COMPREHENSIVE NEEDS ASSESSMENT
FINAL REPORT

Kentucky Migrant Education Program
July 2012

TABLE OF CONTENTS

Overview of the State Migrant Education Program 1

Purpose and Scope of the Comprehensive Needs Assessment..... 1

Methodology 2

Migrant Student Profile 4

Results 16

- **School Readiness..... 16**
- **Educational Services (K-12) 19**
- **Parent Involvement 21**
- **Health..... 25**
- **OSY 27**

Implications 29

Next Steps..... 33

Appendices

- **A. Regional Map of Migrant Education Program 34**
- **B. Needs Assessment Committee Membership 35**
- **C. Phase I (Explore What Is) Materials 36**
- **D. Phase II (Gather and Analyze Data) Materials 42**
- **E. Phase III (Make Decisions) Materials 50**

OVERVIEW OF THE STATE MIGRANT EDUCATION PROGRAM

The Kentucky Migrant Education Program (KY MEP) provides supplemental educational services to the state's children, youth, and families of migratory farmworkers as authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA). Under ESEA, the MEP focuses on alleviating barriers to successful educational achievement due to the migratory lifestyle, including disruption in schooling due to repeated moves, poverty, social isolation, and language barriers. The mission of the KY MEP is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant child and the migrant family.

The KY MEP is administered through the Kentucky Department of Education (KDE) Division of Consolidated Plans and Audits. KDE provides subgrants to local education agencies (LEAs) that apply for MEP funding to administer services at the local level. Currently, the KY MEP consists of 66 school districts administered under four regional administrative centers. In 2010-2011, there were 3,314 migrant-eligible students; 51% were identified as Priority for Services (1,678). Over 60% are concentrated in the northeastern and central regions. (Refer to Appendix A for a regional map.) Tobacco is the primary agricultural enterprise in the state and remains a top qualifying activity for the MEP, through all stages of labor intensive production from preparing the soil and sowing seeds (February-April) to stripping and bulking (November-January). More detailed demographic information on the migrant students in the state is located in the Profile section of this report.

PURPOSE AND SCOPE OF THE COMPREHENSIVE NEEDS ASSESSMENT

State education agencies are required to implement and evaluate projects to address the unique needs of migratory children through a state service delivery plan (SDP) based on a current statewide needs assessment (pursuant to *ESEA, Title I, Part C, Section 1306*, and *34 CFR 200.83*). The KY MEP conducted a Comprehensive Needs Assessment (CNA) from June 2011 to April 2012 in order to update its migrant student data profile and to assess the needs of the population at the present. The state's initial CNA was completed in 2006, upon which its SDP is currently based. At the time of the first CNA, the KY MEP served a predominantly Anglo migrant student population with intrastate mobility; however, the state was also experiencing demographic shifts at that time, with an increase in Hispanic migrants.

The purpose of the latest CNA was to:

- Examine the educational needs of the state's current migrant student population
- Use up-to-date data to validate concerns about migrant student achievement and inform decision making about services to ameliorate the barriers to academic success due to the migratory lifestyle
- Develop an action plan to implement and evaluate evidence-based solutions that would form the basis for the state's SDP.

The scope of the CNA focused on migrant youth, including preschool age, the K-12 student population, and Out-of-School Youth (OSY). The primary topics addressing the needs of students and families included educational services, health and nutrition, and parent involvement. The CNA also examined administrative and data system concerns at the MEP and state levels. This report summarizes the findings from the 2011-2012 CNA.

METHODOLOGY

The CNA process was based on the three-phase model from Witkin and Altschuld.[1] A Management Team of KDE staff, with a consultant from ESCORT, oversaw the process. In Phase I (Explore What Is), the Management Team convened a Needs Assessment Committee (NAC) comprised of stakeholders who could bring diverse perspectives to examining migrant student needs. (Refer to Appendix B for a list of NAC members.) In the first phase of the process, the NAC examined preliminary demographic and student outcome data to get a snapshot of the population (refer to the Migrant Student Profile later in this report). The committee established a list of concerns, linked to the Seven Areas of Concern identified by the Office of Migrant Education.[2] The Management Team made a strategic decision at the beginning of the process to begin with a new set of concern statements based on preliminary profile data and insights from the NAC member at the present point in time rather than starting with a revisit of the previous CNA, from 2006. This decision point was based on thoughtful deliberations about various approaches to conducting a new CNA, and given the issue of old data and changing demographics, and changes in MEP staffing at the state level, the team decided to approach with a fresh perspective based on current data. (Meeting materials from Phase I are archived in Appendix C.)

In Phase II (Gather and Analyze Data), the NAC examined quantitative and qualitative data to establish need statements. The Data Team, including Arroyo Research Services, developed a data collection and analysis plan to confirm and document the magnitude of the needs of Kentucky's migrant children and youth. Information came from MIS2000, Infinite Campus (the state student data collection system), migrant parent surveys, and regional questionnaires. (Data collection instruments are archived in Appendix D.) Student data from the Infinite Campus and MIS2000 databases were matched to have more complete information about migrant students and to compare them with other student populations. Data from MIS2000 were organized in the following ways:

- Dates between September 1 and August 31 were counted as one school year.

[1] Witkin, B.R., & Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: SAGE Publications.

[2] The Seven Areas of Concern include: educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

- Students who enrolled and withdrew multiple times within one school year were counted only once (i.e., numbers represent unique migrant students per year).
- Data were collapsed across regular school year and summer term.
- Data for the 2011-2012 school year only include information between September 1 and November 31, 2011.

Each region received a questionnaire which asked coordinators to report on indicators related to the concerns, including the following:

- Health—immunizations
- Access to technology—random selection of migrant families queried
- Access to preschool services—number of preschool-aged children in the region, those served in a preschool setting
- School readiness skills support in the home—number of migrant parents who receive training on school readiness
- Priority for services—counts and services
- Bilingual materials to assist with homework—number of districts providing

In addition, regional staff gathered information from five local districts selected at random on the following:

- Alternative testing accommodations for migrant students
- Teen pregnancies
- Bilingual school/home materials (i.e., homework assistance, written district attendance and grading policies)
- Inclusion of MEP staff in the Program Service Plan process
- "Pull out" activities for Title I and Title III for migrant students
- Secondary students involved in extracurricular activities

Regional staff also selected 10 migrant secondary students who do not participate in after-school extracurricular activities (selected at random) to obtain information on reasons why they do not participate, and 10 OSY to ask about their perceptions on access to health and educational services. One hundred and fifty-two parent surveys were completed across the four regions. Parents responded to items related to participation in their children's educational activities, their own adult education, access to health and social services, and their understanding and comfort level with their children's school and coursework. (Refer to Appendix D for survey instruments.)

In Phase III (Make Decisions), the NAC, with input from expert work groups, analyzed the data gathered and generated evidence-based solutions to the needs confirmed by data. The expert work groups deliberated on possible implementation challenges to proposed solutions and recommended evaluation strategies. (Refer to Appendix E for summary PowerPoint

presentations from the expert groups.) The NAC reviewed these suggestions and voted on the highest priority solutions. These findings are summarized in the Results section of this report.

MIGRANT STUDENT PROFILE

The following demographic and student outcome data provide a snapshot of the migrant student population in Kentucky at the time of this CNA. The profile illustrates general trends in demographics and student achievement for the population. It served as a starting point for the NAC's discussions about the needs of migrant children and families in the state.

Demographics

The number of migrant-eligible students has increased over the past three years. The majority are enrolled during the regular school year. August is the highest enrollment month. (Refer to Tables 1a. and 1b. below.)

Table 1a. Percent of Migrant-Eligible Students by Enrollment Period and Year[3]

Enrollment Period[4]	2008-2009	2009-2010	2010-2011
All Migrant-Eligible Students	2,550	3,001	3,314
Migrant Students Served During the Regular School Year	57%	52%	58%
Migrant Students Served During the Summer	40%	39%	43%
Migrant Students Served During Both the Regular School Year and Summer Term	31%	30%	32%
Migrant Students Categorized as "Residency Only"	43%	50%	41%

Note that percentages will not add to 100. Each row is the percentage of eligible students who had the designated enrollment code(s) at least once during the period. That is, rows can be read as the percentage of eligible migrants who were enrolled at any time during the regular school year, the percentage of eligible students who enrolled during summer school, etc. Some students were classified as Residency Only during one portion of the year, then Summer School, or as Regular School Year then Summer.

Table 1b. Percent of Migrant-Eligible Students* by Enrollment Month and Year

Enrollment Month	**2008-2009** ***N*** = 3,823	**2009-2010** ***N*** = **4,587**	**2010-2011** ***N*** = **5,005**
August	49%	49%	50%
September	3%	4%	4%
October	4%	5%	3%

[3] Year = August 1 through July 31 for all analyses.
[4] Percentages represent whether a student was ever served during the regular school year, summer school, or both. Similarly, percentages represent whether a student ever received a "residency only" designation. Given that categories are not mutually exclusive, percentages will not add up to 100%.

Enrollment Month	2008-2009 *N* = 3,823	2009-2010 *N* = 4,587	2010-2011 *N* = 5,005
November	2%	3%	2%
December	2%	2%	1%
January	3%	2%	2%
February	2%	1%	2%
March	3%	2%	2%
April	2%	2%	2%
May	4%	2%	7%
June	21%	24%	20%
July	5%	4%	5%
Total	**100%**	**100%**	**100%**

**Note: Includes one record for each enrollment activity for each student. The n is, therefore, the total number of student enrollments, and not the total number of unique students. For example, a student who enrolled in August and again in February is counted twice, and a student who enrolls in August and again in June is counted twice, and is shown as both an August and a June enrollment.*

Table 2 depicts the regional percentages of migrant-eligible students. Two-thirds of the population are located in the central and northeastern regions.

Table 2a. Percent of Migrant-Eligible Students by Geographic Region[5] and Year

Geographic Region	2008-2009 *N* = 2,550	2009-2010 *N* = 3,001	2010-2011 *N* = 3,314
Region 1 – Western	20%	20%	20%
Region 2 – Central	25%	24%	29%
Region 3 – Northeastern	33%	34%	32%
Region 4- Southeastern	22%	22%	19%
Total	**100%**	**100%**	100%

Table 2b. Percent of Migrant-Eligible Students Served in Each Geographic Region by Year and Enrollment Period

Geographic Region	Year	*N*	Enrollment Period			
			Regular School Year	Summer School	Both Regular and Summer	Residency Only
Region 1- Western	2008-2009	502	63%	43%	37%	38%
	2009-2010	586	54%	39%	30%	48%
	2010-2011	655	55%	41%	33%	44%
Region 2- Central	2008-2009	632	64%	49%	39%	39%
	2009-2010	701	57%	51%	38%	46%
	2010-2011	951	60%	48%	36%	37%
Region 3- Northeastern	2008-2009	860	49%	32%	23%	50%
	2009-2010	1,038	45%	34%	24%	57%
	2010-2011	1,066	51%	44%	30%	49%

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

Region 4-Southeastern	2008-2009	555	58%	37%	28%	42%
	2009-2010	664	53%	36%	28%	46%
	2010-2011	642	69%	33%	25%	30%
All Regions	2008-2009	2,550	57%	40%	31%	43%
	2009-2010	3,001	52%	39%	30%	50%
	2010-2011	3,314	58%	43%	32%	41%

Note: Columns are not mutually exclusive. See Table 1 note for details.

The highest concentrations of migrant students by age/grade are elementary level (K-5)—about a third—and OSY—another third. (See Figure 1 and Table 3 below.) Table 4 shows enrollment period by grade level.

Figure 1. Percent of Migrant-Eligible Students by Grade Level and Year

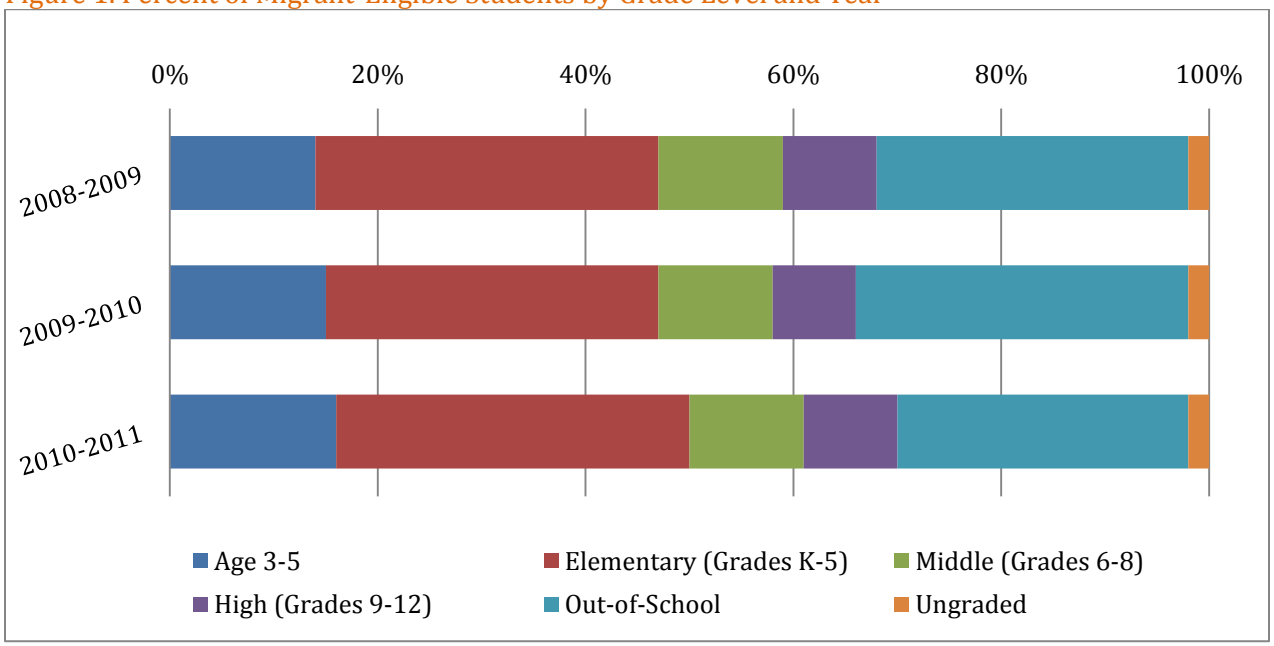

Table 3. Percent of Migrant-Eligible Students by Grade Level and Year

Grade Level	2008-2009 *N* = 2,550	2009-2010 *N* = 3,001	2010-2011 *N* = 3,314
Age 3-5	14%	15%	16%
Elementary (Grades K-5)	33%	32%	34%
Middle (Grades 6-8)	12%	11%	11%
High (Grades 9-12)	9%	8%	9%
Out-of-School	30%	32%	28%
Ungraded	2%	2%	2%
Total	**100%**	**100%**	**100%**

Table 4. Percent of Migrant-Eligible Students Attending Each Enrollment Period, by Grade Level and Year

Grade Level	Year	*N*	Enrollment Period			
			Regular School Year	Summer School	Both Regular and Summer	Residency Only
Age 3-5	2008-2009	348	20%	49%	12%	79%
	2009-2010	447	20%	44%	10%	88%
	2010-2011	557	28%	48%	11%	69%
Elementary (Grades K-5)	2008-2009	855	97%	57%	55%	3%
	2009-2010	954	92%	61%	55%	7%
	2010-2011	1,147	95%	62%	58%	3%
Middle (Grades 6-8)	2008-2009	317	99%	55%	54%	2%
	2009-2010	321	98%	57%	56%	4%
	2010-2011	354	98%	55%	54%	1%
High (Grades 9-12)	2008-2009	228	97%	44%	42%	4%
	2009-2010	237	96%	54%	53%	3%
	2010-2011	267	98%	48%	46%	2%
Out-of-School	2008-2009	754	2%	9%	1%	99%
	2009-2010	990	2%	7%	1%	99%
	2010-2011	931	5%	8%	<1%	95%
Ungraded	2008-2009	48	33%	35%	2%	88%
	2009-2010	52	23%	31%	14%	81%
	2010-2011	50	30%	64%	18%	72%
All Grade Levels	2008-2009	2,550	57%	40%	31%	43%
	2009-2010	3,001	52%	39%	30%	50%
	2010-2011	3,314	58%	43%	32%	41%

Note: Columns are not mutually exclusive. See Table 1 note for details.

More than half of the migrants are males. (Refer to Figure 2 and Table 5 for migrant-eligible enrollment by gender.)

Figure 2. Percent of Migrant-Eligible Students by Gender and Year

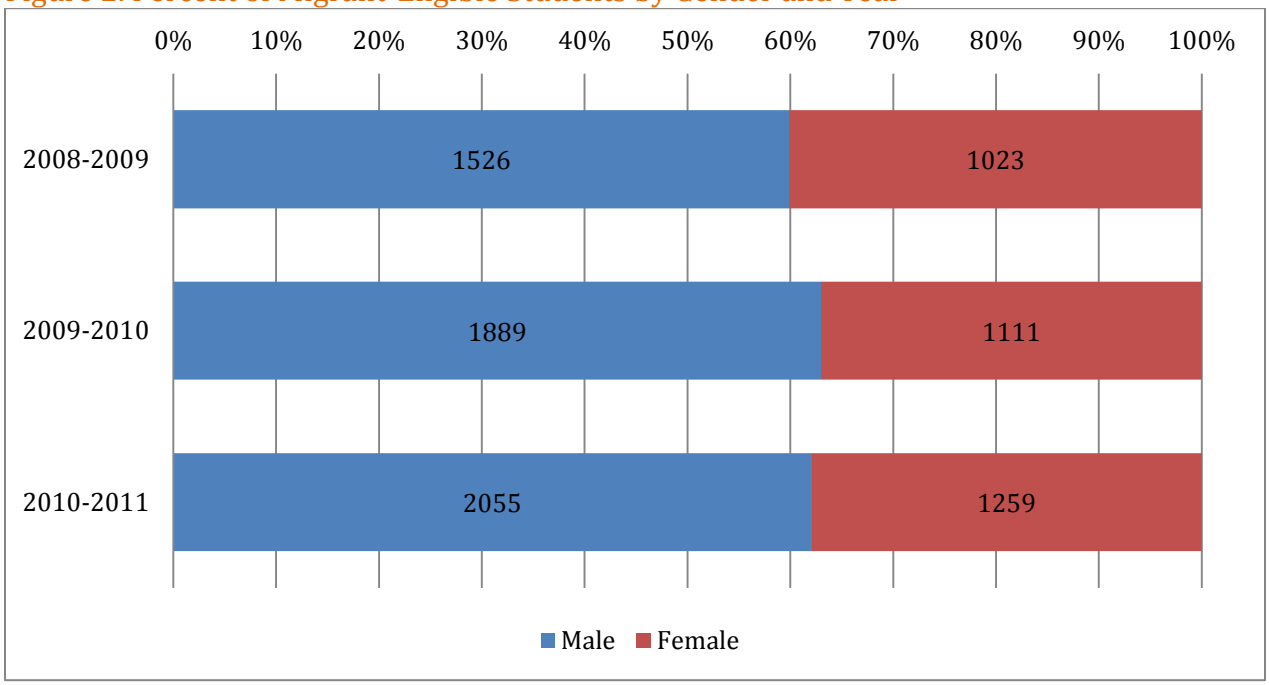

Table 5. Percent of Migrant-Eligible Students Attending in Each Enrollment Period, by Gender and Year

Gender	Year	*N*	Enrollment Period			
			Regular School Year	Summer School	Both Regular and Summer	Residency Only
Male	2008-2009	1,526	49%	35%	27%	52%
	2009-2010	1,889	43%	33%	25%	58%
	2010-2011	2,055	50%	37%	27%	50%
Female	2008-2009	1,023	71%	46%	37%	30%
	2009-2010	1,111	66%	50%	37%	36%
	2010-2011	1,259	71%	52%	39%	27%
All Gender	2008-2009	2,550	57%	40%	31%	43%
	2009-2010	3,001	52%	39%	30%	50%
	2010-2011	3,314	58%	43%	32%	41%

Note: Columns are not mutually exclusive. See Table 1 note for details.

The majority of migrants are Hispanic. (Refer to Figure 3 and Tables 6 and 7 for information on migrant-eligible enrollment by ethnicity.)

Figure 3. Percent of Migrant-Eligible Students by Ethnicity and Year

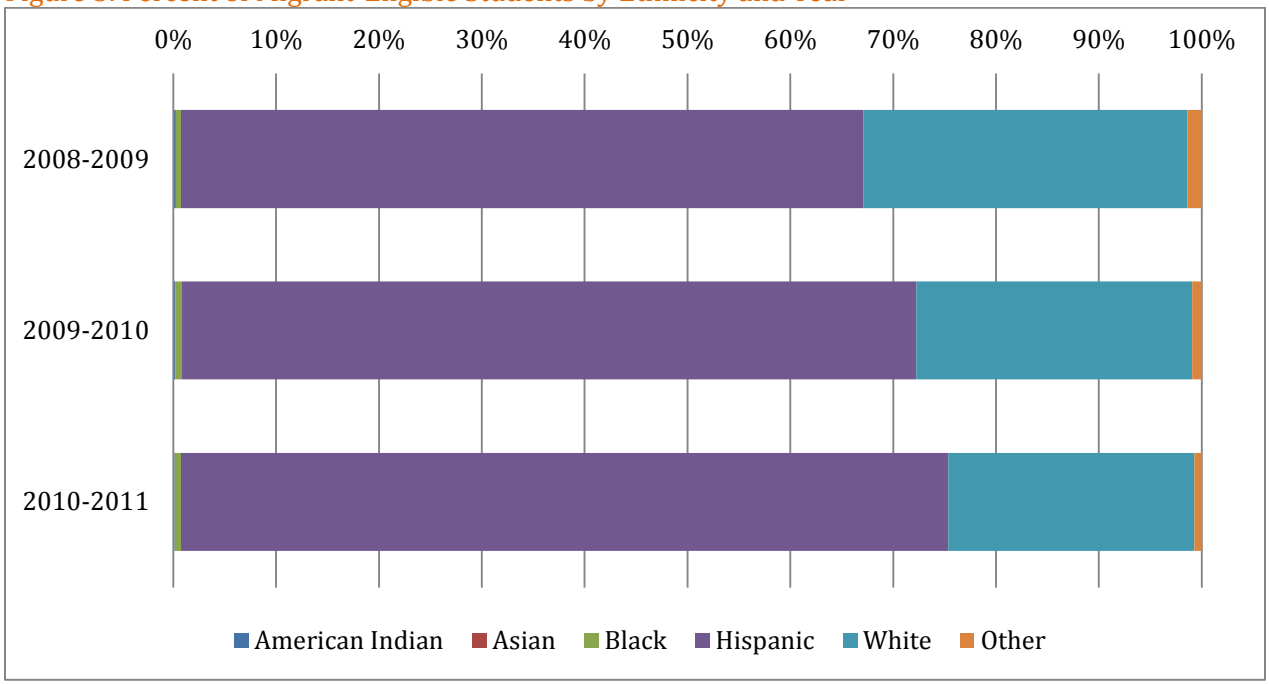

Table 6. Percent of Migrant-Eligible Students by Ethnicity and Year

Ethnicity	2008-2009 *N* = 2,550	2009-2010 *N* = 3,001	2010-2011 *N* = 3,314
American Indian	<1%	<1%	<1%
Asian	0%	0%	0%
Black	1%	1%	<1%
Hispanic	66%	71%	75%
White	32%	27%	24%
Other	1%	1%	1%
Total	**100%**	**100%**	**100%**

Table 7. Percent of Migrant-Eligible Students Attending in Each Enrollment Period by Ethnicity and Year,

Ethnicity	Year	*N*	Enrollment Period			
			Regular School Year	Summer School	Both Regular and Summer	Residency Only
American Indian	2008-2009	6	83%	83%	83%	17%
	2009-2010	6	83%	33%	33%	33%
	2010-2011	4	75%	75%	75%	25%
Black	2008-2009	13	92%	54%	54%	15%
	2009-2010	19	84%	68%	63%	21%
	2010-2011	21	81%	67%	62%	14%
Hispanic	2008-2009	1,692	45%	35%	26%	55%
	2009-2010	2,143	41%	34%	23%	60%
	2010-2011	2,473	50%	38%	27%	49%
White	2008-2009	804	83%	47%	40%	20%
	2009-2010	805	78%	53%	45%	24%
	2010-2011	793	82%	55%	45%	18%
Other	2008-2009	35	74%	66%	54%	26%
	2009-2010	28	79%	36%	25%	25%
	2010-2011	23	65%	39%	22%	35%
All Ethnicities	2008-2009	2,550	57%	40%	31%	43%
	2009-2010	3,001	52%	39%	30%	50%
	2010-2011	3,314	58%	43%	32%	41%

Note: Columns are not mutually exclusive. See Table 1 note for details.

The state has experienced increasing percentages of migrant-eligible students who are English learners (ELs). (See Figure 4 and Table 8 below.)

Figure 4. Percentage of Migrant-Eligible Students Who are English Language Learners (ELLs) by Year[6]

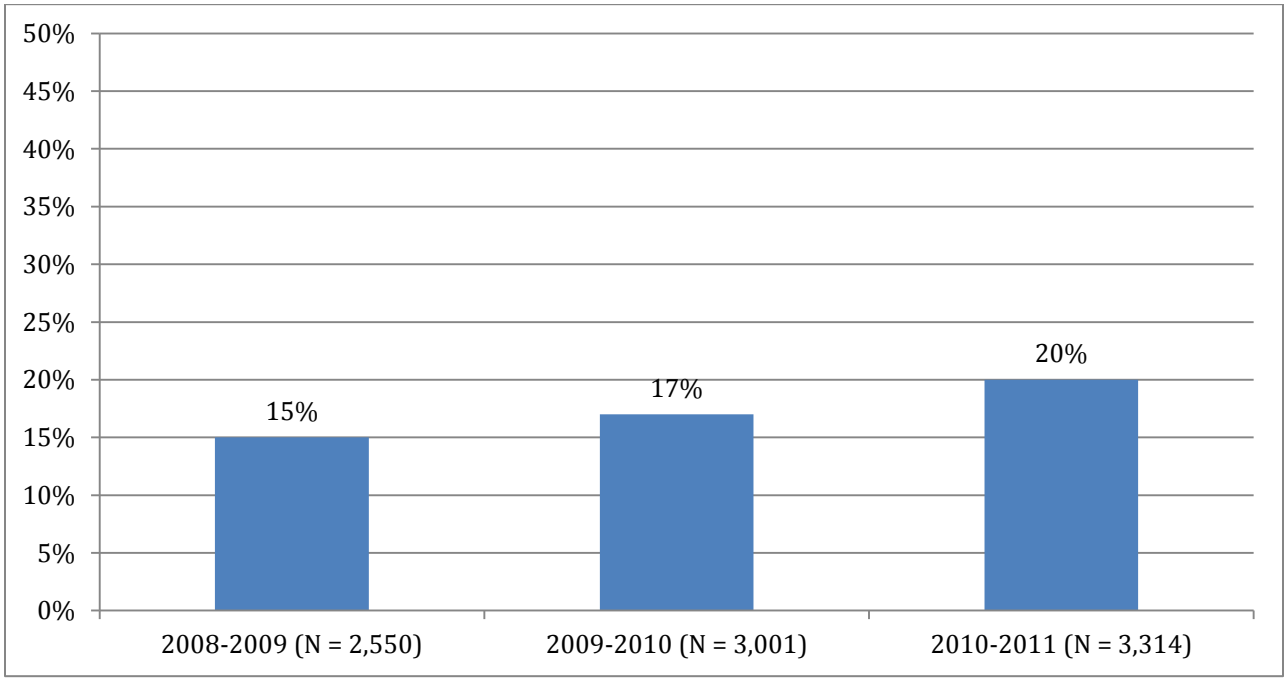

Table 2. Percent of ELL-Identified Migrant-Eligible Students Served in Each Enrollment Period

Year	*N*	Enrollment Period			
		Regular School Year	Summer School	Both Regular and Summer	Residency Only
2008-2009	388	97%	67%	65%	4%
2009-2010	502	90%	68%	62%	12%
2010-2011	670	80%	67%	56%	20%

Note: Columns are not mutually exclusive. See Table 1 note for details.

[6] As registered in the MIS2000 database.

KDE redesigned its Priority for Service (PFS) calculation in 2012. At the time, 45% of the state's migrant population were coded as PFS and there were two different PFS counts (PFS 1 were in greatest need and PFS 2 were also at risk). The migrant coordinators met to revise the definition to make the count clearer.

In order be added into the PFS count, a student must attend two or more schools during the school year. This denotes an interruption in the school year. Then a student can have a number of different items to add up their score to a 5 or higher. For example a student could attend two or more schools and have an "F" in a core subject area, or a student could attend two or more schools and receive a novice on a KY state assessment. The new PFS defintion will become operational in August 2012. PFS numbers presented in this CNA profile reflect the previous reporting in two categories (Priority 1 as greatest need and Priority 2 as high risk). Refer to Tables 9 and 10. In 2010-2011, 10% of the migrant-eligible students were Priority 1 and 41% Priority 2.

Table 93. Percent of Migrant-Eligible Students Identified as Priority for Services by Grade Level and Year

PFS by Grade		**2008-2009** *N* = 2,550		**2009-2010** *N* = 3,001		**2010-2011** *N* = 3,314	
		n	***%***	***n***	***%***	***n***	***%***
Age 3-5	Priority 1	3	<1%	1	<1%	4	<1%
	Priority 2	24	1%	57	2%	267	8%
Elementary (Grades K-5)	Priority 1	39	2%	61	2%	187	6%
	Priority 2	174	7%	300	10%	703	21%
Middle (Grades 6-8)	Priority 1	14	1%	18	1%	70	2%
	Priority 2	62	2%	107	4%	183	6%
High (Grades 9-12)	Priority 1	8	<1%	9	<1%	51	2%
	Priority 2	38	1%	80	3%	155	5%
Out-of-School	Priority 1	0	0%	2	<1%	3	<1%
	Priority 2	4	<1%	8	<1%	34	1%
Ungraded	Priority 1	2	<1%	2	<1%	3	<1%
	Priority 2	4	<1%	9	<1%	18	1%
All Grade Levels	Priority 1	66	3%	93	3%	318	10%
	Priority 2	306	12%	561	19%	1,360	41%

Table 40. Percent of PFS-Identified Migrant-Eligible Students Served in Each Enrollment Period by Grade Level and Year

Grade Level	Year		*N*	Enrollment Period			
				Regular School Year	Summer School	Both Regular and Summer	Residency Only
Age 3-5	2008-2009	Priority 1	3	67%	33%	33%	33%
		Priority 2	24	42%	88%	33%	63%
	2009-2010	Priority 1	1	0%	0%	0%	100%
		Priority 2	57	37%	65%	21%	74%
	2010-2011	Priority 1	4	100%	50%	50%	25%
		Priority 2	267	34%	54%	16%	68%
Elementary (Grades K-5)	2008-2009	Priority 1	39	87%	59%	59%	0%
		Priority 2	174	97%	81%	81%	1%
	2009-2010	Priority 1	61	95%	66%	64%	8%
		Priority 2	300	91%	79%	72%	10%
	2010-2011	Priority 1	187	99%	70%	69%	2%
		Priority 2	703	99%	65%	64%	1%
Middle (Grades 6-8)	2008-2009	Priority 1	14	100%	64%	64%	7%
		Priority 2	62	100%	77%	77%	2%
	2009-2010	Priority 1	18	94%	78%	78%	6%
		Priority 2	107	95%	77%	74%	6%
	2010-2011	Priority 1	70	100%	60%	60%	0%
		Priority 2	183	98%	63%	62%	3%
High (Grades 9-12)	2008-2009	Priority 1	8	100%	75%	75%	13%
		Priority 2	38	100%	55%	55%	3%
	2009-2010	Priority 1	9	100%	100%	100%	0%
		Priority 2	80	95%	70%	68%	3%
	2010-2011	Priority 1	51	100%	45%	45%	2%
		Priority 2	155	99%	48%	48%	3%
Out-of-School	2008-2009	Priority 1	0	0%	0%	0%	0%
		Priority 2	4	50%	50%	25%	100%
	2009-2010	Priority 1	2	50%	100%	50%	100%
		Priority 2	8	75%	63%	50%	100%
	2010-2011	Priority 1	3	33%	33%	0%	100%
		Priority 2	34	15%	35%	3%	91%
Ungraded	2008-2009	Priority 1	2	100%	0%	0%	50%
		Priority 2	4	50%	75%	25%	100%
	2009-2010	Priority 1	2	50%	50%	50%	50%
		Priority 2	9	67%	56%	56%	56%
	2010-2011	Priority 1	3	100%	100%	100%	33%
		Priority 2	18	56%	61%	33%	50%
All Grade Levels	2008-2009	Priority 1	66	91%	59%	59%	6%
		Priority 2	306	92%	77%	72%	9%

Grade Level	Year		*N*	Enrollment Period			
				Regular School Year	Summer School	Both Regular and Summer	Residency Only
	2009-2010	Priority 1	93	93%	71%	69%	11%
		Priority 2	561	86%	75%	66%	17%
	2010-2011	Priority 1	318	99%	63%	63%	3%
		Priority 2	1,360	84%	60%	51%	18%

About half of the migrant-eligible students received reading and mathematics instruction. The majority received support service. Over 90% received at least one type of service. (See Table 11.)

Table 51. Percent of Migrant-Eligible Students Receiving Services by Year

Service	2008-2009 *N* = 2,550	2009-2010 *N* = 3,001	2010-2011 *N* = 3,314
Reading Instruction	51%	51%	57%
Math Instruction	42%	39%	47%
Other Instruction	42%	45%	44%
Counseling Service	15%	11%	12%
Support Service	84%	82%	85%
Referral	65%	59%	63%
All Services*	91%	90%	91%

**Indicates percent of students who received at least one type of service.*

Student Outcomes

Tables 12 and 13 demonstrate migrant student achievement based on Kentucky state assessments in reading and mathematics. About half of the students are proficient or above in both content areas.

Table 12. Kentucky State Reading Test Results for Migrant Students by Year

Results	2008-2009	2009-2010	2010-2011
# Tested	362	394	490
% Novice	12%	8%	12%
% Apprentice	31%	26%	33%
% Proficient	52%	57%	51%
% Distinguish	5%	8%	5%

Table 13. Kentucky State Math Test Results for Migrant Students by Year

Results	2008-2009	2009-2010	2010-2011
# Tested	341	375	476
% Novice	18%	16%	18%
% Apprentice	27%	28%	29%
% Proficient	40%	38%	37%
% Distinguish	15%	19%	16%

RESULTS

The following tables summarize the concern statements and need indicators from the CNA in each area, followed by data collected to validate those concerns.

School Readiness

The NAC was concerned that migrant families with only preschool-aged children are being missed in recruitment efforts and are arriving too late to access entry to preschool programs. The NAC was also concerned that migrant parents lack the skills and resources to promote school readiness in the home environment. (Refer to Table 14.)

Table 14. CNA Concerns and Data Sources Related to School Readiness

Concern Statement *(Applied to OME's Seven Areas of Concern)*	Data Source	Indicator
Migrant families with only preschool-aged children are being missed in recruiting efforts. *(Access to Services)*	MIS2000	Counts by grade level (ages 3 to 5) by year [does not disaggregate by family of preschoolers only]
Preschool/Head Start students who arrive after the school year has begun are denied entry into programs. *(Access to Services, Educational Continuity)*	Regional questionnaire	Counts of preschool migrant children (total), those arriving one week after start of school, and those served in preschool settings
Migrant parents do not have adequate skills or resources to promote school readiness.* *(Educational Support in the Home)*	Regional questionnaire Parent survey	Counts of parents receiving training to promote school readiness Item related to help received in enrolling for preschool or kindergarten

*Note: This concern statement also falls under the "parent involvement" category.

Findings

Migrant families with only preschool-aged children are being missed in recruiting efforts.

Table 3 (on page 6) provides the migrant student percentages and counts by grade level and year. The number of preschool-aged migrant children (ages 3 to 5) increased from 425 in 2008-2009 to 655 in 2010-2011. Data on families with preschoolers only were unavailable. Therefore, this concern could not be validated by the data.

Preschool/Head Start students who arrive after the school year has begun are denied entry into programs.

Information from the regional questionnaires are provided in Table 15 below. The data related to these indicators are inconclusive. In the Central region, for example, where data are reported for all indicators by region, 13% of the preschool-age population arrived one week after school started (15 out of 118) but all 15 were served in a preschool setting. However, only 55% of the preschool-age population overall were served in a preschool setting, indicating a need to improve access to services in this age group.

Migrant parents do not have adequate skills or resources to promote school readiness.

Table ## also provides information on the numbers of migrant parents receiving training in promoting school readiness skills, from the MEP and from other agencies. Forty-percent or fewer, depending on the region, received training in this skill set from the MEP and even fewer from other agencies. These findings suggest a need to provide skills and resources to promote school readiness to migrant families.

Table 15. Regional Questionnaire Results on School Readiness Indicators

Concern Statement	Indicator	Western Region	Central Region	Northeastern Region	Southeastern Region
Preschool/Head Start students who arrive after the school year has begun are denied entry into programs.	# of pre-school migrant children in the region	0, 1, 4, 8, 9	118	2, 5, 27	101
	# of pre-school migrant children in the region served in a pre-school setting	1, 4, 5	65	1, 4, 24	58
	# of migrant pre-school children who arrive one week after school starts and	0, 1, 4	15	0, 1	5
	# of those served in a pre-school setting		15	0	
Migrant parents do not have adequate skills or resources to promote school readiness.	# of migrant parents in region	3, 4, 15, 21, 98	510	7, 9, 21, 22, 111	357
	# of migrant parents in the region who receive training to promote school readiness by the migrant program	0, 3, 4, 8, 27	203	2, 6, 21, 22, 62	73
	# of migrant parents in the region who receive training to promote school readiness by other agencies	0, 2, 4, 18	135	2, 16, N/A	38

Note: In regions with multiple data points, the regional director provided individual responses by districts (always represented in the same order) rather than one regional response. The raw data are provided given the variation (averaging would skew results).

Educational Services (K-12)

Given the trends in increasing numbers of migrant-eligible ELs, the NAC was concerned that migrant students are not receiving enough English as a Second Language (ESL) services and that content area teachers lack the skills to assist them in language acquisition. The NAC also raised concern about school engagement, as indicated by a lack of participation by migrant students in extracurricular and afterschool activities.

Table 16. CNA Concerns and Data Sources Related to K-12 Educational Services

Concern Statement *(Applied to OME's Seven Areas of Concern)*	Data Source	Indicator
Migrant students are not receiving enough ESL services. *(Access to Services)*	MIS2000	Percent of ELL-identified migrant-eligible students served in each enrollment period
Due to lack of transportation, migrant students are unable to participate in afterschool instructional/extracurricular services. *(School engagement)*	Secondary student survey	Items on barriers to participation
Content area teachers do not have the skills to assist students in language acquisition. *(English language development)*	Level 2 concern (Education Service Providers)	Data unavailable as information collection focused on Leve1 (student/family) needs
Some school districts do not utilize or are unaware of outside resources to enhance the services they provide. *(Access to services, Educational continuity)*	Level 2 concern	Data unavailable as information collection focused on Leve1 (student/family) needs

Findings

Migrant students are not receiving enough ESL services.

Demographic trends show an increase over time of migrant-eligible students who are English learners (ELs). See Figure 5 below. Table 17 shows the percentages of ELs served in each enrollment period. Only 67% were served in the summer term in 2010-

2011 and 56% were served in the regular school year and summer. The data confirm the need for ESL services in the summer to bridge learning loss.

Figure 5. Percentage of Migrant-Eligible Students Who are English Language Learners (ELLs) by Year[7]

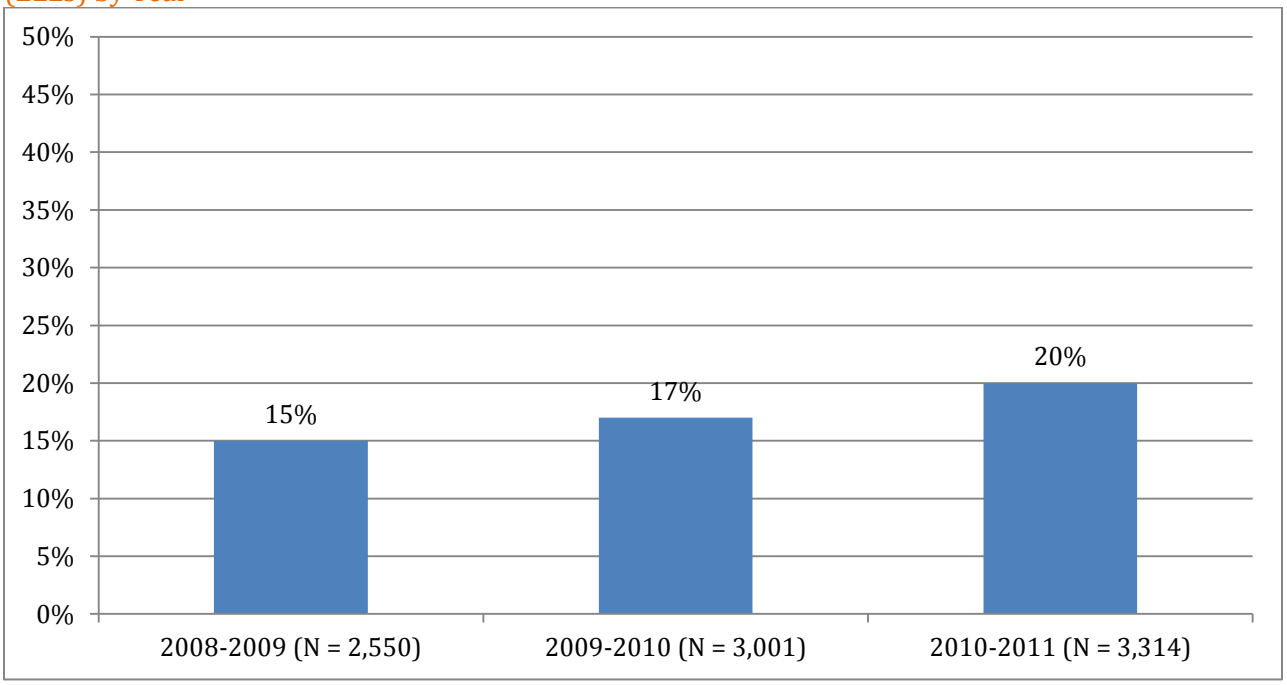

Table 17. Percent of ELL-Identified Migrant-Eligible Students Served in Each Enrollment Period

Year	*N*	Enrollment Period			
		Regular School Year	Summer School	Both Regular and Summer	Residency Only
2008-2009	388	97%	67%	65%	4%
2009-2010	502	90%	68%	62%	12%
2010-2011	670	80%	67%	56%	20%

Note: Columns are not mutually exclusive. See Table 1 note for details.

[7] As registered in the MIS2000 database.

Parent Involvement

Integral to migrant student success is educational support in the home. Recognizing this value, the NAC focused on parent involvement. Concerns included communicating home-school materials in the parents' native language, ensuring migrant parent understanding of the U.S. school system, and providing training to help parents acquire skills that will strengthen their support of their children's education.

Table 18. CNA Concerns and Data Sources Related to Parent Involvement

Concern Statement *(Applied to OME's Seven Areas of Concern)*	Data Source	Indicator
Communication, such as school policies and procedures, are not provided to students and families in their native language. Migrant parents are not provided with bilingual materials to assist their children with homework. *(Educational support in the home)*	Regional questionnaire Parent survey	District reporting on bilingual materials for helping migrant children with homework Item on receiving school information in a language understood by parent
Migrant parents do not understand the educational system in the United States. *(Educational support in the home)*	Parent survey	Item on understanding the rules at child's school (e.g., graduation requirements)
Migrant parents are unaware of the support that may be available to them to help their students. *(Educational support in the home)*	Parent survey	Items on satisfaction with trainings from MEP about helping child's education at home and learning new skills Item on knowledge of who to talk with when there are questions or concerns about child's school
Migrant parents are not sufficiently involved in their child(ren)'s education. Migrant families have limited participation in school activities and services. *(Educational support in the home)*	Parent survey	Items on involvement (e.g., activities at home, in the school, and on field trips; setting routines, reading to or with children, etc.)

Findings

Communication, such as school policies and procedures, are not provided to students and families in their native language.

Migrant parents are not provided with bilingual materials to assist their children with homework.

A quarter of the parent survey respondents did not agree with the statement: I receive school information in a language I can understand. Some of the open-ended responses addressed the need for materials in the home language (verbatim):

- Need more interpreters at school and come to our house for services we need
- More help with Spanish speaking tutor at school
- I would like to receive more information in Spanish so I can help my child…Last year I lived close to the migrant office and I went very often to get help with homework, activities, projects. I live on the far end of the county now and cannot go to the office very often. I sometimes do not understand what comes home.
- Sometimes I receive information in Spanish but not always (from school)
- I am very grateful with the migrant program for all the support we are receiving from them. I feel very limited in going over or helping my child with homework because of the language. The school is sending some materials about ways to help my child with improving math. The school sends information in Spanish but not always. Sometimes I can't understand what is sent home.

Regional questionnaire responses confirmed that district provision of bilingual materials is not consistent, e.g., some districts provide materials and others don't or only when asked by the parent. The data confirm the need for strengthened home-school materials translated to the home language.

Migrant parents do not understand the educational system in the United States.

About a third of parent survey respondents do not understand fully rules at their child's school (7% indicated "no" and 26% indicated "somewhat"). Data confirm this as a need area. (Refer to Table 19a. and 19b. for parent survey data.)

Migrant parents are unaware of the support that may be available to them to help their students.

A high percentage of migrant parent respondents were satisfied with the training they get from the MEP about helping with their child's education at home but only little more than half reported learning new ways to improve their child's math (54%) and reading (60%) skills. Almost all (90%) reported knowing who to talk with when there are

questions or concerns. About a quarter were somewhat or not satisfied with the amount of information received about their child from the school. And only 60% reported knowing what to do if they want to participate in a committee or meeting at the school.

Table 19a. Responses to Parent Survey Instrument—Awareness and Support

How much do you agree with these statements?	No	Somewhat	Yes
I learned new ways to help improve my child's math skills	28%	18%	54%
I learned new ways to help improve my child's reading skills	21%	19%	60%
I am satisfied with the amount of information I get about my child from their school	6%	17%	77%
I feel welcome when I visit my child's school	3%	9%	88%
I am satisfied with the training I get from the migrant program about helping with my child's education at home	3%	5%	91%
I know who to talk with when I have questions or concerns about my child at school	3%	7%	90%
I know what to do if I want to participate in a committee or meeting at my child's school	19%	21%	60%

Migrant parents are not sufficiently involved in their child(ren)'s education. Migrant families have limited participation in school activities and services.

The parent survey asked respondents to indicate the frequency with which they participated in activities reflective of parent involvement (e.g., attending events, discussing goals, setting routines, reading with or to a child, etc.). The results are shown below in Table 19b-d. The data suggest that while parents talk with their children frequently about what is going on in school and set goals and routines with children to encourage education, parents are less likely to attend training to help them learn to help their child in school or to attend adult education classes themselves.

Table 19b. Responses to Parent Survey Instrument—Participation

About how many times have you done these activities this year?	Never	1 time	2 times	3 times	4 times	5 or more times
Attended training on how to help my child improve in school (like going to Math Night)	67%	8%	10%	6%	2%	7%
Attended a school event (like a field trip or graduation)	37%	23%	14%	7%	4%	14%
Discussed my child's academic or social needs with a teacher, guidance counselor, migrant program staff, or other school official	10%	17%	10%	19%	8%	38%
Learned with my child by going to places like the zoo, museum, or science center	42%	20%	16%	8%	3%	11%
Attended adult education classes (like English language learning or GED)	62%	8%	7%	3%	2%	18%

Table 19c. Responses to Parent Survey Instrument—In Home Activities

About how often did you do these things at home this year?	Never	Once a Month	Once a Week	Every Day
Someone in our household helped with my child's homework	13%	10%	22%	55%
Read stories to my child or had them read stories to me	9%	12%	31%	49%
Talked with my child about what is going on at school	5%	3%	10%	82%

Table 19d. Responses to Parent Survey Instrument—Routines and Goal Setting

Have you done these activities at home this year?	No	Yes
Set daily routines with my child (like when to watch tv)	14%	86%
Set education goals with my child	16%	84%
Arranged for someone to tutor my child outside of school	66%	34%

HEALTH

The NAC raised concerns about migrant health, specifically about health records and teen pregnancy. (OSY health concerns are reported in the next section).

Table 20. CNA Concerns and Data Sources Related to Health

Concern Statement *(Applied to OME's Seven Areas of Concern)*	Data Source	Indicator
Health records are incomplete. *(Health)*	Regional questionnaire Parent survey	District reporting on immunizations Items on immunizations and health records
Teen pregnancy disproportionately affects school-age migrant students and negatively impacts graduation rates. *(Health, Educational Continuity)*	Regional questionnaire	District reporting on teen pregancies

Findings

Regional data show wide variation in the percentages of migrant students requiring new or additional immunizations in order to attend school (see Table 21) and those with no records. Of the migrant parent respondents, 14% indicated their children had to repeat an immunization because records were lacking. Seventy-one percent of migrant parents indicating having written medical records. (See Table 22 for parent data.)

Table 21. Regional Questionnaire Responses Related to Health

Concern Statement	Indicator	Western Region	Central Region	Northeastern Region	Southeastern Region
Health records are incomplete.	Estimate the percentage of migrant students in your region who had to receive new or additional immunizations in order to attend school:	0%, 18%, 20%, 23%	25%	6%, 10%, 18% 100%	68%
	Of these students, estimate the percentage who likely had the immunizations but did not have a record of this:	0%, 5%, 50%	10%	0%, 2%, N/A	4%
Teen pregnancy disproportionately affects school-age migrant students and negatively impacts graduation rates.	Per district, # of teen pregnancies, total, in most recent school year	0, 6, 10, 15, 25, 31	15	1, 3, 4, 7, 8	287
	Per district, # of migrant teen pregnancies, in most recent school year	0, 4	0	0, 1	3
	Alternate: from regional office: estimate of total number of migrant students who fathered or mothered a child	3, 4	10	0, 1, 2, 5	5

Table 22. Parent Survey Responses Related to Health

How much do you agree with these statements?	No	Yes
Have any of your children had to repeat a shot because you did not have a record of it?	86%	14%
Do you have written medical records for your children?	29%	71%

OSY

Given demographic shifts with an increase in the OSY population, the NAC examined the needs of this subpopulation of migrant youth. Specifically, the concerns focused on access to health and educational services.

Table 23. CNA Concerns and Data Sources Related to OSY

Concern Statement *(Applied to OME's Seven Areas of Concern)*	Data Source	Indicator
The OSY population has limited access to health services. *(Health, Access to Services)*	OSY survey	Item on access to health services
OSY lack access to English language and other educational services. *(Health, Educational Continuity)*	OSY survey	Items on interest in and access to English instruction

Findings

Most of the OSY survey respondents reported having limited or no access to health services. Barriers include: lack of insurance/payment for services; transportation; limited time; and reluctance to take advantage of free services. At least half of the respondents indicated an interest in learning English; of those, there was mixed results about knowing how to access those services.

Table 24. Regional Questionnaire Responses Related to Health

Concern Statement	Indicator	Western Region	Central Region	Northeastern Region	Southeastern Region
The OSY population has limited access to health services.	Would each OSY characterize his/her access to health services (general, dental, eyes) as: a) No access to health services b) Limited access to health services c) Access to the services I need Please record any comments.	a) 0 students b) 5 students c) 1 student	a) 2 students b) 7 students c) 1 student Comments: -No health insurance -Here to work & no time/ money/ transportation for health services -Have to pay cash for services	a) 6 students b) 4 students	a) 4 b) 2 c) 5 Comments: -OSY are informed of various services, sometimes are reluctant to go or take advantage of free screenings -Transportation is an issue as is the times the services are available or agencies are open
OSY lack access to English language and other educational services.	Ask each OSY: If they have an interest in EL	5 Yes 1 N/A	8 Yes 0 NO 2 N/A	Yes	5 Yes 0 No 1 N/A
	If they know how to access EL	3 Yes 2 No 1 N/A	6 Yes 2 No 2 N/A	No and Yes	1 Yes 4 No 1 N/A

IMPLICATIONS

Based on the findings from data analysis and input from the expert work groups on research-based solutions, the NAC identified and prioritized strategies to address the unique barriers faced by migrant students and youth due to the migratory lifestyle. Table 25 summarizes the action plan for Kentucky based on the CNA process. This plan will serve as the foundation for the state's Service Delivery Plan (SDP).

Table 25. Summary Findings from the 2012 Kentucky CNA

Concerns for Kentucky Migrant Students and Families	Data Collected	Need Statement	Suggested Solutions	Possible Measures of Progress/Impact
Parent Involvement / Educational Services				
Migrant parents do not understand the educational system in the U.S.	Parent survey data: I understand rules at my child's school (like graduation). 7% no; 26% somewhat; 67% yes I am satisfied with the amount of information I get about my child from their school. 6% no; 17% somewhat; 77% yes I know who to talk with when I have questions or concerns about my child at school. 3% no; 7% somewhat; 90% yes	Increase the percentage of migrant parents who report an understanding of school rules and policies.	Cross train parents in professional development opportunities: • Invite parents to share in PD with MEP staff, teachers, and service providers, e.g., KY Assoc. of School Administrators (KASA), KY Teachers of English to Speakers of Other Languages (TESOL), MEP Academy • Work with guidance counselors and advisors on providing workshops in other languages • Focus topics might include: understanding the U.S. school system; English as a second language; technology; medical/health issues; legal rights and responsibilities; parent involvement activities	Implementation measures: • Sign in sheets and agendas/minutes from PD sessions Outcome measures: • Parent survey items on learning gains

Concerns for Kentucky Migrant Students and Families	Data Collected	Need Statement	Suggested Solutions	Possible Measures of Progress/Impact
Communication, such as school policies and procedures, are not provided to students and families in their native language.	District indicators on bilingual materials and documents in home language Parent survey response: I receive school information in a language I can understand. 25% - No; 75% - Yes	Increase the percentage of students and families who report receiving school information in their native language when needed	Create more effective informational communication: • One-pagers on high school graduation requirements • Handbooks on understanding the school system • Computer lab access to parents for the purpose of accessing parent portal Hire bilingual staff	Implementation measures: • Evidence of information dissemination in appropriate home languages • Documentation on bilingual staffing Outcome measures: • Parent survey items on information usage and knowledge gains
Migrant parents are unaware of the support that may be available to them to help their students.	Parent survey responses: Number of times a year – Discussed my child's academic or social needs with a teacher, guidance counselor, migrant program staff, or other school official Never – 10% 1 time – 17% 2 times – 10% 3 times – 19% 4 times – 8% 5 or more times – 38% Overall, I am satisfied with the services my child is currently receiving from the migrant program 1% - No; 3% - Somewhat; 96% - Yes Overall, I am satisfied with the services I am currently receiving from the migrant program 3% - Somewhat; 97% - Yes	Increase migrant parent awareness of supports available	Provide universal orientation on school, health, social and community services/resources available	Implementation measure: • Evidence of information dissemination Outcome measures: • Parent survey items on information usage and outcomes

Concerns for Kentucky Migrant Students and Families	Data Collected	Need Statement	Suggested Solutions	Possible Measures of Progress/Impact
School Readiness / Educational Services / Parent Involvement				
Migrant parents do not have adequate skills or resources to promote school readiness.	Regional service center survey data on # of migrant parents receiving training to promote school readiness by MEP and by other agencies	Increase the percentage of migrant parents receiving training to promote school readiness	Provide opportunities for migrant parents to acquire and strengthen school readiness support for their children: • Parent university/parent field trips • School tours • Home visits to work with parents on activities to promote school readiness skills with their preschoolers • Fall MEP Academy session • Follow-up contact with MEP advocates to ensure parents are utilizing preschool services Provide school readiness activities for preschoolers • MEP direct service to preschoolers • Facilitation of service provision in collaboration with community resources	Implementation measures: • Evidence of information dissemination in appropriate home languages • Documentation on bilingual staffing Outcome measures: • Parent survey items on information usage and knowledge gains Implementation measures: • Participation rates in preschool-related activities • Referrals to community resources • Documentation of collaboration Outcome measures: • Gains in school readiness assessments

Concerns for Kentucky Migrant Students and Families	Data Collected	Need Statement	Suggested Solutions	Possible Measures of Progress/Impact
Out-of-School Youth / Educational Services / Health				
OSY lack access to English language and other educational services.	Regional service center data on OSY interest in and knowledge of how to access English language services	Increase the percentage of OSY receiving farm-based English language and other educational services	Take services to the farms where OSY work, at the times that they can use the services	Implementation measures: • Documentation on service provision to OSY (participation rates, contact hours, topics covered) Outcome measures: • Curriculum-based assessments • OSY survey items on impact
Educational Services / Summer Programming				
Migrant students are not receiving enough English as a Second Language (ESL) services.	Data on Migrant English language learners (ELLs) from MIS2000 and state assessment scores In 2010-2011, 67% of ELL-identified migrant-eligible students were served in summer school	Increase the percentage of migrant students receiving ESL support in summer programs	Provide ESL in summer programs (e.g., Southeast Regional MEP Program)	Implementation measures: • Documentation on summer service provision (participation rates, contact hours, topics covered) Outcome measures: • Curriculum-based assessments • State assessment scores

NEXT STEPS

The next phase of the continuous improvement cycle for the KY MEP will be to update its SDP and evaluation plan. The SDP will guide the KY MEP over the next three to five-year period to incorporate the comprehensive set of priorities from the CNA, including parent involvement, school readiness, K-12 services, health, and outreach to OSY. Evaluation data will inform the SDP revision and implementation phase. With a clearer definition of PFS and updated need statements to drive measurable program outcomes, the KY MEP is poised to strengthen the program's educational and human resource service opportunities for the state's migrant children and families.

Migrant Education CNA

Kentucky Dept. of Education

Expert Workgroup:

Educational Services

ESCORT

Providing education, training and research expertise for 25 years

Educational Services

Expert Workgroup:

NAME	TITLE/AGENCY
Dr. Susan Edington	2 +2 Coordinator, Murray State University, Reading
Shalda Emmick Hale	Consultant Title III, KY Dept of Education
Erin Howard	Hispanic outreach Coordinator, BCTC
Rhonda Childress	NCFL, ESL Specialist
Kristin Tiedeman	Education Liaison, Ctr. for Family and Community Services KY, HEP
Melissa Adams	HEP Education Specialist, Somerset Comm. College, Project BEAM
Judy Littleton	KDE Branch Manager
Frank Crossman	KDE Migrant Consultant

Concerns & Solutions

We are concerned that:

Concern #1:

"Migrant families with only pre-school aged children are being missed in recruiting efforts."

Possible root of concern: Pre-school children do not generate any funding, but if they are identified they must be served through MEP.

Some parents do not know about or understand the approved pre-school programs.

Solutions:

- Increased communication and improved literature to better inform parents about pre-school options.
- More formalized partnerships like attached childcare programs where the student and the children can be studying along with the parents in HEP.
- Tying HEP with pre-schools, and large referral network.
- Incorporate a family literacy program.
- Tap into local colleges with education programs. Pre- service teachers are now required to have 200 service hours before they start their student teaching.
- Resources: Starfall.com, ColorinColorado.org , SpellingCity.com, Thereadinglady.com… and many more!

Concerns & Solutions

Concern #2:

"Migrant students are not receiving enough ESL services."

Solutions:

- MEP staff working as advocates to say that "it's not OK". Ensure the students are identified and receiving services (additional training is needed to help MEP staff know ESL criteria to discern if children qualify for ESL services).
- Collaboration between ESL teachers and NCFL (trainings etc.) and getting the necessary training in skill and cultural sensitivity.
- Joint conferences with TESOL KY and MEP and other stakeholders (NCFL, KY Alliance, teacher education programs) for further training, PD hours, and brainstorming.
- Summer programs (example- Southeast Regional MEP program).
- Utilize local public libraries, online services (learningexpress.com/org - Pulaski county library Web site), homework help, and tutoring.
- Package PD from NCFL, KET, or other agencies to teachers K-12 for CEUs on ESL best practices and strategies.

Concerns & Solutions

Concern #3:

"Migrant parents do not understand the educational system in the U.S.."

- Sharing of resources (NCFL En Camino, Target &Univision One house-One degree, example).
- Sharing of expectations including those of school culture and immigrant culture.
- Universal Orientation (for all programs across the state) with accordion packet for parents to keep all documents and a review of expectations.

Concerns & Solutions

Concern #4:

"Due to lack of transportation, migrant students are unable to participate in afterschool instructional/extracurricular services."

Solutions:

- Connect with Trio Programs like GEARUP, TALENT SEARCH, and UPWARD BOUND.
- Encourage parents to self-organize rides to help children participate in extracurricular activities. Make a manual to distribute program wide to teach how to organize a carpool, etc.
- Re-write concern to address the research that states that migrant students are not interested in extracurricular activities. The data does not reflect the concern as currently stated.
- Survey students about what their interests are and the activities in which they would like to participate. Have focus groups of students to help inform MEP directors/staff.

Concerns & Solutions

Concern #5:

"Content area teachers do not have the skills to assist students in language acquisition."

Solutions:

- Require PD classes for all content area teachers; classes are already developed and are already available online.
- PD offered by KDE 6 times per year free on Best Practices for Teaching ELLs (WIDA) for Content and ESL teachers.
- Teachers can enroll in refresher courses.

Concerns & Solutions

Concern #6:

"Some school districts do not utilize or are unaware of outside resources to enhance the services they provide."

Solutions:

- Provide MEP resources on CIITS (Continuous Instructional Improvement Technology System).
- Provide webinars for educators and administrators through WebEX.
- Conduct a 15 minute explicit presentation about MEP students and families during ED201 at KCTCS colleges across the state to pre-service teachers.
- Do presentations at KASA and other state administrative meetings.

Concerns & Solutions

Concern #7:

"Migrant families have limited participation in school activities and services."

Solution:

- Hold activities/services (tutoring, homework help) on Saturdays and Sundays (possibly after church services and provided by pre-service teachers).
- Hold activities later in the evening or at times that MEP students can participate.
- Have a MEP student ambassador to communicate between MEPs and school counselors and/or youth service centers to inform parents about programming. (MEP Student in touch with a student focus group).
- Family orientation.
- Families can do activities online together. Take advantage of technology including iPods and podcasts, etc. Send Nanos home with announcements on events and activities (students can hear). Use Facebook as a tool to make announcements and make appointments with parents for conferences, etc.

Concerns & Solutions

Concern #8:

"OSY lack access to English language and other educational services."

Solutions:

- Take the services to the farms (where they are working) at the times that they can use the services.
- Encourage students to keep in touch with teachers online to acquire lessons and other class information and to keep studying no matter where they are.
- Incorporate more technology into MEP programs. Use iPods and podcasts to create lessons for the students (video and audio) to listen to while they work or during their downtime.
- Provide conversation groups at times that OSY can participate or go to the OSY to provide them with practice speaking and utilizing other language components.

Evaluation Ideas

Please list the concerns (concern # and keyword) and offer ideas about how the program might measure:

- Implementation
- Program/Activity Success

Educational Services

Evaluation Ideas

Concern #1- Documentation of outreach activities geared toward pre-school population and increase in identified number of pre-school students.

Ensure that a meeting between MEP and higher education institutions happens to develop a partnership for family literacy and pre-school activities.

Concern #2- MEP has to show documentation of hours of PD.

Increase in number of hours that students are receiving ESL services (documentation provided by school and MEP programs).

Increase in MEP students that have an ILP (Individualized Learning Plan).

Concern #3- Number of orientations done and how many packets are given out.

Increase in the number of communicated transfers pertaining to withdrawals from the schools.

Evaluation Ideas (cont'd)

Concern #4- Increase participation of MEP in extracurricular and after school activities.

Communicate the findings of the focus groups to the state MEP directors.

Concern #5- Show evidence of enrollment in PD for ELL education.

Concern #6- Measure by the number of presentations given at professional meetings and conferences.

Concern #7- Report the number of trained ambassadors.
Summary report of ambassadors activities.
Increase in the number of families participating in activities.

Concern #8- Measurement in the use of iPods for ESL lessons
Increase in other educational services like HEP, etc.

Implementation Challenges

Please list the concern (concern # and keyword) and offer any challenges the program should be aware of for implementation.

Implementation Challenges

Concern #1- (needs to be re-evaluated)
Concern #2- Different standards for ESL programming across the state.
Concern #3- Utilization of MSIX Nation-wide.
Development of the orientation.
Identifying who will do the orientation.
Concern #4- Uniformed collaboration and communication between trio programs and MEP.
Concern #5- Administrators encouraging and allowing teachers to take PD that enhances language acquisition skills.
Changing the mentality and perception of content area teachers.
Concern #6- Getting on the agenda at professional meetings and conferences.
Concern #7- Creating and gathering resources for the MEP ambassador program.
Concern #8- Funding and training of MEP staff to provide ESL and other educational services using technology. (How to use iPods, online educational materials, etc.).
Contracts or some form of accountability for protection against theft and damages. (possibly to curb liability is for students to use their own phones, iPods, etc.).

Feedback/Questions/Comments

Educational Services

Migrant Education CNA

Kentucky Dept. of Education

Expert Workgroup:

Parent Involvement

ESCORT

Providing education, training and research expertise for 25 years

Parent Involvement

Expert Workgroup:

NAME	TITLE
Sandra Duverge	KY Youth Advocates, JCPS Schools
Vicki Writzel	Federal Programs Coordinator
Teresa Sneed	Even Start Coordinator, Parent Representative - Bowling Green
Kathleen "Penny" Christian	Parent Representative
Rhonda Childress	ESL Specialist, National Center for Family Literacy

Concerns & Solutions

We are concerned that:

Concern #1:

"Migrant parents do not have adequate skills or resources to promote school readiness."

- **Identify/support parents with pre-schoolers.**
  - Communication with advocates.
- **Initial introduction to parents about importance of and procedure for pre-school registration.**
  - Forms, registration process, etc.
- **Home visits during the summer.**
  - Make contact with parents in preparation for registration.

Parent Involvement

Concerns & Solutions

Concern #1: (cont'd)

"Migrant parents do not have adequate skills or resources to promote school readiness."

- **Parent mentor program.**
  - Pair kindergarten or first grade parents with incoming pre-school migrant parents.
  - Visit with and share resources and experiences.
  - Identify parents at the end of the previous year.

Parent Involvement

Concerns & Solutions

Concern #2:

"Communication, such as school policies and procedures, are not provided to students and families in their native language."

- **Hire bilingual staff.**
- **Partner with international population at local college.**
  - Graduate students.
  - Professors.
- **Community service hours for AP foreign language high school students.**

Parent Involvement

Concerns & Solutions

Concern #2: (cont'd)

"Communication, such as school policies and procedures, are not provided to students and families in their native language."

- **Frequent Newsletters (bi-lingual).**
- **Survey/inquiry.**
- **Faith-based organizations.**
  - Meetings
  - Community outreach

Parent Involvement

Concerns & Solutions

Concern #3:

"Some school districts do not utilize or are unaware of outside resources to enhance the services they provide."

- **Informational workshops by local advocates.**
- **Directory of services.**
  - Provide handbooks in different languages.
- **Community service gatherings.**
  - Local police, fire, etc.
- **Conferences.**
  - Collaborative efforts with other organizations.

Concerns & Solutions

Concern #4:

"Migrant parents do not understand the educational system in the U.S."

- **Cross-Training.**
  - Parents invited to share in PD opportunities with relevant service providers.
- **High school workshops.**
  - Graduation requirements.
  - Informational meetings with counselors.
- **Graduation handbooks in different languages.**

Parent Involvement

Concerns & Solutions

Concern #4: (cont'd)

"Migrant parents do not understand the educational system in the U.S."

- **In-house representatives.**
  - Advocates.
  - Translators.
- **"Children's Day Celebration."**
  - Workshops, booths, speakers.
  - Resource opportunities.
- **ILP?**

Parent Involvement

Concerns & Solutions

Concern #5:

"Due to lack of transportation, migrant students are unable to participate in afterschool instructional/extracurricular services."

- **Collaborate with existing programs.**
  - For example, 21st Century Community Learning Centers.
- **Health department resources.**
  - Bring the resources to those in need.
- **Offer immunizations at back to school functions.**

Concerns & Solutions

Concern #6:

"Migrant parents are not provided with bilingual materials to assist their children with homework."

- **Encourage parents to utilize any and all resources in the home using their native language.**

- **Have a parent-student cooking class.**
  - Active learning experience.
  - Pair with PTA/FRYSC members.

Parent Involvement

Concerns & Solutions

Concern #7:

"Migrant parents are unaware of the support that may be available to them to help their students."

- **Advocate workshop(s).**
- **FRYSC/Advocate collaboration.**
  - Information night.
  - Celebration nights.

Parent Involvement

Concerns & Solutions

Concern #8:

"Migrant parents are not sufficiently involved in their child(ren)'s education ."

- **Travel from "involvement to engagement."**
  - Broaden options and ways to engage parents.
  - Clarify and explain certain expectations.
- **Schedule meetings and events at staggered times.**
  - Offer meals.
  - Provide child care.
- **Follow up after invitations.**
  - Parent mentor.

Parent Involvement

Concerns & Solutions

Concern #9:

"Migrant families have limited participation in school activities and services."

- **Transportation.**
- **Collaborative relationships with other programs.**
- **Newsletter entries.**
  - Purpose of events.
  - Contact information.
- **Utilize Spanish language newspapers.**

Parent Involvement

Evaluation Ideas

Concern # 1

- **Follow-up meetings with advocates.**
  - Periodic questionnaire on understanding of pre-school readiness.
  - Questionnaire for advocates on successful contact.

- **Increased pre-school enrollment.**
  - Enrollment forms.

- **More pre-school parents utilize school services in preparation for the upcoming school year.**
  - Follow up phone calls by parent mentors.

Evaluation Ideas

Concern # 1 (cont'd)

- **Interviews with parent mentors.**
- **Interviews with mentee parents.**
- **Sign-in sheets to measure attendance at parent education events.**

Evaluation Ideas (cont'd)

Concern # 2

- **Show evidence of translated documents.**
- **Increased number of bi-lingual staff.**
- **Volunteer hours by international population logged and documented.**
- **High school students show evidence of service hours.**
- **Periodic survey of school communication offered in home language.**
- **Evidence of activities held at and supported by faith-based organizations.**

Evaluation Ideas (cont'd)

Concern #3

- **Evidence that staff has participated in community and multi-agency professional development.**

Parent Involvement

Evaluation Ideas (cont'd)

Concern #4

- **Sign in sheets, agendas provided.**
- **Follow-up surveys on understanding of high school requirements.**
- **Professional development with guidance counselors and advisors on providing workshops in other languages.**
- **Provide computer lab access to parents for the purpose of accessing the parent portal.**
- **"One-pagers" provided in multiple languages on graduation.**
- **ILPs utilized.**

Evaluation Ideas (cont'd)

Concern #5

- **Increased number of migrant children participating in extracurricular activities.**
- **Immunizations provided at school and verification of having received physicals.**
- **Back to school events provide health services.**

Evaluation Ideas (cont'd)

Concern #6

- **Reading/ activity log signed by parents.**
- **Demonstrate that materials are sent home in other languages.**
- **Professional development provided across curriculum in preparation for active learning experiences.**
  - Cooking class.
  - Music workshops.

Parent Involvement

Evaluation Ideas (cont'd)

Concern # 7

- **Advocate workshop sign-in sheet.**
- **Handbook/directory of services in multiple languages.**
- **Needs assessment in collaboration with FRYSC in regards to migrant children.**
  - Results passed on to advocates.
- **Evidence of attendance to information nights.**
  - Agendas.
  - Increased attendance.

Evaluation Ideas (cont'd)

Concern #8

- **Provide professional development to encourage teachers to move from "involvement."**

- **Calendars of school activities translated into multiple languages.**
- **Scheduled activities should have staggered times to accommodate parent schedules.**
- **Meals and child care offered during activities (and transportation when possible).**

- **Parent Mentors should make phone calls to encourage participation in school activities.**

Evaluation Ideas (cont'd)

Concern #9

- **Evidence of transportation provided.**
- **Collaborative relationships with other partners.**
- **Newsletter entries verifying multiple avenues to reach migrant families.**
- **Use of Spanish language newspapers.**

Implementation Challenges

Concern #1 – School Readiness

- **Language/Literacy barrier.**
- **Availability of willing parents.**

Concern #2 – Communication

- **Lack of resources (manpower/funding).**

Implementation Challenges

Concern #3 – Outside Resources

- **Smaller communities have limited access to outside sources.**
- **Lack of knowledge of migrant program may deter outside sources willingness to contribute.**

Concern #4 – Parents Lack Understanding of Educational System

- **Schools not a welcoming environment.**
- **Lack of bilingual staff in schools.**

Implementation Challenges

Concern #5 – Lack of Transportation

- **Funding.**
- **Readiness of assistance from health department.**

Concern #6 – Lack of Bilingual Materials

- **Funding for interpreters/translators.**

Concern #7 – Parents Unaware of Available Support

- **Lack of effective advocates.**

Implementation Challenges

Concern #8 – Parents Not Involved

- **Lack of interpreters/translators .**
- **School culture/climate issues with regard to parent engagement.**

Concern #9 – Limited Participation in School Activities

- **Funding for transportation and child care.**
- **Willingness to reschedule activities to meet needs of parents.**

Feedback/Questions/Comments

Migrant Education CNA

Kentucky Dept. of Education

Expert Workgroup:

Health/Nutrition

Health/Nutrition

ESCORT

Providing education, training and research expertise for 25 years

Expert Workgroup:

NAME	TITLE/AGENCY
Rhoda Moore	Bourbon County HS Counselor
Cheri Meadows	Office of Administration and Support
Wan-Ju Jennifer Yen, Ph.D, R.D.	Nutrition and Dietetics, Dept. of Family and Consumer Services
Kim Simpson	Food Services Director, Bowling Green
Gary Williams	Director of the Primary Care Office, Health Care Access Branch
Diane Sprowl, MED, RD, LD	Comm. Health Improvement Branch Manager, Barren River District Health Dept.

Health/Nutrition

Concerns & Solutions

We are concerned that:

1) "Migrant mothers do not have access to prenatal care."

Solutions:

- Women Infants and Children (WIC): They assess nutrition, weight gain patterns in pregnant women, check iron, provide nutrition counseling, and encourage mothers to breast feed.

- Presumptive Eligibility for Medicaid: It is presumed that a woman qualifies for Medicaid so no questions are asked. They must apply through a health care provider or health department. Coverage only lasts a few months so most wait until end of pregnancy and use benefits to pay for labor.

- Centering Pregnancy: Woman come for regular screenings, learn about blood pressure checks, and have a support group. This is for low-income participants--"Hopkinsville" and "Lexington."

Concerns & Solutions

We are concerned that:

1) "Migrant mothers do not have access to prenatal care."

Solutions:

- Make families aware that a translator can be provided by health care providers.
- A group for pregnant teens in Bourbon County has a nurse that meets with pregnant moms once every three weeks to check on them and discuss the birthing process. This could be something that could be replicated. (Just for high school students)
- Health Access Nurturing Developing Services (HANDS): can refer families to prenatal care.

Evaluation Ideas & Implementation Challenges

1) "Migrant mothers do not have access to prenatal care."

EVALUATION IDEAS:

- Ask mothers during school screenings if parents went to any of the following organizations:
- Approach local health department to assist with tracking how many came for the following services:
- Ask if WIC has a tracking system.
- Regulate services and track them.
- Ask advocates and advocate assistants if they are using these services.
- Migrant staff keeps track of the data and services that they use, not only the referrals.
- Do not just keep track of the numbers, but the percentages, so data can be easily compared.
- Have more communication among a variety of agencies.

Evaluation Ideas & Implementation Challenges

1) "Migrant mothers do not have access to prenatal care."

EVALUATION IDEAS:

- Try to get the computer systems to "talk" to one another.
- Get information from the migrant advocates to see if the migrant families are accessing health and nutrition services.
- When families go to the health department they can have the nurses check forms for "migrant."
- Ask parents for information about services and health care on parent surveys.
- Advocates can get information from the families.

Concerns & Solutions

We are concerned that:

2) "Migrant parents do not have adequate skills or resources to promote school readiness."

Solutions:

- MSIX database keeps track of the migrant immunizations to make sure that they do not have to be repeatedly administered.
- Readifest is conducted before school to provide parents with school supplies for their children.
- The family resource center will assist families with needs such as clothing.

Health/Nutrition

Evaluation Ideas & Implementation Challenges

2) "Migrant parents do not have adequate skills or resources to promote school readiness."

EVALUATION IDEAS:

- Ask migrant staff to visit the homes.
- Annual parent surveys.
- Check sign-in sheets at school events.
- Provide families with incentives for attending educational events .

Concerns & Solutions

We are concerned that:

3) "Migrant families have limited knowledge of proper nutrition and preventative health measures."

Solutions:

- UK's extension agencies may have some insight.
- Mobile Clinics
- Invite migrant families to health fairs.
- Area Health Education Centers (AHEC): Map--see next slide.
- Employers provided employees with proper nutrition information.
- Provide information in their native language.
- Understand the terminology.
- Provide basic nutrition information to school aged students (and share at home).
- WIC: Addresses health and nutrition until age 5.
- HANDS: Up to age 2.

Concerns & Solutions

We are concerned that:

3) "Migrant families have limited knowledge of proper nutrition and preventative health measures."

Solutions:

- Partner with universities and churches to provide proper nutrition information to families.
- Even Start: Provides adult education and English classes while the kids do homework and are provided with a snack.
- 21st Century: Provides a foods class for after school kids (i.e. enrichment activities).

Health/Nutrition

Evaluation Ideas & Implementation Challenges

3) "Migrant families have limited knowledge of proper nutrition and preventative health measures."

EVALUATION IDEAS:

- Annual parent surveys.
- Dietitians can do a diet assessment every six months to assess their needs.

Health/Nutrition

Concerns & Solutions

Kentucky Area Health Education Center (AHEC)

Health/Nutrition

Concerns & Solutions

We are concerned that:

4) "Migrant children, families and youth have limited access to health care services."

Solutions:

- Partner with a university to assist with providing access to health care services.
- Community buses, city buses, and church buses to assist with transportation.
- Health Care departments by law in KY are open 8:00-4:30. Some have extended hours.
- Bowling Green has prenatal home visits. This service could be effective if duplicated in other districts.

Health/Nutrition

Concerns & Solutions

We are concerned that:

4) "Migrant children, families and youth have limited access to health care services."

Solutions:

- HANDS: Come to your home until the age of 2. They assist with the whole family.
- Language and Translation concerns: We need funding for full-time translators. Training with second languages offered to health care providers. Provide an incentive for people to learn languages.
- Community Action would be a good resource.

Health/Nutrition

Evaluation Ideas & Implementation Challenges

4) "Migrant children, families and youth have limited access to health care services."

EVALUATION IDEAS:

- Health department would receive training on who a migrant student is and check the correct box on any forms in order to evaluate who received services.

Health/Nutrition

Concerns & Solutions

We are concerned that:

5) "Mental health issues exist with the migrant children and their families."

Solutions:

- Be aware that there are places to get help.
- Comp Care: Every community has an agency for mental health services.
- School counselors can assist students with referrals.

Evaluation Ideas & Implementation Challenges

5) "Mental Health issues exist with the migrant children and their families."

EVALUATION IDEAS:

Health/Nutrition

Concerns & Solutions

We are concerned that:

6) "Communications, such as school policies and procedures, are not provided to students and parents in their native language."

Solutions:

- TransAct: A program in schools where you submit a word document and it translates the document into 10 different languages. However, it may be inaccurate when dealing with different dialects.
- Provide migrant families with devices to translate English to Spanish.
- Provide school policies with simple language and pictures to make information clearer for families.
- Provide school policies and procedures on the school webpage in several languages.

Concerns & Solutions

We are concerned that:

6) "Communications, such as school policies and procedures, are not provided to students and parents in their native language."

Solutions:

- Inform parents of the policies and procedures and ask them to sign indicating that they understand the information completely.
- Use One Call or Alert Now in different languages.
- Concern: Some applications when sent to families in language come back written incorrectly.
- Not enough funds for EL teachers and classes.

Evaluation Ideas & Implementation Challenges

6) "Communications, such as school policies and procedures, are not provided to students and parents in their native language."

EVALUATION IDEAS:

- Migrant Advocates can provide translation to families

Health/Nutrition

Concerns & Solutions

We are concerned that:

7) "Health records are incomplete."

Solutions:

- KY is implementing an electronic database that tracks immunizations administered in KY. If an immunization was given in another state, doctors will need paper documentation from that state in order to enter the data.
- Schools enter health record information and immunizations into Infinite Campus.
- Parents can sign a release of information form to get medical records from other states faxed to the current clinic.
- Families need a card or written document stating they have immunizations.

Concerns & Solutions

We are concerned that:

7) "Health records are incomplete."

Solutions:

- In the future, student health records will be kept electronically and reports will be scanned into the system. We will research if we can get information from other states.

- If we had the health system talk to Infinite Campus and doctors' offices, this would allow for health records to be completed.

- Inform parents of the importance of health records and how to retrieve and keep them.

Evaluation Ideas & Implementation Challenges

7) "Health records are incomplete."

- The documentation entered into Infinite Campus is being pulled at the state level on quarterly bases to assure health records entered are completed.
- Communicate with other states to see if the "immunization" card is being used by migrant families from Kentucky
- Provide Parent Trainings explaining the importance of keeping health documents.

Concerns & Solutions

We are concerned that:

8) "Some school districts do not utilize, or are unaware of, outside resources to enhance the services they provide."

Solutions:

- Readifest/Back to School Bash: Helps parents prepare their child for school by providing backpacks, etc. This is usually held by the Family Resources.
- Community Resource Guides obtained from United Way to give to the migrant families through their migrant advocates.
- School districts need to identify migrant families in their district.
- Adult Education Center collaborates with the school districts. They provide counselors with information about GED classes.

Concerns & Solutions

We are concerned that:

8) "Some school districts do not utilize, or are unaware of, outside resources to enhance the services they provide."

Solutions:

- Conduct orientations in the beginning of the school year at which migrant staff shares information about the services they provide.
- Students need to communicate with migrant staff for referrals on services that are offered throughout the district.

Health/Nutrition

Evaluation Ideas & Implementation Challenges

8) "Some school districts do not utilize, or are unaware of, outside resources to enhance the services they provide."

- **Provide parents with surveys after the back to school nights to see how effective the event was for the migrant families**
- **Advocates can follow-up on their referrals to GED classes to see how effective these classes are.**

Health/Nutrition

Concerns & Solutions

We are concerned that:

9) "Migrant parents are unaware of the support that may be available to them to help their students."

Solutions:

- When parents enroll their students in schools, the migrant staff will take tours with the parents and show them the support services that are offered throughout the school (e.g. nurses, counselors, etc.).

- Friends of Rachel: Members of this club give tours to the new students and eat lunch with them. It is an ice breaker for new students. It would be great if other districts could implement this program.

Evaluation Ideas & Implementation Challenges

9) "Migrant parents are unaware of the support that may be available to them to help their students."

EVALUATION IDEAS:

- Migrant Advocates can provide translation to families

Health/Nutrition

Concerns & Solutions

We are concerned that:

10) "OSY lack access to English language and other educational services."

Solutions:

- Employers can provide information to the OSY.
- Churches can provide services to the OSY.
- Adult education centers will provide English language classes.
- OSY could work with colleges or universities to take English classes.
- People from universities could visit the farms and teach English.
- The migrant staff could visit the families and inform them of the educational services available.

Concerns & Solutions

We are concerned that:

10) "OSY lack access to English language and other educational services."

Solutions:

- Farmers could inform schools that there is a family that has children who need to go to school.
- Have positive relationships with the farmers.
- Farmers can send families to the local DCBS (Social Services office); there are interpreters there to assist with language barriers.

Evaluation Ideas & Implementation Challenges

10) "OSY lack access to English language and other educational services."

EVALUATION IDEAS:

- Advocates ask parents via a parent survey.

Health/Nutrition

Implementation Challenges

- Better monitoring in different agencies.
- Having the funds to complete goals and objectives.
- Districts without migrant programs may have difficulties handling this implementation.
- Hiring interpreters to deal with language differences.

Implementation Challenges

- Undocumented families are fearful of disclosing information for fear of getting into legal trouble.
- Training the health departments and other agencies on understanding the true definitions of migrant families in the health departments.
- People finding time to collaborate.
- Having to have more staff to provide health care services for migrant families.
- Turnover in the agencies creates inconsistency.
- Data entry must be done accurately.

Migrant Education CNA

Kentucky Dept. of Education

Expert Workgroup:

Administration/Data

ESCORT

Providing education, training and research expertise for 25 years

Administration/Data

Expert Workgroup:

NAME	TITLE/AGENCY
Kirk Vandersall	Managing Director, Arroyo Research Services
Windy L. Newton	Systems Consultant IT, Division of Learning Services: Office of Next Generation Learners
Troy McGinnis	Research Management Analyst, KY Department of Education
Leigh Welch	Research Management Analyst, KY Department of Education

Administration/Data

Concerns & Solutions

We are concerned that:

Concern #1:

"Migrant families with only pre-school children are being missed in recruiting efforts."

Concerns:

- The process for recruiting school age kids does not have a focus on pre-school age children.
- Children that are just turning 3 years old may not qualify for migrant services based on the 3 year regulation.
- Migrant families are scared to take advantage of the migrant services because they may not be documented.
- Resources are not available in the families' home languages.

Concerns & Solutions

Solutions:

- Survey other parents during the recruiting process.
- Educate parents of pre-school age students about the migrant program in their native language.
- Monitor preschool programs to ensure they are complying with regulations set for allowing entry into pre-school programs.

Concerns & Solutions

Concern #2:

"Migrant students are not being placed in the appropriate grade level or class (secondary)."

Concerns:

- Grade level placement is a local district decision.
- It is often unclear what tools are being used to place the students.
- The lack of timely transfer of records may result in students not being placed appropriately.
- Data analysis from the student information system indicates that at least 6% of these students are placed at a lower grade than appropriate for their age.
- If migrant students are placed into an inappropriate grade then they may not have access to common core curriculum.

Concerns & Solutions

Solutions:

- Provide data to regional coordinators regarding the placement of students.
- Train and hold regional coordinators accountable to ensure the successful transition of these students to more appropriate grade level placements.
- Develop a checklist for evaluation when placement is being considered upon enrollment.
- Provide best practices to districts on placement of students according to test scores.
- Train regional coordinators on best practices for analyzing data. (Test scores)

Concerns & Solutions

Concern #3:

"Migrant students are not receiving enough ESL services."

Concerns:

- 55% of migrant students, according to data, need ESL services and resources are inadequate to serve these needs.
- The numbers of migrant students are increasing.
- Initial evaluations are not sufficient.

Administration/Data

Concerns & Solutions

Solution:

- Give ideas to districts on ways to maximize the services they already have at their disposal. For example: peer tutoring, prioritizing students who need ESL, utilizing data analysis to better understand needs, and utilizing home language surveys.

- Encourage higher education to make Spanish language part of the requirements for teacher accreditation.

Administration/Data

Concerns & Solutions

Concern #4:

"Migrant children with high mobility are viewed as lower priority for providing educational services."

Concerns:

- Districts and schools tend to focus on students who are accountable for test scores (100 day rule).
- High mobility students are faced with stereotyping by school staffs as being at lower academic levels based on their cultural background and socioeconomic status.

Concerns & Solutions

Solutions:

- Refine the migrant monitoring process.
- KDE and district migrant coordinators conduct workshops for district staff on how to avoid the stereotyping of all students, not just those from migrant backgrounds.
- Educate the districts, administrators, and teachers about the importance and impact of being accountable to these students.
- Utilize the Continuous Instructional Improvement Technology System (CIITS) and new teacher effectiveness tools as measures to hold teachers accountable for the success of these students.

Concerns & Solutions

Concern #5:

"Due to lack of transportation, migrant students are unable to participate in afterschool instructional/extracurricular services."

Solutions:

- Districts determine transportation needs using data analysis tools, and derive a plan to financially support the transportation of these students.
- School/district staff conduct on-site visits (tutor kids in their home).
- Provide transportation by bus or a gas card for the parents.
- Provide the instructional services before school as opposed to after school.
- Expand learning time during the day by, for example, utilizing non-instructional time during the day as instructional time.
- Collaborate with Family Resource Center (FRYSC) and other community resources including Chambers of Commerce and faith-based institutions.

Concerns & Solutions

Concern #6:

"Migrant student records are not received in a timely manner."

Concerns:

- Because of variations in student records, it is challenging to track data from state to state, district to state, and district to district.
- Summer vacation creates a break in the student record transfer process for the migrant program.
- Regional coordinators are not sufficiently trained in the student information system.
- If a student's withdrawal from one school or district and enrollment into another school/district is not substantiated, lag time is increased.
- District and school personnel do not know how the migrant process works.
- Districts do not have incentives to work on these issues (funding is based on the previous year).

Concerns & Solutions

Solutions:

- Create a process flowchart.
- MSIX needs a notification in place to flag when a student leaves a state.
- Put into place a system that outlines the process for regional and district coordinators to understand the student records process in the student information system.
- Utilize student locators and ad hoc reporting (utilizing withdraw codes) for the migrant coordinators.
- Give guidance on policies and procedures for locating students that have moved.
- Mandate from KDE that district coordinators attend trainings conducted by KDE and regional coordinators.
- Clarify procedures, backed by PD, on how to locate students utilizing the process flowchart.
- Compare data between IC student records and MSIX.

Concerns & Solutions

Concern #7:

"Health records are incomplete."

Concerns:

- District coordinators are not aware of CDC guidelines and the transfer of health records via the student information system.
- Parents are not aware of the implications of missing or incomplete health records.

Administration/Data

Concerns & Solutions

Solutions:

- Provide guidance to regional coordinators for acceptable immunization evidence and acceptable CDC guidelines.
- Inform staff on the process IC uses to transfer health records from district to district.
- Through FRYSC, provide a student health record kit.
- Train and inform the districts on how to be resourceful and get the needed information utilizing the CDC, local health departments, SIS health coordinators, and family doctors.

Concerns & Solutions

Concern #8:

"Some school districts do not utilize or are unaware of outside resources to enhance the services they provide."

Concerns:

- Regional and district coordinators do not communicate the resources that are currently available.
- There is not a "one-stop" location for migrant resources.
- Districts are unaware of what is available: for example, CIITS, FRYSC, and community organizations.

Concerns & Solutions

Solutions:

- Devise a plan to coordinate all available resources in one location: for example, a web page through the KDE homepage. (Links/information to be included, CIITS, FRYSC, community organizations, etc.).
- Provides guidance to schools/districts and parents on how to find community resources that may already be available.
- Provide networking opportunities through attendance and coordination of workgroups, focus groups, and webinars.

Administration/Data

Concerns & Solutions

Concern #9:

"OSY lack access to English language and other educational services."

Concerns:

- Regional coordinators do not adequately track why these students are out of school, therefore creating a barrier as to how to best serve their needs.
- OSY who are not enrolled, have less access to resources than those that are enrolled and visible to the schools.

Concerns & Solutions

Solutions:

- Migrant coordinators are to better inform the families of OSY where to go for additional help if they decide to not take the traditional path for education. For example, adult education programs (GED programs, small classes), local libraries, and community action centers.
- Utilize KET to reach out to the migrant population.
- Best practices to be created at the state level and funneled down to the district level.
- Include OSY in credit recovery programs by offering ELL services.
- Dropout prevention coordinators to work with migrant coordinators.
- Utilize the Secretariat of Public Education (SEP) website as a resource for continuing education.

Evaluation Ideas

Please list the concerns (concern # and keyword) and offer ideas about how the program might measure:

- Implementation
- Program/Activity Success

Administration/Data

Evaluation Ideas

Concern #1: "Migrant families with only pre-school children are being missed in recruiting efforts."

Implementation:

- Add to the existing recruiting survey: "Are you aware of younger children in this area?" Train recruiters to ask the right questions.
- Create a brochure, with an emphasis on pre-school aged children, regarding the program benefits in their native language for distribution to the migrant population . Distribution places: health departments, advocacy organizations, coop offices, shelters, cultural food market, Kentucky Education Television.
- Educate migrant parents on the migrant program and its benefits through the recruiters.

Success:

- Enrollment of migrant pre-school students increases. Upon enrollment, districts could ask parents how they heard about the pre-school program. Trend data on migrant pre-school students will be evident.

Concern #2: "Migrant students are not being placed in the appropriate grade level or class (secondary)."

Implementation: Develop training documentation and best practices for regional coordinators and district staff to use in decision making of age appropriate placement.

Success: Trend data analysis on age appropriate placement.

Evaluation Ideas

Concern #3: "Migrant students are not receiving enough ESL services."

Implementation: Create best practices to remind districts of available resources. Create a website as a place to go for additional resources. Encourage colleges to increase Spanish curriculum for teacher certifications.

Success: The number of students enrolled in ESL and served increases marginally. More robust Spanish curriculum included in accreditation of teachers.

Concern #4: "Migrant children with high mobility are viewed as lower priority for providing educational services."

Implementation: Revise the migrant monitoring tool and communicate the revisions early in the school year. Educate regional coordinators and district migrant administrators on the importance of showing equal opportunity to all students and best practices for avoiding discrimination of students based on age, race, or gender. Utilize CIITS and Teacher Effectiveness to hold teachers accountable for all students in their classrooms. Create a GAP analysis to indicate highly transient migrant students and less transient migrant students.

Success: Highly mobile students are evident to receiving services.

Evaluation Ideas (cont'd)

Concern #5: "Due to lack of transportation, migrant students are unable to participate in afterschool instructional/extracurricular services."

Implementation: Provide guidance and suggestions to districts to utilize when developing their migrant transportation plans.

Success: Percentage of migrant students who are participating in extracurricular activities and Extending School Services (ESS) increases. FRYSC centers begin to provide assistance to migrant families.

Concern #6: "Migrant student records are not received in a timely manner."

Implementation: Regional and district coordinators receive training on the student information system and student records transfer. Create and communicate a migrant program process flowchart.

Success: Increase in attendance of migrant coordinator trainings . Communication between regional coordinators and district coordinators improves.

Concern #7: "Health records are incomplete."

Implementation: Create training documentation and best practices for the CDC guidelines. Train coordinators as to how the transfer of health records works when moving from one district to another. Work with the FRYSC to create a standard health records kit that is parent friendly.

Success: A higher percentage of migrant student health records are maintained in the Student Information System. Lower percentage of migrant students with missing and delayed health records.

Evaluation Ideas (cont'd)

Concern #8: "Some school districts do not utilize or are unaware of outside resources to enhance the services they provide."

Implementation: Train coordinators and district staff on how to utilize CIITS to its fullest capacity. Create a communication plan providing the resources available. Create a "one-stop" website detailing all resources available.

Success: Usage of CIITS and the website increases. Communication between the coordinators improves.

Concern #9: "OSY lack access to English language and other educational services."

Implementation: Partner with KET to reach out to the OSY. Share best practices with the school and district personnel. Dropout prevention coordinators to work in conjunction with migrant coordinators. Inform OSY and all migrant families on the opportunities available through free online education here: http://www.abiertayadistancia.sep.gob.mx/.

Success: Migrant families are aware of alternative means to education and taking advantage of these opportunities. Various avenues of credit recovery and dropout prevention are being utilized to better serve the OSY.

Implementation Challenges

- Communication between KDE and regional coordinators.
- Communication between regional coordinators and families.
- Communication between regional coordinators and district staff.
- Communication between district staff and families.
- Appropriate testing and screening of student needs upon enrollment.
- Coordination of available resources into one location.
- Lack of funding available.
- Increasing knowledge of CDC guidelines and the student information system capabilities.
- Incentive to district staff.
- Increase accountability of staff.

Administration/Data

Feedback/Questions/Comments