STATEWIDE COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE DELIVERY PLAN

Kentucky Migrant Education Program

August 30, 2016

Prepared for:

Kentucky Department of Education

Migrant Education Program

Frankfort, KY

Prepared by:

ESCORT

State University of New York at Oneonta

Oneonta, New York

August 2016

Abbreviations/Acronyms

CCR	College and/or Career Ready
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ELL/EL	English Language Learner or English Learner
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FRYSC	Family Resource Youth Services Center
GED	General Educational Development
GOSOSY	Graduation and Outcomes for Success for OSY
GPRA	Government Performance and Results Act
HS	High School
ID&R	Identification and Recruitment
ILP	Individual Learning Plan
K-12	Kindergarten through Grade 12
KYMEP	Kentucky Migrant Education Program
KDE	Kentucky Department of Education
LEA	Local Education Agency
MDE	Minimum Data Element
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PI	Parent Involvement
PD	Professional Development
PFS	Priority for Services
RTI	Response to Intervention
SDP	Service Delivery Plan
SEA	State Education Agency
SPED	Special Education
STEM	Science, Technology, Engineering and Mathematics
WIDA	World-class Instructional Design and Assessment

Table of Contents

Introduction 1
The Kentucky Migrant Education Program (KYMEP) 2
Comprehensive Needs Assessment 2
Program Improvement Highlights 3
Needs Assessment Summary 4
Purpose of the CNA 5
The Migrant Education Program Seven Areas of Concern 5
Phase I: Exploring "What Is" 6
Service Delivery Plan 9
SDP Review/Update Process 9
Concern Statements and Priority Service Delivery Strategies 11
Goal Area 1: Reading/Language Arts 11
Goal Area 2: Mathematics 18
Goal Area 3: High School Graduation/Dropout Prevention 25
Goal Area 4: School Readiness 33
Goal Area 5: Out-of-School Youth 40
Priority for Services Students 45
Identification and Recruitment Plan 46
Re-Interviews 47
Parent Involvement Plan 48
Exchange of Student Records Plan 50
Implementation and Accountability in Local Programs 51
Communicating the SDP 51
Evaluating the SDP 52
Conclusion 54

Appendices

KYMEP NAC Meeting #1 (October 20, 2015) Agenda
KYMEP NAC Meeting #2 (November 23, 2015) Agenda
KYMEP NAC Meeting #3 (February 10-11, 2016) Agenda
KYMEP Migrant Student Profile (October 2015)

Figures

Figure 1. The MEP Continuous Improvement Cycle 1
Figure 2. The CNA Process 5
Figure 3. KYMEP PAC Structure.....49

Tables

Table 1. Kentucky MEP Migrant Student Profile.....7
Table 2. SDP Committee Members 9
Table 3. Concern Statements and Supporting Data: Reading/Language Arts 11
Table 4. Reading and Language Arts Outcome Targets 12
Table 5. Reading and Language Arts Solutions and Implementation Targets 12
Table 6. Resources to Support Recommended Strategies: Reading and Language Arts.....16
Table 7. Concern Statements and Supporting Data: Mathematics 18
Table 8. Mathematics Outcome Targets 19
Table 9. Mathematics Solutions and Implementation Targets.....19
Table 10. Resources to Support Recommended Strategies: Mathematics.....23
Table 11. Concern Statements and Supporting Data: High School (HS) Graduation 25
Table 12. HS Graduation/Dropout Prevention Outcome Targets.....26
Table 13. HS Graduation/Dropout Prevention Solutions and Implementation Targets 26
Table 14. Resources to Support Recommended Strategies: HS Graduation 30
Table 15. Concern Statements and Supporting Data: School Readiness.....33
Table 16. School Readiness Outcome Targets 34
Table 17. School Readiness Solutions and Implementation Targets.....34
Table 18. Resources to Support Recommended Strategies: School Readiness 38
Table 19. Concern Statements and Supporting Data: Out-of-School Youth (OSY) 40
Table 20. OSY Outcome Targets.....41
Table 21. OSY Solutions and Implementation Targets 41
Table 22. Resources to Support Recommended Strategies: OSY 43
Table 23. ID&R Plan for 2015-16 47

Introduction

This Service Delivery Plan (SDP) update and the Comprehensive Needs Assessment (CNA) that informs it were prepared in 2015-16 as part of Kentucky's continuous improvement cycle (see Figure 1). It includes an action plan with recommended solutions and interventions that aim to close the gaps between where Kentucky migrant children perform now and where the Needs Assessment Committee (NAC) that conducted the CNA believes they should be. This detailed, data-driven action plan drives the comprehensive SDP.

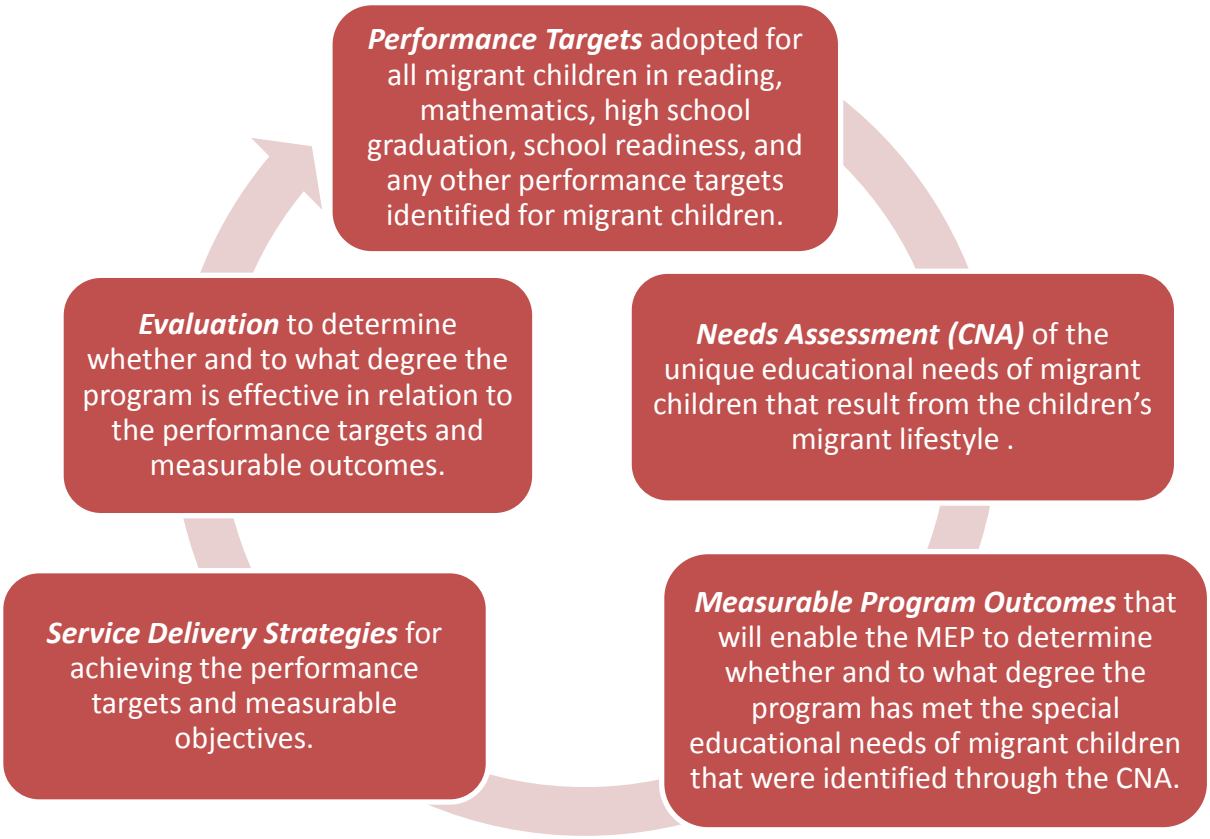


Figure 1. The MEP Continuous Improvement Cycle

The report describes the Kentucky Migrant Education Program (KYMEP) and areas for improvement identified in the CNA, and summarizes the overall CNA, which provides an update to the assessment that was last revised in 2013-14. The SDP updates the plan that was last revised in August 2014. The SDP contains the state performance targets, measureable program outcomes (MPO), service delivery strategies, definition of "priority for services" (PFS), and plans for parent involvement (PI), identification and recruitment (ID&R), evaluation and communication for the KYMEP. Finally, the *Appendices* contain NAC meeting agendas and the KYMEP Migrant Student Profile (October 2015).

The Kentucky Migrant Education Program

The KYMEP is administered by the Kentucky Department of Education (KDE) Division of Consolidated Plans and Audits through sub grants to local education agencies (LEAs) and five regional service centers. In 2014-15, there were 4,563 (3,861 in 2013-14) migrant children eligible for the KYMEP; 30 percent of them were English language learners (ELL) and 6 percent were identified as PFS. School districts administer the KYMEP and there are 36 KYMEP projects divided into five administrative regions (Northern, Eastern, Southern, Central and Western). All of the KYMEP projects run year-round programs; in 2014-15, 1,827 students (40 percent of total) were served during the summer term (1,660 or 43 percent of total were served during the summer term in 2013-14). Migrant students attended a total of 482 schools across the state.

Each year thousands of migrant families come to Kentucky to harvest tobacco and to perform the vital tasks necessary to reap the state's agricultural bounty. This highly mobile student population faces unique challenges and often lags behind their non-migrant peers in academic achievement. The KYMEP provides a combination of instructional and support services that are based on migrant students' assessed needs. In 2013-14, 82 percent of eligible migrant students received KYMEP-funded instructional or support services. Fifty-nine percent of migrant students received supplemental instruction in reading, 51 percent received supplemental instruction in mathematics and 60 percent of high school (HS) students received assistance with credit accrual.

Support services include, but are not limited to: health, nutrition, counseling and social services for migrant families, necessary educational supplies, and transportation. In 2013-14, 80 percent of migrant families received KYMEP-funded support services.

Comprehensive Needs Assessment

The KYMEP conducted a CNA in the fall-winter of 2015-16 in order to identify and validate its primary concerns related to the unique needs of their migrant children and families. To help identify research and evidence-based service delivery solutions that will lead to targeted revisions of the state's SDP, NACs were convened in each of the five goal areas of:

1) improving reading/language arts achievement
2) improving mathematics achievement
3) HS graduation and dropout prevention
4) school readiness
5) out-of-school-youth (OSY)

NAC members included experts with knowledge of research and best practices in content areas, migrant education, and state and local program administration. Their work is summarized in the following two sections: Program Improvement Highlights identifies specific programmatic needs, and the CNA Summary reviews the process and findings developed by the NAC.

Program Improvement Highlights

Careful analysis of information from MIS2000 (migrant database), the Consolidated State Performance Report (CSPR), and qualitative information from needs assessments and surveys confirmed the need for stronger programmatic responses as indicated below.

√ **Differentiate methods and materials to ensure that supplemental instruction for migrant students matches their reading and mathematics developmental levels.**

This is manifested in a variety of ways, including:

- analysis of assessments and consultation with classroom teachers that lead to supplemental instruction designed to help students who are performing below grade level
- professional development (PD) for KYMEP-funded instructors on best practices in assessing students' reading ability and tailoring teaching strategies to their needs
- development of action plans that include selection of developmentally appropriate resources and strategies to share with students and parents that build on each student's reading and mathematics levels/abilities

√ **Focus on the summer term as an opportunity to assist migrant students with site- and home-based instructional support to close the achievement gap and prepare them to cope with transitions.**

Help middle and HS students with reading projects during the summer hiatus, for example, provide them with grade-appropriate summer reading lists, form book clubs with the help of libraries, etc.

Develop programs that target cohorts of migrant students who are facing key transitions (entering kindergarten, elementary to middle school, middle school to HS) and provide them and their families with critical information and strategies to ease their integration into the school community.

√ **Offer coherent and ongoing job-embedded PD for migrant tutors who are tasked with helping migrant students improve their reading and mathematics proficiencies.**

In 2016-17 the focus will be on PD that improves reading instruction. In 2017-18, mathematics will be the focus. The PD should be multi-modal, which could include:

- face-to-face trainings that are KYMEP and/or district sponsored
- professional learning communities of tutors who field test recommended strategies and resources

- on-line resources and training that include videos of practitioners modeling successful strategies
- forums that enable MEP regions to share effective PD resources and strategies

√ **Select parent involvement topics that support the priority SDP elements. To the extent possible, follow up should be provided to determine if the strategies suggested and information provided to parents are being used and are helping in concrete ways.**

Parents are important partners in promoting their children's educational development. At every stage, parents should be provided with practical advice and user-friendly resources to support their children's literacy development and positive attitude about the importance of education.

The training and information parents receive should be tailored to the particular needs of the age of their children. In addition, when possible, the training they receive should consist of follow-up that ensures that the strategies and resources that have been provided are being used appropriately.

√ **Enhance focus on dropout prevention by increasing efforts to monitor at-risk students at the middle and HS levels.**

There are many elements in the High School Graduation/Dropout Prevention chart of recommended service delivery strategies that focus on the needs of at-risk secondary students. There is a particular emphasis on ensuring that the KYMEP staff is informed about the College and/or Career Ready (CCR) process that is being used across the state.

In addition, there is a focus on closely monitoring the progress and performance of struggling migrant students and responding to any red flags in a timely manner. Examples of recommendations from the High School Graduation/Dropout Prevention team include:

- monitor courses for each student (in grades 8-12) every grading period to confirm that course selection is aligned with his/her goals
- check student progress monthly/quarterly based on student tier (College Ready, Career Ready, College and Career Ready)

Needs Assessment Summary

A Migrant Education Program (MEP) CNA is required by the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act (ESEA) as reauthorized in 2001 for Title I Part C, Section 1304(1) and 2(2). States must address the special educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other programs under the ESEA and may be submitted as part of the state consolidated application
- provides that migratory children will have an opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet (specifies measurable program goals and outcomes)

- is the product of joint planning among local, state and federal programs, including programs under Part A, early childhood programs, and language instruction programs
- encompasses the full range of services that are available for migrant children from appropriate local, state and federal educational programs
- provides for the integration of available MEP services with other federal-, state- or locally-operated programs

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA.

Purpose of the CNA

The state MEP has flexibility in implementing the CNA through its LEAs or local operating agencies, except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to:

1) focus on ways to permit migrant children with PFS to participate effectively in school
2) meet migrant student needs not addressed by services available from other federal or non-federal programs

The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the state to allocate funds to local operating agencies. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migrant parents and students as appropriate, educators and administrators of programs that serve migrant students, content area experts, and other individuals critical to ensuring commitment and follow-up.

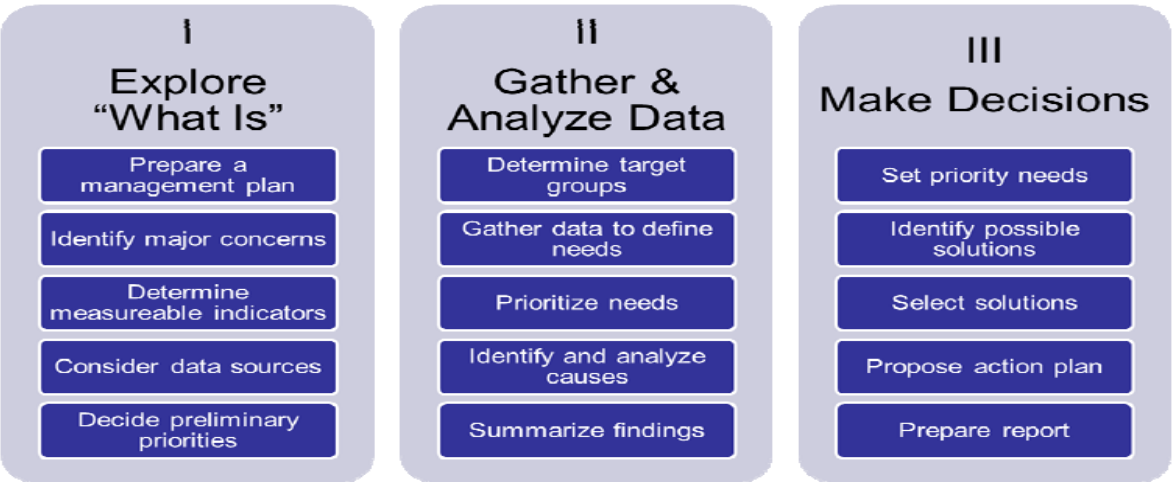


Figure 2. The CNA Process

The Migrant Education Program Seven Areas of Concern

There are seven common areas of concern that emerged from a CNA initiative undertaken by the Office of Migrant Education (OME) [of the U.S. Department of Education] from 2002-2005 in four states. Seven areas emerged from this initiative as being important for all states to consider as they begin to conduct their statewide assessment of needs.

During committee meetings and work groups, the seven themes helped guide Kentucky toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. Specific concerns challenging the success of migrant students include:

1) educational continuity
2) instructional time
3) school engagement
4) English language development
5) education support in the home
6) health
7) access to services

The *Seven Areas of Concern* served as a focus around which the Kentucky CNA committees developed concern statements, which were used by KYMEP staff and other key stakeholders to design appropriate services to meet the special educational needs of migrant students.

Phase I: Exploring "What Is"

Prior to the first NAC meeting, a profile of migrant students, demographics and achievement was compiled from state data sources including the State Report Card and Consolidated State Performance Reports for the 2013-14 school year. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migrant student population in Kentucky.

The Kentucky CNA was designed to develop an understanding of the unique educational and educationally-related needs of migrant students. Not only does this analysis of needs provide a foundation for the future direction of the KYMEP through the Comprehensive State Plan for Service Delivery, but it also supports the overall continuous improvement and quality assurance processes of the KYMEP.

The preparation phase (Phase I) of the Kentucky CNA involved two major objectives:

1. garner a **sense of commitment** to the needs assessment in all levels of the MEP
2. gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner

The KYMEP state director, Heather Rhorer, is an employee of the KDE. She was assisted in the development of the CNA by a consulting team from ESCORT and Arroyo Research Services. The state MEP management plan defined the structure for the NAC, assigned roles and responsibilities, and developed a calendar of meeting dates and timelines for tasks to be completed.

The Kentucky NAC was charged with:

- guiding the needs assessment process
- setting priorities
- making policy recommendations and internal process decisions that affect planning and implementation

NAC members were recommended by KYMEP staff and reflected a broad range of stakeholders that included state personnel, state MEP staff, project directors, teachers, content area experts, recruiters, district administrators and migrant parents.

The purpose of Phase I was to:

1) investigate what already is known about the special educational needs of the target group
2) determine the focus and scope of the CNA
3) gain commitment for all stages of the assessment including the use of the findings for program planning and implementation

The term *special educational needs* describes educationally-related needs that result from a migratory lifestyle that must be met in order for migrant children to participate effectively in school and/or pursue alternative pathways for furthering their education. The CNA process:

- includes both needs identification and the assessment of potential solutions
- addresses all relevant goals established for migrant children to ensure migrant children have the opportunity to meet the same challenging standards as their peers
- identifies the needs of migrant children at a level useful for program design purposes
- collects data from appropriate target groups
- examines needs data disaggregated by key subgroups

The following chart features data from the 2013-14 school year (unless otherwise designated) that assisted NAC decision-makers in identifying the unique needs of migrant students and families.

Table 1. Kentucky MEP Migrant Student Profile Information

Data Element	Findings
Eligible migrant students (3-21)	4,563 (Category 1) 1,827 (Category 2 – Summer) [2014-15] 3,861 (Category 1) 1,660 (Category 2 – Summer) [2013-14]
Gender	Male: 64 percent Female: 36 percent
Ethnicity	Hispanic: 73 percent (compared with 3 percent Hispanic in KY); next highest ethnicity is White: 25 percent
Typical qualifying activities	Cutting, topping, stripping and planting tobacco; harvesting pumpkins, strawberries, watermelons, peaches, tomatoes and soybeans; temporary work: milking and feeding cows, deboning chicken, feeding livestock
Number with qualifying arrival date in 2013-14	1,600

Data Element	Findings
Primary migration patterns	Migrant students moved intra-state and moved to Kentucky from: (U.S.) GA, FL, CA, TN, TX, OH and (foreign) Mexico, Guatemala, and Honduras
Geographic distribution	Migrant students and their families reside throughout the state and are being served by four regional programs that fund KYMEP services in 47 counties and 482 schools
Migrant students with PFS	247 (6 percent of all eligible migrant students)
At-risk factors leading to PFS designation	Factors in PFS definition for students whose education has been interrupted during the regular school year: scored below proficient on reading, mathematics, HS state assessments, limited English proficiency status, retained in grade, overage for grade, credit deficient (secondary students only)
Eligible migrant students who are ELL	1,172 (30 percent) of all eligible migrant students (compared to 2.7 percent of non-migrant students); Spanish is the primary language spoken by the majority of ELLs
Migrant students served	3,861 (regular school year) and 1,660 (during the summer); PFS students served: 79 percent
Number of students receiving instructional services	2,371 (Reading–2,273 / Mathematics–1,953)
Number of students receiving support services	3,098
Number of students receiving counseling services	1,759
OSY identified/served	Identified: 978 / Served: 603 (instructional services: 267 / support services: 589)
Migrant students scoring proficient on state reading and mathematics assessments	Reading–34 percent Mathematics–30 percent
Gap between migrant and non-migrant student proficiency on state reading and mathematics assessments	Reading gap: elementary school–17.5 percent, middle school–23.7 percent / Mathematics gap: elementary school–16.8 percent, middle school–17.3 percent
Gap between migrant and "Gap Group" proficiency on state reading and mathematics assessments	Reading gap: elementary school–7.9 percent, middle School–12.8 percent; Mathematics gap: elementary school–6.7 percent, middle school–5.5 percent
Migrant student dropout rate	3 percent (2013-2014)
Graduation rate	75.3 percent (4-year), compared with 66 percent for ELL students and 87.5 percent for all students; 30 percent of migrant students were deemed CCR compared with 49.9 percent of Gap Group students

In addition to the data that was obtained from KYMEP and state databases, the NAC teams received valuable survey information from MEP staff and migrant parents. A comprehensive parent survey was conducted in June 2015 and was completed by 321 parents.

In summary, the primary purpose of the CNA is to guide the overall design of the KYMEP on a statewide basis and to assure that the findings of the CNA will be folded into the Comprehensive State Plan for Service Delivery.

Service Delivery Plan

The SDP is designed to help the KYMEP develop and articulate a clear vision of:

1) the needs of Kentucky's migrant children
2) the KYMEP's measurable outcomes and how they help achieve the state's performance targets
3) the services the KYMEP will provide on a statewide basis
4) how to evaluate whether and to what degree the program is effective

Results are shown in each of the sections that follow, including a description of the process, concern statements and priority solutions, and plans for each major component of the KYMEP.

SDP Review/Update Process

This SDP is the product of collaboration between KYMEP, content experts and external consultants. They have guided the KDE in identifying statewide goals and strategies for raising academic achievement for migrant youth in the state based on the findings and priorities from the 2015-16 CNA. KDE contracted with ESCORT to facilitate the SDP review/update process by convening five committees to focus on: improving reading achievement, improving mathematics achievement, preschoolers, HS graduation and dropout prevention, and OSY. Table 2 lists NAC committee members who contributed their research-based knowledge, experience with serving migrant students and their families, and expertise in educational programming to help review and update the SDP.

Table 2. SDP Committee Members

Name	Title
Reading	
Christina Benassi	KYMEP ID&R Coordinator
Skip Cleavinger	Warren County EL Coordinator
Maria Diaz-Ramos	Madison County MEP Recruiter
Gary Martin	Title III Coordinator for KDE
Becca Neal	Barren County MEP Assistant/Advocate
Mathematics	
Michael Daily	Fayette County Administrator
April Harper	Central Migrant Regional Service Center Coordinator
Robin McMurtrey	Barren County mathematics teacher
Heather Rhorer	KDE MEP State Director
HS Graduation/Dropout Prevention	
Brock Baber	Eastern Migrant Regional Service Center Coordinator and Advocate
Ali Frailey	Webster County EL Coordinator
Michael Hay	Southeastern Migrant Regional Service Center Coordinator
Cindy Sasser	Western Migrant Regional Service Center Coordinator

Name	Title
Robert Tanner	Webster County Administrator
Laura Voth	Todd County MEP Advocate/ESL Instructor
School Readiness	
Sheila Anderson	Eastern Regional Migrant Service Center Coordinator
Daylin Casalis	MEP Advocate/Recruiter
Lane Deckard	MEP Recruiter
Debbi Rose	Powell County Director of Special Education and MEP Coordinator
Jackie Roth	Northeastern Regional Migrant Service Center Coordinator
Elma Simpson	Marion County MEP Advocate/Recruiter
Teresa Sneed	Bowling Green Parent Involvement
OSY	
Mayra Duncan	Logan County MEP Recruiter
Laura Puente	Eastern Region MEP Recruiter
Pedro Santiago	State Recruiter Northern Migrant Regional Service Center
Larissa Woodie	Metcalfe County MEP Advocate/Recruiter

The NACs met three times (October 20, 2015, November 23, 2015 and February 10, 2016) to review the CNA findings and refine solution strategies (meeting 1) and discuss evaluation measures and strategies for communicating the SDP at the regional and local levels (meeting 2). During the meeting 3, the teams reviewed the existing SDP strategies and updated them by adding detailed recommendations, guidance, and suggestions for resources and collaborations.

The meeting structure was to have the committees work first in their small teams to concentrate on issues specific to their goal area group and then debrief with the full group so that all committee members could add insights collaboratively. In addition, there were three half-day meetings that occurred the day after each of the three NAC meetings. These meetings were spent focusing on the data elements and information needed for the committees to validate their concerns and discuss the best ways to craft the different implementation and outcome measures.

The KYMEP is committed to building the knowledge and capacity of service providers statewide and to providing them with the opportunity to weigh in on and take ownership of the different elements of the revised SDP. The state office conducted a series of regional sessions in April 2016 to introduce the newly minted SDP, explain the concerns that prompted key revisions, and obtain feedback from KYMEP service providers. The feedback that was obtained from these meetings has been incorporated into the SDP.

The KYMEP is also dedicated to increasing migrant parent participation in program decision-making by providing trainings on parent advisory councils (PACs). Parents will be introduced to the various service delivery strategies that the KYMEP proposes to deliver and asked if they agree that these services will best meet the needs of their children. More details are provided in the Parent Involvement Plan section of this SDP.

Concern Statements and Priority Service Delivery Strategies

This section provides detailed information about the primary data-driven concerns identified during the CNA process in each of the five goal areas (Concern Statements) and the data compiled to verify the concerns (Supporting Data), and includes charts listing the service delivery strategies recommended by the various NAC teams and a list of recommended resources and partnerships that may assist with implementation of the strategies. Each goal area section concludes with a discussion of how this data informed the team's decision-making process to improve service delivery solutions.

Goal Area 1: Reading/Language Arts

Table 3. Concern Statements and Supporting Data: Reading/Language Arts

Concern Statements	Supporting Data
Migrant students are not performing at grade level in reading *Related concern:* Migrant students continue to fall further behind their peers in reading once they reach middle school *Related concern:* Migrant students who are English learners (ELs) are not performing at grade-level standards in reading. (English language development, instructional time)	73% of migrant students are Hispanic Gap between migrant and non-migrant students on state assessments in reading: elementary school–17.5 percent, middle school–23.7 percent Gap between migrant and "Gap Group" students on state assessments in reading: elementary school–7.9 percent, middle school–12.8 percent 39 percent of migrant staff rated reading as a top supplemental service need of their migrant students Migrant parents of elementary-age children listed reading as the subject for which their children need the most assistance Migrant parents of middle school-age children listed reading as the second subject for which their children need the most assistance
Migrant parents are not receiving materials in a mode of communication they can understand to support their children's literacy (education support in the home)	44 percent of migrant parents surveyed reported that they had received "none" or "some" instruction in ways that they can improve their child's reading skills during the past year 43 percent of migrant staff surveyed said that parents need strategies to support their children's education in the home 43 percent of migrant staff surveyed said that parents need strategies to enable them to help with their children's homework

Table 4. Reading and Language Arts Outcome Targets

Target Type	Target
State Performance Target:	Increase the K-PREP Reading migrant student percent proficient to 65.6 percent for elementary school students and 63.9 percent for middle school students by SY 2018-19.
MPO:	Each year beginning in Fall 2017, 20% of PFS and Below Grade Level migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the KPREP Reading assessment.

Table 5. Reading and Language Arts Solutions and Implementation Targets

Goal Area: Reading/Language Arts			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
1.1(1) During the school year, PFS students and those who are below grade level[1] in reading (grades K-5/6) will receive MEP support[2] at least twice a week	1.1(1)a Identify students who are at-risk in reading and develop an instructional plan (*minimum data elements TBD) that is informed by data analysis, student need, availability of instructional supports and close monitoring of progress 1.1(1)b MEP **instructional staff** should attend trainings on research-based strategies for teaching reading (6 hours that may be a combination of face-to-face and virtual sessions)	Percent of PFS students and students who are below grade level in reading with greater than or equal to two supplemental services contacts per week	Promote literacy through a range of activities, such as: • co-read with elementary students • utilize college volunteers/tutors to teach/mentor students • attend World-class Instructional Design and Assessment (WIDA) training and use English as a Second Language (ESL) resources • conduct home-based instructional visits that are tailored to EL student needs

[1] Below grade level is determined at the district level or scoring Novice or Apprentice on the state assessment
[2] Support may include: communication with educational support staff, monitoring student progress, tutoring, home visit, referral with follow up

Goal Area: Reading/Language Arts			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
1.1(2) Provide middle and HS students who are below grade level in reading with data-driven reading instruction at least twice per week	1.1(2)a During the regular school year, develop alternative learning opportunities for middle and HS students that best meet their needs (e.g. night school, online courses, General Education Development [GED]/High School Equivalency Program classes, after school, before school, extracurricular activities) 1.1(2)b During the summer provide middle and HS students with books that are assigned during the summer and/or that they will read in the fall; include incentives for completing assigned books (e.g. field trips, book clubs, student events)	Percent of secondary students who are below grade level in reading with greater than or equal to two supplemental services contacts per week; baseline and target to be determined in 2016-17	Utilize high interest reading materials with secondary students Partner with library summer reading programs Form book clubs *Imagine Learning* – online resource for oral language and literacy development Teach academic vocabulary (The Academic Word List)
1.2 In the summer, local projects will provide at least 80 hours of summer instruction (that includes reading/language arts) through programs that are at least three days per week for four to six weeks [704 KAR 3:292, Section 2(2)]	1.2a Provide individualized reading/ language arts instruction during the summer for PFS students and those who are below grade level in reading	Percent of summer school students receiving greater than or equal to 80 hours of summer instruction	Develop and implement theme-based summer programming that focuses on literacy development and community projects.

Goal Area: Reading/Language Arts			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
1.3 Local projects will support all migrant students (not only the most at-risk) using these recommended practices: a) tailor supplemental academic instruction to student needs b) review formative/interim assessment data as an early warning/progress monitoring process c) use research-based reading interventions that are consistent and promote student growth	1.3a Collect student performance data using a minimum of two grading cycles; monitor student progress via Infinite Campus 1.3b Review other sources of data to support the urgency of need (e.g. credits earned, grades, failure rate, attendance, frequency of moves) and develop a plan to meet student needs 1.3c Collaborate with educational support staff (classroom teacher, ESL staff, Exceptional Student Services program, Response to Interventions [RTI] teacher, Special Education (SPED) teacher, counselor, curriculum specialist) to help identify and take next steps.		Provide PD for regular classroom teachers and administrators in the areas of ESL and cultural diversity Work in consultation with district ESL teachers for how to best support their instruction

Goal Area: Reading/Language Arts			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
1.4 Provide home visits to parents that focus on literacy development 1.5 Dedicate at least one PAC/PI meeting to the theme of literacy development; tailor the topics to the ages and reading levels of their children	1.4a and 1.5a Supply families with materials and activities that match their children's reading and interest levels – bilingual/in their native language and English if applicable. 1.4b and 1.5b Prepare differentiated parent resources (graphing tools, homework dictionary, manipulatives, etc.) as appropriate that address the literacy needs of their children (ask teachers for suggestions) 1.4c and 1.5c Identify and share technology resources that can be accessed in the home (e.g. Colorin Colorado)	Percent of families receiving home visits focused on literacy development; baseline and target to be determined in 2016-17	Refer parents to libraries or other community resources that promote literacy development (e.g. Family Resource Youth Services Center [FRYSC], local churches, Boys and Girls clubs and healthcare providers) Build a bank of translated documents to reduce the burden on districts Encourage parent involvement through modeling the use of read-aloud methods and distribution of bilingual books

Table 6. Resources to Support Implementation of Recommended Service Delivery Strategies: Reading and Language Arts

MEP funds used for…	Coordinate with…	Sources for instructional strategies, materials and support services:	District support	State Education Agency (SEA) support
Tutoring staff Books and materials Home visits PI/PAC meetings literacy topics Scholastic First Book US Borne Reading A-Z Technology and apps	Libraries Schools Reading specialists Title I staff Title III staff Adult Education Extension offices Educational Co-ops National Literacy classroom teachers ESS daytime waiver	Imagination Library PD360 training KET Boys and Girls Clubs 21st Century Learning Community extended day programming Local libraries Afterschool programs ESS Videos modeling literacy development practices	Assessment Reading support PD360/CIITS accounts Curriculum Summer reading lists	Support and funding for targeted PD on best practices in teaching reading

Discussion of Improving Reading/Language Arts Achievement Service Delivery Solutions

The Improving Reading/Language Arts Achievement committee focused on their top concerns relating to the need for more strategic and tailored supplementary instructional support for migrant students who are PFS and/or have been deemed "below basic" according to state reading and/or local reading assessments. The data show that these students are often ELL and require data-informed differentiated instruction in order to catch up with their grade-level peers. The committee was particularly concerned that the achievement gap continues to grow as migrant students move from elementary to middle school.

The primary recommendations for program improvement are cited in the Program Improvement Highlights section of this report: **Differentiate methods and materials to ensure that supplemental instruction for migrant students matches their reading developmental level.** This is manifested in a variety of ways:

- analysis of assessments and consultation with classroom teachers that lead to supplemental instruction designed to help students who are performing below grade level
- PD for KYMEP-funded instructors on best practices in assessing students' reading ability and tailoring teaching strategies to their needs
- development of action plans that include selection of developmentally appropriate resources and strategies to share with students and parents that build on each student's reading and mathematics levels/abilities

Other recommendations include:

Help middle and HS students with reading projects during the summer hiatus; for example, provide grade-appropriate summer reading lists, form book clubs with the help of libraries, etc.

Professional development for instructors who provide supplemental reading instruction should be ongoing and multi-modal. PD models could include:

- face-to-face trainings that are MEP and/or district sponsored
- professional learning communities of tutors who field test recommended strategies and resources
- on-line resources and training that include videos of practitioners modeling successful strategies
- forums that enable MEP regions to share effective PD resources and strategies

Parents are important partners in promoting their children's educational development. At every stage, parents should be provided with practical advice and user-friendly resources to support their children's literacy development and positive attitude about the importance of education.

The training and information they receive should be tailored to their particular needs depending on the age of their children. In addition, when possible, training should consist of follow-up that ensures that the strategies/resources provided are being used appropriately.

Goal Area 2: Mathematics

Table 7. Concern Statements and Supporting Data: Mathematics

Concern Statements	Supporting Data
Migrant students are not performing at grade level in mathematics *Related concern:* Migrant students continue to fall further behind their peers in mathematics once they reach middle school *Related concern:* Migrant students are missing mathematics building blocks due to school disruption (English language development, instructional time, educational continuity)	73 percent of migrant students are Hispanic Gap between migrant and non-migrant students on state assessments in mathematics: elementary school–16.8 percent, middle school–17.3 percent Gap between migrant and "Gap Group" students on state assessments in mathematics: elementary school–6.7 percent, middle school–5.5 percent 47 percent of migrant staff rated mathematics as a top supplemental service need of their migrant students Migrant parents of elementary-age children listed mathematics as the second subject for which their children need the most assistance Migrant parents of middle school-age children listed mathematics as the first subject for which their children need the most assistance
Migrant parents do not know how to support their children in mathematics literacy	54 percent of migrant parents surveyed reported that they had received "none" or "some" instruction in ways that they can improve their child's mathematics skills during the past year 43 percent of migrant staff surveyed said that parents need strategies to support their children's education in the home 43 percent of migrant staff surveyed said that parents need strategies to enable them to help with their children's homework Some parents commented that middle and HS children need more tutoring help; they also said that the content is too hard for them to assist their children.

Table 8. Mathematics Outcome Targets

Target Type	Target
State Performance Target:	Increase the K-PREP Mathematics migrant student percent proficient to 64.3 percent for elementary school students and 62.7 percent for middle school students by SY 2018-19.
MPO:	Each year beginning in Fall 2017, 20% of PFS and Below Grade Level migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the KPREP Mathematics assessment.

Table 9. Mathematics Solutions and Implementation Targets

Goal Area: Mathematics			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
2.1 During the school year, PFS students and those who are below grade level[1] in mathematics will receive MEP support[2] at least twice a week	2.1a Identify students who are at-risk in mathematics and develop an instructional plan (*minimum data elements TBD) that is informed by data analysis, student need, availability of instructional supports and close monitoring of progress 2.1b Identify and train teaching/ tutoring staff to support the mathematical instructional needs of migrant students (6 hours that may be a combination of face-to-face and virtual sessions) 2.1c Establish and implement other avenues to instructional access	Percent of PFS students and student who are below grade level in mathematics with greater than or equal to two supplemental services contacts per week	Promote mathematics activities through a range of activities, for example: • utilize college volunteers/ tutors to teach/mentor students • attend WIDA training and utilize ESL resources • conduct home-based instructional visits that are tailored to ELL student needs

Goal Area: Mathematics			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
	such as: technology and internet services, online courses/tutoring (e.g. ALEKS, Khan Academy), in-home iPad/technology-based lessons, after school programs, credit recovery options, etc.		
2.2 In the summer, local projects will provide at least 80 hours of summer instruction (that includes mathematics and Science, Technology, Engineering and Mathematics [STEM] development) through programs that are at least three days per week for four to six weeks [704 KAR 3:292, Section 2(2)]	2.2a Provide individualized mathematics instruction during the summer for PFS students and those who are below grade level in mathematics	Percent of summer school students receiving greater than or equal to 80 hours of summer instruction	Identify promising strategies that are implemented during the summer and adapt them to the regular school term Develop and implement theme-based summer programming that incorporates STEM development

Goal Area: Mathematics			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
2.3 Local projects will support all migrant students (not only the most at-risk) using these recommended practices: a) tailor supplemental academic instruction to student needs b) review formative/interim assessment data as an early warning/progress monitoring process c) use research-based mathematics interventions that are consistent and promote student growth	2.3a Collect student mathematics-related data using a minimum of two grading cycles 2.3b Review other sources of data to support the urgency of need (e.g. mathematics credits earned, grades, failure rate, attendance, frequency of moves) and develop a plan to meet student needs 2.3c Collaborate with educational support staff (classroom teacher, ESL staff, ESS program, RTI teacher, SPED teacher, counselor, curriculum specialist) to help identify and take next steps.		

Goal Area: Mathematics			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
2.4 Provide home visits to parents that focus on mathematics literacy development	2.4a Supply families with materials and activities that match their children's mathematics level – bilingual/in their native language and English if applicable 2.4b Prepare differentiated parent resources (graphing tools, homework dictionary, manipulatives, etc.) as appropriate to address the mathematics needs of their children (ask teachers for suggestions) 2.4c Identify and share technology resources that can be accessed in the home (e.g. ¡Colorín Colorado!)	Percent of families receiving home visits focused on mathematics literacy development; baseline and target to be determined in 2016-17	

Table 10. Resources to Support Implementation of Recommended Service Delivery Strategies: Mathematics

MEP funds used for…	Coordinate with…	Sources for instructional strategies, materials, and support services:	District support	SEA support
Tutoring staff Parent resources Books and materials Home visits PI/PAC meetings promoting mathematics development activities US Borne – Math Dictionary of mathematics terms (bilingual) Technology and apps	School Classroom teachers Mathematics coaches Title I interventionists Junior Achievement Extension offices Educational Co-ops Colleges and universities	KHAN Academy instructional videos ALEKS Ed Helper Everyday Math Study Island Discovery education STAR Math	Assessment PD360/CIITS accounts	Support for training and funding of staff development and mathematics initiatives Materials and equipment

Discussion of Improving Mathematics Achievement Service Delivery Solutions

The Improving Mathematics Achievement committee came up with many solutions similar to improving reading instruction, although the average gap between migrant and non-migrant student performance on the state assessment was not quite as wide (elementary–16.8 percent, middle–17.3percent) as the reading gap (elementary–7.5 percent, middle–23.7 percent). However, there is still a critical need to improve the mathematics abilities and performance of Kentucky's migrant students.

In addition to providing more individual and small group instruction to migrant students who are deemed below basic in mathematics, the committee emphasized that mathematics instructors should make use of the rich real world contexts that migrant students experience on a daily basis. Migrant students, who have often been involved in the world of work much sooner than most school children, are likely to have many skills that can be applied to the field of mathematics.

The Mathematics Achievement committee was particularly concerned about the gaps in knowledge that occur when mobile migrant students move from district to district where mathematics instruction and/or course sequence may vary considerably. As a result, migrant students are often missing out on instruction in the conceptual building blocks that lead to success in higher-level mathematics courses.

Limited English proficiency causes many migrant ELL students to have difficulties with both mathematics systems and English terminology that may differ from their native language experiences. The committee reiterated the need for explicit instruction and practice in how to succeed on the state's mathematics assessment.

Parents are important partners in promoting their children's educational development. At every stage, parents should be provided with practical advice and user-friendly resources to support their children's mathematics abilities and positive attitude about the importance of education. Parents need particular help as their children move up the grades and the concepts being taught are likely to be unfamiliar and/or too difficult for them to help with homework.

The training and information parents receive should be tailored to their particular needs depending on the age of their children. In addition, when possible, the training they receive should consist of follow-up that ensures that the strategies/resources provided are being used appropriately.

Goal Area 3: High School Graduation/Dropout Prevention

Table 11. Concern Statements and Supporting Data: High School Graduation

Concern Statements	Supporting Data
Migrant secondary students lose interest in school because they are not placed in courses that are tailored to their needs and goals *Related Concern:* Migrant secondary students do not have equal access to information and resources about career choices and continuing education (student engagement, access to services, educational continuity)	75.3 percent graduation rate for migrant students (4-year) compared with 87.5 percent for all students 30 percent of migrant students were deemed CCR compared with 49.9 percent of Gap Group students. 30-35 percent of KYMEP staff rated "college and career counseling" and "programs addressing post-secondary career opportunities" as one of their top three areas of need of their students 66 percent of secondary migrant students have up-to-date Individual Learning Plans (ILPs) 46 percent of secondary migrant students have completed at least 75 percent of CCR checklist items There were many KYMEP staff members who voiced concerns about secondary students who lack motivation, enter school with major gaps in their education, and do not receive the support they need to perform at grade level and prepare for post-secondary opportunities
Migrant students do not have the same access to involvement in co-/extra-curricular activities as non-migrant students. (student engagement, access to services)	50 percent of migrant secondary students have participated in HS activities. 40 percent of KYMEP staff chose "support for extracurricular activities" as one of their top areas of need of their students Parents said at a recent PAC meeting that they want their children to participate in extracurricular activities; however, they said that they could use help with related fees and transportation
Migrant parents with children in grades 8-12 are unfamiliar with district requirements and expectations that lead to HS graduation (education support in the home)	Comments/suggestions from parents at a recent PAC meeting: "More tutoring and supplemental services for middle and HS, but they do not want their children pulled out of class" "Parents want to be included in discussions related to ILPs, the CCR checklist and scholarship opportunities, etc." "Educate parents about ways to help their kids stay in school until they obtain a university diploma" 54 percent of migrant parents have met with a school counselor, KYMEP staff member or other school official less than three times to discuss their child's academic or social needs

Table 12. High School Graduation/Dropout Prevention Outcome Targets

Target Type	Target
State Performance Target:	Increase the average four-year graduation rate for migrant students to 86.7 percent by 2019
MPO:	By Fall 2017, 75% of High School students will be on track to graduate as indicated by the MEP CCR Checklist. The percentage of High School Students targeted for supplemental academic services who receive MEP CCR services and 2 or more supplemental services per week that are on track to graduate will increase by 10 points over the baseline established in 2016-2017.

Table 13. High School Graduation/Dropout Prevention Solutions and Implementation Targets

Goal Area: High School Graduation and Dropout Prevention			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
3.1 Ensure that migrant secondary students receive essential information and resources about career choices and continuing education	3.1a Train KYMEP staff to use the MEP CCR checklist and how it is designed to supplement the district CCR (*form a committee to develop guidance on how to utilize the MEP CCR/ILP as a supplement to district efforts) 3.1b Monitor courses for each student (in grades 8-12) every grading period to confirm that course selection is aligned with his/her goals 3.1c Assist migrant students to develop personalized learning plans focused on college- or career-ready pathways; introduce migrant students to “career ready” options that may be of interest to them	Percent of migrant students on track with the goals established in their MEP CCR checklist Percent of secondary students whose MEP CCR checklists are updated twice per year or more	Utilize high quality technology-based programs that are aligned with personalized learning management systems (e.g. WIN software, Canvas, ILP, APEX) Ensure that KYMEP staff can obtain access to migrant students’ ILPs

Goal Area: High School Graduation and Dropout Prevention			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
3.2 Collaborate with school-based programs to ensure equal access to college and career resources Partner with counselors, CCR counselors (available in some districts), CCR resource labs, etc.	3.2a Check student progress monthly/quarterly based on student tier (College Ready, Career Ready, College and Career Ready) 3.2b Collaborate with school/district personnel to ensure timely completion of a college and career readiness plan		
3.3 Review *Persistence to Graduation* tool information (Kindergarten through Grade 12 [K-12] report in Infinite Campus) to identify early indicators of "at risk" migrant students	3.3a Attend district/state professional development on the use of the *Persistence to Graduation* tool		

Goal Area: High School Graduation and Dropout Prevention			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
3.4 Migrant students will have improved access to involvement in co-/extra-curricular activities	3.4a Educate migrant students on the full range of co-/extra-curricular activities and the benefits of participating 3.4b Cultivate opportunities/options that address co-/extra-curricular needs of migrant students (e.g. Heritage/Migrant clubs, church groups, volunteering, virtual communities) 3.4c Educate potential service providers/district staff on unique barriers to participation faced by migrant students and families	Percent of migrant secondary students who participate in co-/extra-curricular activities; baseline and target to be determined in 2016-17	
3.5 Develop informational packets with graduation requirements for families that address the specific needs of students who are moving/highly mobile	3.5a KYMEP staff will explore and document district-specific procedures to obtain student records and share with key stakeholders to ensure students are on track for graduation (e.g. credit history, EL status, health conditions, other unique needs) 3.5b Differentiate and disseminate informational materials by grade levels (e.g. required courses, grading systems and what they mean, school expectations, testing requirements and interpretation of results)		

Goal Area: High School Graduation and Dropout Prevention			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
3.6 Educate migrant parents with children in grades 8-12 on HS graduation requirements	3.6a Collaborate with guidance counselors and/or appropriate school personnel to provide parents with training on how to access the parent portal of Infinite Campus and student ILPs 3.6b Include in PAC/PI meetings practical information on how to access the parent portal	Percent of families where at least one parent has participated in training on ILPs or how to access the Infinite Campus parent portal; baseline and target to be determined in 2016-17	

Table 14. Resources to Support Implementation of Recommended Service Delivery Strategies: HS Graduation

MEP funds used for…	Coordinate with…	Sources for instructional strategies, materials, and support services:	District support	SEA support
Information packets Staff time Home visits PI events College visits College fairs Technology support Edudarius CCR training Books/materials Regional camps Certifications Fees/supplies (extracurricular) Graduation Task Force	CTCs CCR Specialists Counselors FRYSC Colleges Educational co-ops District and community dropout prevention programs Boys and Girls Clubs 4-H Programs	*Diploma Project Toolkit* (PA) – Curriculum for promoting graduation and pursuit of continuing education opportunities KDE – CCR Resources *Persistence to Graduation* tool ACT resources Test prep materials Pathways to Scholarships ILP – Career Cruising	Support to obtain *Persistence to Graduation* tool District dropout prevention or mentoring programs Test prep programs	Support to obtain *Persistence to Graduation* tool

Discussion of High School Graduation/Dropout Prevention Service Delivery Solutions

The KYMEP strives to improve in all areas, and is particularly focused on showing measurable improvement in the goals set forth in the Government Performance and Results Act (GPRA). In addition to showing progress in reading and mathematics test scores, there are two key elements of the GPRA that apply to the critical focus area of HS graduation, the goals of which are to:

1) decrease the percentage of migrant students who will drop out from secondary school (grades 7-12)
2) increase the percentage of migrant students who will graduate from HS

These GPRA goals closely mirror the major concerns identified by the High School Graduation committee.

The principal service delivery strategies are aimed at improving practices at the student, KYMEP staff, parent and school/district levels. Beginning with the student level, the KYMEP proposes to initiate a process that will assess the career acumen and interests of each migrant student beginning in grades 8 or 9. A portfolio will then be developed to track the progress of each student and ensure that s/he is meeting course requirements and personal goals from year to year.

The CCR checklist that is widely used in Kentucky indicates that there is a good deal of interest in enhancing this aspect of every secondary student's experience. Forty-six percent of migrant students have completed at least 75 percent of the CCR. The ILP is another helpful tool that is being used with migrant students. An even higher rate (66 percent) of migrant students have a completed ILP.

The team suggested that it would be advisable to train all KYMEP staff who work with secondary students in how to use the MEP CCR checklist. It is designed to supplement the district CCR; a committee will be formed to develop specific guidance on how to utilize the MEP CCR checklist as a supplement to district efforts.

There is a great deal of research that supports the theory that students are more likely to graduate and go on to college if they have participated in extracurricular activities. There are many potential benefits for students, including: feeling engaged and that they "belong" in school, making friends outside of class, being validated socially and emotionally, and learning to negotiate cultural differences.

One of the principal barriers to participation for migrant students remains to be transportation. At a recent migrant parent meeting, one of the "services parents would like to see offered" was "provide transportation so that students can participate in extracurricular activities." They also articulated the following: "It would be nice if the migrant program could pay for students to participate (cost of uniform, fees, etc.)." Parents understand the value of their children getting more involved in school activities, but are too frequently helpless to do anything about it.

The parent survey results assisted the High School Graduation/Dropout Prevention committee with determining the kind of information and education that the parents would like to receive. One of the most frequent topics mentioned by the parents of secondary students was the need for information on scholarships and help with accessing them.

It is clear from their responses that parents do want to be more involved in any discussions related to graduation, careers, goal-setting and post-secondary options. It might be useful to start by considering the degree to which the KYMEP can support migrant parents' participation in existing initiatives such as the ILPs and CCR checklists in accessible and meaningful ways.

At the parent level, the committee highlighted the need to educate parents about both HS requirements and continuing education options. The KYMEP staff feel strongly about the key role that migrant parents play in ensuring that their children graduate. If possible, parents should also be included in the student's goal setting process so that they can be full partners in planning for their children's future.

Lastly, at the school/district level, the KYMEP will endeavor to ensure that migrant secondary students are benefiting from all the programs that are aimed at improving student success. Programs such as mentoring, leadership academies, and after school tutoring can all help to fill educational gaps and inspire students to achieve and feel more engaged in school life. The committee also recommended that KYMEP staff communicate with administrators and teachers on a more frequent basis about the unique cultural and linguistic needs of their migrant students.

Goal Area 4: School Readiness

Table 15. Concern Statements and Supporting Data: School Readiness

Concern Statements	Supporting Data
Migrant preschool children are not entering Kindergarten with the skills they need to succeed (instructional time, access to services, English language development)	Four out of 14 migrant preschoolers who were enrolled in a Pre-K program were deemed "ready" for Kindergarten 23 percent of all migrant preschoolers were deemed "ready" for Kindergarten 70 percent of migrant preschool children received supplemental services provided by the KYMEP (home-based and site-based) 76 percent of migrant preschoolers participated in summer learning opportunities 40 percent of KYMEP staff chose "preschool readiness programs" as one of their top areas of need of their students
Parents lack knowledge of Kindergarten readiness skills *Related concern: Parents are not receiving information on preschool in their home language.* (education support in the home)	50 percent of migrant families with preschoolers received educational resources and training 67 percent of migrant families with preschoolers participated in home-based support services 53 percent of migrant parents reported that they read to or with their child one time or less per week 76 percent of migrant families received educational resources and training Migrant parents who were surveyed expressed a desire for information on school readiness and access to appropriate books and resources for their young children

Table 16. School Readiness Outcome Targets

Target Type	Target
State Performance Target:	Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 74.5 percent in 2018-19[3]
MPO:	Each year beginning in Fall 2017, the percent of migrant preschool age children either enrolled in preschool or receiving 10 or more in home service contacts who demonstrate kindergarten readiness on KSCREEN will increase by 10 percentage points over the prior year.

Table 17. School Readiness Solutions and Implementation Targets

Goal Area: Preschool			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
4.1 Train KYMEP service providers on how to promote school readiness and model activities for migrant parents	4.1a Use MEP staff and/or hire trainers to conduct statewide training 4.1b Familiarize district MEP staff about the skills required in their district screener and/or Brigance		Conduct peer observations of effective service providers (either in person or via technology) Seek out and share professional videos that teach about modeling of early learning strategies

[3] 2014-2015 baseline: 50 percent; no migrant specific targets were set by KDE

Goal Area: Preschool			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
4.2 Assist parents with enrolling their children in preschool programs and Kindergarten	4.2a Inform parents of all available preschool programs/Kindergarten before their children are eligible or at least by the end of the school year prior to entry 4.2b Educate parents about logistics (e.g. Open House, registration, screening dates, etc.), basic requirements and what documents they need to produce	Percent of migrant preschool students receiving preschool or Kindergarten enrollment assistance	

Goal Area: Preschool			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
4.3 Develop a statewide preschool screener for KYMEP service providers to use with migrant families whose children are not enrolled in preschool	4.3a Form a committee to develop a preschool checklist that supports Kentucky Kindergarten readiness standards; the committee will also develop guidance on how the screener should be administered and how mastery will be measured 4.3b Pilot the KYMEP screener in 2016; make necessary revisions and prepare for implementation of the screener in early 2017 4.3c Provide training on the use of the preschool screener for all beginning in 2017 and at least once on the regional level every year		Partner with or refer children to agencies in the community (e.g., Head Start, FRYSC, public libraries, Health Department, Extension Office, Parks and Recreation Department, 21st Century Community Learning Centers, local university early childhood education departments); refer parents to community service agencies

Goal Area: Preschool			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
4.4 Provide home-based services for those who do not attend a preschool program	4.4a Use the KYMEP screener (in development) as a guide for developmentally appropriate preschool activities 4.4b KYMEP LEA staff will make a home visit at least every month, quarterly for regions, to provide services to young learners and their families that are based on district school readiness requirements 4.4c Provide parents with a bag of developmentally appropriate preschool materials and model how to use them	Percent of migrant preschool age children not in a preschool program with KYMEP screener results; target: 75 percent Percent of migrant preschool age children not in a preschool program who participate in home-based support services; target: at least 25 percent Percent of migrant families receiving resources; target: at least 50 percent	Use age-appropriate, high quality and research-based technology resources Make referrals to outside agencies (e.g. Hands, First Steps, etc.)

Table 18. Resources to Support Implementation of Recommended Service Delivery Strategies: School Readiness

MEP funds used for…	Coordinate with…	Sources for instructional strategies, materials, and support services:	District support	SEA support
School readiness materials Manipulatives for home visiting 'bags' Development of preschool screener Home visits	Partner with or refer children to agencies in the community (e.g., Head Start, FRYSC, public libraries, Health Department, Extension Office, Parks and Recreation Department, 21st Century Community Learning Centers, local university early childhood education departments)	School teachers Head Start ABC Mouse Comienza en Casa (Maine) Starfall Ed Helper A-Z Reading Refer to Advocate Handbook JumpStart LEAP Frog Videos modeling activities		Support development and field testing of preschool screener

Discussion of School Readiness Service Delivery Solutions

The data collected provided some corroboration regarding the concerns of the School Readiness committee. There is ample national data on Hispanics and families in poverty to bolster both concerns that migrant children are not participating in Pre-K programming as much as they should be, and that migrant parents are lacking sufficient education and awareness to assist with preparing their children for Kindergarten.

The service delivery strategies suggested by the School Readiness committee fall into the categories of:

1) increasing access and availability of Pre-K programs
2) developing tools such as readiness checklists that will help to guide parents and staff in the skills that migrant preschoolers need to enter Kindergarten "ready to learn"
3) educating both parents and migrant staff on ways they can promote school readiness, with a special emphasis on reading to and with their children and the development of early literacy skills that will lead to a positive transition into Kindergarten

Some of the cited implementation challenges are typical of rural areas with families in poverty. If there are Pre-K programs such as Head Start available, they often have wait lists and are not always able to accommodate highly mobile families. There is also often little awareness of migrant families and their needs due to linguistic and cultural differences. Service delivery strategies include seeking out existing Pre-K programs and advocating for the inclusion of migrant children. The NAC team also provided information on a variety of home-based Pre-K programs and resources that could be used by families who are unable to enroll their children in preschool.

KYMEP staff who were surveyed commented that migrant parents need help with learning about specific ways they can promote their child's readiness for Kindergarten. There were also many comments about how the migrant parents do not understand how the U.S. school system works and that they are not receiving the information from the districts in a language/manner that they can understand. Of the parents who were surveyed during a recent PAC meeting about the topics that are most important to them, the topic of "Kindergarten readiness" emerged as one of the top choices.

The KYMEP is working to develop a school readiness checklist that is based on the Kentucky Early Childhood standards. This checklist will be used to train KYMEP staff, guide educational efforts and measure the progress of parents and children who are benefiting from instruction and support.

Goal Area 5: Out-of-School Youth

Table 19. Concern Statements and Supporting Data: OSY

Concern Statements	Supporting Data
Migrant OSY who express an interest in furthering their education have limited ability to access services and existing programs (e.g. GED, HSEC, ESL, job training) (instructional time, access to services, English language development)	6 percent of OSY received a GED or Diploma in 2013-14 (0 percent in 2014-15) 36 percent of OSY who expressed an interest in pursuing a GED received assistance 11 percent of OSY are described as proficient in English (92 percent speak Spanish as a native language) 44 percent of OSY who received any service were provided with instruction in life skills (55 percent in ESL) 28 percent of all OSY received instruction in life skills (35 percent in ESL) 39 percent of OSY expressed an interest in learning English
Migrant "recovery youth" are not receiving the assistance they need to re-engage in school and/or learn about alternative educational options	3 percent of OSY who received any service were provided with assistance with career/goal development 21 percent of OSY who received any service were provided with counseling help In general, OSY were more likely to be identified as candidates for service in 2014 than in 2013 with, for example, an 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

Table 20. OSY Outcome Targets

Target Type	Target
State Performance Target:	Provide and coordinate support services that meet the needs of all students
MPO:	Increase the percent of OSY who demonstrate improved language proficiency on the Graduation and Outcomes for Success for OSY (GOSOSY) English Language Screener after receiving 20 or more hours of English instruction to 75 percent. Increase the percentage of OSY who are participating in structured education programs (GED or HS Diploma/Credit Recovery) to 4 percent.

Table 21. OSY Solutions and Implementation Targets

Goal Area: Out-of-School Youth (OSY)			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
5.1 Regional and local programs will provide opportunities for development of basic English and life skills through mini-lessons and resources for independent learning using instructional and assessment resources from the GOSOSY consortium and website	5.1a Provide at least one life skills lesson along with the appropriate pre- and post-tests within 30 days after completing the Certificate of Eligibility (COE) and the OSY Profile; in addition, one instructional service (life skill lesson, ESL class, instructional lesson, etc.) must be provided monthly for districts and quarterly for regions 5.1b Use the GOSOSY consortium resources to assess needs (OSY profile), and an education/career plan (OSY Personal Learning	Percent of OSY completing at least one life skills lesson and associated pre- and post-tests within 30 days of filling out OSY profile; target: 50 percent Percent of OSY receiving "life skills" lessons demonstrating gains of at least 1 additional question correct; target: 90 percent Percent of OSY served by *districts* with at least one instructional service per month Percent of OSY served by *regions* with at least one	Create lesson incentives to increase enrollment and retention in learning activities Create flexible scheduling for learning activities (e.g., evenings, weekends) based on input from OSY (e.g., surveys, interviews) Offer life skill lessons integrated with literacy instruction and/or English language instruction (e.g., how to leave a voice mail message, legal issues, personal care, home maintenance, cleanliness, parenting skills, money management, medical

Goal Area: Out-of-School Youth (OSY)			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches and Resources
	Plan-TBD), and coordinate with schools and community agencies. 5.1c Contact OSY at least monthly about needs (using OSY's preferred method of communication	instructional service per quarter	assistance, transportation, safety, first aid and CPR, technology skills)
5.2 Local projects will support recovery youth* in articulating personal educational goals and accessing educational opportunities **Recovery youth are defined as OSY who indicate an interest in or are eligible to obtain a HS education, receive a GED, or participate in structured adult education and/or job training*	5.2a Develop a need-based education plan for identified recovery youth upon completion of OSY Profile (within two weeks of recruitment); potential support may include assisting youth with: credit accrual, mentoring, alternative education, GED, etc. 5.2b Assist recovery youth with formulating short- and long-term education goals (GOSOSY OSY Personal Learning Plan-TBD) 5.2c Train KYMEP staff at the regional level in strategies for providing job training advice and skill building	Percent of OSY who indicate an interest in GED or re-enrolling in school who receive active assistance; target: 50 percent Percent of OSY receiving active assistance who successfully enroll in a GED program or public school; target: 75 percent	Provide one-on-one English language tutoring and/or literacy, mathematics, or computer skills instruction based on needs Provide referral services/ support for completion of a GED program and/or ESL classes Seek out credit accrual resources that may help a student re-engage in school Work with school and community agencies to offer transportation alternatives

Table 22. Resources to Support Implementation of Recommended Service Delivery Strategies: OSY

MEP funds used for…	Coordinate with…	Sources for instructional strategies, materials, and support services:	District support	SEA support
Materials and books Home visits OSY kits – backpack gear English in Minutes Academic Career and Readiness Skills (ACReS) ESL instructors MP players English for Latinos Life skills lessons Fees for testing	GOSOSY Farmers Adult Education Extension offices Community partners Agricultural Workforce Management Assoc. (AWMA) Maxwell Legal Health departments Bluegrass Community Health Free dental clinics (UK) School districts Libraries	GOSOSY (OSYMigrant.org) Tennessee Opportunity Programs (tnopportunityprograms.org) School districts Libraries	DPP School districts Libraries	Support for training and funding of OSY staff development and initiatives

Discussion of Out-of-School Youth Service Delivery Solutions

The Out-of-School Youth committee considered the sources of data they have on their OSY and made a number of recommendations on how to better assess and design instruction that meets the educational needs of this hard-to-serve, limited English proficient population.

The KYMEP has been active in the GOSOSY national consortium from its inception. The team members have developed many useful and innovative tools, and have populated their website with a wide variety of practical resources and strategies. The GOSOSY goal statement provides the best description of its mission: "The goal of GOSOSY is to design, develop, and disseminate a system to identify and recruit, assess, and develop/deliver services to migrant OSY, provide professional development to support these activities, and institutionalize Strategies, Opportunities, SOSOSY services into Kentucky's plans to elevate the quantity and quality of services to this large, underserved population."

There has been notable progress made in recent years to enhance the educational services provided to OSY. However, many challenges remain and the OSY team feels that they need to take a fresh look at their services, particularly in light of the increased rigor of the new GED. Only 6 percent of OSY who were working on their GED in 2013-14 managed to receive it (perhaps even fewer in 2014-15).

The team also found that many OSY are more interested in pursuing a GED than in obtaining a HS diploma. In addition, they noted an increased interest in job training opportunities. The primary barriers to the ability of the KYMEP to serve their OSY are: transportation, work schedules and an economic necessity to work. They worry that the traditional ED/GED programs lack flexibility to overcome these barriers and meet the needs of the OSY.

The OSY committee cited the need to focus on a number of priorities in their efforts to improve both the quantity and quality of KYMEP services. Their main initiatives are to:

1) encourage use of the GOSOSY tools and resources that enable service providers to match an OSY student's abilities and interests with a comprehensive list of available services; the team recommends that service providers utilize more mini-lessons and make every effort to touch base with their OSY at least monthly

2) devise alternatives for youth who are interested in furthering their education, but are unable to attend classes; this is an area that may be best addressed through the increasing use of technology-based learning

Priority for Services Students

In response to OME guidance that state MEPs must identify which migrant students qualify as PFS, the KYMEP identifies PFS students as follows: students who attend two or more schools during the school year, denoting an interruption in school instruction; in addition, the student must be failing or at risk of failing as verified by state assessments, grades and/or district assessments. The KYMEP uses a numerical rating scale based on a set of criteria; children scoring at a five or higher are considered PFS. The criteria used on the needs assessment form to evaluate PFS designations are delineated below; point values are assigned to each item ranging in value from zero to four points depending on the criterion.

Preschool (3-5 years old)

- student speaks limited English
- student has no access to preschool
- student qualified for preschool based on disability

K-12 Students

- student has attended two or more schools during the current school year
- student has a current Individual Education Plan (IEP)
- student has received a score less than five on the WIDA-ACCESS (Assessing Comprehension and Communication in English State-to-State) Placement Test (W-APT) in: speaking, listening, reading, writing
- student has demonstrated low academic performance during present academic year and under the current COE (e.g., one or more Fs in two or more different core subject areas or 2 Ds in two or more core subject areas; core subject areas include reading/language arts, mathematics, science, and social studies)
- student has scored novice on the Kentucky State Assessment (K-PREP) in these areas: reading, mathematics , science, social studies, other
- student is retained/over age:
    - student retained any time in the student's academic career
    - student is over age for reasons other than grade retention (foreign school system)
    - student has dropped out of school
- student is not on grade level in reading, mathematics, and/or science or social studies based on district assessments
- student has missed 10+ days in the current school year related to their migratory life style
- student is enrolled in GED program

The needs assessment form also references the following items:

- by Kentucky definition, student is considered "homeless"
- immunizations are up to date for Kentucky requirements for school enrollment
- medical alert: chronic, acute or none

All KYMEP staff are trained in how to determine whether a migrant student is PFS. These trainings occur annually at the state MEP Fall Academy, but training is provided at the regional and local levels on an as-needed basis using written policy guidance and on-the-job instruction and practice. KYMEP staff also continuously keeps the students' schools and teachers informed of which of their migrant students are PFS and why they are considered at-risk.

Identification and Recruitment Plan

The KYMEP state office administers ID&R efforts in the state, with assistance from the regional migrant offices. Part of each LEAs yearly allocation for their local MEP is designated for ID&R efforts. LEAs use these funds appropriately to hire recruitment staff, attend and/or provide ID&R training, and implement their local quality control plans. The KYMEP ID&R manual, which is revised and desseminated annually, explains the rules and procedures for the state program, including recruitment strategies, proper eligibility determinations, roles and responsibilities of ID&R staff, quality control, and effective communciation with parents.

When a new recruiter is hired, KDE staff provides intensive training within two to three weeks of the hiring date. Recruiters are trained on the following:

- knowledge of the history of the MEP
- knowledge of all MEP eligibility definitions
- understanding of the decision-making process regarding the COEs
- knowledge of Kentucky agricultural production and processing activities
- knowledge of temporary and seasonal employment; Kentucky relies on the assurances of the worker and/or employer to establish a temporary period for the work
- best practices for finding migrant families and OSY
- proficiency in accurately, completely, and clearly filling out all sections of the COE and basic interview pattern (BIP)
- how to use the MIS2000 web app to accurately record services
- knowledge of a variety of scenarios that require additional comment beyond what is normally recorded on the COE to demonstrate that the child is eligible for the MEP

KDE also provides ongoing assistance to regions and districts in the following ways:

- work with regional coordinators to view counties within the region to survey where potential migrant families or OSY may reside.
- coordinate efforts within KDE and among other state agencies such as the Department of Agriculture, Homeless Education Program, and 21st Century Community Learning Centers
- annually review each local and regional program's ID&R plan
- update the written quality control procedures
- coordinate state and regional coordinator's meetings; assist and provide technical assistance as needed at regional meetings

- monitor recruiters and provide additional assistance with COEs
- create re-interview procedures
- develop practices to ensure the safety of recruitment staff
- review COEs in a timely manner

KDE offers new recruiter trainings when staff are hired. Quarterly clerk meetings are also held to review migrant data and information from bi-monthly coordinator meetings.

Table 23. ID&R Plan for 2015-16

Months	Activities
September	Fall Academy- Training for recruiters MSIX work list Verifications
October	ID&R conference Migrant Newsletter
November	New Recruiter Trainings
December	MISX work list Web App webinar
January	Migrant Newsletter LEA Monitoring CSPR
Feburary	LEA Monitoring
March	LEA Monitoring
April	Migrant Newsletter NASDME New Recruiter Training Duplicate Students
May	Re-Interviews and training Regional Trainings for ECOE/Web App Visit Districts during summer programs
June	Revise the Migrant Handbooks for Fall Academy Blitz- Southern Region Re-interviews
July	Re-interviews Migrant Newsletter
August	Prepare trainings for Fall Academy

Re-Interviews

Every year (in addition to the outside re-interviews) KDE conducts internal re-interviews. Currently KDE uses the state recruiters and regional recruiters to conduct these re-interviews. Representatives from each of the five regions are sent to alternate regions to conduct at least three days of re-interviews. Once the 10 mandatory re-interviews are completed for each region,

they are sent to KDE; the state ID & R Coordinator then sends them to the re-interview panel for review. The panel examines eligiblity determinations, and KDE compiles the information for each region. A predetermined amount of time is provided to complete a contesting form for submission to KDE for final determination. A final report is then generated to determine the defect rate.

Parent Involvement Plan

The KYMEP PI plan is based on the statewide objectives identified by the Commissioner's Parents Advisory Council in the *Missing Piece of the Proficiency Puzzle:*[4]

> Relationship-building: Migrant education staff builds productive, personal relationships with parents of all their students.
>
> Communications: Two-way information in many forms flows regularly between MEP staff and migrant parents about students' academic achievement and individual needs.
>
> Decision-making: MEP staff encourages, supports, and expects migrant parents to be involved in MEP program improvement decisions and to monitor and assist in implementing suggested improvements.
>
> Advocacy: For each migrant student, the MEP staff identifies and supports a parent or other adult who takes personal responsibility for understanding and speaking for each child's learning needs.
>
> Learning Opportunities: MEP staff ensures that families have multiple learning opportunities to understand how to support their children's learning.
>
> Community Partnerships: MEP staff engages and partners with community members to plan and implement substantive work to improve student achievement.

The KYMEP continues to build on the services provided at the regional and local levels to engage migrant parents in support of their children's academic success. Integral to each of the content area strategies is parent involvement. In order to build and maintain capacity within the district and regional MEPs to involve migrant parents in decision-making, KDE has initiated staff development and ongoing technical assistance. The KDE, with the assistance of ESCORT, is developing a PI/PAC mentoring program for local and regional MEPs. Mentees and mentors are identified through the state's annual program monitoring. Mentee programs are then partnered with programs that have exemplary PI/PAC practices.

[4] Commissioner's Parents Advisory Council. (2007, June). *The Missing Piece of the Proficiency Puzzle: Recommendations for Involving Families and Community in Improving Student Achievement.* Frankfort, KY: Kentucky Department of Education.

Figure 3 illustrates the relationship between the state, regional, and local PACs.

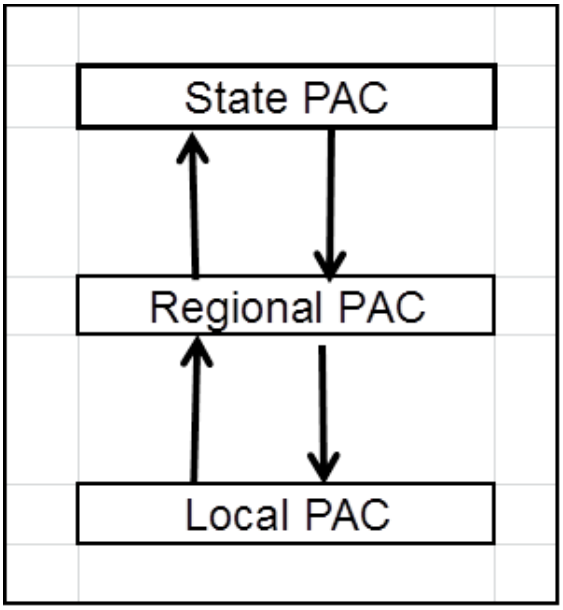


Figure 3. KYMEP PAC Structure

The state holds two PAC meetings annually (typically one in the spring and one in the fall based on parent input). The mission of the KYMEP PAC as established by PAC members in August 2014 is: "To improve the educational program that will lead to success within the community." The PAC is responsible for assisting the KYMEP with the CNA, reviewing and improving the SDP, providing meaningful programmatic feedback and disseminating information gleaned at the state PAC to the regional and local PACs. The state PAC consists of 15-20 parents and OSY solicited from and representing the five regional programs and local MEPs.

During each PAC meeting members work together in small groups to provide feedback on services and various topics related to the current activities of the program. Members take on leadership roles such as reporter, timekeeper, and rubber band (keeps the group on task). The PAC provides valuable input as to when and where they would like to meet through evaluations and voting. The PAC generally meets on Saturdays in a central location with educational value for the children per the members' request.

The KYMEP's priority of parent and OSY input is evident in the SDP, regional and local program plans and budgets. Each program is required to budget a minimum of 1 percent of the allocation to PAC and PI activities. The programs assist parents and OSY in obtaining transportation, childcare and any necessary resources to participate in the meetings, as well as wage reimbursement when necessary. Per [704 KAR 3:292, Section 3)], every MEP must involve parents in the education of their children, form a PAC and convene a minimum of three times a year. Furthermore, the regional service centers are required to establish and convene a regional PAC a minimum of two times per year.

A Local PAC:

- should be comprised of a representative sample of parents or guardians, including OSY, of eligible migrant children and individuals who represent the interests of such parents
- should meet three times per performance period
- should provide members the meeting location, time and agenda well in advance
- should schedule meetings that are convenient for members and accommodate their work schedules
- should provide meeting agendas, minutes, and other materials in a language and format that members understand
- should establish meeting rules that support open discussion
- may use MEP funds to provide transportation, childcare or other reasonable and necessary costs to facilitate attendance

The local MEP will retain copies of attendance records, meeting agendas, minutes and other relevant materials for auditing purposes by the KYMEP.

Exchange of Student Records Plan

The KYMEP follows the OME-mandated procedures for exchanging student records through the Migrant Student Information Exchange (MSIX) adopted by OME. SEAs are required to promote interstate and intrastate coordination for the educational continuity of migrant students and youth through the timely transfer of pertinent school records (including health information) when children move from one school to another, regardless of whether the move occurs during the regular school year [ESEA, Title I, Part C, Sections 1304(b)(3) and 1308(b)]. KYMEP uploads student records from its migrant student database to MSIX. In accordance with OME standards, Kentucky has adopted the Records Exchange Advice Communication and Technical Support (REACTS) Policy and Procedures Manual to articulate procedures and responsibilities for records exchange.

Kentucky has five regional MSIX user administrators based on its state administrative structure. These regional administrators can create and modify school- or district-level user accounts. MSIX users must read, understand, and comply with the rules of behavior outlined in the manual and complete basic security awareness training. Front line educators use the system to make time-sensitive and appropriate decisions regarding enrollment, grade or course placement and credit accrual. SEA staff members use the system for statistical analyses and quality control oversight.

When a clerk, state consultant, regional coordinator or recruiter receives a move alert from MSIX, s/he notifies the affected district or region of the move in order to sign up the family. Follow-up e-mails or phone calls are sent to the person notifying the state as a form of courtesy. Each of the five regions has its own quality control plan. In 2012, Migrant Regional Centers were mandated to have a back-up staff person for each clerk; the back-up staff person is also required to receive training.

Kentucky creates several collaboration opportunities within MEPs and respective school districts and with school staff that serve migrant students. Specifically, SEAs and LEAs develop operational systems that seek to develop and support collaboration with other states on the exchange of migrant student data. MEP staff query MSIX data as part of their daily responsibility and have moved away from considering it as an "add-on" task. By querying student data in a timely and systemic manner, personnel beyond the SEA will be knowledgeable about records transfer and ensure the continuity of services for children who migrate from one state or school district to another.

Minimum Data Elements (MDEs) are data fields that Kentucky must collect and maintain in its migrant student database in order to transfer that data to other states via MSIX. The MDEs are transmitted on an agreed schedule from MIS2000 to MSIX. The MEP/regional centers upload daily upon completion of the student's enrollment with the school district, immediately after the student has received his/her class assignments, at the end of every grade reporting period, at the end of every school term, and upon the student's withdrawal from school or from the MEP. The state MIS2000 server uploads to the MSIX on a daily basis. Any new or revised information that has been uploaded to the state MIS2000 server is uploaded to MSIX.

Implementation and Accountability in Local Programs

Communicating the SDP

The SDP was reviewed with local and regional coordinators during preliminary meetings in April 2016, with follow-up training regarding data collection and implementation to be provided at the MEP Fall Academy in September 2016. KYMEP leaders including KDE officials, regional coordinators, and SDP and evaluation contractors will facilitate sessions to explain the SDP process and priorities. The Fall Academy offers an opportunity for MEP staff (local and regional) to request clarifications about solution service delivery strategies and evaluation measures and performance targets. Regional center coordinators will then hold regional meetings to communicate with their local district MEPs about the SDP and expectations about services and evaluation measures. Rollout of the SDP will be accompanied by PD opportunities that relate to implementing the solution strategies (e.g., training on ways to tailor supplemental instruction to meet individualized student needs, particularly for ELs).

The SDP will be accompanied by an abridged version that will serve as an executive summary. This summary will contain an overview of the SDP legislative mandate and process and will feature the key solution strategies and measures for each content area. This document will be available to share with stakeholders outside of the MEP working in collaboration with the program (e.g., other federal title programs, community-based agencies that work with migrant families and youth, etc.). Interim progress on implementation indicators and MPOs will be publicly published for review by all KYMEP stakeholders beginning in spring 2017 and updated at least twice each year.

Evaluating the SDP

The KYMEP evaluates the effectiveness of its statewide program in accordance with Section 1306 of the No Child Left Behind Act of 2001. Evaluation is framed to measure the implementation and effectiveness of the strategies and MPOs outlined in the SDP using a gap analysis between migrant and non-migrant (gap group) student achievement. The overarching evaluation questions include the following:

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

Data are drawn from the following sources.

- **MIS2000:** MIS2000 is the KYMEP's student information system. It contains the definitive record of data associated with COEs, student enrollment in schools and MEPs, and services provided to migrant students. MIS2000 also contains some data on student academic performance, restricted primarily to state assessment results for migrant students.
- **KDE Assessment Data (KY School Report Card):** KDE's School Report Cards for the state and individual districts and schools include the authoritative record of state performance targets and actual outcomes for statewide KPREP results, EOC results and graduation.
- **Infinite Campus:** Attendance, grades, state assessment and KSCREEN results, and teacher of record is recorded. Data are available to MEP staff based on Infinite Campus access (e.g., state level has state edition only; districts have more specific access).
- **Migrant Parent Surveys:** Parent surveys were used to support the CNA process regarding parent issues. Annual evaluations will include parent data drawn from a statewide common parent survey that will be one part of the data collection protocol.
- **KYMEP Implementation Reports:** Where the above data sources lack appropriate detail for the purpose of reporting on implementation indicators or MPOs, additional data are collected directly from LOAs through KYMEP implementation reports gathered twice each year.
- **KYMEP program monitoring:** Additional information from KYMEP program monitoring also informs the KYMEP evaluation, particularly regarding detailed program implementation.

The evaluation plan uses a mixed methods approach that includes quantitative and qualitative analyses appropriate to the specific evaluation questions and data including: descriptive statistics, trend data, gap analysis, performance analysis, and enrollment analysis.

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

- **Trend Data**: where possible, 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**: primary analyses of differences between migrant students and other Kentucky students conducted through a gap analysis and analyses of gap trend data; in the Unbridled Learning accountability model, KDE identifies student groups that have historically had achievement gaps and reports composite results for these groups using non-duplicated student counts (the non-duplicated GAP group includes African American, Hispanic, Native American, special education, poverty, and limited English proficiency).
- **Performance Analysis**: student outcome data reported by performance level as determined by the Kentucky state assessment system.
- **Enrollment Analysis**: enrollment and withdrawal patterns are shown by date in order to better understand the migratory patterns of Kentucky migrant students.

Figure 1 in the Introduction section depicts the continuous improvement cycle for the KYMEP, including evaluation. Upon adoption of the SDP, the evaluation team will assist the KYMEP in developing a data collection plan that specifies what data is to be collected and reported, through what means and on what schedule, to enable interim monitoring of implementation and outcomes by all parties to the KYMEP. The evaluation team will conduct an implementation review in spring 2017, and the first full evaluation report examining implementation and outcomes based on this SDP will be issued in fall 2017, with subsequent updates in 2018 and 2019. The KYMEP leadership team will work with the evaluators quarterly to review interim progress toward implementation and outcome targets, review evaluation findings, and make program and data collection adjustments.

In addition, KYMEP conducts monitoring visits to local MEPs in order to document promising practices to share at the state level and to identify areas in need of improvement. Since 2012, KDE has been monitoring its approximately 45 LEAs that receive migrant education funds over a three-year cycle. The plan included monitoring 15 local MEPs annually: nine on-site and six via desk audits. KDE developed a set of criteria for monitoring selection and a protocol to assess various aspects of the program. The program services section of the monitoring instrument focused specifically on the extent to which the local MEP is familiar with the statewide CNA and SDP and how the local program aligns with the priorities in the SDP.

Beginning in 2016-17, KDE is planning improvements to its monitoring process. KDE is working on developing a new risk assessment tool that will be used to choose which districts to monitor. Subsequently, KDE will visit six local programs that have been identified using the risk assessment each year and the five regional programs every other year.

Conclusion

The KYMEP continues to respond to changing demographics in its migrant population and fluctuations in the agricultural industry. In recent years, the state has experienced a significant increase in the number of Hispanic migrants whose primary language is not English and who are in the OSY population. However, in spite of experiencing an overall decline statewide in the number of migrant students and families in recent years, in 2014-15 the number of eligible students increased to 4,563 from 3,861 in 2013-14. The downward trend has been a national phenomenon and is largely due to more migrant families choosing to settle in communities rather than continuing to move to seek employment.

Although tobacco remains the top qualifying activity in the state, the industry has shifted over time from many, small, family-operated businesses to fewer but larger-scale operations. This revised SDP was completed after conducting an abbreviated CNA process beginning in late 2015 and lasting through early 2016. This updated SDP takes into consideration the evaluation of activities statewide along with demographic information to update the KYMEP priorities in order to be responsive to the current needs of the migrant population.

Since the 2008 SDP, the KYMEP has continued to shift priorities to focus more on academic instructional services (beyond just advocacy services), with a major focus on PI. Recent evaluation data reflect positive gains towards accomplishing these goals. Changes in state student assessments have been a challenge in analyzing trends in student outcome data in terms of how gaps are changing over time between migrant and non-migrant students; differences in achievement still exist.

The 2016 SDP priorities in programming do not reflect a departure from the earlier strategies in place since 2008. Rather, this updated version refines those priorities and adds an additional layer of strategies to address the demographics at this time (e.g., more emphasis on ELs and students who are performing below grade level). These refinements include:

- differentiate methods and materials to ensure that supplemental instruction for migrant students matches their reading and mathematics developmental levels
- focus on the summer term as an opportunity to assist migrant students with site-based and home-based instructional support to close the achievement gap and prepare them to cope with transitions
- offer coherent and ongoing job-embedded professional development for migrant tutors who are tasked with helping migrant students improve their reading and mathematics proficiencies
- select parent involvement topics that support the priority SDP elements; to the extent possible, provide follow up to determine if the strategies suggested and information provided to parents are being used and helping them in concrete ways

- enhance focus on dropout prevention by increasing efforts to monitor at-risk students at the middle and HS levels

The KYMEP is committed to the data-driven continuous improvement cycle process and refines and strengthens its data collection systems on an ongoing basis to ensure that implementation of statewide priorities and their impacts on student achievement are implemented, measured and analyzed. These results are used to continue to inform and improve the scope and quality of service provision to meet the critical and unique needs of Kentucky's migrant population.

APPENDICES

AGENDA

Kentucky Migrant Education Program
Needs Assessment Committee (NAC) Meeting #1
Frankfort, KY – October 20, 2015

AM (8:30 – 11:45)

- Welcome, introductions, review of meeting objectives
- The continuous improvement planning cycle: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), NAC roles and responsibilities
- Discuss structure of Goal Area groups and form teams
- Small group activity #1: Review existing data including MEP student profile, demographics, and assessment results
- Small group activity #2: Review the 7 Areas of Concern and develop concern statements in Goal Area teams

11:45 AM – 12:30 PM Lunch Break

PM (12:30 – 4:00)

- Small group activity #2 (continued)
- Small group activity #3: Share top concerns with whole group and obtain feedback
- Small group activity #4: Consider potential comparison groups and identify promising data sources
- Wrap-up and decide on next steps and timelines

Meeting Objectives

1. Understand the CNA planning cycle and roles/responsibilities of the Committee
2. Review summaries of existing data and information on the needs of migrant students, and decide on additional data needed
3. Develop preliminary concern statements
4. Review the results of the CNA Committee and decide on next steps in the planning cycle

AGENDA

Kentucky Migrant Education Program
Needs Assessment Committee (NAC) Meeting #2
Lexington, KY – November 23, 2015

AM (8:30 – 11:45)

- Welcome, introductions, review of meeting objectives
- Brief overview of the status of the Comprehensive Needs Assessment process
- Work in Goal Area teams to discuss results from your group's recent data collection efforts
- Share research and best practices that may lead to improved outcomes in the areas of concern
- Begin addressing each concern and devise detailed solutions (service delivery strategies) that may lead to a narrowing of the identified "gaps"

11:45 AM – 12:30 PM Lunch Break

PM (12:30 – 4:00)

- Continue group work on recommended solutions
- Consider implementation challenges for each suggested solution
- Present summary to whole group and record their feedback

Meeting Objectives

- Review and analyze results from Data Collection efforts
- Identify and discuss research and evidence that relate to areas of concern
- Devise detailed evidence-based solutions that lead to improved migrant student and family outcomes
- Share top solutions with whole group and obtain feedback

AGENDA

Kentucky Migrant Education Program
Needs Assessment Committee (NAC) Meeting #3
Richmond, KY – February 10-11, 2016

<u>DAY ONE</u> – AM (8:30 – 11:45)

- Welcome, introductions, review of meeting objectives
- Brief overview of the status of the Comprehensive Needs Assessment (CAN) effort and the process for updating the Service Delivery Plan (SDP)
- Review and prioritize solution strategies from the recent CNA review process

11:45 AM – 12:30 PM Lunch Break

PM (12:30 – 4:00)

- Review and prioritize solution strategies from the recent CNS review process (cont.)
- Study existing SDP solutions, identify similarities and propose changes and/or refinements

<u>DAY TWO</u> – AM (8:30 – 12:30)

- Review existing MPOs and discuss ways to improve data elements
- Study existing SDP solutions, identify similarities and propose changes and/or refinements (cont.)
- Identify key resources by listing information, materials, and personnel needed to ensure effective implementation of priority solutions
- Wrap-up, follow-up, next steps, and timelines

Meeting Objectives

- Recall accomplishments of the 2015 CNA meetings
- Review solutions from the recent CNA and prioritize them
- Compare recent solutions with service delivery strategies in the 2014 SDP and suggest refinements, additions and deletions
- Discuss existing MPOs and identify ways to improve data collection and evaluation
- Identify key resources needed for effective implementation of the recommended solutions

MIGRANT STUDENT PROFILE

Kentucky Migrant Education Program

October 2015

Table of Contents

Migrant Student Profile....1
Enrollment....1
Reading Language Arts and Mathematics....6
Graduation....10
Preschool....13
OSY....15

Tables

Table 1. Percent of Migrant-Eligible Students by Enrollment Period, Geographic Region, and Year... 2
Table 2. Percent of Migrant-Eligible Students by Enrollment Period, Ethnicity, and Year.... 3
Table 3. Distribution of Migrant-Eligible Students Identified as Priority for Services by Enrollment Period, Grade Level, and Year.... 5
Table 4. Four-Year Adjusted Cohort Graduation Rates, Expected Date of Graduation 2013 & 2014.11
Table 5. Percent College and Career Ready, Expected Date of Graduation 2013 and 2014....11
Table 6. Graduation Related Implementation Measures, as of December 2014....12
Table 7. 2013 Kentucky Kindergarten Readiness Assessment Results, Migrant Kindergarten Students by Pre-school Services Received....13
Table 8. Preschool Implementation Measures, as of December 2014....14
Table 9. OSY Last Grade Attended, Location, and Year....16
Table 10. OSY Languages....16
Table 11. OSY Health Needs....16
Table 12. OSY Advocacy Needs....17
Table 13. OSY Expressed Service Interests....17
Table 14. OSY Housing....17
Table 15. OSY Reason for Leaving School....17
Table 16. OSY Candidate for Services....19
Table 17. OSY Materials Received....19

Figures

Figure 1. Number of Migrant-Eligible Students by Enrollment Period and Year 1
Figure 2. Regular School Year Enrollment by Race 3
Figure 3. Number of Migrant-Eligible Students Identified as PFS, Regular School Year Only 4
Figure 4. Percent PFS, Regular School Year 5
Figure 5. KPREP Combined Proficiency, Migrant Compared to Gap Group, 2012-2014 7
Figure 6. 2012 KPREP Performance Level Results for Migrant Students, Reading 7
Figure 7. KPREP Reading Gaps, Elementary: Difference in Percent Proficient between Migrant, All KY Students and Gap group 8
Figure 8. KPREP Reading Gaps, Middle School: Difference in Percent Proficient between Migrant, All KY Students and Gap group 8
Figure 9. 2012 KPREP Performance Level Results for Migrant Students, Mathematics 9
Figure 10. KPREP Mathematics Gaps, Elementary: Difference in Percent Proficient between Migrant, All KY Students and Gap group 9
Figure 11. KPREP Mathematics Gaps, Middle School: Difference in Percent Proficient between Migrant, All KY Students and Gap group 10

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

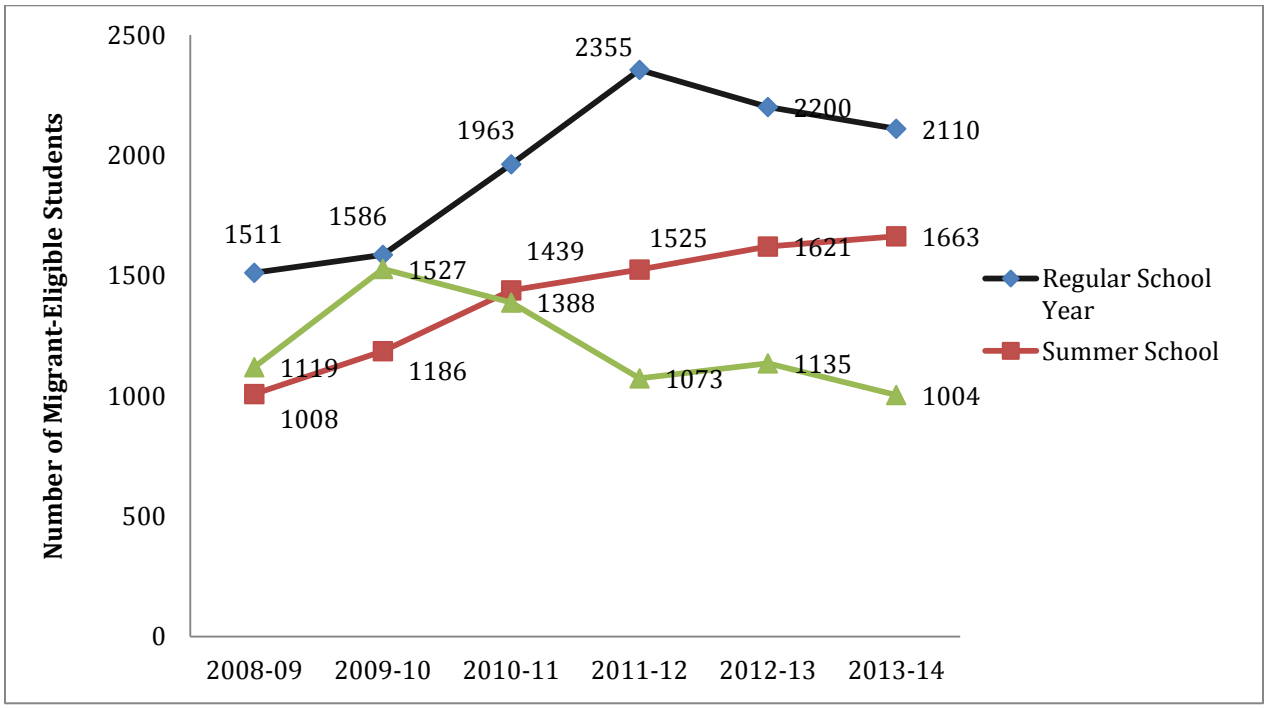
Migrant Student Profile

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



Source: MIS2000.

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

Table 23. Percent of Migrant-Eligible Students by Enrollment Period, Geographic Region, and Year

Enrollment Period	Geographic Region[5]	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%**

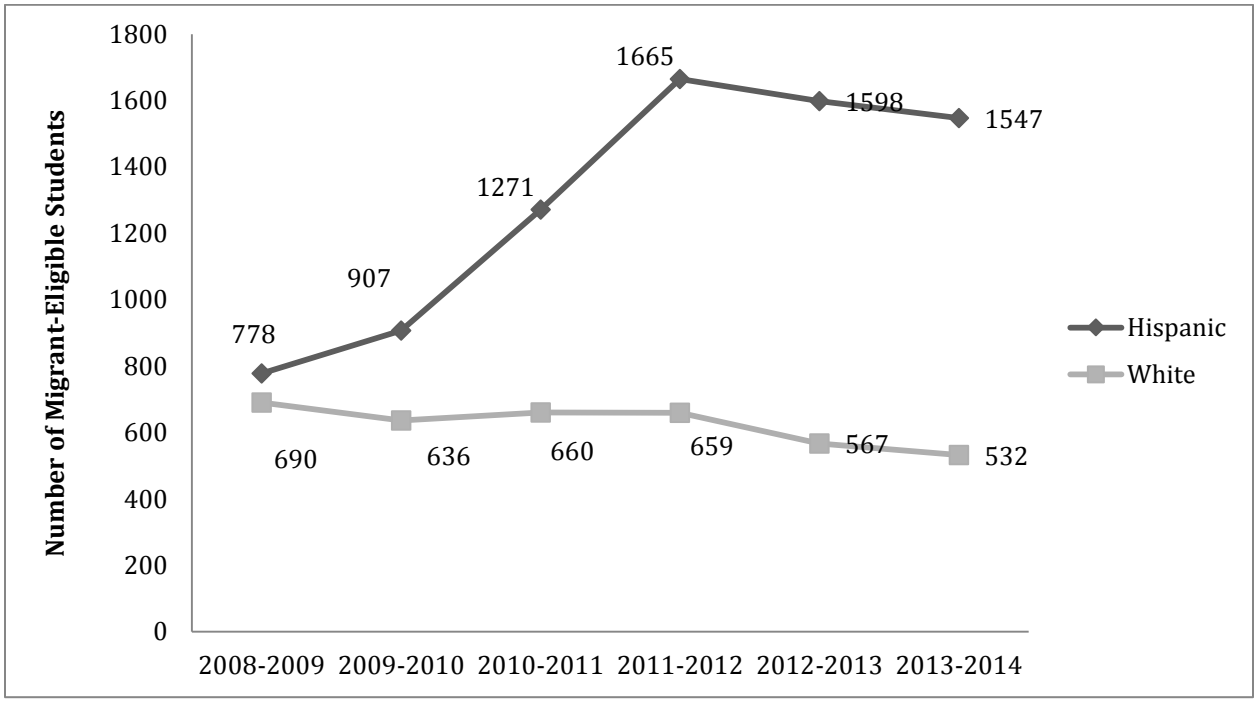
Source: MIS2000

Nearly all migrant students in Kentucky are Hispanic or white (see **Error! Reference source not found.**Figure 5), 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.

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

Figure 5. Regular School Year Enrollment by Race



Source: MIS2000

Table 24. Percent of Migrant-Eligible Students by Enrollment Period, Ethnicity, and Year

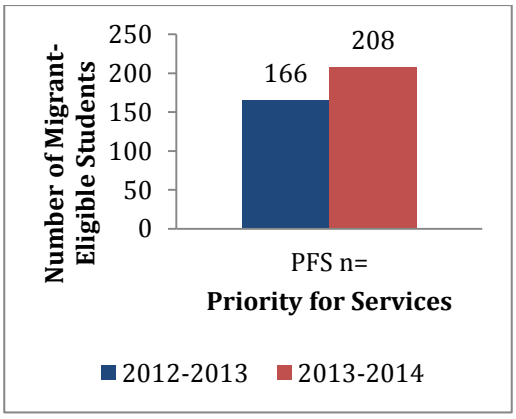
Enrollment Period	Ethnicity	Year					
		2011-2012		2012-2013		2013-2014	
		N	%	n	%	n	%
Regular School Year	American Indian	4	<1%	3	<1%	5	<1%
	Asian	3	<1%	4	<1%	0	0%
	Black	14	1%	13	1%	12	1%
	Hispanic	1,665	71%	1,598	73%	1,547	73%
	Multiple	NA	NA	7	<1%	6	<1%
	Pacific Islander	7	<1%	7	<1%	8	<1%
	White	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%

Enrollment Period	Ethnicity	Year					
		2011-2012		2012-2013		2013-2014	
		N	%	n	%	n	%
	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 Figures 3 and 4, 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 6. Number of Migrant-Eligible Students Identified as PFS, Regular School Year Only



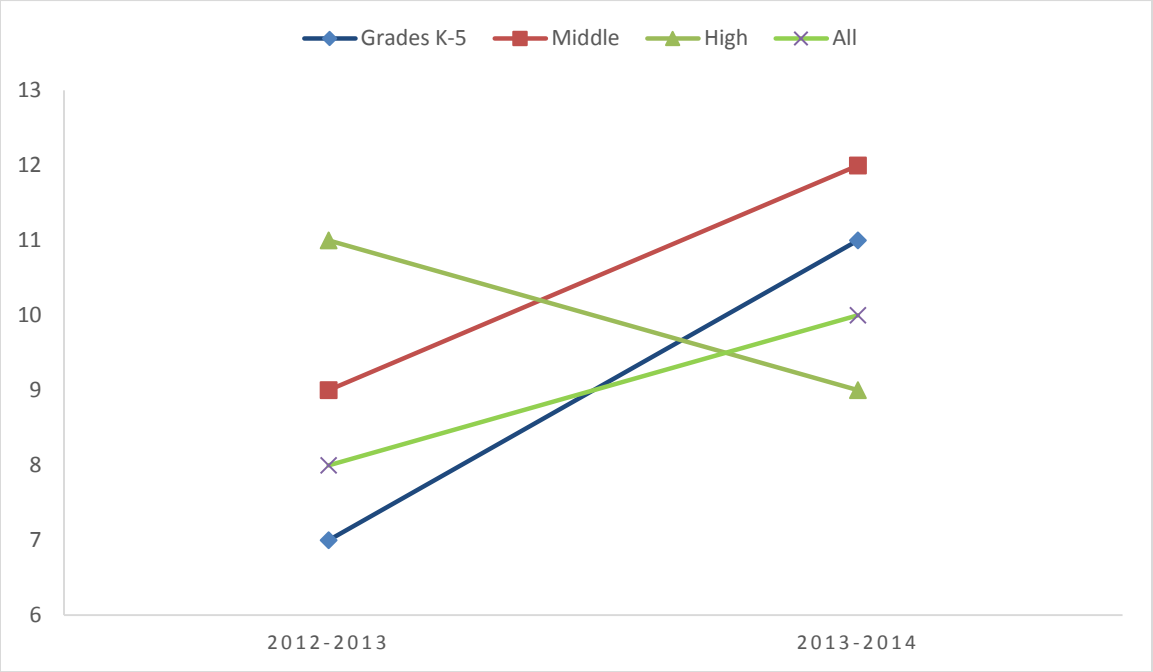
Source: MIS2000

Table 25. Distribution of Migrant-Eligible Students Identified as Priority for Services by Enrollment Period, Grade Level, and Year

Enrollment Period	Grade Level	Year	
		2012-2013 *% of all PFS*	2013-2014 *% of all 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 7. Percent PFS, Regular School Year



Source: MIS2000

Reading Language Arts and Mathematics

Kentucky migrant students demonstrated gains in both mathematics and reading proficiency 2012 through 2014. Results are shown as a weighted average of reading and mathematics in Figure 8 and Figure 9, 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.

Figure 8. KPREP Combined Proficiency, Migrant Compared to Gap Group, 2012-2014

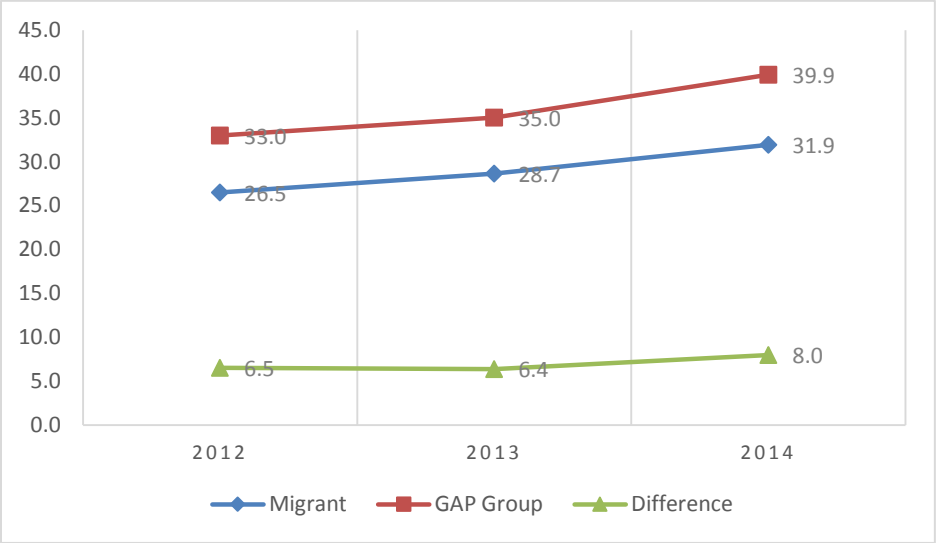
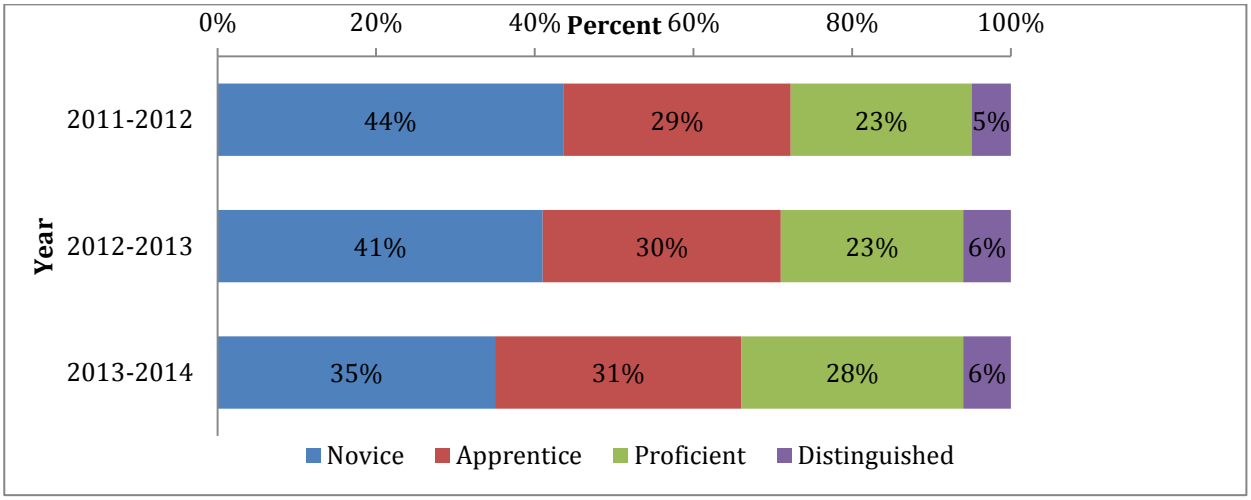
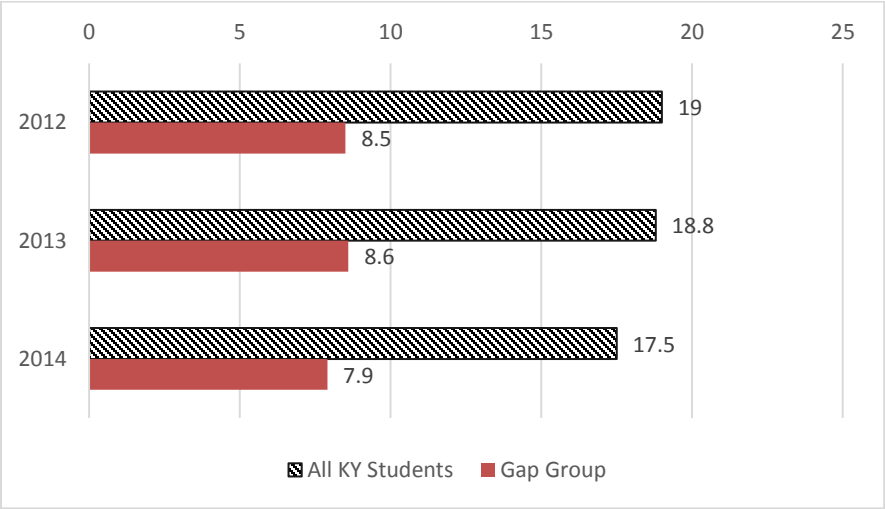


Figure 9. 2012 KPREP Performance Level Results for Migrant Students, Reading



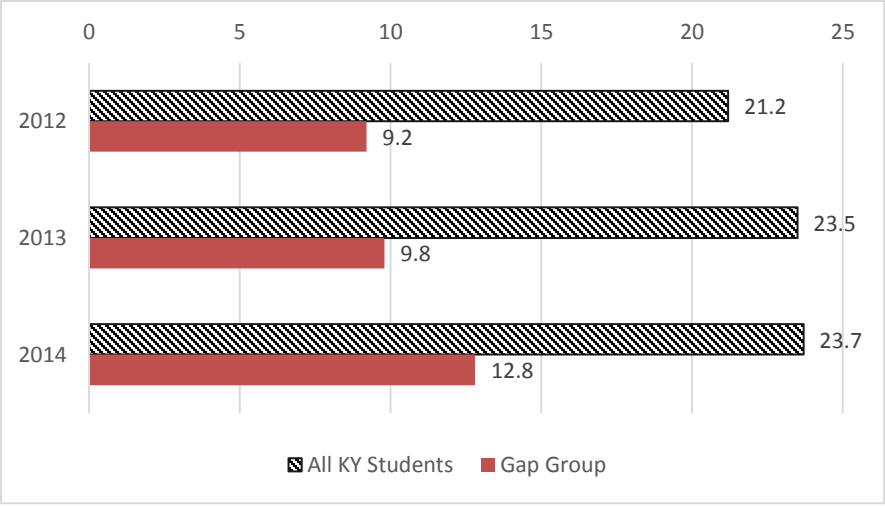
Source: KDE. Note: Results are shown for grades 3-8.
Note: bars are in the same order from left to right as the legend.

Figure 10. KPREP Reading Gaps, Elementary: Difference in Percent Proficient between Migrant, All KY Students and Gap group



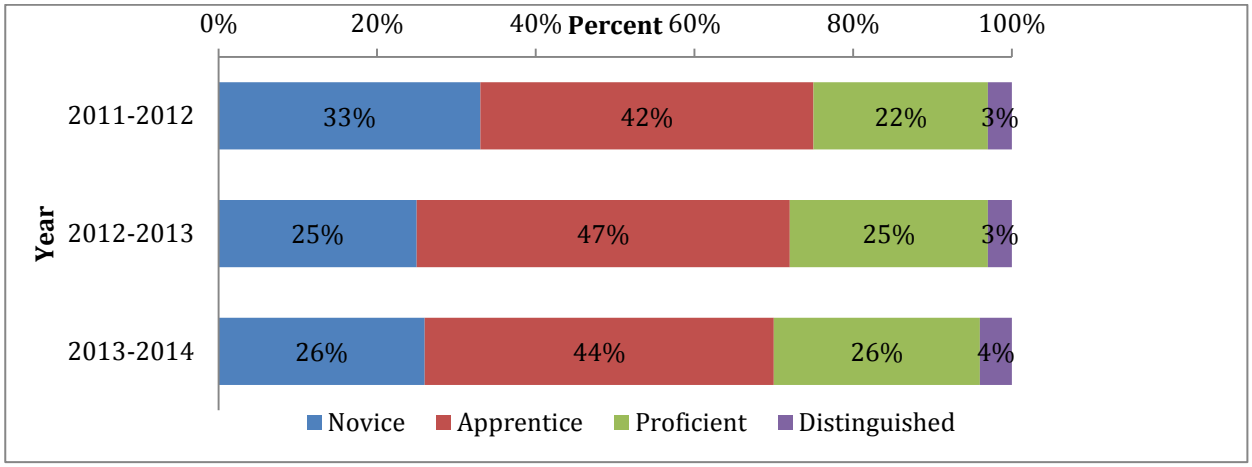
Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Figure 11. KPREP Reading Gaps, Middle School: Difference in Percent Proficient between Migrant, All KY Students and Gap group



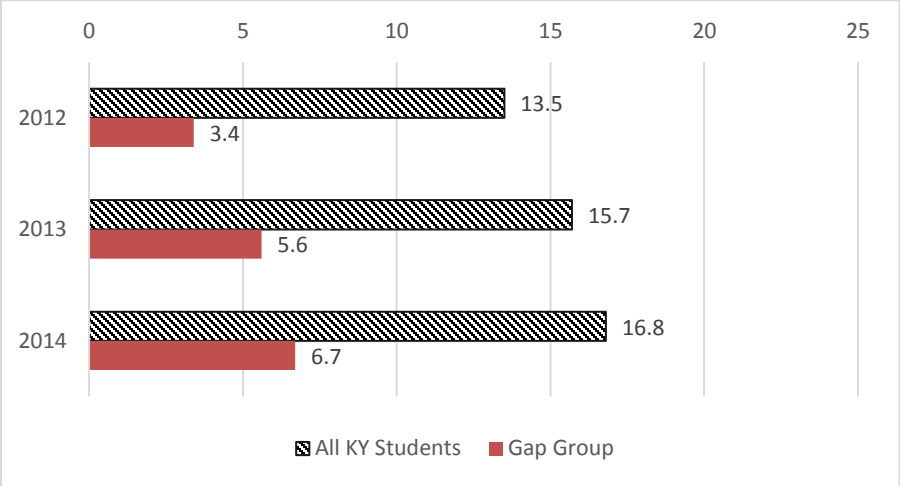
Note: Migrant performance is not shown directly; each bar represents the difference between migrant percent proficient and the percent proficient of the indicated group.

Figure 12. 2012 KPREP Performance Level Results for Migrant Students, Mathematics



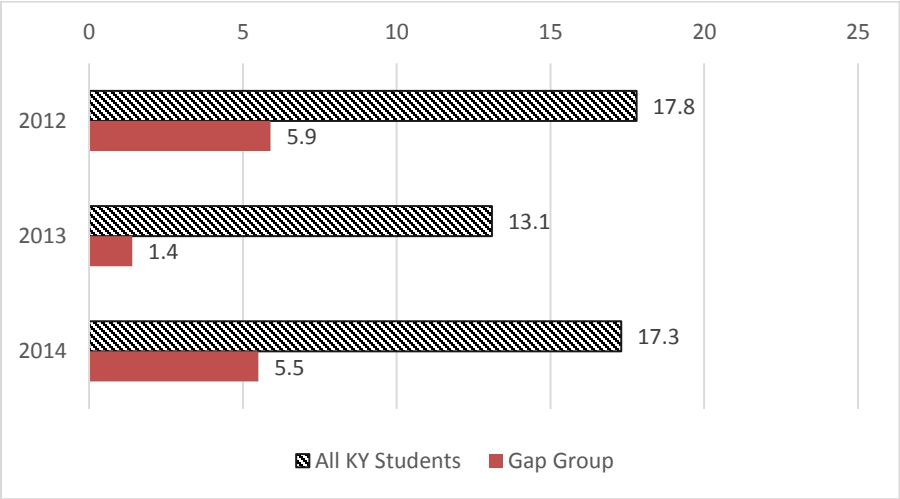
Source: KDE.
Note: results are shown for grades 3-8. Note: bars are in the same order from left to right as the legend.

Figure 13. 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 14. 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.

Graduation

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 26 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. **Error! Reference source not found.**Table 27 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 26. Four-Year Adjusted Cohort Graduation Rates, Expected Date of Graduation 2013 & 2014[6]

	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 27. 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.

[6] 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

Table 28. 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

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 29. 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 29. 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%

Table 30. 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

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[7].

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.

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

Table 31. OSY Last Grade Attended, Location, and Year[8]

		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 32. OSY Languages[9]

		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 33. 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%

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

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

Source: OSY Profile

Table 34. 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 35. 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 36. 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 37. 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 38. 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 39. 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