September 7, 2017

The Study of the Implementation of the ESEA Title I—Part C Migrant Education Program Serving Children of Agricultural Workers and Fishers

Revised Draft OMB Package #2: Appendix B, State Director Survey Instrument

Contract GS-10F-0554N/BPA Order ED-PEP-16-A-0005/TO01

SRI Project P24149

**Submitted to:**

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U.S. Department of Education

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**Email Text with Survey Link**

Dear {State MEP Coordinator name}:

The U.S. Department of Education (the Department) has commissioned the **Study of Implementation of the ESEA Title I, Part C Migrant Education Program (MEP) Serving Children of Agricultural Workers and Fishers.** The study includes a surveyfocusing on four primary topics: (1) migrant student identification and recruitment activities; (2) MEP-funded services and supports for migratory students and out-of-school youth (OSY); (3) coordination and collaboration with other agencies and organizations to serve the needs of migratory students and out-of-school youth; and (4) data use.

**The survey takes approximately 20 minutes to complete. We ask that you complete this survey no later than {XXXX, 2018}.**

**LINK INFO**

If you are not the best person to respond to questions about the MEP program, please send a message to mep@sri.com with the name, email address, and phone number of a more appropriate respondent in your state or call 800-xxx-xxxx. *[[1]](#footnote-2)*

Linked Log-in Page Text

Survey of State

Migrant Education Program Directors

Dear State/District Administrator,

Thank you for agreeing to participate in the Study of the Implementation of the ESEA Title I—Part C Migrant Education Program Serving Children of Agricultural Workers and Fishers.

* **Purpose of Study:** To better understand how services supported through the Migrant Education Program are implemented.
* **Sponsor:** The study is being conducted by SRI International under a contract from the U.S. Department of Education.
* **Participation:** Participation in this study is required under Section 8306(a)(4) of the Elementary and Secondary Education Act. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is XXXX-XX.
* **Reporting and Confidentiality:** Responses to this survey will be used to summarize findings in an aggregate manner (across groups or sites), or will be used to provide examples of program implementation in a manner that does not associate responses with a specific site or individual. The study team may refer to the generic title of an individual (e.g., State MEP Director) but neither the site name nor the individual name will be used. All efforts will be made to keep the description of the site general enough so that the reader would never be able to determine the identity of the site. The study team will make sure that access to all data with identifiable information is limited to members of the study team. Except for that which is already public, every effort will be made to maintain the confidentiality for all information collected, and we will not provide information that identifies you or your district to anyone outside the study team, except as required by law.
* **Response Burden:** This survey should require approximately 20 minutes of your time.
* **Benefits:** Your participation will help inform policy makers, educators, and researchers at the local, state, and national level about the implementation of the Title I-Part C Migrant Education Program.
* **More Information:** For questions or more information about this study, you may contact the SRI study team at XXXX@sri.com or call the study toll-free-number at, 1-800-XXX-XXXX.

|  |
| --- |
| Please answer the questions to the best of your ability by clicking on the appropriate response. Use the “Next” and “Back” buttons at the bottom of each page to move through the survey. Know that you do not have to complete the survey in one sitting; you can exit and re-enter the survey at any time. |

*Thank you for your cooperation in this very important effort!*

# Migrant Education Program (MEP) Background and Context

**1. In which of the following MEP-related activities is your state involved? (Select all that apply.)**

* Identification and recruitment (ID&R) of migratory students (e.g., setting ID&R policy for the state/ LEA/region and/or conducting ID&R activities)
* Identifying and/or providing program services and activities to serve the needs of eligible migratory students and out-of-school youth
* Collaborating with other regional- or local-level agencies and organizations working with migratory and other at-risk populations
* Providing technical assistance and professional development to school or project staff who serve migratory students and/or out-of-school youth
* Other (PLEASE SPECIFY)

**2. During the past grant period (SY 2016-17) did your state award MEP subgrants to any of the following entities?**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Regional Educational Service Agencies (RESAs) |  |  |
| Local Education Agencies (LEAs) |  |  |
| Local Operating Agencies (LOAs) |  |  |
| Other (PLEASE SPECIFY) |  |  |

**3. During the past grant period (SY 2016-17), did your state contract with any outside contractors or consultants for MEP-related services (e.g., ID&R, instructional services or support services, etc.)? (Select one.)**

* Yes
* No
* Don't know

If yes:

**3a. During the past grant period (SY 2016-17), for which services did your state contract with outside contractors or consultants? (Please select all that apply.)**

* ID&R
* Instructional services
* Support services
* Other (please specify)

# Migratory Student Identification and Recruitment (ID&R)

**4. Which of the following best describes how your state manages the identification and recruitment of migratory students and out-of-school youth? (Select all that apply.)**

* The state MEP manages migratory student ID&R activities directly
* The state contracts with an external organization/agency to conduct migratory student ID&R activities
* The state relies on its MEP subgrantees to conduct migratory student ID&R activities
* Don't know
* Other (PLEASE SPECIFY)

If “The state MEP manages migratory student ID&R activities directly” Is Selected:

**5. To what extent does your state work with the following groups and organizations to identify eligible migratory students for services? (Select one per row.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not at all | To a minimal extent | To a moderate extent | To a great extent |
| Work sites, employers, or local businesses |  |  |  |  |
| Nonprofit organizations |  |  |  |  |
| Religious organizations |  |  |  |  |
| LEAs in my state |  |  |  |  |
| Other state-level agencies and organizations in my state [e.g., Department of Health and Human Services (HHS), Department of Agriculture, Department of Labor, etc.] |  |  |  |  |
| State-level agencies and organizations in other states (e.g., HHS, Department of Agriculture, Department of Labor, etc.) |  |  |  |  |
| Migratory families and youth |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |

**6. To your knowledge, which of the following strategies do recruiters in your state use to identify and recruit eligible migratory students? (Select one per row.)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Don't know |
| Use referrals from other agencies and organizations (e.g., HHS), Department of Labor, etc.) |  |  |  |
| Develop and maintain contact with employers who hire migratory workers |  |  |  |
| Develop and maintain contacts with staff in local schools (i.e., school secretaries, nurses, guidance counselors, teachers, bus drivers, and cafeteria workers) who work directly with migratory families |  |  |  |
| Develop and maintain contact with local businesses and organizations that serve migratory families |  |  |  |
| Develop and maintain contacts in places/communities where migratory families are likely to reside (i.e., local apartment complexes, shared homes/trailers, etc.) |  |  |  |
|  |  |  |  |
| Attend community events to raise awareness about the availability MEP-funded services |  |  |  |
| Use mass media (e.g., radio, television, newspapers, etc.) to raise awareness about the availability of MEP-funded services for eligible migratory students and out-of-school youth |  |  |  |
| Use social media (e.g., Facebook, Snapchat, Twitter, etc.) to raise awareness about the availability of MEP-funded services for eligible migratory students and out-of-school youth |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |

### Priority for Service (PFS)

### ESSA expanded the definition of Priority For Service (PFS) to include children who made a qualifying move within the previous one-year period—not just during the school year—and who are failing or at risk of failing, or have dropped out of school.

**7. Which criteria to determine PFS eligibility, if any, has your state used under NCLB and/or does it plan to use under ESSA? (Select one per row.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Used under NCLB and use (or plan to use) under ESSA | Used under NCLB, but no longer use (or plan to stop using) under ESSA | Not used under NCLB, but use now (or plan to use) under ESSA | Not used under NCLB or ESSA | Don't know |
|  |  |  |  |  |  |
| Changed schools during the previous or current school year |  |  |  |  |  |
| Achieving below grade-level based on state assessment results |  |  |  |  |  |
| Lack of state assessment data (e.g., designated absent, exempt, not tested, or not scored on the state assessment) |  |  |  |  |  |
| Grade point average (GPA) below 1.5 |  |  |  |  |  |
|  |  |  |  |  |  |
| Dropped out of school |  |  |  |  |  |
|  |  |  |  |  |  |
| Discipline incidents including suspensions or expulsions |  |  |  |  |  |
| Chronic absenteeism |  |  |  |  |  |
| Truancy |  |  |  |  |  |
|  |  |  |  |  |  |
| Involvement in the juvenile justice system (i.e., arrested for delinquency, truancy, under-age drinking, running away, drug possession, etc.) |  |  |  |  |  |
| In foster care |  |  |  |  |  |
| Pregnancy / teen parenthood |  |  |  |  |  |
| Reports of substance abuse |  |  |  |  |  |
| Limited English proficiency |  |  |  |  |  |
| Overage for grade level |  |  |  |  |  |
| Behind in accumulating credits for grade level |  |  |  |  |  |
| Teacher / staff reports of problems (e.g., academic, social/emotional, etc.) |  |  |  |  |  |
|  |  |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |  |

MEP-funded Services and Supports

### In this section, please consider the services and supports the state provides or funds to serve the needs of migratory students.

**8. To what extent, if at all, did each of the following influence state decisions regarding the services and supports your state provides or funds to meet the needs of migratory students and out-of-school youth? (Select one per row.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not at all | To a minimal extent | To a moderate extent | To a great extent | Don't know |
| Federal policy priorities |  |  |  |  |  |
| State policy priorities |  |  |  |  |  |
| LEA policy priorities |  |  |  |  |  |
| Social service agency priorities |  |  |  |  |  |
| Research evidence on migratory students |  |  |  |  |  |
| Needs assessments of migratory students |  |  |  |  |  |
| Migratory student outcomes data |  |  |  |  |  |
| Available MEP funding |  |  |  |  |  |
| Other state and/or local non-governmental services available to migratory students and out-of-school youth |  |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |  |

**9. How does your state know what services eligible migratory students already receive from other sources (i.e., in school or outside of school) in order to determine what services to provide or supplement with MEP funds? (Select all that apply.)**

* The state MEP surveys LEA personnel to identify migratory student needs
* The state MEP surveys school personnel to identify migratory student needs
* The state MEP surveys non-profit organizations to identify migratory student and out-of-school youth needs
* The state MEP conducts regular meetings (e.g., annual, bi-annual, bi-monthly, monthly, etc.) with stakeholder groups to identify migratory student and out-of-school youth needs
* Other (PLEASE SPECIFY)

**10. Which of the following instructional services does your state directly provide and/or fund through its MEP subgrantees to serve the needs of migratory students and out-of-school youth? (Select all that apply in each row.)**

|  | State provides directly | State funds through its MEP subgrantees | Other agencies without MEP funding provide | Not provided | Don't know |
| --- | --- | --- | --- | --- | --- |
| Math instruction (e.g., tutoring, remedial education, or other instructional services) |  |  |  |  |  |
| Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services) |  |  |  |  |  |
| Online courses |  |  |  |  |  |
| Other online educational support (e.g., test prep, homework help) |  |  |  |  |  |
| Graduation planning assistance |  |  |  |  |  |
| Career exploration and guidance |  |  |  |  |  |
| Academic guidance and advocacy services |  |  |  |  |  |
| Preschool or early childhood education programs |  |  |  |  |  |
| Preparation for post-secondary transition |  |  |  |  |  |
| Career and technical skills training (e.g., IT, hospitality, etc.) |  |  |  |  |  |
| Diagnostic evaluations of the educational needs of individual migratory children and youth |  |  |  |  |  |
| Credit-recovery programs |  |  |  |  |  |
| GED preparation classes |  |  |  |  |  |
| English as a Second Language (ESL) instruction |  |  |  |  |  |
| Adult education classes |  |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |  |

**11. To your knowledge, when are these instructional services —provided or funded by your state—offered to eligible migratory students and/or out-of-school youth? (Select all that apply in each row.) {Ask only of services directly provided in Q10}**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | During the school day in the regular school year | Before or after school during the regular school year | Year-round | During the summer or intersession period ONLY | Don't know |
| Math instruction (e.g., tutoring, remedial education, or other instructional services) |  |  |  |  |  |
| Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services) |  |  |  |  |  |
|  |  |  |  |  |  |
| Online courses |  |  |  |  |  |
| Other online educational support (e.g., test prep, homework help) |  |  |  |  |  |
| Graduation planning assistance |  |  |  |  |  |
| Career exploration and guidance |  |  |  |  |  |
| Academic guidance and advocacy services |  |  |  |  |  |
| Preschool or early childhood education programs |  |  |  |  |  |
| Preparation for post-secondary transition |  |  |  |  |  |
| Career and technical skills training (e.g., IT, hospitality, etc.) |  |  |  |  |  |
| Diagnostic evaluations of the educational needs of individual migratory children and youth |  |  |  |  |  |
| Credit-recovery programs |  |  |  |  |  |
| GED preparation classes |  |  |  |  |  |
| ESL instruction |  |  |  |  |  |
| Adult education classes |  |  |  |  |  |
| Other (SPECIFY) |  |  |  |  |  |

**12. Which of the following support services does your state directly provide and/or fund through its MEP subgrantees to serve the needs of migratory students and/or out-of-school youth? (Select all that apply in each row.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | State provides directly | State funds through its MEP subgrantees | Other agencies without MEP funding provide | Not provided | Don't know |
| Counseling/mental health services |  |  |  |  |  |
| Individual student advocacy services |  |  |  |  |  |
| Health care |  |  |  |  |  |
| Dental care |  |  |  |  |  |
| Eye care |  |  |  |  |  |
| School supplies |  |  |  |  |  |
| Clothing |  |  |  |  |  |
| Transportation not otherwise provided |  |  |  |  |  |
| Language support (e.g., translation or interpretation services) not otherwise provided |  |  |  |  |  |
| Mentoring |  |  |  |  |  |
| Leadership development programs |  |  |  |  |  |
| Housing guidance or assistance |  |  |  |  |  |
| Child care |  |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |  |

**13. To your knowledge, when are these support services offered to eligible migratory students and/or out-of-school youth? (Select all that apply in each row.) {Ask only of services directly provided in Q12}**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | During the school day in the regular school year | Before or after school during the regular school year | Year-round | During the summer or intersession period ONLY | Don't know |
| Counseling/mental health services |  |  |  |  |  |
| Individual student advocacy services |  |  |  |  |  |
| Health care |  |  |  |  |  |
| Dental care |  |  |  |  |  |
| Eye care |  |  |  |  |  |
| School supplies |  |  |  |  |  |
| Clothing |  |  |  |  |  |
| Transportation not otherwise provided |  |  |  |  |  |
| Language support (e.g., translation or interpretation services) |  |  |  |  |  |
| Mentoring |  |  |  |  |  |
| Leadership development programs |  |  |  |  |  |
| Housing guidance or assistance |  |  |  |  |  |
| Child care |  |  |  |  |  |
| Other |  |  |  |  |  |

**14.** **Which of the following referral services and supports does your state directly provide and/or fund through its MEP subgrantees to eligible migratory students and/or out-of-school youth? (Select all that apply in each row.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | State refers students directly | Subgrantees funded by state refer students | Another agency without MEP funding refers students | Not provided |
| Health care |  |  |  |  |
| Counseling/mental health services |  |  |  |  |
| Dental care |  |  |  |  |
| Eye care |  |  |  |  |
| School supplies |  |  |  |  |
| Clothing |  |  |  |  |
| Transportation |  |  |  |  |
| Language support (e.g., translation or interpretation services) |  |  |  |  |
| Mentoring |  |  |  |  |
| Meal or nutrition programs [including Women, Infants, and Children Program (WIC) assistance and Supplemental Nutrition Assistance Program (SNAP)] |  |  |  |  |
| Flexible service delivery (e.g., home-based versus site-based programs) |  |  |  |  |
| Child care |  |  |  |  |
| Adult education classes |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |

**15. How does your state ensure that services are prioritized for PFS migratory students? (Select all that apply.)**

* Base the selection of MEP subgrantees (i.e., at regional or LEA/LOA level) on the number of identified PFS students
* Select MEP subgrantees based on how they will prioritize services for PFS students
* Require subgrantees to provide a minimum level of instructional services for PFS students (e.g. number of hours or contacts for PFS migratory students)
* Apply a weighted funding formula for MEP subgrantees based on the number of identified PFS students
* Other (PLEASE SPECIFY)
* None of the above

**16. What strategies does your state use to ensure that services are provided to eligible migratory out-of-school youth? (Select all that apply.)**

* Use recruiters to provide on-demand services, such as referrals, support materials, basic needs supplies
* Deliver tutoring and instructional support through MEP-funded service providers
* Use recruiters to deliver basic English language instruction
* Use recruiters to refer out-of-school youth to ESL programs
* Use recruiters to help out-of-school youth enroll in classroom- or online-based credit recovery programs
* Collaborate with other organizations and agencies to serve the needs of out-of-school youth
* Use MEP funding to support nonprofit organizations’ programming for out-of-school youth
* Other (PLEASE SPECIFY)
* None of the above

# Coordination and Collaboration

*Ask of states only*

**17. To what extent, if at all, does your state collaborate with any of the following agencies and organizations to serve the needs of migratory students and out-of-school youth? (Select one per row.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not at all | To a minimal extent | To a moderate extent | To a great extent | Don't know |
| Other offices within the state educational agency (e.g., Title I, Part A; Title III, etc.) (Please specify) |  |  |  |  |  |
| Other state agencies (Please specify) |  |  |  |  |  |
| Non-governmental organizations (NGOs) |  |  |  |  |  |
| Institutions of higher education (IHEs) |  |  |  |  |  |
| State Chamber of Commerce |  |  |  |  |  |
| State-level parent associations |  |  |  |  |  |
| Other states or other state-level government agencies outside the state |  |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |  |

**18. During the past grant period (SY 2016-17), which of the following advocacy and outreach activities, if any, did your state use to engage other agencies and organizations to support the needs of migratory students and out-of-school youth? (Select all that apply.)**

* Workshops
* Presentations
* In-person meetings
* Task force(s)
* Dissemination of materials (e.g., informational letters, brochures, or briefs; data or research; etc.)
* Other (PLEASE SPECIFY)
* None of the above

**19. Does your state collaborate with other agencies and organizations to provide any of the following instructional services to migratory students and out-of-school youth? (Select one per row.) {Ask only of services directly provided in Q10}**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Don't know |
| Math instruction (e.g., tutoring, remedial education, or other instructional services) |  |  |  |
| Reading/language arts instruction (e.g., tutoring, remedial education, or other instructional services) |  |  |  |
| Online courses |  |  |  |
| Other online educational support (e.g., test prep, homework help) |  |  |  |
| Graduation planning assistance |  |  |  |
| Career exploration and guidance |  |  |  |
| Academic guidance and advocacy services |  |  |  |
| Preschool or early childhood education programs |  |  |  |
| Preparation for post-secondary transition |  |  |  |
| Career and technical skills training (e.g., IT, hospitality, etc.) |  |  |  |
| Diagnostic evaluations of the educational needs of individual migratory children and youth |  |  |  |
| Credit-recovery programs |  |  |  |
| GED preparation classes |  |  |  |
| ESL instruction |  |  |  |
| Adult education classes |  |  |  |
| Other |  |  |  |

**20. Does your state collaborate with other agencies and organizations to provide any of the following support services to migratory students and out-of-school youth? (Select one per row.) {Ask only of services directly provided in Q12}**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Don't know |
| Counseling/mental health services |  |  |  |
| Individual student advocacy |  |  |  |
| Health care |  |  |  |
| Dental care |  |  |  |
| Eye care |  |  |  |
| School supplies |  |  |  |
| Clothing |  |  |  |
| Transportation not otherwise provided |  |  |  |
| Language support (e.g., translation or interpretation services) |  |  |  |
| Mentoring |  |  |  |
| Leadership development programs |  |  |  |
| Housing guidance or assistance |  |  |  |
| Child care |  |  |  |
| Other |  |  |  |

**21. What, if any, formal agreements does your state have with other organizations and agencies both within and outside of your state to serve the needs of migratory students and out-of-school youth? (Select all that apply in each row.)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Memoranda of Understanding (MOU) | Cost-sharing agreement | Other formal agreement (PLEASE SPECIFY) | No formal agreement | Don't know |
| Other RESAs, LEAs, and/or LOAs in the state that do not have an MEP subgrant |  |  |  |  |  |
| State Health Department |  |  |  |  |  |
| State Department of Labor |  |  |  |  |  |
| State Department of Child and Family Services |  |  |  |  |  |
|  |  |  |  |  |  |
| Other state agencies |  |  |  |  |  |
| Other states or other state-level government agencies outside the state |  |  |  |  |  |
| State Chamber of Commerce |  |  |  |  |  |
| Institutions of higher education (IHEs) |  |  |  |  |  |
| Non-governmental organizations |  |  |  |  |  |
| State-level parent associations |  |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |  |

# Other OME-funded Programs

**22. In which of the following ways, if any, does your {Grantee Type} coordinate or collaborate with the following OME-funded programs, including the College Assistance Program Migrant Program (CAMP), the High School Equivalency Program (HEP), and other OME-funded programs? (Select one per row.)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Agreed to share information/ data on migratory students and/or out-of-school youth | Participate in an interagency task force or committee for migratory students | Agreed to work together to distribute program information to students, youth, and families | Agreed to work together to identify and contact eligible high school students | Other (SPECIFY) | N/A: We do not coordinate or collaborate with this program |
| CAMP |  |  |  |  |  |  |
| HEP |  |  |  |  |  |  |
| Other OME-funded program(s) (PLEASE SPECIFY) |  |  |  |  |  |  |

**23. To what extent, if at all, have efforts to coordinate and collaborate with OME-funded programs (e.g., CAMP, HEP, other OME-funded programs) improved program administration in each of the following areas? (Select one per row.) {Ask only if coordinate in at least one way in Q22}**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not at all | To a minimal extent | To a moderate extent | To a great extent | Don't know |
| Identifying and recruiting eligible migratory students |  |  |  |  |  |
| Identifying and recruiting eligible out-of-school migratory youth |  |  |  |  |  |
| Delivering MEP-funded instructional and support services to migratory students |  |  |  |  |  |
| Delivering MEP-funded instructional and support services to out-of-school youth |  |  |  |  |  |
| Delivering MEP-funded instructional and support services to PFS students |  |  |  |  |  |
| Delivering MEP-funded instructional and support services to high school students |  |  |  |  |  |

# Data Use and Decision Making

**24. Is a student’s migratory status tracked in your state's student information system? (Select one.)**

* Yes
* No
* Don't know

If yes to Q24:

**25. Which of the following data, if any, can your state's student information system disaggregate by students' migratory status? (Select all that apply.)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | Don't know |
| Attendance |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Scores on state assessments |  |  |  |
| Chronic absenteeism |  |  |  |
| Truancy |  |  |  |
| Involvement with the criminal justice system |  |  |  |
| Involvement with social services or foster care |  |  |  |
| Pregnancy / teen parenthood |  |  |  |
| Reports of substance abuse |  |  |  |
| Limited English proficiency |  |  |  |
| Students overage for their grade level |  |  |  |
| Retention in grade |  |  |  |
| Changed schools during the previous or current school year |  |  |  |
| Cohort graduation rates |  |  |  |
| Dropout status |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |

If yes to Q24:

**26. How are data disaggregated by students' migratory status made available to MEP grantees? (Select one.)**

* On demand
* Through periodic public reporting
* Through periodic reports sent to LEAs and/or MEP subgrantees
* Other (PLEASE SPECIFY)

If yes to Q24:

**27. How many days must a student be enrolled in a school to be included in the school's reported count of migratory students? (Please fill in a number.)**

Number of days: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## MSIX is the Migrant Students Records Exchange. It is designed to assist in electronic transfer of student records and in determining the number of migratory children and youth in each state.

**28. To what extent does MSIX facilitate migratory student records transfer across LEAs *within* your state? (Select one.)**

* Not at all
* To a minimal extent
* To a moderate extent
* To a great extent
* Don't know/Not sure

**29. To what extent does MSIX facilitate migratory student records transfer *across* states? (Select one.)**

* Not at all
* To a minimal extent
* To a moderate extent
* To a great extent
* Don't know/Not sure

**30. To what extent, if at all, has the MSIX system improved each of the following systems, supports, and services for migratory students and/or out-of-school youth?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not at all | To a minimal extent | To a moderate extent | To a great extent | Don't know |
| Timeliness of school enrollment |  |  |  |  |  |
| Appropriateness of grade placements |  |  |  |  |  |
| Appropriateness of course placements |  |  |  |  |  |
| Reduction in unnecessary immunizations |  |  |  |  |  |
| Facilitation of course credit accrual |  |  |  |  |  |
| Timely notification when migrant students move across states |  |  |  |  |  |
| Other (PLEASE SPECIFY) |  |  |  |  |  |

**31. What data, if any, does your state use to inform its planning and delivery of MEP-funded services? (Select all that apply.)**

* Progress on Measurable Program Outcomes
* Progress on MEP Performance Targets
* Performance on MEP Indicators
* Student performance on state assessments
* Student enrollment patterns
* graduation rates
* Participant survey responses
* Parent survey responses
* Staff survey responses
* Other (PLEASE SPECIFY)

1. A toll-free number will be generated when the study receives OMB clearance. [↑](#footnote-ref-2)