

North Carolina Migrant Education Program Service Delivery Plan



2018-2019

Comprehensive Needs Assessment and Service Delivery Plan Team Members

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North Carolina Migrant Education Program

Service Delivery Plan

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Overview

Mission

The mission of the North Carolina Migrant Education Program (NCMEP) is to help migrant students and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

NCDPI supports locally-based Migrant Education Programs in:

- Identifying and recruiting migrant students.
- Providing high quality supplemental and support services.
- Fostering coordination among schools, agencies, organizations, and businesses to assist migrant families.
- Collaborating with other states to enhance the continuity of education for migrant students.

Purpose

The NCMEP is federally funded as part of the Elementary and Secondary Education Act (ESEA), as amended. The purpose of the Migrant Education Program, otherwise known as Title I, Part C, of ESEA, is to assist the States to:

- **Support** high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.
- **Ensure** that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards.
- **Ensure** that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
- **Ensure** that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.

- **Design** programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school and to prepare such children to make a successful transition to postsecondary education or employment.
- **Ensure** that migratory children benefit from State and local systemic reforms.

Legislative Requirements

Section 1306(a)(1) of Title I, Part C of the Elementary and Secondary Education Act of 2015 requires State Education Agencies (SEAs) and local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

- Is integrated with other Federal programs, particularly those authorized by ESEA;
- Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;
- Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and
- Provides for the integration of services available under Part C with services provided by such other programs.

Sec. 200.83 of the Code of Federal Regulations (34 CFR) outlines the responsibilities of SEAs to implement projects through a comprehensive needs assessment and a comprehensive State plan for service delivery, as follows:

- a) An SEA that receives a grant of MEP funds must develop and update a written comprehensive State plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

(1) Performance targets. The plan must specify—

- (i) Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and
- (ii) Any other performance targets that the State has identified for migratory children.

(2) Needs assessment. The plan must include an identification and assessment of—

- (i) The unique educational needs of migratory children that result from the children's migratory lifestyle; and
 - (ii) Other needs of migratory students that must be met in order for migratory children to participate effectively in school.
 - (3) Measurable program outcomes. The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (a)(1) of this section.
 - (4) Service delivery. The plan must describe the strategies that the SEA will pursue on a statewide basis to achieve the performance targets in paragraph (a)(1) of this section by addressing—
 - (i) The unique educational needs of migratory children consistent with paragraph (a)(2)(i) of this section; and
 - (ii) Other needs of migratory children consistent with paragraph (a)(2)(ii) of this section.
 - (5) Evaluation. The plan must describe how the State will evaluate the effectiveness of its program.
- (b) The SEA must develop its comprehensive state plan in consultation with the State Parent Advisory Council or, for SEAs not operating programs for one school year in duration, in consultation with the parents of migratory children. This consultation must be in a format and language that the parents understand.
- (c) Each SEA receiving MEP funds must ensure that its local operating agencies comply with the comprehensive State plan.

The Non-Regulatory Guidance published by the Office of Migrant Education (OME) in 2017 summarizes the statutory requirements of the Service Delivery Plan as follows:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1))

2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2))
3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.)
4. Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
5. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3))
6. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4))

In addition, the Non-Regulatory Guidance identifies components that may be contained in the SDP, including the policies and procedures an SEA will implement to address other administrative activities and program functions, such as:

- *Priority for Services.* A description of how, on a statewide basis, the State will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and (2) whose education has been interrupted during the regular school year.
- *Parent Involvement.* A description of the SEA's consultation with parents (or with the State parent advisory council, if the program is of one school year in duration) and whether the consultation occurred in a format and language that the parents understand.
- *Identification and Recruitment.* A description of the State's plan for identification and recruitment activities and its quality control procedures.

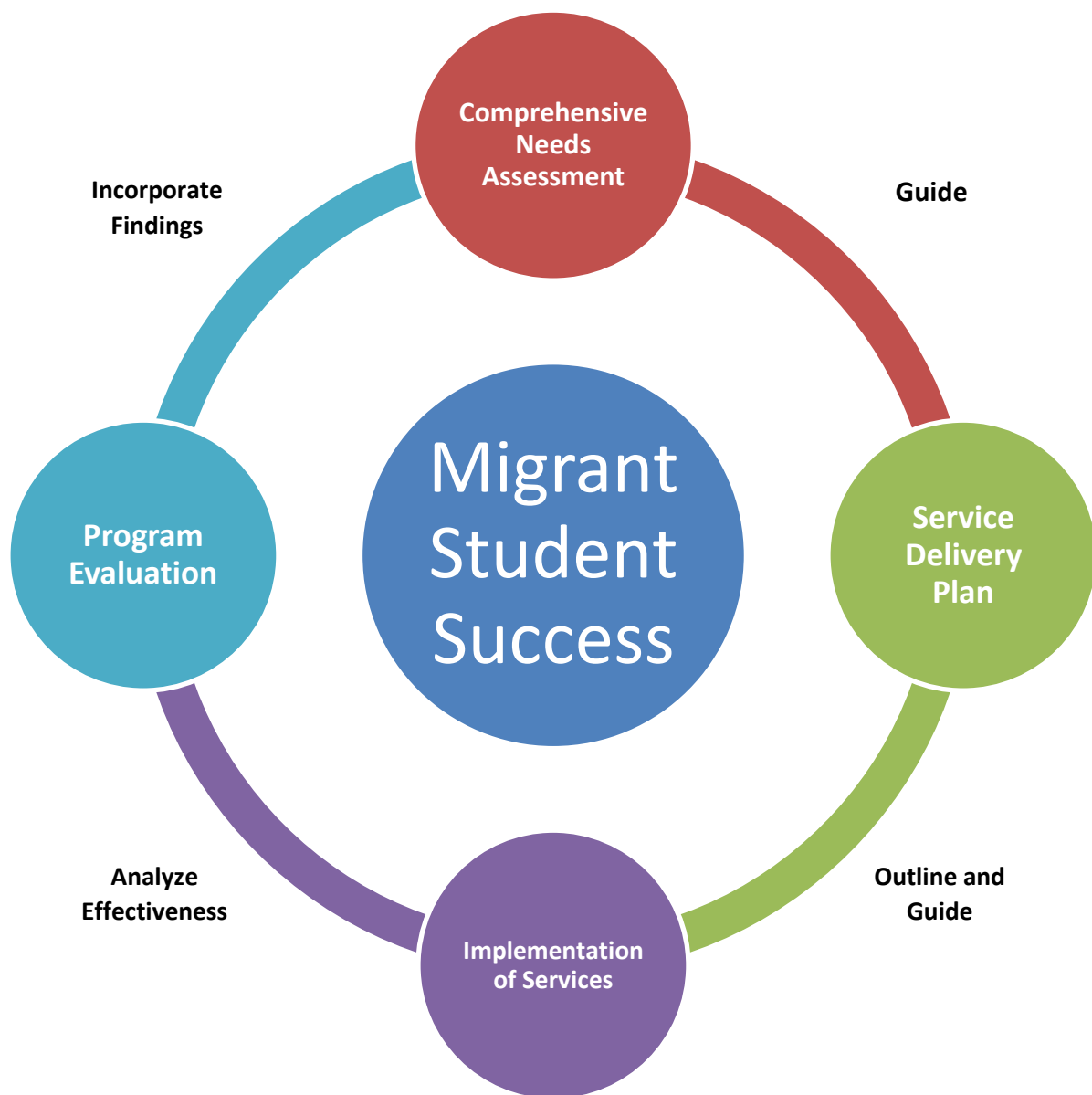
- *Student Records.* A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

Based on the Non-Regulatory Guidance of the OME, the NCMEP will update and revise the Service Delivery Plan when:

- The Comprehensive Needs Assessment has been updated due to significant demographic changes or state assessment results.
- There have been changes in the state performance targets.
- There are major changes in the focus of activities and services that the MEP will provide.
- There is a change in the design of the evaluation.

Comprehensive Needs Assessment

The MEP Comprehensive Needs Assessment (CNA) is part of a continuous improvement cycle, in which evaluation of past results guides the assessment of current needs which, in turn, guides the development of a plan for service delivery, actual implementation of the plan, and a new evaluation process. The following diagram of the process is based on the Office of Migrant Education CNA Toolkit (2012).



Preliminary Work

The initial phase of the project is to collaborate with various stakeholders and to enlist team members who will work on the project at various steps. In NCMEP, we asked a group of MEP practitioners from across the state including recruiters, directors, and other program staff along with parents, youth, and community members in the areas of health, education, and advocacy to participate. In addition, MEP staff at the state level participated throughout the process.

The bulk of the work was completed through in-person meetings, webinars, and conference calls. For parents and youth, four meetings were held, three as face-to-face and one as a webinar. MEP staff and other stakeholders, along with a number of parents, met three additional times to discuss information. Two webinars were held to discuss the findings of the student profile and the preliminary needs assessment.

The Service Delivery Plan will be compiled by the current CNA/SDP team, based on feedback from the Comprehensive Needs Assessment. At the same time, preliminary design of the program evaluation will occur, based on the previous State Program Evaluation conducted by Meta Associates in 2010.

Members of the team are frequently updated on progress through the monthly MEP Updates and through presentations at the biannual Service Area Meetings.

Creation of the MEP Student Profile

During the fall of each year the update of the NCMEP Student Profile begins. There are numerous data sources that are used, including:

- Reports from the Accountability Division of NCDPI
- Reports of Discipline and Dropout data from the Student Support Services Section of NCDPI
- The Annual Agricultural Statistics Report from the North Carolina Department of Agriculture and Consumer Services
- Data from the NC PowerSchool System and annual EDEN Reports
- Data from the NCDPI Common Education Data Analysis and Reporting System (CEDARS)
- Data from Migrant Student Information Exchange (MSIX) system.
- Data from Focus Groups and other meetings held throughout the year.
- Data from surveys of students, parents, and staff conducted by NCMEP.

This data is compiled into an annual or cumulative report on the statewide status of migratory students in North Carolina. The document is annually posted to the NCMEP website after being reviewed by volunteer members of the NCMEP CNA/SDP Committees.

Comprehensive Needs Assessment

In alignment with the non-regulatory guidance, NC MEP examined a three-phase comprehensive needs assessment process which includes examination of what is known, collecting and analyzing data, and making decisions based on the information gleaned during the first two phases.

Exploration of “What is...”

This process is based on previous concerns (former CNAs) and new concerns identified during the initial team meetings. In addition, the results of the previous State Program Evaluation are incorporated. The Office of Migrant Education’s “Seven Areas of Concern” provides the structure for rich discussion of concerns as follows:

- Instructional time
- Educational continuity
- English language development
- School engagement
- Educational support in the home
- Health
- Access to Services

In addition, the team reflects on the goal areas of migrant education: School Readiness, Reading and Mathematics Achievement, and High School Graduation and how each of these goals is affected by the areas of concern.

Based on analysis of the information, the committee develops statements of concern, based on indicators revealed by the student profile and other information they have seen. In the current CNA, the parent team and youth developed a list of concern statements in face to face meetings. Staff and two community stakeholders also developed concern statements, both at the parent meeting and at a subsequent team meeting.

The statements of concern are compiled and combined, when they correspond or relate to each other. A plan was made for gathering further data, which included updates of test scores, survey data, and focus group information.

Gather and Analyze Data

Make Decisions

Based on the discussion, the team was given time to reflect upon the needs statements, data, and proposed solutions. The following components were included in the summary grid, based on the CNA team's analysis:

- Goal Area/ subpopulation
- Area of Concern
- Needs Statements
- Data Used
- Possible Solutions
- Resources

In the next step, the team recommends priority solutions. Their recommendation is based on a set of criteria they develop, based on feasibility, local program evaluations, and other experience. The team also develops a list of suggested next steps to create a transition to the Service Delivery Plan and its dissemination/training.

2013-2017 State Student Profile

Introduction

Every year, the NCMEP develops a statewide student profile to be used in the development of the Comprehensive Needs Assessment and Service Delivery Plan and for informing other agencies about our students. It is also used by Local Education Agencies (LEAs) in planning and implementing programs that address the unique educational needs of migratory children.

This document explores agricultural changes, migrant student demographic characteristics, and academic achievement, not only for the most recent program year, but over a period of at least three years. The SEA provides longitudinal data in hopes of offering new insights into the needs and the accomplishments of migratory students.

General Agricultural and Labor Conditions

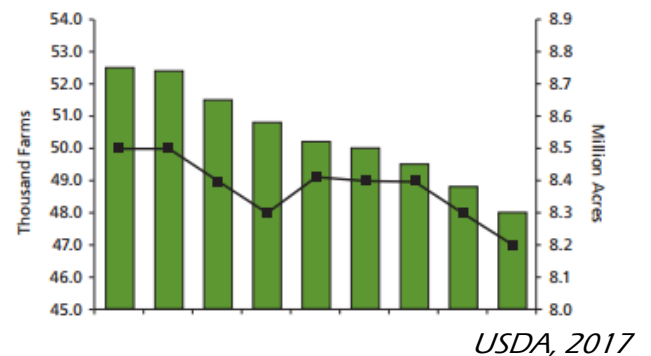
North Carolina continues to become increasingly urban as technology and research corporations move into the fast-growing urban areas of the Triangle and the Triad. Many rural areas are being replaced by subdivisions to accommodate the rapidly growing populations in North Carolina's largest cities as reflected in the steady decrease of farmland over the past four years. However, agriculture is still a major contributor to the state's economy. Agriculture and Agribusiness, including the farming, processing, wholesaling and retailing of food, natural fiber and forestry products, accounted for \$84 billion of value added to the North Carolina economy, a growth of 10% since 2013 ([Shore, 2016](#)).

Although there continues to be an increase in the acreage and sales of mechanically harvested crops, such as corn and soybeans, North Carolina farms still produce many crops that require hand labor. It remains among the top ten national producers in 28 crop or livestock categories, as detailed in the table below and is

the top producer in sweet potatoes, tobacco, and poultry and egg cash receipts in the U.S.

Additionally, the state is still ranked in the top ten for the following agricultural products that require hand labor: tobacco, sweet potatoes, hogs and pigs, chickens, turkeys, strawberries, eggs, pumpkin, catfish, cucumbers, bell peppers, blueberries, cantaloupe, tomatoes, apples, squash, watermelon, and cabbage.

NUMBER OF FARMS AND LAND IN FARMS

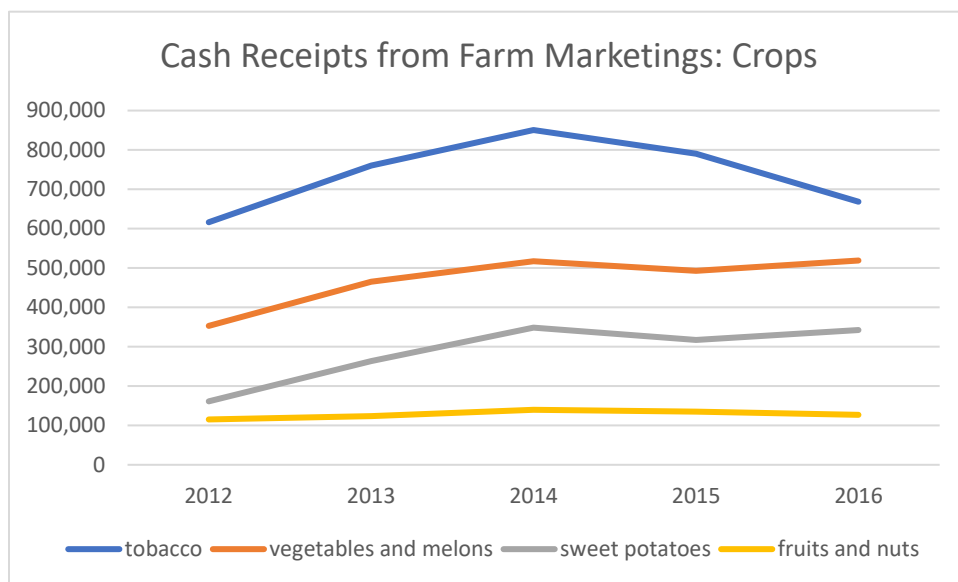


NORTH CAROLINA'S RANK IN U.S. AGRICULTURE, 2016							
Rank	Item	Production		N.C. % of U.S.	Top 3 States		
					1	2	3
1	All Poultry & Egg Cash Receipts	4,541.6	(Mil \$)	11.7	NC	GA	AR
	All Tobacco	332	(Mil Lbs)	52.8	NC	KY	VA
	Flue-cured Tobacco	330.0	(Mil Lbs)	76.5	NC	VA	GA
	Sweet Potatoes	17,100	(000 Cwt)	54.2	NC	CA	MS
2	Annual Pig Crop Dec 15 - Nov 16	19.1	(Mil Hd)	15.2	IA	NC	MN
	Hogs & Pigs (12-1-16)	9.3	(Mil Hd)	13.0	IA	NC	MN
	Trout Sold (foodsize)	4.4	(Mil Lbs)	7.4	ID	NC	PA
	Turkeys	33.5	(Mil Hd)	13.7	MN	NC	AR
3	Strawberries: Fresh Market	144.0	(000 Cwt)	0.5	CA	FL	NC
4	Broilers	819	(Mil Hd)	9.3	GA	AL	AR
	Eggs - Value of Production	444	(Mil \$)	6.8	GA	IA	AR
	Pumpkin	936	(000 Cwt)	5.8	IL	TX	CA
5	Burley Tobacco	2	(Mil Lbs)	1.3	KY	TN	PA
	Catfish Sold (foodsize)	3.5	(Mil Lbs)	1.1	MS	AL	AR
	Cucumbers	1,494	(000 Cwt)	8.4	MI	FL	GA
6	Bell Peppers	575	(000 Cwt)	3.7	CA	FL	GA
	Blueberries	47	(Mil Lbs)	7.9	WA	OR	MI
	Peanuts	342	(Mil Lbs)	6.0	GA	AL	TX
7	Cantaloup	207	(000 Cwt)	1.5	CA	AZ	FL
	Chickens (12-1-16) (Excludes Broilers)	23.1	(Mil Hd)	4.7	IA	IN	OH
	Livestock, Dairy & Poultry Cash Receipts	7,213.5	(Mil \$)	3.8	TX	NE	IA
	Tomatoes	961	(000 Cwt)	0.3	CA	FL	IN
8	Apples	104	(Mil Lbs)	0.9	WA	NY	MI
	Squash	217	(000 Cwt)	3.5	MI	CA	OR
	Watermelon	1,449	(000 Cwt)	3.6	FL	TX	CA
9	All Commodity Cash Receipts	10,609.2	(Mil \$)	3.0	CA	IA	TX
	Cabbage	696	(000 Cwt)	3.1	CA	WI	NY
10	Upland Cotton ¹	343	(000 Bales)	2.1	TX	GA	MS
11	Grapes	4,900	(Tons)	0.1	CA	WA	NY
	Sorghum	2,035	(000 Bu)	0.4	KS	TX	CO
14	Peaches	3,600	(Tons)	0.5	CA	SC	GA
15	Snap Beans	193	(000 Cwt)	1.0	WI	NY	MI
16	Potatoes	2,992	(000 Cwt)	0.7	ID	WA	WI
17	Crop Cash Receipts	3,395.7	(Mil \$)	1.8	CA	IA	IL
	Soybeans	58	(Mil Bu)	1.3	IL	IA	MN
19	Corn for Grain	121	(Mil Bu)	0.8	IA	IL	NE
20	Winter Wheat	15	(Mil Bu)	0.9	KS	OK	WA
24	Oats	540.0	(000 Bu)	0.8	SD	MN	ND
28	Milk	965	(Mil Lbs)	0.5	CA	WI	NY
30	Hay	1,587	(000 Tons)	1.2	TX	CA	KS
34	Cattle on Farms (1-1-17)	830	(000 Hd)	0.9	TX	NE	KS

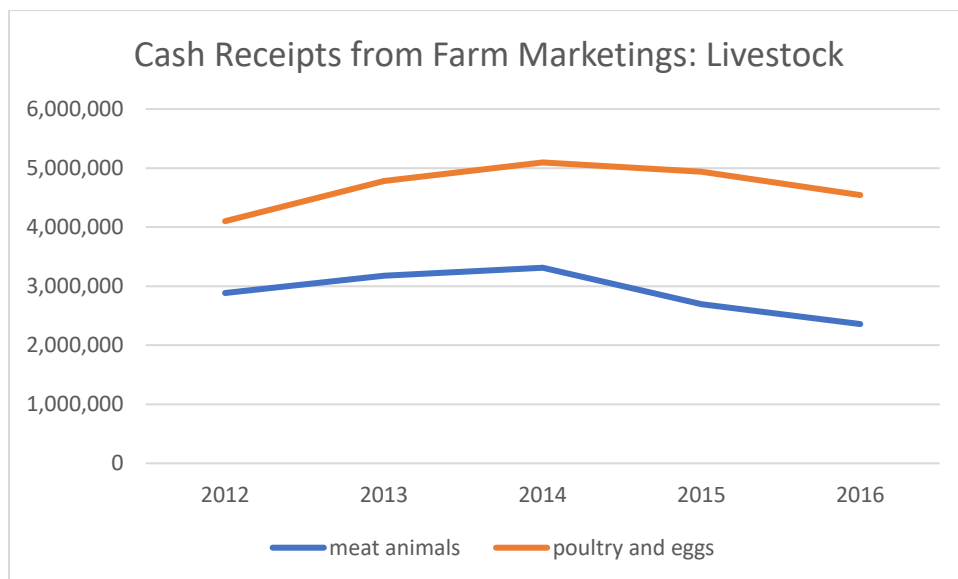
¹ 480-lb. net weight bales.

USDA, 2017

North Carolina ranks ninth in the total value of agricultural receipts in the U.S. As demonstrated in the graphs that follow, some agricultural commodities have seen decreases in receipts over the past five years. For example, cash receipts for meat animals have decreased by about 18% since 2012. Yet, most agricultural products have seen an increase in cash receipts since 2012. Tobacco has seen an 8.4% increase. Vegetables and melons, a 47% increase; sweet potatoes, a 112% increase, and poultry and eggs, an 11% increase. It is important to note, however, that several agricultural commodities have still decreased from 2015 to 2016 in spite of the large increases in other agricultural commodities.

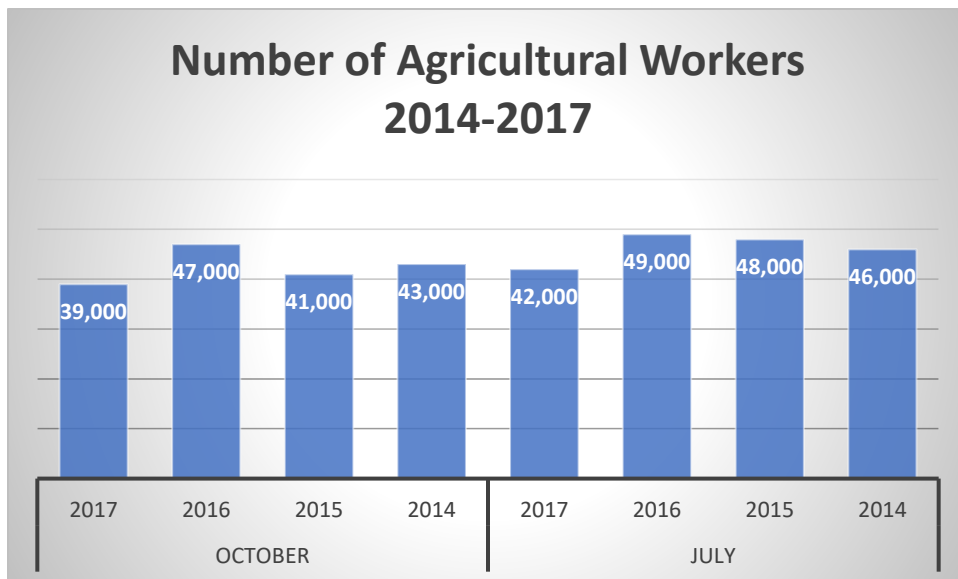


USDA, 2017



USDA, 2017

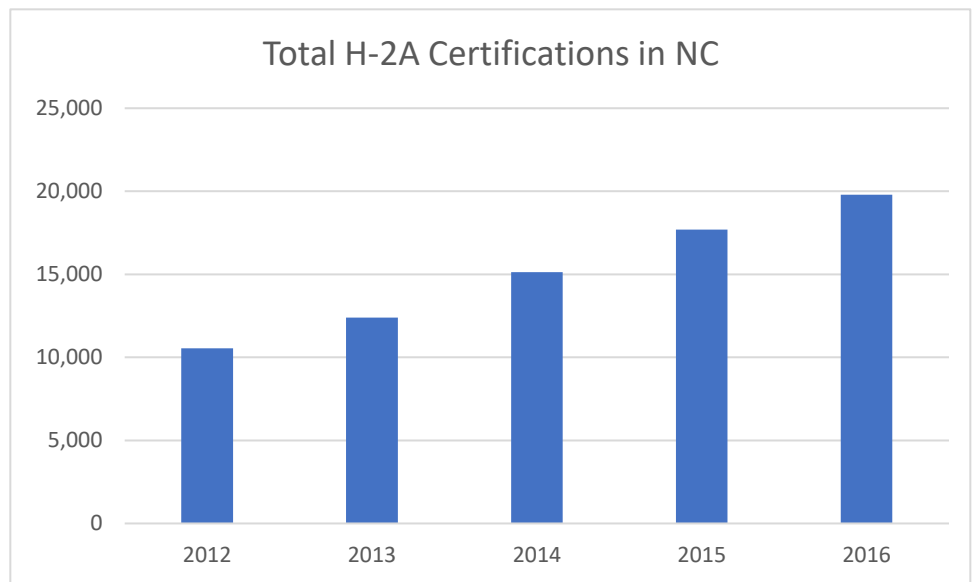
Although cash receipts for some major crops have increased, the number of migratory farmworkers continues to decrease in North Carolina. The most recent data released by the U.S. Department of Agriculture, indicates that there is a 5% nationwide increase in hired farm labor. The Appalachian I region, which includes both North Carolina and Virginia, did not contribute to this increase as this region saw the biggest decrease of hired farm labor from 2016 to 2017. North Carolina saw a decrease of 17% in hired farm labor from October 2016 to October 2017 and a decrease of 15% in July of the same years .



USDA, 2017

While the USDA statistics show a decrease in hired farm labor, North Carolina continues to be one of the top employers for H-2A workers, employing more than 15,000 H-2A workers annually. H-2A guest workers are migrant farmworkers who are recruited from other countries to do agricultural work in the United States. The U.S. Department of Labor makes available temporary visas under the H-2A Agricultural Program to allow farmers who anticipate a shortage of domestic workers, to bring non-immigrant, foreign guest workers legally to the United States to perform agricultural work for a season.

According to the Economic Policy Institute, the Department of Labor (DOL) certified 165,741 H-2A jobs during the 2016 fiscal year, a 14% increase from 2015 and a 160% increase from 2006 (OFLC, 2016). Of the total jobs certified in 2016, North Carolina accounted for 19,786 of the jobs. The state requested the second highest number of certifications in the U.S. behind Florida, who



requested 22,828. The graph illustrates the increase in H-2A job certifications from 2012 to 2016. The majority of H-2A workers in North Carolina work in sweet potatoes and tobacco, although workers are also contracted for other vegetable crops and Christmas trees. H-2A workers under 22 years of age can be recruited by the MEP.

OFLC, 2016

NC MEP Profile

NC MEP Program locations

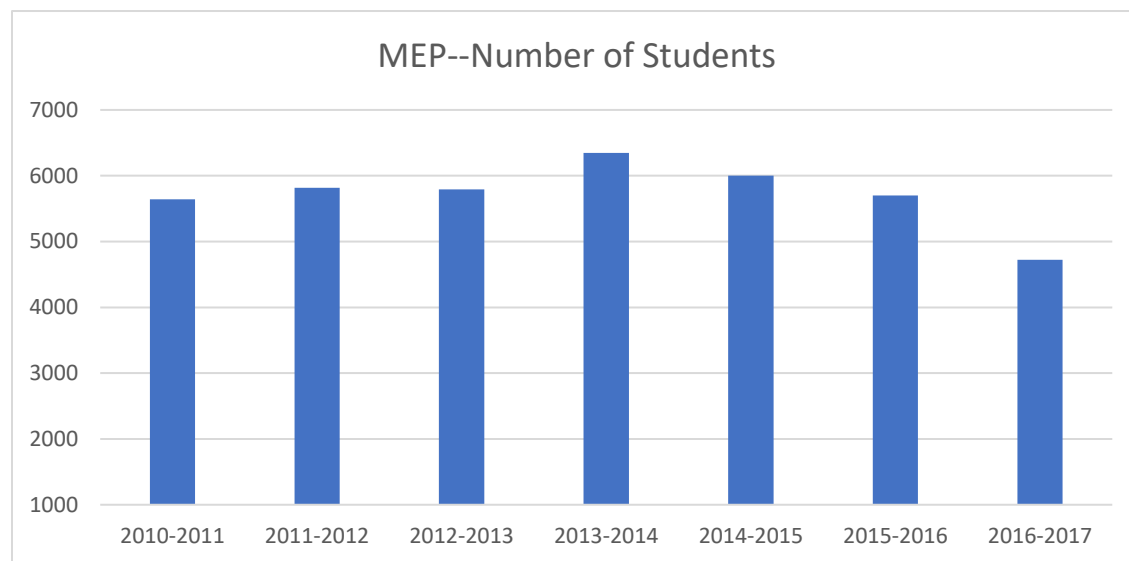
The North Carolina Migrant Education Program currently operates 28 sub-grant programs in 27 counties of North Carolina. Four Regional Recruiters cover the remaining seventy-three counties of the state. As some counties have become more urban, they have stopped requesting sub-grants. For example, Franklin County, north of Wake County, has seen a decline in students, and opted out of a sub-grant for FY 2018.

Non-subgrant counties are served by the assigned Regional Recruiters, assisted (from 2012-2017) by Americorps VISTA volunteers. Wilson County has received summer mini-grants to serve their migratory students in the summer for several years. This mini-grant is based on the student count during the summer.

Each year, the North Carolina Migrant Education Program (NC MEP) develops a profile of its

The NC MEP hit a low point in population in 2007-2008, with fewer than 4800 students enrolled.

influx of youth across the border, many of whom were sent by Immigration and Customs Enforcement to live and work with families in North Carolina.



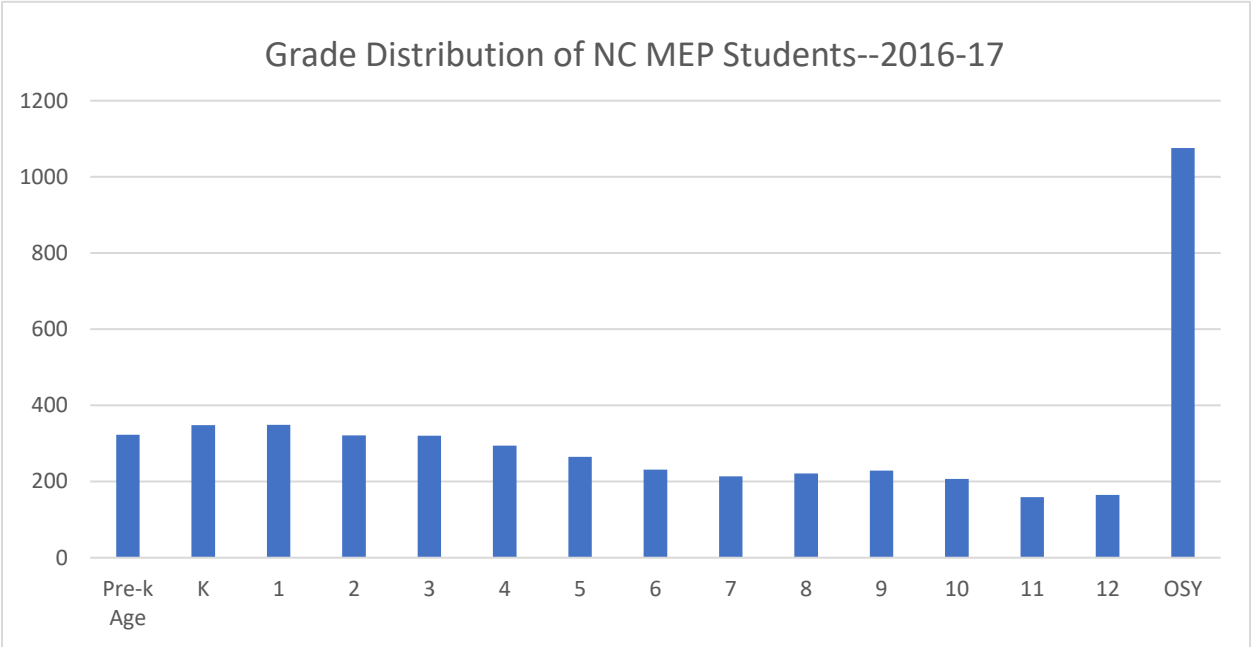
MIS2000 & PowerSchool

In July 2014, the LA Times reported a 117% increase in children coming across the border in 2014, with most of the increase being children escaping violence in Central America. As those children's cases have been adjudicated or the children have been placed with other family members, the number of children who were part of that influx has declined. US Customs and Border Enforcement data indicate that between FY2016 and FY2017 alone, that apprehensions of unaccompanied youth dropped by 29%.

Since the influx in 2014, the numbers have slowly declined as illustrated in the graph above. During the 2016-2017 school year the number of migrant students in NC dropped to their lowest point since 2007. The decline in NC MEP numbers is likely due to a variety of factors, among them changes in agriculture, families settling out, catastrophic weather events, and difficulties encountered by families when traveling.

NC MEP has consistently shown a bimodal age distribution of students, with higher numbers in the early school years (5-8 years of age) and the late adolescent years (19-21 years of age). Please note that the 22-year-olds in this chart represent students who turned twenty-two during the program year. The trend has been toward higher ages among the late adolescents.

The number of NC MEP students per grade level shows a consistent decline over the grade levels from kindergarten through grade twelve. Notable exceptions occur with Pre-K aged children (ages 3-5) and Out-of-School Youth (OSY), who together make up close to one third of the students in the program. Migratory parents have indicated during Parent Advisory Council meetings that they try to stay in one location when their children start school and especially after third grade, when content becomes more difficult for their students.



CSPR, 2016-2017

During the last ten years, the decline across grade levels, especially in middle and high school years, has slowed. For example, in 2007, there were only thirty-seven 12th graders in NC MEP, and by 2015-2016, there were one hundred fifty-six. Migrant students are tending to stay in school longer than in the past, although there is still a significant drop between ninth and tenth grades.

School-age migratory children in NC MEP are nearly evenly matched by gender, but OSY are approximately 92% male. Over 90% of NC MEP migratory students are Hispanic, but there are significant groups representing other ethnicities. Among migratory children in grades K-12 in North Carolina, 47.6% have been identified as English Learners. Over 95% of Out of School Youth have self-identified as English learners or been identified through the GOSOSY English

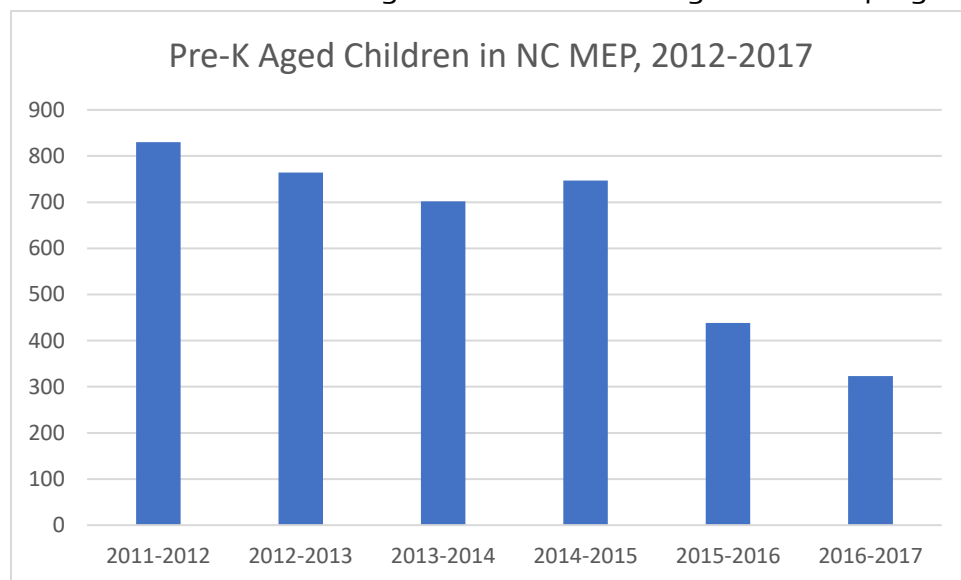
Language Screener. Languages identified as home languages by NC MEP students include the following.

Languages Spoken by Migratory Families in NC Migrant Education				
Otomi	Mixteco	Nahuatl	Tzotzil	Tzeltal
Kanjobal (Guatemala)	Chuj (Guatemala)	Quiché (Guatemala)	Kaqchikel	Popti
Zapoteco	Tarascan	Huastec	Mam	Karenni (Burma)
Thai	Spanish	Haitian Kreyol	Somali	Japanese

Pre-K and Out-of-School Youth Students

Given that Pre-K age students and Out-of-School Youth (OSY) are two large groups in the NC MEP, it is critical to collect data on them, although neither group attends K-12 schools. If they are recruited for the program, their needs must be taken into account, and they must be served.

There has been a decrease in children age five and under during the last five program years.

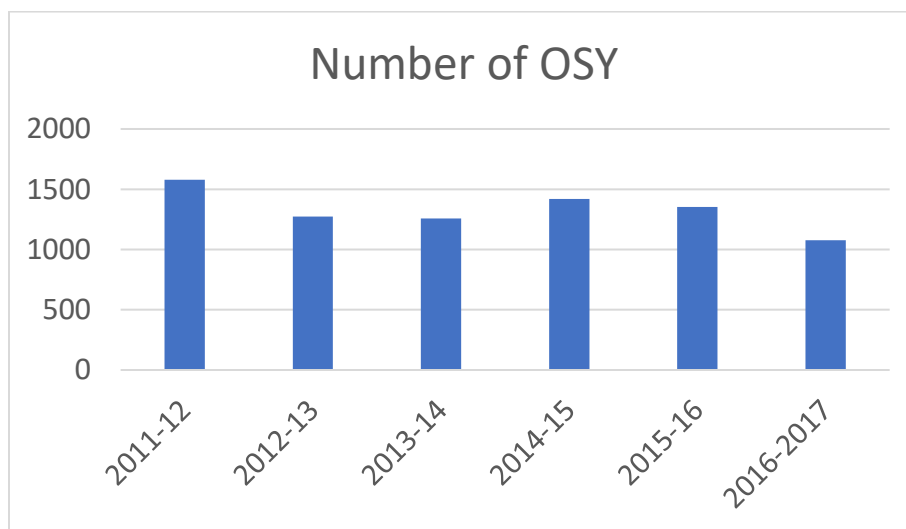


MIS2000 & CSPP

Broken down into groups by age, four-year-old students have consistently been the larger group. These are students who need school readiness services to be ready to enter kindergarten at age five. Parents at four regional Parent Advisory Council meetings in both 2016 and 2017 requested that the NC MEP develop strong family literacy programs and school readiness instruction so that they and their children would be ready for kindergarten.

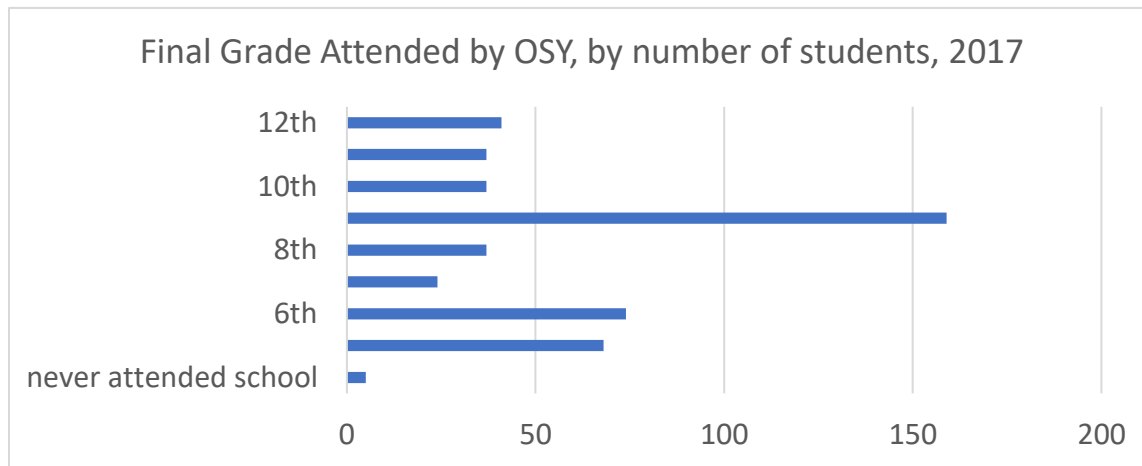
According to the National Education Goals Panel, school readiness encompasses five dimensions: (1) physical well-being and motor development; (2) social and emotional development; (3) approaches to learning; (4) language development (including early literacy); and (5) cognition and general knowledge. Child Trends Data Bank indicates that overall, Hispanic children are less likely to demonstrate cognitive/literacy readiness skills than are white, black, or Asian/Pacific Islander children. For example, in 2012, 27 percent of Hispanic three- to six-year-olds could recognize all 26 letters of the alphabet, compared with 41 and 44 percent, respectively, of white and black children (Child Trends Data Bank, 2015).

Out of School Youth present another set of challenges. These students range in age from fourteen to twenty-one, with the majority at the older end of this spectrum. They are 92% male and 8% female. From 2012-2017, their numbers have ranged between 1200 and nearly 1600, as shown below:



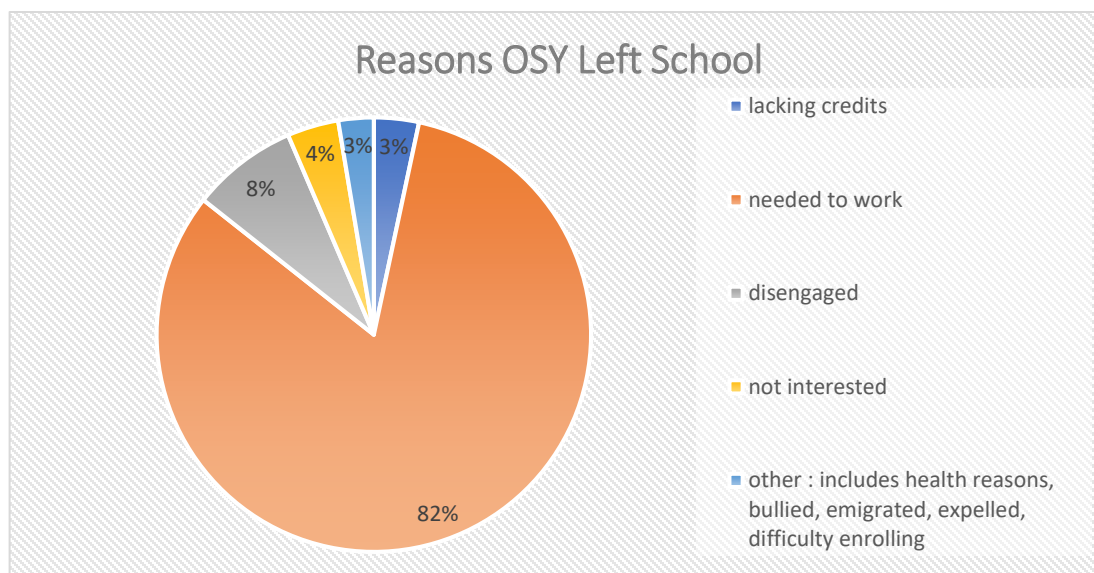
GOSOSY Student Profile & CSPP

Formal education among OSY varies widely. A few have never attended school, and some have gone as far as 12th grade. There are drop-offs at 6th grade and 9th grade. These grades represent transition grades in schools in Latin America and in much of the United States. Beginning in 7th grade in many countries, students must pay tuition, and families cannot afford to send their children to school. If students can attend the “secundaria” (grades 7-9), they often cannot afford to attend the preparatoria (high school).



GOSOSY Student Profile

In addition, many students in US schools also leave after grade 9, especially if they have been retained and turn sixteen. In North Carolina, the most common year for dropping out among all student groups is 10th grade (30%), with 28.1% of students dropping out at 9th grade, according to the North Carolina Department of Public Instruction.

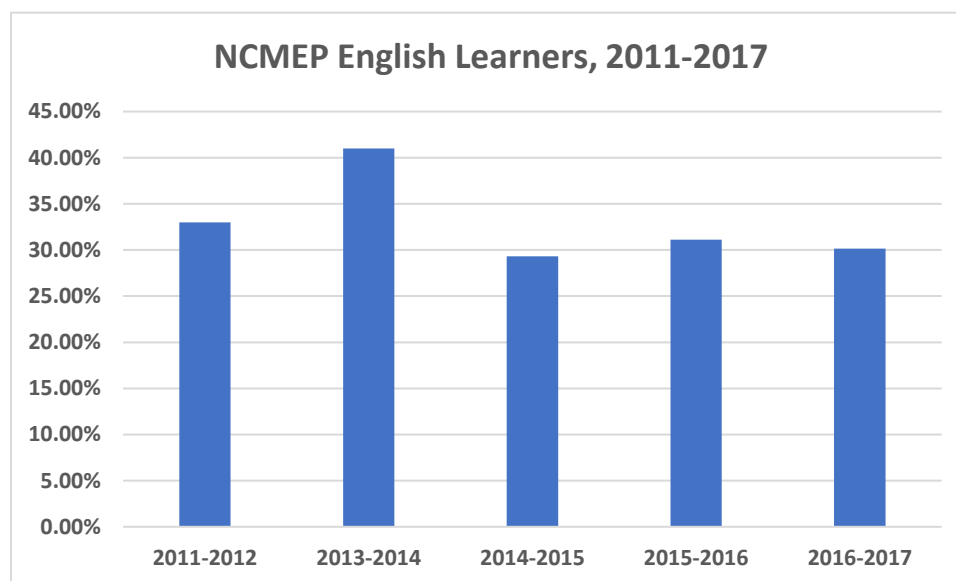


On the OSY Survey conducted in 2017 by NC MEP, OSY listed their primary reason for leaving school as the need to work, although 18 cited other reasons, detailed in the pie chart above.

Clearly, serving OSY requires flexible services that accommodate the students' work schedule. This means serving students on weekends (Sunday afternoons and evenings most preferably) and making strong use of digital and mobile learning resources.

English Language Proficiency, Exceptional Children, and Priority for Services

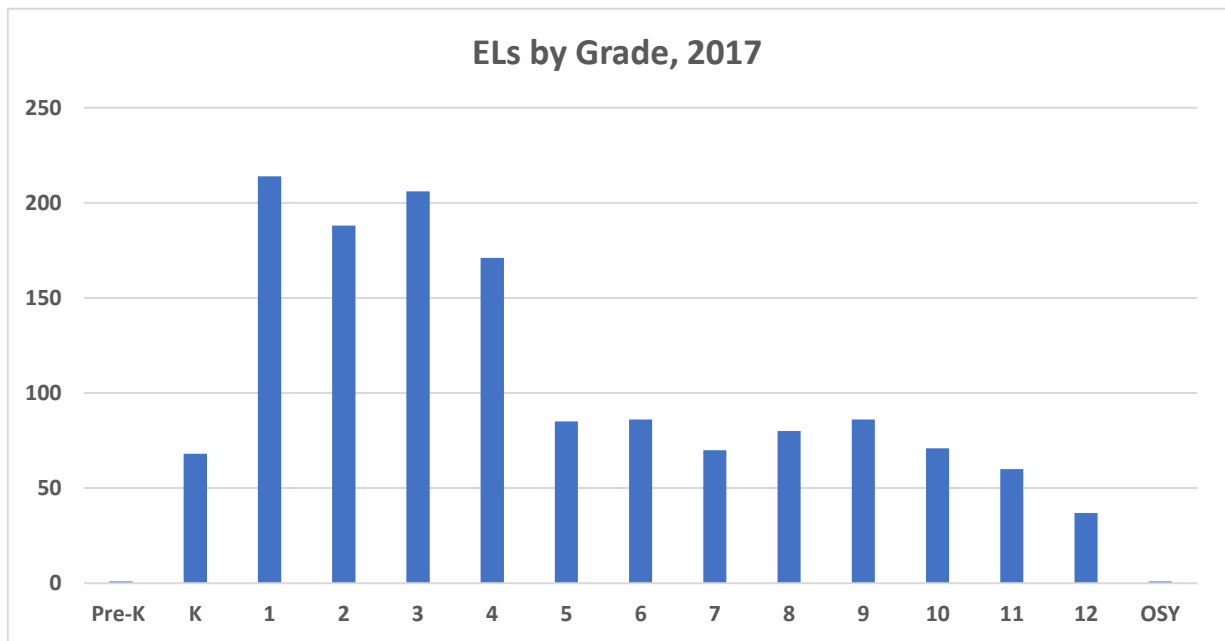
The WIDA-ACCESS Placement Test, also known as the W-APT, is the assessment used in North Carolina for initial identification and placement of students identified as English Learners (ELs) in grades PK-12. If students are OSY, then their designation as EL is based on an "OSY English Language Proficiency Screener" that measures Oral English Proficiency. In the case of PK-12 students, EL data is reported to the NCMEP by the ESL staff at DPI. For OSY, the screener results are reported by the LEA MEPs to the SEA. This data is then compiled by AmeriCorp VISTA volunteers or by the NC MEP Program Administrator.



MIS2000 & CSPR

There has been some variability in the number of migratory students identified as ELs, with the largest percentage identified during the 2013-2014 school year. This is likely due to the steady influx of unaccompanied minors who migrated from many Central American countries during

2013 and 2014. Additionally, more LEAs used the “OSY English Language Proficiency Screener” to identify OSY ELs than any other year in this range.



CSPR 2016-2017

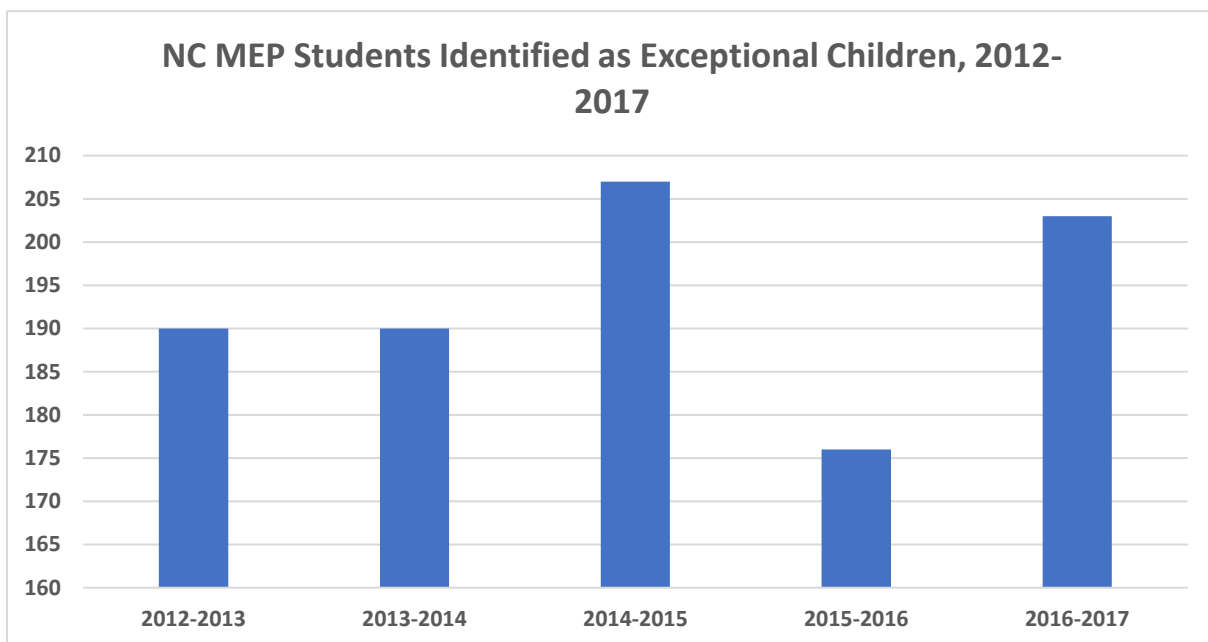
When the most recent year’s totals are broken down by grade, the curve tends to mimic the overall population of the program, by grade, as seen below. Since OSY are only counted as “EL” if they have taken a screening assessment, the numbers of OSY with this designation is an underestimate. Pre-K Students are also underestimated as they are not yet required to take the W-APT.

The slight increase in the total number of EL- identified MEP students between 2013-2014 and 2016-2017 speaks to a continued need to provide high quality supplementary instruction in English language for students in grades K-12. In addition, OSY have consistently indicated their desire for English language instruction on the OSY Needs Assessment.

Exceptional Children

In 2016-2017 school year, there were 203 migrant children and youth identified for special education services including preschool-aged children to grade 12 students. The total represents approximately 3.25 percent of the total migrant population. This percentage is lower than the national average for all children, and it may point to a difficulty in the identification process,

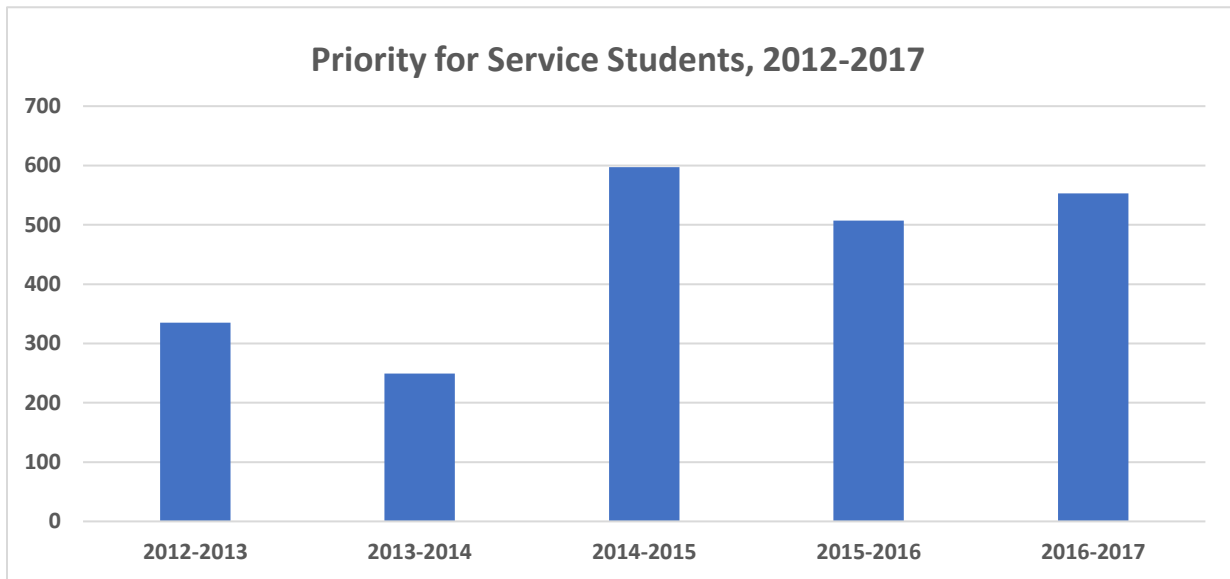
which is certainly a consequence of mobility. Students may begin the identification process in one state and move before it is completed. If they are referred in another state, they may have to start the entire process from the beginning. The largest number of students identified for special education services occurred during the 2014-2015 school year.



MIS2000 & CSPR

Priority for Service Students

“Priority for Service” (PFS) students are those students who have educational disruption and who are also at risk of not meeting state standards. In North Carolina, we define “educational disruption” as having made a move during the last school year. There are several different criteria considered when determining a student as “at risk” (See the *PFS Record Form* for details). During the 2016-2017 school year, in order to be designated as PFS, a student must have moved into or out of a program during a regular school year and must meet at least one of the “at risk” criteria.



MIS2000 & CSPR

The number of PFS students has increased significantly from the 2013-2014 school year. This can be explained, primarily, by a change in the mobility of our students.

Additionally, the SEA continued to train staff on the use of documentation for PFS, resulting in more accurate identification of these students. We expect this number to increase during the 2017-2018 school year based on the change to the definition of PFS under the ESSA.

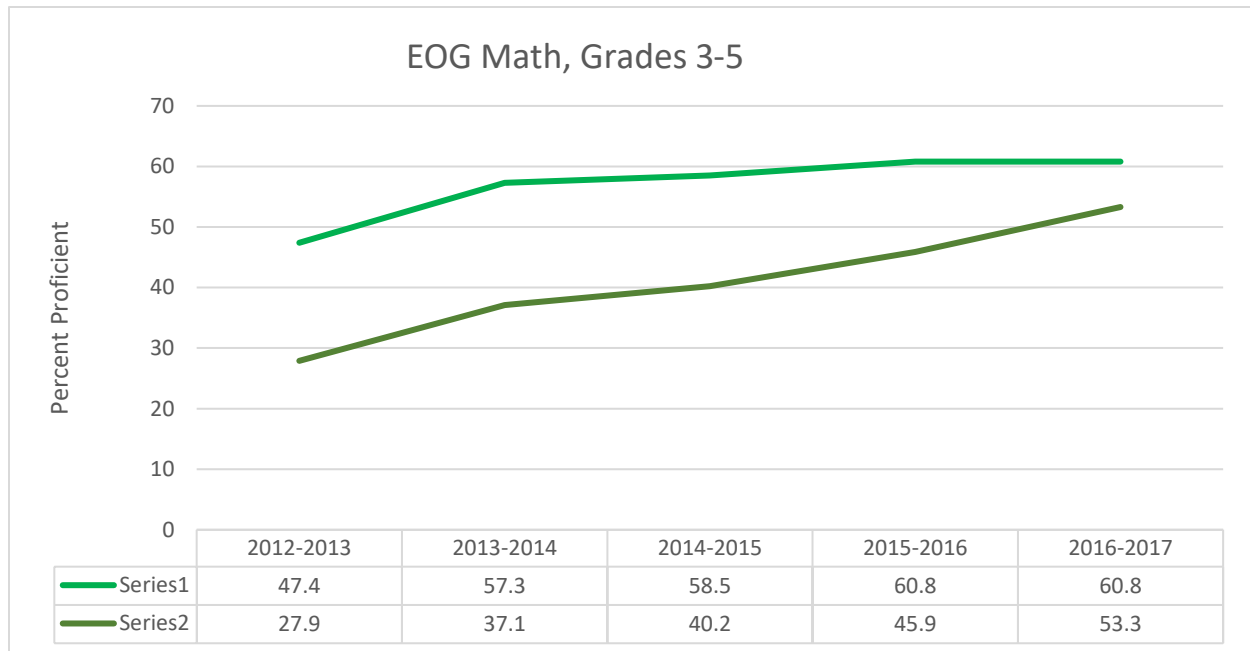
Academic Indicators and Assessment Results for Migrant Education students

This student academic profile looks at standardized testing information, credit accrual for Algebra and English (both requirements for high school graduation), and scores on English proficiency tests. Unless otherwise indicated, all data is from NCDPI Accountability Services.

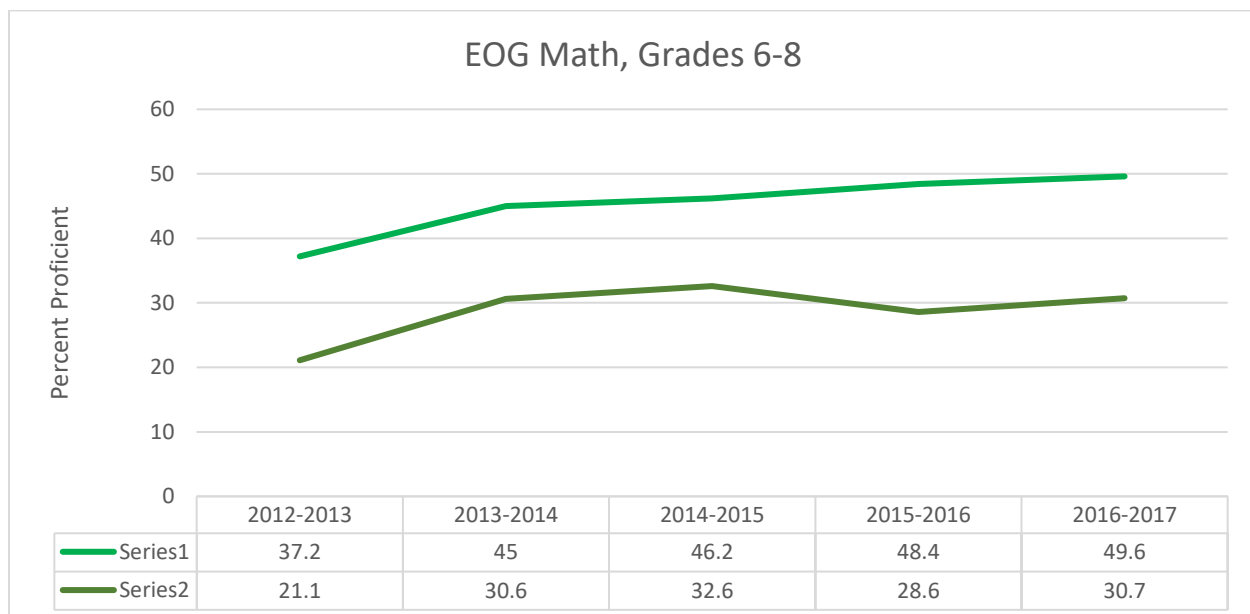
The End-of-Grade (EOG) tests are state standardized tests given to children in grades 3-8 across North Carolina. The content areas of the tests are Reading, Mathematics, and Science. The charts below compare the proficiency levels of migrant students with “all students.”

The gap for migrant students in grades 3-5 is closing on Mathematics EOG, with proficiency increasing by approximately 20% from 2012 to 2016. However, the gap has increased slightly on the Mathematics EOG for migrant students in grades 6-8, with 30.7% of migrant students scoring as proficient in 2016-2017 as compared with 32.6% in 2014-2015. Additionally, there is a substantial difference between the number of migrant students who are proficient on the

Mathematics EOG in grades 3-5 when compared with migrant students in grades 6-8. This difference can partly be explained by the transition experienced by students in grades 6-8 as well as the more abstract mathematical concepts that are covered at these grade levels.

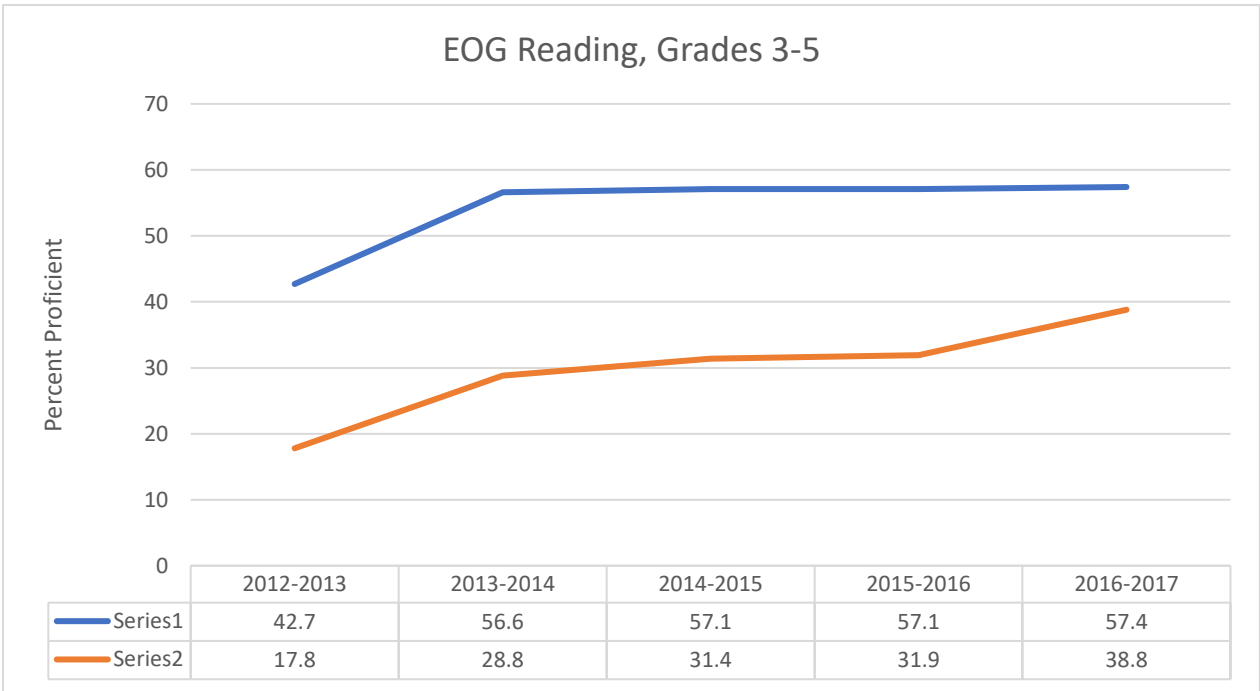


NC Testing and Accountability

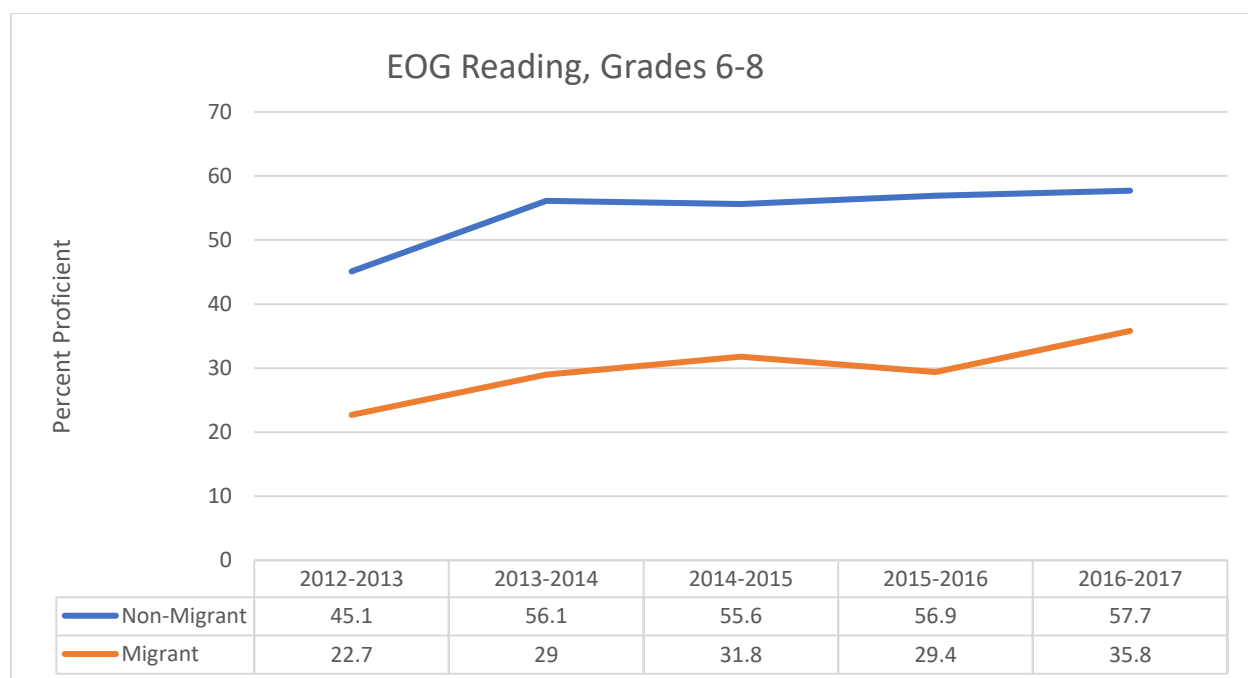


When compared with Mathematics, the gap in Reading proficiency is greater in both grade bands. In grades 3-5, 18.6% fewer migrant students are proficient in reading than their peers, and 21.9% fewer are proficient in grades 6-8. These data point to a strong need to work with migrant students on the critical comprehension skills needed to negotiate middle and high school reading.

It is likely that the gap in reading proficiency remains large due to the number of identified EL students who make up the migrant population as well as the number of migrant students who speak a first language other than English. Even if these students have been “exited” from receiving EL services, reading comprehension and writing will continue to be a challenging area for students whose first language is not English. However, overall, there has been a significant increase in the reading proficiency of all students in grades 3-8 since 2012.

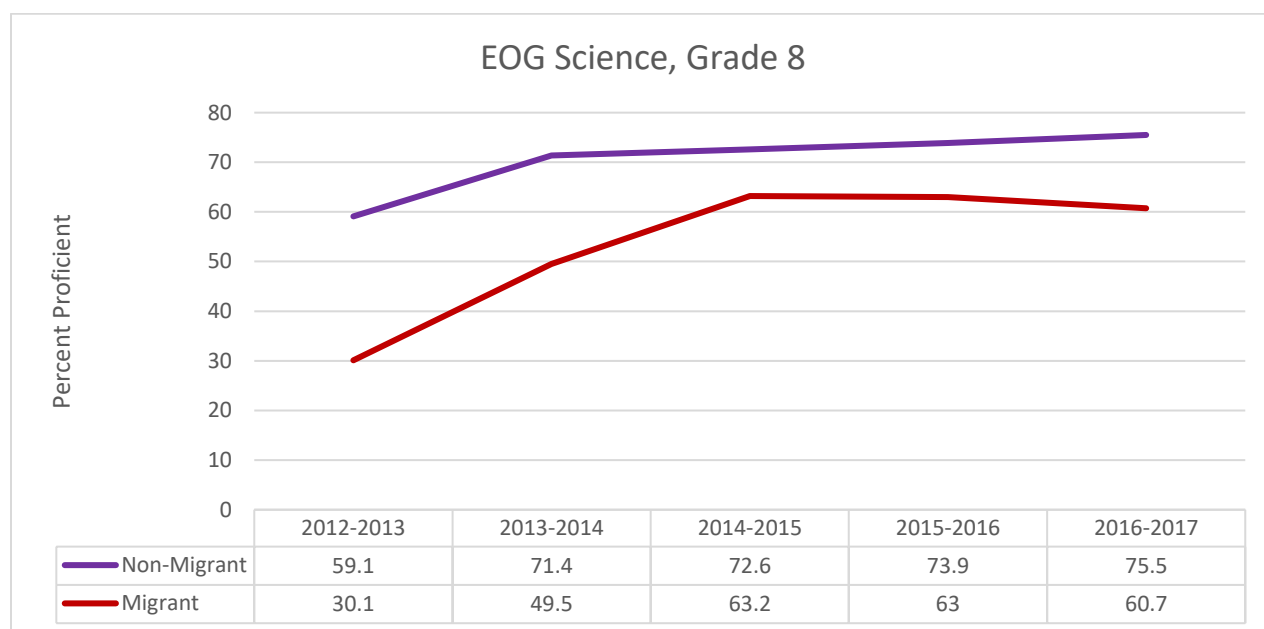


NC Testing and Accountability



NC Testing and Accountability

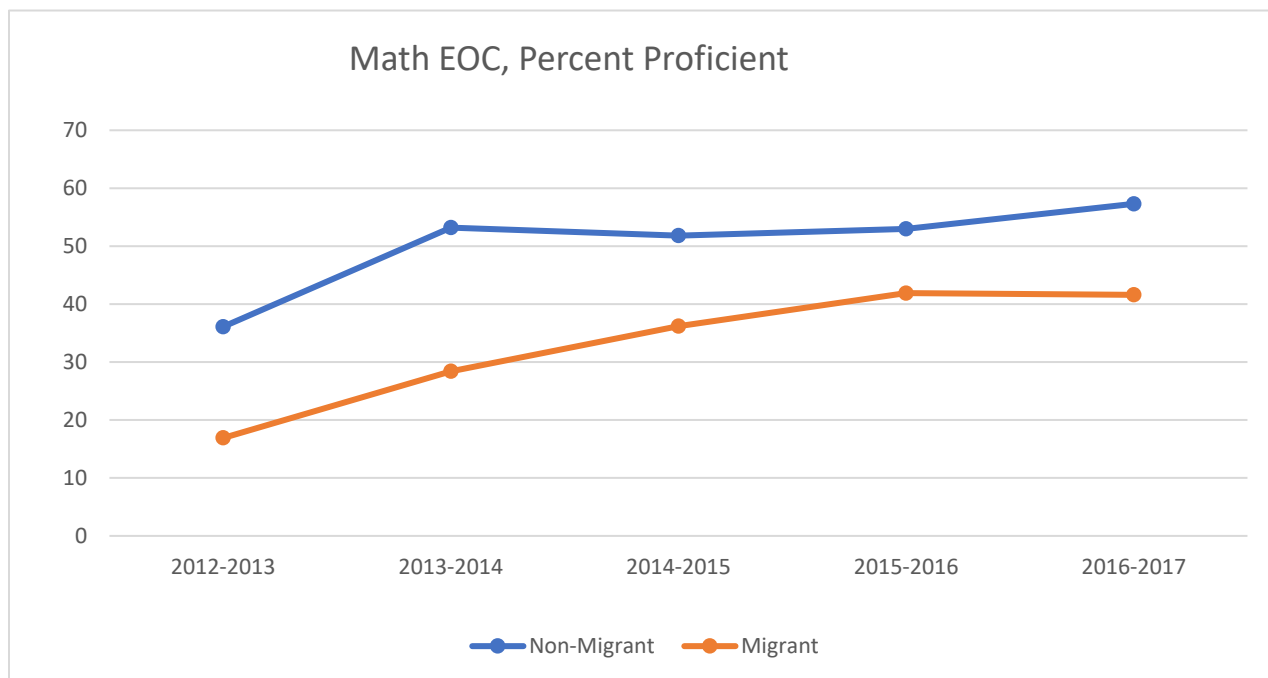
The Science EOG is required in 8th grade. Data collected since 2012, shows that the gap between migrant and non-migrant students is closing rapidly, increasing by over 30% from 2012 to 2016, with a slight decrease in scores from 2015-2016 to 2016-2017.



NC Testing and Accountability

North Carolina high school students must take the following End-of-Course (EOC) Exams: NC Math I, English II, and Biology. In addition, all North Carolina eleventh grad students are given the ACT assessment free of charge. Tenth graders will be administered the PLAN test, and twelfth graders completing a four-year Career and Technical Education (CTE) sequence will take the Work Keys during their senior year. In previous years, students took EOC Exams in English I, Algebra I, Algebra II, Geometry, Civics and Economics, US History, Biology, and Physical Science.

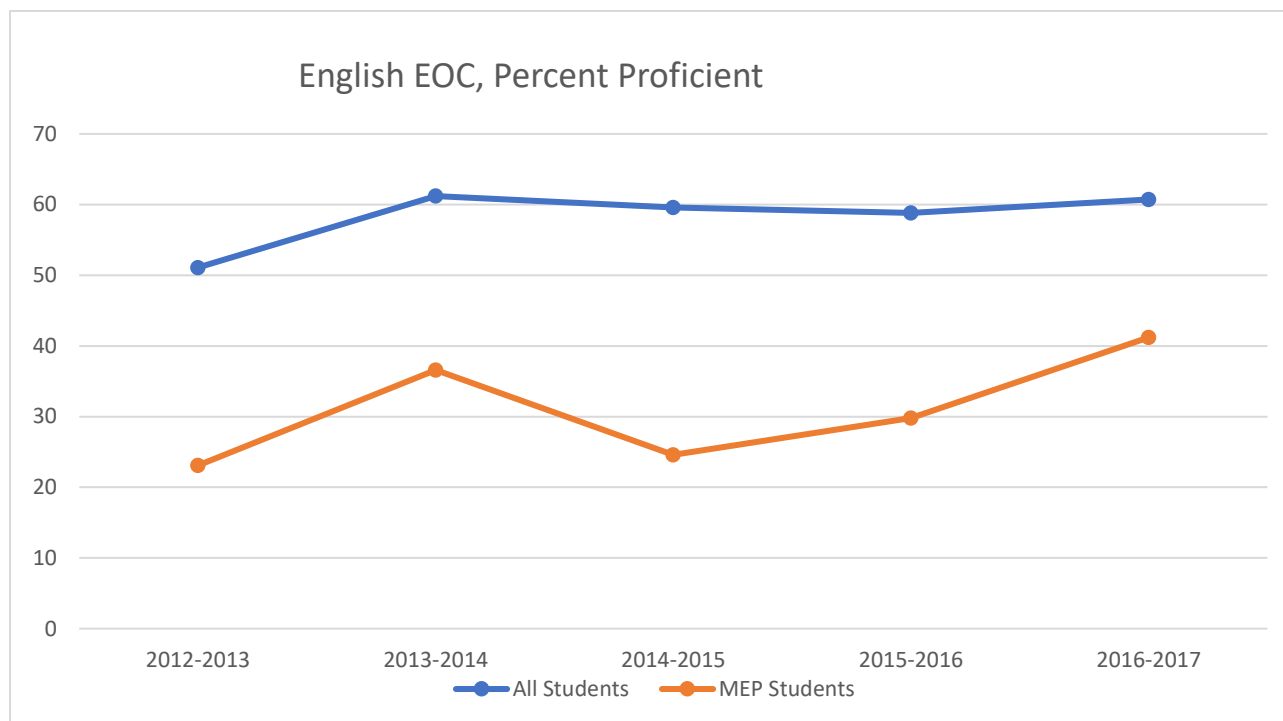
Similar to the testing data in grades 3-8, the gap is closing in Mathematics but is persisting English/Reading. In 2012-2013, only 16.9% of migrant students were proficient on the Math I EOC, compared with 36.1% of their non-migrant peers. In the most recent available data, 41.6% of migrant students are proficient in Math, an increase of over 20%.



NC Testing and Accountability

The gap remains larger for the English II EOC. The gap closed slightly in 2013-2014, but dropped significantly in 2014-2015 with only 24.6% of migrant students scoring proficiently on this EOC Exam. However, during the 2016-2017 school year, the gap appears to be closing, with 41.2% of MEP students testing as proficient on the English II EOC.

It is promising that the gap appears to be closing over the past two school years. However, the greater difference in proficiency levels between Math and Reading/English still points to the need for strong supplementary instruction in reading and writing in order to prepare students for more rigorous English and Reading curriculums at the middle and high school levels.

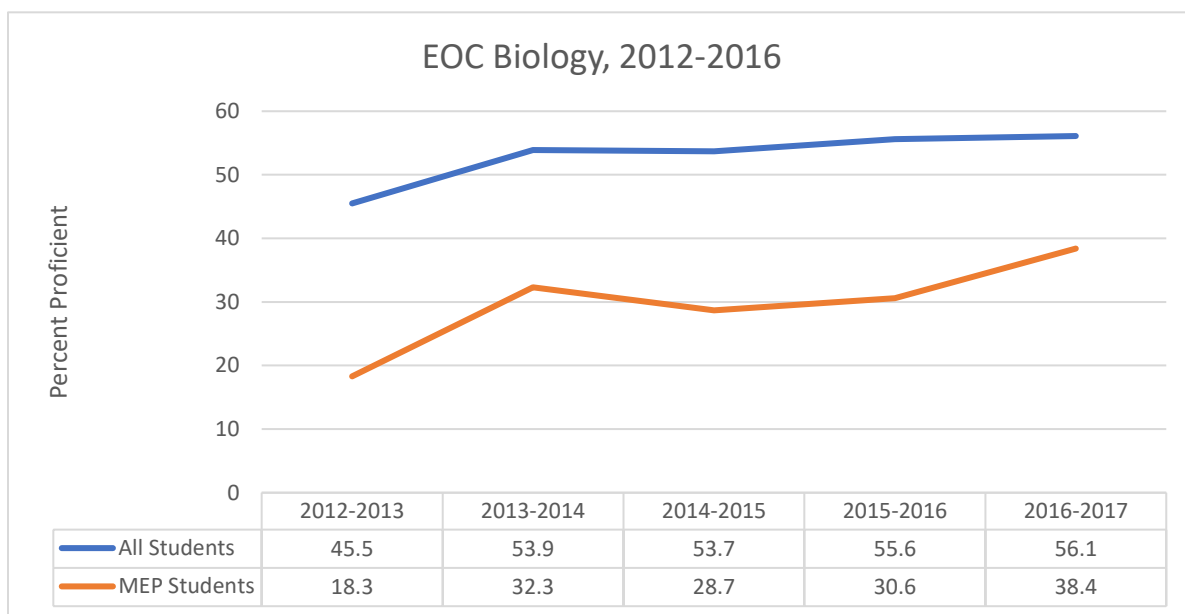


NC Testing and Accountability

Unlike the EOG in 8th grade science, where the gap between migrant and non-migrant students seems to be closing, the proficiency gap on the Biology EOC is larger and only recently appears to be closing, with the largest increase in proficiency during the 2016-2017 school year.

EOC proficiency data may be skewed by low enrollments of MEP students in EOC courses. Therefore, it is important to examine whether migrant students are enrolling at the same rate as

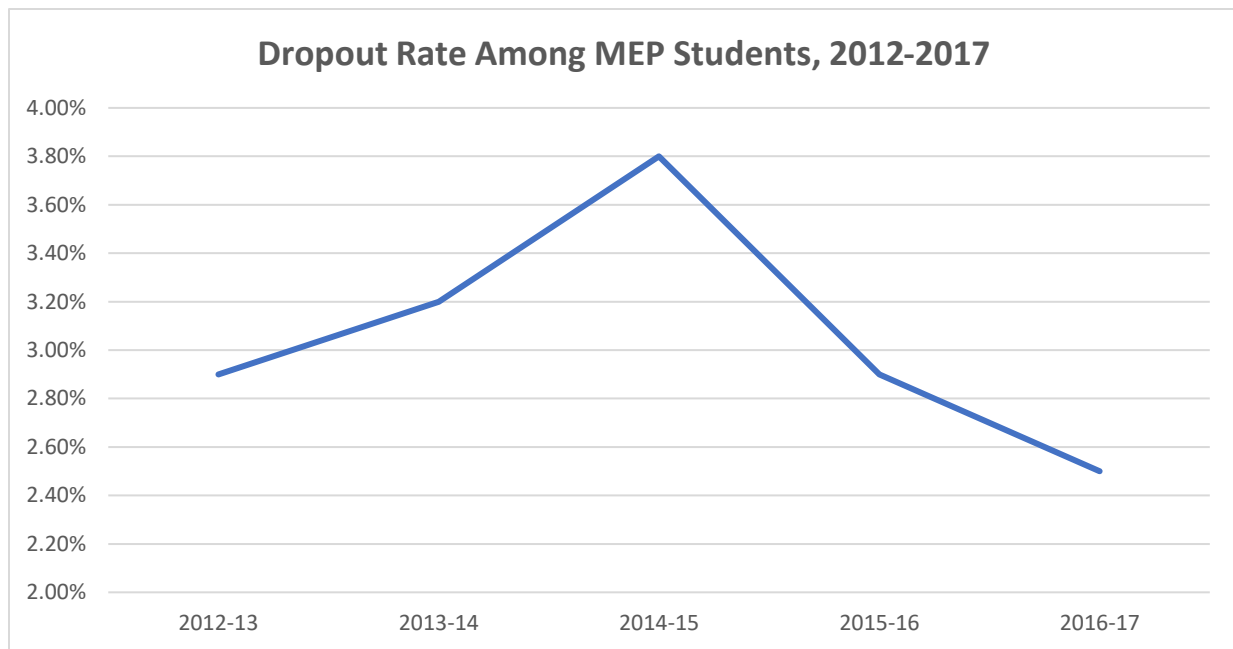
non-migrant students. A concentrated effort needs to be made to enroll and support migrant students in required courses for graduation.



NC Testing and Accountability

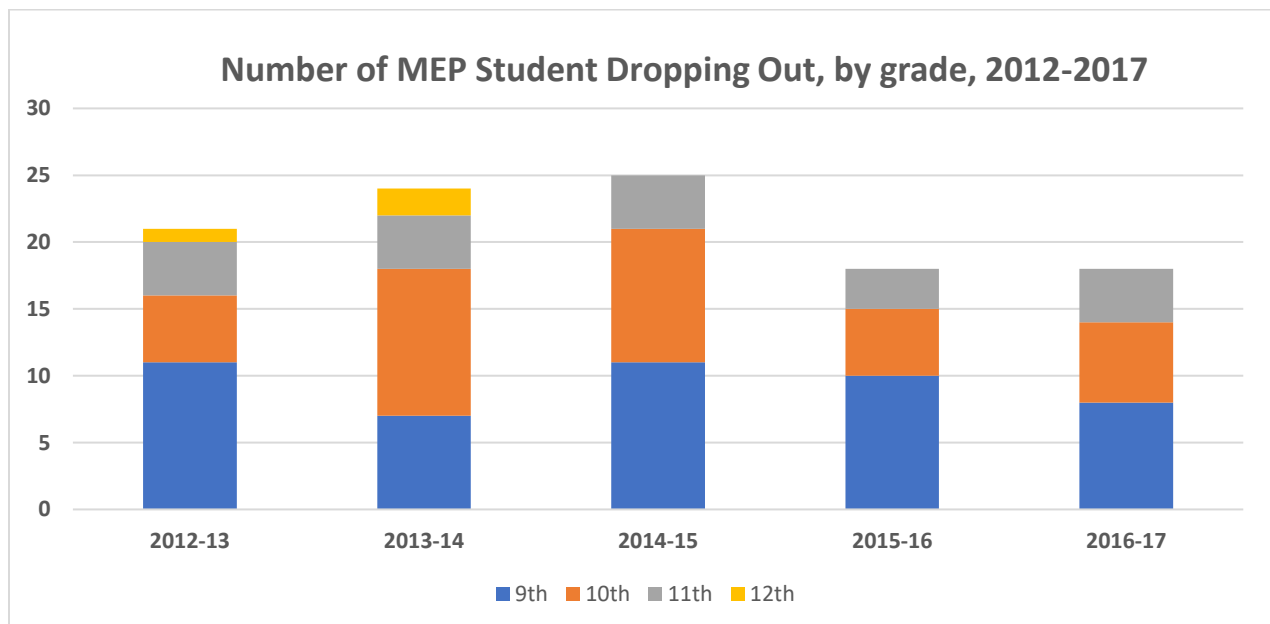
Graduation and Dropout Data

Dropout rates among migrant students steadily decreased from 2006 to 2012. However, there was a slight increase in during both the 2013-14 school year and the 2014-15 school year, 3.2% and 3.8% respectively. The number decreased back to 2.9% during the 2015-16 school year and decreased slightly during the 2016-17 school year to 2.5%. The increase in dropout rate between 2013 and 2015 can be partly attributed, again, to the increased migrant of unaccompanied minors from Central American countries during this period. The majority of these unaccompanied minors fell between the ages of 13-17, resulting in many of these children being placed in grades 9-11. Due to issues adjusting to American culture and schools, limited English proficiency, and low educational level in their home countries, several of these unaccompanied minors dropped out (https://www.nytimes.com/2014/06/03/us/politics/new-us-effort-to-aid-unaccompanied-child-migrants.html?_r=0) It is important to note that calculating an accurate dropout and graduation rate for the highly mobile MEP population is difficult. This is because only those MEP students who graduated or dropped out during the performance period are included in these data.



CSPR

The vast majority of students continue to drop out in the 9th and 10th grades, a trend echoed in many subpopulations of high school students. NCMEP must make a concerted effort to intervene on behalf of students in these grades to help them stay in school.



CSPR

During the 2015-16 school year, eight migrant students obtained a High School Equivalency Diploma (HSED). This is the highest number of HSEDs since 2012. This can be explained increased coordination with the High School Equivalency Program (HEP) and a focus by the MEP Administrator on developing professional development modules that focused on better assisting dropouts and recovery youth. This highlights the need to continually cultivate the relationship between the NCMEP and HEP.

Conclusions

Examining the North Carolina Migrant Student Profile as a whole, there is much work to do with every identified group of students.

- School Readiness is an important factor and need in increasing student achievement. There continues to be a need to increase pre-school attendance and services. Stronger links still need to be formed between Pre-K programs and NCMEP.
- We need to place a strong focus on closing the gap between migrant and non-migrant students in grades 3-5 in Reading. The gap is largest and most persistent in this subject area.
- For middle school students (grades 6-8), significant gaps in proficiency levels persist in both Math and Reading. There needs to be a focus on addressing the other non-academic factors, such as school transition and self-esteem issues, that result in much slower academic achievement growth than at the elementary level.
- The gap is closing in 8th grade science. However, it steadily persists and is quite large for high school Biology, a required course for graduation. High mobility and lost instructional time become critical at this level since students are expected to learn specific science concepts, and scientific language proficiency becomes increasingly important.
- Based on the scores of our high school students, we must continue to concentrate on not only improving scores, but also access to courses and continuing support for these students. A strong effort to increase student engagement through support for extracurricular activities, college access workshops, and leadership development is needed. Additionally, there is an increased need for coordination and collaboration between states in order to facilitate credit transfers.
- Finally, with around 25 percent of our students identified as OSY, a focus needs to be placed on instructional and support services for them. While the majority of these students have work as a first priority, 83 percent have indicated a desire to learn English

and 10 percent have indicated a desire to obtain a diploma. The NCMEP must provide access to appropriate programs for these students.

Service Delivery Planning Tool

After assessing students' needs and determining goals for serving them, the next step is to develop strategies that can be used by MEP staff to help them meet those measurable program objectives (MPOs).

The table that follows presents the information gleaned from the Comprehensive Needs Assessment and applies it by linking strategies to the MPOs. The parts of the table are:

Age/Grade Group of Students - There are five groups of students delineated: Pre-Kindergarten-age children (School Readiness), Elementary School students, Middle School students, High School students, and Out-of-School Youth. Each of these groups has its own characteristics, needs, and areas of concern.

Area of Concern - While there are seven areas of concern described by the Office of Migrant Education, some of the concern areas are more important in particular age/grade groups. These areas of concern have been decided for each group through the CNA process by discussions, surveys, and committee meetings with MEP staff, parents, students, and other stakeholders.

Concern Statements - For each Area of Concern and student age/grade group, a statement expressing the dimensions of that concern is made.

Indicators - This column presents the information needed to study and address the Concern Statement. The data may be qualitative or quantitative.

Data Sources and Evidence - This column presents a digest of the most pertinent information gathered during the CNA regarding a particular concern. This is where the statistical indicators are presented, and where the qualitative data interpretations are shown. It is important to refer to this column when deciding whether sufficient data has been gathered.

Measurable Program Objectives (MPOs) - These are the actual goal statements for the NCMEP. They represent measurable goals, have timelines, and are clear regarding the population of students they cover. In some cases, they are implementation goals, and in other cases, they are outcomes. They were derived through the course of five webinar meetings in 2012 with CNA/SDP Committee members and through referral to the Annual Measurable Objectives (AMOs) of the North Carolina Department of Public Instruction. The MPOs represent goals for the program at the state level, and they serve as a guide for local MEPs, who must work together to help achieve the statewide goals for migratory children.

Strategies - This column represents an assortment of promising practices and research-based approaches to assist local MEPs in meeting the Measurable Program Objectives. This column is dynamic during any given Service Delivery Plan cycle, since new strategies always come to light.

Using the Service Delivery Plan

Local MEP sub-grantees should use this plan in designing their own service delivery. Of course, each LEA sub-grantee is unique. Some may have high populations of Pre-K students; others may have high and growing populations of OSY. Their priority areas may be slightly different, but they should be constantly striving to meet the Measurable Program Objectives for the North Carolina Migrant Education Program. Each LEA sub-grantee should review the MPOs and analyze them as they relate to the population of students in that LEA. If, for example, the elementary school students are all achieving at a high level and meeting standards in an LEA, then the service focus should change to a group of students with greater needs. After reviewing the Service Delivery Plan, MEP staff should use it as a guide to complete the Migrant Education section of the Comprehensive Continuous Improvement Plan (CCIP) process, especially in creating their planning documents and determining their grant details. Monitoring processes, either through Consolidated Federal Program Monitoring or through Program Quality Reviews (PQRs), evaluate the fidelity of programs with the goals of the Service Delivery Plan. Finally, since the evaluation process (Local MEP annual Program Evaluation) derives from the Service Delivery Plan, meeting SDP goals can be evaluated by each sub-grantee to improve their program in subsequent years.

Service Delivery Plan

SCHOOL READINESS					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
Access to Services	<p>We are concerned that Pre-K students and families do not have access to pre-K or other school readiness programs, due to time of arrival, transportation, and lack of information.</p> <p>We are concerned that Pre-K students are not being serviced during the summer months.</p>	<p>Percentage of Migratory Pre-school aged children who are able to enroll in Pre-K programs.</p> <p>Percentage of Migratory families of pre-K-age children with access to transportation to pre-K programs.</p> <p>Qualitative data on parent viewpoints regarding pre-K access.</p>	<p>Parent Focus Groups: Enrollment in and transportation to Pre-K programs is difficult.</p> <p>CEDARS Data: In 2015-16, 5.7% of pre-K age students (ages 3-5, not in Kindergarten) received some instructional services.</p> <p>In 2015-16, less than 3% of pre-K age students received instructional services in the summer</p> <p>Staff Surveys: 52% of staff indicated a need for professional development in the area of family literacy and pre-k service provision</p> <p>44% of staff saw transportation as the biggest barrier for providing services to Pre-K students.</p> <p>52% of staff saw lack of parents' availability as the biggest barrier for providing services to Pre-K students.</p>	<p>1) By the end of the 2019-20 program year, at least 40 percent of migratory children ages 3-5 (and not yet in Kindergarten) will receive at least eighteen (18) hours of school readiness instruction.</p> <p>2) By the end of the 2019-20 program year, MEPs in at least four (4) counties will offer summer programs that extend to pre-K students</p> <p>3) By the end of the 2019-20 program year, all MEPs receiving sub-grants will offer at least eighteen (18) hours of Pre-K services in the summer, if there are Pre-K aged students present</p>	<ul style="list-style-type: none"> Collaborate with East Coast /Telamon Migrant Head Start and other Pre-K programs to co-recruit and enroll. Collaborate on resolving transportation solutions. Investigate the possibility of providing mini-grants to Pre-K providers to increase student participation in Pre-K programs Offer school readiness sessions to pre-k students who are not enrolled in a regular pre-k Develop lists of local pre-K programs and provide to families; e.g., MEP packets, MEP fall parent meetings, etc. Include Pre-K students in summer schools or camps by contracting with ECMHSP or other Pre-K providers

Service Delivery Plan

SCHOOL READINESS					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
Educational Support in the Home	We are concerned that MEP parents need to develop skills to help their pre-K children be ready for kindergarten and to provide a home environment conducive to learning.	<p>Percentage of MEP programs offering family literacy programs/ number of students served in family literacy programs.</p> <p>Qualitative: Parent opinion surveys/focus groups indication of need for skills.</p>	<p>CEDARS Data: In 2015-16, 9.1% of MEP pre-k students received family literacy services.</p> <p>Staff Surveys: 52% of staff indicated a need for professional development in the area of family literacy and pre-k service provision</p> <p>44% of staff saw transportation as the biggest barrier for providing services to Pre-K students.</p> <p>52% of staff saw lack of parents' availability as the biggest barrier for providing services to Pre-K students</p> <p>Parent Focus Groups: Parents indicated a desire to learn how to help their children with school readiness, but lacked training and materials.</p>	<p>1) By the end of the 2019-20 program year, all local MEPs will have staff trained to conduct family literacy programs.</p> <p>2) By the end of the 2019-20 program year, 75 percent of parents of pre-K students will have attended a family literacy session or program.</p> <p>3) By the end of 2018-2019, 90% of children participating in Family Literacy activities will show an increase in school readiness as measured by a developmental skills assessment.</p> <p>4) By the end of the 2018-2019 school year, 100% of staff who work with MEP Pre-K students will have trainings in Family Literacy and/or School Readiness Activities</p>	<ul style="list-style-type: none"> • Offer Abriendo Puertas training or other family literacy training to MEP staff • Use available curricula for staff development in parental training for school readiness. • Compile resource list and disseminate to LEAs. • Develop evaluation methods for success of family literacy programs, such as pre-post skills assessments.

Service Delivery Plan

SCHOOL READINESS					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
Health	We are concerned that food insecurity and health issues may lower the capacity for MEP pre-K children to be ready for school.	<p>Percentage of MEP Pre-K age students receiving health support through MEP.</p> <p>Percentage of MEP Pre-K age students with immunization flag in MSIX.</p> <p>Qualitative: Parent opinions regarding pre-K migratory students' access to basic primary care.</p>	CEDARS Data: In 2015-16, 9.1% of MEP pre-k students received family literacy services.	<p>1) By the end of the 2019-20 program year, each local MEP shall develop a plan to increase food security among Pre-K children and their families</p> <p>2) By the end of the 2019-20 program year, each LEA with an MEP sub-grant shall determine the percentage of their children who have access to basic health care and develop a plan to serve those students with no regular care.</p>	<ul style="list-style-type: none"> • Work with Child Nutrition Departments to ensure that MEP children are enrolled in Summer Food Service Program • Coordinate with local food banks and agencies to make sure that MEP families can receive services • Investigate mini-grants with health service agencies to provide services • Create informational packets to assist families in enrolling children in health care programs • Strengthen collaborations with local Community Health Centers, Migrant Health Centers, and private providers to provide screenings, immunizations, and basic preventive care.
English Language Development	We are concerned that Pre-K MEP children have not developed basic	Percentage of Pre-K students receiving literacy/pre-literacy/school	CEDARS Data: In 2015-16, 9.1% of MEP pre-k students	1) By the end of the 2019-20 program year, all local MEPs will have staff trained to	<ul style="list-style-type: none"> • Conduct statewide Abriendo Puertas training or other family literacy

Service Delivery Plan

SCHOOL READINESS					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
	English language skills and pre-literacy skills.	<p>readiness, ESOL, or family literacy services.</p> <p>Attendance at MEP-sponsored family literacy activities.</p> <p>Qualitative: Parent focus group opinions and suggestions about family literacy.</p>	<p>received family literacy services.</p> <p>In 2015-16, 5.7% of pre-K age students (ages 3-5, not in Kindergarten) received some instructional services.</p> <p>In 2015-16, less than 3% of pre-K age students received instructional services in the summer</p> <p>In 2015-16 8% of pre-K age students received ESOL services</p>	<p>conduct family literacy programs.</p> <p>2) By the end of the 2019-20 program year, 75 percent of parents of pre-K students will have attended a family literacy session or program.</p> <p>3) By the end of 2018-2019, 90% of children participating in Family Literacy activities will show an increase in school readiness as measured by a developmental skills assessment.</p> <p>4) By the end of the 2018-2019 school year, 100% of staff who work with MEP Pre-K students will have trainings in Family Literacy and/or School Readiness Activities</p>	<p>training that address second language learning</p> <ul style="list-style-type: none"> • Deliver family literacy curriculum to parents. • Use bilingual books to enhance language learning among both parents and pre-school children. • Facilitate enrollment of children into Head Start and other Pre-K programs.

ELEMENTARY SCHOOL					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
Educational Continuity	<p>We are concerned that high mobility leads to gaps in education due to difficulties in registration and placement and timely provision of supplemental instruction</p> <p>We are concerned that students lose skills over the summer months, especially with the demise of many other summer programs.</p>	<p>Staff Survey: Percentage of Staff members who indicate that they have issues with records.</p> <p>MSIX: Percentage of staff actively using MSIX.</p> <p>CEDARS: Percentage of children who have a qualifying move within the last 12 months.</p> <p>Percentage of K-5 students receiving instructional services.</p> <p>Percentage of K-5 students receiving advocacy services/pupil services.</p> <p>Qualitative: Parent opinions about needs for summer instruction.</p>	<p>Staff Survey: 15% of staff indicated that records from out of state do not arrive in a timely fashion.</p> <p>MSIX Reports: 86 MEP staff have been trained as primary users of MSIX as of February 2018. Nearly half of those users have not accessed the system within the last 3 months.</p> <p>CEDARS: 44% of MEP and 39% of K-5 MEP students had a qualifying move within the last 12 months.</p> <p>9.3% of MEP were identified as PFS during 2015-16. Of the total number of PFS students, 56% were in grades K-5.</p> <p>184 (64%) of PFS students in grades K-5 received instructional or support services during the school year, and 20% of PFS students in grades K-5 received services in the summer.</p> <p>59% of K-5 MEP students received supplemental instructional services.</p>	<p>1) By the end of the 2019-20 school year, NC MEP will offer training to Student Services staff in a minimum of 10 LEAs</p> <p>2) By the end of the 2019-20 school year, 100% of PFS students in grades 3-5 will receive instructional services.</p> <p>3) By the end of the 2018-2019 school year, 100% of PFS students will have a Personal Education Plan (PEP) for Migrant Education.</p> <p>4) By the end of the 2019-20 program year, each MEP sub-grant program shall offer summer instruction for its K-12 students.</p> <p>5) All summer programs will create a data profile, measuring their effect by the end of the 2019-20 program year</p> <p>6) By the end of the 2017-18 program year, NC MEP will offer</p>	<ul style="list-style-type: none"> • Conduct training to Student Services staff on the MEP, identifying migrant children, and naming conventions • Assist parents in obtaining the affidavits and other documentation needed to enroll students in school. • Increase number of staff using MSIX, especially MSIX notification information. • Conduct parent-educator meetings to discuss student progress as a requirement for all PFS students; use of PEP form for all PFS students. • Develop sample assessments for summer programs in order to evaluate student growth. • Distribute template for tracking student data. • Research and provide training on implementing effective summer programming

ELEMENTARY SCHOOL					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
			<p>Parent Focus Groups (10/10 and 3/11): Students need to attend summer academic programs because they fall behind over the summer, especially in English.</p> <p>Staff Survey: 38% of MEP staff indicated a need for professional development on providing instructional support and effective tutoring</p> <p>19% of MEP staff indicated a need for professional development on designing and implementing effective summer programs</p>	instructional programs to at least 50 percent of its students who are present in the summer	<ul style="list-style-type: none"> • Increase instructional services to all PFS students. • Develop models for different summer programs, ranging from state programs to local summer schools to home-based visitation programs. • Deliver summer services in all LEAs either through a structured summer programs or conducting visits to the site where students are placed during the summer. • Investigate ways to measure what is lost during summer and address it through summer programs.
Instructional Time	We are concerned that high mobility leads to lost instructional time and results in difficulties meeting academic standards.	<p>CEDARS: Percentage of children who have a qualifying move within the last 12 months.</p> <p>Percentage of K-5 students receiving instructional services.</p> <p>Percentage of K-5 students receiving</p>	<p>CEDARS: 35% of students in grades K-5 had a QAD during the last 12 months during the 2015-2016 SY17</p> <p>58% of students in grades K-5 received instructional services from a teacher or paraprofessional</p>	<p>1) By the end of the 2018-2019 program year, every local MEP will offer after-school or homebased instructional assistance that does not pull students out of regular classes.</p> <p>2) By the end of the 2018-2019 program year, MEP students in grades 3-5 will</p>	<ul style="list-style-type: none"> • Continue home-based tutoring and reading programs. • Provide trainings to LEAs on effective after-school and home-based tutoring programs • Create a template that collects and tracks data that

ELEMENTARY SCHOOL					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
		advocacy services/pupil services.	Student Profile: The gap between MEP elementary students and all students in math is 15%. The gap between MEP elementary students in reading is even larger, and remains largely unchanged from previous years at 25%.	have narrowed the EOG achievement gap between MEP students and non-MEP students by a minimum of 10%	<p>measures the effectiveness of tutoring programs in the MEP</p> <ul style="list-style-type: none"> • Utilize MSIX to assist in early intervention. • Provide trainings to LEAs and school staff on evidence-based practices for providing instructional services to MEP students

MIDDLE SCHOOL					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
Instructional Time for English Language Development	We are concerned that Middle School MEP students still lag behind their peers in Reading.	<p>Accountability Information: Percentage of MEP students meeting or exceeding State standards for their grade in reading.</p> <p>Percentage of MEP students achieving highest two levels of ACCESS assessment.</p> <p>CEDARS: Percentage of MEP students receiving math instructional services.</p> <p>Student Surveys: Percent of students who attend afterschool programs.</p>	<p>Student Profile: Reading— The gap between MEP 6-8th graders and all students is around 28 points. Only 29.4% of MEP students in grades 6-8 met or exceeded standards in 2015-16.</p> <p>Only around 7% of MEP middle school students are in the higher levels of English Proficiency, as measured by the ACCESS for ELLs.</p> <p>CEDARS: 32% of MEP students in grades 6-8 received math instructional services during the 2015-16 school year.</p> <p>Student Surveys: 31% of students indicated that they had transportation difficulties in attending afterschool programs.</p>	<p>1) By the end of the 2019-20 program year, MEP students in grades 6-8 will narrow the EOG achievement gap in reading between themselves and the all student group by 10%.</p> <p>2) By the end of the 2019-20 program year, NC MEP and the gap between MEP EL students and MEP non-EL students will decrease by 10%</p>	<ul style="list-style-type: none"> Investigate evidence-based curricula that engage middle school learners in reading and literacy Provide professional development around engaging instructional support for middle schoolers Provide reading instructional support to all PFS students Use materials from the Migrant Consortia to enhance learning in reading. Continue to support English Language Development among ELLs, especially focusing on content area English and SIOP methodologies.
Instructional Time for Math	We are concerned that Middle School MEP students lag behind their peers in Math.	<p>Accountability Information: Percentage of MEP students meeting or exceeding State standards for their grade in math.</p>	<p>Student Profile--Math: The gap between MEP and “all students” meeting state standards is 20%. This is an increase from the 2014-15 school year. In 2015-16, only 28.6% of migrant students met or exceeded state standards.</p>	<p>1) By the end of the 2019-20 program year, MEP students in grades 6-8 will narrow the EOG achievement gap in math between themselves and the all student group by 10%.</p>	<ul style="list-style-type: none"> Investigate evidence-based curricula that engage middle school learners in math Continue math-science enrichment during summer and school year to increase interest. Develop models for LEA-based programs to use.

MIDDLE SCHOOL					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
		CEDARS: Percentage of MEP students receiving math instructional services. Student Surveys: Percent of students who attend afterschool programs.	CEDARS: 28% of MEP students in grades 6-8 received math instructional services during the 2016-17 school year. Student Surveys: 31% of students indicated that they had transportation difficulties in attending afterschool programs.	By the end of the 2019-20 program year, NC MEP and the gap between MEP EL students and MEP non-EL students will decrease by 10%	<ul style="list-style-type: none"> • Use SIOP and other methodologies to help students develop English for math • Provide training in math tutoring techniques and resources for MEP staff.
Educational Continuity	<p>We are concerned that Middle School students fall behind during the summer months</p> <p>We are concerned that high mobility leads to gaps in education due to difficulties in registration and placement and timely provision of supplemental instruction</p>	CEDARS: Percentage of 6 th – 8 th graders participating in summer instruction. Student surveys: Percent of students who would like to attend summer program. Percent of Students who are aware of summer programs.	CEDARS: 55% of 6 th – 8 th graders attended a summer program or received summer services Student Survey: 28.6% indicated that there was no program or they didn't know about a program. 14% indicated that they had to work, so they couldn't attend summer programs. 21% indicated that they were not present in the summer to attend a program.	1) By the end of the 2019-20 program year, NC MEP will increase the number of MEP 10-15 year olds attending the summer instructional programs by 15%. 2) By the end of the 2018-2019 school year, 80% of those MEP students receiving summer instructional services will show gains on pre/post assessments. 3) By the end of the 2019-20 program year, all MEP students will be enrolled in PowerSchool within 10 calendar days of enrollment in the MEP.	<ul style="list-style-type: none"> • Develop sample assessments for summer programs in order to evaluate student growth. • Create short term summer experiences (weekends, 2-3 day sessions) for students who may be working in the summer. • Develop summer programs early and inform students and parents of the programs. • Develop summer program evaluations to determine the effects of the program • Provide additional instructional services to students who miss more than

MIDDLE SCHOOL					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
				4) Beginning in 2019-20, any student who misses more than two days during the enrollment process will be given additional instructional services	two days during the enrollment process
School Engagement	<p>We are concerned that middle school students do not participate in extracurricular activities.</p> <p>We are concerned that middle school students are not setting personal and academic goals</p>	<p>Staff Surveys: Staff perceptions of barriers to student participation in extracurricular activities</p> <p>Parent Focus Groups: Opinion of parents regarding participation of their children in extracurricular and other supplementary activities</p> <p>Student Surveys: Number of students who indicate that they have career and college goals</p>	<p>Staff Surveys: 86.7% of staff indicated that transportation was the biggest barrier to MEP students' participation in extracurricular activities. Other common barriers to participation included financial need and lack of parent availability.</p> <p>88% of staff indicated that they felt the involvement of their MEP students in extracurricular activities was either "important" or "extremely important" to their students' engagement.</p> <p>Parent Focus Groups: In all four focus group meetings, all parents suggested that the MEP facilitate ways for their students to participate in afterschool and extracurricular activities.</p>	<p>1) By the end of the 2019-20 program year, every LEA will develop a plan for involving more middle school students in extracurricular activities</p> <p>2) By the end of the 2018-2019 school year, every LEA will conduct an interest survey of its middle school students and will offer college and career planning sessions to these students</p>	<ul style="list-style-type: none"> • Conduct an interest survey to determine goals of middle school students • Design summer programs or extracurricular activities to help middle school students explore career goals and develop job and consumer skills • Develop a plan to involve more middle school students in extracurricular activities • Develop and implement mentoring programs for middle schoolers

MIDDLE SCHOOL					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies
			Student Surveys: Only 13% of students surveyed indicated that they had a career or college goal.		
Access to Services	We are concerned that middle school students lack access to digital resources.	<p>Staff Survey: Percentage of staff who indicated need for access to digital resources.</p> <p>Parent Focus Groups: Opinion of parents regarding need for access to digital resources.</p> <p>Student Survey: Percentage of students who indicate that they don't have regular access to the internet or to digital resources.</p>	<p>Staff Survey: Around 50% of MEP staff indicated that less than 25% of their MEP students have access to internet in their homes.</p> <p>Parent Focus Groups: Parents cited a lack of access to digital resources, such as computers in the home or internet service.</p>	<p>1) By the end of the 2019-20 school year, 100% of MEPs will have a plan to provide internet and technology access to their students.</p> <p>2) By the end of the 2013-2014 school year, 35% of MEP students in grades 6-8 will receive Technology Instruction.</p>	<ul style="list-style-type: none"> • Build relationships with local internet providers, such as the public library. • Develop short term computer literacy courses for students. • Add resources/activities for MEP staff to use with participants/technology related. • Develop means of taking internet resources to camps; e.g., internet modems.

HIGH SCHOOL AND OUT-OF SCHOOL YOUTH					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies Resources Needed/Next Steps
Instructional Time for English Language Development	We are concerned that high school students lag behind their peers in required courses for graduation, Math I, English II, and Biology I.	Accountability Data: Gap between MEP and all students in achievement in Math I and English II.	Student Profile: 41.2% of MEP students passed their English II EOC test. 41.6% of MEP students passed their Math I EOC test. 38.4% of MEP students passed their Biology EOC.	1) By the end of the 2019-20 program year, the achievement gap between high school MEP EL students and high school MEP non-ELs will decrease by at least 10% in reading and math 2) By the end of 2019-20 program year, the achievement gap between high school MEP students and high school non-MEP students will decrease by 10% in reading and math. 3) By the end of 2018-2019 school year, NCMEP will facilitate training in MSIX for 15 high school counselors.	<ul style="list-style-type: none"> • Work with counselors to help them use MSIX in order to properly assign student to courses. • Develop a list of credit recovery opportunities for high school students • Require a Personal Education Plan (PEP) for every migratory high school student. • Train MEP tutors to work with Algebra and English I students. • Create expectation that high school MEP students will receive tutoring.

HIGH SCHOOL AND OUT-OF SCHOOL YOUTH					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies Resources Needed/Next Steps
Educational Continuity	We are concerned that high school students are not on track to graduate, due to retentions and scheduling issues.	<p>Student Surveys: Percentage of students who have met with their guidance counselor.</p> <p>Percentage of students who are considered “not on track” to graduate.</p>	<p>Student Surveys: 29% of MEP students surveyed indicated that they had never met with their counselor.</p> <p>Student Profile: MEP dropout rate has decreased by nearly half since 2008. Over 8% of MEP students have been retained at least once, while fewer than 5% of other students have been retained.</p> <p>CEDARS: In 2015-16, 507 students had PFS status, among those, only 84 of them were high school students. Fewer than 20% of MEP high school students were identified as PFS, and around 57% were receiving instructional service by a teacher or paraprofessional. Only 25% were receiving instructional services in reading by a teacher and 19% were receiving math</p>	<p>1) By the end of the 2018-2019 school year, 100% of high school PFS students will receive instructional services.</p> <p>2) By the end of 2018-2019 school year, NCMEP will facilitate training in MSIX for 15 high school counselors.</p> <p>3) By the end of the 2019-20 program year, 50% of MEP high school students will receive mentoring/instructional services during the program year</p> <p>4) By the end of the 2019-20 school year, at least 20% of MEP high school students will report that they have a mentor or counselor with whom they meet</p>	<ul style="list-style-type: none"> • Train MEP and other staff to use MSIX to find students who have begun courses and not finished them; it will help locate students who need to take courses. • Focus tutorial programs on the gateway courses and other requirements for graduation. • Implement PASS program in NC, at least for Algebra I and English I. • Ensure that each high school student is evaluated for PFS. • Encourage local MEPs to utilize funding to pay a certified teacher to provide supplemental tutoring to MEP students after school.

HIGH SCHOOL AND OUT-OF SCHOOL YOUTH					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies Resources Needed/Next Steps
			instructional services from a teacher.		
School Engagement	We are concerned that high school students are not involved in extracurricular or supplemental activities.	<p>Student Survey: Percentage of students who indicate that they participate in extracurricular activities.</p> <p>Staff Surveys: Staff perceptions on MEP student involvement in extracurricular activities.</p> <p>Parent Focus Groups: Parent opinions on their children's involvement in afterschool and extracurricular activities.</p>	<p>Student Survey: 70% of students surveyed indicated that they did NOT participate in extracurricular activities.</p> <p>86.7% of staff indicated that transportation was the biggest barrier to MEP students' participation in extracurricular activities. Other common barriers to participation included financial need and lack of parent availability.</p> <p>In all four focus group meetings, all parents suggested that the MEP facilitate ways for their students to participate in afterschool and extracurricular activities.</p>	<p>1) By the end of 2019-20 school year, increase the participation of high school MEP students in extracurricular activities to 50%.</p> <p>2) By the end of the 2019-20 school year, at least five MEPs in NC will offer extracurricular activities or college and career activities for high school students.</p>	<ul style="list-style-type: none"> Develop an MEP Service Learning Program. Ensure that MEP students can receive transportation to and from extracurricular activities. Continue or start AIM programs, involve students in 4H or other groups. Develop short term leadership programs for high school students Develop project-based learning activities for enrichment: photography, art, community-based research.
School Engagement	We are concerned that high school MEP students lack the skills to set personal and academic goals.	Student Survey: Percentage of students who participate in leadership/goal setting/ life planning activities.	Student Survey: 74% of MEP high school students surveyed stated that they had not participated in any leadership development programs, such as 4-H, Adelante, AIM, or others.	1) By the end of 2019-20, program year, every LEA will conduct an interest survey of its high school students and will offer college and career	<ul style="list-style-type: none"> Develop and implement statewide initiatives in higher education access. Develop goal setting workshops for high school students

HIGH SCHOOL AND OUT-OF SCHOOL YOUTH					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies Resources Needed/Next Steps
				<p>planning sessions to those students.</p> <p>2) 90% of students attending college and career planning sessions will report increased knowledge of processes in college and career planning.</p>	<ul style="list-style-type: none"> • Use the NC Diploma Toolkit to assist high school students and parents in planning • Work with organizations to explore college and careers • Research and develop job shadowing and internship programs for high school students.
Access to Services	We are concerned that high school MEP students do not have access to digital resources necessary for completion of high school work.	<p>Staff Survey: Percentage of staff indicating a need for access to digital resources.</p> <p>Parent Focus Groups: Opinion of parents regarding need for access to digital resources.</p>	<p>Staff Survey: Around 50% of MEP staff indicated that less than 25% of their MEP students have access to internet in their homes.</p> <p>Parent Focus Groups: Parents cited a lack of access to digital resources, such as computers in the home or internet service, contributing to their children's difficulty in completing courses and assignments.</p>	<p>1) By the end of the 2019-20 program year, 90% of MEP high school students surveyed will report that they have the technology access needed to complete assignments.</p>	<ul style="list-style-type: none"> • Ensure internet access for all high school MEP students through innovative means such as mobile hotspots, internet modems, or transportation to access sites. • Increase services in technology literacy instruction. • Research digital and online learning for high school students

HIGH SCHOOL AND OUT-OF SCHOOL YOUTH					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies Resources Needed/Next Steps
English Language Development	We are concerned that Out of School Youth (OSY) are not receiving instructional services.	<p>OSY Survey: Percentage of students who would like ESL classes.</p> <p>CEDARS: Percentage of OSY students receiving instructional services.</p> <p>Staff Surveys: Number of MEP staff who indicated a need in better serving their OSY</p>	<p>OSY Survey: OSY data indicates that 83% of students would like an ESL class, but 100% indicated that their only availability was evenings or weekends.</p> <p>CEDARS: In 2016-17, only 30% of OSY received instructional services.</p> <p>Staff Surveys: 49% of MEP staff indicated that they had need for professional development in effectively serving OSY</p>	<p>1) By the end of the 2019-20 school year, all LEAs with sub-grants will offer instructional services for their OSY</p> <p>2) At least 45% of OSY who are in a program for more than one month will receive an instructional service of at least 6 hours.</p> <p>3) By the end of the 2019-20 program year, 50% of OSY taking English classes (of over six hours or more) will show an increase in achievement of at least 20 percent on a pre-post assessment.</p>	<ul style="list-style-type: none"> • Provide classes and services in evenings and on weekends, with expectation of a minimum number of 6 class hours. • Utilize the resources developed by the OSY Consortium to develop instructional services for OSY • Offer professional development on short term ESL courses. • Use app-based mobile learning with OSY • Recruit community volunteer to work with OSY • Utilize OSY trainer model to provide statewide training and coordination for working with OSY.
Educational Continuity	We are concerned that there are not sufficient programs geared to the needs of “recovery” youth, especially those	<p>OSY Survey: Percentage of students available days, nights, weekends.</p> <p>Percentage of OSY students who would like to</p>	OSY Survey: Of all 482, students surveyed, 96% indicated that their availability was only on nights and weekends	1) By the end of the 2019-20 program year, NC MEP will increase the number of counties participating in HEP or other HSED programs by 50% to 12 counties	<ul style="list-style-type: none"> • Coordinate with HEP, Community Colleges, and other agencies to help OSY get high school equivalency diplomas

HIGH SCHOOL AND OUT-OF SCHOOL YOUTH					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies Resources Needed/Next Steps
	who are working full time.	<p>get their GED or H.S. Diploma.</p> <p>Percentage of students who have completed 6th grade.</p> <p>Percentage of OSY who have access to transportation to get to classes.</p>	<p>10% of OSY surveyed indicated that they would like to get a high school diploma.</p> <p>84% of OSY surveyed have completed 6th grade. 56% of OSY surveyed completed 9th grade or higher.</p> <p>Less than 20% of students have access to transportation</p>	<p>2) By the end of 2018-2019, at least 10 OSY will be enrolled in Pre-GED services.</p>	<ul style="list-style-type: none"> Offer Pre-GED classes, and promote GED online assistance. Create and distribute resource list for potential GED students.
Educational Continuity	We are concerned about the role of food insecurity and health issues in the capacity for out of school youth to participate in educational activities.	<p>OSY Survey: Percentage of OSY indicating a health concern.</p> <p>External Research in Farmworker Health: Measures of health of farmworker youth.</p>	<p>OSY Survey: 44% of OSY reported dental issues. 28% of OSY reported general medical issues and concerns. 22% indicated issues related to vision.</p> <p>42% indicated that they needed material support (clothing, food, shelter)</p> <p>External Research: North Carolina ranks #1 in the United States for heat related illnesses and death among farmworkers. <i>MMWR Morb Mortal Wkly Rep.</i> 2008;57(24):649-643</p>	<p>1) By the end of 2018-2019, 50% of OSY will receive a basic health orientation from MEP or in collaboration with a local health provider/migrant clinic.</p> <p>2) By the end of the 2019-20 program year, NC MEP staff will conduct the OSY needs assessment profile with at least 60% of OSY</p>	<ul style="list-style-type: none"> Develop stronger connections with health clinics and health providers. Facilitate transportation to clinics, mobile sites, and health care providers. Provide health/agriculture work safety education for all OSY, through collaboration with Ag. Extension, Institute of Agromedicine, Toxic Free NC, Wake Forest University.

HIGH SCHOOL AND OUT-OF SCHOOL YOUTH					
Area of Concern	Concern Statements	Indicators	Data Sources and Evidence	Measurable Program Objectives for MEP	Strategies Resources Needed/Next Steps
					<ul style="list-style-type: none"> Complete OSY needs assessment
Educational Engagement	We are concerned that OSY students lack the skills to set personal and educational goals.	<p>OSY Survey: Number of OSY with personal, career, or educational goals</p> <p>Staff Surveys: Number of MEP staff who indicated a need in better serving their OSY</p>	<p>OSY Survey: Only 20% of OSY students indicated that they had ever set a personal, career, or educational goal</p> <p>Staff Surveys: 49% of MEP staff indicated that they had need for professional development in effectively serving OSY</p>	<p>1) By the end of the 2019-20 program year, at least three counties will implement a mentoring pilot for OSY</p> <p>2) By the end of the 2019-20 program year, at least 30 MEP OSY students will participate in goal setting activities and score a passing score on the goal-setting rubric</p>	<ul style="list-style-type: none"> Administer OSY profile Conduct goal setting activities with OSY Utilize goal-setting resource created by the OSY Consortium Provide statewide training on goal setting for OSY

Monitoring Plan

The goal of the Federal Program Monitoring Section is to help LEAs develop and implement programs that are compliant with statute and regulations, responsive to students' needs, and exemplary of best practices. This is accomplished by providing various opportunities for training, conducting multi-tiered monitoring, and offering quality assurance guidance.

In North Carolina, the Migrant Education Program (MEP) is administered by Local Education Agencies (LEAs) through sub-grants from the North Carolina Department of Public Instruction (NCDPI), with oversight and compliance monitoring also conducted by the State Education Agency (SEA). In addition, the NCMEP conducts regional programming through Regional Recruiters, Regional Data Specialists, Regional Service Providers, and other initiatives such as the AmeriCorps VISTA Regional Approach to Migrant Programs and Services (RAMPS) project.

Monitoring, which has traditionally been conducted by staff of each Federal program, is conducted in a multi-tiered approach, with each of the following types of monitoring/evaluation:

- On-site Program Quality Reviews
- MEP Sub-grantee Self-evaluations
- Consolidated On-site Monitoring
- The application process, as part of the Comprehensive Continuous Improvement Plan

Program Quality Reviews (PQRs) are MEP-specific visits that may focus on particular issues and often include "just-in-time" technical assistance. Self-evaluations of the MEP are conducted yearly by each LEA with a Migrant Education Sub-grant as part of their grant application process. Consolidated monitoring provides a "snapshot" of program performance and compliance in various Federal programs, including the MEP. PQR schedules are developed and sent out each year to each LEA that will receive a visit. During the 2018-2019 program year, 25% of LEA-based MEPs will participate in a PQR.

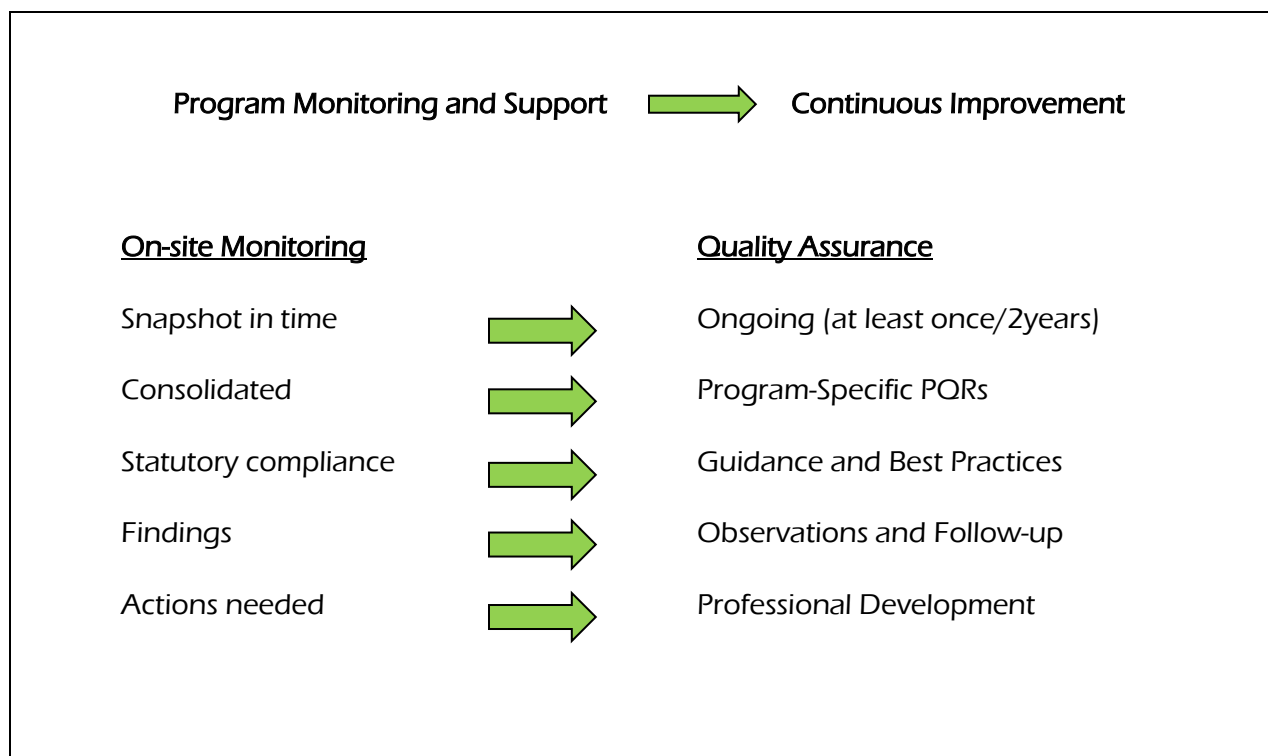
MEP Statute and Guidance set specific requirements that are not detailed in the North Carolina Federal Program Monitoring Section's Consolidated Monitoring Instrument. To develop and foster programs that are constantly improving their services to migrant children, the NCMEP has

introduced a system of quality checking and support for LEAs. The Quality Assurance process requires LEAs to maintain documents on file to chart the procedures, processes, and progress of their local MEPs. Each year, a quarter of the LEA programs will be selected for a site visit Program Quality Review (PQR) by DPI staff to review required documentation and discuss program practices. The goal of the on-site review is to view best practices in action and help programs make adjustments where needed.

In addition, LEAs will be asked to submit some documentation as part of the Comprehensive Continuous Improvement Planning (CCIP) online process. That documentation (uploaded to an online document library) is part of each program's requirements for application and acts as another control on sub-grant program compliance and quality.

Finally, regionally-based Data Specialists, Recruiters, and Service Providers will be monitored through the use of the same or similar instruments as LEA-based programs.

The following diagram helps differentiate between the Consolidated Monitoring process and the Quality Assurance process:



Priority for Services Plan

Legal Basis

Section 1304(d) of the Elementary and Secondary Education Act details the Priority for Services requirements for Migrant Education Programs. MEPs must give Priority for Services (PFS) to those migrant children and youth who are failing, or at risk of failing, to meet state standards, and who have made a qualifying move within the previous 1-year period.

Students who have been designated as PFS are more likely than others to deal with the following concerns:

- Lost instructional time
- Educational Continuity
- School Engagement
- Educational Support in the Home
- Access to Services (due to high mobility)
- Health (due to high mobility and knowledge of local health resources)

Migrant Education Programs need to do the following to assist students designated as PFS: minimize disruption caused by moving; provide increased levels of academic and supportive services; proactively seek out parents/guardians in order to help them minimize the stress of moving on their children.

Minimizing Disruption

MEPs should facilitate the timely transfer of student records and assist school staff in obtaining records through communication with MEPs in other areas and the use of MSIX. In the absence of records, MEPs should work to assess children's needs as quickly as possible upon enrollment, so that appropriate services begin immediately.

PFS students should be assigned buddies and integrated into school activities to help them become oriented quickly to their new school and community. Items such as backpacks and school uniforms should be obtained at the earliest possible time so that students do not have to wait to begin school.

Increased Levels of Services

All students who are designated as PFS should be receiving services. It is required that programs assess PFS students' progress frequently to make sure that they are receiving the services they need. If there is a lag in assessment, highly mobile students may be gone before services are delivered. PFS students should receive increased levels of service. They should have first access to afterschool programs, increased home visits, or priority for summer programs.

Family Support

It is important to remember that PFS students' families may have missed all of the orientation meetings that have been held earlier in the year. MEPs should make early contact and have frequent communication with parents/guardians of children who are PFS. MEP staff can support families by referring them to community resources in a timely fashion, so that the families are aware of a resource before a need arises. Parents of highly mobile children need extra help in understanding the requirements of the local school system and in communicating with teachers and school staff. If there are "veteran," experienced parents, MEPs can tap them as a resource for newly arrived families. MEPs can assist highly mobile families in obtaining important documentation, such as birth certificates, IDs, passports.

In 2015-16, NCMEP had 507 Priority for Services students. This represents about 9.3% of the A1 Count of students. For the past two years, the number has decreasing slightly, due to decreased mobility and overall decrease in the A1 count. However, some districts are still not evaluating all new students for PFS upon enrollment, so that potentially needy students can be missed.

The majority of PFS students are in the elementary grades, although numbers are increasing for high school students and even for OSY.

Policies and Procedures for PFS Designation

Newly arrived students are evaluated using the PFS criteria list, which is part of the PFS Record Form that follows. If a student has made a qualifying move within the last 12 months, they are considered to have met Criterion 1. Criterion 2 has a list of risk factors, any of which can be used to meet the requirements.

MEP staff should complete the PFS Record Form for each student, describing the nature of the interventions or services that student will receive as a PFS student. The forms should be maintained on site, and will be reviewed during the Program Quality Review or Consolidated

Monitoring Process. If the local staff has a question or concern about a student, a call should be made to the MEP Consultant at the Department of Public Instruction.

When a student is designated as PFS, their status should be communicated to the Regional Data Specialist as an identification code (034) on the monthly Service Records sent to data specialists. The database system will not designate a student as PFS, so it MUST be done by the local MEP and entered into the database by data specialists by the procedure above. Additionally, once a student has been designated as PFS, staff must complete an educational plan that outlines the services and needs of the PFS student.

PFS in the Service Delivery Plan

PFS students in elementary, middle, and high school have specific Measurable Program Objectives in the Service Delivery Plan. While there are currently fewer than 46 Pre-K age children and Out of School Youth designated as PFS, it will become important to develop Measurable Program Objectives for them, also. Since they are the most highly mobile populations in NCMEP, further research must be conducted on how to serve them best, given their frequent moves and the lack of formal programs that can serve extremely short-term participants in many areas. Increased collaboration at the state level with Head Start Programs and with the distance HEP at Wake Tech provides one tool we can begin to make sure that are accessible to the most mobile families of Pre-K age children and OSY.



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

_____ Date of qualifying move (Date: _____)

North Carolina MEP defines “the last 12 months” as having a qualifying move between September 1st and August 31st of the following year.

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 Algebra 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 back of page or additional pages, if necessary):*

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

Form Prepared by _____

Date _____

Initial if additional information is added or form is changed. Update if a student requalifies due to a new move.

Migrant Student Information Exchange (MSIX) Plan

The timely and accurate access to educational information about migratory students is at the heart of effective service delivery. To that end, North Carolina Migrant Education has participated in a site visit from the Records Exchange Advice, Communication, and Technical Support (REACTS) team, and has developed an implementation plan and a set of policies for student records transfer and coordination under the Migrant Student Information Exchange (MSIX) initiative. These procedures and plans build on the current data management policies outlined in our Quality Assurance Manual. The following table summarizes the MSIX plan.

Issue	Strategy	Measurable Goals
Non-MEP staff have limited to no access or awareness about MSIX	<ul style="list-style-type: none"> • Present at Title I Meetings • Use counselor “champions” to discuss MSIX with others • Present at Student Services Meetings • Work with Student Services Directors in counties 	<ul style="list-style-type: none"> • Train a counselor or social worker in each program LEA by end of 2018-2019 school year. • Train 15 non-program county school counselors by end of 2018 school year.
MEP staff do not make consistent or frequent use of MSIX.	<ul style="list-style-type: none"> • Monitor MSIX use through reports feature. • Conduct 2-3 MSIX webinars or training opportunities each year. • Frequent users will present on MSIX at regional and statewide meetings. 	<ul style="list-style-type: none"> • All recruiters at local MEPs will be trained and be active MSIX users by the end of the 2019-20 school year. • Each local MEP will have verified attendance in at least one professional development activity on MSIX each year.
Most NCMEP parents are not aware of MSIX.	<ul style="list-style-type: none"> • Train recruiters to introduce parents to MSIX. • Use MSIX brochures/scenarios at local Parent Advisory Council meetings. • Discuss MSIX at state PAC meeting. 	<ul style="list-style-type: none"> • Beginning in 2018-2019, all new recruiters will receive MSIX information during their one-on-one training, including tips on how to talk to parents about MSIX.

	<ul style="list-style-type: none"> • Ask parents about MSIX during parent interviews at PORs or consolidated monitoring visits. 	<ul style="list-style-type: none"> • By the end of 2018-2019, at least 50% of parents interviewed during monitoring visits will report knowledge of MSIX.
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To download the full version of the **North Carolina MSIX Policies and Procedures Manual 2017**, go to: <http://www.ncpublicschools.org/mep/resources/data/>.

Records Transfer Procedures

Section 1304(b)(3) of the statute requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year.

To comply with this requirement, North Carolina Migrant Education Program (NCMEP) has developed a procedure to promote and ensure the correct and timely transfer of migrant student records (including health information). This is done to coordinate services when a student moves on an intrastate or interstate basis. In North Carolina, schools and school districts are responsible for transferring school records. NCMEP does not have the authority to request school records. However, in an effort to ensure this action is being done, each LEA MEP will the school data managers the request of records and will utilize the MSIX system to notify states and other counties of student moves. Each LEA MEP is required to implement the following procedure in its district beginning with the 2018-2019 school year:

1. When a student comes to a NC LEA from another state or another NC LEA, the local MEP will contact the school data manager to confirm if the student's record was received or when it was requested. If the record has not been requested, the recruiter will inform their MEP director. The director will then contact the school principal to follow up on the transfer of record. Each LEA MEP will develop a process for data managers to inform the LEA MEP when records have been

received. If the student is coming from another state, the LEA MEP will also contact the sending state MEP utilizing the “move notification” feature in MSIX to notify the sending state’s MEP that the student has arrived in NC.

In addition, every time a student moves to a NC LEA, the new LEA MEP must verify in its local records, state database and in MSIX whether the student already has a record in PowerSchool before creating a new student record.

2. Each LEA-based or regional recruiter should use monthly MSIX “missed enrollment” reports to identify students who have moved within the state and who have not been identified by MEP in their receiving LEAs or regions.
3. When a student leaves for another state, if the MEP knows that the student is leaving, it will give to the student’s family a folder with the student’s information, such as student’s name, LEA, school, school contact information, last grade attended, MEP local and state contact information, etc. The MEP will then send a move notification in MSIX to notify the NC LEA or receiving state that a child is moving into their district.

Through a report submitted to the SEA annually in September (through the CCIP process) and during monitoring and site visits, NCMEP will periodically follow-up and monitor to ensure that local staff request and transfer migrant student records in a timely manner. The report submitted by the LEA will inform the number of records requested, received and sent from and to other school districts in state and out of state. The form is attached. The LEA MEP will keep documentation for 7 years regarding student records transfer. This will be part of document for reviewing during monitoring visit.

Parent Engagement Plan

The North Carolina Migrant Education Program views parents as the best advocates for their children. We depend on the advice of parents to complete our needs assessment, design our program components, and evaluate how well our program has served their families. PAC meetings are designed to develop leadership among migrant parents, to educate parents about topics of interest and to solicit parent feedback on state MEP initiatives.

Parental Engagement

Statewide

The state Parent Advisory Council (PAC) meets face-to-face at least once per year, usually in the spring. Other meetings may be held by webinar, and frequently parents attend our regional and statewide staff meetings. In addition, we administer surveys to parents at various times. The annual PAC meeting includes several key components:

- A state of NCMEP report, based on the State Student Profile.
- A discussion of the current service delivery plan, with parent feedback.
- A discussion of current program activities and an evaluation through focus group discussions by parents.
- A leadership development component, during which a facilitator works with parents to develop their own leadership skills.

A team of staff and parents are responsible for the planning of the annual parent meeting. Due to the high mobility of our families, parents decide whether or not to have terms of service. At present, parents self-nominate, and there is no limit on the number of parents on the council.

Local

Each local sub-grantee is expected to have a Parent Advisory Council. In areas with few MEP students, that council can be part of another parent council's meeting (such as Title I or Title III), but **MUST** have a breakout session dedicated to MEPs. The meetings should have formal agendas and sign-in lists. In addition, the meetings should focus on MEP improvement and actively seek parental advice, rather than just being informational sessions for parents. Local sub-grantees can contact NCMEP for assistance in planning parent workshop sessions on the following topics:

- Being a leader in your community

- Parents as Teachers
- Family literacy
- Helping your child with homework
- Building resilience and self-esteem
- College access
- Educational rights and responsibilities
- Health and safety issues
- Anti-bullying
- Obtaining and protecting important documents (e.g., transcripts, immunization records, etc.)

Youth Involvement

The NCMEP includes Out-of-School Youth in the annual parent meetings for two reasons: some of them are parents of children in the program; and most of them act as their own “parents,” making adult life decisions. They, too, should have a voice in the direction of migrant education in North Carolina. At present, only a few youth attend these meetings, but as numbers increase, we hope to establish a Youth Advisory Council under the advisement of participating migrant youth.

Professional Development Plan

NCMEP will provide opportunities for training in all aspects of program quality. Training is provided by the SEA for all MEP staff members throughout the state. This includes Recruiters, Data Specialists, Directors, Tutors, and other advocates.

The first level of training is one-on-one training offered at DPI for Data Collection and Reporting, and on-site for ID&R and Service Provision. A one-on-one training session is required for all new MEP Recruiters, Data Specialists, and Service Providers. In addition, each new local program Director will be given a one-on-one session to cover basic aspects of managing a MEP. For experienced staff, we still offer MSIX refreshers and onsite trainings upon request.

Next, we have two Regional Meetings per year, one in October, and one in February. The sessions focus on updates, new procedures, and specific professional development topics. The February meeting is focused on the NCMEP student profile, networking, and on new information from the Office of Migrant Education Conference (from the previous November). Every subgrant program should send at least one staff member to their respective session.

Beginning in 2017, NCMEP will hold annual regional ID&R trainings. These trainings will focus specifically on updates, strategies, and best practices for Identification and Recruitment of migrant students. All recruiters are expected to attend. Additionally, weekly e-mails are sent out to recruiters from the ID&R Coordinator with specific and real-life eligibility scenarios to increase understanding of eligibility requirements and to decrease errors in making eligibility determinations.

In addition to these professional development opportunities, NCMEP will frequently schedule training sessions and webinars based on the Professional Development Needs Assessment results and on the needs of various working groups. We conduct surveys at our regional meetings or through online survey providers in order to determine topics for webinars and trainings. In addition, webinars are conducted to introduce local staff members to changes in guidance and regulations or changes in state procedure.

NCMEP often holds sessions as part of the North Carolina Association of Compensatory Educators (NCACE) Conference in the fall of each year and participates in other statewide conferences. These sessions are open to anyone attending the conference. In addition, MEP staff is encouraged to attend the NCDPI Comprehensive Conference on Student Achievement, the Synergy Conference, the Eastern Stream Forum, and the NC Farmworker Institute.

Focused “Promising Practices” days will be held on specific topics throughout the year, sponsored by NCMEP or through collaborative efforts with other agencies. Currently, we have an annual Promising Practices for Out of School Youth mini-conference held in partnership with the Wake Technical Community College HEP Program.

Approximately ten times per year, we send out NCMEP Updates to all staff members throughout the state. The updates feature program updates, highlights from local programs and initiatives, and links to resources for serving students. In addition, the State maintains a large presence on the web providing local staff with information and links for program management and improvement.

Professional Development Opportunities for MEP Staff Members and Service Providers

Opportunity	Frequency	Location	Attendance	Audience
One-on-one trainings	At beginning of assignment for Regional Service Providers and Interns. As needed for new Directors, Recruiters, and Regional Data Specialists.	DPI (Data); on-site (Data, ID & R, and Services)	Mandatory for new recruiters; optional for experienced.	Directors, Recruiters, Data Specialists, Service Providers
Bi-annual Regional Meeting	Fall and spring of each year	Sites across state	Recommended; at least one staff member from each sub-grant LEA should attend. All regional staff are expected to attend.	All MEP staff

NCMEP Webinars	Monthly	Online	Highly Recommended	All MEP staff
Professional Development Sessions, Working Groups, Promising Practices Days	As needed or requested	Sites across state	Recommended	All MEP staff
Directors' Meeting	As requested	Variable	Recommended	Directors, Coordinators
Site Visits by DPI Staff	As needed	On-site	As needed	Program Directors, Recruiters, Service Providers
NCACE Conference	Fall of each year	Greensboro	Optional	NCACE Members
Other Conferences	Varied	Variable	Optional	Variable

Results of 2017 Professional Development Survey for MEP Staff

The following are the results of the needs for professional development by NC MEP staff. In response to this survey, the SEA will be providing more professional development around services to pre-k and OSY as well as professional development on effective MEP management at the local level.

Professional Development Area	Percent of Staff Who Need PD in this area
Serving Pre-K Students	51%
Implementing a Family Literacy Program	39.2%
Serving Out-of-School Youth	49%
Recruiting Out-of-School Youth	33.3%
Providing Effective Tutoring	39.2%

Designing a Summer Program for MEP Students	19.6%
Understanding data and reporting requirements for the MEP	31.4%

Identification and Recruitment (ID&R) Summary and State Plan

NC ID&R Structure

The NC Migrant Education Program allocates MEP funds directly to local education agencies (LEA) upon review and approval their applications. Each LEA employs its own recruiter(s), who is (are) under the supervision of the LEA MEP director or other assigned MEP staff. The NC Department of Public Instruction (DPI) employs regional recruiters to identify and recruit migrant children in the counties that do not have a migrant program. The NCMEP Administrators provide training, technical assistance, quality control, standardization, consistency, and related functions for all MEP recruiters in their respective regions.

Recruiter Responsibilities & Practices

Recruiters must rely on best practices in order to find migrant students. Recruiters are expected to be familiar with the geographic area, research the reasons and the time of the year that migrant students move to their LEA, and identify where families are likely to reside. The recruiters should establish a network of local resources by building relationships with schools, community agencies, health programs, growers, agri-businesses, and service providers who work with and/or employ potentially qualifying families and their children (e.g., Head Start, Cooperative Extension, Telamon, etc.). Recruiters need to develop and maintain this cooperative network in order to assist them in their search for potentially eligible children.

Once a recruitment calendar and map is established, the recruiters visit potential migrant families & students in order to obtain information regarding the eligibility for the MEP. They are to accurately and clearly record information that establishes that a child is eligible for the MEP on a Certificate of Eligibility (COE). The determination of a child's eligibility is guided by statute, regulations, and policies that the SEA implements. The decision on eligibility must be able to be confirmed by any other trained MEP staff member in compliance with the state quality assurance system.

Recruiters need to then assess student needs through an informative survey. They must also inform the families/workers what services they receive from the migrant program. Due to the diversity of program options across the state, recruiters must be knowledgeable about the services that the program provides in their LEA/Region. Recruiters must be ready to refer families with needs who do not qualify for the MEP to the appropriate person or agency.

When an eligibility question arises, the recruiter should try to resolve it by reviewing the ID&R manual and discussing it among the local MEP staff. If the question remains unresolved, the recruiter, Data Specialist, or assigned staff member will contact the SEA ID&R coordinator. The SEA ID&R coordinator is available to answer any eligibility or data collection questions as needed. If, based on the questions received, a trend of significant errors, misunderstanding, or both is identified; it will be communicated to all MEP staff by sending a memorandum or by having a training session.

Quality Assurance

The NCMEP Administrators verify worker/family eligibility and that information recorded on the Certificate of Eligibility (COE) is accurate and adequate to establish a student's eligibility through a prospective re-interviewing procedure. A yearly random sample of all new statewide COEs is drawn from the state data base. The families/workers to be re-interviewed will not be less than 50. The SEA/independent re-interviewer must follow the "NCMEP Re-interview Protocol" to conduct the re-interviews.

The NCMEP Administrators will develop a COE Summary Report for all LEAs and the recruiter regions every school year to identify any errors and problems with the required eligibility information and data collection. The report will be used as part of the Program Quality Review process for one half of the LEA-based programs each year.

Beginning in 2019, the LEA must submit an annual ID&R Plan to their respective NCMEP Administrator once a year. The plan must include a detailed list of ID&R activities that took place in the identified resource areas (schools, community agencies and businesses, and employment settings) and any other recruitment resource area identified by the LEA, such as door-to-door recruitment within a housing area. Additionally, the plan must include a recruitment calendar that aligns with applicable ID&R activities. The report must also evaluate the effectiveness of ID&R efforts and make the appropriate recommendations, such as changing the time when recruitment is taking place in a particular resource area, discontinuing recruitment activities in a specific setting, or adding a new place to conduct recruitment. Regional Recruiters will submit a weekly plans in addition to the annual plan which will evaluate the effectiveness of their efforts.

In an effort to decrease errors in eligibility determinations to ensure that NC is identifying 100% of eligible migrant children in the state, the MEP Administrators will convene an ID&R Advisory Board, beginning in 2018. This board will consist of both new and veteran recruiters and will assist the SEA in designing effective training, best practices, and manuals for ID&R.



North Carolina Migrant Education Program



State ID&R Plan

Recruitment Target Audiences		
Migrant Students attending school (K-12) Migrant Out-of-School Preschooler’s Migrant Out-of School Youth (under 21 years old)		
Resource Areas		
Local K-12 School System	Local Service Agencies & Businesses	Employment
Occupational Survey	Pre-K Programs (Head Start & Partnership for Children)	Local Farmers/Crew Leaders/Contractor Lists
SIMS/NCWISE (Reports)	Health Programs (Health Departments & Migrant Clinics)	Employment Security Commission
School Personnel (Meetings)	Statewide Agencies (Cooperative Extension & Social Services)	Telamon Corporation
Annual Recruitment Calendar		
Complete a Recruitment Calendar annually and send it to your Region’s MEP Administrator Target county migrant labor concentration Base it on qualifying agricultural activities and seasons List primary person(s) responsible for ID&R of migrant children/youth Recruitment activities (migrant labor camps, housing, social events, etc.) Recruitment schedules		
Enrollment Verification Procedures		
Enrollment Verification for all migrant children enrolled from the regular school year to the summer period must be completed and reported to the SEA		
Resolving Eligibility Questions		
Discuss eligibility question within your local LEA staff Refer to guidance Contact SEA/ID&R Coordinator		
ID&R Training		
New Recruiters	All Recruiters	
Contact NCDPI for training within 10 days of employment	Attend State Education Agency Trainings	
Evaluation		
Complete the Identification & Recruitment Evaluation Report annually and send it to the Regional MEP Administrator		

Program Evaluation

Each local MEP is required to submit an annual program evaluation as part of the Documents Library of the Continuous Comprehensive Improvement Process (CCIP), used for various federal programs in the North Carolina Department of Public Instruction. This document is submitted after August 31 of the evaluated year. It is reviewed by the NCMEP Consultant.

Purpose: Organize the process of evaluation of implementation and outcomes of the NCMEP based on performance targets, measurable outcomes, and qualitative data.

Timeline: Evaluation will be conducted within program every year. Every three years, NCMEP will contract with an external evaluator.

Implementation Data:

Information Needed	Data Sources
Were local projects implemented as described in the approved CCIP application?	<ul style="list-style-type: none">• Review of all CCIP applications and subsequent monitoring/PQR of at least half of all programs each year. The instrument used is either the Consolidated Monitoring Instrument for NC Federal Program Monitoring or the Program Quality Review Instrument (NCMEP). Further review of budget items.• Review of Services Reports in NCMEP Quality Assurance Manual.
Were strategies in the SDP followed with fidelity by subgrantees? (If not, why not?) <ul style="list-style-type: none">• Was each group of students (PK, K-5, 6-8, 9-12 and OSY) served?• Were suggested strategies implemented?	<ul style="list-style-type: none">• Review of all CCIP applications and subsequent monitoring/PQR of at least half of all programs each year. The instrument used is either the Consolidated Monitoring Instrument for NC Federal Program Monitoring or the Program Quality Review Instrument (NCMEP). (See Appendix ____.) Further review of budget items.

	<ul style="list-style-type: none"> • Review of Services Reports in NCMEP Quality Assurance Manual.
Were Priority for Services requirements understood and followed by all MEP staff?	<ul style="list-style-type: none"> • PFS records • Monitoring results from LEAs.
Was monitoring conducted according to the NCMEP monitoring plan?	<ul style="list-style-type: none"> • Review of annual monitoring schedules and reports.
Was the parent involvement plan followed?	<ul style="list-style-type: none"> • Records of parent advisory council meetings; parent focus groups and questionnaires. • Budget allocations for parent involvement.
Was the professional development plan followed?	<ul style="list-style-type: none"> • Records of professional development events and webinars.
Was the ID and R plan followed?	<ul style="list-style-type: none"> • Quality Assurance Manual reports from LEAs. • Monitoring and POR Reports from LEAs.
Were reporting and data quality expectations understood and monitored?	<ul style="list-style-type: none"> • Monitoring and POR reports. • Data quality checks and reports from Quality Assurance Manual.

Outcome Data:

Information Needed	Data Sources
To what extent did preschool-age children who participated in Pre-K programs through NCMEP (either directly or referred) demonstrate readiness for kindergarten?	<ul style="list-style-type: none"> • Service Reports in PowerSchool; • Data on pre-K readiness collected by LEA subgrantees; • Parent surveys, focus groups, and questionnaires.
To what extent did children in elementary grades and who received MEP services demonstrate proficiency in reading?	<ul style="list-style-type: none"> • Accountability Division reports of scores; • CEDARS data warehouse information on grades. • Parent surveys and focus groups. • Student focus groups.

To what extent did children in elementary grades and who received MEP services demonstrate proficiency in mathematics?	<ul style="list-style-type: none"> • Accountability Division reports of scores; • CEDARS data warehouse information on grades. • Parent surveys and focus groups. • Student focus groups.
To what extent did middle school students who received MEP services demonstrate proficiency in reading?	<ul style="list-style-type: none"> • Accountability Division reports of scores; • CEDARS data warehouse information on grades. • Student surveys and focus groups.
To what extent did middle school student who received MEP services demonstrate proficiency in mathematics?	<ul style="list-style-type: none"> • Accountability Division reports of scores; • CEDARS data warehouse information on grades. • Student surveys and focus groups.
To what extent were high school MEP students on track to graduate? How many students obtained a high school diploma?	<ul style="list-style-type: none"> • Accountability Division reports of scores; • CEDARS data warehouse information on grades. • MIS2000 reports on graduation.
To what extent did OSY in NCMEP improve their English Language or Job skills? How many NCMEP students completed their GED or returned to a program leading to high school graduation?	<ul style="list-style-type: none"> • LEA Service Reports in MIS2000; • Pre-post assessments given by LEAs; • OSY interviews, questionnaires, and focus groups.
To what extent did PFS (Priority for Services) students show academic growth in reading, mathematics, and science?	<ul style="list-style-type: none"> • Assessment reports.
Do parents feel like they have played an active role in program improvement?	<ul style="list-style-type: none"> • Parent interviews and focus groups.
Do program staff members feel that professional development opportunities have improved their ability to serve migratory students?	<ul style="list-style-type: none"> • Staff surveys. • Meeting evaluation reports.

Have error rates for ID and R and data reporting remained under 5%?	<ul style="list-style-type: none"> • Annual prospective re-interview results. • Triennial external re-interview results. • Quality Assurance manual reports.
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Annual Evaluation Report

Each year, NCMEP will compile a summary report of the annual evaluation and present this information to program staff, parents, and other stakeholders.

Use of Evaluation Information and Annual Evaluation Report

The results of the evaluation will be used by local programs to improve their services. Each program can compare its results to statewide results and act by:

- Requesting technical assistance and/or trainings from NCMEP.
- Sponsoring workshops or trainings on areas of interest.
- Creating regional networks among local programs in order to tackle common issues.
- Presenting sessions at regional and statewide meetings.
- Incorporating changes into subsequent year plans in CCIP.
- Creating MEP Professional Learning Communities to improve communication and coordination of activities.
- Adding criteria to monitoring instruments to allow for follow-up on Consolidated Monitoring visits and Program Quality Reviews.

Links to Other Documents

NCMEP Student Records Exchange Policies and Procedures

<http://www.dpi.state.nc.us/docs/mep/resources/data/msix/msix-manual.pdf>

CCIP

<http://ccip.schools.nc.gov/documentlibrary/default.aspx?ccipSessionKey=635005115441043638>

CSPR: Consolidated State Performance Reports

<https://www2.ed.gov/admins/lead/account/consolidated/index.html>

Migrant Education Program Non-Regulatory Guidance and other helpful circulars and regulations

<http://www2.ed.gov/programs/mep/legislation.html>

RESULTS Website—Clearinghouse for a variety of Migrant Education information

<http://results.ed.gov/>

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