

MIGRANT EDUCATION PROGRAM (MEP) NATIONAL PROFILE FOR PERFORMANCE PERIOD 2022-2023

Introduction

This document is the Migrant Education Program (MEP) National Profile for Performance Period 2022-2023 showing data reported in the Migrant Student Information Exchange (MSIX), the nationwide electronic records exchange system under Title I, Part C, of the ESEA, as amended. The intended audience of the National Profile is the Office of Migrant Education's (OME) grantees. It provides a snapshot of key information used to inform the decision-making about the National MEP.

What is the MEP's national goal? The MEP's national goal is to:

1. Assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during the summer or intersession periods that address the unique educational needs of migratory children.
2. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards.
3. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. Help migratory children benefit from State and local systemic reforms. (Section 1301 of the Every Student Succeeds Act (ESEA), as amended)

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National Child Counts for National Profile

The table below shows the National unduplicated count of eligible migratory children age birth through 21 as determined on 1/13/2024. It should be noted that due to the difference in logic used to determine inclusion and eligibility, the count of eligible migratory children will not be equal to the sum of the Category 1 and Age Birth through 2 children.

Eligible Migratory children age birth through 21
267,643

National MEP Tables

Table 1 – Total MEP Population

<i>Category</i>	<i>Population</i>	<i>Count</i>
Age birth - 2 years old	Eligible MEP Population	8,165
Age birth - 2 years old	Enrolled in a MEP-Funded Project	3,259
Age birth - 2 years old	Enrolled in a MEP-Funded Project Summer/Intersession Project	1,208
Age 3-5, Not in Kindergarten	Eligible MEP Population	21,992
Age 3-5, Not in Kindergarten	Enrolled in a MEP-Funded Project	16,547
Age 3-5, Not in Kindergarten	Enrolled in a MEP-Funded Project Summer/Intersession Project	9,025
K-12 and Ungraded	Eligible MEP Population	204,361
K-12 and Ungraded	Enrolled in a MEP-Funded Project	172,351
K-12 and Ungraded	Enrolled in a MEP-Funded Project Summer/Intersession Project	68,209
Grade Level Not Specified	Eligible MEP Population	1,612
Grade Level Not Specified	Enrolled in a MEP-Funded Project	1,579
Grade Level Not Specified	Enrolled in a MEP-Funded Project Summer/Intersession Project	327
Out of School (00)	Eligible MEP Population	31,513
Out of School (00)	Enrolled in a MEP-Funded Project	20,102
Out of School (00)	Enrolled in a MEP-Funded Project Summer/Intersession Project	7,843
Total Count of Children Enrolled in MEP-Funded Projects		213,838

Table 1 depicts how many migratory children in each Grade Level group are eligible, enrolled in a MEP-Funded Project, and enrolled in a MEP-Funded Summer/Intersession Project. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile to learn more about Table 1.

Table 2a – Total PFS Count

<i>Eligible MEP Population</i>			
267,643			
<i>Category</i>	<i>Population</i>	<i>Count</i>	<i>Percentage</i>
PFS	Eligible MEP Population	97,589	36.46%
Non-PFS	Eligible MEP Population	169,799	63.44%
PFS Value Not Specified	Eligible MEP Population	255	0.10%

Table 2a depicts the national **MEP Population** age birth through 21 by Priority for Services (PFS) status. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile to learn more about Table 2a.

Table 2b – PFS Subpopulation by Enrollment Type

<i>Category</i>	<i>Population</i>	<i>Count</i>
Total Eligible MEP PFS Subpopulation	PFS (Types 01-06)	97,589
Enrolled in a MEP-Funded Summer/Intersession Term Project	PFS Enrolled in a MEP-Funded Summer Term Project (Type 03)	22,999

Table 2b depicts the national **MEP Population** with a PFS value of “Yes” by Enrollment Type (01-06) and provides the count of migratory children with a PFS value of “Yes” enrolled in MEP-Funded Summer/Intersession Projects (Enrollment Type 03). Refer to the [What do the National Tables Tell Me?](#) section of the National Profile to learn more about Table 2b.

Table 3a – Total EL Count

<i>Eligible MEP Population</i>			
267,643			
<i>Category</i>	<i>Population</i>	<i>Count</i>	<i>Percentage</i>
EL	Eligible MEP Population	130,992	48.94%
Non-EL	Eligible MEP Population	136,276	50.92%
EL Value Not Specified	Eligible MEP Population	375	0.14%

Table 3a depicts the national **MEP Population** age birth through 21 by English Learner (EL) status. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile to learn more about Table 3a.

Table 3b – EL Subpopulation by Enrollment Type

<i>Category</i>	<i>Population</i>	<i>Count</i>
Total Eligible MEP EL Subpopulation	EL (Types 01-06)	130,992
Enrolled in a MEP-Funded Summer/Intersession Term Project	EL Enrolled in a MEP-Funded Summer Term Project (Type 03)	37,511

Table 3b depicts the national **MEP Population** with a EL value of “Yes” by Enrollment Type (01-06) and provides the count of migratory children with an EL value of “Yes” enrolled in MEP-Funded Summer/Intersession Projects (Enrollment Type 03). Refer to the [What do the National Tables Tell Me?](#) section of the National Profile to learn more about how children are counted by their Enrollment Type in Table 3b.

Table 4a – Total IEP/IDEA Count

<i>Eligible MEP Population</i>			
267,643			
<i>Category</i>	<i>Population</i>	<i>Count</i>	<i>Percentage</i>
IEP	Eligible MEP Population	22,661	8.47%
Non-IEP	Eligible MEP Population	243,003	90.79%
IEP Value Not Specified	Eligible MEP Population	1,979	0.74%

Table 4a depicts the national **MEP Population** age birth through 21 by Individualized Education Program (IEP) status. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile to learn more about Table 4a.

Table 4b – IEP/IDEA Subpopulation by Enrollment Type

<i>Category</i>	<i>Population</i>	<i>Count</i>
Total Eligible MEP IEP Subpopulation	Eligible MEP Population w/ “Yes” IEP value and Enrollment Type 01-06	22,661
Enrolled in a MEP-Funded Summer/Intersession Term Project	Eligible MEP Population w/ “Yes” EL value and Enrollment Type 03	5,465

Table 4b depicts the national **MEP Population** with an IEP value of “Yes” by Enrollment Type (01-06) and provides the count of migratory children with an IEP value of “Yes” enrolled in MEP-Funded Summer/Intersession Projects (Enrollment Type 03). Refer to the [What do the National Tables Tell Me?](#) section of the National Profile to learn more about how children are counted by their Enrollment Type in Table 4b.

Table 5a – Children with QADs during the Performance Period

<i>State</i>	<i>Population</i>	<i>Count</i>
AL	Eligible MEP Population with Moves during the Performance Period	524
AK	Eligible MEP Population with Moves during the Performance Period	5,761
AZ	Eligible MEP Population with Moves during the Performance Period	1,698

<i>State</i>	<i>Population</i>	<i>Count</i>
AR	Eligible MEP Population with Moves during the Performance Period	1,256
CA	Eligible MEP Population with Moves during the Performance Period	16,600
CO	Eligible MEP Population with Moves during the Performance Period	911
DE	Eligible MEP Population with Moves during the Performance Period	119
FL	Eligible MEP Population with Moves during the Performance Period	5,535
GA	Eligible MEP Population with Moves during the Performance Period	3,085
HI	Eligible MEP Population with Moves during the Performance Period	1,179
ID	Eligible MEP Population with Moves during the Performance Period	1,494
IL	Eligible MEP Population with Moves during the Performance Period	385
IN	Eligible MEP Population with Moves during the Performance Period	499
IA	Eligible MEP Population with Moves during the Performance Period	912
KS	Eligible MEP Population with Moves during the Performance Period	818
KY	Eligible MEP Population with Moves during the Performance Period	1,331
LA	Eligible MEP Population with Moves during the Performance Period	376
ME	Eligible MEP Population with Moves during the Performance Period	128
MD	Eligible MEP Population with Moves during the Performance Period	57
MA	Eligible MEP Population with Moves during the Performance Period	77
MI	Eligible MEP Population with Moves during the Performance Period	1,813
MN	Eligible MEP Population with Moves during the Performance Period	760
MS	Eligible MEP Population with Moves during the Performance Period	116
MO	Eligible MEP Population with Moves during the Performance Period	177
MT	Eligible MEP Population with Moves during the Performance Period	594
NE	Eligible MEP Population with Moves during the Performance Period	1,242
NV	Eligible MEP Population with Moves during the Performance Period	9
NH	Eligible MEP Population with Moves during the Performance Period	1
NJ	Eligible MEP Population with Moves during the Performance Period	229
NM	Eligible MEP Population with Moves during the Performance Period	118
NY	Eligible MEP Population with Moves during the Performance Period	1,115
NC	Eligible MEP Population with Moves during the Performance Period	1,161
ND	Eligible MEP Population with Moves during the Performance Period	262
OH	Eligible MEP Population with Moves during the Performance Period	240
OK	Eligible MEP Population with Moves during the Performance Period	79
OR	Eligible MEP Population with Moves during the Performance Period	2,938
PA	Eligible MEP Population with Moves during the Performance Period	950
SC	Eligible MEP Population with Moves during the Performance Period	293
SD	Eligible MEP Population with Moves during the Performance Period	116
TN	Eligible MEP Population with Moves during the Performance Period	339
TX	Eligible MEP Population with Moves during the Performance Period	9,291
UT	Eligible MEP Population with Moves during the Performance Period	66
VT	Eligible MEP Population with Moves during the Performance Period	125
VA	Eligible MEP Population with Moves during the Performance Period	58
WA	Eligible MEP Population with Moves during the Performance Period	9,230
WI	Eligible MEP Population with Moves during the Performance Period	284

Table 5a depicts an unduplicated count of children by State who made an interstate or intrastate move that generated a QAD in the performance period as reported by either the Move To or Move From State. Regardless of the amount of moves a child made within a State, the child will only be counted once per State. When a State reports a move

where they are not the Move To or Move From State, the QAD is not counted in this table. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile for more information about how children are counted and how Table 5a defines child mobility.

Table 5b – Children Who Made Interstate and Intrastate Moves: Top 10 States

<i>State</i>	<i>Population</i>	<i>Count</i>
CA	Eligible MEP Population with Moves during the Performance Period	16,600
TX	Eligible MEP Population with Moves during the Performance Period	9,291
WA	Eligible MEP Population with Moves during the Performance Period	9,230
AK	Eligible MEP Population with Moves during the Performance Period	5,761
FL	Eligible MEP Population with Moves during the Performance Period	5,535
GA	Eligible MEP Population with Moves during the Performance Period	3,085
OR	Eligible MEP Population with Moves during the Performance Period	2,938
MI	Eligible MEP Population with Moves during the Performance Period	1,813
AZ	Eligible MEP Population with Moves during the Performance Period	1,698
ID	Eligible MEP Population with Moves during the Performance Period	1,494

Table 5b depicts the 10 States with the greatest number of children with QADs during the Performance Period. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile for more information about how children are counted and how Table 5b defines child mobility.

Table 6 – Monthly Distribution of Moves (2022-2023)

<i>Date</i>	<i>Move Type</i>	<i>Count</i>
September 2022	Interstate Move	2,149
September 2022	Intrastate Move	3,588
October 2022	Interstate Move	2,681
October 2022	Intrastate Move	2,361
November 2022	Interstate Move	2,312
November 2022	Intrastate Move	1,801
December 2022	Interstate Move	1,427
December 2022	Intrastate Move	1,631
January 2023	Interstate Move	1,931
January 2023	Intrastate Move	3,145
February 2023	Interstate Move	877
February 2023	Intrastate Move	1,540
March 2023	Interstate Move	1,229
March 2023	Intrastate Move	1,826
April 2023	Interstate Move	1,590
April 2023	Intrastate Move	1,673
May 2023	Interstate Move	1,907
May 2023	Intrastate Move	2,041
June 2023	Interstate Move	5,652
June 2023	Intrastate Move	4,349
July 2023	Interstate Move	7,230
July 2023	Intrastate Move	8,759
August 2023	Interstate Move	6,841
August 2023	Intrastate Move	9,513

Table 6 depicts the national **count of interstate and intrastate** QADs documented during the Performance Period. This count is duplicated, so if a child makes more than one move in the Performance Period or in a month, each of those moves will be counted here. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile for more information about how moves are counted and how Table 6 defines child mobility.

Table 7 – National MEP Performance Measure 3 – Percentage of Students in Grades 7-12 Promoted, Graduated, or Received HSED

<i>Performance Period</i>	<i>Population</i>	<i>Count of Students Promoted, Graduated or Received HSE</i>	<i>Percent</i>
2020-2021	91,535	64,144	70%
2021-2022	92,031	63,339	69%
2022-2023	91,534	63,869	70%

Table 7 depicts the MEP Performance Measure 3 the **percentage of MEP students** who were enrolled in grades seven through twelve and graduated or were promoted to the next grade level. Please note that children in Grade 12 who were promoted from Grade 11 and graduated or received their HSED are counted twice. Performance Measure 3 is comprised of a data from Tables 7a and 7b. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile for more information about how the percentage is calculated and how Table 7 defines child success.

Table 7a – Percentage of Students Promoted from Grades 7-11 to Grades 8-12

<i>Performance Period</i>	<i>Population</i>	<i>Count of Students Promoted</i>	<i>Percent</i>
2020-2021	79,064	57,070	72%
2021-2022	78,900	55,406	70%
2022-2023	78,396	55,534	71%

Table 7a depicts the **percentage of MEP students** enrolled in Grades 7-11 in the previous Performance Period who were promoted to and enrolled in Grades 8-12 in the current Performance Period. This is the first element of Performance Measure 3. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile for more information about how the percentage is calculated and how Table 7a defines child success.

Table 7b – Percentage of Students in Grade 12 Graduated or Received HSED

<i>Performance Period</i>	<i>Population</i>	<i>Count of Students Graduated or Received HSED</i>	<i>Percent</i>
2020-2021	12,471	7,074	57%
2021-2022	13,131	7,933	60%
2022-2023	13,138	8,335	63%

Table 7b depicts the **percentage of MEP students** enrolled in Grade 12 in the current Performance Period who graduated or received their HSED during the Performance Period. This is the second element of Performance Measure 3. Refer to the [What do the National Table Tell Me?](#) section of the National Profile for more information about how the percentage is calculated and how Table 7b defines child success.

Table 8 – National MEP Performance Measure 4 – Percentage of Students in Grade 11 with Credit for Algebra 1 or Its Equivalent

<i>Performance Period</i>	<i>Population</i>	<i>Count of Students with Credit for Algebra 1 or Its Equivalent</i>	<i>Percent</i>
2020-2021	13,513	5,690	42%
2021-2022	13,714	5,713	42%
2022-2023	13,771	5,857	43%

Table 8 depicts the **percentage of MEP students** who entered 11th grade that had received full credit for Algebra I or its equivalent. This is Performance Measure 4. Refer to the [What do the National Tables Tell Me?](#) section of the National Profile for more information about how the percentage is calculated and how Table 8 defines child success.

What do the National Tables Tell Me?

The MEP National Profile contains 15 tables of MEP data, and the source of all data contained within the tables is MSIX. Below are descriptions of the data contained in each table, and specific ideas on how the reader may analyze data within each table. To prevent the possible disclosure of personally identifiable information, the Department of Education (ED) provides privacy protections to FERPA-protected, publicly released data.

Table 1: Total MEP Population

This table provides counts of eligible migratory children by Grade Level (MDE #42) and Enrollment Type (MDE #29). This count is unduplicated by Grade Level. If a child has multiple enrollments in the Performance Period with Grade Levels that fall into different Grade Level groups, the child is counted in the Grade Level group associated with the longest enrollment.

Grade Levels are grouped into the following categories:

- Age Birth – 2 Years of age (Grade Levels P0, P1, and P2)
- Ages 3-5 (not in Kindergarten) (Grade Levels P3, P4, P5, PS, and PX)
- K-12 and Ungraded (Grade Levels KG, 01-12, and UG)
- Out of School (Grade Level 00)
- Grade Level Not Specified (Grade Level value blank or invalid)

Within each Grade Level group, children are disaggregated by Enrollment Type. The table displays the total count of eligible migratory children (Enrollment Types 01-06), migratory children enrolled in a MEP-Funded Project (Enrollment Types 02-05), and migratory children enrolled in a MEP-funded Summer/Intersession project (Enrollment Type 03). This table allows the reader to:

- Compare the counts of children in each subpopulation and examine the relationship between the counts of eligible migratory children and the counts of migratory children who are enrolled in a MEP-funded project and MEP-funded Summer/Intersession project.
- Identify the number of children who do not have an age/grade category assigned in MSIX (located in the last column titled “Grade Level Not Specified”).

Table 2a: Total PFS Count

This table provides counts of eligible migratory children by Priority for Services (PFS) designation (MDE #47). These data are disaggregated by PFS, non-PFS, and PFS Value Not Specified subpopulations. A PFS value of “Not Specified” means that the child’s submitted PFS value is blank or invalid.

The count is unduplicated, meaning each child is counted one time in this table. If a child has more than one enrollment in the Performance Period and a PFS indicator of "Yes" at least once,

then the child will be counted as PFS. In the national count, if any State submits a PFS indicator of “Yes”, the child will be counted as PFS. The table allows the reader to:

- Compare the counts of PFS and non-PFS children who are eligible.
- Identify the number of children who do not have a PFS value specified in MSIX.

Table 2b: PFS Subpopulation by Enrollment Type

This table provides the total count of PFS children and the count of PFS children enrolled in a MEP-Funded Summer/Intersession Project. The *Total PFS count* includes PFS children with an Enrollment Type (MDE #29) of 01-06 in the Performance Period. *Enrolled in a MEP-Funded Summer/Intersession Project* is a subset of the *Total PFS Count* that includes children with an Enrollment Type of 03 during the Performance Period. If a child has an Enrollment Type of 03, then the child will appear in both the *Total PFS Count* and *Enrolled in a MEP-Funded Summer/Intersession Project* count. In the national count, if any State submits a PFS indicator of “Yes”, the child will be counted as PFS. The table allows the reader to:

- Compare the counts of migratory PFS children who are enrolled in a MEP-Funded Summer/Intersession Project to the total count of PFS children.

Table 3a: Total EL Count

This table provides counts of eligible migratory children by English Learner (EL) designation (MDE #43). These data are disaggregated by EL, non-EL, and EL Value Not Specified subpopulations. An EL value of “Not Specified” means that the child’s submitted EL value is blank or invalid.

The count is unduplicated, meaning each child is counted one time in this table. If a child has more than one enrollment in the Performance Period and a EL indicator of "Yes" at least once, then the child will count be counted as EL. In the national count, if any State submits an EL indicator of “Yes”, the child will be counted as EL. The table allows the reader to:

- Compare the counts of EL and non-EL children who are eligible.
- Identify the number of children who do not have an EL value specified in MSIX.

Table 3b: EL Subpopulation by Enrollment Type

This table provides the total count of EL children and the count of EL children enrolled in a MEP-Funded Summer/Intersession Project. The *Total EL Count* includes EL children with an Enrollment Type (MDE #29) of 01-06 in the Performance Period. *Enrolled in a MEP-Funded Summer/Intersession Project* is a subset of the *Total EL Count* that includes children with an Enrollment Type of 03 during the Performance Period. If a child has an Enrollment Type of 03, then the child will appear in both the *Total EL Count* and *Enrolled in a MEP-Funded Summer/Intersession Project* count. In the national count, if any State submits an EL indicator of “Yes”, the child will be counted as EL. The table allows the reader to:

- Compare the counts of migratory EL children who are enrolled in a MEP-Funded Summer/Intersession Project to the total count of EL children.

Table 4a: Total IEP/IDEA Count

This table provides counts of eligible migratory children by Individualized Education Program (IEP) designation (MDE #44). These data are disaggregated by IEP, non-IEP, and IEP Value Not Specified subpopulations. An IEP value of “Not Specified” means that the child’s submitted IEP value is blank or invalid.

The count is unduplicated, meaning each child is counted one time in this table. If a child has more than one enrollment in the Performance Period and an IEP indicator of "Yes" at least once, then the child will count as IEP. In the national count, if any State submits an IEP indicator of “Yes”, the child will be counted as IEP. The table allows the reader to:

- Compare the counts of IEP and non-IEP children who are eligible.
- Identify the number of children who do not have an IEP value specified in MSIX.

Table 4b: IEP/IDEA Subpopulation by Enrollment Type

This table provides the total count of IEP children and the count of IEP children enrolled in a MEP-Funded Summer/Intersession Projects. *Total IEP Count* includes IEP children with an Enrollment Type (MDE #29) of 01-06 in the Performance Period. *Enrolled in a MEP-Funded Summer/Intersession Project* is a subset of the *Total IEP Count* that includes children with an Enrollment Type of 03 during the Performance Period. If a child has an Enrollment Type of 03, then the child will appear in both the *Total IEP Count* and *Enrolled in a MEP-Funded Summer/Intersession Project* count. In the national count, if any State submits an IEP indicator of “Yes”, the child will be counted as IEP. The table allows the reader to:

- Compare the counts of migratory IEP children who are enrolled in a MEP-Funded Summer/Intersession Project to the total count of IEP children.

Table 5a: Children with QADs during the Performance Period

This national map provides the unduplicated count of eligible migratory children who made moves to (MDE #25), from (MDE #22), or within a USA State during the performance period that generated a new QAD (MDE #20). This count is unduplicated by child per State. If a child made more than one interstate or intrastate qualifying move involving the same State, the child is counted once for that State.

To explain how children are counted in this table, please review the following examples:

- In a single Performance Period, if California reported a child moved from California to Texas, they will be counted once in CA and once in TX.
- In a single Performance Period, if Texas reported a child moved from California to Texas, they will be counted once in CA and once in TX.

- In a single Performance Period, if Texas reported a child moved from California to Texas, then made an intrastate move within TX, they will be counted once in CA and once in TX.
- In a single Performance Period, if Louisiana reported a child moved from California to Texas, they will not be counted on this map.

Table 5b: Children Who Made Interstate & Intrastate Moves: Top 10 States

This table provides the “Top 10” States with the greatest number of eligible migratory children making interstate and intrastate moves that generated a new QAD. The table allows the reader to compare the number of interstate and intrastate moves unduplicated by child per State.

Table 6: Monthly Distribution of Moves (2022-2023)

This table provides the number of interstate and intrastate moves that eligible migratory children made by month as reported through MDE #20-25. The count is duplicated by move. If a child makes more than one interstate or intrastate move within the Performance Period or within a given month, each of those moves will be included in the count presented in the table. The table allows the reader to review the months during the year that contain the largest numbers of both interstate and intrastate moves to understand national mobility trends.

Table 7: National MEP Performance Measure 3 – Percentage of Students in Grades 7-12 Graduated or Promoted

This table provides the percentage of eligible Category 1 migratory students enrolled in Grades 7-11 in the previous Performance Period who were promoted into Grade 8-12 in the current Performance Period as well as students enrolled in Grades 12 in the current Performance Period that graduated or received their HSED in the current Performance Period. Note that students who were counted in Table 7a for promotion from Grade 11 into Grade 12 and were counted in Table 7b for graduation in the current Performance Period will be duplicated count in this table.

Table 7a: Percentage of Students Promoted from Grades 7-11 to Grades 8-12

This table provides the percentage of eligible Category 1 migratory students enrolled in Grades 7-11 in the previous Performance Period who were promoted into Grades 8-12 in the current Performance Period. To be included in this table, a student must have at least one enrollment with an Enrollment Type of 01, 02, 04, or 05 in the Performance Period.

Table 7b: Percentage of Students in Grade 12 Graduated or Received HSED

This table provides the percentage of eligible Category 1 migratory students enrolled in Grade 12 in the current Performance Period who graduated or received their HSED in the current Performance Period. To be included in this table, a student must have at least one enrollment with an Enrollment Type of 01, 02, 04, or 05 within the Performance Period.

Table 8: National MEP Performance Measure 4 – Percentage of Students in Grade 11 with Credit for Algebra 1 or Its Equivalent

This table provides the percentage of eligible Category 1 migratory students enrolled in Grade 11 in the current Performance Period who received full credit for Algebra 1 or its equivalent during

Grades 7-10 in previous reporting periods. To receive full credit, a student must have a "Yes" value for the Algebra 1 or its Equivalent indicator recorded on an enrollment associated with Grades 7-10. Each student's historical records will be examined for the Algebra 1 or its Equivalent indicator. To be included in this count, a student must have an Enrollment Type of 01, 02, 03, 04, or 05 during the Performance Period.

Glossary

Select Definitions

Migrant Education Program (MEP): MEP is authorized by Part C of Title 1 of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The MEP provides formula grants to State education Agencies (SEAs) to establish and improve, directly or through local operating agencies (LOAs), education programs for migratory children.

Eligible Migratory Children: According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a “migratory child” if the following conditions are met:

- 1) The child is not older than 21 years of age; and
 - a) The child is entitled to a free public education (through grade 12) under State law, or
 - b) The child is not yet at a grade level at which the LEA provides a free public education, and
- 2) The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and
- 3) With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and
 - a) From one school district to another; or
 - b) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
 - c) Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

English Learner (EL): The term English Learner, when used with respect to an individual, is defined in section 8101(20) of ESSA:

(A) who is age 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(I) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet challenging State's academic standards (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Note: Table 3a and 3b include children aged 0 through 21.

Individualized Education Program (IEP)/Individuals with Disabilities Education Act (IDEA): An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child’s individual needs. A formal definition of children with disabilities can be found under the Individuals with Disabilities Education Act (IDEA) Section 300.34-300.311.

Intersession: For schools on a year-round calendar, an intersession term is the aggregate of all those periods throughout the year when the school (or part of the school) is not in session or not providing the annual instruction analogous to the traditional school-year regular term only for a cohort of children. Even though the intersession periods occur at different times throughout the year, for the purposes of this report, those periods are all considered a single term. Thus, a student who participates in intersession programs in October, February, and June would be counted as participating in one intersession term (not three).

Out of School Youth (OSY): Out-of-school youth means children through age 21 who are entitled to a free public education in the State and who meet the definition of “migratory child,” but who are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSE) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension, or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of “migratory child” are eligible for the MEP.

Performance Period: The performance period is from September 1 - August 31. For programs that operate on a traditional school-year calendar, the performance period consists of the regular school year (normally beginning in August or September and ending in May or June) and the subsequent summer term. For programs that operate on a year-round calendar, the performance period consists of the 12-month period beginning with the term or intersession that starts closest to September 1.

Priority for Services (PFS): This term is described in Section 1304(d) of the statute as “migratory children who have made a qualifying move within the previous 1-year period and who- (1) are failing, or most at risk of failing, to meet the challenging State academic content standards; or (2) have dropped out of school.”

Project: A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migratory children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project’s services may be provided in one or more sites.

Qualifying Arrival Date (QAD): QAD (MDE #20) is the date that the child and the worker complete the move. If a child’s move precedes the worker’s move, the QAD is the date that the

worker arrives. If a child's move follows the worker's move, the QAD is the date the child arrives. The QAD is the date on which the child's 36 months of eligibility for the Migrant Education Program (MEP) begins. However, a child is only eligible to be counted and served as an eligible migratory child after the SEA has determined that (1) the child meets all MEP eligibility criteria), including that the worker (if the child is not the worker) meets the definition of a "migratory agricultural worker" or "migratory fisher," and (2) such information has been properly recorded on a COE.

Qualifying Move: A qualifying move is a move due to economic necessity from one residence to another residence; and from one school district to another school district, except (i) in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

Summer/Intersession Term: In a school district that operates a traditional-calendar school year, the period of time after the regular school year has ended and before the next school year begins, typically from May/June through August/September. Year-round schools, for the purposes of this report, are not considered to have summer terms. Any break in the regular term of a year-round school is considered an intersession term, regardless of what season of the year in which it occurs.

Ungraded: The children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded children may also include children with learning disabilities (IDEA), transitional bilingual students, students working on an HSED through a K-12 institution, or those in a correctional setting. (Children working on an HSED outside of a K-12 institution are counted as out-of-school youth.)

Year-Round Project: A MEP project that operates in both the regular school year and Summer/Intersession terms.

MSIX-Specific Definitions

Eligible Migratory Child:

MSIX shall count children eligible during the Performance Period September 1, (Year 1) through August 31, (Year 2), if one of the dates that establishes residency (Enrollment Date, Withdrawal Date, Residency Date, Residency Verification Date) occurs during the performance period satisfies all of the following criteria:

This date must occur on or after the day the child is born and before the child's 22nd birthday.

The Qualifying Arrival Date (QAD) must occur on or before this date.

The Eligibility Expiration Date must occur on or after this date.

If a Graduation/HSED Date is submitted, it must occur on or after this date.

Enrollment Type associated with this date must be 01, 02, 03, 04, 05, or 06.

At least one of the dates that establishes residency must pass ALL criteria involving residency for the child to be included in the MSIX child count.

Enrolled in a MEP-Funded Project: A subpopulation of Eligible. A student that has at least one Performance Period enrollment with one of the following Enrollment Types (MDE #29):

02 – Regular Term MEP-Funded Project

03 – Summer/Intersession MEP-Funded Project/Service

04 – Year-Round MEP-Funded Project

05 – Basic School Program and Regular Term MEP Funded Project

Not Enrolled in a MEP-Funded Project: A subpopulation of Eligible. A student that only has Performance Period enrollments with one of the following Enrollment Types (MDE #29):

01 – Basic School Program

06 – Residency Only