The MEP Written Evaluation Report: Requirements and Exemplars

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April 20, 2017

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 / Objectives

- OME will share the requirements for a written evaluation report.

- A panel of MEP directors will present exemplars for the requirements of a written evaluation.

- Participants will have an opportunity to ask questions about the MEP written evaluation report of the panel and OME.

- Participants will be able to use information in the presentation to develop a written evaluation report that is both compliant and may contribute to the improvement of MEP services and performance results.

WebEx Instructions

- Please mute your phone until you're ready to talk.

- Don't place your phone on hold.

- Prepare questions for the panel.

- Ask your questions of the panel during the "Questions for the Panel" portion of the webinar, or enter them in the chat box.

- Please complete our evaluation!

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Statute

Title I, Part C, Sections 1301(4); 1303(e); 1304(b)(1) and (2); 1304(c)(5); 1304(d); 1306(a)(1)(C) and (D).

Code of Federal Regulations

34 CFR 200.1-200.8; 200.83; 200.84; 200.85.

Guidance

MEP Guidance, October, 2010. Chapter VIII. Program Evaluation, pages 96-107.

Disclaimer

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ANNUAL MEASURABLE OBJECTIVES:

THE STATE MEP COLLECTS PERFORMANCE RESULTS DATA ON STATE PERFORMANCE TARGETS IN READING/LANGUAGE ARTS, MATHEMATICS AND HIGH SCHOOL GRADUATION, DISAGGREGATED BY PFS, OTHER MIGRANT, AND NON-MIGRANT.

Kentucky AMOs

- The Commonwealth of Kentucky determines the AMOs for all students using the formula below.

- The baseline rate (34% in this example) is subtracted from 100 (100 - 34 = 66), then divided by 2 (66/2 = 33) and added back to the baseline score (34 + 33 = 67). This results in a state five-year delivery goal of 67%. For annual progress goals we divide the growth by 5.

Reading & Math AMO

- KYMEP used the same formula to determine the AMO for all migrant students

- Combined reading and math

- Increase the average combined reading and mathematics proficiency ratings for all students in the non-duplicated gap group from 33.0% in 2012 to 66.5% in 2017.

New AMOs

- Increase the K-PREP Reading migrant student percent proficient to 65.6 percent for elementary school students and 63.9 percent for middle school students by SY 2018-19.

- Increase the K-PREP Mathematics migrant student percent proficient to 64.3 percent for elementary school students and 62.7 percent for middle school students by SY 2018-19.

Figure 6. KPREP Combined Proficiency, Migrant Compared to Gap Group, 2012-2014
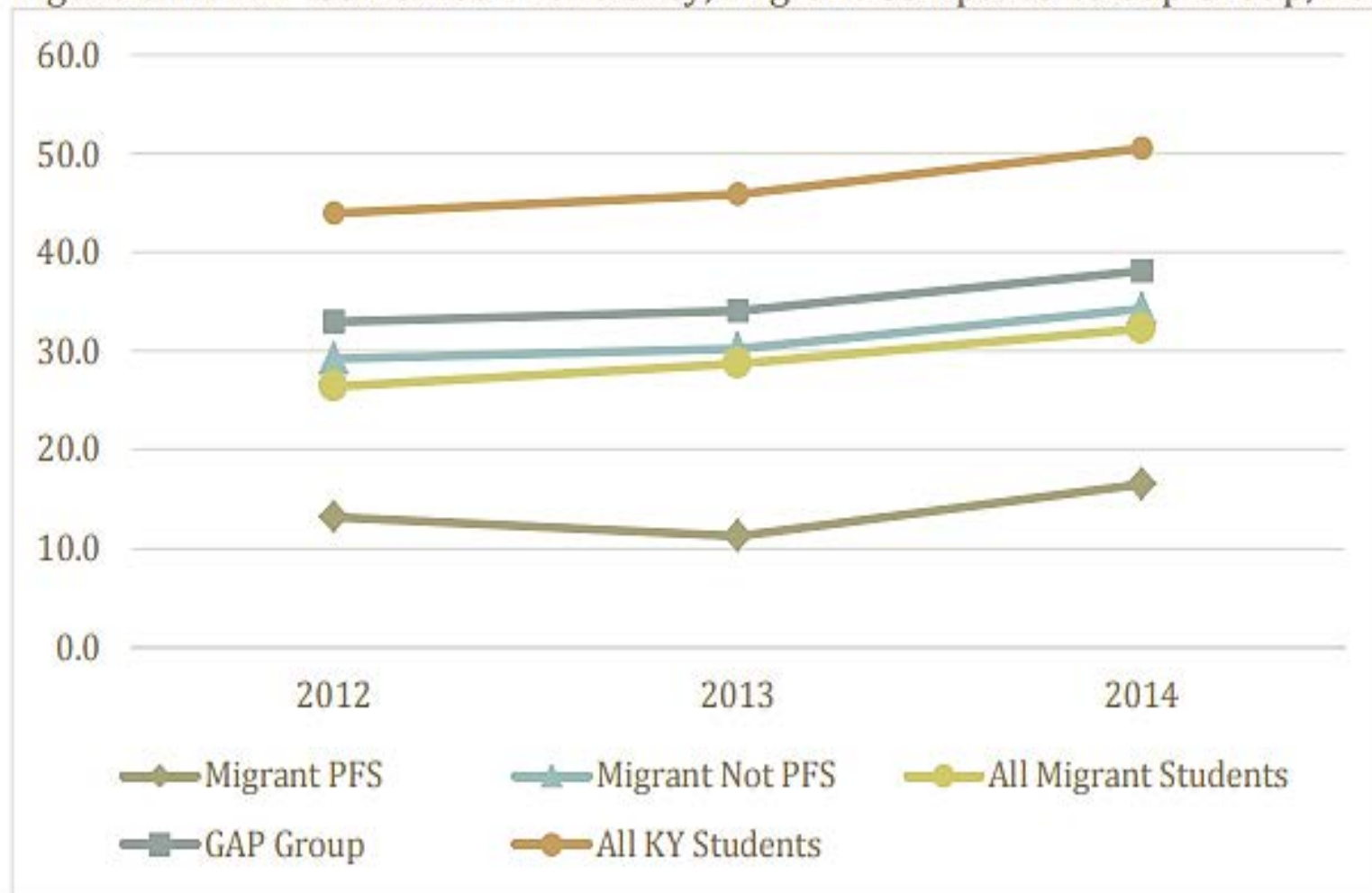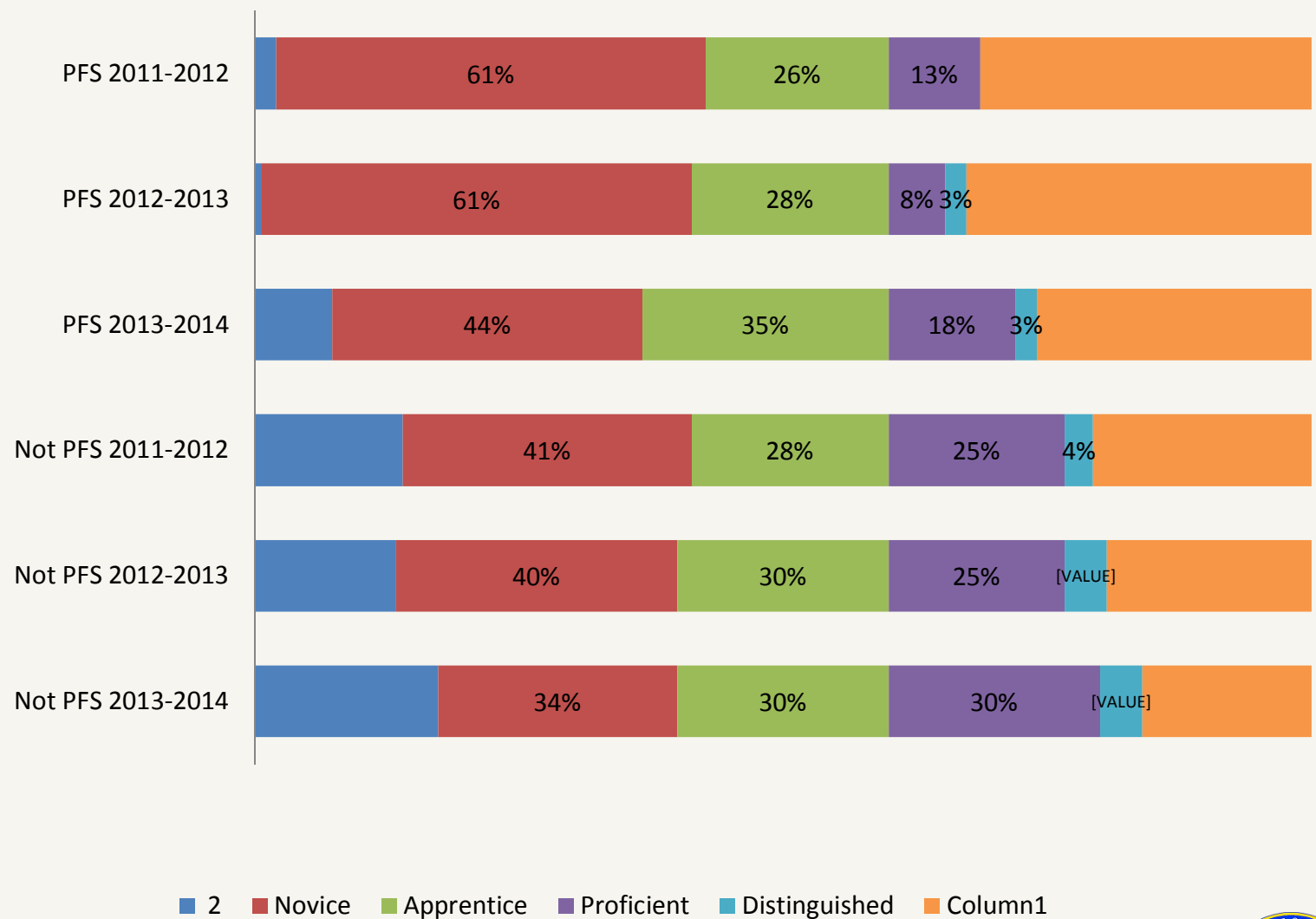
Figure 7. KPREP Performance Level Results for Migrant Students, Reading, 2012-2014

	2	Novice	Apprentice	Proficient	Distinguished	Column1
PFS 2011-2012		61%	26%	13%		
PFS 2012-2013		61%	28%	8%	3%	
PFS 2013-2014		44%	35%	18%	3%	
Not PFS 2011-2012		41%	28%	25%	4%	
Not PFS 2012-2013		40%	30%	25%	[VALUE]	
Not PFS 2013-2014		34%	30%	30%	[VALUE]	

Legend: ■ 2 ■ Novice ■ Apprentice ■ Proficient ■ Distinguished ■ Column1

Source: KDE. Note: Results are shown for grades 3-8. Note: bars are in the same order from left to right as the legend.

MEASURABLE PROGRAM OUTCOMES:

THE STATE MEP COLLECTS PERFORMANCE RESULTS DATA ON MEASURABLE PROGRAM OUTCOMES ESTABLISHED IN THE SERVICE DELIVERY PLAN, DISAGGREGATED FOR PFS AND NON-PFS MIGRANT STUDENTS.

OME's Continuous Improvement Cycle (CIC)

Comprehensive Needs Assessment

(Study/Pre-plan)

Service Delivery Plan

(Plan)

Implement Service Delivery Plan

(Do/Deliver)

Program Evaluation

(Evaluate)

Incorporate

Guide
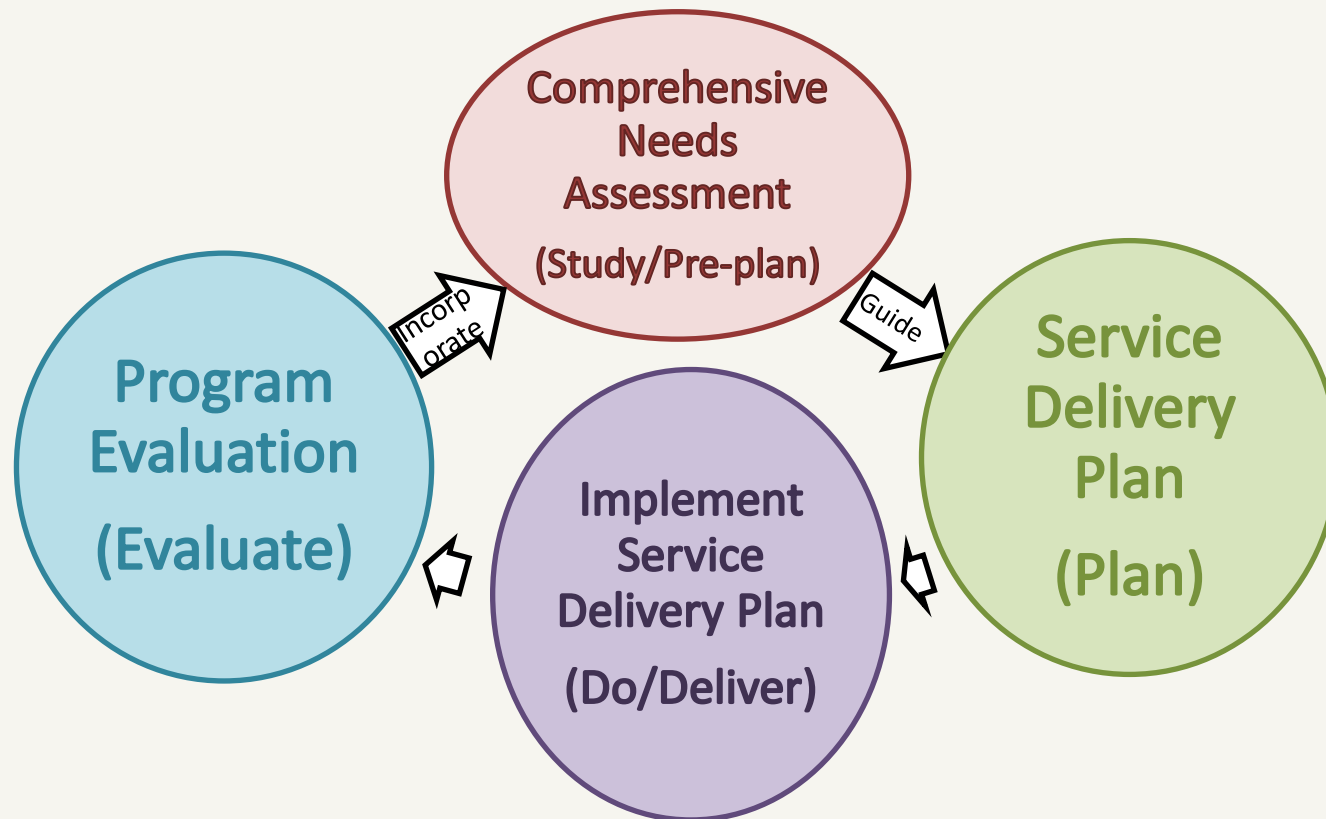
Minnesota's CIC Plan

2016-17 – CNA Update & Evaluation

2017-18 – SDP Update & Evaluation

2018-19 – Evaluation

How Were the MPOs Developed?

Dates	Objectives	Outcomes
SDP Meeting #1 9/24/13	1) Understand how the program planning process interacts with the state SDP 2) Create strategies for meeting migrant student needs 3) Prioritize strategies and identify required and optional strategies 4) Review and decide on next steps toward determining the major components of the SDP	• Reviewed the findings from the CNA process • Established work groups for: Reading/ Mathematics; Graduation/Out-of-School Youth; and School Readiness • Using recommended solutions from the CNA, work groups revised language to incorporate into strategies for the SDP; full group discussed work group recommendations
SDP Meeting #2 11/19/13	1) Review and arrive at consensus on strategies and measurable program outcomes (MPO)s 2) Identify resources needed to address the strategies 3) Discuss evaluation planning and tools to measure MPO progress 4) Discuss next steps in developing SDP	• Discussed process (or program implementation) objectives and outcomes (performance) • Created MPOs for each of the strategies
SDP Meeting #3 1/14/14	1) Finalize MPOs 2) Identify resources needed to address the strategies 3) Discuss evaluation planning and tools to measure MPO progress 4) Discuss next steps in developing the SDP and communicating SDP priorities to the MEP	• Finalized the MPO language and added needed resources to complete the SDP planning chart • Discussed professional development needs for MEP staff to implement priorities • Identified strategies to include meaningful parent input into the SDP • Developed ideas for ensuring accountability for local implementation

How MN Measures Progress toward the MPOs

- The annual evaluation of the Minnesota MEP looks at the progress toward each MPO, with results disaggregated by PFS and non-PFS students.

- Minnesota has **10 MPOs**: 2 for Reading, 2 for Math, 4 for Support Services, and 2 for High School Graduation/Services to OSY.

How MN Measures Progress toward the MPOs, Cont.

- A <u>Data Checklist</u> helps MEP staff know what data needs to be collected for each MPO.

- The checklist lists all data to be collected for the MPOs.

- Information on the checklist includes MPOs addressed, persons responsible, person completing the form, when to complete, who to submit the form to, and due dates.

2017 Annual MEP Evaluation

EVALUATION SURVEYS/FORMS TO BE SUBMITTED BY PROJECTS

√	Surveys/Forms	MPOs Addressed	Person(s) Responsible	Person(s) Completing Form	When to Complete	Submit to	When to Submit
	MN Form 1: Parent Education Evaluation	3.1	PC/MEP	Parents	After Meetings	MDE	End of Summer Program or by 8/15/17
	MN Form 2: MEP Staff Survey (ONLINE)*	3.4	PC/MEP	PC/MEP	End of Summer		
	MN Form 3: Elementary Student Survey (Grades 3-6)	3.2	PC/MEP	Students			
	MN Form 4: Secondary Student (Grades 7-12)/OSY Survey	3.2	PC/SLT	Students/ OSY			

*Link to Form 2: https://www.surveymonkey.com/r/MNStaffSurvey2017

EVALUATION DATA/DOCUMENTS TO BE SUBMITTED BY PROJECTS

√	Data/Documents	MPOs Addressed	Person(s) Responsible	Submit to	When to Submit
	Fidelity of Strategy Implementation (FSI) Tool ratings recorded on the *FSI* for each local project	1.1, 2.1	PC/MEP	MDE	End of Summer Program or by 8/15/17
	Pre/post-test scores on curriculum-based reading and math assessments (already recorded on the *SPSR*)	1.2, 2.2	PC	MDE/ TVOC	
	Secondary course credits and hours completed by secondary migrant students and OSY (already recorded on the *SPSR*)	4.1, 4.2	PC	MDE/ TVOC	
	OSY Lesson Assessment pre/post-tests	4.2	PD		

MPO Data Submitted by Local Projects

- Surveys (MEP staff and student/OSY)

- Parent education evaluations

- Reading and math pre/post-test scores, and secondary student/OSY hours/credits on the Summer Program Services Report

- Fidelity of Strategy Implementation (FSI) ratings of summer reading and math curriculum and instructional strategies

- OSY Lesson Assessment pre/post-tests

Example of How MPO Data is Presented in the Evaluation

Exhibit 26
Percent of Migrant Students Improving Reading Skills by Grade Level

Grade	% All Migrant	% PFS	% Non-PFS
K	92	88	96
1	91	90	92
2	86	95	71
3	89	90	89
4	76	79	74
5	91	91	92
6	76	67	88
7	53	50	56
8	88	86	100

■ % All Migrant   ■ % PFS   ■ % Non-PFS

21
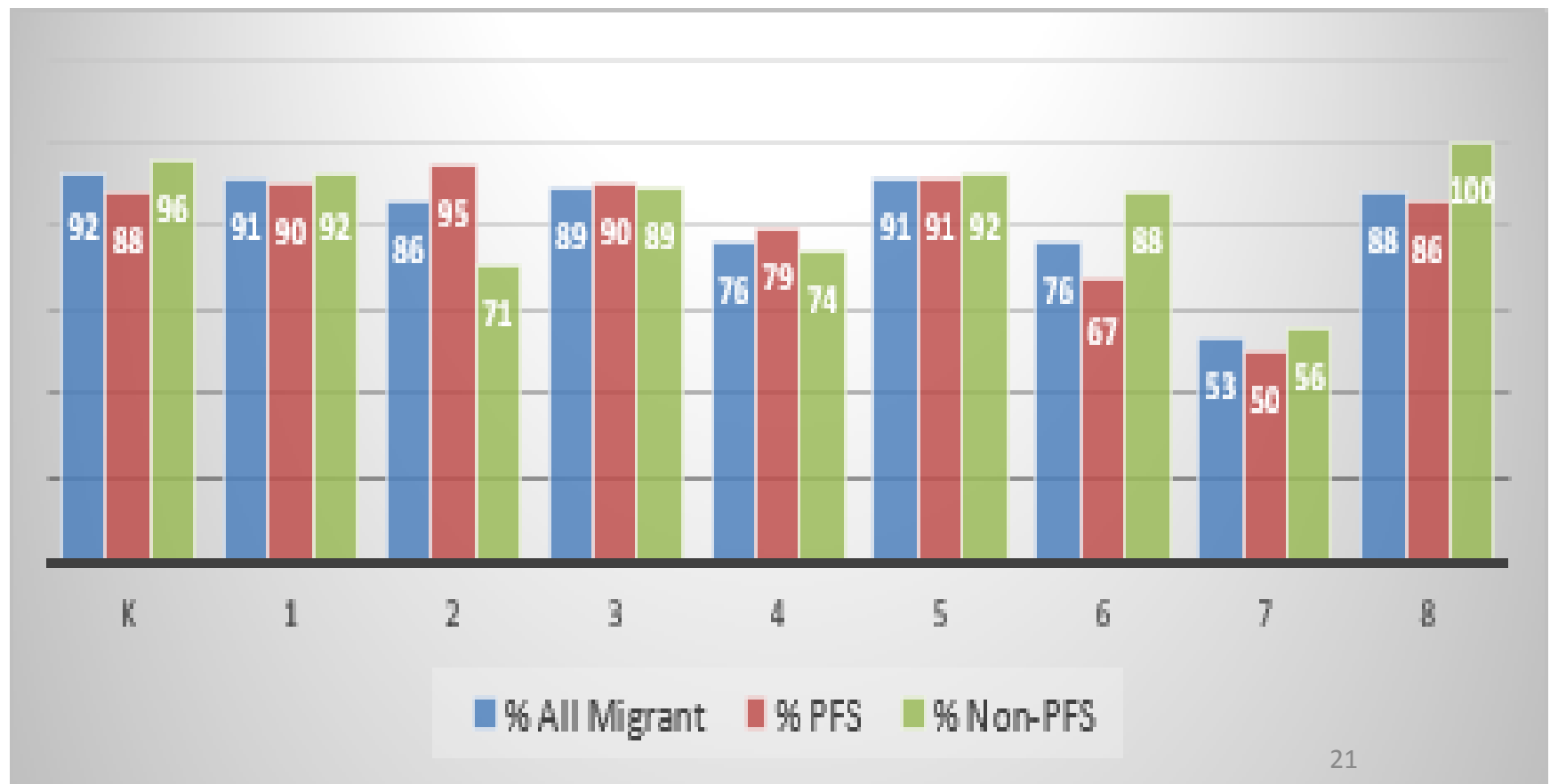
How are the MPOs Revised?

- The Minnesota MPOs are revised at annual Evaluation Planning Team (EPT) meetings.

- The EPT reviews the <u>results evaluation</u> from the previous year and amends the MPOs as needed.

- The group also reviews the <u>implementation evaluation</u> from the previous year and amends the strategies as needed.

Changes Made

- The EPT received a handout showing the Minnesota MEP's progress toward the 2016 Measurable Program Outcomes (MPOs). They then reviewed each MPO and the results for the last two years to determine if any of the MPOs need to be revised.

- The group also received two other handouts to use as a reference during the review of the MPOs *(progress toward the 2015 Minnesota MEP MPOs, and the Minnesota MEP Alignment Chart).*

- The group's revisions to the MPOs are reflected in all Minnesota MEP documents that contain the MPOs *(e.g., application, SDP, evaluation data collection charts, alignment chart, evaluation plan).*

Changes to MPOs 1.1 and 2.1?

MPO 1.1 <u>met</u> in 2016 by all 10 sites

<u>Met</u> in 2015 by all 10 sites

MPO 2.1 <u>met</u> in 2016 by all 10 sites

<u>Met</u> in 2015 by 9 of 10 sites (90%)

- **MPO 1.1**: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based <u>reading</u> curriculum and instructional strategies at "Succeeding" or "Exceeding" on the FSI.
- **MPO 2.1**: By the end of the 2017 summer migrant program, 90% of summer sites will rate their implementation of standards-based <u>math</u> curriculum and instructional strategies at "Succeeding" or "Exceeding" on the FSI.

Lessons Learned

- MEP staff need guidance on selecting appropriate curriculum-based reading and math assessments for summer programs.

- Continually using MPO results to inform the program has helped improve services to migrant students and ensure that services meet student needs.

DISAGGREGATED PERFORMANCE RESULTS:

Disaggregated Performance Results

John Wight

Israel Cortez

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Agenda / Objectives

- Georgia's Systems of Continuous Improvement

- Disaggregated Performance – State Assessments

- Disaggregated Performance – Local Assessments

- Disaggregated Performance – Within MEP Funded Service Delivery

Georgia's Systems of Continuous Improvement

Single Comprehensive Needs Assessment

Comprehensive Needs Assessment
2017-2018 District Report

Appling County

Mathematics Elementary School End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15	30.3	43.0	23.5	3.2	53.6
	2015-16	25.1	44.0	25.9	5.0	55.4
Racial/Ethnic Subgroups						
American Indian	2014-15					
	2015-16					
Asian/Pacific Islander	2014-15					
	2015-16					
Black	2014-15	40.9	47.2	11.9	0.0	39.3
	2015-16	39.2	45.6	14.6	0.6	39.5
Hispanic	2014-15	27.4	52.4	16.9	3.2	50.9
	2015-16	25.4	47.6	21.4	5.6	53.8
White	2014-15	27.5	38.0	30.1	4.4	60.3
	2015-16	20.6	41.9	31.1	6.4	60.8
Multi-Racial	2014-15	9.1	63.6	22.7	4.5	52.0
	2015-16	14.3	51.4	28.6	5.7	61.7
Minority**	2014-15					47.7
	2015-16					48.1
Other Subgroups						
Economically Disadvantaged	2014-15	35.8	44.6	18.3	1.3	47.1
	2015-16	31.0	45.0	21.3	2.7	48.3
English Learners	2014-15	31.8	50.6	16.5	1.2	48.0
	2015-16	28.9	53.6	17.5	0.0	46.9
Foster	2014-15					
	2015-16					
Homeless	2014-15					
	2015-16					
Migrant	2014-15	23.7	50.0	26.3	0.0	
	2015-16	26.0	50.0	24.0	0.0	
Students with Disabilities	2014-15	56.7	27.9	13.5	1.9	44.3
	2015-16	49.5	35.2	10.5	4.8	40.2

*Source:* GOSA Georgia Milestones End-of-Grade (EOG) Assessments report.
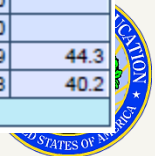
State Assessment:
Migrant Compared to Non-Migrant

CRCT Math

Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Excedding
3rd Grade	Migrant	423	97	175	151	77.07
3rd Grade	Non-Migrant	126510	24405	46435	55690	80.72

Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Excedding
4th Grade	Migrant	319	69	163	87	78.37
4th Grade	Non-Migrant	123851	22683	52763	48426	81.70

Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Excedding
5th Grade	Migrant	270	48	150	72	82.22
5th Grade	Non-Migrant	122301	15047	53531	53739	87.71

Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Excedding
6th Grade	Migrant	278	69	179	30	75.18
6th Grade	Non-Migrant	123359	19586	68762	35021	84.13

Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Excedding
7th Grade	Migrant	304	60	195	49	80.26
7th Grade	Non-Migrant	125600	15547	62988	47094	87.64

Grade	Population	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Excedding
8th Grade	Migrant	220	58	120	42	73.64
8th Grade	Non-Migrant	124524	22904	59131	42511	81.62
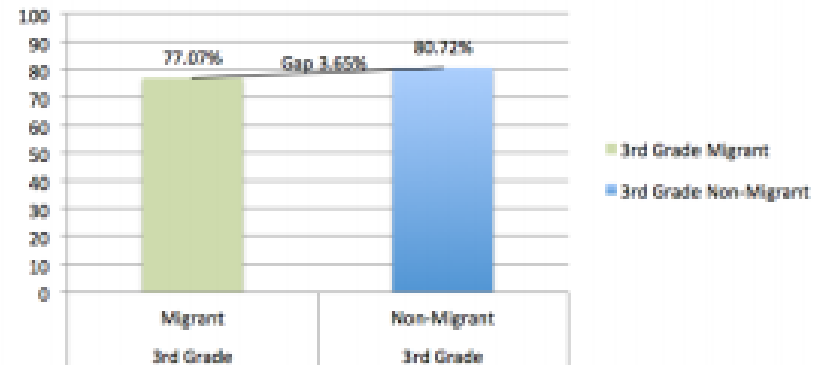
3rd Grade CRCT Math: 3.65 percent Gap

State Assessment:
Migrant PFS Compared to Non-PFS

CRCT Math – PFS vs. Non-PFS

CRCT Math							
Grade	3rd	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	GAP
	PFS	52	41	9	2	21.15	62.59
	Non-PFS	406	66	177	163	83.74	
CRCT Math							
Grade	4th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	38	30	8	0	21.05	63.34
	Non-PFS	314	49	173	92	84.39	
CRCT Math							
Grade	5th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	24	21	3	0	12.50	75.42
	Non-PFS	265	32	157	76	87.92	
CRCT Math							
Grade	6th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	34	29	4	1	14.70	67.15
	Non-PFS	270	49	191	30	81.85	
CRCT Math							
Grade	7th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	30	24	6	0	20.00	66.36
	Non-PFS	308	42	210	56	86.36	
CRCT Math							
Grade	8th	Total tested	DNM	Meets	Exceeds	Total Percentage Meeting/Exceeding	
	PFS	25	23	2	0	08.00	72.63
	Non-PFS	222	43	134	45	80.63	

Program Evaluation Template

Print on school district letter head.
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Title I, Part C – Migrant Education Program
Annual Program Evaluation and Comprehensive
Needs Assessment Report

Created by the Enter district here School District

YYYY-YYYY School Year

The following data is a summary of migrant children and youth's performance on the most recent local assessments (benchmarks, final exams, unit tests, MEP Pre/Post assessments, etc.):

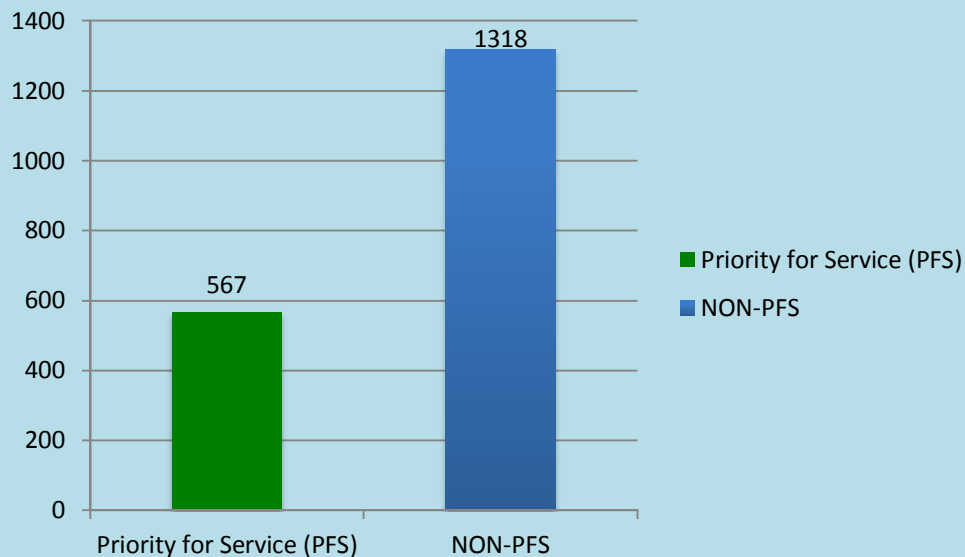| Name of Local Assessment	Date	Grade Level	Number of PFS Students Not Meeting Expectation	Number of PFS Students Meeting or Exceeding Expectation	Number of Non-PFS Students Not Meeting Expectation	Number of Non-PFS Students Meeting or Exceeding Expectation	% of Migrant Students Meeting or Exceeding Expectation	% of Non-Migrant Students Meeting or Exceeding Expectation
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Comparison of MEP PFS to MEP Non-PFS on Local Assessments and Classroom Performance

The following is a summary of migrant student's classroom performance (% of students with a C or higher on the most recent report card):
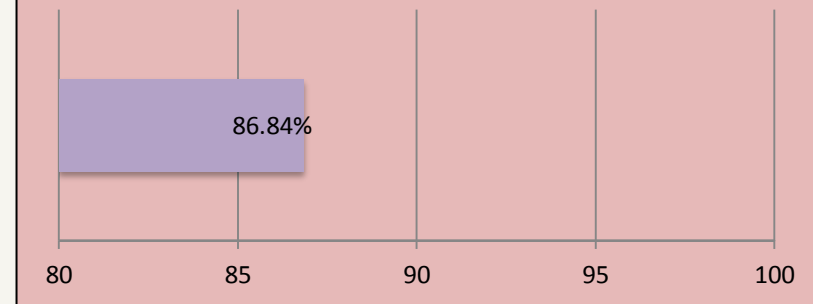
PFS	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading/ELA												
Mathematics												
Non-PFS												
Reading/ELA												
Mathematics												

MEP Funded Services

K-12 Migrant Students Served with Reading Support

Chart comparing Priority for Service (PFS) = 567 and NON-PFS = 1318.

Legend:
- Priority for Service (PFS)
- NON-PFS

% of Reading Implementation Plans Meeting/Exceeding Project Goal 2015-2016

86.84%

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IMPLEMENTATION RESULTS: **THE STATE MEP PROVIDES SPECIFIC IMPLEMENTATION RESULTS THAT DEMONSTRATE THE LEVEL OF FIDELITY IN THE IMPLEMENTATION OF REGULAR YEAR AND SUMMER/INTERSESSION ACTIVITIES AND SERVICES CONTAINED WITHIN THE SDP.**

Evaluating Implementation

Shereen Tabrizi, Ph.D.

Michigan Department of Education

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OME Guidance

States should report the *purpose* of the evaluation, *methodology* for what data were collected and how they were collected, **results of the implementation evaluation**, *results* for PFS and other migrant students, and the *implications* for making decisions about the program (*Guidance,* Chapter VIII, D2).

Implementation

- MEP results based on performance measures, state performance targets, and measurable program outcomes (MPOs) should be examined every year (*Guidance,* Chapter VIII, C5).

- The MEP should examine ***program implementation*** within the first or second year of the program and every two-three years thereafter. (*Guidance,* Chapter VIII, C5).

Evaluating Implementation

- An implementation evaluation, also known as formative evaluation, examines *how well* a program is carried out to meet the needs of migrant students.

- It disaggregates state assessment data and measurable program outcomes (MPOs) in order to determine the impact of the MEP on PFS students (34 C.F.R. Section 200.84; *Guidance,* Chapter VIII, C8).

- Implementation evaluation focuses on the extent to which programs are *delivered as intended* and that MEP intentions were actually carried out in practice.

Evaluating Implementation

- A useful evaluation is one that generates reliable information about the ***quality of program implementation*** and the ***results*** that have been accomplished through MEP program activities.

- Implementation question is an evaluation question that addresses the ***extent to which a strategy is implemented.***

Example:

How does the state determine that it has effectively implemented other requirements of the program and state-level activities, especially for Priority for Services (PFS) students?

Fidelity of Implementation-Indicators

- All personnel involved implement the strategies *with fidelity* according to the research, carrying out responsibilities by their proposed timelines.

- All personnel use clearly defined *protocols* to collect and review formative implementation data to identify unintended consequences.

- Program leaders consider *adjustments* guided by implementation data while maintaining the integrity of results/outcomes.

Fidelity of Implementation-Indicators

Based on implementation science, program team and leaders *examine the evidence* regarding a process being in place to monitor fidelity of implementing the non-negotiable elements/outcomes of the program, including timelines and responsibilities.

Fidelity of Implementation-Questions

- What is the evidence regarding positive or negative *unintended consequences* that may have occurred, if any?

- What do implementation data and student achievement results suggest for *implementing or modifying* the program?

- Will these adjustments *affect the integrity* of the results?

IMPLICATIONS AND RECOMMENDATIONS: THE STATE MEP PROVIDES IMPLICATIONS AND RECOMMENDATIONS FOR IMPROVEMENT OF SERVICES, BASED UPON IMPLEMENTATION RESULTS AND PERFORMANCE RESULTS DATA.

Implications and Recommendations
Indiana MEP Evaluation

Nathan Williamson

Director of Title Grants and Support

Indiana Department of Education

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Agenda / Objectives

- Introduction to Indiana Migrant Education Evaluation Results

- Implications

- Recommendations

Indiana Migrant Education Evaluation Plan

- Posted on IDOE website at: http://www.doe.in.gov/sites/default/files/elme/2015-16-mep-evaluation-02-13-17.pdf

Recommendations

*1. **Explore alternatives to Lexile level scores for migrant students in grades K-1 and middle and high school.***

- Migrant Regional Centers (MRCs) are investigating new formative assessment tool for K-1

- MRCs are implementing an individual OSY profile and service plan

- Increased focus on college and career tech education for secondary and OSY

*2. **Provide training to regions regarding parent involvement that incorporates educational strategies for reading and math, strategies for preparing children for kindergarten, and helping secondary students graduate.***

- Guidance released by state regarding process to strengthen regional PACs

- IMEP Counselor will work with parents and secondary students toward completion of graduation plans and increase parent understanding of graduation and high school equivalency requirements

- PAC meetings and parent meetings include a section about implementing education strategies in the home

3. Provide professional development on strategies for supporting English learners.

- Implemented webinars and in-person trainings to increase utilization of EL-specific tools and strategies in myON reading software

- EL instructional PD and breakout sessions at statewide MEP Tech Summit

- Increased focus on EL instructional PD provided to _all_ teachers in MEP program

*4. **Increase the scope of services and interstate coordination for high school students and OSY following successful models.***

- MRCs asked to identify secondary and OSY programming in grant applications to IDOE
- Statewide MEP counselor hired in spring of 2017
  - Will assist in efforts to coordinate credit accrual and facilitate graduation plans for secondary and OSY students
- Expanding online program that allows students to gain certification and educational credits online in partnership with Mexican universities
  - Students are able to gain primary, secondary, university, and CTE credits and certifications

*5. **To the extent possible, regions providing early childhood education should recruit and hire staff with early childhood training for summer programs.***

- Indiana is participating in the PreK CIG
- Updated PFS definition to include students who were not proficient on the school readiness assessment
- Increased training for teachers and tutors in early childhood education best practices
- MRCs asked to identify ECE programming in grant applications to IDOE

Questions for the Panel

- If you have a question, please write in the chat box the question, or raise your hand in the chat box, and we will call on you.

- Panel members will take questions for as long as time allows.

Thank You!!!

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Thank You!!!

We hope you enjoyed this webinar. Please take a moment to fill out a short poll about your experience.

For additional assistance, contact the OME Data-Evaluation Team:

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Preeti Choudhary: preeti.choudhary@ed.gov

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Thank you for completing the survey!

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