The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
Agenda

• Introductions: MEP Directors & OME Staff
• New Administration
• Fiscal Year (FY ) 2017 Budget and Migrant Education Program (MEP) Awards
• High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)
• Transition to the Every Student Succeeds Act (ESSA)
• Government Performance Results Act (GPRA) Measures and Leading Indicators
• MEP Coordination Work Group
• FY 2017 Technical Assistance and Coordination Events
New Administration

• Mrs. Betsy DeVos, Secretary of Education
• Hiring freeze
• Regulatory delay and Congressional Review Act:
  – Teacher preparation regulations published October 31, 2016
FY 2017 Budget and MEP Awards

• President’s FY 2017 Budget requests level funding for the MEP: $374.75 million
  – Subject to approval by Congress
  – Currently under a Continuing Resolution (CR) through April 28, 2017
• FY 2017 MEP Basic Formula Grants will be issued on July 1, 2017, and based on the formula for State allocations in the ESSA
• FY 2017 Consortium Incentive Grants (CIGs) (continuation awards) will be issued July 1, 2017
  – Application for FY 2018 CIGs will be available in early 2018
HEP and CAMP

- Notice Inviting Applications published January 10, 2017
- Deadline: March 10, 2017
- Competition open to IHEs and non-profit organizations that partner with an IHE
- 2016 appropriation: HEPCAMP received more than $40 million annually and now must take additional factors, such as geographic distribution into account when making project awards.
- In 2016, 18 new CAMP grants and 16 new HEP grants were awarded, with many awards going to brand new grantees.
- In 2017 we expect to make up to 11 new CAMP awards and at least 3 new HEP awards.
Transition to the ESSA: July 1, 2017

• New statutory provisions under the ESSA for the MEP will take effect for FY 2017 grants awarded to SEAs on July 1, 2017.

• All MEP-specific statutory provisions in Title I, Part C of the ESEA, as amended by the ESSA, will also be effective on July 1, 2017. This includes:
  – The program definitions affecting child eligibility
  – Identifying and addressing the needs of migratory children who have dropped out of school
  – Priority for Services (PFS) based on revised criteria
GPRA MEASURES AND LEADING INDICATORS
GPRAs

1. The percentage of MEP students that scored at or above proficient on their state’s annual Reading/Language Arts assessments in grades 3-8 (currently collected).
2. The percentage of MEP students that scored at or above proficient on their state’s annual Mathematics assessments in grades 3-8 (currently collected).
3. The percentage of MEP students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level (will be collected in the future).
4. The percentage of MEP students who entered 11th grade that had received full credit for Algebra I (will be collected in the future).
### GPRA 1: Proficiency in Reading/Language Arts

<table>
<thead>
<tr>
<th></th>
<th>SY 2012-13</th>
<th>SY 2013-14</th>
<th>SY 2014-15</th>
<th>SY 2015-16</th>
<th>SY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPRA Target</strong></td>
<td>44.1%*</td>
<td>44.1%</td>
<td>44.1%</td>
<td>44.1%</td>
<td>44.1%</td>
</tr>
<tr>
<td><strong>GPRA Results</strong></td>
<td>44.1%</td>
<td>49.6%</td>
<td>27.8%</td>
<td>29.4%†</td>
<td>NA</td>
</tr>
</tbody>
</table>

* = Baseline
† = Tentative
## GPRA 2: Proficiency in Mathematics

<table>
<thead>
<tr>
<th></th>
<th>SY 2012-13</th>
<th>SY 2013-14</th>
<th>SY 2014-15</th>
<th>SY 2015-16</th>
<th>SY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPRA Target</strong></td>
<td>47.6*</td>
<td>47.6%</td>
<td>47.6%</td>
<td>47.6%</td>
<td>47.6%</td>
</tr>
<tr>
<td><strong>GPRA Results</strong></td>
<td>44.1%</td>
<td>49.5%</td>
<td>26.2%</td>
<td>27.9%†</td>
<td>NA</td>
</tr>
</tbody>
</table>

* = Baseline  
† = Tentative
Leading Indicators

1. An increasing percentage of PFS migrant children will receive services.
2. An increasing percentage of grades 7 through 12 migrant children will receive instructional services (changes to any services in SY 2015-16).
3. An increasing percentage of 8th grade migrant children will score proficient or higher in Mathematics.
4. An increasing percentage of age 3 through 5 migrant children will receive instructional services.
## Leading Indicator 1: PFS Services

<table>
<thead>
<tr>
<th></th>
<th>SY 2012-13</th>
<th>SY 2013-14</th>
<th>SY 2014-15</th>
<th>SY 2015-16</th>
<th>SY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>LI Target</td>
<td>66.2%*</td>
<td>66.2%</td>
<td>66.2%</td>
<td>66.7%</td>
<td>67.2%</td>
</tr>
<tr>
<td>LI Results</td>
<td>66.2%</td>
<td>83.4%Δ</td>
<td>82.3%</td>
<td>82.2%†</td>
<td>NA</td>
</tr>
</tbody>
</table>

* = Baseline  
Δ = Change from Regular Year to Performance Period  
† = Tentative
Leading Indicator 2: Grades 7-12
Instructional Services

<table>
<thead>
<tr>
<th></th>
<th>SY 2012-13</th>
<th>SY 2013-14</th>
<th>SY 2014-15</th>
<th>SY 2015-16</th>
<th>SY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>LI Target</td>
<td>35.8%*</td>
<td>35.8%</td>
<td>35.8%</td>
<td>36.3%</td>
<td>37.8%</td>
</tr>
<tr>
<td>LI Results</td>
<td>35.8%</td>
<td>45.6% † †</td>
<td>46.5%</td>
<td>74.6%Δ†</td>
<td>NA</td>
</tr>
</tbody>
</table>

*= Baseline
†† = Change from Regular Year to Performance Period
Δ = Change from Instructional Service to Any Service
† = Tentative
### Leading Indicator 3: Eighth Grade Mathematics Proficiency

<table>
<thead>
<tr>
<th></th>
<th>SY 2012-13</th>
<th>SY 2013-14</th>
<th>SY 2014-15</th>
<th>SY 2015-16</th>
<th>SY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>LI Target</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>29.1*</td>
<td>NA</td>
</tr>
<tr>
<td>LI Results</td>
<td>NA</td>
<td>NA</td>
<td>24.9%</td>
<td>29.1%Δ†</td>
<td>NA</td>
</tr>
</tbody>
</table>

*= Baseline  
Δ = Change from Partial Credit Algebra I to Eighth Grade Mathematics Proficiency  
† = Tentative
Leading Indicator 4: Age 3-5
Instructional Services

<table>
<thead>
<tr>
<th></th>
<th>SY 2012-13</th>
<th>SY 2013-14</th>
<th>SY 2014-15</th>
<th>SY 2015-16</th>
<th>SY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>LI Target</td>
<td>24.2%*</td>
<td>24.2%</td>
<td>24.2%</td>
<td>24.2%</td>
<td>24.2%</td>
</tr>
<tr>
<td>LI Results</td>
<td>24.2%</td>
<td>36.4%Δ</td>
<td>39.0%</td>
<td>36.3%†</td>
<td>NA</td>
</tr>
</tbody>
</table>

* = Baseline
Δ = Change from Regular Year to Performance Period
† = Tentative
MEP Coordination Work Group

- Identify, discuss, and work collaboratively across States on program coordination and program implementation issues that directly affect our efforts to improve the educational opportunities and academic success of migrant children.

  - Southeast (AL, FL, GA, MS, NC, SC): Sonja Williams, NC
  - Southwest (AR, LA, NM, OK, TX): Melanie Mayeux, LA
  - West & Pacific (AZ, CA, NV, UT, HI): Mary Haluska, AZ
  - Appalachian (KY, TN, VA): Heather Rhorer, KY
  - Northeast (ME, MA, NH, NY, VT): Mary Mulloy, VT
  - Mid-Atlantic (DE, MD, NJ, PA): Carmen Medina PA
  - Mid-Continent (CO, KS, MO, NE ND, SD, WY): Sue Henry, NE
  - North Central (IL, IN, IA, MI, MN, OH, WI): Nathan Williamson, IN
  - Northwest (AK, ID, MT, OR, WA): Christina Nava, ID
FY 2017 Upcoming Technical Assistance and Coordination Events

• March 16, 2017: MSIX Student File Submission: Best Practices webinar
• March 30, 2017: MEP Guidance for Child Eligibility under the ESSA webinar
• April 20, 2017: MEP Written Evaluation Report: Requirements and Exemplars webinar
• April 30 – May 3, 2017: National Association of State Directors of Migrant Education (NASDME) Annual Conference presentations
• May 17 – 19, 2017: Interstate Migrant Education Council (IMEC) meeting
• June 1, 2017: Revisions to the National COE webinar
• June 27-28, 2017: CWG meeting