

STATEWIDE SERVICE DELIVERY PLAN

Kentucky Migrant Education Program

August 6, 2013

Revised September 10, 2014



TABLE OF CONTENTS

Introduction.....	1
Legislative Mandate.....	1
Description of the Kentucky Migrant Education Program	2
Description of the SDP Process	3
General Framework – Plan Alignment	5
Project Plan	7
Reading/Language Arts and Mathematics for Grades K-12.....	8
Graduation.....	11
Preschool.....	13
Out-of-School Youth (OSY).....	14
Priority for Services Students	16
Identification and Recruitment Plan	18
Parent Involvement Plan.....	22
Exchange of Student Records Plan.....	25
Implementation and Accountability in Local Programs	26
Communicating the SDP.....	26
Evaluating the SDP	26
Conclusion	29

INTRODUCTION

Legislative Mandate

The mission of the migrant education program (MEP) is to provide educational and human resource service opportunities that strengthen and enhance the development of the migrant farmworker child, youth, and their families. The MEP focuses primarily on the educational needs of the migrant child and attempts to alleviate barriers created by the migratory lifestyle (e.g., mobility and poverty) to attain successful educational achievement. Pursuant to the *Elementary and Secondary Education Act* (ESEA), reauthorized in 2001 as the *No Child Left Behind Act* (NCLB), state education agencies (SEAs) are mandated to identify and address the special educational needs of migratory children (Title I, Part C). SEAs that receive a grant of MEP funds are required to implement and evaluate program services to meet this mandate through a statewide service delivery plan (SDP) that is based on a current statewide needs assessment (ESEA, Title I, Part C, Section 1306, and 34 CFR 200.83).

The law requires that the SDP:

- Provides that migratory children have opportunities to meet the same challenging state academic content and academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses a full range of services available to migratory children from appropriate local, state, and federal educational programs;
- Is integrated with other federal programs and is the product of joint planning from such programs, including Title I, Part A, of ESEA, early childhood programs, and Title III; and
- Provides for the integration of services.¹

The SDP must include the following components:

- Performance targets that the state has adopted for all children in reading and mathematics achievement, high school graduation and the number of school dropouts, school readiness, as well as any other state performance targets identified for migratory children;
- Identification and assessment of the unique educational needs of migratory children that result from the children's migratory lifestyle and that must be met in order for them to participate effectively in school;
- Measurable program outcomes (MPOs) to address those needs;
- Service delivery strategies that the SEA will pursue on a statewide basis to meet those targets and MPOs;
- Evaluation of efforts to determine effectiveness of the MEP; and
- Meaningful input from migrant parents that have been consulted with in a format and language that the parents understand.

To this end, the Kentucky Department of Education (KDE) has conducted a current statewide comprehensive needs assessment (CNA) in 2011-12 to determine the educational needs of its

¹ ESEA, Title I, Part C, Section 1306

migrant youth population and has revised its SDP to incorporate these latest findings. This SDP has been developed in consultation with other local, state, and federal programs and defines the priorities for the state's MEP.

Description of the Kentucky Migrant Education Program (KYMED)

The KYMED provides supplemental educational services to the state's migrant farmworker children, youth, and families to mitigate the seven areas of concern identified by the U.S. Department of Education's Office of Migrant Education (OME), including:

- Educational continuity;
- Instructional time;
- School engagement;
- English language development;
- Educational support in the home;
- Health; and
- Access to services.

The MEP is administered by the KDE Division of Consolidated Plans and Audits through subgrants to local education agencies (LEAs). At the time of the 2012 CNA Report, there were 66 school districts managed under four migrant education regional service centers. Each regional service center employs the following staff: a regional center coordinator to oversee program operations and deliver professional development to LEAs; a records clerk to record demographic and migrant student data; and a recruiter/advocate to find and serve families in districts without migrant programs as well as provide assistance to districts with migrant programs. The LEA administrator, recruiters, advocates, and paraprofessionals provide direct services at the local level. In 2011-2012, KYMED identified 4,189 migrant-eligible children statewide²; over 60% are concentrated in the northeastern and central regions. Tobacco is the primary qualifying activity (considered seasonal work), including all stages of production from preparing the soil and sowing seeds (February-April) to stripping and bulking (November-January).

The most recent CNA and evaluation reporting provided a profile of Kentucky's migrant demographics. Most of Kentucky's migrant students enroll at the beginning of the school year in August or September and remain in the same school of initial enrollment.³ Three quarters of the migrant-eligible population are Hispanic and 25% are Caucasian. Of the K-12 student population (about half of the entire migrant population), most are elementary-aged students (34%). The KYMED also identifies and serves preschoolers—16% of the population—and out-of-school youth (OSY)—28%.⁴ The KYMED provides a range of educational and support services to its migrant children and families, such as: supplemental instructional support and tutoring in content areas; provision of educational resources and supplies; family outreach;

² Kentucky Consolidated State Performance Report: Part II for Reporting on School Year 2011-12 (initial submission on February 15, 2013).

³ Arroyo Research Services, Interim Evaluation Report of KYMED, December 2012.

⁴ ESCORT, Comprehensive Needs Assessment Final Report, July 2012.

collaboration with school personnel and programs; coordination with and referrals to community-based agencies; and staff development.

Description of the SDP Process

This SDP is the product of collaboration between KYMEP, content experts, and external consultants. They have guided 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 2012 CNA (also a collaborative process overseen by a needs assessment committee representing a range of educational and support service expertise). KDE contracted with ESCORT to facilitate the SDP process by convening four committees to focus on: students in grades K-5, students in grades 6-12, preschoolers, and OSY. Table 1 lists SDP committee members who contributed their research-based knowledge and years of educational programming to help inform this document.

Table 1. SDP Committee Members

Preschool	Title	Expertise
April Harper	Central Migrant Regional Service Center Coordinator	Coordination of services to preschoolers; network building with Head Start and community groups
Debbi Rose	Powell County Advocate	Knowledge about preschool and school-age populations
Elma Simpson	Marion County Advocate/Recruiter	Knowledgeable about recruitment and service provision to preschoolers
Teresa Sneed	Bowling Green Independent Parent Liaison	Parent involvement in early childhood
Diane Evans	Marion County MEP District Administrator	Knowledge about preschool programs and assessments
K-5	Title	Expertise
Penny Christian	Fayette County Parent Representative	Participation in the CNA parent involvement group; parent perspective on migrant student needs
Lindsay Henderson	Montgomery County Advocate/Recruiter	Summer programming and serving students K-5
Debbie Young	Montgomery County Advocate/Recruiter	Summer programming and serving students K-5
Christina Benassi	KYMEP Identification and Recruitment (ID&R) Coordinator	KY expert in ID&R
Grades 6-12	Title	Expertise
Rhonda Childress	National Center for Family Literacy ESL Specialist	Participation with the CNA educational services group; reading research and instructional services

Rhoda Moore	Bourbon County High School Guidance Counselor	Participated in CNA; academic challenges of migrant high school students
Judy Littleton	KYMEP State Director	Oversees the operations and implementation of the migrant program statewide
OSY	Title	Expertise
Guadalupe Ginn	Northeastern Regional Migrant Service Center Recruiter	ID&R; OSY Train-the-Trainer participant
Richard Sanchez	Fayette County Recruiter	Outreach to OSY
Sandra Wallace	Graves County Recruiter	ID&R; OSY Train-the-Trainer participant
Donna Potter	Adult Education and HEP Advisory Board Member	Dropout prevention; GED services
Frank Crossman	KYMEP Program Consultant	Manages and oversees the OSY program through the collaboration with Strategies, Opportunities and Services for Out-of-School Youth Consortium (SOSOSY)

The groups met twice (February 5 and April 10) to review the CNA findings and refine solution strategies (1st meeting) and discuss evaluation measures and strategies for communicating the SDP at the regional and local levels (2nd meeting). The meeting structure was to have the committees work first in their small teams to concentrate on issues specific to their subgroup and then debrief with the full group so that all committee members could add insights collaboratively.

During this same time frame, KYMEP was building capacity at the local level to increase parent involvement in program decision making by providing trainings on parent advisory councils (PACs). This initiative provided an opportunity for LEAs to become familiar with the statutory requirements to have parent input into the SDP. The consultant overseeing this professional development assisted LEAs in designing initial PAC meetings to introduce the SDP and develop long-term plans. As PAC member capacity grows over time, parents will revisit the SDP material for more in-depth MEP decision making. More details are provided in the Parent Involvement Plan section of this SDP.

GENERAL FRAMEWORK – PLAN ALIGNMENT

This section aligns the findings from the latest CNA (2012) with state performance goals generally and outlines MEP-specific MPOs and strategies for statewide implementation and evaluation. Summary tables 2.1-2.4 summarize CNA findings by content area focus—depicting initial priority concern statements articulated by the CNA and the main data findings to support the needs statement—in conjunction with the state performance targets. This information formed the basis for the service delivery strategies and MPOs described in more detail in Table 3 (beginning on page 8). The performance goals reference the *gap group* which is defined in the Unbridled Learning accountability model as groups that have historically had achievement gaps. The following groups are included in the unduplicated counts reported by KDE in its accountability model: African American, Hispanic, Native American, special education, poverty (free/reduced price meals), and limited English proficiency. The KYMEP will track migrant student achievement in comparison to gap group performance.

Table 2.1. Alignment of State Goals with the MEP CNA/SDP for Reading/Language Arts and Mathematics

GOAL AREA: READING/ LANGUAGE ARTS AND MATHEMATICS	
State Performance Target	Increase the average combined reading and mathematics proficiency ratings for all students in the non-duplicated gap group from 33.0% in 2012 to 66.5% in 2017.
Concern Statement	We are concerned that children with high mobility are viewed as a lower priority for providing educational services which can lead to lower levels of achievement.
Data Summary	Kentucky Performance Rating for Educational Progress (K-PREPS) data for 2012— READING: 28% of migrant students performed at proficient or above; the gap between migrant students and the gap group was 8.5% (elementary grades) and 9.2% (middle school). MATH: 25% of migrant students performed at proficient or above; the gap between migrant students and the gap group was 3.4% (elementary) and 5.9% (middle school).
Need Statement	Increase the average combined reading and mathematics proficiency ratings for migrant students to match that of the reported gap group. 2012 Benchmark: 26.5% for migrant students, 33.0% for gap group.

Table 2.2. Alignment of State Goals with the MEP CNA/SDP for Graduation

GOAL AREA: GRADUATION	
State Performance Targets	Increase the average freshman graduation rate from 76% to 90% by 2015. Increase the percentage of students who are college and career ready from 34% to 68% by 2015.
Concern Statement	Migrant students are unable to participate in afterschool instructional services and/or extracurricular programs/activities.
Data Summary	About a quarter of migrant secondary students participate in afterschool extracurricular activities (based on data from the regional surveys conducted for the CNA).
Need Statement	Increase the percentage of migrant secondary students who report that they are attending afterschool instructional services and/or extracurricular programs/activities

Table 2.3. Alignment of State Goals with the MEP CNA/SDP for Preschool

GOAL AREA: PRESCHOOL	
State Performance Target	Increase the percentage of children ready for kindergarten from 28.1% in 2012 to 64.1% in 2015-16.
Concern Statement	Migrant parents do not have adequate skills or resources to promote school readiness.
Data Summary	Regional survey data from the CNA indicated that more than half of migrant parents did not receive training to promote school readiness either from the MEP or from other agencies.
Need Statement	Increase the percentage of migrant preschoolers who receive strategic supplemental support in school readiness skills.

Table 2.4. Alignment of State Goals with the MEP CNA/SDP for OSY

GOAL AREA: OSY	
State Performance Target	Increase the percentage of students who are college and career-ready from 34% to 68% by 2015.
Concern Statement	OSY lack access to English language and other educational services.
Data Summary	Regional service center data on OSY indicated that a majority of OSY expressed an interest in English language services but varied in their knowledge of how to access services.
Need Statement	Increase the percentage of OSY receiving farm/home-based English language and other educational services to promote life skills.

PROJECT PLAN

The following project plan (Table 3) identifies service delivery strategies based on the findings from the CNA, required activities that are statewide priorities for the KYMEP, how implementation of the strategies will be measured, and other approaches suggested by the SDP committee that might help district MEPs reach MPOs.

Table 3. Project Plan for Implementation of SDP Strategies

Goal Area: Reading/Language Arts and Mathematics for Grades K-12			
State Performance Target: Increase the average combined reading and mathematics proficiency ratings for all students in the non-duplicated gap group from 33.0% in 2012 to 66.5% in 2017.			
MPO: Reduce the gap by 3% points per year between migrant students and the reported gap group on the average combined reading and mathematics proficiency ratings. 2012 Benchmark: 26.5% for migrant students, 33.0% for gap group.			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches
<p>1) Local projects will a) tailor supplemental academic instruction to student needs, b) use curriculum-based assessments for c) research-based interventions that are consistent and show progress.</p> <p>2) In the summer, local projects will provide at least 80 hours of summer instruction through programs that are at least three days per week for four to six weeks. [704 KAR 3:292, Section 2(2)]</p> <p>3) During the school year, priority for services students (PFS) will receive support at least twice a week and all other students once a week either before, during, or after school.</p>	<ul style="list-style-type: none"> Utilize high quality research and technology-based reading and mathematics programs. Recommended dosage: minimum twice weekly. Choice of program is at district level discretion. Monitor student progress through grades and assessments via Infinite Campus, parent input via surveys or parent involvement evaluations, teacher communications via emails, activity and pre- and post-test logs, and student identification of social and emotional needs as well as health and safety issues. Educate families on school culture, Kentucky Core Academic Standards, school council policies, transitions through the use of family orientations, and student records kits (i.e., accordion file and/or red bags). 	<p>1) a) Percentage (%) of students with pre-post curriculum-based assessment results; b) Standardize a process that includes a needs assessment so that at least 80% of students have shown progress on pre- and post-test assessments based on instructional support that meets their individualized needs.</p> <p>Documentation may include:</p> <ul style="list-style-type: none"> ✓ Student needs assessment form ✓ Pre- and post-test results ✓ Academic attendance logs ✓ Referral records and follow-up on attendance ✓ Grades, test scores, and school attendance on Infinite Campus ✓ Intervention logs ✓ Parent sign-in sheets and follow-up surveys 	<p>Promote literacy activities through a range of activities, for example:</p> <ul style="list-style-type: none"> Co-read with elementary students. Utilize high interest reading materials for secondary students. Make bilingual materials available to students and families. <p>Encourage parent involvement through coaching on read-aloud books, distribution of bilingual books, and focus on math activities. Recommended frequency: once a year one reading component; once a year one math component. Utilize KDE’s Best Practices Web site [http://education.ky.gov/school/Pages/Kentucky-Best-Practices.aspx].</p>

Goal Area: Reading/Language Arts and Mathematics for Grades K-12			
State Performance Target: Increase the average combined reading and mathematics proficiency ratings for all students in the non-duplicated gap group from 33.0% in 2012 to 66.5% in 2017.			
MPO: Reduce the gap by 3% points per year between migrant students and the reported gap group on the average combined reading and mathematics proficiency ratings. 2012 Benchmark: 26.5% for migrant students, 33.0% for gap group.			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches
	<ul style="list-style-type: none"> Collaborate with community partners (e.g., libraries, Family Resource Youth Services Center [FRYSC], local churches, food banks, Big Brothers Big Sisters, and healthcare providers). 	<ul style="list-style-type: none"> ✓ Student records kits tracking 2) % of summer school students receiving greater than or equal to 80 hours of summer instruction. 3) % of PFS students with greater than or equal to two supplemental services contacts per week. 	Develop programs that are multi-cultural and cross-curricular
Local projects will provide supplemental instructional strategies in English as a second language (ESL) for English learners (ELs) to supplement services required by Title III.	<ul style="list-style-type: none"> Individualize instruction and provide adequate scaffolding for ELs. Hire teachers (for supplemental instruction to migrant students) who have had training in ESL instruction. Provide professional development for regular classroom teachers and administrators in the areas of ESL and cultural diversity. Work in consultation with district EL teachers for ideas to assist with supplemental instruction. 	<p>% of migrant PFS students receiving EL supplemental services.</p> <p>Documentation on professional development offered by the MEP on ESL and cultural awareness for teachers, staff, and volunteers.</p>	Identify promising strategies that are working in the summer and adapt them to regular school term.

Goal Area: Reading/Language Arts and Mathematics for Grades K-12			
State Performance Target: Increase the average combined reading and mathematics proficiency ratings for all students in the non-duplicated gap group from 33.0% in 2012 to 66.5% in 2017.			
MPO: Reduce the gap by 3% points per year between migrant students and the reported gap group on the average combined reading and mathematics proficiency ratings. 2012 Benchmark: 26.5% for migrant students, 33.0% for gap group.			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches
Local projects will formalize and strengthen transitions and transfers for migrant students moving between different school systems.	<ul style="list-style-type: none"> Develop alternative learning opportunities for secondary education migrant students incorporating creative scheduling (e.g., night school, online courses, GED/HEP classes, extracurricular opportunities after school). <p>Create a welcome and/or mentoring program for new/transfer students.</p>	<p>% of transfers with documented inter-project communications regarding student.</p> <p>Documentation on options available to students, counts of students participating.</p>	

Goal Area: Graduation			
State Performance Target: Increase the average four-year graduation rate from 76% to 90% by 2015. Increase the percentage of students who are college- and career-ready from 34% to 68% by 2015.			
MPO: To be determined with baseline data from KDE in fall 2014.			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches
Local projects will support secondary students in articulating personal educational goals as part of the individualized learning plan (ILP) process to stay on track for graduation and pursuit of post-secondary options.	<ul style="list-style-type: none"> • Promote a case management approach to provide advocacy services. Recommended target: quarterly meetings with each migrant secondary student one-on-one. <p>KDE will develop a checklist for MEP advocates to review regularly with their students that will include:</p> <ul style="list-style-type: none"> ✓ Assessment scores (e.g., ACT/aptitude tests provided in ILP) ✓ Work samples ✓ Challenging long-term goals for high school completion ✓ College scholarship searches, goals, visits/tours ✓ College, vocational/ contextual learning, and career goals 	<p>% of migrant students on track with the goals established in their ILPs.</p> <p>% of secondary students who have up-to-date ILPs, including at least 75% of the checklist items completed by advocates with students.</p>	<p>Schedule parent meetings to introduce and explain the ILP process as well as other career building programs. Provide information on school council policies and district graduation requirements.</p> <p>Utilize high quality, research and technology based programs to address learning goals.</p> <p>Develop collaborative partnerships with community agencies.</p>

	<ul style="list-style-type: none">✓ Opportunities for outreach (e.g., field trips to companies, guest speakers, panel discussions with former migrant students, job shadowing).• Develop a welcome or mentoring program for secondary migrant students.• Create out-of-school/summer programming that includes the following four components: reading, math, student interest, and college-career (goal driven).		
--	--	--	--

Goal Area: Preschool			
State Performance Target: Increase the percentage of children ready for kindergarten from 28.1% in 2012 to 64.1% in 2015-16.			
MPO: Increase the percentage of migrant preschool students demonstrating kindergarten readiness by 15% of the baseline established in the fall 2013.			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches
Local projects will assess early learners using district-based assessments (e.g., Brigance, DIAL-R) and provide supplemental support in the areas of highest need with curriculum aligned with Kentucky's Early Childhood Standards.	<ul style="list-style-type: none"> Utilize curriculum that aligns with the state's preschool standards (e.g., Oral and Written Language Scale [OWLS], Early Childhood Environmental Rating Scale [ECERS], Creative Curriculum, Second Steps). 	<p>% of migrant preschool students assessed using the Kentucky Adopted Preschool Screener (target is at least 50%).</p> <p>% of migrant preschool students receiving supplemental support (target is at least 75%).</p> <p>% of migrant preschoolers participating in summer learning (target is at least 50%).</p>	<p>Provide educational opportunities through center time and small group instruction.</p> <p>Use age-appropriate, high quality, and research-based technology resources.</p> <p>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); document activities in MIS2000 and/or advocate logs.</p>
Local projects will provide educational opportunities for migrant parents in the area of early learning through home-based programming and site-based activities.	<ul style="list-style-type: none"> Develop family literacy programs (e.g., Family Reading Night, Math and Science Nights, Health Access Nurturing Development Service Program [HANDS]). Provide educational resources and training to parents (e.g., technology, manipulatives, materials such as crayons and glue). 	<p>% of migrant families participating in home-based support services (target is at least 25%).</p> <p>% of migrant families receiving resources (target is at least 50%).</p>	<p>Partner with community agencies to develop opportunities for parent education.</p> <p>Create newsletters and other forms of communication for parents in their home language.</p>

Goal Area: Out of School Youth (OSY)			
State Performance Target: Provide and coordinate support services that meet the needs of all students.			
MPO: Increase the percentage of OSY who demonstrate a 20% learning gain measure by pre- and post-test assessment on the SOSOSY “Life Skills” mini-lesson by summer 2014.			
Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches
Regional and local programs will provide opportunities for development of basic English and life skills through mini-lessons and resources for independent learning using standardized statewide instructional and assessment resources for OSY from the SOSOSY website.	<ul style="list-style-type: none"> • 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 assistance, transportation, safety, first aid and CPR, technology skills). • Utilize the SOSOSY consortium resources to assess needs, develop an education/career plan and coordinate with schools and community agencies. • Provide the one mandatory life skills mini-lesson along with the appropriate pre-test and post-test within 30 days and every subsequent 30 days from the time of filling-out OSY profile. 	<ul style="list-style-type: none"> • % of OSY receiving “Life Skills” mini-lesson services to promote life skills (target is at least 25%). • % of OSY in the MEP will gain proficiency with at least one mandatory life skills lesson (“How to leave a voice mail message”), as measured by the pre- and post-test for that lesson, within 30 days of filling out OSY profile (target is at least 75%). 	<p>Create mini-lesson incentives to increase enrollment and retention in learning activities.</p> <p>Create flexible scheduling for learning activities (e.g., evenings, weekends) based on input from OSY (e.g., surveys, interviews).</p> <p>Use OSY Profile Sheet, feedback and lesson pre- and post-test assessment information to plan appropriate services.</p>
Goal Area: Out of School Youth (OSY)			
State Performance Target: Provide and coordinate support services that meet the needs of all students.			
MPO: Increase the percentage of OSY who are participating in structured education programs to 4% by summer 2015.			

Service Delivery Strategy	Required Activities	Implementation Measures	Other Suggested Approaches
<p>Local projects will support recovery youth* in articulating personal educational goals and accessing educational opportunities.</p> <p>*Recovery youth are those OSY who indicate an interest in or are eligible to obtain a high school education, receive a GED or participate in structured adult education.</p>	<ul style="list-style-type: none"> • Utilize English language acquisition programs on mobile devices with pre- and post-test assessments to measure growth. • Develop short-term and long-term education goals. • Assist in completing application forms for HEP and GED programs and entering upon acceptance. • Provide pre-GED instruction (in English or Spanish). 	<ul style="list-style-type: none"> • % of OSY in the KYMEP who receive more than 20 hours of English instruction will increase their language proficiency scores on the SOSOSY English Language Screener. (target is at least 75%) • % of OSY who indicate an interest in GED or re-enrolling in school who receive active assistance. (target TBD using Fall 2014 data) • % of OSY receiving active assistance who successfully enroll in a GED program or public school. (target TBD using Fall 2014 data) 	<p>Work with school and community agencies to offer transportation alternatives.</p> <p>Provide one-on-one English language tutoring and/or literacy, math, or computer skills instruction based on their needs.</p> <p>Provide referral services/support for completion of a GED program and/or ESL classes.</p>

PRIORITY FOR SERVICES STUDENTS

KDE redesigned its PFS calculations in MIS2000, the state data system, in 2012 for two reasons: 1) The state reported a large percentage of its migrant population as PFS in Part 1 of Consolidated State Performance Reporting (CSPR)—45% of the 4,305 students. 2) There were two classifications of PFS (PFS 1 were highest level and PFS 2 were also high risk). These categories caused operational confusion. The KYMEP, in order to be proactive, redesigned the definition in order to have a clean PFS count. The new PFS definition went into effect on August 1, 2012. KDE provided information on the new definition via the webpage and email documentation to recruiters and district personnel.

In the fall of 2013, KDE updated the needs assessment form to ensure that advocates clearly understood the definition of all PFS criteria. This change came about when the ID&R coordinator asked for documentation for PFS students in spring 2013. The ID&R coordinator noticed there were many discrepancies that needed clarification. The new form was designed over the summer and will be implemented October 1, 2013. KDE provided mandatory paperwork training at the fall academy reviewing the changes to the needs assessment form.

In order to be considered a PFS student, one must attend two or more schools during the school year, denoting an interruption in school instruction. In addition, the student must be at risk of failing as verified by state assessment, grades, and 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 following bullets are the criteria used on the needs assessment form to evaluate PFS designations, with point values 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.
- 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.
- Has a current IEP or 504 plan.
- Has received a score less than 5 on the WAPT/WIDA Access test in: speaking, listening, reading, writing.
- Academic Performance:
 - One or more F's in two or more different core subject area or 2 D's in two or more core subject areas. Core subject areas include reading/language arts, mathematics, science, and social studies.
- Has scored novice on the Kentucky State Assessment (K-PREP) in these areas: reading, math, science, social studies, other.
- 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.
- Is not on grade level in reading, math, and/or other core subject areas based on district assessments.
- In the current school year, student has missed 10+ days related to their migratory life style.
- 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.

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 LEA's 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 (revised in August 2012 and disseminated in the fall 2013) 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 communication with parents.

When a new recruiter is hired, KDE staff provides intensive training within two to three weeks of the date of hire. The training consists of the following:

- Knowledge of the history of the MEP;
- Knowledge of all MEP eligibility definitions;
- Understanding of the decision-making process of the certificates of eligibility (COEs);
- Knowledge of Kentucky agricultural production and processing activities;
- Knowledge of temporary and seasonal employment;
- Proficiency in accurately, completely, and clearly filling out all sections of the COE and basic interview pattern (BIP);
- Knowledge of a variety of scenarios that need additional comments beyond what is normally recorded on the COE to demonstrate that the children are 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.
- 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.

Table 4 below is the KYMEP ID&R Plan for 2012-2013 and highlights the sequence of major ID&R activities throughout the year. This plan represents the types of activities that occur annually and when, although specific dates and locations may vary. It is provided here to illustrate how the KYMEP approaches its ID&R statewide.

Table 4. Sample ID&R Plan (from 2012-2013)

Month	Activity	Approximate date	Location
September	Fall Academy	9-4 to 9-6	Covington, KY
	Duplicate Student Count	9-18 to 9-21	Frankfort, KY
	Migrant Newsletter	9-25	Frankfort, KY
	Inside Re-Interview Webinar	9-18	Frankfort, KY
	Manage MSIX Work List	9-10- to 9-14	Frankfort, KY
	Policies and Procedures	9-24	Frankfort, KY
	OSY Train-the-Trainer Conference	9-10 to 9-14	Clearwater, FL
	National Summer Learning Webinar (summer goals)	9-26	Frankfort, KY
October	Inside Re-interview Panel Webinar		
	Updated Webpage	10-1	
	Coordinators Meeting	10-29	Frankfort, KY
	Update the ID&R Handbook		
	Manage MSIX Work List		
	Northeastern Regional Meeting- Training	10-25	
	Central Regional Meeting –Training	10-26	Marion County
	Update the Advocate Handbook		
November	Migrant Newsletter	11-19	
	OME Conference	11-13 to 11-14	South Padre, TX
	Duplicate Student Count	11-20	
	Southeastern Regional Meeting – Training		Richmond, KY

Month	Activity	Approximate date	Location
November	State Profile Review		
	Regional ID&R Plan Review		
December	CSPR	12-1 to 12-15	
	Winter Clerk Meeting	12-11	Flemingsburg, KY
	Strategic Plan		
	SDP Process Beginning	12-20	Frankfort, KY
January	Migrant Newsletter	1-15	
	Duplicate Student Count		
	New Recruiter Training	1-15	Frankfort, KY
	Re-Interview Training	1-31	Frankfort, KY
February	Federal Program Collaboration		
	Southeastern Regional Meeting	2-28	Richmond, KY
	Northeastern Regional Meeting	2-21	Georgetown, KY
	Western Regional Meeting	2-13	Madisonville, KY
	Desk-Monitoring	2-16	Pulaski Co
	LEA Monitoring ESCORT	2/12-2/14	Barren, Metcalfe, Monroe Co.
March	Migrant Newsletter	3-15	
	Duplicate Student Count		
	Regional Monitoring	2-19 to 2-21	Logan, Daviess, Danville
	Migrant Coordinators Meeting	3-13	Frankfort, KY

Month	Activity	Approximate date	Location
March	Spring Clerk Meeting	2-27	Western Region
April	National Association of State Directors of Migrant Education (NASDME) Conference	4-28 to 5-1	Orlando, FL
	State Map- Review to Decide Where to Have the Blitz		
	Regional Monitoring	4-23 to 4-25	Bourbon, Montgomery, Clark
May	Migrant Newsletter	5-15	
	Western Blitz		
	Duplicate Student Count		
	REACTS Site Visit	5-9 to 5-10	
	Pull Numbers for Funding	5-2	
June	Re-Interview Data Due to KDE	6-1	Frankfort, KY
	Summer Program Monitoring		
	Summer Clerk Meeting		Western Kentucky
July	Migrant Newsletter	7-15	
	Duplicate Student Count		
	Office of Migrant Education Monitoring	7-17 to 7-21	
	Determine State/Regional Deferred Rate From Re-Interviews	7-31	
	Summer Program Monitoring		
August	Prepare Fall Academy		
	Update the Advocate Handbook		

Month	Activity	Approximate date	Location
August	Update the ID&R Handbook		
	Preparing the Southeastern Blitz		

PARENT INVOLVEMENT PLAN

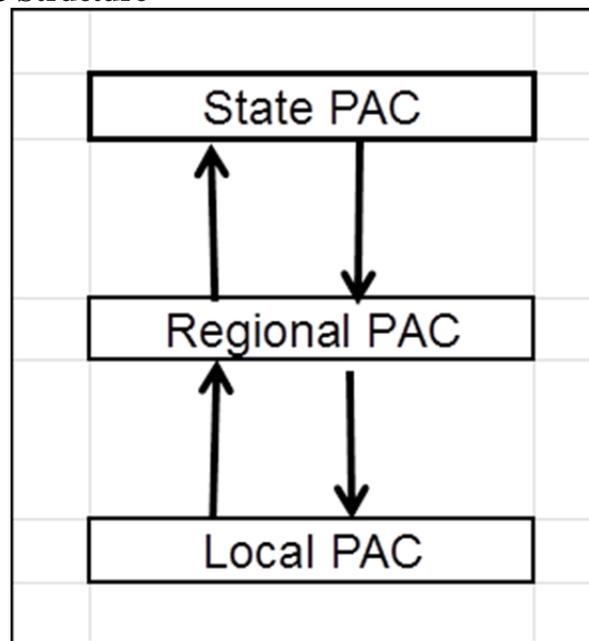
The KYMEP parent involvement plan is based on the statewide objectives identified by the Commissioner’s Parents Advisory Council (CPAC) in the *Missing Piece of the Proficiency Puzzle*⁵:

1. Relationship-building: Migrant education staff builds productive, personal relationships with parents of all their students.
2. Communications: Two-way information in many forms flows regularly between MEP staff and migrant parents about students’ academic achievement and individual needs.
3. Decision-making: MEP staff encourages, supports, and expects migrant parents to be involved in MEP improvement decisions and to monitor and assist in MEP improvement.
4. 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.
5. Learning Opportunities: MEP staff ensures that families have multiple learning opportunities to understand how to support their children’s learning.
6. Community Partnerships: MEP staff engages and partners with community members to plan and implement substantive work to improve student achievement.

The program continues to build on the services provided at the regional and local level 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 capacity within the district and regional MEPs to involve migrant parents in decision making, KDE has initiated staff development and technical assistance beginning in the 2012-2013 school year related to forming regional and state PACs. The plan is to develop local and regional PACs in year one to elicit information from the migrant community on their needs and to revise services and activities based on PAC input. In year two, KDE plans to begin a statewide PAC that will build upon the regional and local efforts. Figure 1 below depicts the relationship between the state, regional, and local PACs.

⁵ 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 1. KYMEP PAC Structure



Regional PAC meetings were held May 14-17, 2013, in order to get input from migrant parents on the SDP strategies and goals. Each region used a standardized set of questions related to the following agreed upon priority topic areas: summer programming; preschool assessment; family involvement activities; and transitions between grade levels and schools. The following themes emerged from the four PAC meetings and are incorporated into the activities and strategies in Table 3:

- **Understanding School Expectations:** guiding parents to understand the academic expectations at each grade level and student transition; parents commented that they needed to understand these expectations sooner (e.g., starting mid-year to begin discussing expectations for the next grade level).
- **Building Parent Capacity:** assisting families to be independent and connecting them with local organizations to locate resources and services on their own.
- **Facilitating Communications with School Districts:** facilitating discussions with parents to understand what the district provides in the way of support to students and how to advocate for and access those services.
- **Engaging Learning Activities:** providing resources and training that make learning opportunities fun for students, especially during the summer (e.g., through singing and music); assisting parents to learn ways to promote student learning through fun, hands-on activities.

- Mentoring: connecting families and students needing support with other families and students who are comfortable with the educational system and can be “buddies” to ease the anxiety and confusion of migrant students/families as they make their way through a new school system.

The SDP will be revised in year two of the PAC initiative when the statewide PAC convenes to review strategies and evaluation data from the SDP and members provide their feedback.

EXCHANGE OF STUDENT RECORDS PLAN

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)]. To assist in this endeavor, OME has developed and maintains the Migrant Student Information Exchange (MSIX). KYMEP uploads student records from its state database, MIS2000, 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.⁶

Kentucky has four regional 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, coordinator, or recruiter receives a move alert from MSIX, he/she notifies the affected district 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 four 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 seeing 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 databases, MIS2000, 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 machine uploads to the MSIX on a daily basis at 3 a.m. ET. Any new or revised information that has been uploaded to the state MIS2000 server is uploaded to MSIX.

⁶ Christina Benassi, Student Records Exchange Policies and Procedures Manual: Kentucky’s Policy and Procedures, September 2012.

IMPLEMENTATION AND ACCOUNTABILITY IN LOCAL PROGRAMS

Communicating the SDP

The SDP will be disseminated to the local and regional coordinators at the fall academy held September 2013. KYMEP leadership from KDE will facilitate sessions to explain the SDP process and priorities. This event offers an opportunity for MEP staff (local and regional) to ask for clarifications about solution strategies and evaluation measures. 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 professional development 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.).

Evaluating the SDP

The KYMEP evaluates the effectiveness of its statewide program in accordance with Section 1306 of NCLB. Evaluation is framed to measure the implementation and effectiveness of the strategies and MPOs outlined in this SDP using a gap analysis between migrant and non-migrant (gap group) student achievement. The overarching evaluation questions include the following:

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

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):** Assessment data for migrant and non-migrant students is entered into MIS2000, and is also available through KDE's accountability system.
- **Infinite Campus:** Attendance 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, administered in January and February of 2012. Subsequent annual evaluations will include parent data drawn from a statewide common parent survey that will be one part of the data collection protocol.

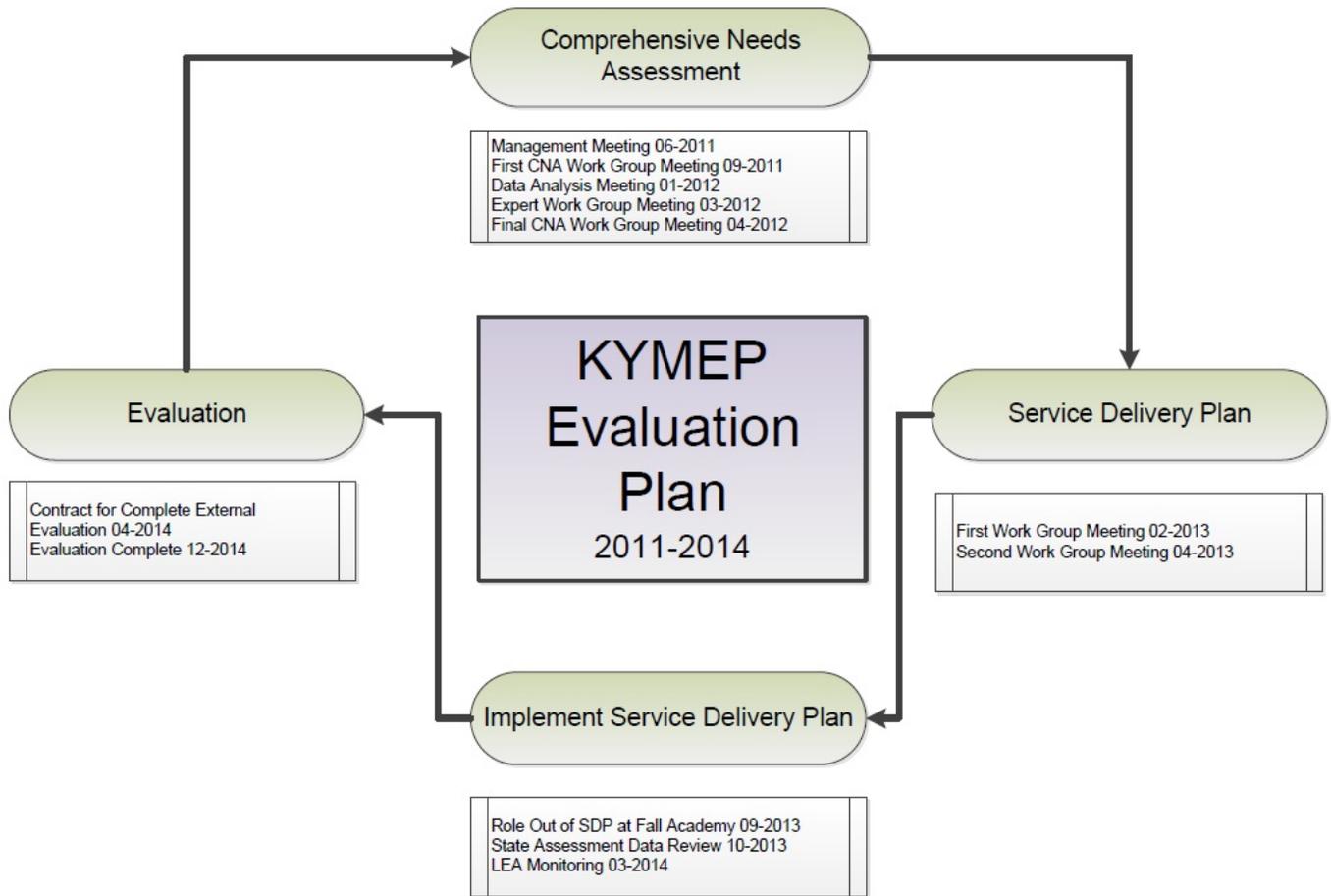
The evaluation plan uses a mixed methods approach that includes quantitative and qualitative analyses appropriate to the specific evaluation questions and data including: descriptive statistics, trend data, gap analysis, performance analysis, and enrollment analysis.

- **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 will be conducted through a gap analysis and analyses of gap trend data; in the Unbridled Learning accountability model commencing in 2011-2012, KDE identifies student groups—gap group—that have historically had achievement gaps and reports results for these groups using non-duplicated counts of students who score proficient or higher (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 2 below depicts the continuous improvement cycle for the KYMEP, including the 2011-2014 Evaluation Plan. Once the first evaluation cycle is completed in December 2014, the KYMEP leadership will utilize the findings to identify emerging issues and update the SDP as needed. The dates for the next CNA will be determined at this time.

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. In May 2012, KDE created a plan to monitor approximately 45 LEAs with migrant education funds over a three-year cycle. The plan includes monitoring 15 local MEPs annually: nine on-site and six via desk audit. 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 focuses 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. The first year of monitoring provided a baseline for program awareness of the CNA and SDP. The KYMEP will be able to measure the progress in communicating and implementing priorities as this latest SDP is rolled out in the fall with subsequent monitoring cycles.

Figure 2. Evaluation Plan for the KYMEP



CONCLUSION

The KYMEP continues to respond to changing demographics in its migrant population and fluctuations in the agricultural industry. The state has experienced a significant increase in the number of Hispanic migrants, those whose primary language is not English and in the OSY population. 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. These trends informed the discussions during the CNA and SDP processes to update the SDP in place since 2008. This revised 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.

At the time of the 2008 SDP, the KYMEP was shifting priorities to focus more on academic instructional services (beyond just advocacy services), with a major focus on parent involvement. 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 2013 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). These additions include:

- Solution strategies emphasize individualizing and scaffolding instruction for ELs, with support from the MEP through professional development for staff on implementation.
- More specificity has been provided for summer programming.
- District MEPs will be focusing more on transitions between school systems.
- Early childhood education and school readiness are emphasized.
- OSY services will be targeted at providing discrete, mini-lessons that foster basic skills for life in the state.
- Parent involvement is still a major focus, with an initiative underway to strengthen the PAC structure, in addition to helping parents support their children's learning at home.

The KYMEP continues to refine and strengthen its data collection systems to ensure that implementation of statewide priorities and their impacts on student achievement are measured and analyzed. These results are used to continue to inform service provision to meet the needs of Kentucky's migrant population.