FY23 MEP Basic Grant Narrative Questions
Success Criteria

For Consortia Leads, please provide responses addressing each success criteria for both the Lead, as well as each of the Participating Projects.

Arizona MEP CNA/SDP Budget Alignment: For each narrative question, describe how the supplemental and instructional services provided by the Project support in meeting each State Measurable Performance Objective (MPO). The Service Delivery Plan (SDP) has suggested strategies to consider, but Projects also have the option of creating their own based on their Local Comprehensive Needs Assessment (LCNA) results. Responses must fully address each narrative question to provide a robust understanding of the Project's local Migrant Education Program (MEP), and how MEP-funded resources and collaborative partnerships will be utilized to provide supplemental services, monitor progress, and evaluate strategies to address the unique needs of migratory children and youth. Please refer to the Arizona SDP when addressing the narrative questions below.

Goal Area 1: ELA/Math
MPO 1a: By the end of the 2022-2023 performance period, at least 25% of eligible migratory students in grades K-8 will receive at least one instructional service provided by the MEP.

Narrative question 1: Describe the methods and stakeholders incorporated into the completion of the Migrant Education Program (MEP) local comprehensive needs assessment (LCNA). Be sure to explain how the 20-21 LCNA data, most recent MIS2000 student data and/or MIS2000 student data and/or MSIX Student Profile data, and other standards-based academic data were used to develop MEP-funded English language arts (ELA) and math instructional services for both the regular school year and summer learning programs. If any of these data points were not used in the development of the MEP, please provide an explanation. **Please visit the Related Documents page to submit the 20-21 LCNA, as well as additional standards-based academic data used to develop the MEP.**

Format: Long text box (500-word limit)

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *the process to gather sufficient data from stakeholders and other sources for the completion of the LCNA.*
  - *why certain data points were or were not included in the planning of the MEP-funded ELA and math instructional services.*
  - *the process of analyzing multiple data points to identify academic needs of migratory students in ELA and math.*
  - *the process of analyzing multiple data points to provide targeted ELA and math supplemental instructional services funded by the MEP.*
- **Upload 20-21 LCNA and additional standards-based academic data via the Related Documents page.**

Narrative question 2: Explain how the MEP-funded instructional ELA and math services will supplement, and not supplant existing instructional services for both the regular school year and summer learning programs. Be sure to also include the days, times, and purpose of all **similar** instructional services to be provided throughout both the regular school year and summer learning programs, including those funded by the MEP,

and other local, state, and federal funding sources. **Please visit the Related Documents page to submit the school calendar information, instructional services list, and relevant job descriptions for staff and/or vendors.**

Format: Long text box (500-word limit)

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *how the MEP-funded instructional ELA and math services do not overlap in purpose, occurrence, and funding source with any other **similar** instructional service.*
  - *the days, times, and purpose of all **similar** instructional ELA and math services, both funded by the MEP and other local, state, and federal sources.*
- **Upload the school calendar, instructional services list, and relevant job descriptions for staff and/or vendors providing the services via the Related Documents page.**

MPO 1b: By the end of the 2022-2023 performance period, 65% of migratory students in grades K-8 who receive supplemental reading instructional services will demonstrate a 5% gain on local pre/post reading assessments.

Narrative question 1: Explain how the academic progress of migratory children who participate in supplemental MEP-funded ELA instructional services will be evaluated for both the regular school year and summer learning programs. Describe the pre- and post- assessments and how they measure student academic mastery of ELA content standards.

Format: Long text box (500-word limit)

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *the process of the selection of the pre- and post-assessments selected to evaluate the effectiveness of the MEP-funded ELA instructional services, including their alignment with Arizona ELA academic content standards.*
  - *the process of the analysis of the pre- and post-assessment data to evaluate the effectiveness of the MEP-funded ELA instructional services, including the timeline..*

Narrative question 2: Describe the academic data (e.g., school-wide and MEP-funded instructional services) to be collected, and its continual role in monitoring, evaluating, and adjusting the MEP-funded ELA instructional services to continually meet the needs of migratory students throughout both the regular school year and summer learning programs. Be sure to include when the ELA academic data will be collected, evaluated, and instructional services adjusted for both the regular school year and summer learning programs.

Format: Long text box (500-word limit)

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of the process of the...**

- *selection of the school-wide and MEP-specific ELA academic data to be used to continually monitor, evaluate, and adjust MEP-funded instructional services.*
- *determination of a timeline to analyze academic data and adjust MEP-funded ELA instructional services.*
- *analysis of the school-wide and MEP-specific ELA academic data to identify programmatic strengths and areas of opportunity.*
- *adjustment of the MEP-funded ELA instructional services based on the analysis of academic data.*

MPO 1c: By the end of the 2022-2023 performance period, 65% of migratory students in grades K-8 who receive supplemental math instructional services will demonstrate a 5% gain on local pre/post math assessments.

Narrative question 1: Explain how the academic progress of migratory children who participate in supplemental MEP-funded math instructional services will be evaluated for both the regular school year and summer learning programs. Describe the pre- and post- assessments and how they measure student academic mastery of math content standards.

Format: Long text box (500-word limit)

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *the process of the selection of the pre- and post-assessments selected to evaluate the effectiveness of the MEP-funded math instructional services, including their alignment with Arizona math academic content standards.*
  - *the process of the analysis of the pre- and post-assessment data to evaluate the effectiveness of the MEP-funded math instructional services, including the timeline.*

Narrative question 2: Describe the academic data (e.g., school-wide and MEP-funded instructional services) to be collected, and its continual role in monitoring, evaluating, and adjusting the MEP-funded math instructional services to continually meet the needs of migratory students throughout both the regular school year and summer learning programs. Be sure to include when the math academic data will be collected, evaluated, and instructional services adjusted for both the regular school year and summer learning programs.

Format: Long text box (500-word limit)

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of the process of the...**
  - *selection of the school-wide and MEP-specific math academic data to be used to continually monitor, evaluate, and adjust MEP-funded instructional services.*
  - *determination of a timeline to analyze academic data and adjust MEP-funded math instructional services.*
  - *analysis of the school-wide and MEP-specific math academic data to identify programmatic strengths and areas of opportunity.*
  - *adjustment of the MEP-funded math instructional services based on the analysis of academic data.*

Goal Area 2: School Readiness

MPO 2a: By the end of the 2022-2023 performance period, 65% of migratory children ages 3-5 (i.e., not in kindergarten) receiving MEP-funded instructional services will have a gain of 5% on pre/post school readiness assessments.

Narrative question 1: Explain how the school readiness of migratory children who receive supplemental MEP-funded school readiness instructional services will be evaluated for both the regular school year and summer learning programs. Describe the pre- and post- assessments and how they measure student academic mastery of the Arizona early learning standards.

Format: Long text box (500-word limit)

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of the...**
  - *process of the selection of the pre- and post-assessments selected to evaluate the effectiveness of the MEP-funded school readiness instructional services, including their alignment with Arizona early learning content standards.*
  - *process of the analysis of the pre- and post-assessment data to evaluate the effectiveness of the MEP-funded school readiness instructional services.*
  - *timeline for both disseminating and analyzing the pre- and post-assessments.*

Narrative question 2: Describe the academic data to be collected and its continual role in monitoring, evaluating, and adjusting the instructional services provided to migratory children to meet their needs in school readiness throughout both the regular school year and summer learning programs. Be sure to include when the student achievement data in early learning standards will be collected, evaluated, and instructional services adjusted for both the regular school year and summer learning programs.

Format: Long text box (500-word limit)

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of the process of the...**
  - *selection the school-wide and MEP-specific school readiness academic data to be used to continually monitor, evaluate, and adjust MEP-funded instructional services.*
  - *determination a timeline to analyze academic data and adjust MEP-funded school readiness instructional services.*
  - *analysis of the school-wide and MEP-specific school readiness academic data to identify programmatic strengths and areas of opportunity.*
  - *adjustment the MEP-funded math instructional services based on the analysis of academic data.*

Narrative question 3: Explain how the MEP-funded instructional services will supplement, and not supplant, existing instructional services for both the regular school year and summer learning programs. Be sure to also include the days, times, and purpose of all **similar** instructional services to be provided throughout both the regular school year and summer learning programs, including those funded by the MEP, and other local, state, and federal funding sources. **Please visit the Related Documents page to submit the school calendar information, instructional services list, and relevant job descriptions for staff and/or vendors.**

Format: *Long text box (500-word limit)*

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
    - *how the MEP-funded instructional school readiness services do not overlap in purpose, occurrence, and funding source with any other instructional school readiness service.*
    - *the days, times, and purpose of all instructional school readiness services, both funded by the MEP and other local, state, and federal sources.*
- **Upload the school calendar, instructional services list, and relevant job descriptions for staff and/or vendors providing the services via the Related Documents page.**

MPO 2b: By the end of the 2022-2023 performance period, 80% of parents of eligible migratory children, ages 3-5 (i.e. not in kindergarten), completing surveys will report that the educational materials and resources received were beneficial for language development and school readiness.

Narrative question 1: Describe the supplemental MEP-funded activities that will be provided to migratory parents to increase their preschool-aged children's language development and school readiness for kindergarten (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology, etc.) for both the regular school year and summer learning programs. **Please visit the Related Documents page to submit the Parent Advisory Committee (PAC) meeting calendar, and relevant job descriptions for staff and/or vendors.**

Format: *Long text box (500-word limit).*

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
    - *the supplemental MEP-funded activities that will be provided to migratory parents.*
    - *how these activities will increase their preschool-aged children's language development and school readiness for kindergarten.*
- **Upload the Parent Advisory Committee (PAC) meeting calendar, and relevant job descriptions for staff and/or vendors via the Related Documents page.**

Narrative question 2: Based on ongoing parent survey data, describe the process of how the coordination and provision of services will be adapted to enhance the support for parents in the language development and school readiness of their pre-school-aged children for both the regular school year and summer learning programs.

Format: *Long text box (500-word limit)*

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of how data gathered from parent surveys will be used to…**
  - *coordinate and enhance the services provided to youth ages 3-5 in language development.*
  - *coordinate and enhance the services provided to youth ages 3-5 in school readiness.*
  - *support parents in language development and school readiness of youth ages 3-5.*

Goal Area 3: High School Graduation/Services to OSY

MPO 3a: By the end of the 2022-2023 performance period, 80% of migratory students and Out-of-School Youth (OSY) completing surveys will report that the information they received increased their knowledge of graduation requirements and college and career readiness opportunities for high school students and OSY.

Narrative question 1: Describe the supplemental MEP-funded activities that will be provided to migratory high school students and OSY to increase their understanding of graduation requirements and college and career readiness opportunities for both the regular school year and summer learning programs. **Please visit the Related Documents page to submit the informational meeting calendar, documentation of partnerships with local colleges and universities, and relevant job descriptions for staff and/or vendors.**

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of supplemental MEP-funded activities that will be provided to...**
  - *migratory high school students to increase their understanding of graduation requirements and college and career readiness opportunities.*
  - *OSY to increase their understanding of graduation requirements and college and career readiness opportunities.*
- **Upload the informational meeting calendar, documentation of partnerships with local colleges and universities, and relevant job descriptions for staff and/or vendors via the Related Documents page.**

Narrative question 2: Describe the feedback to be elicited from migratory children and youth at the conclusion of each informational session covering high school graduation requirements and college and career readiness opportunities. Be sure to explain the process of how the feedback data will be analyzed and incorporated to tailor the informational sessions throughout both the regular school year and summer learning programs.

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *the data collection instruments to be used to elicit feedback from migratory children and youth at the conclusion of each informational session.*

> o *how data are to be disaggregated and analyzed to develop and tailor upcoming sessions during which high school graduation requirements and college and career readiness opportunities.*

MPO 3b: By the end of the 2022-2023 performance period, 40% of eligible migratory high school students and Out-of-School Youth (OSY) will receive at least one instructional service from the MEP.

Narrative question 1: Explain how the 20-21 LCNA data, most recent MIS2000 student data and/or MSIX Student Profile data, and other standards-based academic data were used to determine and prioritize the instructional needs of migratory high school students and OSY. Be sure to also describe the process to provide and/or coordinate these services to both migratory high school students and OSY for both the regular school year and summer learning programs. If any of these data points were not used in the development of the MEP, please provide an explanation. **Please visit the Related Documents page to submit the 20-21 LCNA, additional standards-based academic data used to develop the MEP, and relevant job descriptions for staff and/or vendors.**

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - o *how the triangulation of data (i.e. LCNA, MIS2000, MSIX Student Profiles, and other standards-based academic data) were analyzed to identify instructional needs of migratory high school students.*
  - o *the process to provide and/or coordinate services to migratory high school students.*
  - o *how the triangulation of data (i.e. LCNA, MIS2000, MSIX Student Profiles, and other standards-based academic data) were analyzed to identify instructional needs of OSY.*
  - o *the process to provide and/or coordinate services to OSY.*
- **Upload the 20-21 LCNA, additional standards-based academic data used to develop the MEP, and relevant job descriptions for staff and/or vendors via the Related Documents page.**

Narrative question 2: Describe the academic data to be collected and its continual role in monitoring, evaluating, and adjusting the supplemental instructional services provided to migratory high school students and OSY to meet their instructional needs throughout both the regular school year and summer learning programs. Be sure to include when the data will be collected, evaluated, and programs adjusted for both the regular school year and summer learning programs.

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - o *the data collection and analysis methods used to collect and analyze academic data from migratory high school students.*
    - ▪ *provide timeline for data collection and analysis, including instruments used.*
  - o *the data collection and analysis methods used to collect and analyze academic data from OSY.*
    - ▪ *provide timeline for data collection and analysis including instruments used.*

Narrative question 3: Explain how the MEP-funded instructional services will supplement, and not supplant, existing instructional services and activities for both the regular school year and summer learning programs. Be sure to also include the days, times, and purpose of all **similar** services to be provided throughout both the regular school year and summer learning programs, including those funded by the MEP, and other local, state, and federal funding sources. **Please visit the Related Documents page to submit the school calendar information, instructional and supplemental services lists, and relevant job descriptions for staff and/or vendors.**

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *existing instructional services and activities.*
  - *how MEP-funded instructional services will supplement, and not supplant, existing instructional services and activities.*
- **Upload the school calendar information, instructional and supplemental services lists, and relevant job descriptions for staff and/or vendors via the Related Documents page.**

MPO 3c: By the end of the 2022-2023 performance period, 80% of migratory students in grades 9-12 and Out-of-School Youth (OSY) who participate in a MEP-sponsored credit recovery program will earn credit.

Narrative question 1: Explain the ongoing process to identify, monitor, and support migratory high school students and OSY in earning credit through the MEP-funded credit recovery program throughout both the regular school year and summer learning programs.

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of the ongoing process to identify, monitor and support...**
  - *migratory high school students in earning credit through the MEP-funded credit recovery program throughout the 2022 – 2023 performance period.*
  - *OSY in earning credit through the MEP-funded credit recovery program throughout the 2022 – 2023 performance period.*

Narrative question 2: Describe the academic data to be collected and its continual role in monitoring, evaluating, and adjusting how migratory children and youth access and complete the MEP-funded credit recovery program throughout both the regular school year and summer learning programs. Be sure to include when the data will be collected, evaluated, and the program will be adjusted for both the regular school year and summer learning programs.

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *the data collection and analysis methods used to collect and analyze academic data from migratory high school students.*
    - *provide the timeline for data collection and analysis, including instruments used during process.*
  - *the data collection and analysis methods used to collect and analyze academic data from OSY.*
    - *provide timeline for data collection and analysis including instruments used during process.*
  - *how the data were analyzed to enhance the MEP-funded credit recovery program provided to migratory high school students.*
  - *how the data were analyzed to enhance the MEP-funded credit recovery program provided to OSY.*

Narrative question 3: Explain how the MEP-funded credit recovery program will supplement, and not supplant, existing credit recovery and/or instructional services and programs for both the regular school year and summer learning programs. Be sure to also include the days, times, and purpose of all **similar** instructional services to be provided throughout both the regular school year and summer learning programs, including those funded by the MEP, and other local, state, and federal funding sources. **Please visit the Related Documents page to submit the school calendar information, instructional services lists, and relevant job descriptions for staff and/or vendors.**

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *existing credit recovery and/or instructional services and programs, including days, times, and purpose of all similar instructional services.*
  - *how the MEP-funded credit recovery program will supplement, and not supplant, existing credit recovery and/or instructional services and programs.*
- **Upload the school calendar information, instructional services lists, and relevant job descriptions for staff and/or vendors via the Related Documents page.**

Goal Area 4: Non-Instructional Support Services

MPO 4a: By the end of the 2022-2023 performance period, 80% of migratory parents completing surveys, who participated in training and/or received resources/information offered by the MEP, will report increased skills for supporting their child's education.

Narrative question 1: Describe the campaign process to elicit greater awareness and participation for the Parent Advisory Council (PAC) amongst all migratory parents. Be sure to include how PAC officers (e.g., President, Vice President, and Secretary) will be recruited, and how information regarding their roles and responsibilities, and the terms of office will be shared with PAC members. **Please visit the Related Documents page to submit the Parent Advisory Committee (PAC) meeting calendar and relevant job descriptions for staff and/or vendors.**

Format: *Long text box (500-word limit)*

Success criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - the campaign process to inform all migratory parents about the Parent Advisory Council (PAC).
  - how migratory parents will be encouraged to participate in the Parent Advisory Council (PAC).
  - how PAC officers (e.g., President, Vice President, and Secretary) will be recruited.
  - how information about roles, responsibilities, and terms of office will be shared.
- **Upload the Parent Advisory Committee (PAC) meeting calendar and relevant job descriptions for staff and/or vendors via the Related Documents page.**

Narrative question 2: Describe the feedback to be elicited from parents at the conclusion of each PAC meeting, the LCNA, and other MEP-funded events covering non-instructional services to support migratory students' equitable access to quality education. Be sure to also explain the process of how the feedback data will be analyzed and incorporated to adapt the informational sessions throughout both the regular school year and summer learning programs. **Please visit the Related Documents page to submit the parent feedback surveys used at the conclusion of each type of event.**

Format: *Long text box (500-word limit)*

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *the feedback that will be collected from parents after MEP-funded events, including PAC meetings and the LCNA.*
  - *how the feedback will be analyzed to improve future information sessions.*
  - *how the feedback will be incorporated to improve future information sessions.*
- **Upload the Parent Feedback Surveys via the Related Documents page.**

MPO 4b: By the end of the 2022-2023 performance period, at least 63% of migratory children and youth will receive MEP-funded support services.

Narrative question 1: Explain how the 20-21 LCNA data, most recent MIS2000 student data and/or MSIX Student Profile data, and other data were used to determine and prioritize the non-instructional needs of migratory children and youth. Be sure to also describe the process to provide and/or coordinate these services for both the regular school year and summer learning programs. If any of these data points were not used in the development of the MEP, please provide an explanation. **Please visit the Related Documents page to submit the 20-21 LCNA, additional standards-based academic data used to develop the MEP, and relevant job descriptions for staff and/or vendors.**

Format: *Long text box (500-word limit)*

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *how the results of the 20-21 LCNA data, particularly student surveys, were used to determine and prioritize non-instructional needs*
  - *how the MIS2000 student data, and/or MSIC Study Profile data were used to determine and prioritize non-instructional needs*
  - *why certain data points were or were not used to determine and prioritize non-instructional needs.*
  - *the process of analyzing these multiple data points to determine and prioritize the non-instructional needs of migratory students.*
  - *the process of providing and/or coordinating MEP-funded non-instructional services to meet the identified needs.*

- **Upload the 20-21 LCNA, additional standards-based academic data used to develop the MEP, and relevant job descriptions for staff and/or vendors via the Related Documents page.**

Narrative question 2: Explain how the MEP-funded support services will supplement, and not supplant, existing non-instructional services for both the regular school year and summer learning programs. Be sure to also include the days, times, and purpose of all **similar** non-instructional services to be provided throughout both the regular school year and summer learning programs, including those funded by the MEP, and other local, state, and federal funding sources. **Please visit the Related Documents page to submit the school calendar information, instructional services lists, and relevant job descriptions for staff and/or vendors.**

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
  - *existing instructional services and activities.*
  - *how the MEP-funded support services will supplement, and not supplant, existing non-instructional services.*
- **Upload the school calendar information, instructional services lists, and relevant job descriptions for staff and/or vendors via the Related Documents page.**

MPO 4c: By the end of the 2022-2023 performance period, 80% of MEP staff completing surveys will report that they implemented at least one strategy learned from the MEP-funded professional learning.

Narrative question 1: Professional learning is consistently provided by ADE and other consortia (e.g., IDRC, iSOSY, etc.) to increase awareness of the unique needs of migratory students and families, and practices to meet these needs, which includes, but not limited to identification and recruitment, engaging and serving OSY, and allowable use of funds. Describe the process of how this professional learning is shared with MEP staff to increase their awareness and practices to support the unique needs of migratory students and families identified within their local MEP Project. Be sure to include the title of the Project MEP staff providing the PD to their internal MEP staff and stakeholders, the target audience, tentative times when the PD will be offered, and an explanation of the tentative content covered. **Please visit the Related Documents page to submit the MEP staff professional learning calendar.**

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of the...**
  - *tentative list of professional learning activities that support the unique needs of migratory families.*
  - *practices to meet the identified needs of migratory children and youth served by the Project, including but not limited to identification and recruitment, engaging and serving Out-of-School Youth (OSY).*
  - *process to how professional learning is provided to MEP staff to increase their awareness and practices.*
  - *proposed allowable use of funds.*
  - *list of which MEP-funded staff and stakeholders to attend each professional learning activity.*
- **Upload the MEP staff professional learning calendar via the Related Documents page.**

Narrative question 2: Describe the role of data in the planning and facilitation of the professional learning provided to MEP staff to meet the unique needs of the migratory children and youth served by the Project (e.g., ELA and math PD provided to MEP staff only, identification and recruitment, school readiness, allowable use of funds, etc.). Be sure to describe the feedback data to be elicited from MEP staff to continually evaluate and inform professional learning, and how support is provided to the MEP staff in implementing the content covered in professional learning.

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs provide a clear and detailed explanation of...**
  - *the feedback data to be elicited from MEP staff to continually evaluate and inform professional learning cycles.*
  - *how the feedback data will be analyzed.*
  - *how professional learning provided to MEP staff will be adjusted to meet the needs of migratory children and youth.*
  - *how the feedback data will be used to determine the support provided to MEP staff ensure the implementation of the content covered in professional learning.*

Additional Program Questions

Narrative question 1: Explain how eligible migratory children and youth, whose age or grade-level is beyond the age and grade-spans served by the school or district during the instructional school day (e.g., an 11th grader or OSY identified by a K-8 Project, or a 0–5-year-old child identified by a high school Project) receive MEP-funded supplemental services. Be sure to describe the ongoing collaboration efforts with other MEP Projects, community-based organizations (CBOs) and/or vendors that move beyond referrals to ensure that all eligible migratory children and youth receive supplemental instructional and support services.

Format: Long text box (500-word limit)

Success Criteria:

- **Provide a clear and detailed explanation of...**
    - *current services that are being provided to eligible migratory youth who are outside the age and grade range that is usually served.*
    - *services that can be provided in the future to eligible migratory youth who are outside the age and grade range that is usually served.*
    - *how existing collaborations are being built and nourished (beyond referrals) with...*
        - *other MEP Projects to support eligible migratory youth,*
        - *community-based organizations to support eligible migratory youth, and*
        - *vendors to support eligible migratory youth.*
    - *how you intend to build collaborations (beyond referrals) with...*
        - *other MEP Projects to support eligible migratory youth,*
        - *community-based organizations to support eligible migratory youth, and*
        - *vendors to support eligible migratory youth.*

Narrative question 2: Explain how eligible migratory children and youth attending private, charter, and/or Tribal schools will be identified, recruited, and serviced. Be sure to describe the days and times of all consultations to be held with private, charter, and/or Tribal school staff throughout both the regular school year and summer learning programs. Describe how professional learning will be provided to private, charter, and/or Tribal school staff and tailored to meet the needs of eligible migratory children and youth. **Please visit the Related Documents page to submit the Affirmation of Consultation with Tribal Representatives, if applicable, and Affirmation of Consultation with Private Schools.**

Format: Long text box (500-word limit)

Success Criteria:

- **For both the regular school year and summer learning programs, provide a clear and detailed explanation of...**
    - *the efforts that will be made to identify, recruit, and service eligible migratory youth at...*
        - *private schools in your area,*
        - *charter schools in your area, and/or*
        - *tribal schools in your area.*
    - *the days and times of the consultations that will be made at...*
        - *private schools in your area,*
        - *charter schools in your area, and/or*
        - *tribal schools in your area.*
    - *the professional learning that will be provided to staff at...*
        - *private schools in your area,*
        - *charter schools in your area, and/or*
        - *tribal schools in your area.*
- **Upload an Affirmation of Consultation with Tribal Representatives via the Related Documents page, if applicable.**
- **Upload an Affirmation of Consultations with Private Schools via the Related Documents page.**

Narrative question 3: Describe the considerations, strategies, and general plan to ensure the continuation of services to migratory children, youth, and families should there be a need to transition the coordination and provision of services to a hybrid or virtual context.

Format: Long text box (500-word limit)

Success Criteria:

- **Provide a clear and detailed explanation of...**
  - *the considerations required to transition to hybrid or virtual services.*
  - *the strategies that to be implemented should there be a need to transition to hybrid or virtual services.*
  - *a general plan that to be created if there were a need to transition to hybrid or virtual services.*