED classes to OSY who need more academic support before entering HEP or other high school equivalency programs

☐ Facilitate opportunities for OSY students to gain a high school diploma or High School Equivalency Diploma (HSED) through programs such as HEP, Community College ABE classes, and other online or distance learning programs

☐ Other:

III. Interstate/Intrastate/Community Coordination (SEC. 1304(b)(1) (A, B, C), SEC. 1304(c)(1)(B), SEC. 1306(a)(E,F,G))

The State and its subgrantees will create effective networks within their local district, State, and nationwide in order to improve service options for all students.

Required:

☐ Coordinate with other local, state, and federal programs such as McKinney-Vento, Title III, USDA, and US Department of Labor.

Please list the agencies (district, local, State) that the local MEP currently coordinates with:

☐ Send Move Notifications through MSIX to communicate with other MEPs or states about families/students coming to their district/state

☐ Create and maintain an updated resource list of local resources that work with migratory families such as community colleges, health clinics, social services, DV shelters, food pantries, etc.

Optional:

☐ Coordinate participation of statewide and local agencies to present or provide information to migratory families during parent nights and/or Parent Advisory Council (PAC) meetings

☐Other:

IV. Student Data and Records Transfer (SEC. 1304(b)(3), SEC. 1308))
Student data and records are transferred in a timely and efficient manner to ensure expeditious enrollment of migratory students; all MEP staff have access to and utilize the MSIX system.

Required:

☐All MEP staff and 5-10 non-MEP staff including registrars and guidance counselors have an active MSIX account

☐ MEP staff have access to PowerSchool and utilize it to track student data and view migrant information

☐Complete a family/student needs assessment or parent survey for each student recruited

☐Establish a process to ensure monthly service logs are submitted in a timely manner to Regional Data Specialist for input in PowerSchool

☐Evaluate the success of both supplemental instructional programs and summer programs by creating a format to track migratory students' data that include EOG/EOC/Benchmarks/Pre & Post assessments

Optional:

☐Utilize MSIX to assist in early intervention for students who have an IEP, are identified as ELs, or who are not on track to graduate.

☐Send Data Requests through MSIX

☐Other

V. Professional Development (SEC. 1304(c)(7)(B))

MEP staff participate in State offered MEP trainings. LEAs offer PD to non-MEP staff to assist them in understanding the requirements of the MEP program and the unique needs of migratory children.

Required:

☐ Attend regional meetings, MEP Summit, Identification & Recruitment (ID&R) Training, webinars and other professional development opportunities offered by NCMEP, DPI, districts and other organizations

☐ Provide PD for local school/district staff on migrant requirements & regulations, as well as on the differences and similarities between MEP, ELs, and Immigrant students

Optional:

☐ Provide PD on cultural awareness to district staff

☐ Participate in PD that will increase MEP staff capacity to work with migratory students such as SIOP or any other evidence-based approach/methodology proven effective in working with highly mobile and/or low-income populations

☐ Schedule Technical Assistance with NC MEP Administrators

☐ Other:

VI. Supportive Services SEC. 1304(b)(1) (A,B,C), SEC.1304(c)(6), SEC. 1304(c)(7))

Supportive services are designed to increase academic achievement or meet academic goals; e.g. health, advocacy, nutrition, and other supportive services described in the NCMEP Supplemental Service Codes.

Required:

☐ Develop collaborative efforts with local organizations, agencies, and providers to provide supplemental supportive services and strengthen referral networks

Optional:

☐ Strengthen collaborations with local Community Health Centers, Migrant Health Centers, and private providers to provide screenings, immunizations, and basic preventative care

☐ Contract with health service agencies to provide services to migratory students

☐ Create a "welcome booklet" for new migratory families that helps to orient them to local and state resources as well as local school system requirements

☐Facilitate and/or provide transportation to clinics, mobile sites, and health care providers

☐Facilitate and/or provide transportation to and from extracurricular activities for middle and high school students

☐Coordinate with Child Nutrition Departments to ensure that MEP children are enrolled in Summer Food Service Programs

☐ Coordinate with community organizations to collect donations of bilingual children's books, school supplies, clothes, and food to distribute to migratory families

☐ Other:

VII. Parent and Family Engagement (SEC. 1116, SEC. 1118, SEC. 1304(c)(3), SEC. 1304(c)(7)(A))

Parent and family engagement efforts are designed to enhance parent decision-making about student academic success and inform the local MEP plan and services.

Required:

☐ Collect migratory parent feedback to evaluate program implementation and to plan for new program initiatives

☐ Establish a written protocol to involve migratory parents at both the district and school levels

Optional:

☐ MEP PAC is established and meets at least twice per year (this is required for a program that has been established for more than one year)

☐ Provide or facilitate workshops for migratory parents that increase their capacity to assist their children with academics

☐ Provide or facilitate workshops for migratory parents that increase parental awareness of assessment purposes, dates, and techniques for preparing their students for State assessments

☐ Conduct parent-educator (MEP staff, teacher, etc.) meetings in the home for all PFS students to discuss student goals and progress

☐ Other:

VIII. __Needs Assessment and Evaluation (SEC. 1304(b)(1)(D), SEC. 1304(c)(5), SEC. 1306(a)(D))__

The local MEP conducts a needs assessment to determine the additional need unique to their program. The local MEP designs evaluation methods to determine if the local MEP has achieved its goals and outcomes.

Required:

☐ Establish a process to include the MEP in the districtwide CNA

☐ Provide opportunities for MEP staff, including tutors, to offer inputs to the local MEP CNA

☐ Conduct surveys of parents, school staff, and MEP staff as part of the local MEP CNA

☐ Utilize the MEP student profile as part of the MEP CNA

☐ Complete and upload the MEP student profile to CCIP Required Documents

☐ Review formative and summative assessment data, report cards, and other student records (e.g., discipline, absences) to evaluate effects of MEP on attendance, engagement, and student achievement

☐ Complete annual Program Evaluation and submit it to CCIP "Optional" Documents

☐ Provide ongoing opportunities for MEP staff to communicate identified needs within the program

Optional:

☐ Utilize an activity log to document contacts, services, and outcomes for MEP students

☐ Design "customer satisfaction" surveys or focus groups for students, parents, and school staff

Required Documents

Type	Document Template	Document/Link
Student Profile per LEA (Template not provided) [Upload 1 document(s)]	N/A	Student Profile
NC MEP Staff Job Descriptions (Template not provided) [Upload between 1 and 5 document(s)]	N/A	Job Description
MEP Statement of Assurances [Upload 1 document(s)]	NC MEP Statement of Assurances	Assurances
NC MEP Description of Activities Checklist [Upload 1 document(s)]	NC MEP Description of Activities Checklist	Activities Checklist
NC MEP ID&R Action Plan [Upload 1 document(s)]	NC MEP ID&R Action Plan	Action Plan

Optional Documents

Type	Document Template	Document/Link
Program Evaluation [Upload up to 1 document(s)]	NC MEP Program Evaluation	Program Evaluation
Re-Enrollment Certification Summer [Upload up to 1 document(s)]	Summer Re-Enrollment Certification	Migrant Related
Transfer of Student Records Evaluation Report [Upload up to 1 document(s)]	Transfer of Student Records	Migrant Related
Re-Enrollment Certification School Year [Upload up to 1 document(s)]	School Year Re-Enrollment Certification	School Year- Re-Enrollment Form

POWERSCHOOL AND DATA

PowerSchool New Reports and Enhancements

Functions
Attendance
Daily Bulletin
Enrollment Summary
Master Schedule
Dashboard
Special Functions
Teacher Schedules

Reports
System Reports
ReportWorks

Start Page

Students | Staff | Contacts | District Search

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
-8 -7 -6 -5 -4 -3 PK3 PK4 K 1 2 3 4 5 6 7 8 9 10 11 12 13 M F All

SN

☐ Advanced   View Field List

Statewide Student Search   Stored Searches   Stored Selections

Welcome, **Heriberto Corral** | Help | Sign Out

Today is: 04/26/2020   **School:** LEA Office   **Term:** 19-20 Year

PowerSchool Training Videos
The free Professional Development Plus (PD+) videos are available! Click here to view.

PD+

PowerSchool New Features

PowerSchool SIS

School: LEA Office   **Term:** 18-19 Year

Alerting
SwiftReach Swiftk12

Functions
Attendance
Daily Bulletin
Enrollment Summary
Master Schedule
Dashboard
Special Functions
Sections Report
Teacher Schedules

Reports
System Reports

Run sqlReport -

Label	Value
Name	CFDC Migrant Roster New
Description	List CFDC Migrant Roster (On active term, Migrant Status is as of Today)
Directions	
Regular School Year Period	No ∨
Eligible Migrant Student	No ∨

Submit

PowerSchool SIS

School: LEA Office   **Term:** 18-19 Year

Alerting
SwiftReach Swiftk12

Functions
Attendance
Daily Bulletin
Enrollment Summary
Master Schedule
Dashboard
Special Functions
Sections Report
Teacher Schedules

Reports
System Reports

Run sqlReport -

Label	Value
Name	CFDC Migrant Roster New
Description	List CFDC Migrant Roster (On active term, Migrant Status is as of Today)
Directions	
Regular School Year Period	Yes ∨
Eligible Migrant Student	Yes ∨

Submit

New Historical Migrant Roster

PowerSchool SIS

School: LEA Office **Term:** 18-19 Year

CFDC Migrant Roster New

Parameters - **Regular School Year Period:** Yes **Eligible Migrant Student:** Yes

Alerting
SwiftReach SwiftK12

Functions
Attendance
Daily Bulletin
Enrollment Summary
Master Schedule
Dashboard
Special Functions
Sections Report
Teacher Schedules

Reports
System Reports
ReportWorks
PSCB Custom Reports
State Reports
Standalone Reports

People

Make Current Selection Print

First Name	PFS	Migrant EL	Migrant Enroll Date	Migrant Withdraw Date	PS Withdraw Date	OSY	DOB	Termination Date	Student Number

Report Date   MSIX Id   Qualifying Arrival Date   Interview Date   Migrant Status

Search:

First Name	Middle Name	Last Name	Grade Level	OSY	DOB	Student Number	MSIX Id	Qualifying Arrival Date	Interview Date	Migrant Status	PFS	Migrant EL	Migrant Enroll Date	Migrant Withdraw Date	PS Withdraw Date	Termination Date
	Pacifili	Ac Vicente	99	N	2000-12-03	915995519437	2016-07-01	2017-09-05	Y	N	N	2018-09-01	2019-06-08	2019-06-08	2019-06-08
			-1	Y	2015-01-08	143748161288	2020-04-24	2019-04-01	2019-05-07	Y	N	N	2019-05-07	2019-06-15	2019-07-01

Report Date: 2020-04-24

PowerSchool SIS

PowerSchool

Reports

- **Type the following command on the start page:**
  - entrydate>1/11/2020;entrydate<03/11/2020 – hit Enter
    - Click "Quick Export" at the bottom right
  - You will see a window with space to input fields for your list

In the text box type the following commands:

  - Last_name
  - First_name
    - dob
  - Student_number
    - Grade_level
  - **Entrydate**
  - **district entrydate**
    - Ethnicity
      - Street
      - City
    - Home_phone
  - S_NC_STUDENTDEMO.PREVIOUS_STATE
  - StudentCoreFields.father_employer
  - StudentCoreFields.mother_employer
    - Mother
    - Father

Quick Export

Export the 11843 selected students

[text area]

Field Delimiter [Tab]

Record Delimiter [CR]

☐ "Surround Fields"

Export DCID

☑ Column titles on 1st row

Fields

Functions
Attendance
Daily Bulletin
Enrollment Summary
Master Schedule
Dashboard
Special Functions
Teacher Schedules

Reports
System Reports
ReportWorks
PSCB Custom Reports
State Reports
Standalone Reports

People
Student Search
Staff Search
Contact Search
Enroll New Student

Here Is What We Expect with MEP Data

○ Complete a "self-audit" once a month if there's new or exited migratory children, or at least every other month if not major changes:

  ○ Review PS roster for accuracy
  ○ Compare PS with your current "made" roster
  ○ Compare PS roster with MSIX twice a semester: September, December, February, May.
  ○ Check that new enrolled students' information are up-to-date in MSIX within a week of enrollment
  ○ Send EOE every month...this is very important!

○ If there are discrepancies:

  ○ Send any PS discrepancies to your Data Specialist and cc us (Rachel or Heriberto)
  ○ Send any MSIX discrepancies to Heriberto and cc Data Specialist

○ PFS

  ○ Collect and maintain specific data on PFS:

    ○ EOG/EOC, Growth, Participation in summer programs, ACCESS scores, be on track to graduation, participation of tutoring/after school activities.

Break?
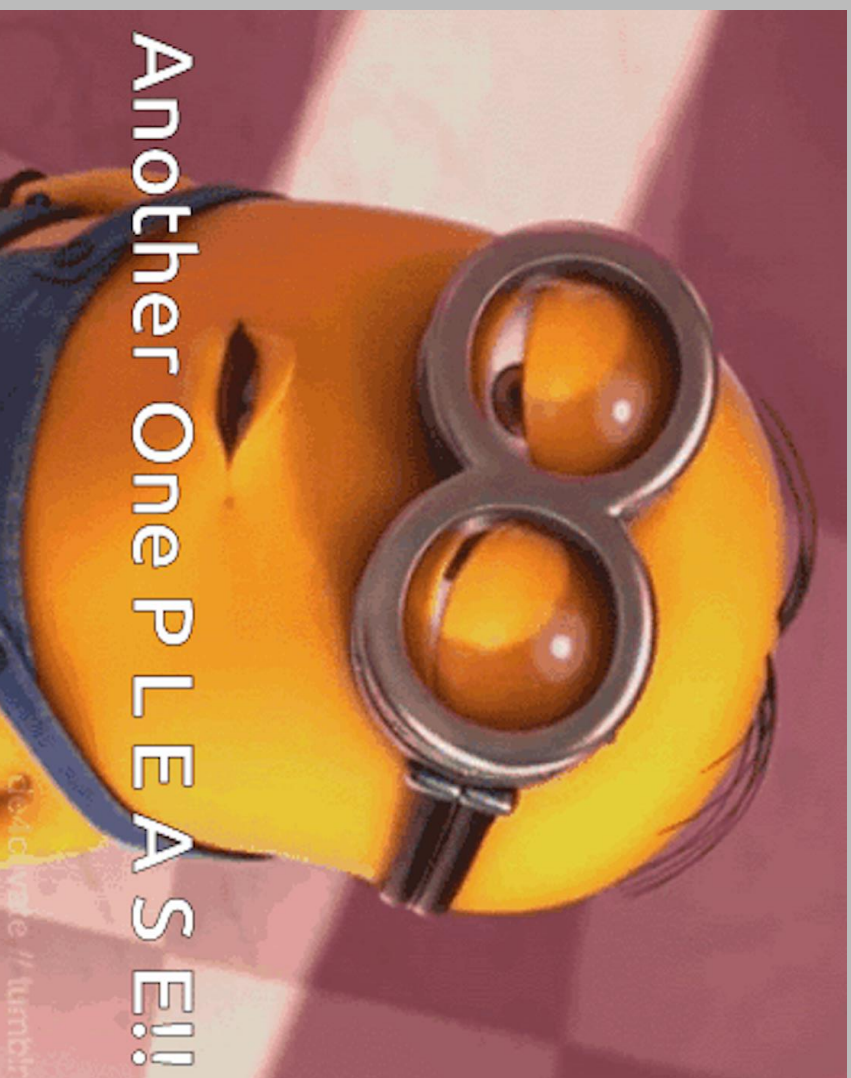
Another One P L E A S E!!

Evaluation Results
2018-19
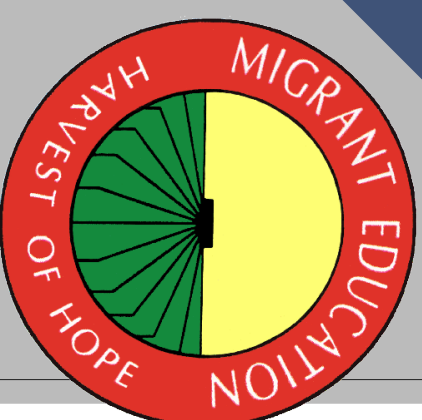
North Carolina Migrant Education Program

Implementation

Demographics, Parent Involvement, Professional Development, and Instructional and Support Services
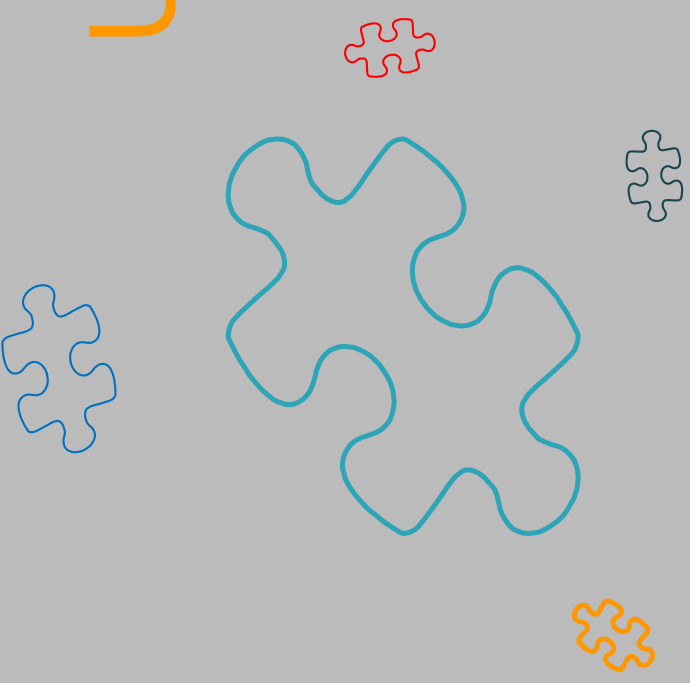
Number of Eligible Migrant Students 2013 to 2018

Category I
Category II

2013-14	2014-15	2015-16	2016-17	2017-18	

5656
5715
5450
4722
5015

2346
2947
2439
2170
1948

Demographics and Services

Demographics for the 2017-18 Performance Period

Bar chart with values:
- PFS: 12%
- EL: 34%
- IDEA: 4%
- QAD in 17-18: 43%
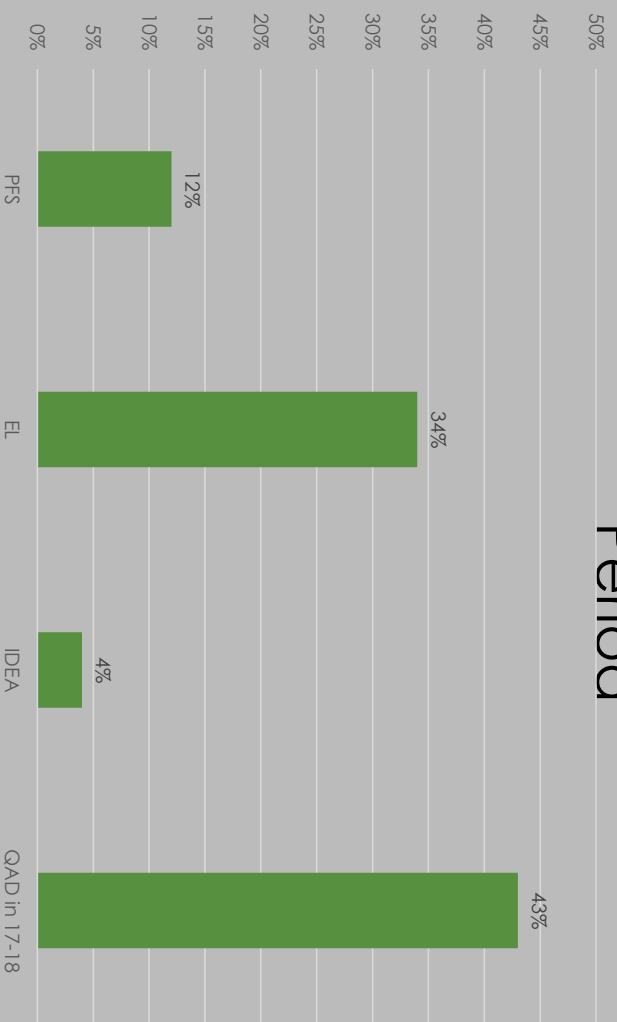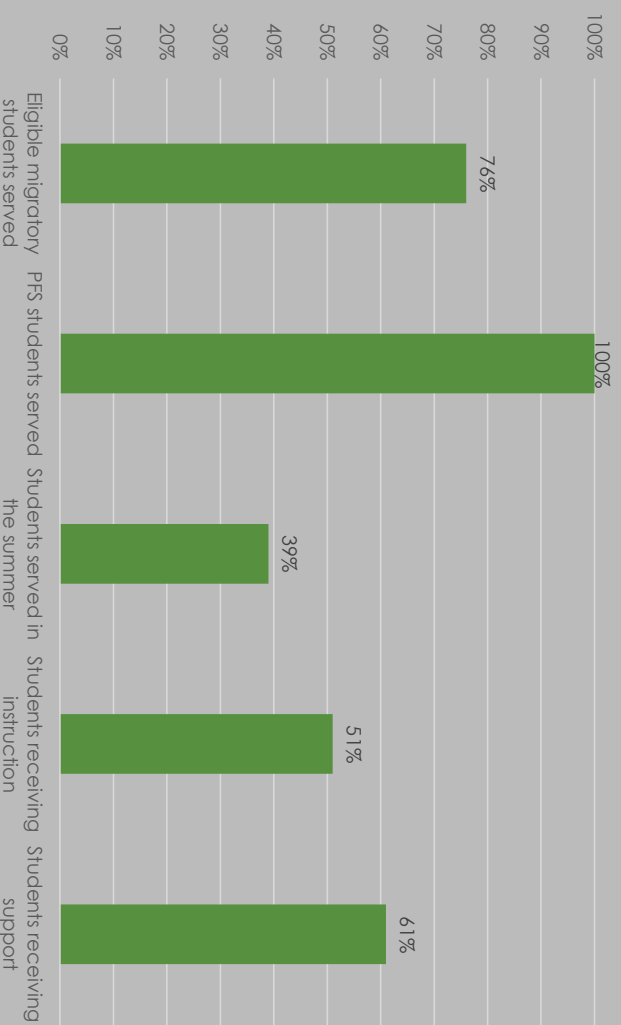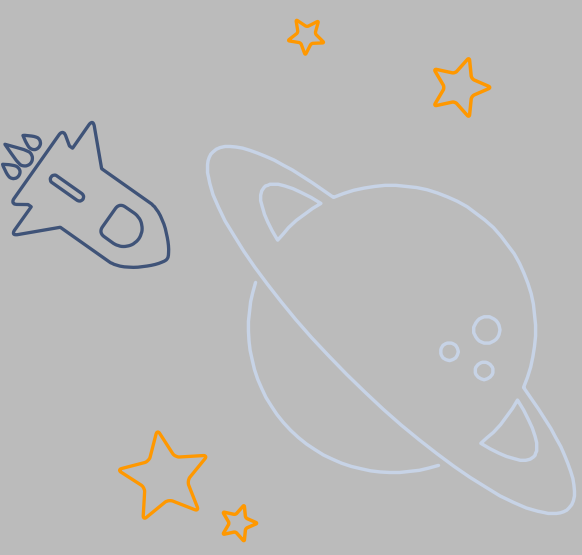
Demographics and Services

Percent Served with Instructional and Support Services

Chart categories (from top to bottom):
- Eligible migratory students served — 76%
- PFS students served — 100%
- Students served in the summer — 39%
- Students receiving instruction — 51%
- Students receiving support — 61%

Horizontal axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%

Results

State performance targets and MPO results for preschool, elementary school, middle school, high school, and out-of-school youth (OSY).

State Performance Targets
ELA

Legend:
- PFS (green)
- Non-PFS (red)
- Migratory (blue)
- Non-Migratory (yellow)
- Target (cyan)

Grade 3
- PFS: 22%
- Non-PFS: 28%
- Migratory: 28%
- Non-Migratory: 56%
- Target: 48%

Grade 4
- PFS: 7%
- Non-PFS: 40%
- Migratory: 35%
- Non-Migratory: 58%
- Target: 48%

Grade 5
- PFS: 19%
- Non-PFS: 33%
- Migratory: 32%
- Non-Migratory: 54%
- Target: 48%

Grade 6
- PFS: 19%
- Non-PFS: 38%
- Migratory: 35%
- Non-Migratory: 61%
- Target: 48%

Grade 7
- PFS: 22%
- Non-PFS: 40%
- Migratory: 37%
- Non-Migratory: 60%
- Target: 48%

Grade 8
- PFS: 14%
- Non-PFS: 29%
- Migratory: 26%
- Non-Migratory: 54%
- Target: 48%

Grade 3-8
- PFS: 17%
- Non-PFS: 35%
- Migratory: 32%
- Non-Migratory: 57%
- Target: 48%

Grade 10
- PFS: 22%
- Non-PFS: 30%
- Migratory: 30%
- Non-Migratory: 61%
- Target: 53%

State Performance Targets
Math

Legend:
- PFS
- Non-PFS
- Migratory
- Non-Migratory
- Target

Grade 3
- PFS: 26%
- Non-PFS: 52%
- Migratory: 49%
- Non-Migratory: 65%
- Target: 50%

Grade 4
- PFS: 37%
- Non-PFS: 46%
- Migratory: 45%
- Non-Migratory: 58%
- Target: 50%

Grade 5
- PFS: 38%
- Non-PFS: 51%
- Migratory: 49%
- Non-Migratory: 60%
- Target: 50%

Grade 6
- PFS: 19%
- Non-PFS: 39%
- Migratory: 36%
- Non-Migratory: 53%
- Target: 50%

Grade 7
- PFS: 22%
- Non-PFS: 32%
- Migratory: 30%
- Non-Migratory: 52%
- Target: 50%

Grade 8
- PFS: 7%
- Non-PFS: 19%
- Migratory: 17%
- Non-Migratory: 30%
- Target: 50%

Grade 3-8
- PFS: 24%
- Non-PFS: 41%
- Migratory: 39%
- Non-Migratory: 54%
- Target: 50%

Grade 11
- PFS: 0%
- Non-PFS: 45%
- Migratory: 41%
- Non-Migratory: 60%
- Target: 47%

Graduation Rates for the 4-Year Cohort

State Performance Target	Non-Migratory Students	Non-PFS Migratory Students	PFS Migratory Students	All Migratory Students
86.8%	86.3%	N/A	N/A	63.6%
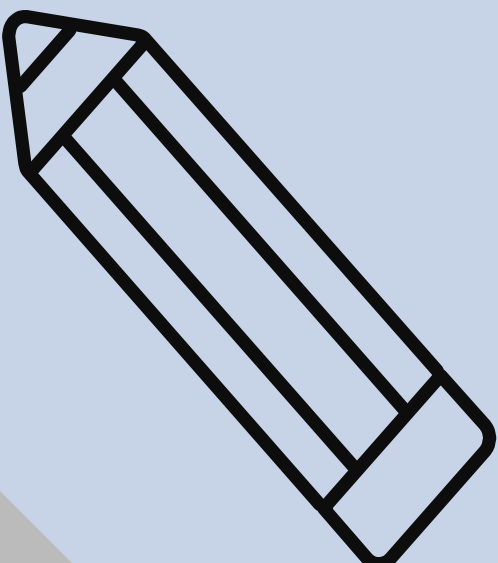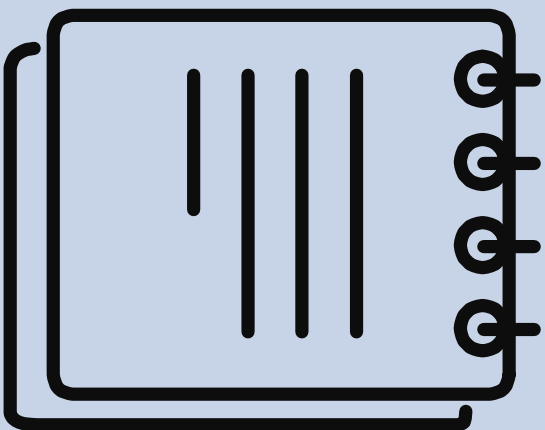
Measurable Program Outcome (MPO) Results

MPO 1a: By the end of 2018-19, 80% of children that participated in Family Literacy activities will show an increase in school readiness as measured by a developmental skills assessment.

Number Assessed	Number w/ Matched Pre/Post	Mean Pre	Mean Post	Mean Gain	# (%) Gaining
28	13	14%	39%	+25%	100%

MPO met!

MPO 1b: By the end of 2018-19, 80% of staff who attended training on Family Literacy and/or School Readiness will rate the usefulness

Survey Question	N	# (%) Poor (1)	# (%) Fair (2)	# (%) Good (3)	# (%) Very Good (4)	# (%) Excellent (5)	# (%) 4 and 5
How useful was the Migrant PreK Emergent Literacy: Getting Kids Ready for Kindergarten workshop?	32	0 (0%)	0 (0%)	1 (3%)	6 (19%)	25 (78%)	97%

MPO met!

MPO 2a: By the end of 2018-19, 80% of PFS students in grades K-5 who participated in regular school year MEP instructional services will have a supplemental Personal Education Plan (PEP) for Migrant

Grade	Number PFS Students Receiving Instruction	Number PFS with a PEP	Percent of PFS with a PEP	MPO met?
K	59	50	85%	Yes
1	50	42	84%	Yes
2	59	50	85%	Yes
3	49	44	90%	Yes
4	45	35	78%	No
5	32	27	84%	Yes
Total	294	248	84%	Yes

MPO met!

MPO 2b: By the end of 2017-18, 50% of migratory students in grades K-5 will receive MEP summer services.

Grade	All Eligible	Served Summer Term		MPO met?	PFS Students	PFS Served Summer Term		MPO met?
		N	%			N	%	
K	292	107	37%	No	27	10	37%	No
1	301	130	43%	No	52	30	58%	Yes
2	305	159	52%	Yes	50	40	80%	Yes
3	314	136	43%	No	58	40	69%	Yes
4	298	138	46%	No	38	24	63%	Yes
5	250	111	44%	No	37	29	78%	Yes
Total	1,760	781	44%	No	262	173	66%	Yes

Partially met

MPO Results: Elementary

MPO 2c: By the end of 2018-19, 80% of migratory students in grades K-5 with matched pre/post assessment results in a summer program will show a positive gain between assessments.

Grade	Number Assessed	Number w/ Matched Pre/Post	# Gaining	% Gaining	MPO met?
K	24	12	11	92%	Yes
1	33	19	18	95%	Yes
2	37	25	22	88%	Yes
3	40	31	25	81%	Yes
4	36	24	22	92%	Yes
5	38	28	25	89%	Yes
Total	**208**	**139**	**123**	**88%**	**Yes**

MPO met!

MPO Results: Elementary

MPO 2d: By the end of 2017-18, PFS migratory students in grades 4-5 who received instructional services will increase their scale scores on ELA EOGs by an average of 2 points.

Grade	Number w/2016-17 and 2017-18 EOG Results	Mean 2016-17 Scale Score	Mean 2017-18 Scale Score	Average Gain	MPO Met?
4	15	431.2	437.9	6.7	Yes
5	5	436.2	441.4	5.2	Yes
Total	**20**	**432.5**	**438.8**	**6.4**	**Yes**

MPO met!

MPO 2e: By the end of 2017-18, PFS migratory students in grades 4-5 who received instructional services will increase their scale scores on Mathematics EOGs by an average of 2 points.

Grade	Number w/2016-17 and 2017-18 EOG Results	Mean 2016-17 Scale Score	Mean 2017-18 Scale Score	Average Gain	MPO Met?
4	15	444.6	446.5	1.9	No
5	5	442.2	446.2	4.0	Yes
Total	20	444.0	446.4	2.4	Yes

MPO met!

MPO 3a: By the end of 2018-19, 80% of PFS students in grades 6-8 who participated in regular school year MEP instructional services will have a supplemental Personal Education Plan (PEP) for Migrant Education.

Grade	Number PFS receiving instruction	Number PFS with a PEP	Percent of PFS with a PEP	MPO met?
6	37	30	81%	Yes
7	34	30	88%	Yes
8	39	32	82%	Yes
Total	110	92	84%	Yes

MPO met!

MPO 3b: By the end of 2017-18, 50% of migratory students in grades 6-8 will receive MEP summer services.

Grade	All Eligible	Served Summer Term			PFS Students	PFS Served Summer Term		
		N	%	MPO met?		N	%	MPO met?
6	277	119	43%	No	45	35	78%	Yes
7	227	93	41%	No	44	31	70%	Yes
8	220	96	44%	No	37	26	70%	Yes
Total	**724**	**308**	**43%**	**No**	**126**	**92**	**73%**	**Yes**

Partially met

MPO Results: Middle School

MPO 3c: By the end of 2018-19, 80% of those migratory students in grades 6-8 with matched pre/post assessment results in a summer program will show a positive gain between assessments.

Grade	Number Assessed	Number w/ Matched Pre/Post	# Gaining	% Gaining	MPO met?
6	15	12	11	92%	Yes
7	17	13	8	62%	No
8-9	17	13	5	38%	No
Total	**49**	**38**	**24**	**63%**	**No**

Not met

MPO 3d: By the end of 2017-18, migratory students in grades 6-8 who received instructional services will increase their scale scores on ELA EOGs by an average of 2 points.

Grade	Number w/2016-17 and 2017-18 EOG Results	Mean 2016-17 Scale Score	Mean 2017-18 Scale Score	Average Gain	MPO Met?
6	3	434.7	439.3	4.7	Yes
7	8	443.4	446.1	2.8	Yes
8	8	438.1	439.3	1.1	No
Total	**19**	**439.8**	**442.2**	**2.4**	**Yes**

MPO met!

MPO Results: Middle School

MPO 3e: By the end of 2017-18, migratory students in grades 6-8 who received instructional services will increase their scale scores on Mathematics EOGs by an average of 2 points.

Not met

Grade	Number w/ 2016-17 and 2017-18 EOG Results	Mean 2016-17 Scale Score	Mean 2017-18 Scale Score	Average Gain	MPO Met?
6	3	447.7	442.0	-5.6	No
7	8	446.1	446.4	+0.3	No
8	8	437.4	437.8	+0.4	No
Total	**19**	**442.7**	**442.1**	**-0.6**	**No**

MPO met!

MPO 4a: By the end of 2018-19, 80% of PFS students in grades 9-12 who participated in regular school year MEP instructional services will have a supplemental Personal Education Plan (PEP) for Migrant Education.

Grade	Number PFS receiving instruction	Number PFS with a PEP	Percent of PFS with a PEP	MPO met?
9	48	39	81%	Yes
10	26	21	81%	Yes
11	10	8	80%	Yes
12	8	8	100%	Yes
Total	**92**	**76**	**83%**	**Yes**

MPO 4b: By the end of 2018-19, 75% of OSY that participated in project-directed instructional services will score 80% on content-based assessments.

Grade	Number with scores on life skills assessment	Number scoring 80%+	Percent scoring 80%+	MPO met?
OSY	152	136	89%	Yes

MPO met!

MPO met!

MPO 4c: By the end of 2018-19, 30 OSY will attend Goal Setting Workshops (GSWs) and attain an acceptable or above score on a GSW project-based activity rubric.

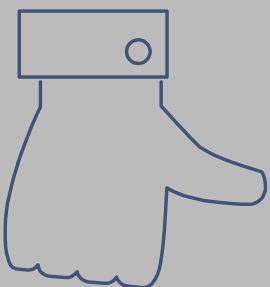| Grade	Number attending GSW	Number scoring proficient	Percent scoring proficient	MPO met?
OSY	106	104	98%	Yes

MPO Results: Secondary and OSY

MPO 4d: By the end of 2018-19, the percentage of migratory students who received instructional services and completed English II by the end of 10th grade will increase by 2% with baseline set from 2017-18 data.

MPO 4e: By the end of 2018-19, the percentage of migratory students who received instructional services and completed Math I by the end of 10th grade will increase by 2% with baseline set from 2017-18 data.

There is not enough data to set baseline for these MPOs. The State will examine data collection/reporting and revise the MPOs for 2019-20.

Congratulations!

73% of MPOs met

Break?

Recommendations

Part of the Continuous Improvement Cycle

Evaluator Recommendations

1. Examine State-level use of funds to ensure that resources are dedicated appropriately to meet the needs of migratory children.

2. Provide technical assistance to local programs in the identification of students with PFS.

3. Continue efforts to improve migratory parent and family engagement.

4. Continue efforts to increase summer instructional services and employ consistent assessment of progress.

5. Provide technical assistance and training to improve implementation of strategies.
6. Review MPOs related to regular term instruction to determine better measures reflecting the breadth of services provided and update the SDP and evaluation plan.
7. Update the Statewide Comprehensive Needs Assessment.
8. Establish procedures for determining results for PFS students for GPRA measures and all State performance targets.
9. All projects implementing family literacy services should use a school readiness assessment.

Let's Continue Improving!

PRIORITY FOR SERVICE (PFS)

References

Statute

Section 1304(d) of the Elementary and Secondary Education Act(ESEA) of 1965, as amended by the Every Student Succeeds Act(ESSA) of 2015

Code of Federal Regulations

34 CFR200.84(a)

Guidance

Chapter V, Section of the Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children (October 2003)

What does the law say?

Section 1304(d)

(d) PRIORITY FOR SERVICES.—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who—

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

(2) have dropped out of school

Who are PFS Students?

1. Any child who has made a move during the current program year (September 1 to August 31)

AND

2. Any child who meets any of the criteria under the "Criterion 2" section of the PFS form
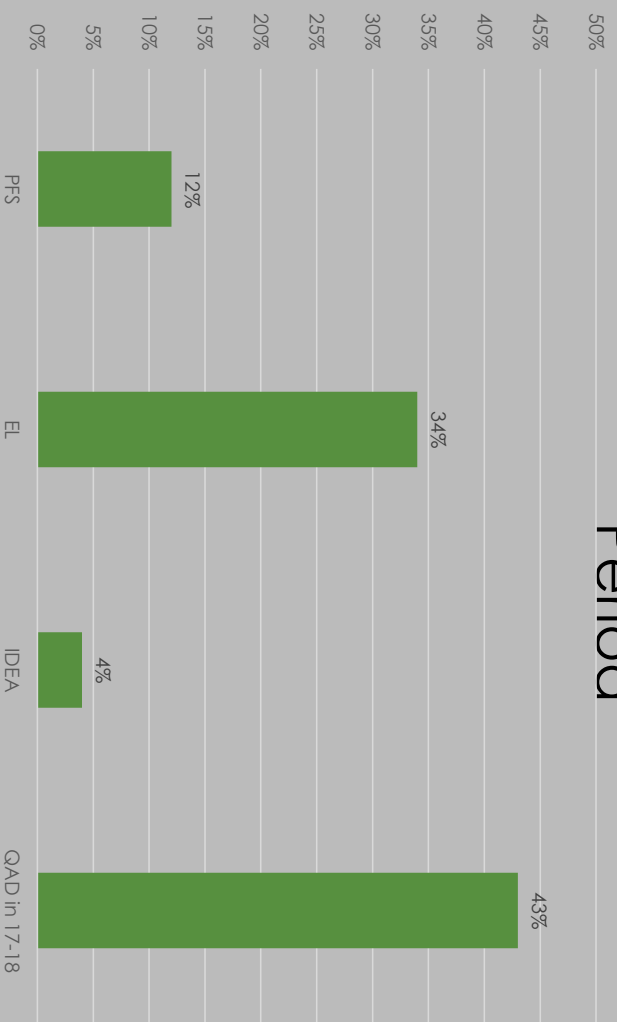
OR

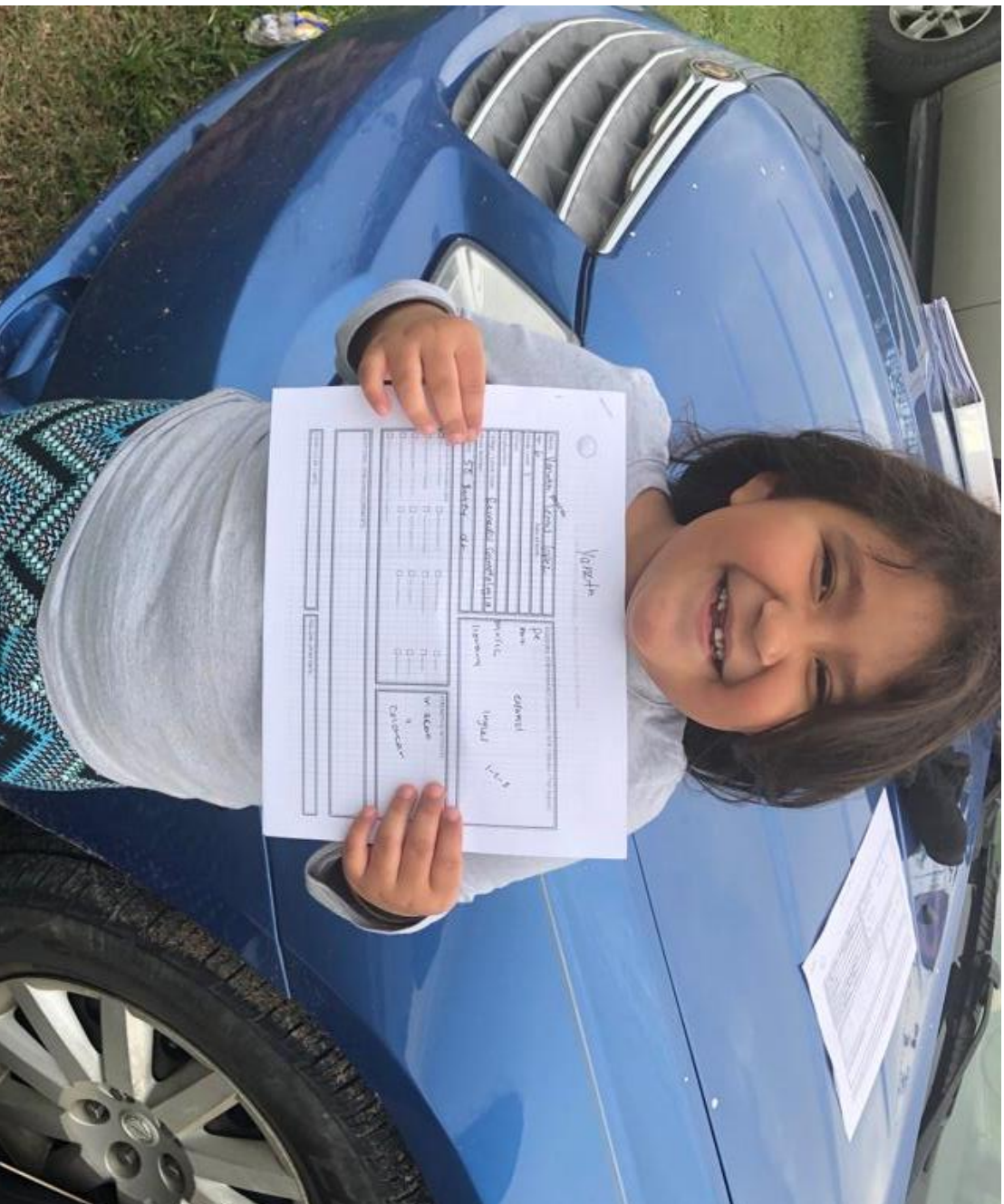3. Any child who has dropped out of school during or after 9th grade

Demographics and Services

Demographics for the 2017-18 Performance Period

Chart showing:
- PFS: 12%
- EL: 34%
- IDEA: 4%
- QAD in 17-18: 43%

Protocol for Determining PFS Status

- All newly enrolled MEP students will go through a "PFS Screening" process

- LEA should designate one person (must be licensed) to sign off on all PFS determination forms

- Recruiters/tutors/paraprofessionals may complete PFS forms upon completion of a new COE, but that PFS form must be signed by a certified staff (Director, Coordinator, Teacher)

North Carolina Migrant Education

Priority for Services Student Record

LEA _____

Student Name _____

COE ID _____   **Power School ID** _____

Both Criterion 1 and criterion 2 must be marked, below.

Criterion 1: Mobility—Student made a qualifying move within the last 12 months

• North Carolina MEP defines "the last 12 months" as having a qualifying move between September 1st and August 31st of the current program year.

_____ Date of qualifying move (_Date._____)

Criterion 2: At-Risk of failing to meet state standards—Check one or more of the criteria below, if they apply. If data is not obtained from PowerSchool, please note source of data (e.g., MSIX; district discipline records). Data sources must be available for review during Performance Quality Reviews.

_____ Student is at Entering, Beginning, Developing, or Expanding levels of WAPT or ACCESS test;

_____ Student has a NOT PROFICIENT (1 or 2) Score on EOG/EOC;

_____ Student is NOT ON TRACK TO GRADUATE, as defined in NCMEP (no credit for Math I or English 1 by end of 10th grade;

_____ Student has been retained at least once;

_____ Student has failed a grade in grades K-8 during the last three years, but was not retained;

_____ Student is not in appropriate grade for age (at least 2 years behind, e.g., an 8 year old in 1st grade);

_____ Elementary or middle school student with at least 5 consecutive days of Out-of-School Suspension during a school year;

_____ For Out-of-School Youth (OSY), student has dropped out of high school (grades 9-12).

_____ Student is enrolled in McKinney-Vento Program.

_____ Other risk factor not mentioned: please explain and contact DPI Program Administrator.

Description of Services to PFS Student (_Use MEP Student Educational Plan (SEP)_):

_____ Check if PFS indicator has been self-reported to MEP Data Specialist to enter into PowerSchool. Date of PFS designation_____

Form Prepared by _____   **Date** _____

PFS Identification and Services

PFS Identification form must be completed for all MEP students with a QAD during the performance period

If student does not meet any of the criteria under "criterion 2," the person completing the form will mark "not eligible for PFS"

PFS and Data Collection

Summer Programing

"The opening of schools in the summer and fall and the availability of summer camps are going to depend on meeting health guidelines that will be established later,"

Governor Cooper (April 24-2020)

- MEP Summer Camps
  - Plan A: Continue preparations for Summer Camps as in the past (MOUs, contracts, instruction, etc), but be mindful that the actual implementation of Summer Camps will be determined later
  - Plan B: Create a contingency plan in case that Summer Camps cannot be carried out as Plan A.
    - Think of:
      - Fewer students but giving priority to PFS
      - Morning and Afternoon sessions to allow more participants in smaller sessions
      - Distance Learning and how this would look like for a Summer Camp
      - Field Trips if any

Questions - Comments

Please Scan the
QR Code or
Click the Link
Below to
Provide
Feedback

https://forms.office.com/P
ages/ResponsePage.aspx
?id=YZyehLvwg026X0tTN2Z
M9xnFr1y5pG1Jm9jROfaf2
uVUM1dLTUtYRE9RRE5iUDd
EVji4UTVPM1BUUy4u

Contact Information

MEP EAST: Rachel Wright-Junio rachel.wrightjunio@dpi.nc.gov

MEP WEST: Dr. Heriberto Corral heriberto.corral@dpi.nc.gov

REGIONAL MIGRANT RECRUITERS

- Rafael Ruiz rafael.ruiz@dpi.nc.gov   Western & Northwest
- Aubrey Avery aubrey.avery@dpi.nc.gov   Piedmont-Triad & Southwest
- Maria Alcala maria.alcala@dpi.nc.gov   Sandhills
- Juan Alvarez juan.alvarez@dpi.nc.gov   North Central
- Luis Libreros luis.libreros@dpi.nc.gov   Northeast