ANNUAL EVALUATION REPORT

Kentucky Migrant Education Program
June 2015

CREDITS

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Abbreviations Used in the Report

Abbreviation	Definition
CAMP	College Assistance Migrant Program
CCR	College and Career Ready
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
EL	English Learners
ESEA	Elementary and Secondary Education Act
Gap group	Per KDE: Groups of students combined into one large group whose scores are used to determine whether schools/districts are closing achievement gaps; demographic categories include African American, Hispanic, American Indian/Native American, limited English proficiency, poverty, and disability.
GED	General Educational Development
ILP	Individual Learning Plan
KDE	Kentucky Department of Education
KMPAC	Kentucky Migrant Parent Advisory Council
KPREP	Kentucky Performance Rating for Educational Progress
LEA	Local Education Agency, aka District
MEP	Migrant Education Program
MPO	Measureable Program Outcome
NCLB	No Child Left Behind Act of 2001
OME	Office of Migrant Education (U.S Department of Education)
OSY	Out of School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PFS	Priority for Service
SDP	Service Delivery Plan
SEA	State Education Agency
USDOE	United States Department of Education

EXECUTIVE SUMMARY

This report provides data regarding outcomes obtained and services provided by the KY Migrant Education Program (MEP). It is one component of the KY MEP's ongoing work to determine the effectiveness of services to migrant children and youth. The report was prepared by Arroyo Research Services, an education professional services firm that helps education organizations through research, measurement, evaluation, and consulting services.

This summary reviews the purpose of the evaluation, the structure of the MEP, the methodology used to conduct the evaluation, and provides findings in the areas of enrollment, services, and outcomes for each specific are identified in the Service Delivery Plan. Outcome sections address the State Performance Target for the general population in that area, the Measurable Program Outcome (MPO), and progress toward the MPO. Preliminary status of implementation goals is reported in the full report but excluded from the Executive Summary.

Purpose

The evaluation builds on the KY MEP Comprehensive Needs Assessment (CNA) and updated KY MEP Service Delivery Plan (SDP). The KY MEP CNA was revised through a broad-based statewide process that culminated in a Comprehensive Needs Assessment Final Report in July 2012. The revised CNA informed development of a new KY MEP SDP in 2013 which was further updated in 2014. The revised SDP contains measureable outcomes and indicators that inform this evaluation plan and associated statewide data collection procedures.

This report discusses preliminary findings from the review of the KY MEP related to three overarching questions (further refined below):

- How is the KY MEP student population changing over time?
- To what extent are programs being implemented?
- To what extent are programs for MEP students producing the desired student outcomes?

In answering these questions, the evaluation seeks to provide a statewide perspective on services and their impact to enable the KY MEP to make programmatic decisions based on data. The evaluation is also intended to communicate what is known about services and outcomes to various stakeholders. Findings were shared with state education policy makers and regional coordinators in June 2015, and will be distributed to district MEP staff. Preliminary evaluation findings were shared with the Kentucky Migrant Parent Advisory Council (KMPAC) for discussion with migrant families in April 2015; complete evaluation findings are expected to be shared with the KMPAC in Fall 2015. The report is also intended to communicate with the U.S. Department of Education's OME about the

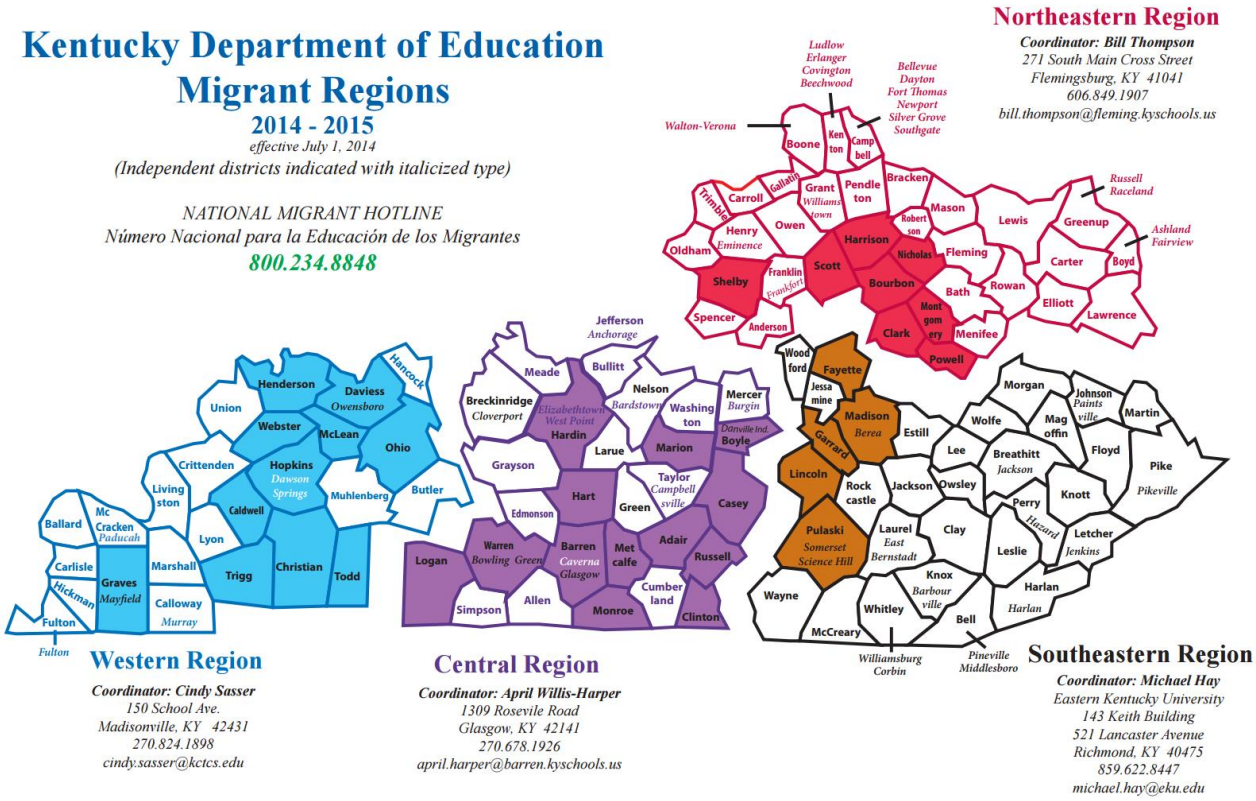
extent to which statutory requirements are met in responding to the needs of migrant youth in achieving challenging academic standards.

The KY MEP is funded under the federal MEP created in 1966 under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), amended most recently in 2001 through the No Child Left Behind Act (NCLB). According to statute, a migratory child, in Kentucky, "is one who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work and has moved from one school district to another" (NCLB Sec. 1309[2]). The KY MEP provides supplemental educational services to the state's children, youth, and families of migratory farmworkers through this same statue. Under ESEA, the MEP focuses on alleviating barriers to successful educational achievement due to the migratory lifestyle, including disruption in schooling due to repeated moves, poverty, social isolation, and language barriers. The mission of the KY MEP is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant child and the migrant family.

Program Structure

The KY MEP is administered through the KDE Division of Consolidated Plans and Audits. KDE provides sub-grants to LEAs that apply for MEP funding to administer services at the local level. Currently, the KY MEP consists of 37 school districts administered under four regional administrative centers (see Figure 13). Over 60% of Kentucky's migrant students are concentrated in the northeastern and central regions. Tobacco is the primary agricultural enterprise in the state and remains a top qualifying activity for the MEP, through all stages of labor intensive production from preparing the soil and sowing seeds (February-April) to stripping and bulking (November-January). Services are provided for Pre-K students, K-12 students, and Out-of-School Youth (OSY) who are age 21 and younger and not attending school, and parents.

Figure 1. Kentucky Migrant Education Program Map



Methodology

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under § 200.83 of ESEA, an SEA that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

- Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, school readiness, and any other targets identified for migrant children;
- Needs assessment to address the unique educational needs of migrant children resulting from the migratory lifestyle and any other needs in order for them to participate effectively in school;
- Service delivery strategies that the SEA will pursue on a statewide basis to address the identified needs;
- Evaluation of the effectiveness of the program (including measurable program goals and outcomes as authorized under Sec. 1306 of NCLB).

This evaluation report is framed to measure the implementation and effectiveness of the strategies and Measureable Program Outcomes (MPOs) outlined in the 2013 SDP as further amended in 2014 (based on the state's initial CNA conducted in 2012). The MPOs were

based on a gap analysis between migrant and non-migrant student achievement and are outlined in the sections that follow. The MEP goals address each aspect of the Seven Areas of Concern.

During the 2014-2015 period, the evaluation team provided consultation, data collection, and analysis through multiple mechanisms to bolster the capacity of the KY MEP to evaluate its services. These efforts included training on data collection and use, working on site in each region regarding the Service Delivery Plan and the core measures related to it, consultation on data collection and analysis, and review, compilation and analysis of program and outcome data.

Data for this report was drawn from the statewide migrant student data system, MIS2000, Infinite Campus, Migrant Parent Surveys, extensive implementation data collected by the KY MEP program, and accountability data available from various divisions of KDE. Each is discussed in further detail in the body of the report.

The report uses mixed methods that include quantitative and qualitative analyses appropriate to the specific evaluation questions and data. Specific analyses include:

- **Descriptive Statistics:** The evaluators use counts, means, and percentages to describe student enrollment, student characteristics, services provided and student performance.

- **Trend Data:** Where possible, we analyze data across multiple years using identical decision rules, cut points, and data analytical procedures to show comparable data as it changes over time.

- **Gap Analysis:** Analyses of differences between migrant students and other Kentucky students is conducted through a gap analysis and analyses of gap trend data using data for the non-duplicated gap group and other comparison groups as described in each section.

- **Performance Analysis:** Where student outcome data are available, we report it by performance level as determined by the Kentucky state assessment system. This typically includes use of stacked bar charts that compare the distribution of migrant and non-migrant student performance levels across years.

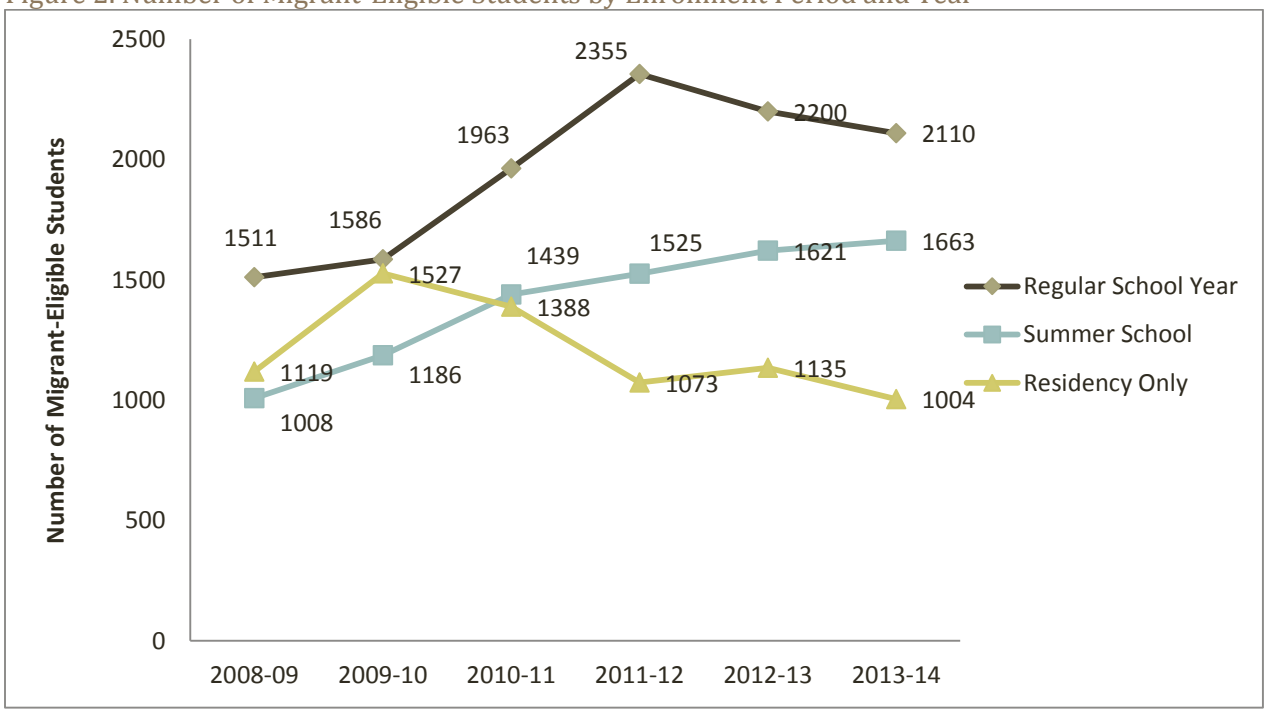
- **Enrollment Analysis:** Enrollment and withdrawal patterns are shown by date in order to better understand the migratory patterns of Kentucky migrant students.

Findings: Enrollment

The Kentucky Migrant Education Program enrolls students in three separate categories: Regular School Year, Summer School, and Residency Only. Students categorized as Residency Only are typically Out-of-School Youth or pre-school age students. In the charts below, enrollments are presented for each enrollment type. Note that the same student enrolling in both the Regular School Year and Summer School, for example, is represented in each category. Figure 14 shows enrollment by period and year, and shows:

- Regular School Year enrollment declined from 2,355 in 2011-2012 to 2,110 in 2013-2014, a 10% decline
- Summer School enrollment increased from 1,525 in 2011-2012 to 1,663 in 2013-2014, a 9% increase, and has been steadily increasing in each of the last six years
- Residency Only enrollment declined from 1,073 to 1,004 from 2011-2012 to 2013-2014, a 4% decrease

Figure 2. Number of Migrant-Eligible Students by Enrollment Period and Year



Source: MIS2000.

Examining enrollment trends by region shows further information about where enrollment is changing the most. Enrollment figures can be driven by changes in migratory labor, changes in qualifying activities, and changes in recruitment strategies. Among the regional enrollment findings:

- From 2011-2012 to 2013-2014, Regular School Year enrollment declined slightly in the Western region, was steady in the Central region, increased slightly in the Northeastern region, and decreased significantly in the Southeastern region (from 651 to 424, a 35% drop)

- Summer School enrollment increased notably in the Southeastern region, from 234 students in 2011-2012 to 344 in 2013-2014, a 47% increase, and increased in the Western region from 279 to 319 during the same period, a 14% increase
- Residency Only enrollment dropped significantly in the Northeast, from 435 in 2011-2012 to 280 in 2013-2014, a 36% decline, and fluctuated widely each year in the Southeastern region.

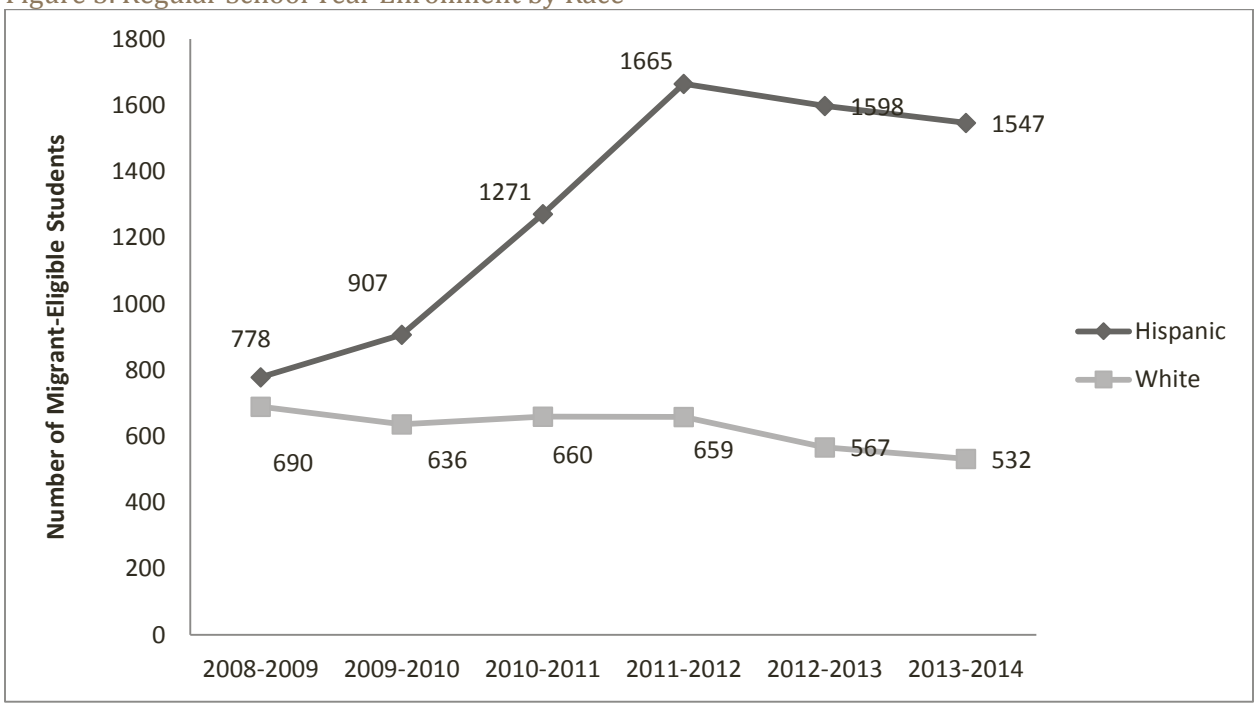
Grade level enrollment trends include:

- High school students are an increasing proportion of the Regular School year population, changing from 13% of Regular School Year enrollees in 2010-2011 to 17% in 2013-2014.
- The number of High School students also increased in Summer School, from 165 in 2010-2011 to 217 in 2013-2014
- Out-of-School Youth declined in both absolute numbers and as a proportion of the overall Residency Only population

Nearly all migrant students in Kentucky are Hispanic or white (see Table 10), and unlike the significant change in the distribution of Hispanic or white students reported in the 2012 evaluation report, the distribution by race/ethnicity was relatively stable from 2011-2012 to 2013-2014. Specific findings regarding race/ethnicity include:

- 99% of Kentucky migrant students are either Hispanic or white
- During the regular school year, the number of white migrant students declined from 659 in 2011-2012 to 532 in 2013-2014, a 19% decline. During this period, however, all migrant enrollments declined, so white students as a proportion of all regular school year students only declined from 28% to 25%.
- During the regular school year, the number of Hispanic students also declined from 1,665 to 1,547, a 7% decline, while the proportion of migrant students that were Hispanic was rose slightly from 71% to 73%.
- Summer school enrollment gains were achieved primarily among Hispanic youth. Overall enrollment in summer school rose from 1,525 in 2012 to 1,663 in 2014. Within summer school, the number of white students enrolled fell from 397 (26%) to 325 (20%), while the number of Hispanic students rose from 1,103 (72%) to 1,313 (79%), from 2012 to 2014.

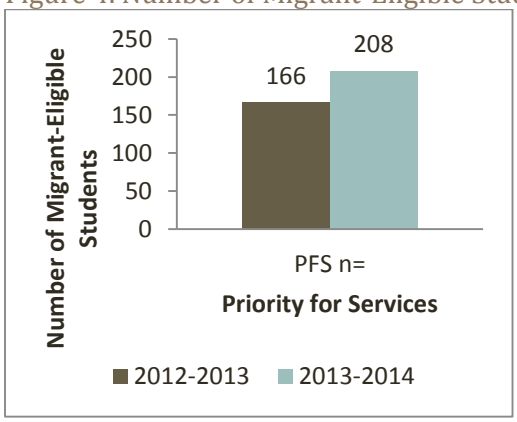
Figure 3. Regular School Year Enrollment by Race



Source: MIS2000

The US Office of Migrant Education requires each state Migrant Education Program to identify students which are a Priority for Services (PFS), and expects that special attention is paid to these students. The Kentucky MEP updated and clarified the definition of which students would receive this designation beginning in the 2012-2013 school year. Prior year data is therefore not comparable is therefore not presented side-by-side with the 2012-2014 data about PFS students and their services. As shown in Figure 16 and Table 11, 166 students were identified as PFS in 2012-2013 and 208 were identified as PFS in 2013-2014. All identified students were school age. Within the PFS population, a lower proportion of high school students and higher proportion of elementary school students were identified in the 2013-2014 school year.

Figure 4. Number of Migrant-Eligible Students Identified as PFS, Regular School Year Only



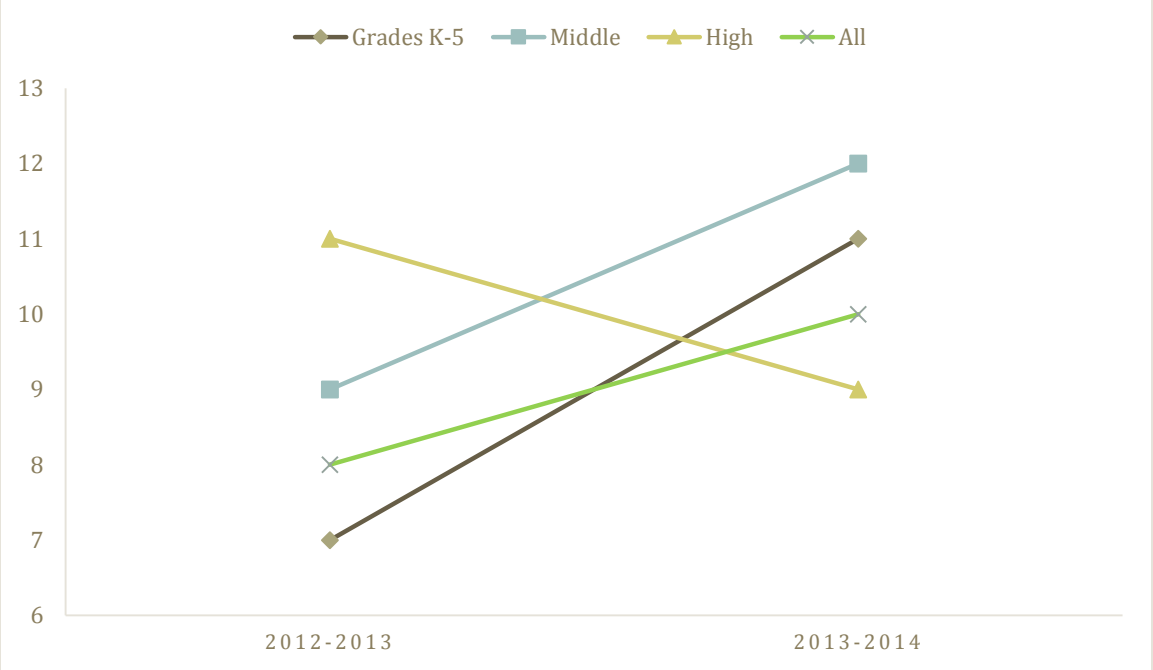
Source: MIS2000

Table 1. Distribution of Migrant-Eligible Students Identified as Priority for Services by Enrollment Period, Grade Level, and Year

Enrollment Period	Grade Level	Year	
		2012-2013	2013-2014
		% PFS	*% PFS*
Regular School Year	Age 3-5	0%	0%
	Elementary (Grades K-5)	56%	62%
	Middle (Grades 6-8)	22%	23%
	High (Grades 9-12)	22%	15%
	Out-of-School	0%	0%
	Total	**100%**	**100%**

Source: MIS2000

Figure 5. Percent PFS, Regular School Year



Source: MIS2000

Findings: Services

Within each enrollment period, the evaluators calculated the percentage of students who received each individual service provided by the MEP, as shown in Table 12. Findings related to service provision include:

- The percentage of students served in the Regular School Year rose notably in each area of service from 2011-2012 through 2013-2014

- The percentage of students receiving Regular School Year counseling services or referrals doubled from 2011-2012 to 2013-2014
- The percentage of Regular School Year students receiving mathematics instruction rose 20% from 2011-2012 to 2013-2014
- The percentage of Regular School Year students receiving reading instruction rose 17% from 2011-2012 to 2013-2014
- The proportion of students receiving Summer School instructional services remained relatively constant during the evaluation period
- The proportion of students receiving Summer School counseling, support services and referrals rose dramatically during the evaluation period; for counseling, e.g., 19% of summer school students received this service in 2012 while 43% did so in 2014

Table 2. Percent of Migrant-Eligible Students Receiving Services by Enrollment Period and Year, All Students

Enrollment Period	Service	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		n	%	*n*	%	*n*	%	*n*	%
Regular School Year	Reading Instruction	1,101	56	1,355	58	1,269	58	1,437	68
	Math Instruction	920	47	1,168	50	1,145	52	1,272	60
	Other Instruction	718	37	945	40	932	42	1,008	48
	Counseling Service	293	15	585	25	747	34	1,059	50
	Support Service	1,663	85	2,106	90	1,862	85	1,888	90
	Referral	1,272	65	829	35	1,585	72	1,612	76
	At least one service	**1,792/ 1,963**	**91**	**2,224/ 2,355**	**94**	**1,971/ 2,200**	**90**	**1,991/ 2,110**	**94**
Summer School	Reading Instruction	1,219	85	1,349	89	1,429	88	1,434	86
	Math Instruction	1,136	79	1,200	79	1,355	84	1,229	74
	Other Instruction	937	65	1,092	72	1,290	80	1,239	75
	Counseling Service	61	4	288	19	577	36	716	43
	Support Service	1,117	78%	1,086	71%	1,343	83	1,389	84
	Referral	685	48%	604	40%	981	61	983	59
	At least one service	**1,391/ 1,439**	**97%**	**1,470/ 1,525**	**96%**	**1,525/ 1,621**	**94%**	**1,568/ 1,663**	**94**
Residency Only	Reading Instruction	350	25%	329	30%	365	32	441	44
	Math Instruction	146	11%	170	16%	229	20	327	33
	Other Instruction	228	17%	248	23%	374	33	401	40
	Counseling Service	113	8%	181	17%	405	36	483	48
	Support Service	1,032	75%	889	82%	839	74	835	83
	Referral	674	49%	378	35%	637	56	647	64
	At least one service	**1,141/ 1,380**	**83%**	**950/ 1,085**	**88%**	**907/ 1,135**	**80%**	**880/ 1,00 4**	**88%**

Source: MIS2000

Table 13 shows the percent of students receiving services by grade level for the Regular School Year. Findings of note:

- While service provision was generally individualized to meet the specific needs of each student, the overall level of service was very high, with 95% of eligible migrant students in Elementary and Middle School, and 94% of eligible migrant High School students, receiving at least one supplemental service.
- Support services were received by the highest percentage of each grade level
- Although elementary and middle school students were most likely to receive instructional services, a relatively high percentage of OSY received reading instruction, primarily aimed at developing English language proficiency using mini-lessons

Table 3. Percent of Migrant-Eligible Students Receiving Services within Grade Level, Regular School Year, 2013-2014

Grade Level	Service						If Ever Served
	Reading Instruction	Math Instruction	Other Instruction	Counseling Service	Support Service	Referral	
Age 3-5	47	43	35	26	80	69	**90**
Elementary (Grades K-5)	73	64	49	48	90	75	**95**
Middle (Grades 6-8)	68	62	48	57	91	80	**95**
High (Grades 9-12)	59	54	47	60	90	79	**94**
Out-of-School*	41	29	44	50	85	64	**89**

Source: MIS2000
*Note: * OSY figures are for entire period, not Regular School Year. Services include migrant funded, mixed funded, and other (M, B, O codes in MIS2000).*

By design, Priority for Services students are more likely to receive academic services than the general migrant population.

- 78% of PFS students receive reading instruction, 71% receive math instruction, and 62% receive other instruction, all much higher figures than for the overall migrant student population.
- In the 2012-2013 school year, 99% of PFS students received services, while 96% of PFS students did so in 2013-2014.
- The percentage of non-PFS students increased substantially from 2012-2013 to 2013-2014 in each category; the percentage of PFS students receiving services during the same periods increased in each category except for the already high rates of referral and support services.

Table 4. Percent of Priority for Services (PFS) Migrant-Eligible Students Receiving Services during the Regular School Year, by Year, Grades K - 12

Enrollment Period	Service	Year			
		% served, 2012-2013		% served, 2013-2014	
		Non-PFS	*PFS*	*Non=PFS*	*PFS*
Regular School Year	Reading Instruction	59%	78%	69%	78%
	Math Instruction	54%	65%	60%	71%
	Other Instruction	43%	54%	47%	62%
	Counseling Service	34%	56%	50%	64%
	Support Service	85%	95%	90%	92%
	Referral	72%	90%	76%	85%
	At least one service*	**90%**	**99%**	**95%**	**96%**

Source: MIS2000. 2012-2013 PFS n=166, non-PFS students in grades K-12 n=1,857; 2013-2014 PFS n=208, non-PFS in grades K-12 n=1,772
**Indicates percent of students who received at least one type of service.*

Findings: Reading Language Arts and Mathematics

State Performance Target

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.

MPO

Reduce the gap by 3% points per year between migrant students and the reported gap group on the average combined reading and mathematics proficiency ratings. 2012 Benchmark: 26.5% for migrant students, 33.0% for gap group.

MPO Status

Not Met. As shown in Figure 18, the gap between migrant students and the unduplicated gap group which represents students from populations that traditionally underperform the state averages, rose slightly from a 6.5 percentage point difference in 2012 to an 8 percentage point difference in 2014. At the same time, the percentage of migrant students performing proficient or higher rose 20%, from 26.5% to 31.9%. The gap group, however, rose slightly higher during the same period.

Discussion

Kentucky migrant students demonstrated gains in both mathematics and reading proficiency during the period of the evaluation. Results are shown as a weighted average of reading and mathematics in Figure 18, for reading in Figures 7, 8 and 9, and for mathematics in Figures 10, 11 and 12. Note that the comparison to the "gap group" is to the

non-duplicated gap group as defined and published by KDE, which is intended to be a summary figure for the performance of "groups of students combined into one large group whose scores are used to determine whether schools/districts are closing achievement gaps; demographic categories include African American, Hispanic, American Indian/Native American, limited English proficiency, poverty, and disability." Within the gap group, students in these groups are counted only once per student, even when they are in multiple groups. Additionally, KPREP specific findings of note in the detailed figures below include:

- Although migrant student combined proficiency rose from 26.5% to 31.9% proficient from 2012 to 2014, a 20% increase, the gap group performance rose at a slightly faster rate, particularly from 2013 to 2014, thereby increasing the gap from 6.5 percentage points to 8 percentage points.
- As shown in Figure 7, the percent of migrant students proficient in reading was the largest contributor to the combined proficiency scores, with 34% of migrant students performing at the proficient or higher level in 2014.
- The largest increase in migrant student performance in reading occurred between the 2013 and 2014 KPREP administrations, rising from 29% to 34% proficient, a 17% increase.
- Migrant students were substantially less likely to score at the Novice level in 2014 than they were in 2012, dropping from 44% to 35%, a 20% decline.
- The reading performance gap shrunk in the elementary grades (Figure 8), and grew in the middle school grades (Figure 9), from 2012 to 2014.
- Migrant student performance on the KPREP Mathematics assessment showed steady gains from 2012 through 2014, rising from 25% proficient in 2012, to 28% proficient in 2013 and 30% proficient in 2014. This is a 20% gain from 2012 to 2014.
- Migrant students performing at the Novice level in KPREP Mathematics declined from 33% to 26% from 2012 to 2014, a 27% decline.
- The gap between elementary school migrant students and all Kentucky students and also gap group students on KPREP mathematics grew during the 2012-2014 period (Figure 11).
- The gap between middle school migrant students and gap group students on KPREP mathematics declined slightly during the 2012-2014 period (Figure 12), while the gap between middle school migrant and all KY students stayed approximately the same.

Figure 6. KPREP Combined Proficiency, Migrant Compared to Gap Group, 2012-2014

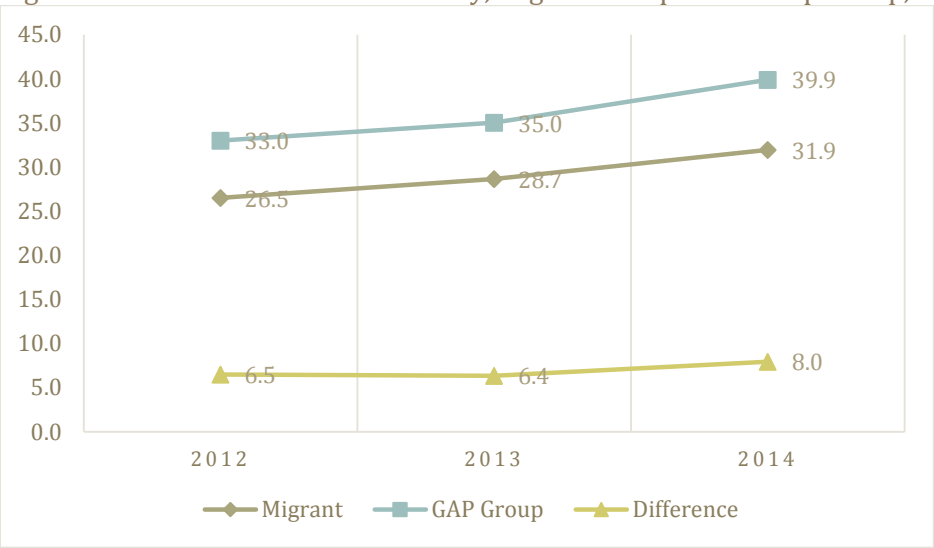
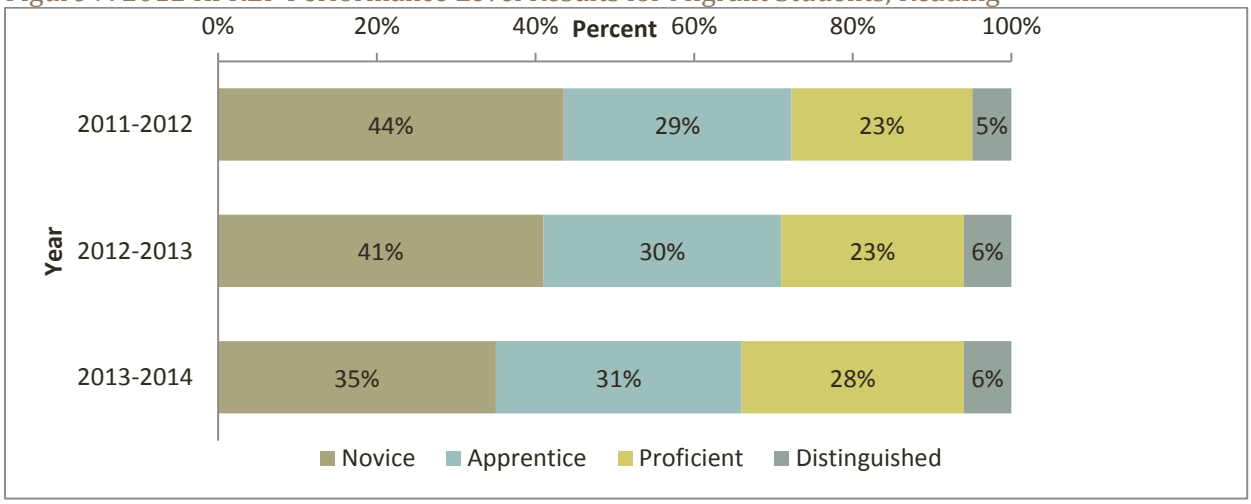
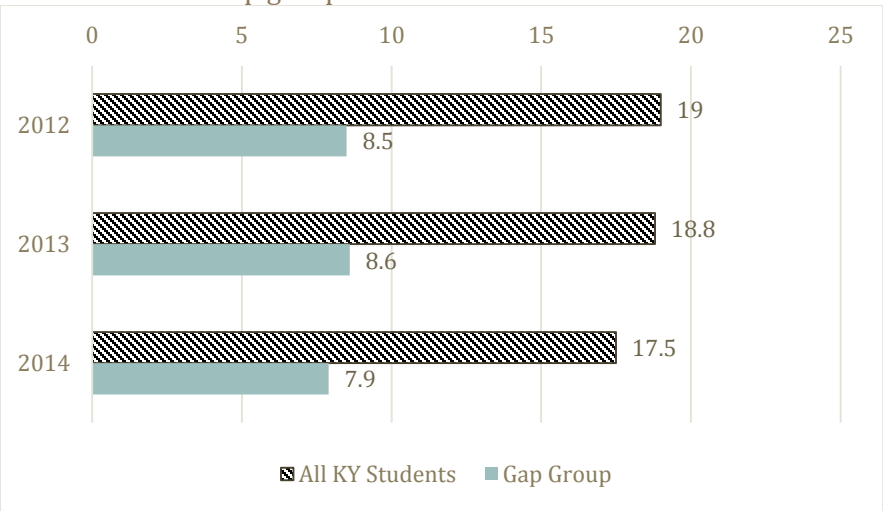


Figure 7. 2012 KPREP Performance Level Results for Migrant Students, Reading



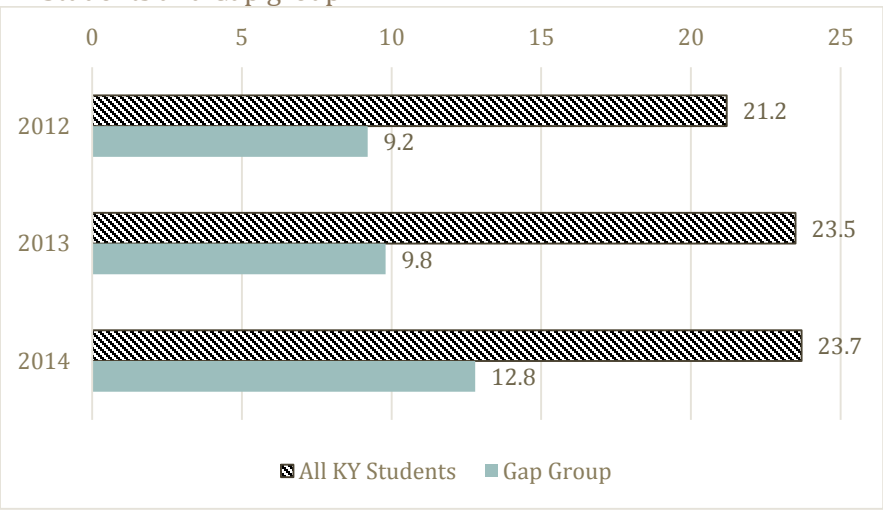
Source: KDE. Note: Results are shown for grades 3-8. Note: bars are in the same order from left to right as the legend.

Figure 8. KPREP Reading Gaps, Elementary: Difference in Percent Proficient between Migrant, All KY Students and Gap group



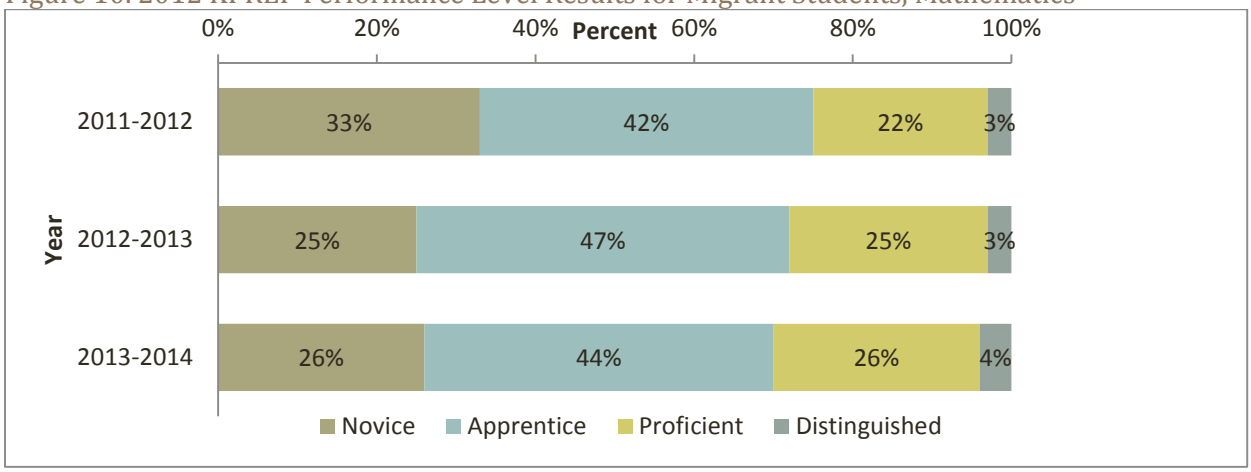
Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Figure 9. KPREP Reading Gaps, Middle School: Difference in Percent Proficient between Migrant, All KY Students and Gap group



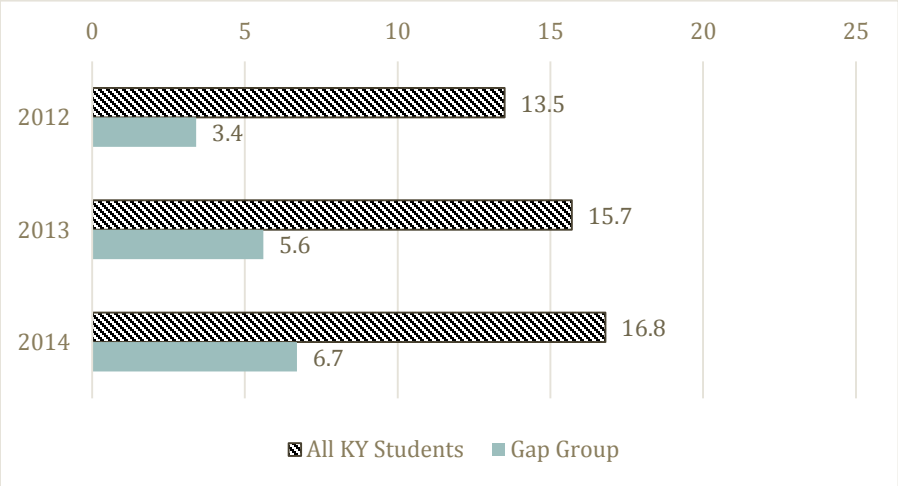
Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Figure 10. 2012 KPREP Performance Level Results for Migrant Students, Mathematics



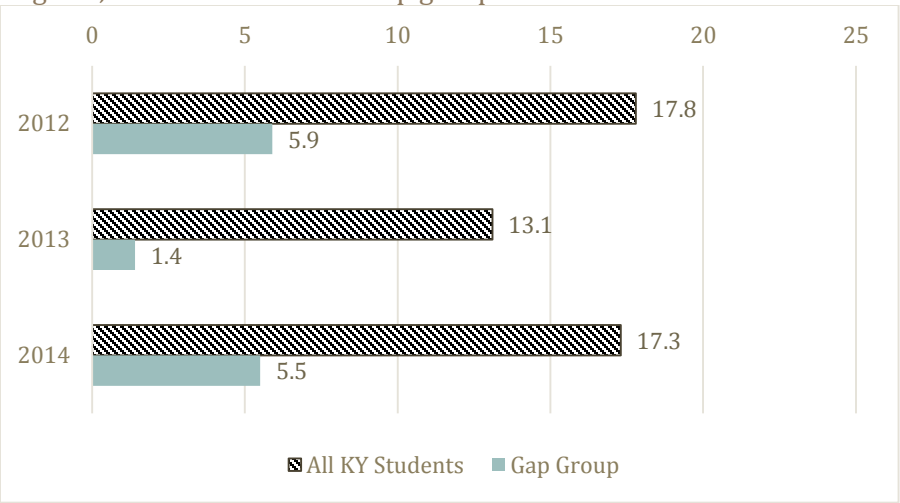
Source: KDE. Note: results are shown for grades 3-8. Note: bars are in the same order from left to right as the legend.

Figure 11. KPREP Mathematics Gaps, Elementary: Difference in Percent Proficient between Migrant, All KY Students and Gap group



Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Figure 12. KPREP Mathematics Gaps, Middle School: Difference in Percent Proficient between Migrant, All KY Students and Gap group



Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Findings: Graduation

State Performance Target

Increase the average four-year graduation rate from 76% to 90% by 2015. Increase the percentage of students who are college- and career-ready from 34% to 68% by 2015.

MPO

Increase the four and five year cohort graduation rates to 88% by 2015. Increase the percentage of students who are college and/or career ready to 41% by 2015.

MPO Status

Not Yet to Target Date. The MEP progress toward achieving its graduation targets may be hindered by two factors that are endemic to migrant programs. First, the size of the cohort included in the calculation can change dramatically from year to year, and because of the relatively small number of migrant high school students, can fluctuate substantially due to changes in migratory patterns. Second, the state data used to determine migrant graduation rates is considerably more reliable since 2013, and therefore later reporting years are expected to be more stable than earlier ones.

Discussion

Graduation data for migrant and all Kentucky students was drawn from the Kentucky School Report Card (available at http://applications.education.ky.gov/SRC/), and includes

statewide and subpopulation-specific data for all major state level outcomes. Table 16 includes the four-year cohort graduation rates for students who started grade 9 in 2009 (expected date of graduation: 2013), and students who started grade 9 in 2010 (expected date of graduation: 2014). Reliable migrant student graduation data for prior periods was not calculated following the cohort graduation formula used by KDE. Table 17 shows the percent of migrant and Gap group students who are determined by KDE to be College and Career Ready in the 2013 and 2014 cohorts. Findings and comments regarding graduation:

- The graduation rate for the all students and migrant students group increased slightly from 2013 to 2014 while the graduation rate for migrant students declined by 10 percentage points.
- Very little definitive data is available about non-school factors that are affecting migration, high school drops without migratory moves, or other events driving the graduation rate for migrant students.
- Migrant students demonstrated approximately the same level of College and Career Readiness as defined by KDE in 2013 and 2014 (30%, Table 9), which the CCR rates for the gap group increased from 40% to 50%.

Table 5. Four-Year Adjusted Cohort Graduation Rates, Expected Date of Graduation 2013 and 2014[1]

	2013	2014
All Students	86.1	87.5
Migrant	85.7	75.3

Source: KDE State Report Card, accessed 5/2015 from http://applications.education.ky.gov/SRC/DeliveryTargetByState.aspx
Note: for Migrant cohorts, n = 56 for 2013, n=81 for 2014.

Table 6. Percent College and Career Ready, Expected Date of Graduation 2013 and 2014

	2013	2014
Migrant	30.6	30.0
Gap group	40.0	49.9

Source: KDE State Report Card, access 5/2015 from http://applications.education.ky.gov/SRC/DeliveryTargetByState.aspx
Note: for Migrant CCR, n= 36 for 2013, n=40 for 2014. For Gap group CCR, n=23,653 for 2013; n=24,135 for 2014.

[1] KDE defines the four-year adjusted cohort graduation rate as follows: "…the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier adjusting for transfers in and out, émigrés and deceased students."
http://education.ky.gov/AA/Reports/Pages/Graduation-Rate-Data.aspx

Findings: Preschool

State Performance Target

Increase the percentage of children ready for kindergarten from 28.1% in 2012 to 64.1% in 2015-16.

MPO

Increase the percentage of migrant preschool students demonstrating kindergarten readiness by 15% of the baseline established in the fall 2013.

MPO Status

Baseline established; progress data not yet available. Baseline results for the Kentucky Kindergarten Readiness Assessment were first available from Fall 2013 and are shown in Table 19. Results are broken out by whether or not a student received MEP services or enrolled in a Pre-kindergarten program in the 2012-2013 school year. As of Fall 2013, 23.5% of migrant pre-school students who entered kindergarten tested as kindergarten ready on the Brigance Screener.

Discussion

Kentucky first established a statewide kindergarten readiness assessment in Fall 2013, providing the KY MEP the opportunity to use an objective statewide readiness measure for the first time. Baseline was established with the initial data shown in Table 19. The evaluation team combined Kindergarten readiness data with service participation data to group results by the types of migrant and preschool services each migrant child received prior to enrolling in kindergarten in Fall 2013. Initial observations include:

- Overall, 23.5% of migrant students were deemed ready for kindergarten on the statewide kindergarten readiness assessment
- 25% of migrant students who received MEP services performed at the Ready or above levels, while 22% of migrant students enrolled in PreK programs and 17% of students who did not receive services did so
- Interpreting results by service type is difficult due to both the relatively low sample size for students participating in preschool, and a lack of information about on what basis students were enrolled in preschool programs; that is, nothing is known about the general preparedness of the students at the time they entered each program

Table 7. 2013 Kentucky Kindergarten Readiness Assessment Results, Migrant Kindergarten Students by Pre-school Services Received

		Not Ready	Ready	Ready with Enrichments	Total
Received MEP Services	Count	121	39	1	161
	%	75.2%	24.2%	.6%	100%
Enrolled in PreK Program	Count	14	4	0	18
	%	77.8%	22.2%	.0%	100%
Did Not Receive MEP Services	Count	25	5	0	30
	%	83.3%	16.7%	.0%	100%
All Migrant Students Total	Count	160	48	1	209
	%	76.6%	23.0%	.5%	100%

Findings: OSY

State Performance Target

Provide and coordinate support services that meet the needs of all students.

MPO

1) Increase the percentage of OSY who demonstrate a 20% learning gain measure by pre- and post-test assessment on the SOSOSY "Life Skills" mini-lesson by summer 2014.
2) Increase the percentage of OSY who are participating in structured education programs to 4% by summer 2015.

MPO Status

1) OSY with 20% learning gain: as of summer 2014, 89% of OSY who completed a mini-lesson with a pre-post assessment demonstrated 20% learning gains or higher.
2) OSY participating in structured education programs: ***Not Yet to Target Date***. As of summer 2014, using data for the 2013-2014 school year, the baseline for this measure was 3% of OSY reporting as enrolled in a structured education program (GED or HS Diploma).

Discussion

Comprehensive data regarding which OSY received SOSOSY Life Skills mini-lessons associated with their pre and post test results was fully implemented in the 2013-2014 school year and reported to the KY MEP program using individual program reporting

forms. Of the 228 students that received mini-lessons, 202, or 89%, demonstrated a 20% gain on the pre-post assessment associated with the lesson[2].

Regional programs reported the number of OSY who were enrolled in structured educational programs, including dropout recovery and GED programs. As of summer 2014, reflecting data for the 2013-2014 school year, 3% of OSY were enrolled in programs that lead to either a GED or a HS Diploma.

[2] KYMEP SASS and Tracking Form Combined, 2014.

Findings: Parent Involvement

Although the SDP does not contain MPOs for parents, it does specify a parent involvement plan that continues to build local Parent Advisory Councils (PACs) and increase the functioning of the statewide PAC. As a part of this effort, the KY MEP has continued to administer statewide parent surveys that address key areas of concern identified in the Comprehensive Needs Assessment process. This section presents the results of the 2014 statewide parent survey. Results for rating scales are provided twice, once in table format, and again as a stacked bar chart which helps make sense of how responses are distributed among the options. Key findings from the survey:

- 321 parents responded to the survey
- Most survey respondents were from the Central region (50%)
- More than half attended at least one training on how to help their child improve in school; 65% attended a school event
- 87% of parents report having discussed their child's academic or social needs with a school official
- 80% report assisting with their child's homework at least once a week; 81% report daily talking with their child about school
- A very high percentage of parents report that they feel welcome when they visit their child's school (88%) and that they know who to talk with when they have questions or concerns about their child at school (89%)
- Migrant parents report very high levels of satisfaction with migrant programs to help with their child's education at home (93%), services their child receives from the migrant program (97%), and services they receive from the program as parents (98%)
- 37% of parents report communicating with migrant education program staff at least once a week

Detailed results of the parent survey are included in the full report.

Recommendations

The Kentucky MEP has made significant progress in strengthening its Statewide Service Delivery Plan and the implementation support and data collection that support it. These results are evident in the progress noted above. To further strengthen the program and enable ongoing review of its data by all parties to the KY MEP, we recommend the following:

- Change the SDP Data Collection protocol as it relates to pre-post curriculum based assessment so that it clearly asks for the number of students who demonstrated progress on the pre and post curriculum based assessments.
- Add enrollment in a GED or HS Diploma program for OSY as a field in the statewide migrant data system
- Revise the data collection process for OSY services, mini-lessons and assessments so that it can more easily be summarized and examined while in progress.
- Consider adding fields to the statewide migrant data system that enable collection of as much of the SDP indicator data as possible within the records attached to individual students, with attendant reports that allow ongoing insight into how each program and the state as a whole is progressing.

FULL EVALUATION REPORT

This report provides data regarding outcomes obtained and services provided by the KY Migrant Education Program (MEP). It is one component of the KY MEP's ongoing work to determine the effectiveness of services to migrant children and youth. The report was prepared by Arroyo Research Services, an education professional services firm that helps education organizations through research, measurement, evaluation, and consulting services.

Purpose

The evaluation builds on the KY MEP Comprehensive Needs Assessment (CNA) and updated KY MEP Service Delivery Plan (SDP). The KY MEP CNA was revised through a broad-based statewide process that culminated in a Comprehensive Needs Assessment Final Report in July 2012. The revised CNA informed development of a new KY MEP SDP in 2013 which was further updated in 2014. The revised SDP contains measureable outcomes and indicators that inform this evaluation plan and associated statewide data collection procedures.

This report discusses preliminary findings from the review of the KY MEP related to three overarching questions (further refined below):

- How is the KY MEP student population changing over time?
- To what extent are programs being implemented?
- To what extent are programs for MEP students producing the desired student outcomes?

In answering these questions, the evaluation seeks to provide a statewide perspective on services and their impact to enable the KY MEP to make programmatic decisions based on data. The local and regional MEP grant application processes provide flexibility to ensure that LEAs and regional centers implement services that meet the needs of their students in the context of district programs and resources. However, the KY MEP provides guidance in identifying evidence-based strategies through the continuous improvement cycle of CNA, SDP, statewide training, and direct consultation with regional centers and districts. The state level evaluation is a status check on progress made in implementing targeted services and in measuring the effectiveness of those services. The evaluation findings are designed to assist the KY MEP in making mid-course corrections to strengthen and improve programs and program outcomes.

The evaluation is also intended to communicate what is known about services and outcomes to various stakeholders. Findings were shared with state education policy makers and regional coordinators in June 2015, and will be distributed to district MEP staff. Preliminary evaluation findings were shared with the Kentucky Migrant Parent Advisory Council (KMPAC) for discussion with migrant families in April 2015; complete

evaluation findings are expected to be shared with the KMPAC in Fall 2015. The report is also intended to communicate with the U.S. Department of Education's OME about the extent to which statutory requirements are met in responding to the needs of migrant youth in achieving challenging academic standards.

The KY MEP is funded under the federal MEP created in 1966 under Title I, Part C, of the Elementary and Secondary Education Act (ESEA), amended most recently in 2001 through the No Child Left Behind Act (NCLB), with the following purposes (defined in Section 1301 of NCLB):

a) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
b) 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;
c) Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
d) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
e) Design programs to 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 do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
f) Ensure that migratory children benefit from state and local systemic reforms.

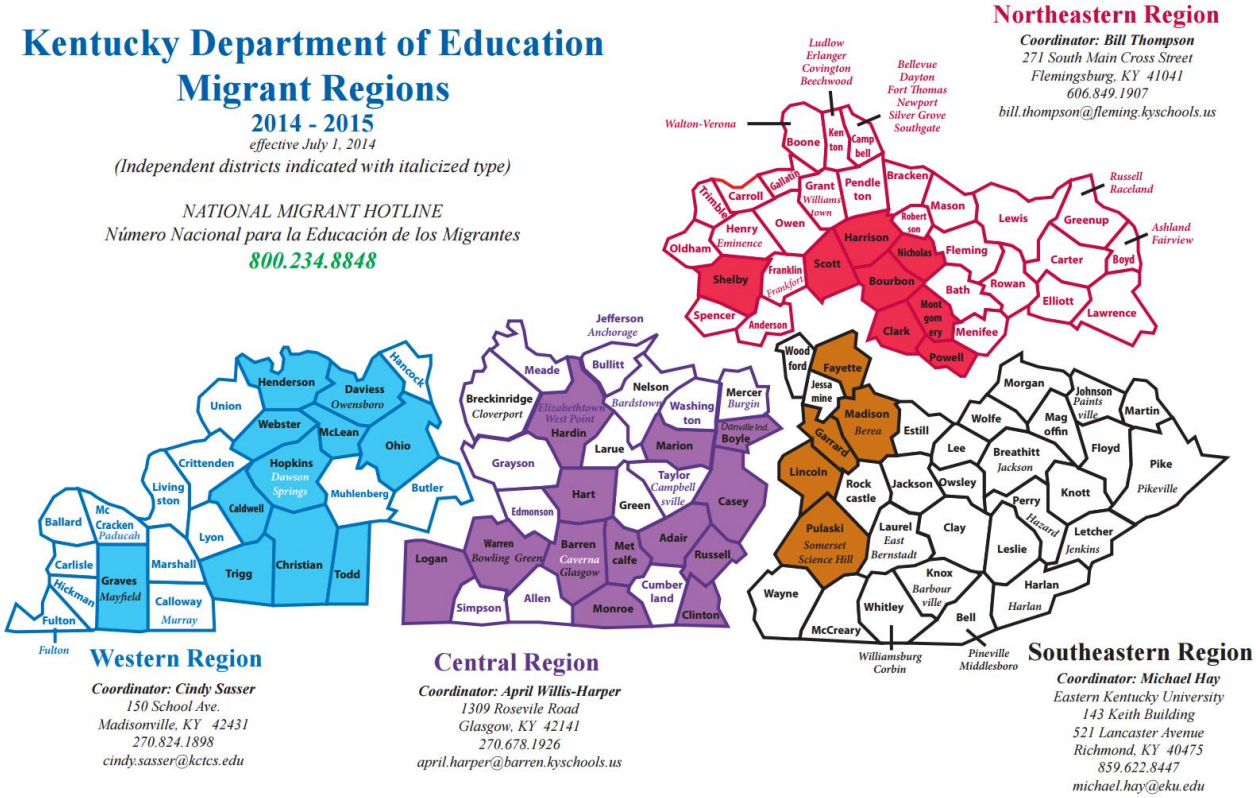
According to statute, a migratory child, in Kentucky, "is one who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work and has moved from one school district to another" (NCLB Sec. 1309[2]).

The KY MEP provides supplemental educational services to the state's children, youth, and families of migratory farmworkers through this same statue. Under ESEA, the MEP focuses on alleviating barriers to successful educational achievement due to the migratory lifestyle, including disruption in schooling due to repeated moves, poverty, social isolation, and language barriers. The mission of the KY MEP is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant child and the migrant family.

Program Structure

The KY MEP is administered through the KDE Division of Consolidated Plans and Audits. KDE provides sub-grants to LEAs that apply for MEP funding to administer services at the local level. Currently, the KY MEP consists of 37 school districts administered under four regional administrative centers (see Figure 13). Over 60% of Kentucky's migrant students are concentrated in the northeastern and central regions. Tobacco is the primary agricultural enterprise in the state and remains a top qualifying activity for the MEP, through all stages of labor intensive production from preparing the soil and sowing seeds (February-April) to stripping and bulking (November-January). Services are provided for Pre-K students, K-12 students, and Out-of-School Youth (OSY) who are age 21 and younger and not attending school, and parents.

Figure 13. Kentucky Migrant Education Program Map



Methodology

Approach

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under § 200.83 of ESEA, an SEA that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

- Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, school readiness, and any other targets identified for migrant children;
- Needs assessment to address the unique educational needs of migrant children resulting from the migratory lifestyle and any other needs in order for them to participate effectively in school;
- Service delivery strategies that the SEA will pursue on a statewide basis to address the identified needs;
- Evaluation of the effectiveness of the program (including measurable program goals and outcomes as authorized under Sec. 1306 of NCLB).

This evaluation report is framed to measure the implementation and effectiveness of the strategies and Measureable Program Outcomes (MPOs) outlined in the 2013 SDP as further amended in 2014 (based on the state's initial CNA conducted in 2012). The MPOs were based on a gap analysis between migrant and non-migrant student achievement and are outlined in the sections that follow. The MEP goals address each aspect of the Seven Areas of Concern, and the 2015 evaluation will address those in turn.

During the 2014-2015 period, the evaluation team provided consultation, data collection, and analysis through multiple mechanisms to bolster the capacity of the KY MEP to evaluate its services. These efforts included training on data collection and use, working on site in each region regarding the Service Delivery Plan and the core measures related to it, consultation on data collection and analysis, and review, compilation and analysis of program and outcome data.

Data

Data for this report was drawn from the following sources:

MIS2000

MIS2000 is the KY MEP's student information system. It contains the definitive record of data associated with Certificates of Eligibility (COEs), student enrollment in schools and migrant education programs, and services provided to migrant students. MIS2000 also contains limited data on student academic performance, restricted primarily to state assessment results for migrant students.

Infinite Campus, KDE Assessment Data

KDE provided assessment data for migrant students using assessment data entered into MIS2000. Additional statewide assessment data was obtained from the KDE accountability web site and associated data tools.

Migrant Parent Surveys

Parent surveys created by the evaluation team were used to support the CNA process regarding parent issues, and are used to provide historical information about parents in this report. Parent surveys were administered in 2012 and 2014.

KY MEP Data

During the period under evaluation, the Kentucky MEP instituted a comprehensive data collection process that gathered data from each region and district program regarding the key implementation and outcome measures outlined in the SDP. This data was provided to the evaluation team for use in compiling the results reported herein.

Analysis

The report uses mixed methods that include quantitative and qualitative analyses appropriate to the specific evaluation questions and data. Specific analyses include:

Descriptive Statistics

The evaluators use counts, means, and percentages to describe student enrollment, student characteristics, services provided and student performance.

Trend Data

Where possible, we analyze data across multiple years using identical decision rules, cut points, and data analytical procedures to show comparable data as it changes over time.

Gap Analysis

Analyses of differences between migrant students and other Kentucky students is conducted through a gap analysis and analyses of gap trend data using data for the non-duplicated gap group and other comparison groups as described in each section.

Performance Analysis

Where student outcome data are available, we report it by performance level as determined by the Kentucky state assessment system. This typically includes use of stacked bar charts that compare the distribution of migrant and non-migrant student performance levels across years.

Enrollment Analysis

Enrollment and withdrawal patterns are shown by date in order to better understand the migratory patterns of Kentucky migrant students.

Findings

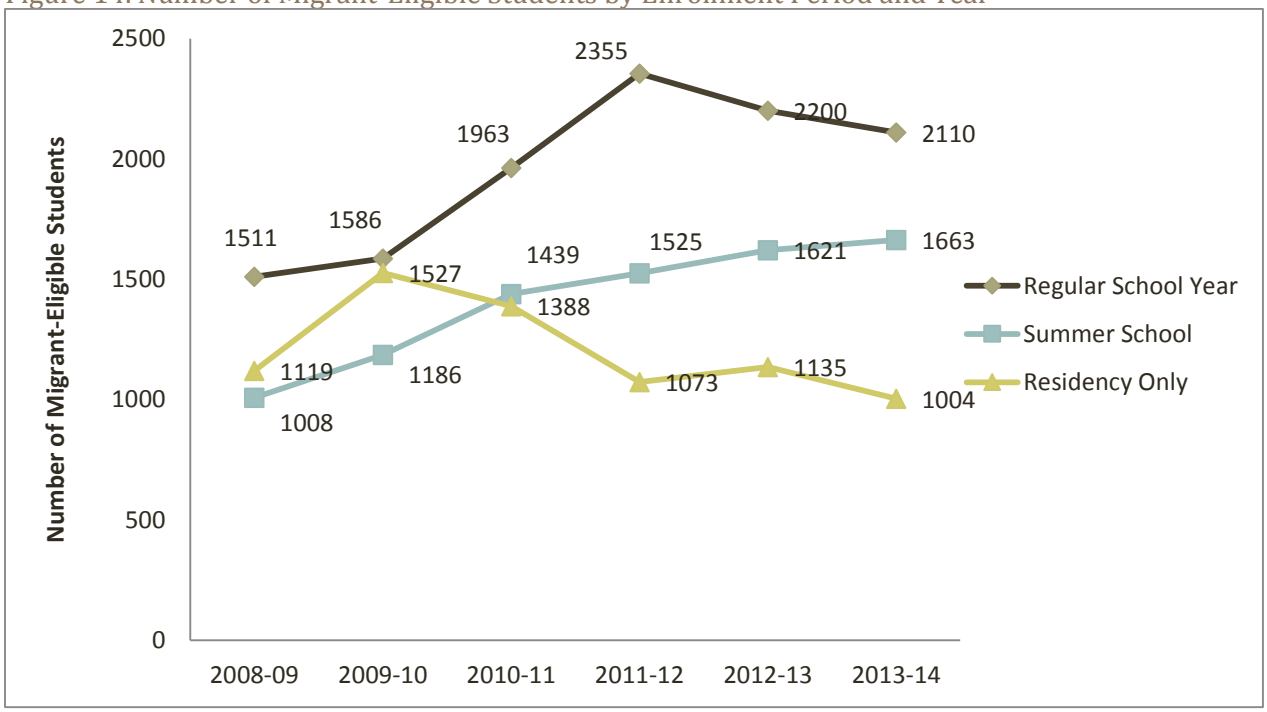
Enrollment

This section presents findings regarding enrollment trends in the eligible migrant student program in Kentucky in order to better understand changes in services provided and outcomes obtained presented later in the report.

The Kentucky Migrant Education Program enrolls students in three separate categories: Regular School Year, Summer School, and Residency Only. Students categorized as Residency Only are typically Out-of-School Youth or pre-school age students. In the charts below, enrollments are presented for each enrollment type. Note that the same student enrolling in both the Regular School Year and Summer School, for example, is represented in each category. Figure 14 shows enrollment by period and year, and shows:

- Regular School Year enrollment declined from 2,355 in 2011-2012 to 2,110 in 2013-2014, a 10% decline
- Summer School enrollment increased from 1,525 in 2011-2012 to 1,663 in 2013-2014, a 9% increase, and has been steadily increasing in each of the last six years
- Residency Only enrollment declined from 1,073 to 1,004 from 2011-2012 to 2013-2014, a 4% decrease

Figure 14. Number of Migrant-Eligible Students by Enrollment Period and Year



Source: MIS2000.

Examining enrollment trends by region shows further information about where enrollment is changing the most. Enrollment figures can be driven by changes in migratory labor, changes in qualifying activities, and changes in recruitment strategies. As seen in Table 8:

- From 2011-2012 to 2013-2014, Regular School Year enrollment declined slightly in the Western region, was steady in the Central region, increased slightly in the Northeastern region, and decreased significantly in the Southeastern region (from 651 to 424, a 35% drop)
- Summer School enrollment increased notably in the Southeastern region, from 234 students in 2011-2012 to 344 in 2013-2014, a 47% increase, and increased in the Western region from 279 to 319 during the same period, a 14% increase
- Residency Only enrollment dropped significantly in the Northeast, from 435 in 2011-2012 to 280 in 2013-2014, a 36% decline, and fluctuated widely each year in the Southeastern region.

Table 8. Percent of Migrant-Eligible Students by Enrollment Period, Geographic Region, and Year

Enrollment Period	Geographic Region[3]	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Regular School Year	Western	360	18%	472	20%	468	21%	432	21%
	Central	580	30%	651	28%	613	28%	649	31%
	Northeastern	554	28%	581	25%	638	29%	605	29%
	Southeastern	469	24%	651	28%	481	22%	424	20%
	Total	**1,963**	**100%**	**2,355**	**100%**	**2,200**	**100%**	**2,110**	100%
Summer School	Western	274	19%	279	18%	332	21%	319	19%
	Central	454	32%	565	37%	584	36%	577	35%
	Northeastern	467	33%	447	29%	455	28%	423	25%
	Southeastern	243	17%	234	15%	250	15%	344	21%
	Total	**1,404**	**100%**	**1,525**	**100%**	**1,621**	**100%**	**1,663**	**100%**
Residency Only	Western	293	21%	274	25%	233	21%	236	21%
	Central	359	26%	342	32%	396	35%	331	33%
	Northeastern	537	39%	435	40%	341	30%	280	28%
	Southeastern	191	14%	34	3%	265	15%	157	16%
	Total	**1,380**	**100%**	**1,085**	**100%**	**1,135**	**100%**	**1,004**	**100%**

Source: MIS2000

Examining enrollment by grade level as shown in Table 9 shows that:

- High school students are an increasing proportion of the Regular School year population, changing from 13% of Regular School Year enrollees in 2010-2011 to 17% in 2013-2014.
- The number of High School students also increased in Summer School, from 165 in 2010-2011 to 217 in 2013-2014

[3] Counts represent the most recent region in which each student was enrolled per school year.

- Out-of-School Youth declined in both absolute numbers and as a proportion of the overall Residency Only population

Table 9. Percent of Migrant-Eligible Students by Enrollment Period, Grade Level, and Year

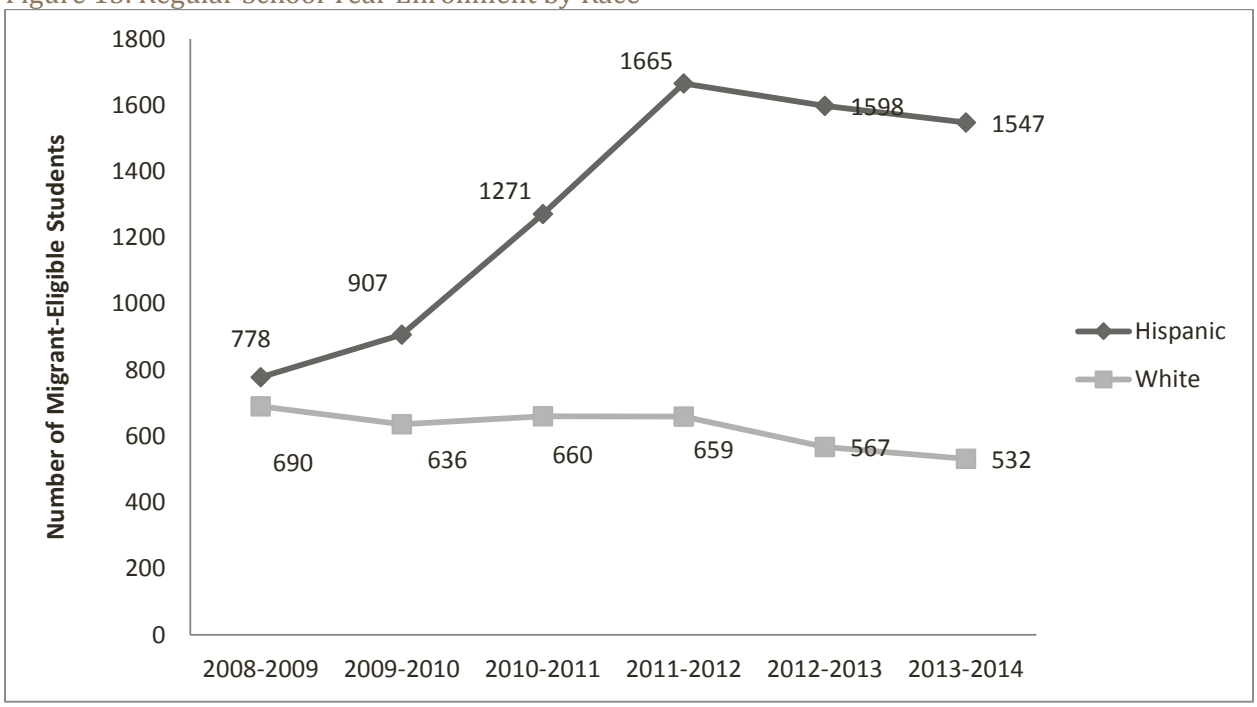
Enrollment Period	Grade Level	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		n	%	*n*	%	*n*	%	*n*	%
Regular School Year	Age 3-5	164	8%	245	10%	160	7%	127	6%
	Elementary (Grades K-5)	1,133	58%	1,296	55%	1,277	58%	1,210	57%
	Middle (Grades 6-8)	358	18%	382	16%	410	19%	414	20%
	High (Grades 9-12)	258	13%	305	13%	336	15%	356	17%
	Out-of-School	42	2%	123	5%	17	1%	3	<1%
	Ungraded	7	<1%	4	<1%				
	Total	**1,962**	**100%**	**2,355**	**100%**	**2,200**	**100%**	**2,110**	**100%**
Summer School	Age 3-5	247	17%	235	15%	263	16%	194	12%
	Elementary (Grades K-5)	714	50%	800	53%	827	51%	887	53%
	Middle (Grades 6-8)	220	15%	245	16%	280	17%	283	17%
	High (Grades 9-12)	165	12%	165	11%	176	11%	217	13%
	Out-of-School	79	6%	80	5%	75	5%	82	5%
	Ungraded	14	1%	0	0%				
	Total	**1,439**	**100%**	**1,525**	**100%**	**1,621**	**100%**	**1,663**	**100**
Residency Only	Age 3-5	420	30%	382	35%	473	42%	379	38%
	Elementary (Grades K-5)	13	1%	5	1%	3	<1%	12	1%
	Middle (Grades 6-8)	8	1%	7	1%	0	0%	0	0%
	High (Grades 9-12)	5	<1%	7	1%	1	<1%	0	0%
	Out-of-School	911	66%	684	63%	658	58%	613	61%
	Ungraded	23	2%	0	0%				
	Total	**1,380**	**100%**	**1,085**	**100%**	**1,135**	**100%**	**1,004**	**100**

Source: MIS2000

Nearly all migrant students in Kentucky are Hispanic or white (see Table 10), and unlike the significant change in the distribution of Hispanic or white students reported in the 2012 evaluation report, the distribution by race/ethnicity was relatively stable from 2011-2012 to 2013-2014. Specific findings regarding race/ethnicity include:

- 99% of Kentucky migrant students are either Hispanic or white
- During the regular school year, the number of white migrant students declined from 659 in 2011-2012 to 532 in 2013-2014, a 19% decline. During this period, however, all migrant enrollments declined, so white students as a proportion of all regular school year students only declined from 28% to 25%.
- During the regular school year, the number of Hispanic students also declined from 1,665 to 1,547, a 7% decline, while the proportion of migrant students that were Hispanic was rose slightly from 71% to 73%.
- Summer school enrollment gains were achieved primarily among Hispanic youth. Overall enrollment in summer school rose from 1,525 in 2012 to 1,663 in 2014. Within summer school, the number of white students enrolled fell from 397 (26%) to 325 (20%), while the number of Hispanic students rose from 1,103 (72%) to 1,313 (79%), from 2012 to 2014.

Figure 15. Regular School Year Enrollment by Race



Source: MIS2000

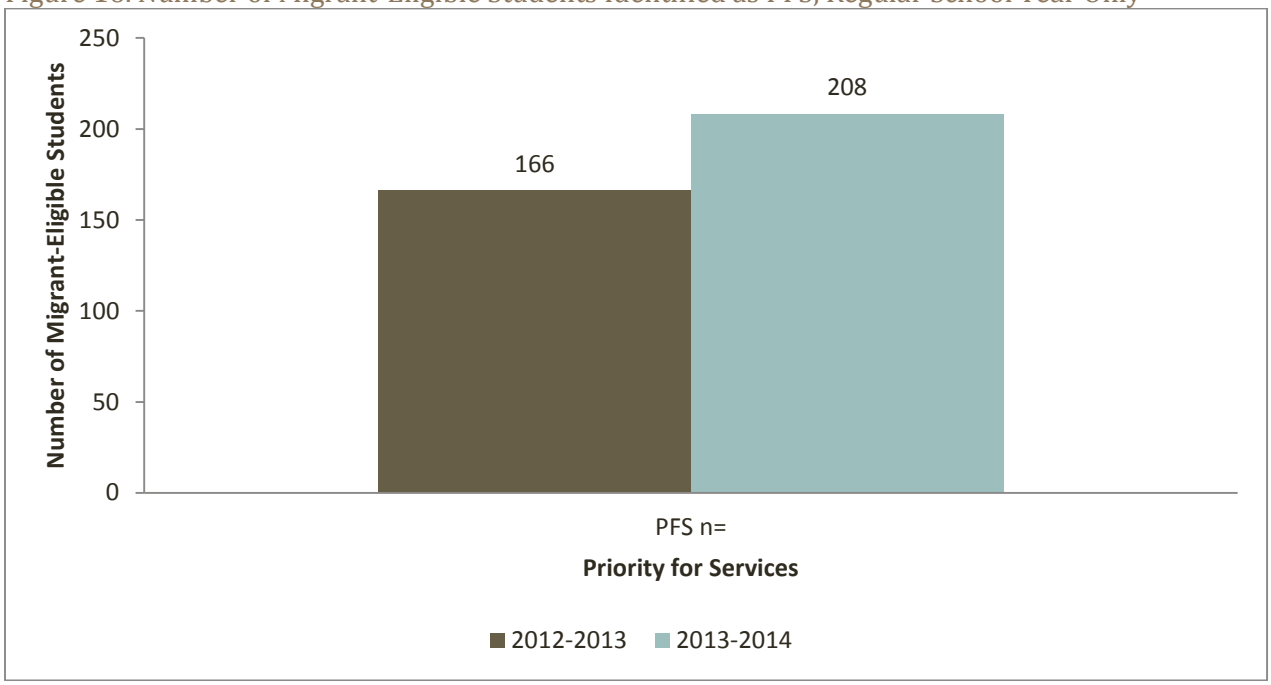
Table 10. Percent of Migrant-Eligible Students by Enrollment Period, Ethnicity, and Year

Enrollment Period	Ethnicity	Year					
		2011-2012		2012-2013		2013-2014	
		N	%	n	%	n	%
Regular School Year	American Indian	4	<1%	3	<1%	5	<1%
	Asian	3	<1%	4	<1%	0	0%
	Black	14	1%	13	1%	12	1%
	Hispanic	1,665	71%	1,598	73%	1,547	73%
	Multiple	NA	NA	7	<1%	6	<1%
	Pacific Islander	7	<1%	7	<1%	8	<1%
	White	659	28%	567	26%	532	25%
	Other	3	<1%	NA	NA	NA	NA
	Total	**2,355**	**100%**	**2,200**	**100%**	**2,110**	**100%**
Summer School	American Indian	1	<1%	4	<1%	5	<1%
	Asian	1	<1%	1	<1%	1	<1%
	Black	11	1%	7	<1%	7	<1%
	Hispanic	1,103	72%	1,236	76%	1,313	79%
	Multiple	NA	NA	7	<1%	7	<1%
	Pacific Islander	7	<1%	0	0%	5	<1%
	White	397	26%	366	23%	325	20%
	Other	5	<1%	NA	NA	NA	NA
	Total	**1,525**	**100%**	**1,621**	**100%**	**1,663**	**100%**
Residency Only	American Indian	0	0%	2	<1%	0	0%
	Asian	1	<1%	0	0%	1	<1%
	Black	2	<1%	2	<1%	3	<1%
	Hispanic	977	90%	1,017	90%	903	90%
	Multiple	NA	NA	0	0%	1	<1%
	Pacific Islander	1	<1%	1	<1%	2	<1%
	White	102	9.4%	113	10%	94	9%
	Other	2	<1%	NA	NA	NA	NA
	Total	**1,085**	**100%**	**1,135**	**100%**	**1,004**	**100%**

Source: MIS2000

The US Office of Migrant Education requires each state Migrant Education Program to identify students which are a Priority for Services (PFS), and expects that special attention is paid to these students. The Kentucky MEP updated and clarified the definition of which students would receive this designation beginning in the 2012-2013 school year. Prior year data is therefore not comparable is therefore not presented side-by-side with the 2012-2014 data about PFS students and their services. As shown in Figure 16 and Table 11, 166 students were identified as PFS in 2012-2013 and 208 were identified as PFS in 2013-2014. All identified students were school age. Within the PFS population, a lower proportion of high school students and higher proportion of elementary school students were identified in the 2013-2014 school year.

Figure 16. Number of Migrant-Eligible Students Identified as PFS, Regular School Year Only



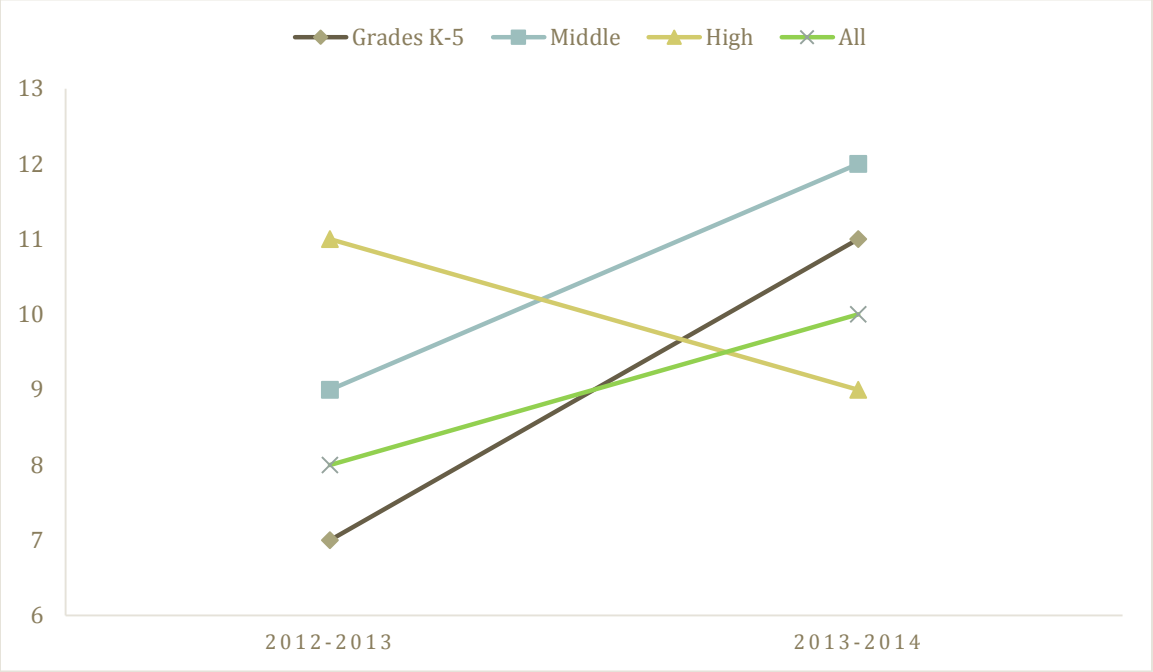
Source: MIS2000

Table 11. Distribution of Migrant-Eligible Students Identified as Priority for Services by Enrollment Period, Grade Level, and Year

Enrollment Period	Grade Level	Year	
		2012-2013	2013-2014
		% PFS	*% PFS*
Regular School Year	Age 3-5	0%	0%
	Elementary (Grades K-5)	56%	62%
	Middle (Grades 6-8)	22%	23%
	High (Grades 9-12)	22%	15%
	Out-of-School	0%	0%
	Total	**100%**	**100%**

Source: MIS2000

Figure 17. Percent PFS, Regular School Year



Source: MIS2000

Services

Within each enrollment period, the evaluators calculated the percentage of students who received each individual service provided by the MEP, as shown in Table 12. Findings related to service provision include:

- The percentage of students served in the Regular School Year rose notably in each area of service from 2011-2012 through 2013-2014
- The percentage of students receiving Regular School Year counseling services or referrals doubled from 2011-2012 to 2013-2014
- The percentage of Regular School Year students receiving mathematics instruction rose 20% from 2011-2012 to 2013-2014
- The percentage of Regular School Year students receiving reading instruction rose 17% from 2011-2012 to 2013-2014
- The proportion of students receiving Summer School instructional services remained relatively constant during the evaluation period
- The proportion of students receiving Summer School counseling, support services and referrals rose dramatically during the evaluation period; for counseling, e.g., 19% of summer school students received this service in 2012 while 43% did so in 2014

Table 12. Percent of Migrant-Eligible Students Receiving Services by Enrollment Period and Year, All Students

Enrollment Period	Service	Year							
		2010-2011		2011-2012		2012-2013		2013-2014	
		n	%	*n*	%	*n*	%	*n*	%
Regular School Year	Reading Instruction	1,101	56	1,355	58	1,269	58	1,437	68
	Math Instruction	920	47	1,168	50	1,145	52	1,272	60
	Other Instruction	718	37	945	40	932	42	1,008	48
	Counseling Service	293	15	585	25	747	34	1,059	50
	Support Service	1,663	85	2,106	90	1,862	85	1,888	90
	Referral	1,272	65	829	35	1,585	72	1,612	76
	At least one service	**1,792/ 1,963**	**91**	**2,224/ 2,355**	**94**	**1,971/ 2,200**	**90**	**1,991/ 2,110**	**94**
Summer School	Reading Instruction	1,219	85	1,349	89	1,429	88	1,434	86
	Math Instruction	1,136	79	1,200	79	1,355	84	1,229	74
	Other Instruction	937	65	1,092	72	1,290	80	1,239	75
	Counseling Service	61	4	288	19	577	36	716	43
	Support Service	1,117	78%	1,086	71%	1,343	83	1,389	84
	Referral	685	48%	604	40%	981	61	983	59
	At least one service	**1,391/ 1,439**	**97%**	**1,470/ 1,525**	**96%**	**1,525/ 1,621**	**94%**	**1,568/ 1,663**	**94**
Residency Only	Reading Instruction	350	25%	329	30%	365	32	441	44
	Math Instruction	146	11%	170	16%	229	20	327	33
	Other Instruction	228	17%	248	23%	374	33	401	40
	Counseling Service	113	8%	181	17%	405	36	483	48
	Support Service	1,032	75%	889	82%	839	74	835	83
	Referral	674	49%	378	35%	637	56	647	64
	At least one service	**1,141/ 1,380**	**83%**	**950/ 1,085**	**88%**	**907/ 1,135**	**80%**	**880/ 1,004**	**88%**

Source: MIS2000

Table 13 shows the percent of students receiving services by grade level for the Regular School Year. Findings of note:

- While service provision was generally individualized to meet the specific needs of each student, the overall level of service was very high, with 95% of eligible migrant students in Elementary and Middle School, and 94% of eligible migrant High School students, receiving at least one supplemental service.
- Support services were received by the highest percentage of each grade level
- Although elementary and middle school students were most likely to receive instructional services, a relatively high percentage of OSY received reading instruction, primarily aimed at developing English language proficiency using mini-lessons

Table 13. Percent of Migrant-Eligible Students Receiving Services within Grade Level, Regular School Year, 2013-2014

Grade Level	Service						If Ever Served
	Reading Instruction	Math Instruction	Other Instruction	Counseling Service	Support Service	Referral	
Age 3-5	47	43	35	26	80	69	**90**
Elementary (Grades K-5)	73	64	49	48	90	75	**95**
Middle (Grades 6-8)	68	62	48	57	91	80	**95**
High (Grades 9-12)	59	54	47	60	90	79	**94**
Out-of-School*	41	29	44	50	85	64	**89**

Source: MIS2000
*Note: * OSY figures are for entire period, not Regular School Year. Services include migrant funded, mixed funded, and other (M, B, O codes in MIS2000).*

By design, Priority for Services students are more likely to receive academic services than the general migrant population. As shown in Table 14, 78% of PFS students receive reading instruction, 71% receive math instruction, and 62% receive other instruction, all much higher figures than for the overall migrant student population. In the 2012-2013 school year, 99% of PFS students received services, while 96% of PFS students did so in 2013-2014. Of note, the percentage of non-PFS students increased substantially from 2012-2013 to 2013-2014 in each category; the percentage of PFS students receiving services during the same periods increased in each category except for the already high rates of referral and support services.

Table 14. Percent of Priority for Services (PFS) Migrant-Eligible Students Receiving Services during the Regular School Year, by Year, Grades K - 12

Enrollment Period	Service	Year			
		% served, 2012-2013		% served, 2013-2014	
		Non-PFS	*PFS*	*Non=PFS*	*PFS*
Regular School Year	Reading Instruction	59%	78%	69%	78%
	Math Instruction	54%	65%	60%	71%
	Other Instruction	43%	54%	47%	62%
	Counseling Service	34%	56%	50%	64%
	Support Service	85%	95%	90%	92%
	Referral	72%	90%	76%	85%
	At least one service*	**90%**	**99%**	**95%**	**96%**

Source: MIS2000. 2012-2013 PFS n=166, non-PFS students in grades K-12 n=1,857; 2013-2014 PFS n=208, non-PFS in grades K-12 n=1,772
**Indicates percent of students who received at least one type of service.*

Collection of additional detailed information about services provided to each student began in September 2014 and will be available for subsequent evaluation reports.

Program Outcomes

The sections that follow address the extent to which the KY MEP has met the state adopted performance targets for migrant youth in reading and mathematics achievement, graduation, kindergarten readiness, and for Out-of-School Youth (OSY). For each section, the evaluators review the State Performance Target for the general population in each area, the Measurable Program Outcome (MPO), progress toward the MPO, and the status of the implementation goals for program services expected to drive progress toward the MPO. The State Performance Target and MPO for each area are specified in the statewide Service Delivery Plan. The State Performance Target indicates the target established by KDE for all students in each subject area. The MPO is the target determined by the KY MEP for migrant students in each area. The evaluators determined and report the status of each MPO and provide a discussion of the data that contributes to that determination. Additionally, in each area the SDP outlines specific implementation measures, sometimes with targets for the statewide migrant education program, which are reported at the end of each section.

Reading Language Arts and Mathematics

State Performance Target

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.

MPO

Reduce the gap by 3% points per year between migrant students and the reported gap group on the average combined reading and mathematics proficiency ratings. 2012 Benchmark: 26.5% for migrant students, 33.0% for gap group.

MPO Status

Not Met. As shown in Figure 18, the gap between migrant students and the unduplicated gap group which represents students from populations that traditionally underperform the state averages, rose slightly from a 6.5 percentage point difference in 2012 to an 8 percentage point difference in 2014. At the same time, the percentage of migrant students performing proficient or higher rose 20%, from 26.5% to 31.9%. The gap group, however, rose slightly higher during the same period.

Discussion

Kentucky migrant students demonstrated gains in both mathematics and reading proficiency during the period of the evaluation. Results are shown as a weighted average of

reading and mathematics in Figure 18, for reading in Figures 7, 8 and 9, and for mathematics in Figures 10, 11 and 12. Note that the comparison to the "gap group" is to the non-duplicated gap group as defined and published by KDE, which is intended to be a summary figure for the performance of "groups of students combined into one large group whose scores are used to determine whether schools/districts are closing achievement gaps; demographic categories include African American, Hispanic, American Indian/Native American, limited English proficiency, poverty, and disability." Within the gap group, students in these groups are counted only once per student, even when they are in multiple groups. Additionally, KPREP specific findings of note in the detailed figures below include:

- Although migrant student combined proficiency rose from 26.5% to 31.9% proficient from 2012 to 2014, a 20% increase, the gap group performance rose at a slightly faster rate, particularly from 2013 to 2014, thereby increasing the gap from 6.5 percentage points to 8 percentage points.
- As shown in Figure 7, the percent of migrant students proficient in reading was the largest contributor to the combined proficiency scores, with 34% of migrant students performing at the proficient or higher level in 2014.
- The largest increase in migrant student performance in reading occurred between the 2013 and 2014 KPREP administrations, rising from 29% to 34% proficient, a 17% increase.
- Migrant students were substantially less likely to score at the Novice level in 2014 than they were in 2012, dropping from 44% to 35%, a 20% decline.
- The reading performance gap shrunk in the elementary grades (Figure 8), and grew in the middle school grades (Figure 9), from 2012 to 2014.
- Migrant student performance on the KPREP Mathematics assessment showed steady gains from 2012 through 2014, rising from 25% proficient in 2012, to 28% proficient in 2013 and 30% proficient in 2014. This is a 20% gain from 2012 to 2014.
- Migrant students performing at the Novice level in KPREP Mathematics declined from 33% to 26% from 2012 to 2014, a 27% decline.
- The gap between elementary school migrant students and all Kentucky students and also gap group students on KPREP mathematics grew during the 2012-2014 period (Figure 11).
- The gap between middle school migrant students and gap group students on KPREP mathematics declined slightly during the 2012-2014 period (Figure 12), while the gap between middle school migrant and all KY students stayed approximately the same.

Figure 18. KPREP Combined Proficiency, Migrant Compared to Gap Group, 2012-2014

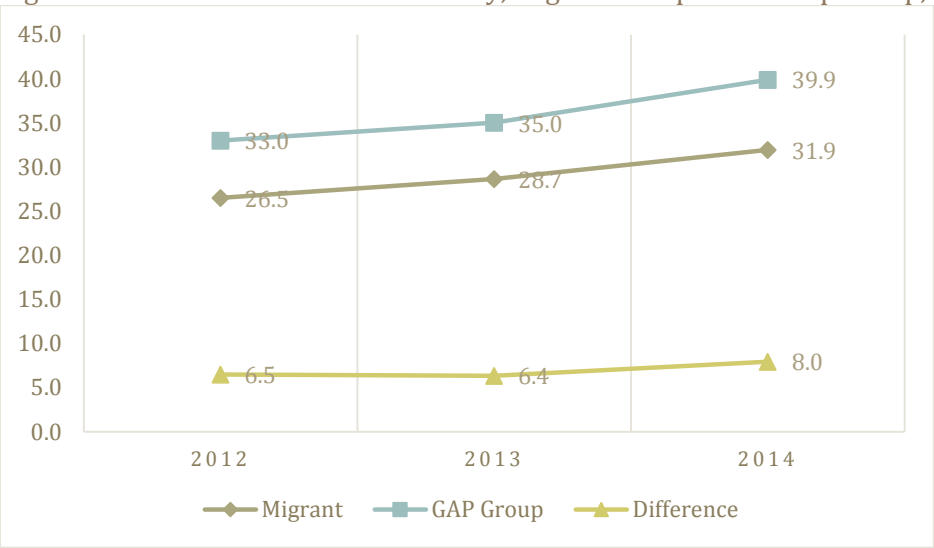
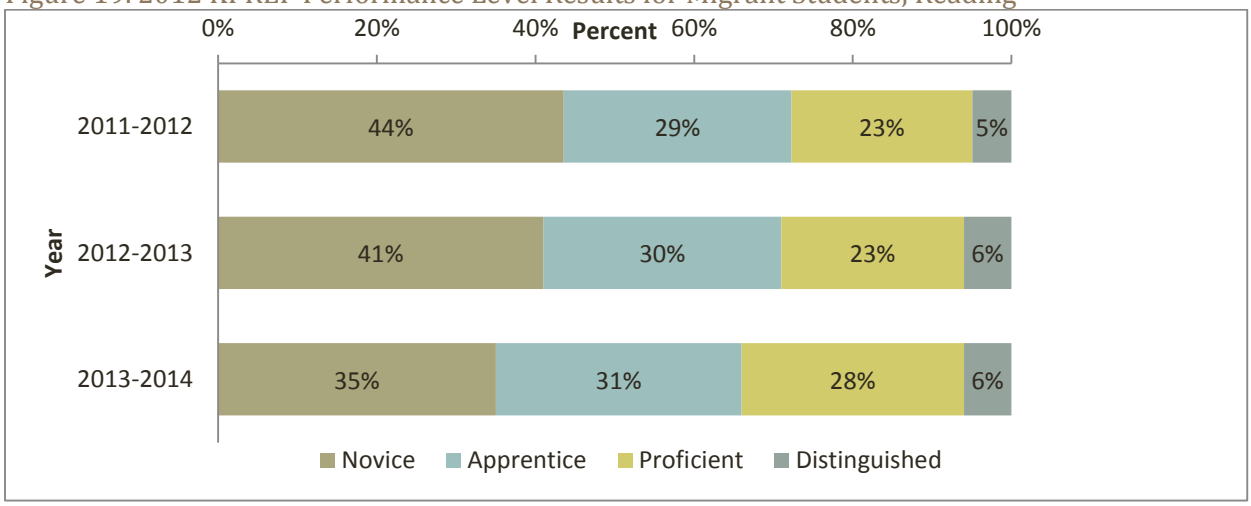
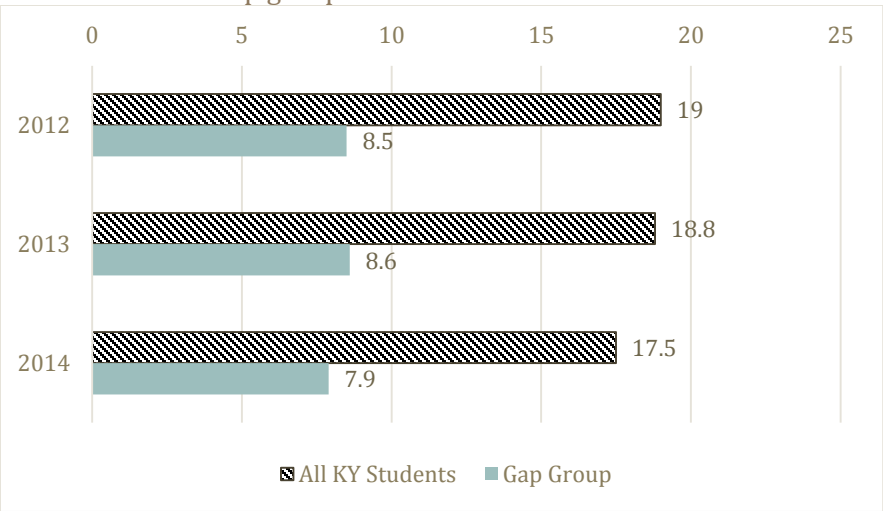


Figure 19. 2012 KPREP Performance Level Results for Migrant Students, Reading



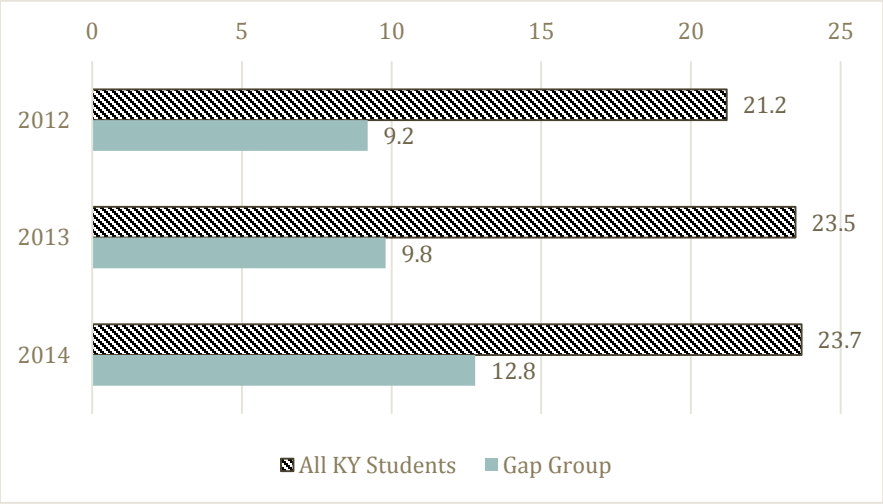
Source: KDE. Note: Results are shown for grades 3-8. Note: bars are in the same order from left to right as the legend.

Figure 20. KPREP Reading Gaps, Elementary: Difference in Percent Proficient between Migrant, All KY Students and Gap group



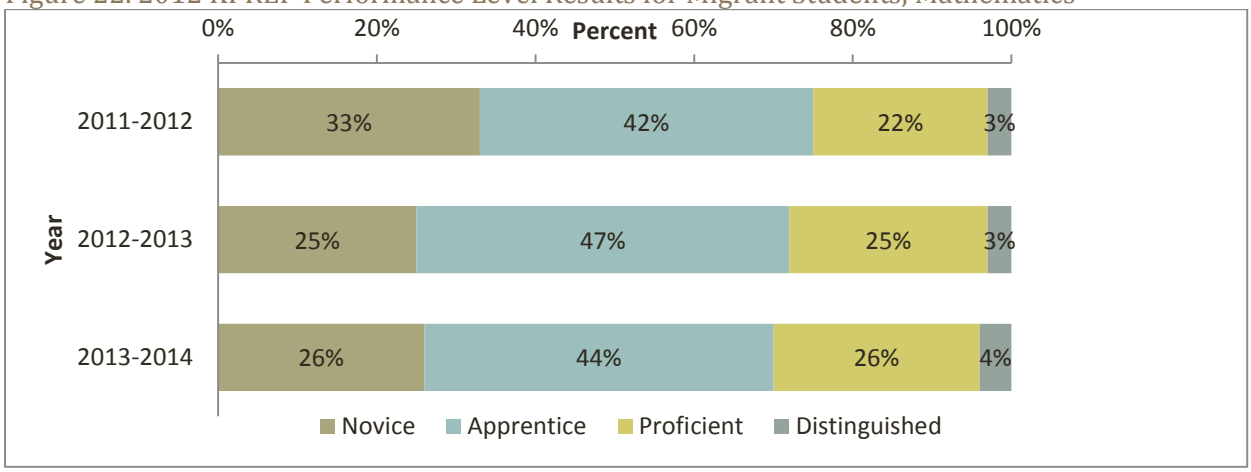
Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Figure 21. KPREP Reading Gaps, Middle School: Difference in Percent Proficient between Migrant, All KY Students and Gap group



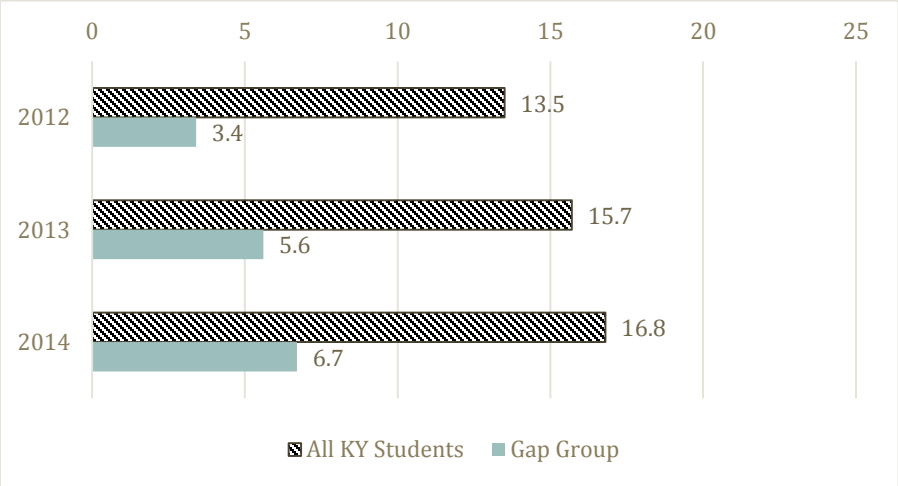
Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Figure 22. 2012 KPREP Performance Level Results for Migrant Students, Mathematics



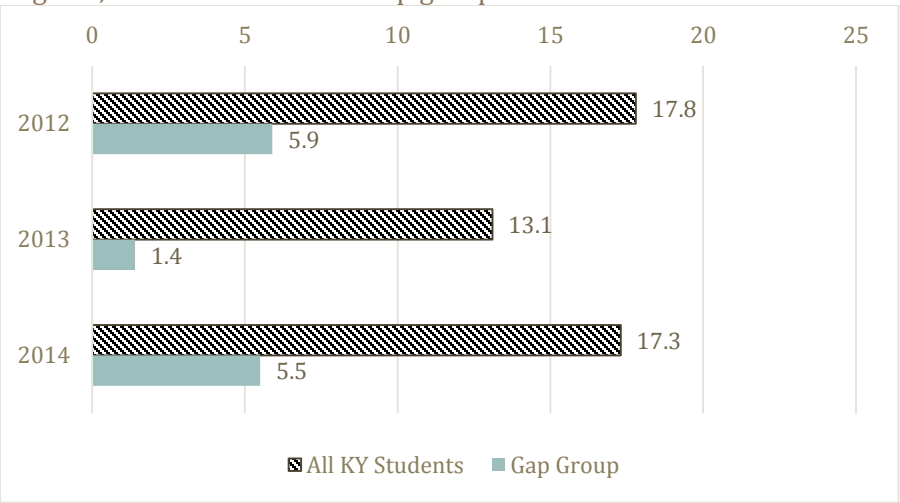
Source: KDE. Note: results are shown for grades 3-8. Note: bars are in the same order from left to right as the legend.

Figure 23. KPREP Mathematics Gaps, Elementary: Difference in Percent Proficient between Migrant, All KY Students and Gap group



Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Figure 24. KPREP Mathematics Gaps, Middle School: Difference in Percent Proficient between Migrant, All KY Students and Gap group



Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Implementation

Implementation as it relates to each area of the Service Delivery Plan was reported in a new data collection process established for the 2014-2015 program year. Preliminary results are reported in each section as of December 2014. Results for reading and mathematics instructional services are shown in Table 15. Specific findings of note:

- As of December 2014, the KY MEP exceeded its targets for the percent of students with pre and post curriculum based assessment results in Reading/Language Arts (69% versus a target of 66.5%) and the percent of students with pre and post curriculum based assessment in mathematics (70% versus a target of 66.5%).
- Results for the percent of students showing progress are pending a revision to the SDP Data Collection protocol that clarifies this data.
- 69% of summer school students receive at least 80 hours of instruction, a new expectation for summer schools that is beginning to take hold. Although most summer schools are organized to provide at least 80 hours of instruction, not all students are present for the full summer school period and therefore do not always receive this level of instruction.
- The number of students with pre/post curriculum based assessments, and the proportion of PFS students with greater than or equal to two supplemental services contacts per week are notably lower in the western region than in the others.
- The expectation of inter-project communication regarding student transfers is new with the revised SDP, as are the associated definitions and data collection related to it.

Table 15. Instructional Services Implementation Measures, as of December 2014

Measure	Target	Statewide	Central	Northeastern	Southeastern	Western
% of students with pre & post curriculum based assessment results in Reading/Language Arts	66.5	69	78	66	80	46
% of students with pre & post curriculum based assessment results in Math	66.5	70	79	71	77	47
% of students showing progress on pre- and post-test assessments	80					
% of summer school students receiving greater than or equal to 80 hours of summer instruction.		69	66	59	75	79
% of PFS students with greater than or equal to two supplemental services contacts per week.		73	89	73	75	29
% of migrant PFS students that are EL		40	36	36	50	43
% of migrant EL PFS students receiving EL supplemental services.		48	100	33	0	100
% of transfers with documented inter-project communications regarding student		66	71	69	56	63
% of MEP students new in the district that participated in welcome and/or mentoring program for new students?		70	67	87	46	72

Graduation

State Performance Target

Increase the average four-year graduation rate from 76% to 90% by 2015. Increase the percentage of students who are college- and career-ready from 34% to 68% by 2015.

MPO

Increase the four and five year cohort graduation rates to 88% by 2015. Increase the percentage of students who are college and/or career ready to 41% by 2015.

MPO Status

Not Yet to Target Date. The MEP progress toward achieving its graduation targets may be hindered by two factors that are endemic to migrant programs. First, the size of the cohort included in the calculation can change dramatically from year to year, and because of the relatively small number of migrant high school students, can fluctuate substantially due to changes in migratory patterns. Second, the state data used to determine migrant graduation rates is considerably more reliable since 2013, and therefore later reporting years are expected to be more stable than earlier ones.

Discussion

Graduation data for migrant and all Kentucky students was drawn from the Kentucky School Report Card (available at http://applications.education.ky.gov/SRC/), and includes statewide and subpopulation-specific data for all major state level outcomes. Table 16 includes the four-year cohort graduation rates for students who started grade 9 in 2009 (expected date of graduation: 2013), and students who started grade 9 in 2010 (expected date of graduation: 2014). Reliable migrant student graduation data for prior periods was not calculated following the cohort graduation formula used by KDE. The calculation excludes students who transfer to out-of-state schools, includes students who transfer to other schools within the state, and includes students who transfer in from out-of-state schools but started school during the same period. For example, a student who started grade 9 in 2009 in Florida, and transfers to a Kentucky school in 2011, is included in the 2013 cohort; a student who starts grade 9 in a Kentucky school in 2009 and transfers to a Florida school is not included as a member of the 2013 cohort. Table 17 shows the percent of migrant and Gap group students who are determined by KDE to be College and Career Ready in the 2013 and 2014 cohorts. Findings and comments regarding graduation:

- The graduation rate for the all students and migrant students group increased slightly from 2013 to 2014 while the graduation rate for migrant students declined by 10 percentage points.

- Very little definitive data is available about non-school factors that are affecting migration, high school drops without migratory moves, or other events driving the graduation rate for migrant students.
- Migrant students demonstrated approximately the same level of College and Career Readiness as defined by KDE in 2013 and 2014 (30%, Table 9), which the CCR rates for the gap group increased from 40% to 50%.

Table 16. Four-Year Adjusted Cohort Graduation Rates, Expected Date of Graduation 2013 and 2014[4]

	2013	2014
All Students	86.1	87.5
Migrant	85.7	75.3

Source: KDE State Report Card, accessed 5/2015 from http://applications.education.ky.gov/SRC/DeliveryTargetByState.aspx
Note: for Migrant cohorts, n = 56 for 2013, n=81 for 2014.

Table 17. Percent College and Career Ready, Expected Date of Graduation 2013 and 2014

	2013	2014
Migrant	30.6	30.0
Gap group	40.0	49.9

Source: KDE State Report Card, access 5/2015 from http://applications.education.ky.gov/SRC/DeliveryTargetByState.aspx
Note: for Migrant CCR, n= 36 for 2013, n=40 for 2014. For Gap group CCR, n=23,653 for 2013; n=24,135 for 2014.

Implementation

Starting in the 2014-2015 program year, the KY MEP promoted and tracked implementation measures related to graduation that included support for assuring migrant students were on track with state-wide individual learning plans, supporting migrant students in completing checklists associated with college and career readiness and learning goals, and assisting migrant students in engaging in extra-curricular activities. The program expects MEP advocates to work directly with high school students to keep them on track, engaged, and moving toward graduation. Targets were not established in the SDP for graduation related implementation activities. Preliminary results are shown in Table 18. Specific findings of note include:

[4] KDE defines the four-year adjusted cohort graduation rate as follows: "…the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier adjusting for transfers in and out, émigrés and deceased students." http://education.ky.gov/AA/Reports/Pages/Graduation-Rate-Data.aspx

- Students with on track ILPs were relatively even across regions, with 65% of migrant students statewide on track with the goals established in their ILPs
- Central region migrant students were more likely than those in other regions to have up to date ILPs and to have at least 75% of CCR checklist items completed
- Migrant students were less likely to participate in high school activities in the Southeastern region than in other regions

Table 18. Graduation Related Implementation Measures, as of December 2014

Measure	Target	Statewide	Central	Northeastern	Southeastern	Western
% of migrant students on track with the goals established in their ILPs.		65%	68	61	63	67
% of secondary students who have up-to-date ILPs.		66%	75	57	61	63
% of MEP secondary students with at least 75% of the CCR checklist items completed.		46%	62	41	35	30
% of secondary migrant students that participated in high school activities.		50%	52	52	39	54

Preschool

State Performance Target

Increase the percentage of children ready for kindergarten from 28.1% in 2012 to 64.1% in 2015-16.

MPO

Increase the percentage of migrant preschool students demonstrating kindergarten readiness by 15% of the baseline established in the fall 2013.

MPO Status

Baseline established; progress data not yet available. Baseline results for the Kentucky Kindergarten Readiness Assessment were first available from Fall 2013 and are shown in Table 19. Results are broken out by whether or not a student received MEP services or enrolled in a Pre-kindergarten program in the 2012-2013 school year. As of Fall 2013, 23.5% of migrant pre-school students who entered kindergarten tested as kindergarten ready on the Brigance Screener.

Discussion

Kentucky first established a statewide kindergarten readiness assessment in Fall 2013, providing the KY MEP the opportunity to use an objective statewide readiness measure for the first time. Baseline was established with the initial data shown in Table 19. The evaluation team combined Kindergarten readiness data with service participation data to group results by the types of migrant and preschool services each migrant child received prior to enrolling in kindergarten in Fall 2013. Initial observations include:

- Overall, 23.5% of migrant students were deemed ready for kindergarten on the statewide kindergarten readiness assessment
- 25% of migrant students who received MEP services performed at the Ready or above levels, while 22% of migrant students enrolled in PreK programs and 17% of students who did not receive services did so
- Interpreting results by service type is difficult due to both the relatively low sample size for students participating in preschool, and a lack of information about on what basis students were enrolled in preschool programs; that is, nothing is known about the general preparedness of the students at the time they entered each program

Table 19. 2013 Kentucky Kindergarten Readiness Assessment Results, Migrant Kindergarten Students by Pre-school Services Received

		Not Ready	Ready	Ready with Enrichments	Total
Received MEP Services	Count	121	39	1	161
	%	75.2%	24.2%	.6%	100%
Enrolled in PreK Program	Count	14	4	0	18
	%	77.8%	22.2%	.0%	100%
Did Not Receive MEP Services	Count	25	5	0	30
	%	83.3%	16.7%	.0%	100%
All Migrant Students Total	Count	160	48	1	209
	%	76.6%	23.0%	.5%	100%

Implementation

Table 20 shows results for preschool implementation measures recommended by the SDP, with target rates for all except the percent of preschool age students enrolled in school. Specific results of note include:

- Statewide results exceeded the target in 4 of 5 areas as of December 2014
- 63% of migrant preschool students were assessed using the adopted preschool screener; each region exceeded the target
- 70% of migrant preschool students received supplemental support, just short of the target of 75%
- 76% of migrant preschooler students participated in summer learning, easily surpassing the state target of 50%; not clear is the extent to which Western region differences in participation are due to actual differences in services provided, or differences in what is being reported
- More than twice the percent of migrant families as targeted participated in home-based support services (67% versus a target of 25%), including 91 percent of families in the Southeastern region
- 76% of migrant families received educational resources and training
- Statewide, 61% of preschool age students enrolled in school

Table 20. Preschool Implementation Measures, as of December 2014

Measure	Target	Statewide	Central	Northeastern	Southeastern	Western
% of migrant preschool students assessed using the Kentucky Adopted Preschool Screener (Brigance)	50%	63%	72	59	59	60
% of migrant preschool students receiving supplemental support.	75%	70%	67	76	72	64
% of migrant preschoolers participating in summer learning.	50%	76%	92	79	79	42
% of migrant families participating in home-based support services.	25%	67%	64	48	91	70
% of migrant families receiving educational resources and training.	50%	76%	66	77	88	75
% of preschool age students enrolled in school		61%	70	57	54	63

OSY

State Performance Target

Provide and coordinate support services that meet the needs of all students.

MPO

3) Increase the percentage of OSY who demonstrate a 20% learning gain measure by pre- and post-test assessment on the SOSOSY "Life Skills" mini-lesson by summer 2014.
4) Increase the percentage of OSY who are participating in structured education programs to 4% by summer 2015.

MPO Status

3) OSY with 20% learning gain: as of summer 2014, 89% of OSY who completed a mini-lesson with a pre-post assessment demonstrated 20% learning gains or higher.
4) OSY participating in structured education programs: ***Not Yet to Target Date***. As of summer 2014, using data for the 2013-2014 school year, the baseline for this measure was 3% of OSY reporting as enrolled in a structured education program (GED or HS Diploma).

Discussion

Comprehensive data regarding which OSY received SOSOSY Life Skills mini-lessons associated with their pre and post test results was fully implemented in the 2013-2014 school year and reported to the KY MEP program using individual program reporting forms. Of the 228 students that received mini-lessons, 202, or 89%, demonstrated a 20% gain on the pre-post assessment associated with the lesson[5].

Regional programs reported the number of OSY who were enrolled in structured educational programs, including dropout recovery and GED programs. As of summer 2014, reflecting data for the 2013-2014 school year, 3% of OSY were enrolled in programs that lead to either a GED or a HS Diploma.

[5] KYMEP SASS and Tracking Form Combined, 2014.

Implementation

Implementation measures specified for OSY are reported in Table 21, while instructional support services and general support services, respectively, are reported in Table 22 and Table 23. Key findings regarding SDP indicators and services include:

- The KY MEP engendered significant participation in OSY services during the reporting period
- Participation in Life Skills lessons was more than double the target, with 64% of OSY participating compared to a target of 25%
- The KY MEP is not yet to the target for the % of OSY that gain proficiency with at least one life skills lesson within 30 days of completing the OSY Profile, with 59% achieving this compared to the target of 75%; 2 of 4 regions exceeded the target, 2 were significantly below it
- The KY MEP nearly attained its target of OSY who receive more than 20 hours of English instruction demonstrating increased language proficiency on the SOSOSY English Language Screener (71% versus 75% target), although the sample size of OSY who meet the threshold number of hours is very low and therefore subject to high levels of variance; most of the OSY who meet the threshold are in the Central region
- GED participation and success levels are based on very small numbers of OSY, and are relatively new to the program; we anticipate that as this effort and associated data collection matures the program will improve and be better able to establish appropriate goals.
- Given the highly mobile and work-focused nature of the OSY population, the evaluators find that relatively high percentage of OSY received services from the KY MEP
- Among all OSY, 29% received reading instruction, 24% received math instruction, and an additional 35% received instruction in English as a second language.
- The KY MEP provided material support services to 53% of OSY and nutrition and health services to 27% of OSY

Table 21. OSY Implementation Measures, as of December 2014

Measure	Target	Statewide	Central	Northeastern	Southeastern	Western
% of OSY receiving "Life Skills" mini-lesson services to promote life skills	25%	64%	83	30	56	82
% of OSY that gain proficiency with at least one mandatory life skills lesson, as measured by the pre- and post-test for that lesson, within 30 days of filling out the OSY Profile	75%	59%	79	32	26	79
% of OSY in the KYMEP who receive more than 20 hours of English instruction will increase their language proficiency scores on the SOSOSY English Language Screener	75%	71%(14)[6]	100 (8)	NA(0)	40(5)	0(1)
% of OSY who indicate an interest in GED or re-enrolling in school who receive active assistance. (target TBD using Fall 2014 data)		36%	37	21	45	100
% of OSY receiving active assistance who successfully enroll in a GED program or public school. (target TBD using Fall 2014 data)		63%	86	67	40	NA
% of OSY that received a GED or Diploma		6% of those enrolled as of 8/2014 for the 2013-2014 program year; 0% as of 12/14 for the 2014-2015 program year				

[6] N total in group shown in parentheses

Table 22. OSY Instructional Services Received, 2013-2014

	Reading Instruction	Math Instruction	GED Prep	Secondary Credit Accrual	Life Skills and Related	ESL	Education/ Career Goal Dev.	Academic Referral	Counseling
# of OSY receiving services	178	146	23	1	173	215	10	70	81
% of OSY receiving any service	45%	37%	6%	0%	44%	55%	3%	18%	21%
% of all OSY	29%	24%	4%	0%	28%	35%	2%	11%	13%

Note: for OSY receiving any service, n=392; for all OSY, n=610.

Table 23. OSY Support Services Received, 2013-2014

	Material Resources	Nutrition / health	Translating/ interpreting	Transportation	Support Referral	Other
# of OSY receiving services	326	164	90	37	129	70
% of OSY receiving any service	83%	42%	23%	9%	33%	18%
% of all OSY	53%	27%	15%	6%	21%	11%

Note: for OSY receiving any service, n=392; for all OSY, n=610.

Kentucky is a member of the OSY Consortium and uses the OSY Profile developed by the Consortium. Summary results from the 2012-2013 and 2013-2014 program years are presented below. These results show demographics, needs assessed, and services provided for OSY recruited during the reporting period. Key findings from the OSY Profile data include:

- The majority of OSY (76%) last attended high school
- 73% of OSY are 19 years of age or older
- OSY report that their access to transportation is increasing, with most having access to transportation (67% in 2014)
- The percent of OSY who are English language proficient declined from 2013 to 2014, from 15% to 11%
- There was no meaningful change in home language, with 92% speaking Spanish at home
- Very few OSY had identified needs in the areas of medical, vision, dental or urgent care (2% or less in each area, Table 26), or in the areas of legal or childcare (Table 19)
- Transportation was the highest advocacy need reported (17%)
- Although learning English remained the most frequently expressed service interest, it declined from 2013 to 2014 from 46% to 39%
- Housing indicators were very similar from 2013 to 2014, with most OSY reporting that they lived with a crew
- In general, OSY were more likely to be identified as a candidate for service in 2014 than in 2013, with, for example, and increase in candidates for ESL rising from 174 to 233, for Life Skills from 30 to 94, and for MP3 based lessons from 54 to 105.
- Materials provided/received remained relatively stable from 2013 to 2014

Table 24. OSY Last Grade Attended, Location, and Year[7]

		2013	2014	2013	2014
		N	*N*	%	%
Last Grade Attended	Elementary (Grades K-5)	15	16	18%	11%
	Middle (Grades 6-8)	21	60	25%	21%
	High (Grades 9-12)	42	165	68%	76%
Age	14	2	1	0%	0%
	15	15	3	3%	1%
	16	20	11	3%	2%
	17	77	33	13%	6%
	18	118	108	20%	19%
	19	169	150	29%	27%
	20	157	171	27%	31%
	21	28	83	5%	15%
Has Access to Transportation	Yes	186	296	63%	67%
	No	109	143	37%	33%

Source: OSY Profile

Table 25. OSY Languages[8]

		2013	2014	2013	2014
		N	*N*	%	%
English Oral Language Proficiency	Yes	34	49	15%	11%
	No	198	382	85%	89%
Home Language	English	18	27	5%	6%
	Spanish	310	416	91%	92%
	Other	13	8	4%	2%

Source: OSY Profile
**Note that some students had multiple home languages and therefore are represented in multiple categories.*

Table 26. OSY Health Needs

	2013	2014	2013	2014
	N	*N*	%	%
Medical	11	6	2%	1%
Vision	9	7	2%	1%
Dental	17	13	3%	2%
Urgent	1	0	0%	0%
Other	6	14	1%	2%

Source: OSY Profile

[7] Note that for OSY with multiple profiles, this table only includes information from the most recent OSY Student Profile.
[8] Note that for OSY with multiple profiles, this table only includes information from the most recent OSY Student Profile.

Table 27. OSY Advocacy Needs

	2013	2014	2013	2014
	N	*N*	%	%
Legal	0	6	0%	1%
Childcare	0	2	0%	0%
Transportation	74	147	13%	17%
Other	16	78	3%	9%

Source: OSY Profile

Table 28. OSY Expressed Service Interests

	2013	2014	2013	2014
	N	*N*	%	%
Learning English	268	335	46%	39%
Job Training	8	56	1%	7%
GED	52	65	9%	8%
Earning a Diploma	7	6	1%	1%
Not Sure	16	36	3%	4%
No Interests	17	45	3%	5%
Other	5	18	1%	2%

Source: OSY Profile

Table 29. OSY Housing

Youth Lives:	*2013*	2014	2013	2014
	N	*N*	%	%
With a crew	245	358	42%	42%
With friends outside of work	23	18	4%	2%
With his/her parents/family	58	69	10%	8%
With spouse and kids	15	20	3%	2%
With kids	13	2	2%	0%
Alone	0	0	0%	0%

Source: OSY Profile

Table 30. OSY Reason for Leaving School

	2013	2014	2013	2014
	N	*N*	%	%
Lacking Credits	15	29	3%	3%
Needed to Work	261	322	45%	38%
Missed State Test	0	2	0%	0%
Other	25	42	4%	5%

Source: OSY Profile

Table 31. OSY Candidate for Services

Youth is Candidate For:	*2013*	2014	2013	2014
	N	*N*	%	%
HS diploma	18	10	3%	1%
Pre GED/GED	53	66	9%	8%
HEP	33	17	6%	2%
ABE	43	45	7%	5%
Health Education	26	29	4%	3%
Job Training	14	59	2%	7%
Career Exploration	3	4	1%	0%
ESL	175	233	30%	27%
Life Skills	30	94	5%	11%
PASS	0	1	0%	0%
MP3 Players	54	105	9%	12%
CAMP	0	1	0%	0%
Other	19	13	3%	2%

Source: OSY Profile

Table 32. OSY Materials Received

At Interview, Youth Received:	*2013*	2014	2013	2014
	N	*N*	%	%
Educational Materials	162	214	28%	25%
Support Services	138	200	24%	23%
OSY Welcome Bag	288	375	49%	44%
Referral(s)	74	119	13%	14%
Other	46	117	8%	14%

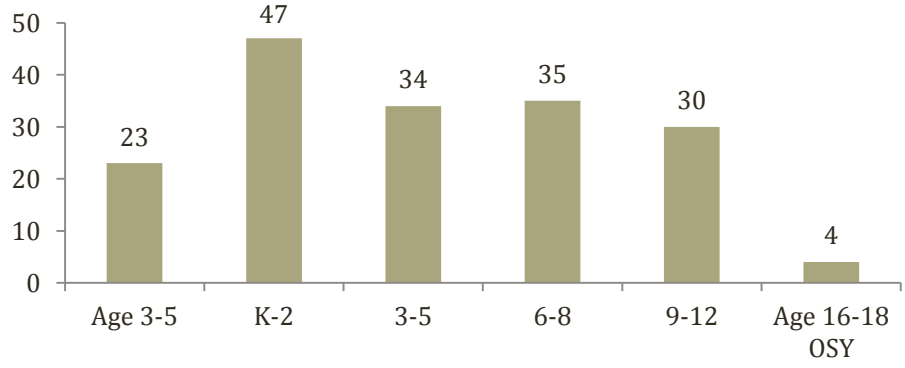
Source: OSY Profile

Parent Involvement

Although the SDP does not contain MPOs for parents, it does specify a parent involvement plan that continues to build local Parent Advisory Councils (PACs) and increase the functioning of the statewide PAC. As a part of this effort, the KY MEP has continued to administer statewide parent surveys that address key areas of concern identified in the Comprehensive Needs Assessment process. This section presents the results of the 2014 statewide parent survey. Results for rating scales are provided twice, once in table format, and again as a stacked bar chart which helps make sense of how responses are distributed among the options. Key findings from the survey:

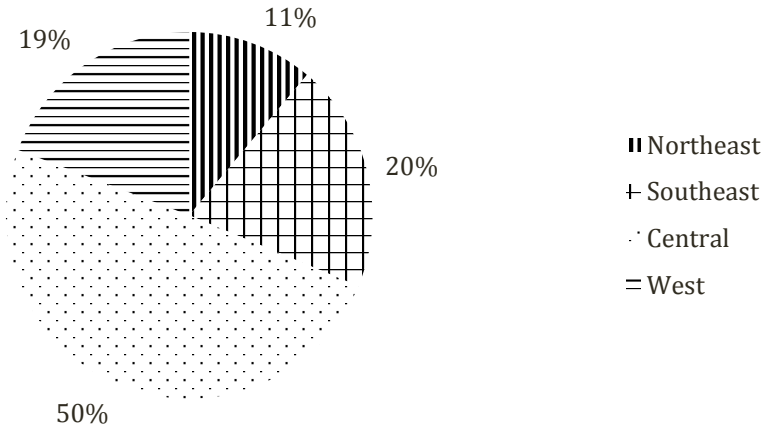
- 321 parents responded to the survey
- Most survey respondents were from the Central region (50%)
- More than half attended at least one training on how to help their child improve in school; 65% attended a school event
- 87% of parents report having discussed their child's academic or social needs with a school official
- 80% report assisting with their child's homework at least once a week; 81% report daily talking with their child about school
- A very high percentage of parents report that they feel welcome when they visit their child's school (88%) and that they know who to talk with when they have questions or concerns about their child at school (89%)
- Migrant parents report very high levels of satisfaction with migrant programs to help with their child's education at home (93%), services their child receives from the migrant program (97%), and services they receive from the program as parents (98%)
- 37% of parents report communicating with migrant education program staff at least once a week

Figure 25. Parent Survey: Child Grade Level



Note: n=321

Figure 26 Parent Survey: Region

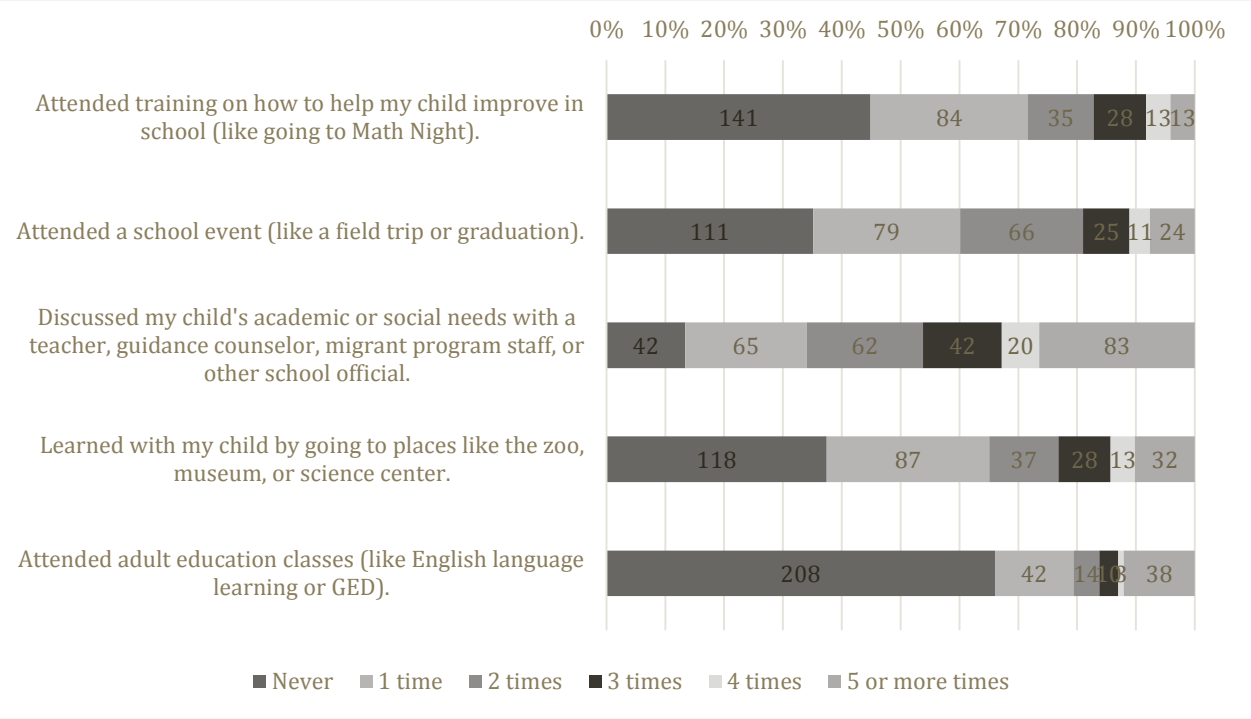


Note: N= 321

Table 33. Parent Survey Frequency of School Activities

About how many times have you done these activities this year?	Never	1 time	2 times	3 times	4 times	5 or more times	Responses
Attended training on how to help my child improve in school (like going to Math Night).	**45 %** 141	**27 %** 84	**11 %** 35	**9 %** 28	**4 %** 13	**4 %** 13	314
Attended a school event (like a field trip or graduation).	**35 %** 111	**25 %** 79	**21 %** 66	**8 %** 25	**3 %** 11	**8 %** 24	316
Discussed my child's academic or social needs with a teacher, guidance counselor, migrant program staff, or other school official.	**13 %** 42	**21 %** 65	**20 %** 62	**13 %** 42	**6 %** 20	**26 %** 83	314
Learned with my child by going to places like the zoo, museum, or science center.	**37 %** 118	**28 %** 87	**12 %** 37	**9 %** 28	**4 %** 13	**10 %** 32	315
Attended adult education classes (like English language learning or GED).	**66 %** 208	**13 %** 42	**4 %** 14	**3 %** 10	**1 %** 3	**12 %** 38	315

Figure 27. Parent Survey Frequency of School Activities

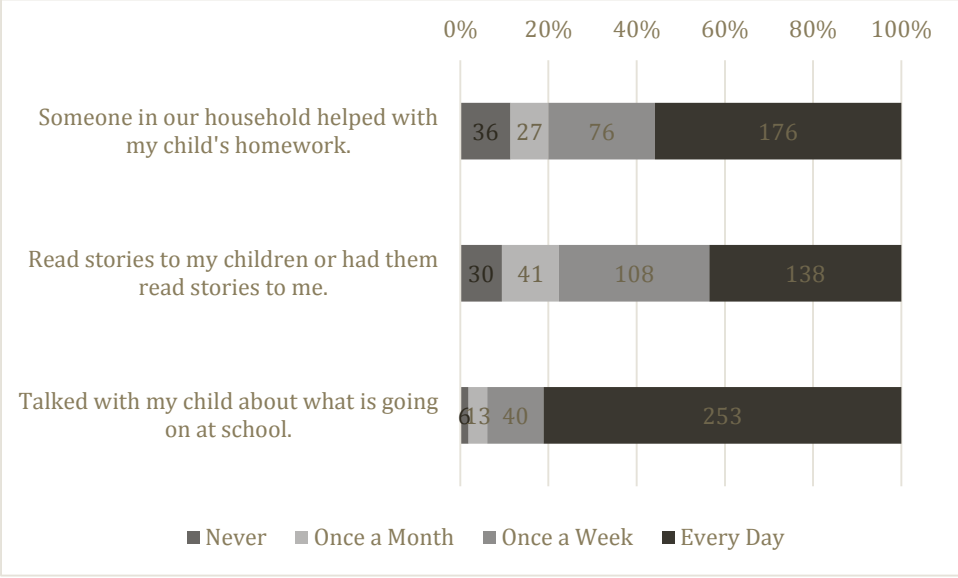


Note: bars are in the same order from left to right as the legend. Data for this chart are drawn from Table 33.

Table 34. Parent Survey: Home Education Activities

About how often did you do these things at home this year?	Never	Once a Month	Once a Week	Every Day	Responses
Someone in our household helped with my child's homework.	**11 %** 36	**9 %** 27	**24 %** 76	**56 %** 176	315
Read stories to my children or had them read stories to me.	**9 %** 30	**13 %** 41	**34 %** 108	**44 %** 138	317
Talked with my child about what is going on at school.	**2 %** 6	**4 %** 13	**13 %** 40	**81 %** 253	312

Figure 28. Parent Survey: Home Education Activities



Note: bars are in the same order from left to right as the legend. Data for this chart are drawn from Table 34.

Figure 29. Parent Survey: Summer Program Participation

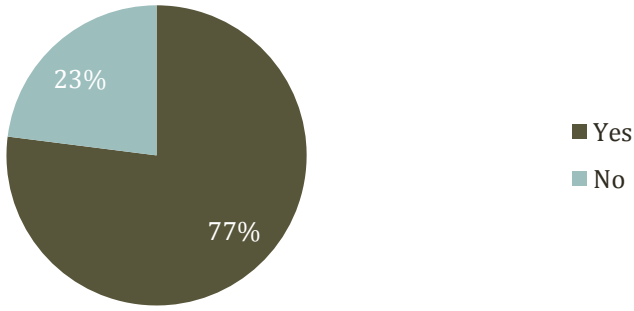


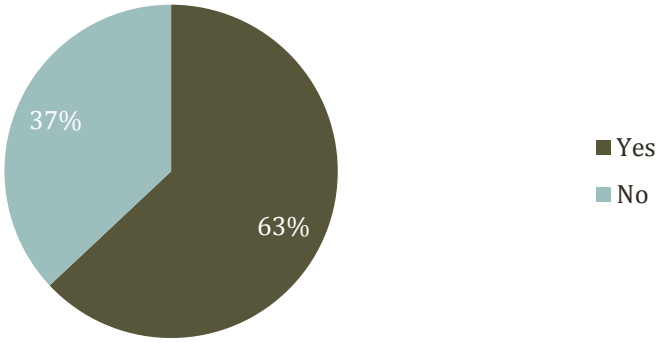
Table 35. Parent Survey: Program and School Reviews

Please mark how much you agree with these statements:	Yes	Somewhat	No	Responses
I understand rules at my child's school (like graduation requirements, immunization requirements).	81 % 260	15 % 49	4 % 12	321
I know how to look over my child's homework.	69 % 220	25 % 80	7 % 21	321
I understand the Kentucky Core Academic Standards and how they affect my children.	49 % 157	31 % 100	20 % 64	321
I learned new ways to help improve my child's math skills during the past year.	46 % 149	34 % 110	20 % 64	323
I learned new ways to help improve my child's reading skills during the past year.	56 % 181	33 % 106	11 % 35	322
I am satisfied with the amount of information I get about my child from their school.	84 % 272	13 % 42	2 % 8	322
I feel welcome when I visit my child's school.	88 % 285	8 % 26	4 % 12	323
I am satisfied with the training I get from the migrant program about helping with my child's education at home.	93 % 298	6 % 19	2 % 5	322
I know who to talk with when I have questions or concerns about my child at school.	89 % 287	9 % 30	2 % 6	323
I know what to do if I want to participate in a committee or meeting at my child's school.	58 % 187	27 % 87	15 % 48	322
I feel more involved this year at my child's school than last year.	64 % 204	28 % 89	9 % 28	321
Overall, I am satisfied with the services my child is currently receiving from the migrant program.	97 % 313	2 % 8	1 % 2	323
Overall, I am satisfied with the services I am currently receiving from the migrant program.	98 % 314	2 % 6	0 % 1	321

Figure 30. Parent Survey: Program and School Reviews

Note: bars are in the same order from left to right as the legend. Data for this chart are drawn from Table 35.

Figure 31. Parent Survey: Received help enrolling for pre-school or Kindergarten



Note: n=145.

Table 36. Parent Survey: Frequency of Communication and Services, Past Year

	Daily	Weekly	A few times per month	Monthly	Quarterly	Once	Summer	Never/did not participate	Responses
Communicate with MEP staff	**9 %**	**28 %**	**36 %**	**12 %**	**4 %**	**3 %**	**5 %**	**4 %**	309
Receive MEP services	**9 %**	**29 %**	**33 %**	**11 %**	**4 %**	**5 %**	**5 %**	**4 %**	284

Recommendations

The Kentucky MEP has made significant progress in strengthening its Statewide Service Delivery Plan and the implementation support and data collection that support it. These results are evident in the progress noted above. To further strengthen the program and enable ongoing review of its data by all parties to the KY MEP, we recommend the following:

- Change the SDP Data Collection protocol as it relates to pre-post curriculum based assessment so that it clearly asks for the number of students who demonstrated progress on the pre and post curriculum based assessments.
- Add enrollment in a GED or HS Diploma program for OSY as a field in the statewide migrant data system
- Revise the data collection process for OSY services, mini-lessons and assessments so that it can more easily be summarized and examined while in progress.
- Consider adding fields to the statewide migrant data system that enable collection of as much of the SDP indicator data as possible within the records attached to individual students, with attendant reports that allow ongoing insight into how each program and the state as a whole is progressing.