

INTERIM EVALUATION REPORT

Kentucky Migrant Education Program
December 2012



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Executive Summary

The following Executive Summary is designed to be a stand-alone document that pulls highlights of the information directly from the full evaluation report. This summary provides an overview of the purpose, approach, analysis and findings from the evaluation of the Kentucky Migrant Education Program (KY MEP). Readers are encouraged to examine the full report to develop their own conclusions from the data set.

Purpose

This evaluation report is designed to provide preliminary data regarding outcomes obtained and services provided by the Kentucky Migrant Education Program (KY MEP). It is one component of the KY MEP's ongoing work to determine the effectiveness of services to migrant children and youth. The evaluation builds on the KY MEP's Comprehensive Needs Assessment (CNA) and on work in progress to update the KY MEP Service Delivery Plan (SDP). This report was prepared by ESCORT in partnership with Arroyo Research Services.

Findings are designed to address three overarching questions:

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

Statutory Basis

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

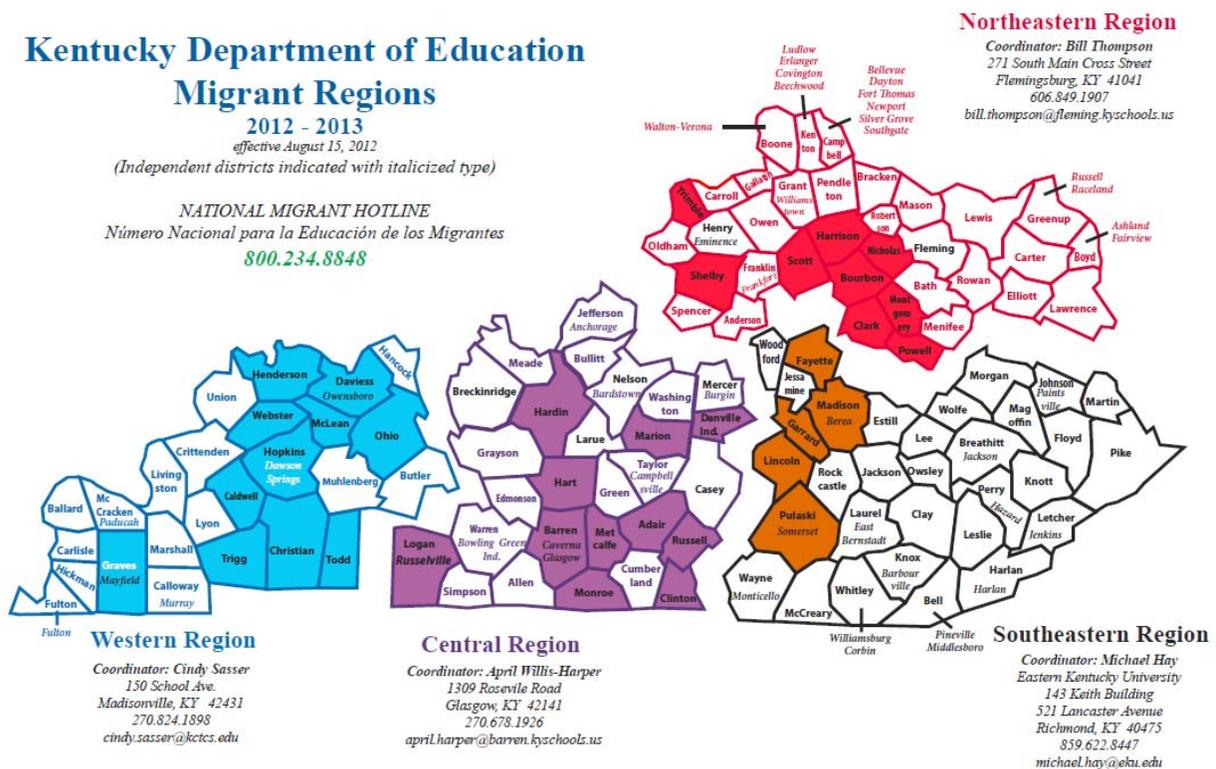
The KY MEP provides supplemental educational services to the state's children, youth, and families of migratory farmworkers through this same statute. Under ESEA, the MEP focuses on alleviating barriers to successful educational achievement due to the migratory lifestyle, including disruption in schooling 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.

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

Program Structure

The KY MEP is administered through the Kentucky Department of Education (KDE) Division of Consolidated Plans and Audits. KDE provides sub-grants 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 (see Figure 1). Over 60% of Kentucky's migrant students are concentrated in the northeastern and central regions. Tobacco is the primary agricultural enterprise in the state and remains a top qualifying activity for the MEP, through all stages of labor intensive production from preparing the soil and sowing seeds (February-April) to stripping and bulking (November-January). Services are provided for Pre-K students, K-12 students, and Out-of-School Youth (OSY) who are age 21 and younger and not attending school, and parents.

Figure 1. Kentucky Migrant Education Program Map



Approach

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under § 200.83 of ESEA, a state educational agency (SEA) that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment). The report is framed to measure the implementation and effectiveness of the strategies and measurable program outcomes (MPOs) outlined in the 2008 SDP (based on the state's initial CNA conducted in 2004). The

MPOs were based on a gap analysis between migrant and non-migrant student achievement and included the following:

Academic

- Service Delivery: The percentage of migrant students receiving supplemental academic support needs to increase by 15%.
- Service Delivery: The percentage of migrant students participating in supplemental academic support services will increase by three percentage points annually over five years.
- Student Outcomes: The reading and math achievement gaps between migrant and non-migrant students will decrease by two to three percentage points annually as measured by the Kentucky state assessment.

Parent Involvement

- Program Participation: The percentage of migrant families with children in grades 3-12 who participate in migrant sponsored parent conferences, advocacy groups, and workshops will increase to 25%.
- Parent Engagement: By 2010-2011, 85% of migrant parents surveyed who participated in MEP sponsored family involvement events will report growth in their ability to help their children set educational goals and become more engaged in schools activities.

These goals are partially aligned with the Seven Areas of Concern identified by the Office of Migrant Education (OME): educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

During the 2010-2012 period, the evaluation team provided consultation, data collection, and analysis through multiple mechanisms to bolster the capacity of the KY MEP to evaluate its services. The core effort was directed toward assisting KDE in establishing current, complete program documents on which data collection and reporting could be based. The evaluation team therefore worked closely with the consultants assisting the KY MEP in establishing an updated CNA and SDP, and in revising data collection. Specific elements of the work included:

- Discovery and Data Review
- Data Matching
- Data Collection Review and Regional Site Visits
- CNA Support
- Data review and analysis

Data and Analysis

Data for this report was drawn from the following sources:

- The KY MEP Data System (MIS2000)
- Infinite Campus, KDE Assessment Data

- Migrant parent surveys
- Regional questionnaires
- Regional Office Site Visits

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

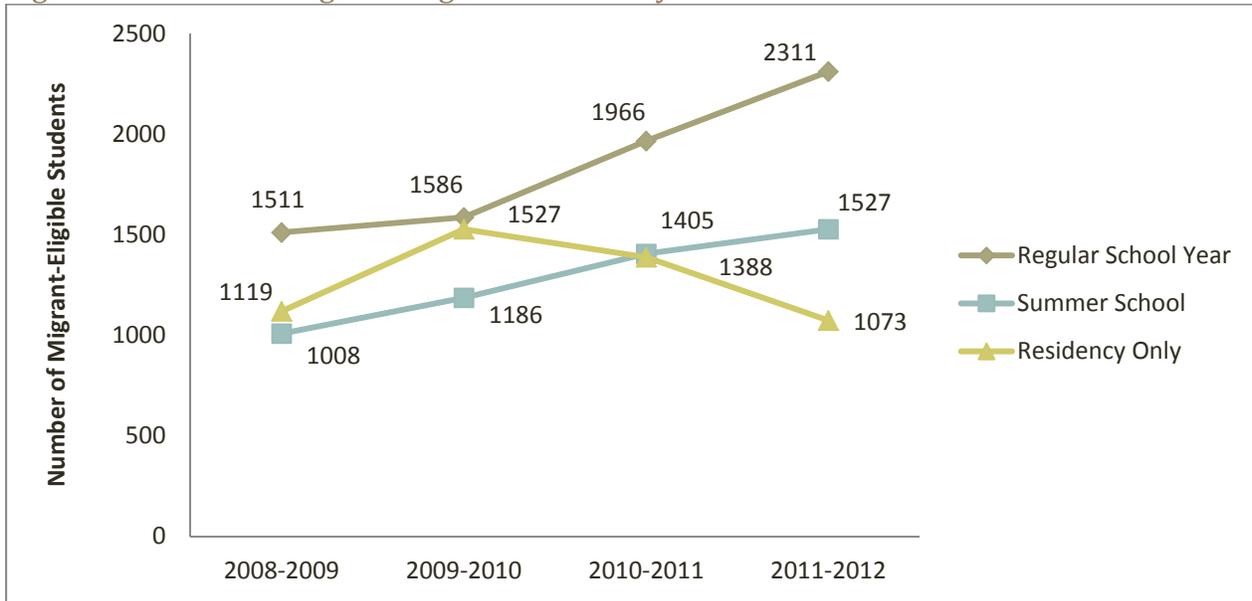
Findings: Changes in Migrant Student Population

Evaluation Question: How is the KY MEP student population changing over time?

- Most Kentucky migrant students enroll at the beginning of the school year: in 2011-2012, 85% of migrant student enrolled in the Regular School Year enroll for the first time in August or September.
- The vast majority of Kentucky migrant students remain in the same school of their initial enrollment: in 2011-2012, 89% of Regular School Year enrollees enrolled in one school, 9% in two different schools, 1.5% in three schools, and .3% in four schools.
- While lower than the general school population, Regular School Year migrant students tend to remain in the program for the full year. Of the 1,895 Regular School Year migrant students in 2011-2012 who enrolled in August or September, 66% (1,256) ended the school year in the same school. An additional 155 of those students whose first 2011-2012 enrollment was in August or September moved to a different school and finished out the school year, raising the overall percentage of Regular School Year migrant students who were present at the beginning and at the end of the school year to 75%.
- The number of students served during the Regular School Year and Summer School increased each year since 2008, with one exception: the number of Residency Only¹ students decreased in the 2011-2012 school year (see Figure 2). Regular School Year participation grew 53% from 2008 through 2012, and 46% from 2009 through 2012. Summer School participation grew 51% percent from summer 2009 through summer 2012.

¹ Residency Only is indicated for migrant youth who have an approved Certificate of Eligibility but are not enrolled in a specific program for receiving educational or support services. Most Residency Only youth are classified as OSY.

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



Source: MIS2000.

- The percentage of students served in each geographic region during the Regular School Year remained consistent between 2008 and 2012 (see Table 1). All regions served approximately the same number of students.

Table 1. Percent of Migrant-Eligible Students by Enrollment Period, Geographic Region, and Year

Enrollment Period	Geographic Region ²	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Western	323	22%	327	21%	364	19%	465	20%
	Central	408	27%	413	26%	577	29%	641	28%
	Northeastern	444	29%	484	31%	553	28%	567	25%
	Southeastern	336	22%	353	22%	472	24%	638	28%
	Total	1,511	100%	1,577	100%	1,966	100%	2,311	100%
Summer School	Western	217	22%	234	20%	274	20%	283	19%
	Central	309	31%	354	30%	454	32%	565	37%
	Northeastern	276	27%	349	30%	467	33%	449	29%
	Southeastern	206	20%	239	20%	209	15%	230	15%
	Total	1,008	100%	1,176	100%	1,404	100%	1,527	100%
Residency Only*	Western	191	17%	293	19%	292	21%	268	25%
	Central	253	23%	331	22%	358	26%	342	32%
	Northeastern	437	39%	594	39%	539	39%	428	40%
	Southeastern	237	21%	306	20%	199	14%	35	3%
	Total	1,118	100%	1,524	100%	1,388	100%	1,073	100%

Source: MIS2000

² Counts represent the most recent region in which each student was enrolled per school year.

- There were slightly more males than females enrolled during the Regular School Year and Summer School across all years (see Table 2). This gap was greater for Residency Only students, where the number of males was much higher than females. This is not surprising given that most Residency Only students are male OSY who work in the field.

Table 2. Percent of Migrant-Eligible Students by Enrollment Period, Gender, and Year

Enrollment Period	Gender	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Male	768	51%	844	53%	1,042	53%	1,240	54%
	Female	743	49%	742	47%	924	47%	1,071	46%
	Total	1,511	100%	1,586	100%	1,966	100%	2,311	100%
Summer School	Male	534	53%	626	53%	748	53%	822	54%
	Female	473	47%	560	47%	657	47%	705	46%
	Total	1,007	100%	1,186	100%	1,405	100%	1,527	100%
Residency Only	Male	804	72%	1,122	74%	1,043	75%	792	74%
	Female	314	28%	404	27%	345	25%	281	26%
	Total	1,118	100%	1,526	100%	1,388	100%	1,073	100%

Source: MIS2000

- As expected, most migrant students are in grades K-12 during the Regular School Year and Summer School, while the majority of students categorized as Residency Only are OSY (see Table 3).
- Most migrant students in Kentucky are Hispanic or white, but the mix of students changed during the reporting period. Changes include:
 - The number of white migrant students remained relatively stable. Regular School Year enrollment of white migrant students declined 4% from 690 to 650 from 2008 through 2012. Summer School enrollment of white migrant students increased 6% from summer 2009 through summer 2011, from 377 to 398. Residency Only white students, the smallest enrollment group, decreased 39% from 2008 through 2011, from 159 to 97.
 - The number of Hispanic migrant students increased significantly during the reporting period. Regular School Year enrollment of Hispanic migrant students more than doubled from 778 to 1,635 from 2008 through 2012. Summer School enrollment of Hispanic migrant students also nearly doubled from summer 2009 through summer 2011, from 596 to 1,108. Residency Only, Hispanic students, the smallest enrollment group, increased 2% from 2008 through 2011, from 948 to 967.
 - The percentage of Hispanic students within the MEP has increased while the percentage of white students has decreased. Hispanic students, for example, were 51% of the Regular School Year population in 2008-2009, and increased to 70% of the Regular School Year population in 2011-2012. White migrant students were 46% of the Regular School Year migrant population in 2008-2009, and 28% in 2011-2012. These changes were due primarily to increases in the

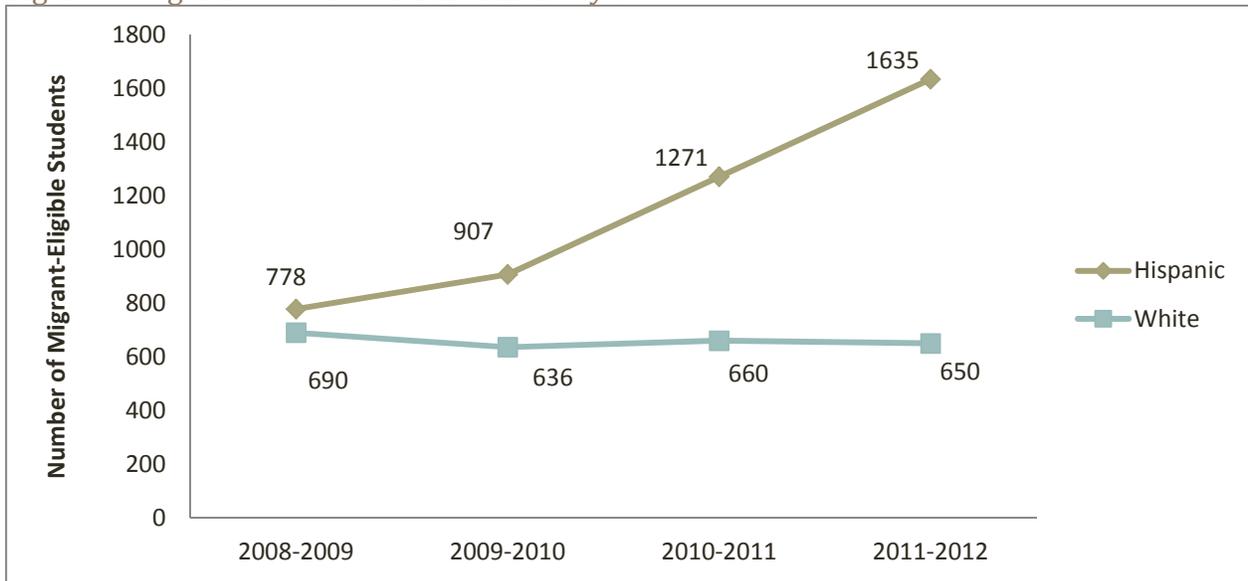
number of Hispanic migrant students rather than in decreases in the number of white students.

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

Enrollment Period	Grade Level	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Regular School Year	Age 3-5	86	6%	118	7%	166	8%	239	10%
	Elementary (Grades K-5)	862	57%	920	58%	1,135	58%	1,266	55%
	Middle (Grades 6-8)	321	21%	315	20%	356	18%	373	16%
	High (Grades 9-12)	228	15%	214	13%	262	13%	293	13%
	Out-of-School	8	1%	9	1%	40	2%	124	5%
	Ungraded	6	<1%	10	1%	6	<1%	16	1%
	Total	1,511	100%	1,586	100%	1,965	100%	2,311	100%
Summer School	Age 3-5	163	16%	197	17%	243	17%	236	16%
	Elementary (Grades K-5)	473	47%	585	49%	693	50%	800	52%
	Middle (Grades 6-8)	176	17%	188	16%	216	15%	243	16%
	High (Grades 9-12)	107	11%	134	11%	159	11%	168	11%
	Out-of-School	65	7%	72	6%	79	6%	79	5%
	Ungraded	19	2%	10	1%	14	1%	0	0%
	Total	1,003	100%	1,186	100%	1,404	100%	1,527	100%
Residency Only	Age 3-5	292	26%	437	29%	420	30%	385	36%
	Elementary (Grades K-5)	6	1%	33	2%	16	1%	5	1%
	Middle (Grades 6-8)	0	0%	8	<1%	7	1%	7	1%
	High (Grades 9-12)	2	<1%	10	1%	4	<1%	8	1%
	Out-of-School	774	69%	995	65%	908	65%	668	61%
	Ungraded	45	4%	44	3%	33	2%	0	0%
	Total	1,119	100%	1,527	100%	1,388	100%	1,073	100%

Source: MIS2000

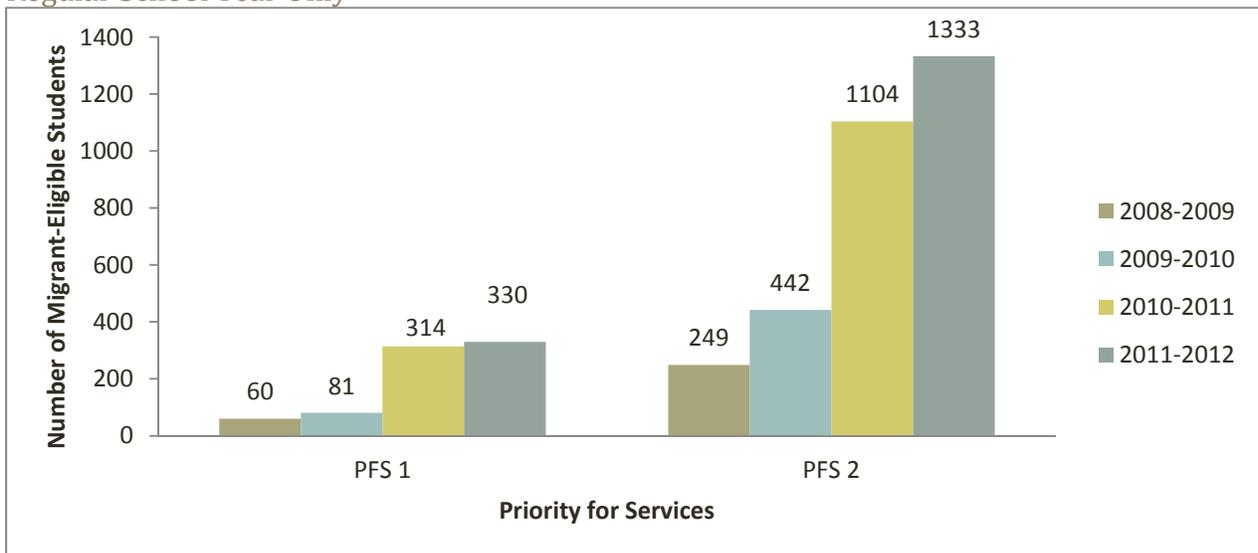
Figure 3. Regular School Year Enrollment by Race



Source: MIS2000

- Kentucky migrant students were classified as Priority for Services (PFS) using a two tiered system based on needs assessment data collected for each migrant student. Students were classified as either PFS 1: most in need of services, or PFS 2: the second most in need of services. During the Regular School Year, the number of students identified as PFS 1 or 2 increased significantly from the 2008-2009 school year through the 2011-2012 school year. PFS 1 students increased from 60 to 330, a 450% increase; PFS 2 designated students increased 435% over the same period (see Figure 4). As of August 2012, the MEP uses only PFS 1, as shown in Appendix E.

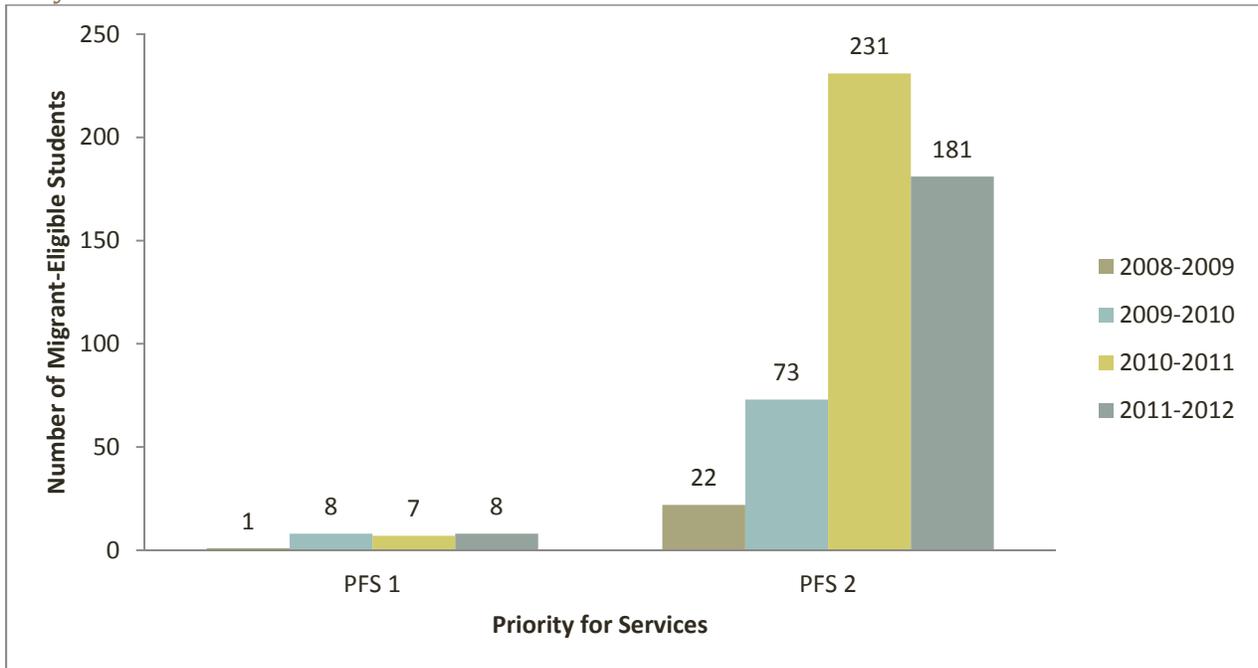
Figure 4. Number of Migrant-Eligible Students Identified as PFS by Enrollment Period, Regular School Year Only



Source: MIS2000

- The number of Residency Only students identified as Priority for Services 2 increased each year except for the 2011-2012 school year (see Figure 5). As with students served during Summer School, most Residency Only students are not identified as Priority for Services 1.

Figure 5. Number of Migrant-Eligible Students Identified as Priority for Services, Residency Only



Source: MIS2000

- Findings regarding the distribution of PFS students by enrollment period and grade level include:
 - Most students identified as PFS 1 and 2 in the Regular School Year or Summer School were in grades K-5. In 2011-2012, 65% of PFS 1 and 62% of PFS 2 students within the Regular School Year were in Grades K-5.
 - While the share of PFS held by elementary students remained relatively stable across years, high school showed annual increases in share of PFS (from 12% to 15% of PFS 1), while middle school showed annual decreases in share of PFS from 2008 through 2012 (from 23% to 19% in PFS 1).
 - The percentage of migrant students classified as PFS increased substantially throughout the evaluation period. Across all grade levels in the Regular School Year, 4% of students were classified as PFS 1 in 2008-2009 and 17% were classified as PFS 2. By 2011-2012, these percentages increased to 14% PFS 1 and 58% PFS 2. For elementary school migrant students in the Regular School Year, 4% were classified as PFS 1 and 18% were classified as PFS 2 in 2008-2009; these figures increased to 17% PFS 1 and 65% PFS 2 in 2011-2012.

Evaluation Question: To what extent are programs being implemented?

The KY MEP provides a broader range of services than is captured in the data available for the evaluation. Reporting of migrant student services was limited to check boxes on the state data system enrollment screens. Many MEP services including, for example, advocacy and individual assistance are not recorded. Generally, tutoring and structured services related to academic instruction are reported regularly; other services are more dependent on regional differences in data recording and reporting.

Table 4. Percent of Migrant-Eligible Students Receiving Services by Enrollment Period and Year

Enrollment Period	Service	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Reading Instruction	839	56%	870	55%	1,102	56%	1,337	58%
	Math Instruction	690	46%	738	47%	921	47%	1,151	50%
	Other Instruction	647	43%	655	41%	717	37%	936	41%
	Counseling Service	307	20%	220	14%	291	15%	582	25%
	Support Service	1,281	85%	1,338	84%	1,659	84%	2,078	90%
	Referral	943	62%	966	61%	1,270	65%	812	35%
	At least one service	1,388/ 1,511	92%	1,457/ 1,586	92%	1,788/ 1,966	91%	2,190/ 2,311	95%
Summer School	Reading Instruction	851	84%	1,008	85%	1,186	84%	1,345	88%
	Math Instruction	695	69%	827	70%	1,103	79%	1,197	78%
	Other Instruction	536	53%	784	66%	927	66%	1,090	71%
	Counseling Service	35	4%	81	7%	61	4%	288	19%
	Support Service	731	73%	935	79%	1,084	77%	1,080	71%
	Referral	324	32%	432	36%	653	47%	595	39%
	At least one service	915/ 1,008	91%	1,133/ 1,186	96%	1,358/ 1,405	97%	1,464/ 1,527	96%
Residency Only	Reading Instruction	129	12%	247	16%	350	25%	329	31%
	Math Instruction	58	5%	70	5%	146	11%	170	16%
	Other Instruction	125	11%	272	18%	228	16%	246	23%
	Counseling Service	74	7%	77	5%	113	8%	179	17%
	Support Service	853	76%	1,103	72%	1,041	75%	877	82%
	Referral	710	63%	790	52%	677	49%	369	34%
	At least one service	928/ 1,119	83%	1,232/ 1,527	81%	1,150/ 1,388	83%	937/ 1,073	87%

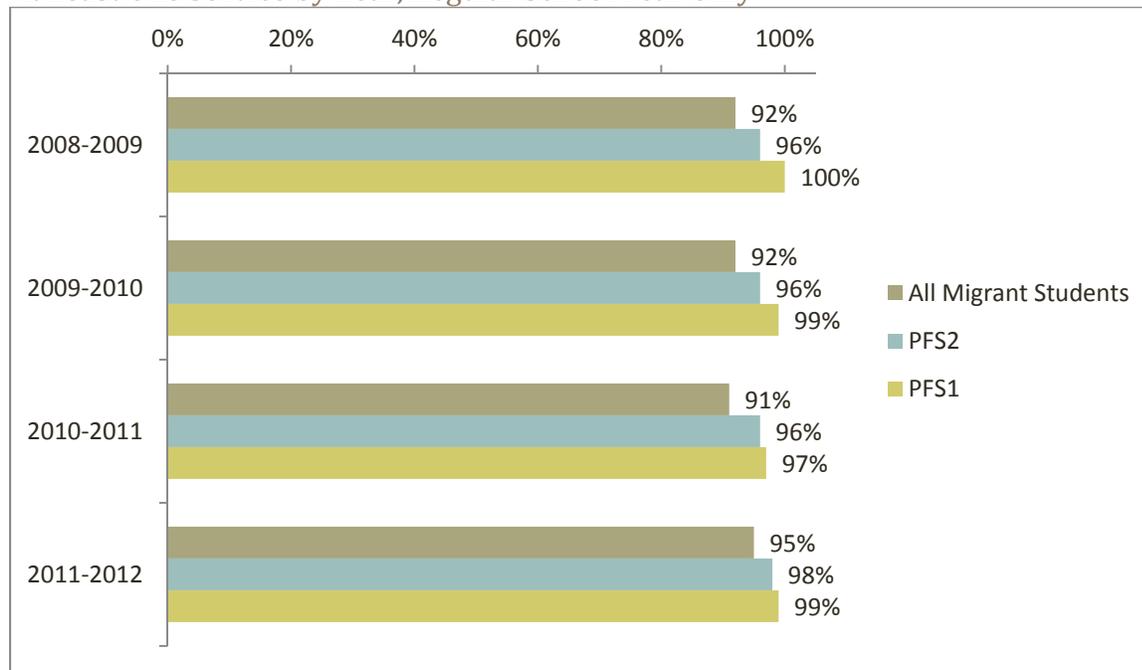
Source: MIS2000

- Students' services recorded in the state migrant data system are reported in the table below. Using the MIS2000 data between 2008 and 2011, at least 90% of students in the Regular School Year and Summer School received at least one service. As shown in the table below, in 2011-2012, 95% of migrant students received at least one service during the Regular School Year and 96% of migrant students received at least one service during Summer School. Support services and

referrals were the most frequently provided services, while counseling was the least provided service across all years.

- By design, services are expected to be targeted toward PFS 1 students first, followed by students identified as PFS 2, and finally, all migrant students. Figure 6 compares the percentage of all students who received at least one service during the Regular School Year to those identified as PFS 1 and 2. As expected, almost all PFS 1 students received services, followed by PFS 2 students, and finally, all migrant students.

Figure 6. Percent of Priority for Services (PFS) 1 and 2 Migrant-Eligible Students Receiving At Least One Service by Year, Regular School Year Only



Source: MIS2000

Findings: Student Outcomes

Evaluation Question: To what extent are programs for MEP students producing the desired student outcomes?

The evaluation reviewed the extent to which the KY MEP met performance targets adopted by KDE for all children in reading and mathematics achievement, and the specific targets identified for migrant children. High school graduation, the number of school dropouts, and school readiness indicators were not included in the current SDP but are anticipated in the revised SDP in progress. The 2008 SDP measurable outcomes in reading and mathematics were that reading and math achievement gaps between migrant and non-migrant students would decrease by two to three percentage points annually as measured by the Kentucky state assessment.

The Kentucky Core Content Test (KCCT) was administered to all Kentucky students prior to the 2011-2012 school year. Beginning in spring 2012, KCCT was replaced with the Kentucky Performance Rating for Educational Progress (K-PREP) assessment. K-PREP is aligned to the new Kentucky Core Academic Standards, and results on K-PREP are not comparable to results on the prior KCCT assessment. Therefore, results are provided for the KCCT (2008-2011) and K-PREP (2012) separately.

Findings regarding migrant student academic performance:

KCCT

- The overall number of migrant students taking the KCCT increased for both reading and mathematics.
 - From 2008-2009 to 2010-2011, the number of migrant students taking the reading test rose from 366 to 490; those taking the mathematics test rose from 346 to 476. These increases occurred within the context of overall increases in the migrant student population discussed above.
- The percentage of migrant students taking the KCCT rose dramatically even as the number of migrant students was rising.
 - For reading, participation in KCCT rose from 42% in 2009, to 43% in 2010, to 48% in 2011. Participation in the KCCT mathematics test rose from 46% in 2009 and 2010 to 54% in 2011. As with college entrance exams, rising participation is typically accompanied by declining overall performance (Banchemo, 2012; Dynarski, 1987).
- Migrant student reading and mathematics performance on the KCCT rose from 2009 to 2010, but fell back to the 2009 levels in 2011.
 - In 2009, 57% of migrant students scored at the proficient or distinguished level; in 2010 66% did so, and in 2011 56% scored proficient or distinguished. This occurred within the context of test participation rising from 2010 to 2011, from 43% to 48%. For mathematics, in 2009 55% of migrant students scored at the proficient or distinguished level; in 2010 58% did so, and in 2011 54% scored proficient or distinguished. The mathematics performance occurred within the context of notable increases in participation, from 46% in 2009 to 54% in 2011.

2012 K-PREP

- Sixty-two percent of migrant students took the reading and mathematics assessments in grades 3-8.
- 28% of students performed at the proficient or distinguished level in reading in grades 3-8 and 25% of students performed at the proficient or distinguished level in math.

Performance Gaps

- K-PREP performance gaps between migrant and non-migrant students in 2012 are based on new assessments aligned to the Kentucky Core Academic Standards. Migrant students had gaps of 19 percentage points in percent proficient in reading among elementary school students, and 21.2 percentage points for middle school.

Performance gaps are also depicted using the “Gap Group” (defined in the Unbridled Learning accountability model—groups that have historically had achievement gaps, e.g., students in poverty, limited English proficient, etc.). Compared to the Gap Group, migrant students had gaps of 8.5 percentage points in elementary school and 9.2 percentage points in middle school. Migrant students had gaps of 13.5 percentage points in percent proficient in reading among elementary school students, and 17.8 percentage points for middle school. Compared to the Gap Group, migrant students had gaps of 3.4 percentage points in elementary school and 5.9 percentage points in middle school.

- Full reporting on KCCT gaps from 2009 through 2011 is included in the body of this report. Because the underlying standards and associated assessments changed in 2012, 2012 gap results are not comparable to prior years and should be treated as a new baseline for future analysis.

Findings: Out-of-School Youth

The KY MEP provides services to OSY who are eligible for the migrant program. Service data were available for 450 OSY. The vast majority (84%) were categorized as “here to work,” meaning that they indicated that their focus was on working, rather than school. Sixty-six percent of OSY last attended school in Mexico; 80% of OSY have limited or no proficiency with speaking English. The primary service need expressed by OSY was for learning English (76%). Most OSY received a welcome bag (73%) with supplies and information, together with educational materials (69%). Direct support services were provided to 36% of identified OSY.

Table 5. OSY Last Grade Attended, Location, and Year³

		N	%
Location of Last School Attended	Mexico	295	66%
	Guatemala	10	2%
	Honduras	4	<1%
	Other	47	10%
	Missing	94	21%

Source: OSY Profile

Table 6. OSY Languages⁴

		N	%
English Oral Language Proficiency	High	21	5%
	Medium	42	9%
	Low	193	43%
	None	167	37%
	Missing	27	6%

³ Note that for OSY with multiple profiles, this table only includes information from the most recent OSY Student Profile.

⁴ Note that for OSY with multiple profiles, this table only includes information from the most recent OSY Student Profile.

Language Spoken at Home*	English	21	5%
	Spanish	415	92%
	Other	4	1%

Source: OSY Profile. *Students with multiple home languages are represented in multiple categories.

Table 7. OSY Expressed Service Interests

	N	%
Learning English	342	76%
Job Training	39	9%
GED	67	15%
Earning a Diploma	18	4%
Not Sure	20	4%
No Interests	38	8%
Other	8	2%

Source: OSY Profile

Table 8. OSY Materials Received

At Interview, Youth Received:	N	%
Educational Materials	309	69%
Support Services	163	36%
OSY Welcome Bag	328	73%
Referral(s)	153	34%
Other	58	13%

Source: OSY Profile

Findings: Parent Involvement

The 2008 SDP established two specific parent involvement goals:

- **Program Participation:** The percentage of migrant families with children in grades 3-12 who participate in migrant sponsored parent conferences, advocacy groups, and workshops will increase to 25%.
- **Parent Engagement:** By 2010-2011, 85% of migrant parents surveyed who participated in MEP sponsored family involvement events will report growth in their ability to help their children set educational goals and become more engaged in school activities.
- 84% of migrant parents surveyed reported that they set educational goals with their children. Additional data also indicate relatively high levels of engagement in migrant program activities, with 69% of parents reporting that they gained new skills for assisting their children with mathematics and reading. These findings are drawn from needs assessment data expected to be reasonably representative of active parents, but with regional variation in how the data was collected.
- A high percentage of migrant parent respondents were satisfied with the training they received from the MEP about helping with their child's education at home

(91%). Most 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 were questions or concerns. About a quarter were somewhat or not satisfied with the amount of information received about their child from the school. Sixty percent reported knowing what to do if they want to participate in a committee or meeting at the school.

Additional details and tables are provided in the body of the report.

Implications and Next Steps

From 2008 through 2012, The KY MEP significantly expanded the number of identified migrant students, expanded the services it provides, and began to address data collection and use across the MEP. Additionally, the nature of the migrant students it serves changed, with increased numbers and percentage of Hispanic students, and increased numbers of OSY served by the program. These changes, together with the maturing but not yet fully articulated migrant data system, make it difficult to determine the magnitude of MEP effects. To better gauge program effectiveness and to make ongoing program improvements based on data, we recommend the following:

- **The KY MEP would be well served by better linkages between the MEP data system and other state data systems.** This issue is neither unique to Kentucky among migrant programs, nor to the KY MEP among Kentucky educational programs. Addressing it, however, will enable timely use of assessment data for making decisions about students, for determining program efficacy, and for making program changes. Specifically: while the KY MEP has established a protocol for assuring that all MEP participants have their state IDs entered into the state migrant data system, KDE should consider establishing a regular protocol and timeframe for periodic sharing of data between the migrant data system and assessment data system.
- **The KY MEP should establish annual statewide data collection for parents.** Data gathering should include sharing of data with regions and districts, but should be guided by the KY MEP to assure consistency across regions and districts. The data should include a combination of surveys, in person feedback from parents, and data gathered from MEP staff, aligned to parent elements of the SDP and used to inform and improve parent programming and support.
- **KY MEP should continue to expand the agreed upon norms and processes for collecting program information across the state.** These efforts, particularly evident in spring 2012, are resulting in assurance that codes used in the Kentucky migrant data system mean the same thing when used in different regions. The evaluation team recommends expansion of the service data on a per student basis in the body of the report. We also recommend expanding and standardizing reporting about specific elements of regional and district programs in order to better

understand how the KY MEP is manifest throughout the various agencies that help implement it. Program reporting should be integrated with student level service provision reporting. Revised reporting should decrease the overall reporting burden by reducing duplication and narrative reporting, and provide data to regional and district managers that would inform program management and improvement.

- **KY MEP should re-focus data collection, storage, access, and use on utilizing data to drive program decision making rather than on reporting.** In general, data in the KY MEP has moved in one direction: toward the state and on to the OME. The multiple reporting requirements for the Consolidated State Performance Report (CSPR), evaluation, compliance monitoring, and other federal program requirements has resulted in a fragmented system of data collection and reporting. Re-focusing toward data driven decision making would continue to emphasize common definitions, but would also increase the need to connect student information, program service data, and allocation of resources, including staff time.

The KY MEP evaluation process will continue through two key next steps. First, KDE will establish a data collection protocol that addresses gaps in the migrant student data system and proposes consistent statewide data collection mechanisms aligned to the revised SDP. The data collection protocol will be driven by an evaluation plan established to gauge the measureable program outcomes established in the SDP. Second, KDE anticipates completing an MEP evaluation report based on the revised evaluation plan and data collection protocol in 2013.

FULL EVALUATION REPORT

This evaluation report is designed to provide preliminary data regarding outcomes obtained and services provided by the KY MEP. It is one component of the KY MEP’s ongoing work to determine the effectiveness of services to migrant children and youth. The report was prepared by ESCORT in partnership with Arroyo Research Services. ESCORT is a national resource center dedicated to improving educational opportunities for all students, with expertise in serving highly mobile and at-risk populations. Arroyo Research Services is an education professional services firm that helps education organizations through research, measurement, evaluation, and consulting services.

Purpose

The evaluation builds on the KY MEP CNA and on work in progress to update the KY MEP SDP. The KY MEP CNA was revised through a broad-based statewide process that culminated in a Comprehensive Needs Assessment Final Report in July 2012. The evaluation team supported this work through data discovery and analysis, creation of data collection instruments, interviews and surveys, participation in CNA workgroups, and consultation with the Kentucky Needs Assessment Committee. The revised CNA is informing development of a new KY MEP SDP, expected to be completed in May 2013. The revised SDP will contain measureable outcomes and indicators that will inform a thorough evaluation plan and associated statewide data collection procedures, which in turn will be used to conduct a complete evaluation by September 2013. The status of foundational documents that inform the evaluation as presented in this report and as anticipated in the final report are shown in Table 9.

Table 9. Evaluation Report Basis

Report	CNA	SDP	PFS Definition	Data Date Range
Interim Evaluation Report (2012)	2012	2006, as revised in 2008	2008	2009-June 2012
Final Evaluation Report (2013)	2012	2013	2012	2009-June 2013

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

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

In answering these questions, the evaluation seeks to provide a statewide perspective on services and their impact to enable the KY MEP to make programmatic decisions based on data. The local and regional MEP grant application processes provide flexibility to ensure that LEAs and regional centers implement services that meet the needs of their students in

the context of district programs and resources. However, the KY MEP provides guidance in identifying evidence-based strategies through the continuous improvement cycle of CNA, SDP, statewide training, and direct consultation with regional centers and districts. Going forward, the state level evaluation will be an annual status check on progress made in implementing targeted services and in measuring the effectiveness of those services. The evaluation findings are designed to assist the KY MEP in making mid-course corrections to strengthen and improve programs and program outcomes.

The evaluation is also intended to communicate what is known about services and outcomes to various stakeholders. Findings were shared with state education policy makers and regional coordinators in October 2012, and will be distributed to district MEP staff. The evaluation will be shared with the Kentucky Migrant Parent Advisory Council (KMPAC) for discussion with migrant families and shared decision making about the direction of KY MEP service provision. The report is also intended to communicate with the U.S. Department of Education's OME about the extent to which statutory requirements are met in responding to the needs of migrant youth in achieving challenging academic standards.

Statutory Basis

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

- a) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- b) Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- c) Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- d) Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- e) Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- f) Ensure that migratory children benefit from state and local systemic reforms.

According to statute, a migratory child, in Kentucky, "is one who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or

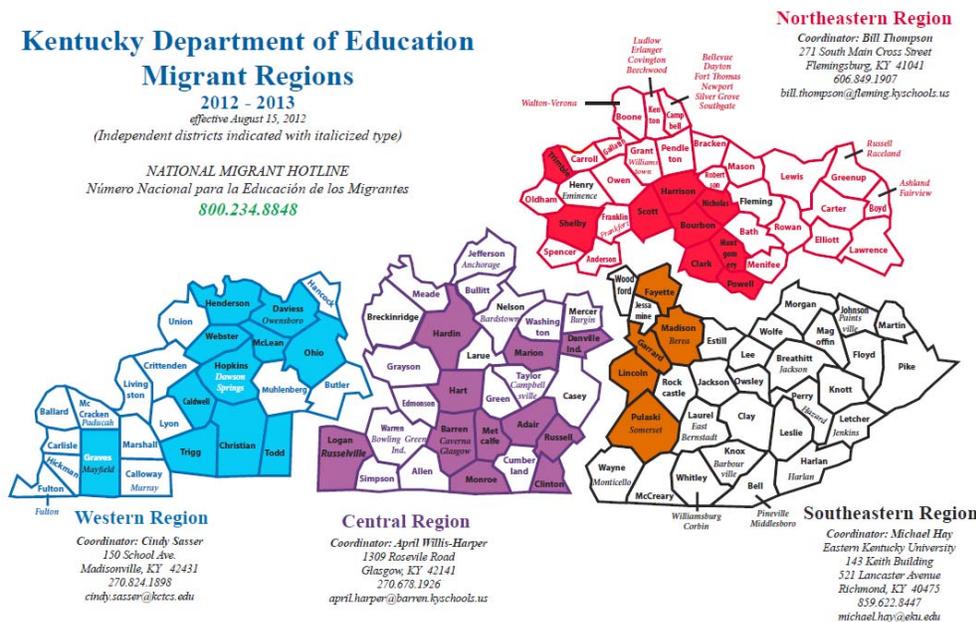
migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work and has moved from one school district to another” (NCLB Sec. 1309[2]).

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

Program Structure

The KY MEP is administered through the KDE Division of Consolidated Plans and Audits. KDE provides sub-grants to LEAs that apply for MEP funding to administer services at the local level. Currently, the KY MEP consists of 66 school districts administered under four regional administrative centers (see Figure 7). Over 60% of Kentucky’s migrant students are concentrated in the northeastern and central regions. Tobacco is the primary agricultural enterprise in the state and remains a top qualifying activity for the MEP, through all stages of labor intensive production from preparing the soil and sowing seeds (February-April) to stripping and bulking (November-January). Services are provided for Pre-K students, K-12 students, and Out-of-School Youth (OSY) who are age 21 and younger and not attending school, and parents.

Figure 7. Kentucky Migrant Education Program Map



Methodology

Approach

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

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

This evaluation report is framed to measure the implementation and effectiveness of the strategies and MPOs outlined in the 2008 SDP (based on the state's initial CNA conducted in 2004). The MPOs were based on a gap analysis between migrant and non-migrant student achievement and included the following:

Academic

- Service Delivery: The percentage of migrant students receiving supplemental academic support needs to increase by 15%.
- Service Delivery: The percentage of migrant students participating in supplemental academic support services will increase by three percentage points annually over five years.
- Student Outcomes: The reading and math achievement gaps between migrant and non-migrant students will decrease by two to three percentage points annually as measured by the Kentucky state assessment.

Parent Involvement

- Program Participation: The percentage of migrant families with children in grades 3-12 who participate in migrant sponsored parent conferences, advocacy groups, and workshops will increase to 25%.
- Parent Engagement: By 2010-2011, 85% of migrant parents surveyed who participated in MEP sponsored family involvement events will report growth in their ability to help their children set educational goals and become more engaged in schools activities.

These goals are partially aligned with the Seven Areas of Concern identified by OME: educational continuity, instructional time, school engagement, English language

development, educational support in the home, health, and access to services. The 2012 CNA and revised SDP anticipated in May 2013 address each aspect of the Seven Areas of Concern, and the 2013 evaluation will address those in turn.

During the 2010-2012 period, the evaluation team provided consultation, data collection, and analysis through multiple mechanisms to bolster the capacity of the KY MEP to evaluate its services. The core effort was directed toward assisting KDE in establishing current, complete program documents on which data collection and reporting could be based. The evaluation team therefore worked closely with the consultants assisting the KY MEP in establishing an updated CNA and SDP, and in revising data collection. Specific elements of the work included:

Discovery and Data Review

The evaluation team reviewed each foundational document for the KY MEP in order to establish key questions and data needs; reviewed all available data fields in the Migrant student information system (MIS2000) and the state student information system (Infinite Campus) related to the documents.

Data Matching

Because the MIS2000 system contained the only authoritative record of who was an eligible migrant student, and the state data systems contained authoritative data on graduation and student performance, the evaluation team reviewed existing links between these two systems and tested matching strategies for linking data in order to answer student outcome questions identified in the SDP. Data matches based on first name, last name, variants of each and of middle names, together with birthdates provided an 83% matching rate using 2010-2011 data. The evaluation team recommended that a longer term solution to the data matching issue would be to place state data IDs (Infinite Campus IDs) in MIS2000, providing a definitive if not automated link between MIS2000 and the state data system. For the 2011-2012 program year, matches conducted using the IDs held in MIS2000 are producing match percentage rates in the high 90s for migrant students that are attending school.

Data Collection Review and Regional Site Visits

The evaluation team reviewed all KY MEP data collection and reviewed data collection and recording procedures through site visits to each regional service center. Findings from the review and site visits were used to inform the analysis reported herein, and will be further used to inform revisions to the statewide data collection and evaluation plan anticipated with the revised SDP in November.

CNA Support

Because a full and thorough MEP evaluation is built on a current CNA and SDP, the evaluation team supported the CNA process conducted during the 2011-2012 program year. Support included instrument development, survey administration, data collection, data analysis, matching and analysis of MIS2000 and KDE data, and consultation with the Needs Assessment Committee and Expert Work Groups.

Data Review and Analysis of Preliminary Data

Data for the 2009-2012 program years, not including summer 2012 or academic performance data for 2012, was collected and analyzed for this report. This data will be supplemented with 2012 Kentucky Assessment data and summer 2012 service data as soon as it becomes available.

Finally, the evaluation planning and analysis is expected to continue through the following processes:

Data Collection Protocol and Evaluation Plan

The KY MEP will create a data collection protocol and evaluation plan aligned to the May 2013 revised SDP, and will begin data collection using the revised protocol in January 2013.

Annual Evaluation of the KY MEP

Annual evaluation based on the SDP-aligned data collection and evaluation plan will begin with a September 2013 report that covers the 2009-2013 program period, with specific emphasis on the 2011-2013 period. Because of major changes in the Kentucky Assessment to align it with the Common Core State Standards in the 2011-2012 school year, the 2011-2012 program year should serve as the baseline for future evaluation of student performance under the SDP.

Data

Data for this report was drawn from the following sources:

MIS2000

MIS2000 is the KY MEP's student information system. It contains the definitive record of data associated with Certificates of Eligibility (COEs), student enrollment in schools and migrant education programs, and services provided to migrant students. MIS2000 also contains limited data on student academic performance, restricted primarily to state assessment results for migrant students. Data from MIS2000 was pulled on August 3, 2012 and November 27, 2012 for student records between 8/1/2009 and 8/31/2012.

Infinite Campus, KDE Assessment Data

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

Migrant Parent Surveys

Parent surveys created by the evaluation team were used to support the CNA process regarding parent issues, and are used to provide historical information about parents in this report. Parent surveys were administered in January and February of 2012. Subsequent annual evaluations will include parent data drawn from a statewide common parent survey that will be one part of the data collection protocol for all sites.

Regional Questionnaires

Regional office questionnaires, also designed by the evaluation team in support of the CNA process, were collected in January and February 2012. Although the CNA items are broader than the questions that are the focus of this report, results from the survey are included where appropriate.

Regional Office Site Visits

The evaluation team visited each of the four regional offices during June 2012. Site visits focused on data collection and recording procedures, and included observation of summer school programming and interviews with regional and district staff. Although results of the site visits were intended to provide context to the evaluation team's analysis of MIS2000 and related data, they also inform the recommendations for revisions to the KY MEP data collection process. Further information and findings from the regional site visits will be included with the summer data analysis to be included in the final version of this report.

Analysis

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

Descriptive Statistics

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

Trend Data

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

Gap Analysis

The primary analyses of differences between migrant students and other Kentucky students will be conducted through a gap analysis and analyses of gap trend data. Data to inform these analyses are not yet available to the evaluation team.

Performance Analysis

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

Enrollment Analysis

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

Findings

The data and findings presented in this report are preliminary. Two factors led to considering this an interim report of services and outcomes: 1) the SDP revisions in progress are expected to establish clear and complete indicators of student outcomes and measures of MEP services that are less clear in prior versions of these documents, and 2) revisions to the Kentucky assessment system in the 2011-2012 school year, making it not comparable to prior years, effectively reset the baseline for student outcomes. Continuing evaluation related work by KDE and its contractors will include: revised statewide data collection aligned to the new SDP (Spring 2013), expanded data collection based on the protocol, and a full evaluation report based on the new SDP and revised data collection procedures (September 2013).

Evaluation Question 1: Changes in Migrant Student Population

Evaluation Question: How is the KY MEP student population changing over time?

Enrollment

Migrant students are served during the Regular School Year, typically August through June, and in summer programs, typically held in June and July. Students may be present for either or both sessions. Since the 2008-2009 school year, the number of migrant students served in Kentucky during the Regular School Year and Summer School has increased over time (see Table 10). Although students continue to enroll in school throughout the year, most students typically enroll in August for the Regular School Year and in June for the summer session. Students recorded as Residency Only are not attending school programs, and are divided between pre-school age children and OSY.

Enrollment and withdrawal patterns have remained relatively stable. Table 10 shows the month of enrollment by year for Kentucky migrant students. Each new enrollment is shown, so students who enroll in August, then withdraw and re-enroll in a different Kentucky school, are shown each time they enroll. Table 11 shows withdrawal dates for Kentucky migrant students. Each new withdrawal is shown, so students who enroll in August, then withdraw and re-enroll in a different Kentucky school, are shown each time they withdraw.

Specific enrollment findings:

- Most Kentucky migrant students enroll at the beginning of the school year: in 2011-2012, 85% of migrant student enrolled in the Regular School Year enroll for the first time in August or September.
- The vast majority of Kentucky migrant students remain in the same school of their initial enrollment: in 2011-2012, 89% of Regular School Year enrollees enrolled in one school, 9% in two different schools, 1.5% in three schools, and .3% in four schools.
- While lower than the general school population, Regular School Year migrant students tend to remain in the program for the full year. Of the 1,895 Regular School Year migrant students in 2011-2012 who enrolled in August or September, 66% (1,256) ended the school year in the same school. An additional 155 of those students whose first 2011-2012 enrollment was in August or September moved to a different school and finished out the school year, raising the overall percentage of Regular School Year migrant students who were present at the beginning and at the end of the school year to 75%.

Table 10. Number of Migrant-Eligible Students by Enrollment Code, Enrollment Month, and Year

Enrollment Code*	Enrollment Month ⁵	Year				
		2008-2009	2009-2010	2010-2011	2011-2012	
Regular School Year/ Residency Only	August**	1,969	2,359	2,593	2,691	
	September	110	167	217	168	
	October	134	166	145	224	
	November	72	115	106	142	
	December	62	73	42	44	
	January	101	99	92	142	
	February	84	58	121	83	
	March	96	95	122	66	
	April	68	71	83	51	
	May	47	80	58	55	
	June	24	57	49	41	
	July	79	86	39	35	
	Total		2,846	3,426	3,667	3,742
	Summer School	May	106	0	306	968
June		801	1,088	950	380	
July		106	92	184	184	
August		0	7	1	0	
Total			1,013	1,187	1,441	1,532

Source: MIS2000

*Students with enrollment codes of 6, 9, I, or O are not represented in this report. In 2008-2009, 84 students had these codes; in 2009-2010, 69 students had these codes; in 2010-2011 9 students had these codes; in 2011-2012 0 students had these codes.

⁵ Some students enrolled multiple times during the school year. Therefore, these percentages represent all data per student, not percentages of unique students.

***Enrollment dates are missing for 31 students in 2008-2009, 11 students in 2009-2010, 16 students in 2010-2011, and 40 students in the 2011-2012 school year.*

Table 11. Number of Migrant-Eligible Students by Withdrawal Month and Year

Enrollment Code	Withdrawal Month ⁶	Year			
		2008-2009	2009-2010	2010-2011	2011-2012
Regular School Year/ Residency Only	August	64	80	88	2
	September	128	119	196	186
	October	196	189	199	204
	November	83	102	150	164
	December	110	206	181	212
	January	130	163	160	219
	February	123	142	136	163
	March	106	143	112	140
	April	99	86	82	76
	May	749	695	1,075	2,168
	June	935	1,392	1,168	124
	July	49	58	42	27
	Total		2,772	3,375	3,589
Summer School	May	1	0	1	6
	June	422	435	268	283
	July	526	715	1,098	1,055
	August	63	34	69	186
	Total		1,012	1,184	1,436

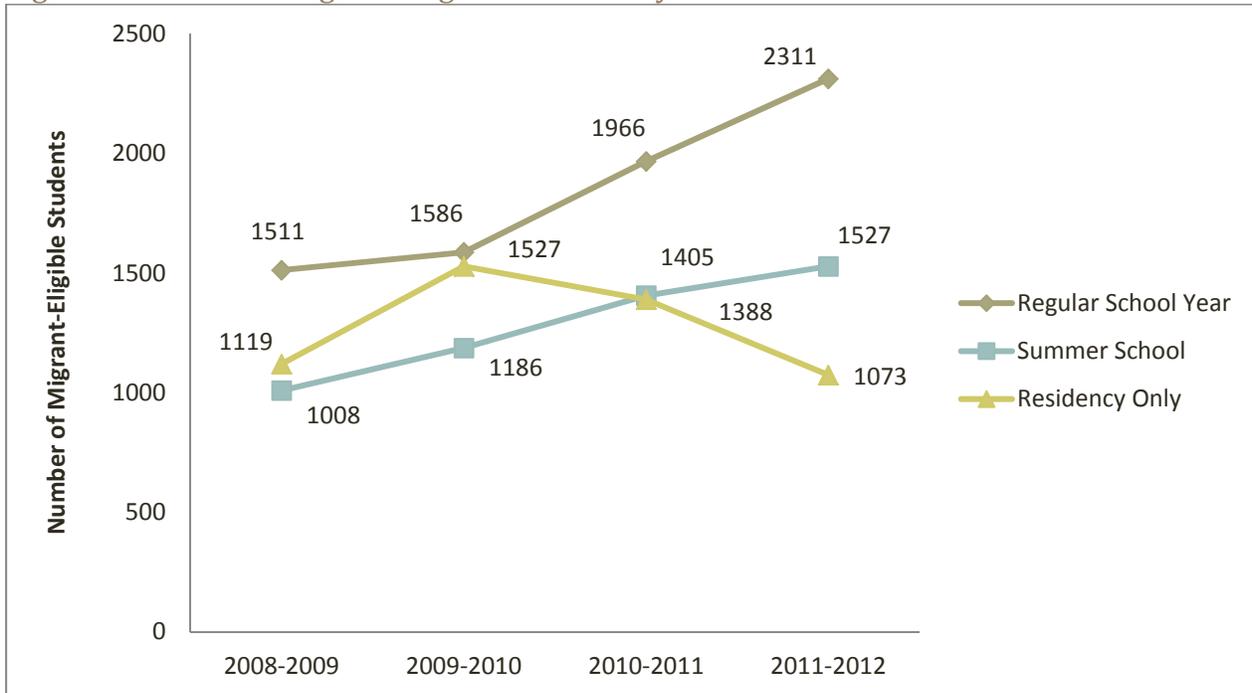
Source: MIS2000. Note: Most Kentucky migrant students receive a withdrawal date when they leave school. Those that remain in school until the end of the school year are withdrawn *en masse*. Therefore, most students have a withdraw date that occurs in May or June (depending on when the Regular School Year ends), indicating full-year attendance.

The number of students served during the Regular School Year and Summer School increased each year since 2008, with one exception: the number of Residency Only students decreased in the 2011-2012 school year (see Figure 8). Regular School Year participation grew 53% from 2008 through 2012, and 46% from 2009 through 2012. Summer School participation grew 51% percent from summer 2009 through summer 2012.

The percentage of students served in each geographic region during the Regular School Year remained consistent between 2008 and 2012 (see Table 12). All regions served approximately the same number of students. During Summer School, a greater percentage of students were served in the Central and Northeastern region. The percentage of students served in the Southeastern region decreased in 2010-2011 (15%) as compared to previous years (20%). Finally, the northeastern region served the greatest percentage of Residency Only students across all years.

⁶ Some students enrolled multiple times during the school year. Therefore, these percentages represent all data per student, not percentages of unique students.

Figure 8. Number of Migrant-Eligible Students by Enrollment Period and Year



Source: MIS2000.

Table 12. Percent of Migrant-Eligible Students by Enrollment Period, Geographic Region, and Year

Enrollment Period	Geographic Region ⁷	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Western	323	22%	327	21%	364	19%	465	20%
	Central	408	27%	413	26%	577	29%	641	28%
	Northeastern	444	29%	484	31%	553	28%	567	25%
	Southeastern	336	22%	353	22%	472	24%	638	28%
	Total	1,511	100%	1,577	100%	1,966	100%	2,311	100%
Summer School	Western	217	22%	234	20%	274	20%	283	19%
	Central	309	31%	354	30%	454	32%	565	37%
	Northeastern	276	27%	349	30%	467	33%	449	29%
	Southeastern	206	20%	239	20%	209	15%	230	15%
	Total	1,008	100%	1,176	100%	1,404	100%	1,527	100%
Residency Only*	Western	191	17%	293	19%	292	21%	268	25%
	Central	253	23%	331	22%	358	26%	342	32%
	Northeastern	437	39%	594	39%	539	39%	428	40%
	Southeastern	237	21%	306	20%	199	14%	35	3%
	Total	1,118	100%	1,524	100%	1,388	100%	1,073	100%

Source: MIS2000

⁷ Counts represent the most recent region in which each student was enrolled per school year.

There were slightly more males than females enrolled during the Regular School Year and Summer School across all years (see Table 13). This gap was greater for Residency Only students, where the number of males was much higher than females. This is not surprising given that most Residency Only students are male OSY who work in the field. Anecdotal data confirm that most students working in fields are males.

Table 13. Percent of Migrant-Eligible Students by Enrollment Period, Gender, and Year

Enrollment Period	Gender	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Male	768	51%	844	53%	1,042	53%	1,240	54%
	Female	743	49%	742	47%	924	47%	1,071	46%
	Total	1,511	100%	1,586	100%	1,966	100%	2,311	100%
Summer School	Male	534	53%	626	53%	748	53%	822	54%
	Female	473	47%	560	47%	657	47%	705	46%
	Total	1,007	100%	1,186	100%	1,405	100%	1,527	100%
Residency Only	Male	804	72%	1,122	74%	1,043	75%	792	74%
	Female	314	28%	404	27%	345	25%	281	26%
	Total	1,118	100%	1,526	100%	1,388	100%	1,073	100%

Source: MIS2000

As expected, most migrant students are in grades K-12 during the Regular School Year and Summer School, while the majority of students categorized as Residency Only are OSY (see Table 14).

Table 14. Percent of Migrant-Eligible Students by Enrollment Period, Grade Level, and Year

Enrollment Period	Grade Level	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Age 3-5	86	6%	118	7%	166	8%	239	10%
	Elementary (Grades K-5)	862	57%	920	58%	1,135	58%	1,266	55%
	Middle (Grades 6-8)	321	21%	315	20%	356	18%	373	16%
	High (Grades 9-12)	228	15%	214	13%	262	13%	293	13%
	Out-of-School	8	1%	9	1%	40	2%	124	5%
	Ungraded	6	<1%	10	1%	6	<1%	16	1%
	Total	1,511	100%	1,586	100%	1,965	100%	2,311	100%
Summer School	Age 3-5	163	16%	197	17%	243	17%	236	16%
	Elementary (Grades K-5)	473	47%	585	49%	693	50%	800	52%
	Middle (Grades 6-8)	176	17%	188	16%	216	15%	243	16%
	High (Grades 9-12)	107	11%	134	11%	159	11%	168	11%
	Out-of-School	65	7%	72	6%	79	6%	79	5%

Enrollment Period	Grade Level	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	Ungraded	19	2%	10	1%	14	1%	0	0%
	Total	1,003	100%	1,186	100%	1,404	100%	1,527	100%
Residency Only	Age 3-5	292	26%	437	29%	420	30%	385	36%
	Elementary (Grades K-5)	6	1%	33	2%	16	1%	5	1%
	Middle (Grades 6-8)	0	0%	8	<1%	7	1%	7	1%
	High (Grades 9-12)	2	<1%	10	1%	4	<1%	8	1%
	Out-of-School	774	69%	995	65%	908	65%	668	61%
	Ungraded	45	4%	44	3%	33	2%	0	0%
	Total	1,119	100%	1,527	100%	1,388	100%	1,073	100%

Source: MIS2000

Ethnicity

Most migrant students in Kentucky are Hispanic or white (see Table 15), but the mix of students changed during the reporting period. Changes include:

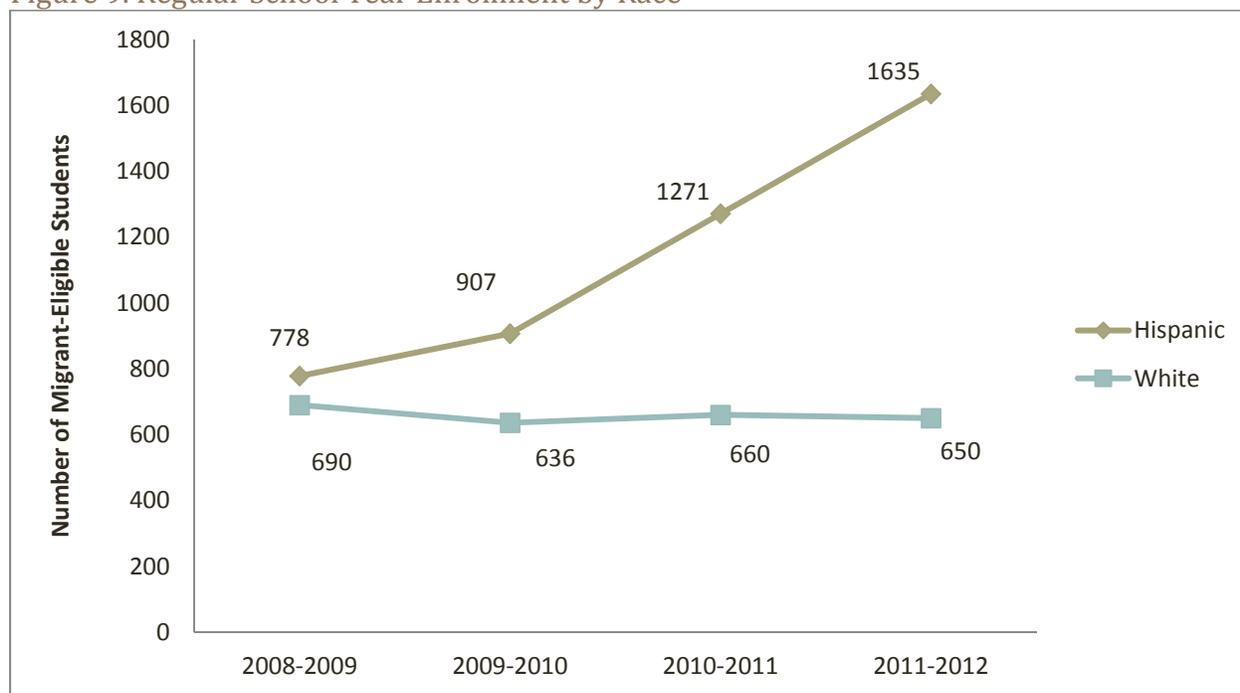
- The number of white migrant students remained relatively stable. Regular School Year enrollment of white migrant students declined 4% from 690 to 650 from 2008 through 2012. Summer School enrollment of white migrant students increased 6% from summer 2009 through summer 2011, from 377 to 398. Residency Only enrollment of white students, the smallest enrollment group, decreased 39% from 2008 through 2011, from 159 to 97.
- The number of Hispanic migrant students increased significantly during the reporting period. Regular School Year enrollment of Hispanic migrant students more than doubled from 778 to 1,635 from 2008 through 2012. Summer School enrollment of Hispanic migrant students also nearly doubled from summer 2009 through summer 2011, from 596 to 1,108. Residency Only enrollment of Hispanic students, the smallest enrollment group, increased 2% from 2008 through 2011, from 948 to 967.
- The percentage of Hispanic students within the MEP has increased while the percentage of white students has decreased. Hispanic students, for example, were 51% of the Regular School Year population in 2008-2009, and increased to 70% of the Regular School Year population in 2011-2012. White migrant students were 46% of the Regular School Year migrant population in 2008-2009, and 28% in 2011-2012. These changes were due primarily to increases in the number of Hispanic migrant students rather than in decreases in the number of white students.

Table 15. Percent of Migrant-Eligible Students by Enrollment Period, Ethnicity, and Year

Enrollment Period	Ethnicity	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	American Indian	5	<1%	5	<1%	3	<1%	4	<1%
	Asian	0	0%	0	0%	0	0%	3	<1%
	Black	12	1%	16	1%	17	1%	14	1%
	Hispanic	778	51%	907	57%	1,271	64%	1,635	70%
	White	690	46%	636	40%	660	34%	650	28%
	Other	26	2%	22	1%	15	1%	5	<1%
	Total	1,511	100%	1,586	100%	1,966	100%	2,311	100%
Summer School	American Indian	5	1%	2	<1%	3	<1%	1	<1%
	Asian	0	0%	0	0%	0	0%	1	<1%
	Black	7	1%	13	1%	14	1%	11	1%
	Hispanic	596	59%	727	61%	947	67%	1,108	72%
	White	377	37%	434	37%	432	31%	398	26%
	Other	23	2%	10	1%	9	1%	8	<1%
	Total	1,008	100%	1,186	100%	1,405	100%	1,527	100%
Residency Only	American Indian	1	<1%	2	<1%	1	<1%	0	0%
	Asian	0	0%	0	0%	0	0%	1	<1%
	Black	2	<1%	4	<1%	3	<1%	2	<1%
	Hispanic	948	85%	1,315	86%	1,229	89%	967	90%
	White	159	14%	199	13%	147	11%	97	9%
	Other	9	1%	7	1%	8	<1%	6	1%
	Total	1,119	100%	1,527	100%	1,388	100%	1,073	100%

Source: MIS2000

Figure 9. Regular School Year Enrollment by Race



Source: MIS2000

The percentage of migrant students identified as English Language Learners (ELLs) in the Regular School Year remained relatively stable between 2008 and 2012 (see Table 16). The percentage of Residency Only students identified as ELL rose from 1% to 13% from 2008 to 2012.

Table 16. Percent of Migrant-Eligible Students Who are ELLs⁸ by Enrollment Period and Year

Enrollment Period	ELL Status	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Yes	383	25%	457	29%	543	28%	545	24%
	No	1,128	75%	1,129	71%	1,423	72%	1,766	76%
	Total	1,511	100%	1,586	100%	1,966	100%	2,311	100%
Summer School	Yes	0	0%	9	1%	6	<1%	0	0%
	No	1,008	100%	1,177	99%	1,399	100%	1,527	100%
	Total	1,008	100%	1,186	100%	1,405	100%	1,527	100%
Residency Only	Yes	15	1%	49	3%	133	10%	134	13%
	No	1,104	99%	1,478	97%	1,255	90%	939	87%
	Total	1,119	100%	1,527	100%	1,388	100%	1,073	100%

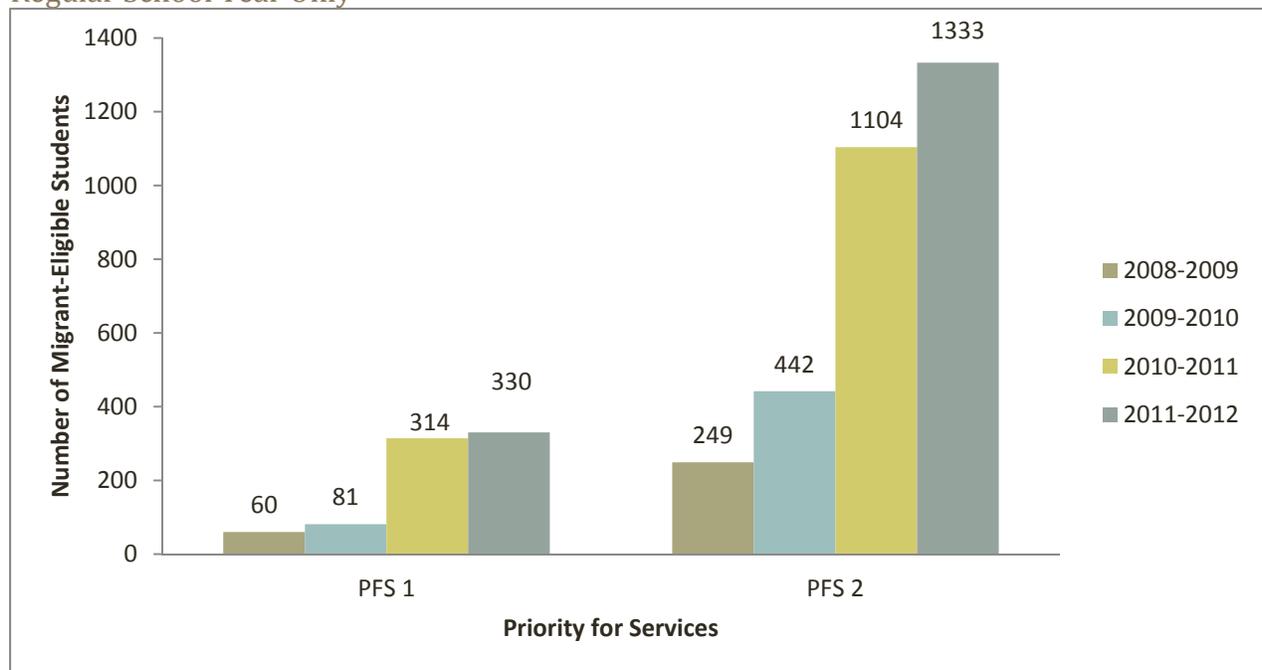
Source: MIS2000

⁸ As registered in the MIS2000 database.

Priority for Services (PFS)

Kentucky migrant students were classified as PFS using a two tiered system based on needs assessment data collected for each migrant student. Students were classified as either PFS 1, most in need of services, or PFS 2, the second most in need of services. During the Regular School Year, the number of students identified as PFS 1 or 2 increased significantly from the 2008-2009 school year through the 2011-2012 school year. PFS 1 students increased from 60 to 330, a 450% increase; PFS 2 designated students increased 435% over the same period (see Figure 10). The KY MEP changed the definition of PFS effective August 1, 2012 to create a single PFS definition rather than a two-tiered definition. Details and rationale are included in Appendix E.

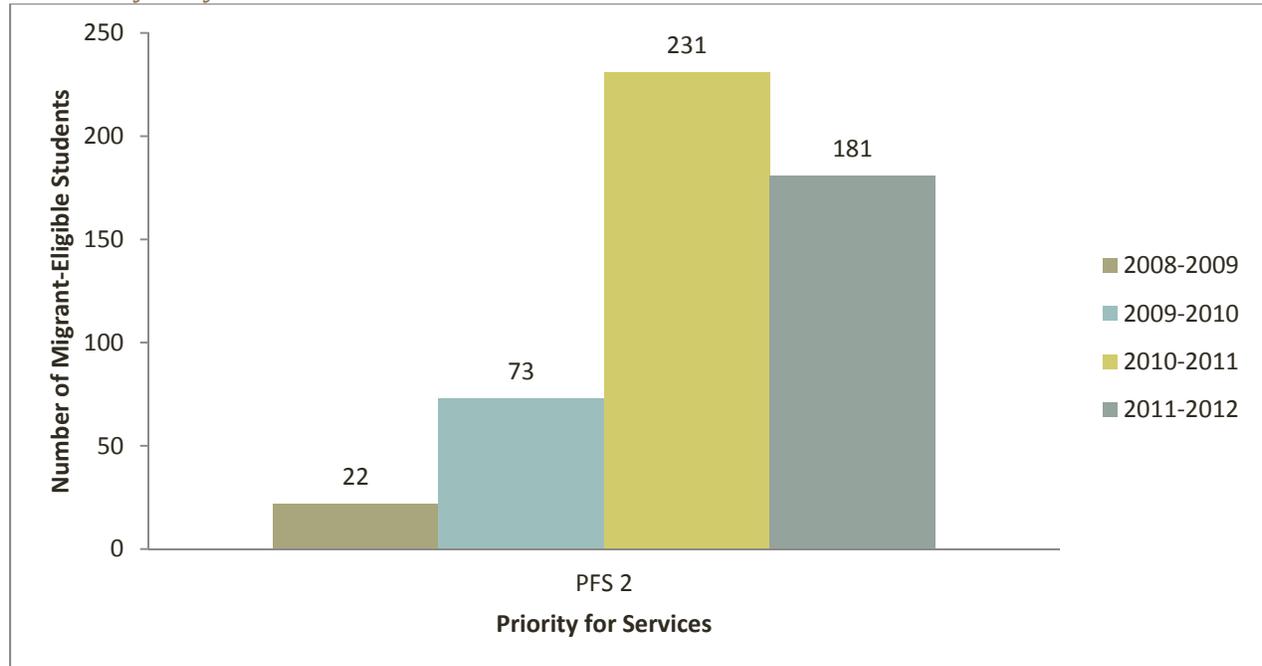
Figure 10. Number of Migrant-Eligible Students Identified as PFS by Enrollment Period, Regular School Year Only



Source: MIS2000

The number of Residency Only students identified as PFS 2 increased each year except for the 2011-2012 school year (see Figure 11).

Figure 11. Number of Migrant-Eligible Students Identified as Priority for Services 2, Residency Only



Source: MIS2000

Findings regarding the distribution of PFS students by enrollment period and grade level include:

- Most students identified as PFS 1 and 2 in the Regular School Year are in grades K-5. Table 17 shows the distribution of PFS students across grades within each enrollment period. In 2011-2012, 65% of PFS 1 and 62% of PFS 2 students within the Regular School Year are in Grades K-5.
- While the share of PFS held by elementary students remained relatively stable across years, high school showed annual increases in share of PFS (from 12% to 15% of PFS 1), while middle school showed annual decreases in share of PFS from 2008 through 2012 (from 23% to 19% in PFS 1).
- The percentage of migrant students classified as PFS increased substantially throughout the period of the evaluation. Across all grade levels in the Regular School Year, 4% of students were classified as PFS 1 in 2008-2009 and 17% were classified as PFS 2. By 2011-2012, these percentages increased to 14% PFS 1 and 58% PFS 2. For elementary school migrant students in the Regular School Year, 4% were classified as PFS 1 and 18% were classified as PFS 2 in 2008-2009; these figures increased to 17% PFS 1 and 65% PFS 2 in 2011-2012.

Trends in PFS identification are also shown in Figure 12 and Figure 13.

Table 17. Distribution of Migrant-Eligible Students Identified as Priority for Services by Grade Level within Enrollment Period by Year

Enrollment Period	Grade Level	PFS Status	Year							
			2008-2009		2009-2010		2010-2011		2011-2012	
			n	%	n	%	n	%	n	%
Regular School Year	Age 3-5	Priority 1	2	3%	1	1%	5	2%	3	1%
		Priority 2	13	5%	30	7%	91	8%	108	8%
	Elementary (Grades K-5)	Priority 1	36	60%	57	70%	187	59%	215	65%
		Priority 2	151	61%	261	59%	693	63%	826	62%
	Middle (Grades 6-8)	Priority 1	14	23%	15	19%	73	23%	61	19%
		Priority 2	55	22%	90	20%	167	15%	228	17%
	High (Grades 9-12)	Priority 1	7	12%	7	9%	49	16%	50	15%
		Priority 2	30	12%	58	13%	148	13%	169	13%
Out-of-School	Priority 1	0	0%	0	0%	0	0%	1	<1%	
	Priority 2	0	0%	0	0%	2	<1%	2	<1%	
Ungraded	Priority 1	1	2%	1	1%	0	0%	0	0%	
	Priority 2	0	0%	3	1%	3	<1%	0	0%	
Total	Priority 1	60	100%	81	100%	314	100%	330	100%	
	Priority 2	249	100%	442	100%	1,104	100%	1,333	100%	
Residency Only	Age 3-5	Priority 1	1	100%	4	49%	0	0%	3	38%
		Priority 2	11	50%	43	59%	178	76%	168	93%
	Elementary (Grades K-5)	Priority 1	0	0%	1	13%	3	43%	1	13%
		Priority 2	2	9%	17	23%	9	4%	2	1%
	Middle (Grades 6-8)	Priority 1	0	0%	0	0%	0	0%	3	38%
		Priority 2	0	0%	3	4%	4	2%	3	2%
	High (Grades 9-12)	Priority 1	0	0%	0	0%	0	0%	0	0%
		Priority 2	0	0%	4	6%	2	1%	4	2%
Out-of-School	Priority 1	0	0%	1	13%	3	43%	1	13%	
	Priority 2	5	23%	4	6%	32	14%	4	2%	
Ungraded	Priority 1	0	0%	2	25%	1	14%	0	0%	
	Priority 2	4	18%	2	2%	6	3%	0	0%	
Total	Priority 1	1	100%	8	100%	7	100%	8	100%	
	Priority 2	22	100%	73	100%	231	100%	181	100%	

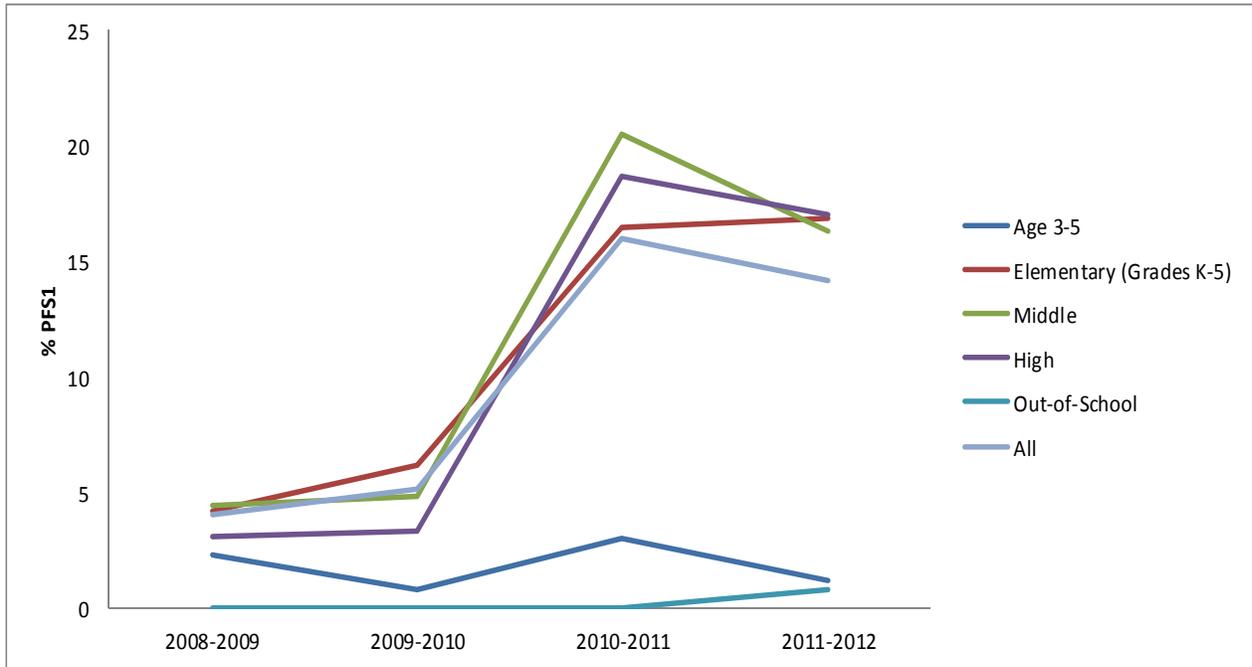
Source: MIS2000

Table 18. Percent of Migrant-Eligible Students Identified as Priority for Services by Enrollment Period, Grade Level, and Year

Enrollment Period	Grade Level	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		% PFS 1	% PFS 2	% PFS 1	% PFS 2	% PFS 1	% PFS 2	% PFS 1	% PFS 2
Regular School Year	Age 3-5	2.3	15.1	0.8	25.4	3.0	54.8	1.2	45.1
	Elementary (Grades K-5)	4.2	17.5	6.2	28.4	16.5	61.1	16.9	65.2
	Middle (Grades 6-8)	4.4	17.1	4.8	28.6	20.5	46.9	16.3	61.1
	High (Grades 9-12)	3.1	13.2	3.3	27.1	18.7	56.5	17.0	57.6
	Out-of-School	0.0	0.0	0.0	0.0	0.0	5.0	0.8	1.6
	Ungraded	16.7	0.0	10.0	30.0	0.0	50.0	0.0	0.0
	Total	4.0	16.5	5.1	27.9	16.0	56.2	14.2	57.6
Residency Only	Age 3-5	0.3	3.8	0.9	9.8	0.0	42.4	0.7	43.6
	Elementary (Grades K-5)	0.0	33.3	3.0	51.5	18.8	56.3	20.0	40.0
	Middle (Grades 6-8)	0.0	NA	0.0	37.5	0.0	57.1	42.8	42.8
	High (Grades 9-12)	0.0	0.0	0.0	40.0	0.0	50.0	0.0	50.0
	Out-of-School	0.0	0.6	0.1	0.4	0.3	3.5	0.1	0.6
	Ungraded	0.0	8.9	4.5	4.5	3.0	18.2	0.0	0.0
	Total	0.1	2.0	0.5	4.8	0.5	16.6	0.7	16.8

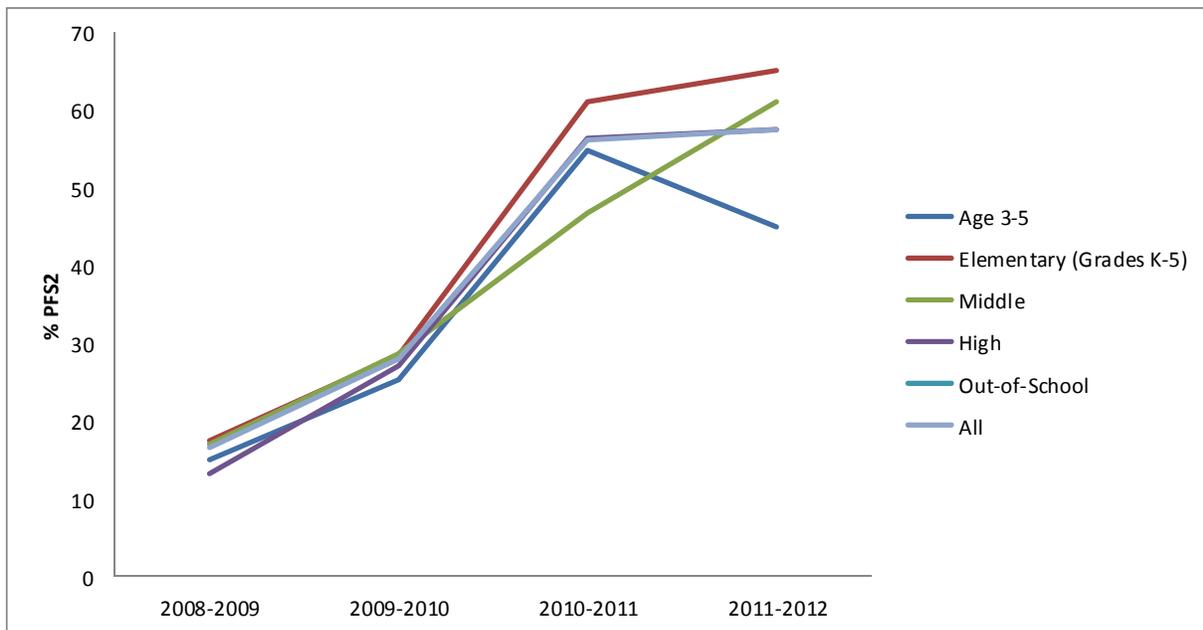
Source: MIS2000

Figure 12. Percent PFS 1, Regular School Year



Source: MIS2000

Figure 13. Percent PFS 2, Regular School Year



Source: MIS2000

Evaluation Question: To what extent are programs being implemented?

The KY MEP provides a broader range of services than is captured in the data available for the evaluation. The reporting of migrant student services across the KY MEP is limited to check boxes on the state data system enrollment screens. Many MEP services including, for example, advocacy and individual assistance are not recorded. Generally, tutoring and structured services related to academic instruction are reported regularly; other services are more dependent on regional differences in data recording and reporting. Regional site visits by the evaluation team identified additional service data collected at the regional and district levels, but there is no identified home within the state migrant data system, agreed upon process for gathering that information, or other mechanism for collecting and using state-wide service information to assist in decision making. We recommend extending the collection of service data to include more detailed description of services, using common statewide descriptors where possible with room for regional variation when necessary that include either the hours of service or number of contacts where appropriate.

Students services recorded in the state migrant data system are reported in Table 19. Using the MIS2000 data between 2008 and 2011, at least 90% of students in the Regular School Year and Summer School received at least one service. As shown in Table 19, in 2011-2012, 95% of migrant students received at least one service during the Regular School Year and 96% of migrant students received at least one service during Summer School. Support services and referrals were the most frequently provided services, while counseling was the least provided service across all years.

Examining the percentage of students receiving specific services, Table 20 shows that supplemental migrant educational services reach nearly all students during the Regular School Year, with 95% of elementary and high school students, and 97% of middle school students receiving at least one service. Sixty-five percent of elementary and middle school students receive migrant funded reading instruction, and 55% of middle school and 57% of elementary school students receive migrant funded supplemental instruction in mathematics.

Table 19. Percent of Migrant-Eligible Students Receiving Services by Enrollment Period and Year, All Students

Enrollment Period	Service	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Reading Instruction	839	56%	870	55%	1,102	56%	1,337	58%
	Math Instruction	690	46%	738	47%	921	47%	1,151	50%
	Other Instruction	647	43%	655	41%	717	37%	936	41%
	Counseling Service	307	20%	220	14%	291	15%	582	25%
	Support Service	1,281	85%	1,338	84%	1,659	84%	2,078	90%
	Referral	943	62%	966	61%	1,270	65%	812	35%
	At least one service	1,388/ 1,511	92%	1,457/ 1,586	92 %	1,788/ 1,966	91%	2,190/ 2,311	95%
Summer School	Reading Instruction	851	84%	1,008	85%	1,186	84%	1,345	88%
	Math Instruction	695	69%	827	70%	1,103	79%	1,197	78%
	Other Instruction	536	53%	784	66%	927	66%	1,090	71%
	Counseling Service	35	4%	81	7%	61	4%	288	19%
	Support Service	731	73%	935	79%	1,084	77%	1,080	71%
	Referral	324	32%	432	36%	653	47%	595	39%
	At least one service	915/ 1,008	91%	1,133/ 1,186	96 %	1,358/ 1,405	97%	1,464/ 1,527	96%
Residency Only	Reading Instruction	129	12%	247	16%	350	25%	329	31%
	Math Instruction	58	5%	70	5%	146	11%	170	16%
	Other Instruction	125	11%	272	18%	228	16%	246	23%
	Counseling Service	74	7%	77	5%	113	8%	179	17%
	Support Service	853	76%	1,103	72%	1,041	75%	877	82%
	Referral	710	63%	790	52%	677	49%	369	34%
	At least one service	928/ 1,119	83%	1,232/ 1,527	81 %	1,150/ 1,388	83%	937/ 1,073	87%

Source: MIS2000

Table 20. Percent of Migrant-Eligible Students Receiving Services within Grade Level, Regular School Year, 2011-2012

Grade Level	Service						If Ever Served
	Reading Instruction	Math Instruction	Other Instruction	Counseling Service	Support Service	Referral	
Age 3-5	38%	31%	38%	17%	93%	33%	95%
Elementary (Grades K-5)	65%	57%	41%	24%	91%	33%	95%
Middle (Grades 6-8)	65%	55%	49%	34%	90%	38%	97%
High (Grades 9-12)	58%	51%	45%	37%	87%	39%	95%
Out-of-School	7%	2%	11%	2%	77%	45%	79%
Ungraded	6%	6%	6%	0%	100%	44%	100%

Source: MIS2000

Table 21 provides information about services received by students who are identified as PFS 1. These students have the highest needs and service provision is expected to be targeted to them. Between 2008 and 2012, almost all students identified as PFS 1 received at least one service (with a slight decrease in the 2010-2011 school year). As the number of PFS1-identified student increased from 60 in 2008-2009 to 330 in 2011-2012, the percentage of students receiving reading instruction remained level at 80%, while the percentage receiving math instruction dropped from 80% in 2009-2010 to 68% in 2011-2012.

Table 21. Percent of Priority for Services (PFS) 1 Migrant-Eligible Students Receiving Services during the Regular School Year, by Year

Enrollment Period	Service	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Reading Instruction	48	80%	66	82%	238	76%	260	79%
	Math Instruction	44	73%	65	80%	181	58%	223	68%
	Other Instruction	38	63%	57	70%	154	49%	190	58%
	Counseling Service	30	50%	40	49%	100	32%	147	45%
	Support Service	58	97%	77	95%	282	90%	321	97%
	Referral	40	67%	68	84%	237	76%	195	59%
	At least one service*/ Total # of PFS 1	60/ 60	100%	80/ 81	99%	305/ 314	97%	329/ 330	99%

Source: MIS2000

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

Table 22 provides information about services received by students who are identified as PFS 2. This designation indicated that they should be a second priority for services after PFS 1 students. Between 2008 and 2012, nearly all students identified as PFS 2 received at least one service. Most PFS2 students received instruction in reading and math, and as anticipated, participation levels were slightly lower than those for PFS 1. For example, in 2011-2012, 67% of PFS 2 students and 79% of PFS 1 students received reading instruction, and 57% of PFS 2 students and 68% of PFS 1 students received math instruction.

Table 22. Percent of Priority for Services (PFS) 2 Migrant-Eligible Students Receiving Services by Enrollment Period and Year

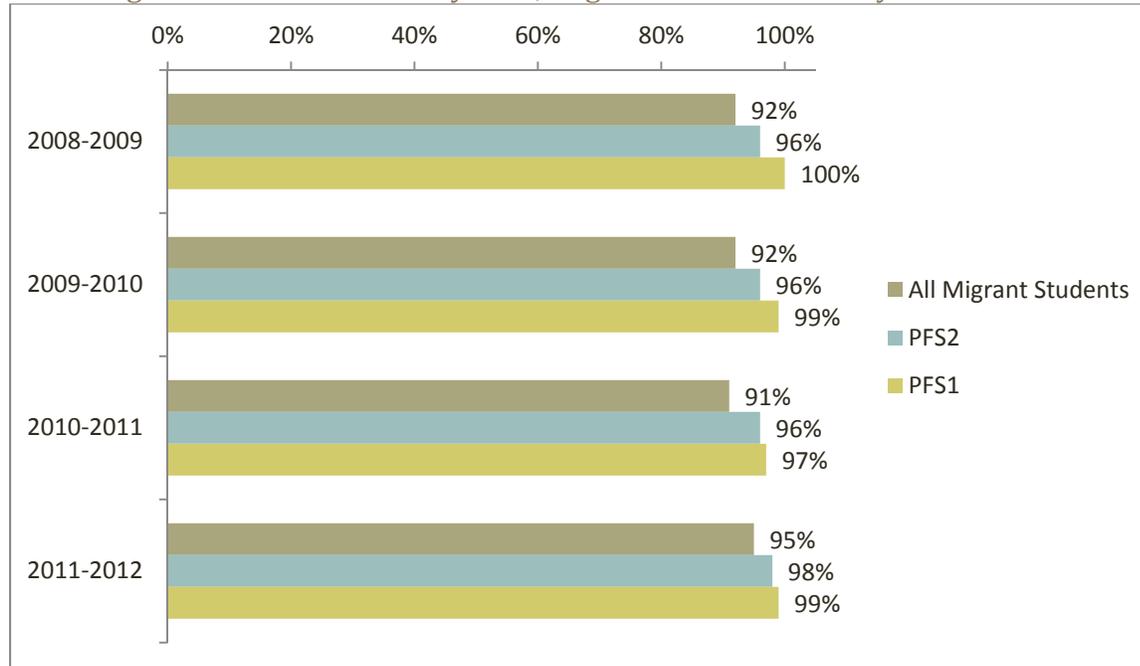
Enrollment Period	Service	Year							
		2008-2009		2009-2010		2010-2011		2011-2012	
		n	%	n	%	n	%	n	%
Regular School Year	Reading Instruction	177	71%	263	60%	675	61%	889	67%
	Math Instruction	145	58%	226	51%	585	53%	760	57%
	Other Instruction	124	50%	212	48%	451	41%	636	48%
	Counseling Service	62	25%	74	17%	158	14%	379	28%
	Support Service	234	94%	400	91%	991	90%	1,221	92%
	Referral	177	71%	286	65%	760	69%	480	36%
	At least one service*/ Total # of PFS 2	239/ 249	96%	426/ 442	96%	1,058/ 1,104	96%	1,304/ 1,333	98%
Summer School	Reading Instruction	73	96%	98	92%	103	79%	16	94%
	Math Instruction	64	84%	79	74%	98	75%	16	94%
	Other Instruction	46	61%	59	55%	96	74%	15	88%
	Counseling Service	6	8%	16	15%	18	14%	14	82%
	Support Service	62	82%	85	79%	107	82%	16	94%
	Referral	43	57%	45	42%	72	55%	16	94%
	At least one service*/ Total # of PFS 2	75/ 76	99%	102/ 107	95%	129/ 130	99%	17/ 17	100%
Residency Only	Reading Instruction	5	23%	22	30%	82	36%	64	35%
	Math Instruction	3	14%	15	21%	46	20%	43	24%
	Other Instruction	4	18%	18	25%	46	20%	47	26%
	Counseling Service	7	32%	5	7%	24	10%	22	12%
	Support Service	20	91%	63	86%	198	86%	157	87%
	Referral	14	64%	40	55%	137	59%	58	32%
	At least one service*/ Total # of PFS 2	20/ 22	91%	66/ 73	90%	211/ 231	91%	169/ 181	93%

Source: MIS2000

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

By design, services are expected to be targeted toward PFS 1 students first, followed by students identified as PFS 2, and finally, all migrant students. Figure 14 compares the percent of all students who received at least one service during the Regular School Year to those identified as PFS 1 and 2. As expected, almost all PFS 1 students received services, followed by PFS 2 students, and finally, all migrant students.

Figure 14. Percent of Priority for Services (PFS) 1 and 2 Migrant-Eligible Students Receiving At Least One Service by Year, Regular School Year Only



Source: MIS2000

Evaluation Question 3: Student Outcomes

Evaluation Question: To what extent are programs for MEP students producing the desired student outcomes?

This section addresses the extent to which the KY MEP has met performance targets that the state has adopted for all children in reading and mathematics achievement, and the specific targets identified for migrant children. High school graduation, the number of school dropouts, and school readiness indicators were not included in the SDP but are anticipated in the revised SDP in progress. The specific targets identified for migrant children in reading and mathematics in the 2008 SDP were that the reading and math achievement gaps between migrant and non-migrant students would decrease by 2-3 percentage points annually as measured by the Kentucky state assessment.

The KCCT was administered to all students in the state of Kentucky prior to the 2011-2012 school year. Beginning in spring 2012, KCCT was replaced with the K-PREP assessment. K-PREP is aligned to the new Kentucky Core Academic Standards, and results on K-PREP are not comparable to results on the prior KCCT assessment. Therefore, results are provided for the KCCT (2008-2011) and K-PREP (2012) separately.

Findings regarding migrant student results include:

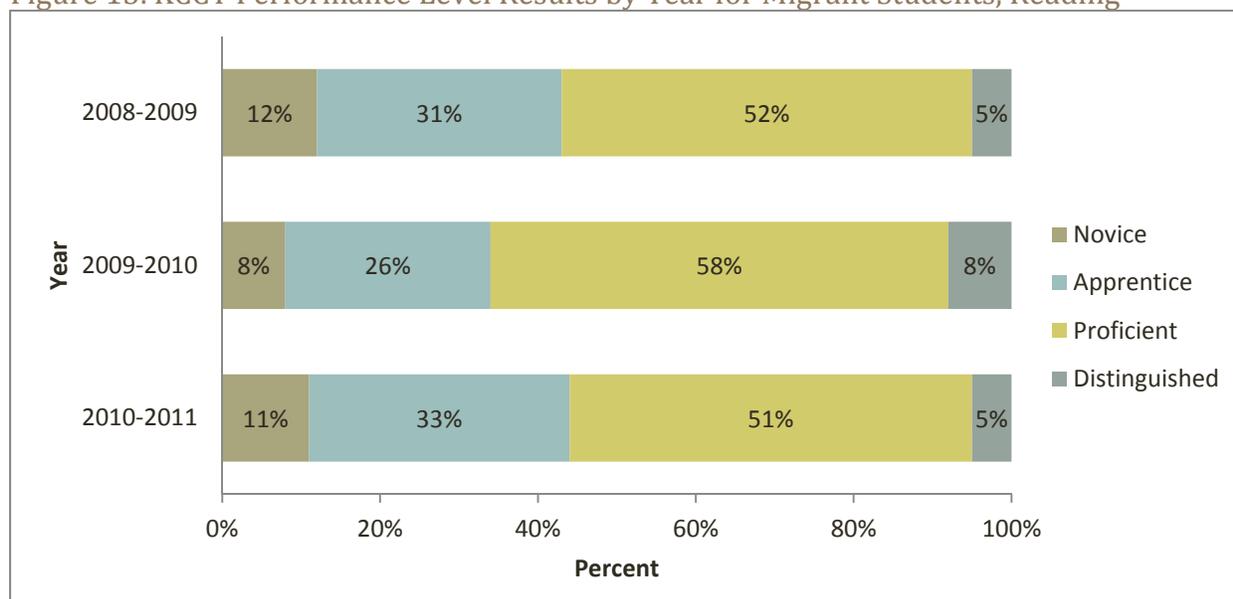
- The overall number of migrant students taking the KCCT increased for both reading and mathematics.

- From 2008-2009 to 2010-2011, the number of migrant students taking the reading test rose from 366 to 490; those taking the mathematics test rose from 346 to 476. These increases occurred within the context of overall increases in the migrant student population discussed above.
- The percentage of migrant students taking the KCCT rose dramatically even as the number of migrant students was rising.
 - For reading, participation in KCCT rose from 42% in 2009, to 43% in 2010, to 48% in 2011. Participation in the KCCT mathematics test rose from 46% in 2009 and 2010 to 54% in 2011. As with college entrance exams, rising participation is typically accompanied by declining overall performance (Banchemo, 2012; Dynarski, 1987).
- Migrant student reading and mathematics performance on the KCCT rose from 2009 to 2010, but fell back to the 2009 levels in 2011.
 - In 2009, 57% of migrant students scored at the proficient or distinguished level; in 2010 66% did so, and in 2011 56% scored proficient or distinguished. This occurred within the context of test participation rising from 2010 to 2011, from 43% to 48%. For mathematics, in 2009 55% of migrant students scored at the proficient or distinguished level; in 2010 58% did so, and in 2011 54% scored proficient or distinguished. The mathematics performance occurred within the context of noteworthy increases in participation, from 46% in 2009 to 54% in 2011.

Migrant student results on the 2012 K-PREP assessment include:

- Sixty-two percent of migrant students took the reading and mathematics assessments in grades 3-8.
- 28% of students performed at the proficient or distinguished level in reading in grades 3-8 and 25% of students performed at the proficient or distinguished level in math.

Figure 15. KCCT Performance Level Results by Year for Migrant Students, Reading



Source: KDE/MIS2000.

Note: The KCCT reading test was administered to students in grades 3-10.

Table 23. Kentucky Core Content Test Results by Year for Migrant Students, Reading

Results	Year					
	2008-2009		2009-2010		2010-2011	
	n	%	n	%	n	%
# Migrant Student Eligible (grades 3-10)	872		892		1,008	
# Tested	366	42%	382	43%	490	48%
% Novice	46	12%	29	8%	55	11%
% Apprentice	112	31%	101	26%	165	33%
% Proficient	190	52%	220	58%	256	51%
% Distinguished	18	5%	32	8%	24	5%

Source: KDE/MIS2000.

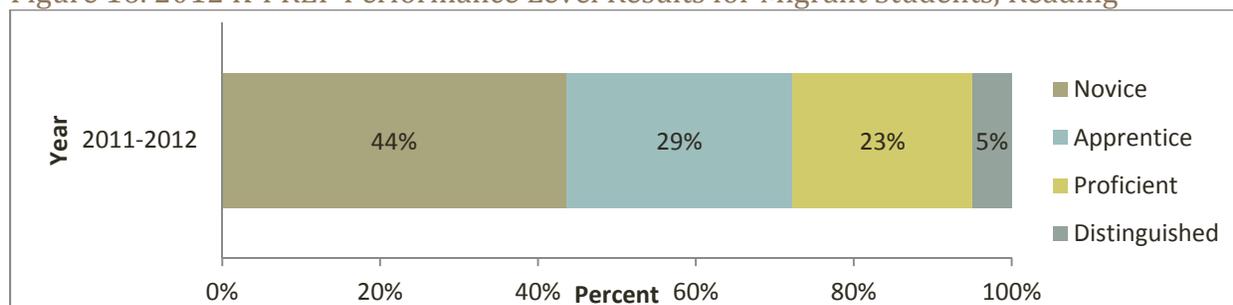
Note: The KCCT reading test was administered to students in grades 3-10.

Table 24. 2010-2011 Kentucky Core Content Test Results by Migrant Student PFS Status, Reading

Results	PFS Status					
	All Migrant		PFS1		PFS2	
	n	%	n	%	n	%
# Migrant Student Eligible (grades 3-10)	1,008		186		556	
# Tested	490	48%	89	48%	295	53%
% Novice	55	11%	14	16%	27	9%
% Apprentice	165	33%	32	36%	101	34%
% Proficient	256	51%	38	42%	153	52%
% Distinguished	24	5%	5	6%	14	5%

Source: KDE/MIS2000. Note: The KCCT reading test was administered to students in grades 3-10.

Figure 16. 2012 K-PREP Performance Level Results for Migrant Students, Reading



Source: KDE. Note: Too few scores ($n < 10$) were available to report valid results in reading for high school students; results are shown for grades 3-8.

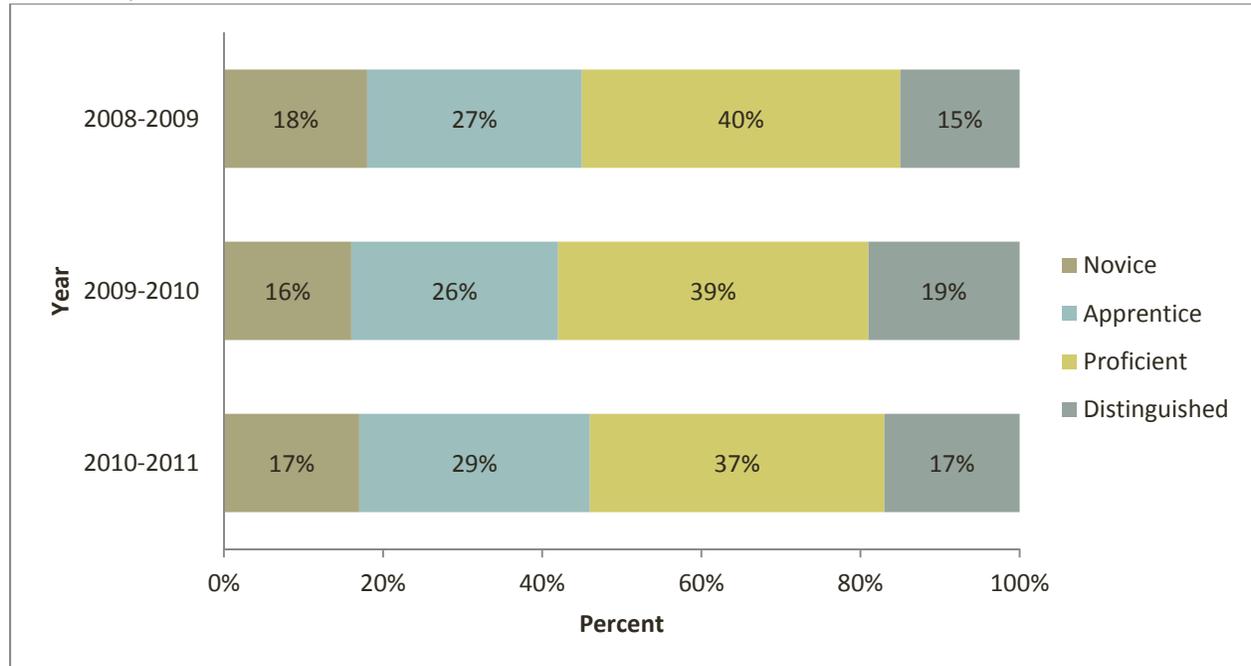
Table 25. K-PREP Results for Migrant Students, Reading

Results	Year	
	2011-2012	
	<i>n</i>	%
# Migrant Student Eligible (grades 3-8)	890	
# Tested	551	62%
% Novice	242	44%
% Apprentice	158	29%
% Proficient	124	23%
% Distinguished	27	5%

Source: KDE. Note: Too few scores ($n < 10$) were available to report valid results in reading for high school students; results are shown for grades 3-8.

The K-PREP reading assessment was administered to 551 (62%) of the 890 migrant students eligible to take the assessment in grades 3-8 during the 2011-2012 school year. Seventy-three percent of students performed at the apprentice or novice level and 28% performed at the proficient or distinguished level. Results are not comparable to prior assessments because the underlying standards for the assessment have changed.

Figure 17. Kentucky Core Content Test Performance Level Results by Year for Migrant Students, Mathematics



Source: KDE/MIS2000.

Note: the KCCT mathematics test was administered to students in grades 3-8 and 11.

Table 26. Kentucky Core Content Test Results by Year for Migrant Students, Mathematics

Results	Year					
	2008-2009		2009-2010		2010-2011	
	n	%	n	%	n	%
# Migrant Student Eligible (grades 3-8, 11)	745		789		884	
# Tested	346	46%	364	46%	476	54%
% Novice	63	18%	58	16%	84	17%
% Apprentice	94	27%	97	26%	140	29%
% Proficient	137	40%	141	39%	181	37%
% Distinguished	52	15%	68	19%	81	17%

Source: KDE/MIS2000.

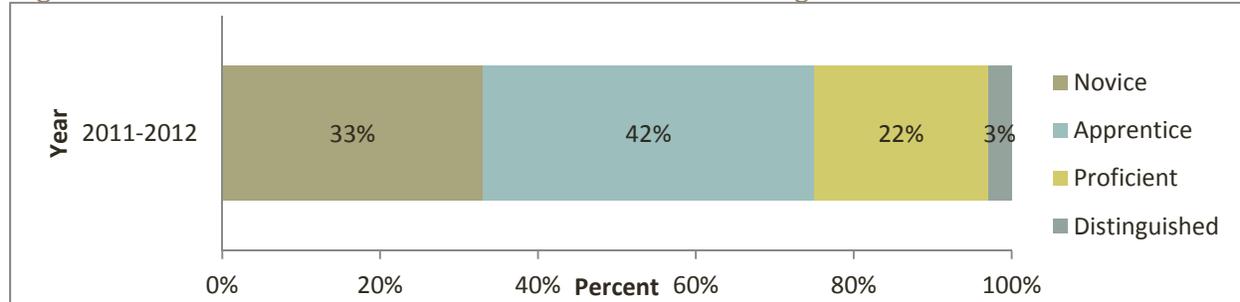
Note: the KCCT mathematics test was administered to students in grades 3-8 and 11.

Table 27. 2010-2011 Kentucky Core Content Test Results by Migrant Student PFS Status, Mathematics

Results	PFS Status					
	All Migrant		PFS1		PFS2	
	n	%	n	%	n	%
# Migrant Student Eligible (grades 3-8, 11)	884		164		477	
# Tested	476	54%	88	54%	288	60%
% Novice	84	17%	19	22%	52	18%
% Apprentice	140	29%	29	33%	78	27%
% Proficient	181	37%	24	27%	112	39%
% Distinguished	81	17%	16	18%	46	16%

Source: KDE/MIS2000. Note: the KCCT mathematics test was administered to students in grades 3-8 and 11.

Figure 18. 2012 K-PREP Performance Level Results for Migrant Students, Mathematics



Source: KDE. Note: Too few scores ($n < 10$) were available to report valid results in mathematics for high school students; results are shown for grades 3-8.

Table 28. K-PREP Results for Migrant Students, Mathematics

Results	Year	
	n	%
# Migrant Student Eligible (grades 3-8)	890	
# Tested	551	62%
% Novice	180	33%
% Apprentice	233	42%
% Proficient	122	22%
% Distinguished	16	3%

Source: KDE. Note: Too few scores ($n < 10$) were available to report valid results in mathematics for high school students; results are shown for grades 3-8.

The K-PREP mathematics assessment was administered to 551 (62%) of the 890 migrant students eligible to take the assessment in grades 3-8 during the 2011-2012 school year. Seventy-five percent of students performed at the apprentice or novice level and 25% performed at the proficient or distinguished level. Results are not comparable to prior assessments because the underlying standards for the assessment have changed.

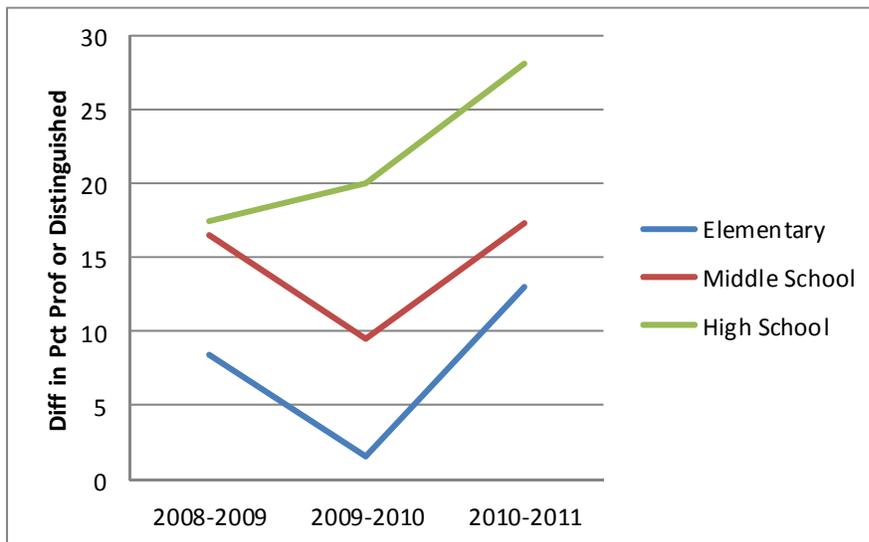
The evaluation examined gaps in student performance between migrant and non-migrant students using migrant student performance on KCCT and K-PREP recorded in MIS2000 and summary KCCT and K-PREP scores for all students published by KDE. Migrant student KCCT and K-PREP performance was entered into MIS2000 by each regional office. Gaps are shown between migrant students and students in two groups: all Kentucky students, and students identified as the Gap Group in the Unbridled Learning accountability model commencing in 2011-2012. Under the model, KDE identifies student groups that have historically had achievement gaps and reports results for these groups using non-duplicated counts of students who score proficient or higher. The following groups were included in the count: African American, Hispanic, Native American, special education, poverty (free/reduced-price meals) and limited English proficiency.

Findings regarding performance gaps are based on Figure 19, Figure 20, Figure 21 and Figure 22. All use differences in the percentage of test takers scoring at either the proficient or distinguished levels and include the following:

- High school gaps, while reported, may be unreliable due to the low number of migrant high school test takers (e.g. 28 in mathematics and 45 in reading for 2011) and therefore should be interpreted with caution. High school gaps for 2012 are not reported because the number of migrant test takers was less than 10, and therefore does not enable valid group comparisons.
- The gap between migrant and non-migrant students in reading performance among elementary school students increased by five percentage points from 2009 to 2011.
 - The elementary reading gap was eight points in 2009, two points in 2010, and 13 points in 2011. That is, the gap decreased from 2009 to 2010, and then increased from 2010 to 2011. As discussed above, the gap increase occurred at the same time that the number of migrant students increased and the percentage of migrant test takers increased.
- The gap between migrant and non-migrant students in reading performance among middle school students remained the same from 2009 to 2011.
 - The middle school reading gap was 17 points in 2009, 10 points in 2010, and 17 points in 2011. The gap decreased from 2009 to 2010 and in 2011 rose to the same level it had been in 2009. As discussed above, the gap was held constant at the same time that the number of migrant students increased and the percentage of migrant test takers increased.
- The gap between migrant and non-migrant students in mathematics performance among elementary school students remained the same from 2009 to 2011.
 - The elementary reading gap was seven points in 2009, nine points in 2010 and seven points in 2011. The gap was held constant at the same time that the number of migrant students increased and the percentage of migrant test takers increased.
- The gap between migrant and non-migrant students in mathematics performance among middle school students increased by nine percentage points from 2009 to 2011.

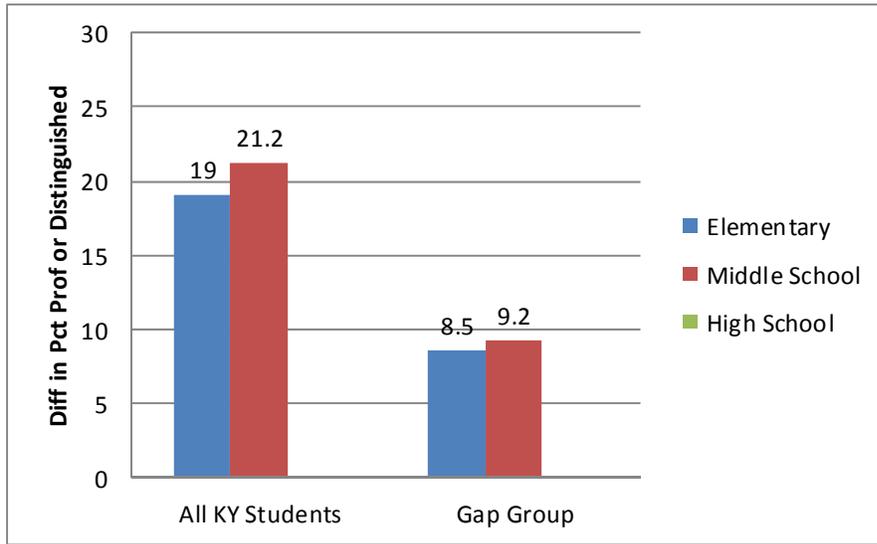
- The middle school reading gap was 13 points in 2009, 10 points in 2010 and 22 points in 2011. The gap declined from 2009 to 2010, and increased in 2011 at the same time that the number of migrant students increased and the percentage of migrant test takers increased.
- K-PREP performance gaps between migrant and non-migrant students in 2012 are based on new assessments aligned to the Kentucky Core Academic Standards. Migrant students had gaps of 19 percentage points in percent proficient in reading among elementary school students, and 21.2 percentage points for middle school. Compared to the Gap Group, migrant students had gaps of 8.5 percentage points in elementary school and 9.2 percentage points in middle school. Migrant students had gaps of 13.5 percentage points in percent proficient in reading among elementary school students, and 17.8 percentage points for middle school. Compared to the Gap Group, migrant students had gaps of 3.4 percentage points in elementary school and 5.9 percentage points in middle school.

Figure 19. Kentucky Core Content Test Reading Gaps: Migrant Compared to All KY Students by Grade Level



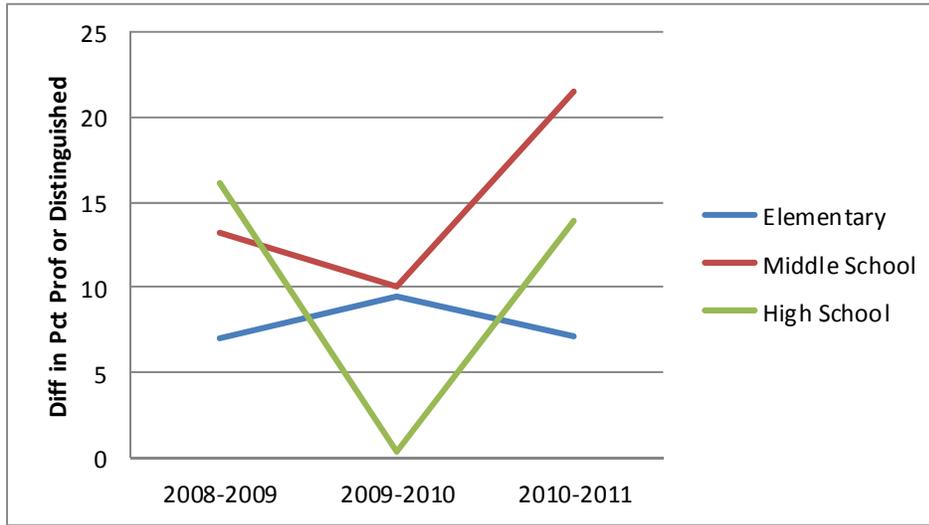
Source: KDE KCCT Briefing Packet, November 2011 and MIS2000.

Figure 20. K-PREP Reading Gaps: Migrant Compared to All KY Students and GAP Group by Grade Level



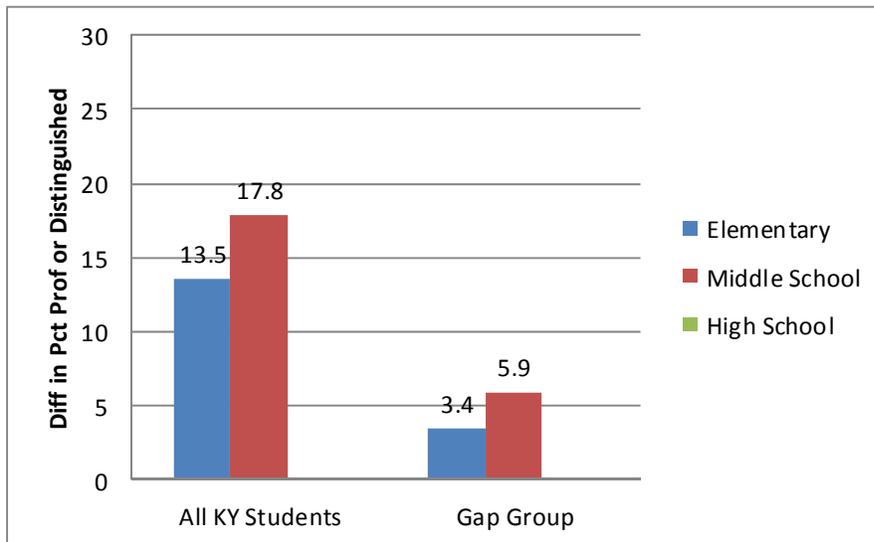
Source: KDE News Release, November 2, 2012 and KDE MEP data.

Figure 21. KCCT Mathematics Gaps: Migrant Compared to All KY Students by Grade Level



Source: KDE KCCT Briefing Packet, November 2011 and MIS2000.

Figure 22. K-PREP Mathematics Gaps: Migrant Compared to All KY Students and GAP Group by Grade Level



Source: KDE News Release, November 2, 2012 and KDE MEP data.

Out-of-School Youth

Kentucky is a member of the OSY Consortium and uses the OSY Profiles developed by the Consortium. Profiles were in use as of August 2011, and results from August 2011 through August 2012 are presented below. These results show demographics, needs assessed, and services provided for OSY recruited during the reporting period. Subsequent reporting is expected to build on additional service data regarding OSY.

- Data were available from 450 unique OSY.
- 377 (84%) of OSY were “here-to-work” and 6 (1%) were “recovery.”
- 173 (38%) of OSY did not have access to transportation.

Table 29. OSY Last Grade Attended, Location, and Year⁹

		N	%
Last Grade Attended	Elementary (Grades K-5)	15	3%
	Middle (Grades 6-8)	63	14%
	High (Grades 9-12)	104	23%
	Missing	268	60%
Last Grade Attended- Location	Mexico	295	66%
	Guatemala	10	2%
	Honduras	4	<1%
	Other	47	10%
	Missing	94	21%
Year of Last School Attended	2005	26	6%
	2006	51	11%
	2007	26	6%
	2008	21	5%
	2009	26	6%
	2010	20	4%
	2011	17	4%
	Other	45	10%
	Missing	218	48%

Source: OSY Profile

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

Table 30. OSY Languages¹⁰

		<i>N</i>	%
English Oral Language Proficiency	High	21	5%
	Medium	42	9%
	Low	193	43%
	None	167	37%
	Missing	27	6%
Home Language*	English	21	5%
	Spanish	415	92%
	Other	4	1%

Source: OSY Profile

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

Table 31. OSY Health Needs

	<i>N</i>	%
Medical	25	6%
Vision	9	2%
Dental	31	7%
Urgent	0	0%
Other	19	4%

Source: OSY Profile

Table 32. OSY Expressed Service Interests

	<i>N</i>	%
Learning English	342	76%
Job Training	39	9%
GED	67	15%
Earning a Diploma	18	4%
Not Sure	20	4%
No Interests	38	8%
Other	8	2%

Source: OSY Profile

Table 33. OSY Availability for Services

	<i>N</i>	%
Days	31	7%
Evenings	237	53%
Weekends	227	50%
Other	62	14%

Source: OSY Profile

¹⁰ Note that for OSY with multiple profiles, this table only includes information from the most recent OSY Student Profile.

Table 34. OSY Housing

Youth Lives:	N	%
With a crew	306	68%
With friends outside of work	31	7%
With his/her parents/family	75	17%
With spouse and kids	26	6%
With kids	0	0%
Alone	0	0%

Source: OSY Profile

Table 35. OSY Reason for Leaving School

	N	%
Lacking Credits	21	5%
Needed to Work	295	66%
Missed State Test	4	1%
Other	75	17%

Source: OSY Profile

Table 36. OSY Candidate for Services

Youth is Candidate For:	N	%
HS Diploma	12	3%
Pre GED/GED	67	15%
HEP	35	8%
Adult Basic Education	76	17%
ESL	247	55%
CAMP	7	2%
Health Education	57	13%
Job Training	43	10%
Career Exploration	3	1%
Life Skills	74	16%
PASS	4	1%
iPod	36	8%
Other	14	3%

Source: OSY Profile

Table 37. OSY Materials Received

At Interview, Youth Received:	N	%
Educational Materials	309	69%
Support Services	163	36%
OSY Welcome Bag	328	73%
Referral(s)	153	34%
Other	58	13%

Source: OSY Profile

Parent Involvement

This section contains preliminary data and findings regarding parent involvement in the KY MEP. The results are limited to data collected by the evaluation team to inform the CNA process conducted in 2011 and 2012. Refined measureable outcomes for parent involvement and parent programming are expected in the spring 2013 revised SDP, and parent data collection is expected to be included in the data collection protocol that follows release of the SDP.

The specific parent involvement goals of the 2008 SDP were:

- Program Participation: The percentage of migrant families with children in grades 3-12 who participate in migrant sponsored parent conferences, advocacy groups, and workshops will increase to 25%.
- Parent Engagement: By 2010-2011, 85% of migrant parents surveyed who participated in MEP sponsored family involvement events will report growth in their ability to help their children set educational goals and become more engaged in schools activities.

Regarding the specific parent involvement goals, the evaluation team found that 84% of migrant parents surveyed reported that they set educational goals with their children. The findings reported below also indicate relatively high levels of engagement in migrant program activities, with 69% of parents reporting that they gained new skills for assisting their children with mathematics and reading. These findings are drawn from needs assessment data expected to be reasonably representative of active parents, but with regional variation in how the data was collected.

Systematic, statewide data regarding parent participation in migrant sponsored parent conferences, advocacy groups, and workshops has not been collected. While individual districts and regions maintain sign-in sheets for migrant parent activities, they do so with varying levels of consistency and without reporting these to the KY MEP. Once the revised SDP is completed, we recommend including specific guidance regarding the collection of data on migrant parent programming, including specification of how to record this information in the state migrant data system in order to assure consistency with any changes. Moreover, we recommend that the KY MEP conduct an annual parent survey that includes specific items designed to measure the parent engagement indicators established in the revised SDP, together with other relevant indicators of parent needs, engagement with their local schools, and engagement in their child's education.

Findings and data regarding parent involvement from the CNA process are included below. 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 do not or only when asked by the parent). The data confirm the need for strengthened home-school materials translated to the home language.

About a third of parent survey respondents do not fully understand rules at their child’s school (7% indicated “no” and 26% indicated “somewhat”). Data confirm this as a need area (see Table 38).

A high percentage of migrant parent respondents were satisfied with the training they receive from the MEP about helping with their child’s education at home (91%). 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. Sixty percent reported knowing what to do if they want to participate in a committee or meeting at the school.

Table 38. Responses to Parent Survey, 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%

Source: Parent Surveys

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 39, Table 40, and Table 41. 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 trainings to help them learn to help their child in school or to attend adult education classes themselves.

Table 39. Responses to Parent Survey, 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%

Source: Parent Surveys

Table 40. Responses to Parent Survey, 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%

Source: Parent Surveys

Table 41. Responses to Parent Survey, 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%

Source: Parent Surveys

Implications and Next Steps

From 2008 through 2012, The KY MEP significantly expanded the number of identified migrant students, expanded the services it provides, and began to address data collection and use across the MEP. Additionally, the nature of the migrant students it serves changed, with increased numbers and percentage of Hispanic students, and fluctuating numbers of OSY served by the program¹¹. These changes, together with the maturing but not yet fully articulated migrant data system, make it difficult to determine the magnitude of MEP effects. To better gauge program effectiveness and to make ongoing program improvements based on data, we recommend the following:

- **The KY MEP would be well served by better linkages between the MEP data system and other state data systems.** This issue is neither unique to Kentucky among migrant programs, nor to the KY MEP among Kentucky educational programs. Addressing it, however, will enable timely use of assessment data for making decisions about students, for determining program efficacy, and for making program changes. Specifically: while the KY MEP has established a protocol for assuring that all MEP participants have their state IDs entered into the state migrant data system, KDE should consider establishing a regular protocol and timeframe for periodic sharing of data between the migrant data system and assessment data system.
- **The KY MEP should establish annual statewide data collection for parents.** Data gathering should include sharing of data with regions and districts, but should be guided by the KY MEP to assure consistency across regions and districts. The data should include a combination of surveys, in person feedback from parents, and data gathered from MEP staff, aligned to parent elements of the SDP and used to inform and improve parent programming and support.
- **KY MEP should continue to expand the agreed upon norms and processes for collecting program information across the state.** These efforts, particularly evident in spring 2012, are resulting in assurance that codes used in the Kentucky migrant data system mean the same thing when used in different regions. The evaluation team recommended expansion of the service data on a per student basis earlier in this report. We also recommend expanding and standardizing reporting about specific elements of regional and district programs in order to better understand how the KY MEP is manifest throughout the various agencies that help implement it. Program reporting should be integrated with student level service provision reporting. Revised reporting should decrease the overall reporting burden by reducing duplication and narrative reporting, and provide data to regional and district managers that would inform program management and improvement.

¹¹ Increasing 27% from 2008-2009 to 2009-2010, then declining to just above the 2008-2009 figures in 2011-2012. See Table 14.

- **KY MEP should re-focus data collection, storage, access, and use on utilizing data to drive program decision making rather than on reporting.** In general, data in the KY MEP has moved in one direction: toward the state and on to the OME. The multiple reporting requirements for the Consolidated State Performance Report (CSPR), evaluation, compliance monitoring, and other federal program requirements has resulted in a fragmented system of data collection and reporting. Re-focusing toward data driven decision making would continue to emphasize common definitions, but would also increase the need to connect student information, program service data, and allocation of resources, including staff time.

The KY MEP evaluation process will continue through two key next steps. First, KDE will establish a data collection protocol that addresses gaps in the migrant student data system and proposes consistent statewide data collection mechanisms aligned to the revised SDP. The data collection protocol will be driven by an evaluation plan established to gauge the measureable program outcomes established in the SDP. Second, KDE anticipates completing an MEP evaluation report based on the revised evaluation plan and data collection protocol in 2013.

References

- Dynarski, M. (1987). The Scholastic Aptitude Test: Participation and performance. *Economics of Education Review*, 6, 263-273.
- Banchero, S. (2012, September 24). SAT scores fall as more students take exam. *The Wall Street Journal*. Retrieved from: <http://online.wsj.com/article/SB10000872396390444180004578016624120796346.html>

Appendix A: Data Request

Kentucky Department of Education Migrant Data Request

August 1, 2012

Dates: August 1, 2008 through July 31, 2012

Universe: All migrant students between 0-21 years of age who were enrolled in a migrant program 2008-present, including OSY.

Format: Any standard format will work. In order of preference: SPSS, STATA, SAS, Excel, tab-delimited, CSV. We understand that, in some cases, it makes more sense to provide separate files for different types of information. For example, some information may be available as *one record* per student (e.g., demographic data) while other information may be available as *multiple records* per student (e.g., assessment data). If easier, please provide information in separate files as needed.

Data:

Category	Field	Description	Comments
ID	MIS2000/Migrant Student ID	Unique student identifier	
	Infinite Campus ID		
	Last Name		
	Middle Name		
	First Name		
	Date of Birth		
Demographics	Ethnicity		Please provide codes
	Race		Please provide codes
	FromCountry		From COE
	Gender		
	ELL/ELP/LEP Status		
	Free/Reduced Lunch Status		
	Special Ed. Status		
	OSY Status	Is student considered Out of School Youth?	
Enrollment	Dates of school entry and exit		
	Exit codes	Indicator of why student exited	
	School		May be different per enrollment event
	School District		May be different per enrollment event
	Migrant Service Region		May be different per

Category	Field	Description	Comments
			enrollment event
	Grade Level		
	Graduation Indicator		
	Enrollment Type		S, R, blank, etc.
Program Services	Qualifying Arrival Date		
	Priority for Services Status		
	Migrant Services Received	Include <u>ALL</u> services indicated in MIS2000	Services are likely attached to the enrollment records.
Performance	State assessment scores, per subject	English/Language Arts and Mathematics scores (CATS or equivalent)	If known. Per year, if possible

Appendix B: Regional Data Collection Form

Kentucky Migrant Education Program
 Comprehensive Needs Assessment (CNA) Questionnaire for Regions
 November 2011

It is important that the Migrant Education Program obtain the highest quality data for the CNA process so that the concerns, the measure of those concerns and the solutions used for programming reflect the actual circumstances for our migrant children, families and youth "on the ground.". For this we will need the assistance of the regional program administration and their staffs to help distribute and gather data. There will be two instruments: a *regional questionnaire* and two surveys (parent and student).

Please answer the following questionnaire and return it by December 1, 2011 to: tomhanley@escort.org
 Feel free to call or write if you have any questions or concerns. 800.451.8058 (office)

CONCERN STATEMENT	INDICATOR	RESULT
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:	
	Of these students, estimate the percentage who likely had the immunizations but did not have a record of this:	
Migrant students have limited access to technology and internet.	Randomly select ten (10) migrant families and assess if they possess or have access to a computer and the internet. % with access to internet connected computer	
The following items are to be gathered from five (5) local districts to be selected at random by regional staff.		
There is a lack of alternate testing methods for determining mastery of skills which can lead to lower levels of achievement.	Ask if there are any alternative testing methods, accommodations, or test administration dates for migratory students. List methods.	

CONCERN STATEMENT	INDICATOR	RESULT
Teen pregnancy disproportionately affects school-age migrant students and negatively impacts graduation rates.	Per district, # of teen pregnancies, total, in most recent school year	
	Per district, # of migrant teen pregnancies, in most recent school year	
	Alternate: from regional office: estimate of total number of migrant students who fathered or mothered a child	
Communication such as school policies and procedures are not provided to students and families in their native language.	Request the district attendance and grading policies in Spanish (or any other language of your local migrant population). Report: # of districts that provided the requested documents in the requested language	
Migrant program teachers/advocates are not involved in the Title III Program Service Plan process.	Report by district whether migrant staff participate in the Program Service Plan process	
Pulling students for Title I, Title III or migrant services puts them behind in content areas.	Report by district whether they "pull out" migrant students for Title I or Title III activities	
Due to a lack of transportation, migrant students are unable to participate in afterschool instructional/extracurricular services.	Report by district: # of secondary students	
	# of secondary students who participate in after-school extracurricular activities	
	# of migrant secondary students	
	# of migrant secondary students who participate in after-school extracurricular activities	

CONCERN STATEMENT	INDICATOR	RESULT
	Randomly select ten (10) secondary migrant students who do not participate in after-school extracurricular activities and let them chose the reason why from the following list: <ul style="list-style-type: none"> a) Don't have any interest in after-school activities b) Don't know what activities are offered c) Don't have transportation d) None of the above 	
Migrant parents are not provided with bilingual materials to assist their children with homework.	Inquire by district about bilingual materials for helping migrant children with homework. # of districts that provide bilingual materials	
Other Regional Information		
Preschool/Headstart students who arrive after the school year has begun are denied entry into programs.	# of pre-school migrant children in the region	
	# of pre-school migrant children in the region served in a pre-school setting	
	#of migrant pre-school children who arrive one week after school starts and	
	# of those served in a pre-school setting	
Migrant parents do not have adequate skills or resources to promote school readiness.	# of migrant parents in region	
	# of migrant parents in the region who receive training to promote school readiness by the migrant program	
	# of migrant parents in the region who receive training to promote school readiness by other agencies	
Migrant children with high mobility are viewed as a lower priority for	# of services provided for all migrant children	

CONCERN STATEMENT	INDICATOR	RESULT
providing educational services by local school districts.	# of services provided for PFS students	
	Any known instances of students being steered away from services because of frequent moves?	
Migrant families have limited knowledge of proper nutrition and preventative health measures.	[addressed in parent survey]	
Undocumented migrant students have no access to health care and mental health services.	[addressed in parent survey]	
OSY Items: Please randomly select ten (10) OSYs to complete this section.		
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.	
OSY lack access to English language and other educational services.	Ask each OSY: a) If they have an interest in EL	
	b) If they know how to access EL services	

Migrant Parent Involvement Survey

You are being asked to complete this survey because you are a parent of a migrant student. The purpose of this survey is to understand your participation and satisfaction with services provided by the Migrant Education Program. All your answers will remain private.

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).	<input type="checkbox"/>					
Attended a school event (like a field trip or graduation).	<input type="checkbox"/>					
Discussed my child's academic or social needs with a teacher, guidance counselor, migrant program staff, or other school official.	<input type="checkbox"/>					
Learned with my child by going to places like the zoo, museum, or science center.	<input type="checkbox"/>					
Attended adult education classes (like English language learning or GED).	<input type="checkbox"/>					

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read stories to my child or had them read stories to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talked with my child about what is going on at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you done these activities at home this year?	Yes	No
Set daily routines with my child (like when to watch tv).	<input type="checkbox"/>	<input type="checkbox"/>
Set education goals with my child.	<input type="checkbox"/>	<input type="checkbox"/>
Arranged for someone to tutor my child outside of school.	<input type="checkbox"/>	<input type="checkbox"/>

If you have a pre-school age child, did you receive help enrolling for pre-school or Kindergarten?

Yes__ No __

Please mark how much you agree with these statements:	Yes	Somewhat	No
I understand rules at my child's school (like graduation requirements).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to look over my child's homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned new ways to help improve my child's math skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned new ways to help improve my child's reading skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the amount of information I get about my child from their school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel welcome when I visit my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you agree with these statements:	Yes	Somewhat	No
I am satisfied with the training I get from the migrant program about helping with my child's education at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know who to talk with when I have questions or concerns about my child at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what to do if I want to participate in a committee or meeting at my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more involved this year at my child's school than last year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I am satisfied with the services my child is currently receiving from the migrant program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I am satisfied with the services I am currently receiving from the migrant program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you agree with these statements:	Yes	Somewhat	No
My family has access to the medical care we need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has access to the medical advice we need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has access to pregnancy care, services and support when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you agree with these statements:	Yes	No
My children have been denied educational services because of how often we move.	<input type="checkbox"/>	<input type="checkbox"/>
I receive school information in a language I can understand.	<input type="checkbox"/>	<input type="checkbox"/>
My family owns or has access to a computer that connects to the internet.	<input type="checkbox"/>	<input type="checkbox"/>
Have any of your children had to repeat a shot because you did not have a record of it?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have written medical records for your children?	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments, suggestions, or concerns about the migrant program?

Encuesta de la participacion de Padres-Tutores Migrantes

Le pedimos que conteste esta encuesta porque usted es el padre o tutor de un estudiante migrante. El proposito de esta encuesta es conocer su participacion y satisfaccion con los servicios proporcionados por el Program Para Migrantes. Sus respuestas son confidenciales.

Aproximadamente, cuantas veces a participado en las siguientes actividades este año?	Nunca	1 Vez	2 Veces	3 Veces	4 Veces	5 o mas Veces
Asistido a cursos en como ayudar a sus hijos a mejorar en la escuela (ejemplo, ir a la noche de matematicas).	<input type="checkbox"/>					
Asistido a eventos escolares (como excursiones, graduaciones, etc).	<input type="checkbox"/>					
Conversado con maestros, concegeros o su representante del Program Para Migrantes acerca de las necesidades sociales o intelectuales de su estudiantes.	<input type="checkbox"/>					
Asistido con sus hijos a lugares como el Zoologico, museos, centros scientificos, etc.	<input type="checkbox"/>					
Asistido a clases de Educacion para adultos (como clases de Ingles,GED, etc).	<input type="checkbox"/>					

Aproximadamente, que tan seguido ha realizado las siguientes actividades durante este año?	Nunca	1 vez al mes	1 vez semana	A diario
Alguien en la casa ayudo a su estudiante con la tarea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha leido historias a su estudiante, o su estudiante le ha leido historias a usted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Converso con su estudiante de como le va en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Realizo las siguientes actividades en su casa este año?	Si	No
Impuso rutinas diarias (por ejemplo, cuando pueden ver television).	<input type="checkbox"/>	<input type="checkbox"/>
Impuso metas educativas con su estudiante.	<input type="checkbox"/>	<input type="checkbox"/>
Busco acesorias fuera de la escuela para su estudiante.	<input type="checkbox"/>	<input type="checkbox"/>

Si usted tiene estudiantes en edad preescolar, ¿Recivio ayuda para incribirlos a preescolar o Kindergarten? Si__ No __

Por favor marque cuánto está de acuerdo con estas declaraciones:	Si	Mas o menos	No
Entiendo las reglas de la escuela de mi estudiante (por ejemplo, los requerimientos para graduarse).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se como revisar la tarea de mi estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aprendi nuevos metodos para ayudar a mejorar las habilidades matematicas de su estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Por favor marque cuánto está de acuerdo con estas declaraciones:	Si	Mas o menos	No
Aprendi nuevos metodos para ayudar a mejorar las habilidades de lectura de mi estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estoy satisfecho (a) con la cantidad de informacion que recivo de la escuela acerca de mi estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Me siento bienvenida (o) cuando visito la escuela de mi estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estoy satisfecho (a) con la informacion que recivo del Programa Migratorio acerca de como ayudar con la educacion de mi estudiante en casa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sé con quien hablar cuando tengo preguntas o preocupaciones acerca de asuntos escolares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sé que hacer si quiero participar en un comité o junta en la escuela de mi estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Me siento más involucrado este año en la escuela de mi estudiante que el año pasado.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En general, estoy satisfecho (a) con los servicios que mi estudiante recibe actualmente del Programa Migratorio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
En general, estoy satisfecho (a) con los servicios que yo recibo actualmente del Programa Migratorio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Por favor marque cuánto está de acuerdo con estas declaraciones:	Si	Mas o menos	No
Mi familia tiene acceso a los servicios medicos que necesitamos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mi familia tiene acceso a las consultas medicas que necesitamos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mi familia tiene acceso a cuidados, servicios y apoyo prenatal cuando es necesario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Por favor marque cuánto está de acuerdo con estas declaraciones:	Si	No
Mi estudiante ha sido negados servicios educativos debido a que frecuentemente nos cambiamos de residencia.	<input type="checkbox"/>	<input type="checkbox"/>
La informacion que recivo de la escuela esta en el idioma que entiendo.	<input type="checkbox"/>	<input type="checkbox"/>
Mi familia tiene acceso a una computadora e internet.	<input type="checkbox"/>	<input type="checkbox"/>
¿Alguno de sus estudiantes ha tenido que repetir alguna vacuna porque no tiene el record de las vacunas?	<input type="checkbox"/>	<input type="checkbox"/>
¿Tiene usted records medicos por escrito de su estudiantes?	<input type="checkbox"/>	<input type="checkbox"/>

¿Tiene usted algún comentario o sugerencias acerca del Programa Migratorio?

Kentucky State Migrant Education Program Evaluation
Site Visit Protocol
Summer 2012

Project Director Interview

General Program Information

- What distinguishes your region from others in the state in terms of students you serve, particular needs of migrant families, time of year when regional services are provided, specifics of the migrant activities, etc.? *[note we have data on some of this, but want a richer picture and also to understand differences between perception and data on these issues]*
- Describe a typical migrant student in your region. What migrant activity, home countries, highest priority needs (note: not whether they are PFS, but what services do they need most). *[note we have data on much of this, but want a richer picture and also to understand differences between perception and data on these issues]*
- When a new migrant student is identified, step us through the process of how services are targeted meet their needs. For the sake of argument, let's assume a 4th grade student, moving to your region from Florida, originally from Mexico, new to Kentucky State. Or, describe the process for the most typical migrant student in your region.
- Draw a picture of the program elements (logic model not required ☺). That is within Early Childhood, OSY, Summer School and Regular School Year/School Age services, what are the programs, and how do they relate to one another? (e.g., grouped by services provided by the regional, services provided by districts and referred/coordinated by regionals, services provided outside the educational system but referred by regional staff, etc.)
- Approximately what percentage of regional-funded effort occurs in or through centrally/regionally run regional programs, and what percentage occurs in or through districts and schools?
- Which programs do you feel have the strongest impact on migrant youth and families? Why? What evidence would you point to? What additional evidence do you think might demonstrate that (if you had access to the data)?
- Which of these programs do you feel is the most cost effective, considering both dollars and staff time in relation to the impact or outcomes? What evidence would you point to?
- Considering the specific needs of migrant youth and families in your region, what are your highest service priorities for the next year? Are you able to address these needs within the regional's resources? If not, what other resources do you plan to use to address them?
- Of what accomplishments by your regional are you most proud? How can those best be sustained?

Program Modifications

- What modifications have been made to your project plan and program activities during this project period? What drove those changes?
 - Have the changes accomplished what you set out to accomplish? Why or why not?
 - How might that be reflected in data that is available to the evaluation team?
 - What other data do you have to support your opinion about successes related to those changes?
- What changes in the way migrant services are funded and organized in Kentucky would best help meet the needs of migrant youth in your region?

Partnerships and Agencies

- With what other organizations do you work most closely? What new partnerships, if any, have been formed by the regional in the last three years?
 - PROMPT: Early childhood? OSY? Medical? Social services? Advocacy?
- How, with whom, and with what frequency does the regional interact with school staff?

Staffing

- Draw a staffing diagram.
- Within your plan, can you estimate the percentages of staff time spent on each major aspect of your programming? (i.e., considering all staff time used by the program, about what percent of that effort is spent on summer school (including preparation and recruitment), afterschool tutoring, special programs, working with school districts, providing professional development, working with parents, etc.). Do this with reference to their project plan but also to the program elements discussed previously.
- Are there changes in staffing requirements that would better enable you to service the migrant youth in your region?
- How does your staff engage in professional learning? Which professional learning experiences are most valuable to you and your staff? What additional professional learning is needed?

Data Management

- What information do you use to determine whether a student's needs are being met?
- What information do you use most regularly to manage your program? Prompt: student lists, instructor lists, referral agencies, enrollment, ID&R. Where is this data maintained? By whom? Using what procedures?
 - If not in MIS2000, how does it relate to the data in MIS2000?
 - *Do you use Infinite Campus? If so, how?*
- Describe in some detail how you use MIS2000. Who manages your students on the system? When/how often is data entered into the system? What pre-steps do you take to obtain data from other sources, review it, identify students, etc., before entering data into MIS2000 (note: we understand that some data originates from districts, is sent to the regionals, which enter the data into MIS2000, but we are trying to understand more fully how this works/what they do).

- What are the biggest challenges in working with MIS2000?
- Of the data in MIS2000 from your regional, which, if any, requires additional explanation in order to fully understand?
 - PROMPT: That is, what are the square pegs that you've driven into round holes in MIS2000?
 - PROMPT: Do you think, for example, that there are program options/check boxes that this regional may use differently than other regionals?
 - PROMPT: What will we need to know about your program in order to understand your MIS2000 data?
- Do you know how districts define/calculate PFS1 and PFS2? These definitions were revised recently. Do you know if the districts use the new or old definition to calculate PFS1 and PFS2 status?
- What additional data from your program would provide a more complete picture of program activities and outcomes that what is available in MIS2000?
 - PROMPT: How might that be captured?
 - PROMPT: Get copies if possible of either all or a sample of any data mentioned, e.g. summer rosters, college enrollments, or whatever is mentioned.
- What changes in MIS2000 would make it more useful to you as a program director?

Staff Interview/Focus Group

- Describe your title, role, and responsibilities within the migrant education program.
 - Prompt: [if not clear] Is this work done directly with migrant youth and families, as a liaison with schools, or ?
- Of what are you most proud within your work in the migrant education program?
 - How was this success achieved?
 - How can that be repeated?
 - What data would help tell this story?
- What do you see as the primary needs of the migrant youth and families you serve?
- Which of these needs are most difficult for the migrant education program to address?
- Which partnerships or agencies do you rely on in your work to meet the needs of migrant youth and families?
 - Prompt: which agencies, educational organizations, health and medical providers, etc.
- What additional partnerships would be most beneficial to migrant youth and families?
- What do you see as the strengths of this migrant education program? Which specific aspect of the program has the strongest impact/outcomes?
 - PROMPT: Regular school year, summer programs, early childhood, OSY
- What would strengthen this migrant education program?
 - Prompt: Resources, personnel, organization, revised focus, training, new programs, ?
 - PROMPT: if little discussion, ask if they could redesign any aspect of the regional operations or programs, what would they change? How would you approach the work differently?
 - PROMPT: Regular school year, summer programs, early childhood, OSY
- Considering the school districts with which you work: what are the strengths of their work with migrant youth? What could they do better in their work with migrant youth? Where are you stretched thin in support of schools, and where do have resources that they don't take advantage of?
- What professional learning opportunities have been most valuable to you in your migrant education work? What additional professional learning opportunities would you most value?
- What data do you use most regularly in your work? Where does it reside? What form is it in?
- How do you use MIS2000 in your day to day work?
- What will we be missing in terms of understanding your program data if we only look at MIS2000? What else should we take into account?

Parent Interviews

- How long have you worked with the [x regional]?
- What services or support do you receive from them?
- How do you find out about them?
- Are you satisfied with the assistance you receive?
- What is the most helpful service provided by [the regional]?
- How could these services be improved?
- Does the regional ask parents about what services or ways of providing services would be most helpful? Do they respond to what you have to say?
- What are the biggest challenges you have with your child's education?
 - PROMPT: what are the biggest challenges you have with your child's school?
- How does the regional assist with those challenges?
- How does the school assist with those challenges?

When your migrant friends need help with their child's education, where do you tell them to go for help?
- How useful are [regional provided]:
 - Summer programs
 - Parent meetings and programs
 - After school programs
 - [list other support programs offered by this regional]
- What additional feedback about the [regional programs] would you like to provide?

Documents:

- Brochures and informational documents about the regional and any of its programs/projects, including:
 - Summer programs
 - After-school programs
 - Special opportunities for students
- Internal operating schedules/calendars that show what services are offered when, or what staff are assigned to which projects and services
- Parent communications:
 - Outreach materials
 - Meeting announcements
 - Parent resources

Copies of lesson plans, curriculum guides, scope and sequence or other documents that outline the academic content or organization of educational programs offered by the regional.

PFS Definition 2012

The Kentucky Department of Education decided in 2012 to redesign how the Priority for Service (PFS) was calculated in MIS2000, the state data system. We decided this for two main reasons. The first one being that during part I of the CSPR, Kentucky had 4,305 students, and 1,940 students that were PFS. This was 45% of Kentucky's migrant population being PFS. We realized this was a problem that needed to be addressed. Secondly, Kentucky had PFS 1 and PFS 2. There was no real reason why we had two different PFS counts other than PFS1 were those students really in need and PFS2 were really close and then there was everyone else. This caused some confusion. Kentucky wanted to redesign the definition to include a clear PFS count.

In 2012 we met with the migrant coordinators and decided the important qualifications to become a PFS student. These qualifications did not change from the previous years needs assessment. The basic definition of PFS students remains the same, except now preschool students and out of school youth (OSY) can become PFS. Before, Preschool students could become PFS 2 not PFS1, but now preschool students will not be added into the count. This was due to the fact that some preschool students are not in an educational preschool or that interruption during this time was not a priority. The OSY's never have been PFS since there is no interruption during the school year.

In order to 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 a "F" in a core subject area, or a student could attend two or more schools and receive a novice on a KY state assessment. These scores are on the attached sheet.

The scoring for the needs assessment went to 5 points for a PFS instead of 6 points when it was PFS1. This was because when we ran several different trial reports we chose five points because this was the score that provided us with a total of around 10% of Kentucky's migrant population being PFS. This was a more reasonable number. The way the scores changed, the PFS now should be the same or similar to the PFS1 we previously had. In the past, the regional coordinators had access to the scores and this may have contributed in the large amount of PFS students. The new scores for the needs assessment will not be distributed to the migrant coordinators to avoid any unnecessary issues.

The new PFS definition will go into effect on August 1st. The recruiters and district personnel will be able to pull the new needs assessment off KDE webpage and will be provided information via emails. There shouldn't need to be any new training since the form is fairly the same, however, email documentation will be available and assistance during the fall academy if needed.



Kentucky Migrant Education Needs Assessment Form

1. **Date:** _____ 2. **District:** _____ 3. **Child's Name:** _____
4. **DOB:** _____ 5. **QAD:** _____ 6. **Parents are LEP**
7. **By Kentucky definition, student is considered "homeless".**
- Immunizations are up to date for Kentucky requirements for school enrollment**

Preschool (3-5 years old)

8. Student speaks limited English
9. No access to preschool
10. Student qualified for preschool based on disability.

K-12 Students

11. Student has attended two or more schools this school year.
12. Has a current IEP or 504 plan
13. Has received a score less than 5 on the WAPT/WIDA Access test on:
 Speaking Listening Reading Writing
14. Academic Performance
 (1 or more F's in any core subject or 2 D's in any core subject)
15. Has scored novice on the Kentucky State Assessment in these areas:
 Reading Math Science Social Studies Other _____
16. Retained/Over age
 Student retained any time in academic career
 Student is over age for reasons other than grade retention
 (foreign school system)
 Student has dropped out of school
17. Is not on grade level in reading, math, and/or other core subject areas based on:
 Teacher Test: _____ Score: _____
18. In the current school year, student has missed 10+ days related to their migratory life style.
19. Enrolled in GED Program

For Regional Office Only:

___ Yes ___NO

1. What does Kentucky consider to be “homeless”?

The term “homeless children and youths”-

(A) Means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103 (a)(1); and

(B) includes-

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103 (a)(2)(C);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(6) The term ‘unaccompanied youth’ includes a youth not in the physical custody of a parent or guardian.

Appendix F: KCCT Assessment Gaps by Grade Level and Year

Table 42. KCCT Percent Proficient or Distinguished, Migrant Compared to All Students, by Grade Level and Year

Mathematics									
Year	Elementary			Middle			High		
	Migrant	All	Gap	Migrant	All	Gap	Migrant	All	Gap
2008-2009	63.3	70.3	7.0	47.7	60.9	13.2	25.1	41.2	16.1
2009-2010	63.5	72.9	9.4	52.4	62.4	10.0	40.0	40.3	0.3
2010-2011	65.6	72.8	7.2	43.6	65.1	21.5	32.1	46.0	13.9
Reading									
Year	Elementary			Middle			High		
	Migrant	All	Gap	Migrant	All	Gap	Migrant	All	Gap
2008-2009	65.1	73.5	8.4	50.4	66.9	16.5	44.4	61.8	17.4
2009-2010	75.2	76.8	1.6	60.7	70.2	9.5	41.3	61.3	20.0
2010-2011	63.0	76.0	13.0	52.5	69.9	17.4	37.8	65.9	28.1

Source: KDE and MIS2000