FLORIDA MIGRANT EDUCATION PROGRAM

EVALUATION REPORT

JUNE 2014

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Abbreviations

AMC	Alachua Multi-County Consortium
CAMP	College Assistance Migrant Program
CROP	College Reach-Out Program
CNA	Comprehensive Needs Assessment
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
ECHOS	Early Childhood Observation System
ELL	English Language Learners
ESE	Exceptional Student Education
ESEA	Elementary and Secondary Education Act
FAIR-K	Kindergarten Assessment for Instruction in Reading
FCAT	Florida Comprehensive Assessment Test
FL DOE	Florida Department of Education
FL MEP	Florida Migrant Education Program
FLKRS	Florida Kindergarten Readiness Screener
FMIP	Florida Migrant Interstate Program
FMPAC	Florida Migrant Parent Advisory Council
FRPL	Free or Reduced Price Lunch
GED	General Education Diploma
GPA	Grade Point Average
HEP	High School Equivalency Program
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
NCLB	No Child Left Behind Act
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PAEC	Panhandle Area Consortium
PASS	Portable Assisted Study Sequence
PFS	Priority for Services
RFA	Request for Application
SDP	Service Delivery Plan
SEA	State Education Agency
SES	Supplemental Educational Services
SRUSS	School Readiness Uniform Screening
SWD	Students with Disabilities
SY	School Year

Executive Summary

The purpose of Florida Migrant Education Program (FL MEP) Evaluation Report is to provide information about the statewide FL MEP regarding the effectiveness of services to migrant children and youth. The FL MEP is administered through the Florida Department of Education (FL DOE) to local education agencies (LEAs) and consortia of LEAs. Of the state's 74 school districts,[1] all but 15 received migrant funds either directly (31) or through the consortia; there are 18 school districts under the Panhandle Area Educational Consortium and 12 under Alachua Multi-County Consortium in the program years reported here (2010-2011 and 2011-2012). Data are submitted by LEAs to FL DOE through annual self-evaluation reports using a standardized reporting template. This report discusses the findings from the evaluation strategies established by the FL MEP related to its two main questions:

1) To what extent are programs being implemented?
2) To what extent are programs for MEP students impacting student outcomes?

The primary purpose of the MEP evaluation is to provide a statewide perspective on services and their impact to enable the state migrant education director and the FL DOE staff to make programmatic decisions based on data. The evaluation analysis is an annual status update on progress made in implementing targeted services and in measuring the effectiveness of those services.

The evaluation is also intended to communicate what is known about services and their impact to various stakeholders. The findings are shared and discussed with local coordinators to provide a statewide perspective. Local coordinators are also encouraged to make district-level decisions based on the evaluation results. The evaluation is shared with the Florida Migrant Parent Advisory Council (FMPAC) for discussion with and feedback from migrant families about the direction of FL MEP service provision. The report is also intended to communicate with the U.S. Department of Education's Office of Migrant Education (OME) about the extent to which statutory requirements are met in responding to the needs of migrant youth in achieving challenging academic standards.

The evaluation process is embedded in the MEP's continuous improvement cycle, including the comprehensive needs assessment (CNA) and service delivery plan (SDP) processes. Under § 200.83 of the Elementary and Secondary Education Act (ESEA), a state education agency (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 rates as well as the number of school dropouts, school readiness, and any other targets identified for migrant children;

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[1] School districts for federal reporting purposes

- Comprehensive assessments 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; and
- Evaluation of the effectiveness of the program, including measurable program goals and outcomes (MPOs), as authorized under Sec. 1306 of the No Child Left Behind Act (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 2003-2005 and gap analysis between migrant and non-migrant student achievement. These goals are 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 SDP also provided for integration across all components of Florida's MEP and included the following goals and outcomes:

- **Parent involvement** needs to increase by 24 percentage points for parents of migrant preschool children (ages 3 to 5), 12 percentage points for parents of students in grades K-5, and 23 percentage points for parents of middle and high school students.
- **Priority for Services (PFS)** ensures that students' educational outcomes are disaggregated to look specifically at this vulnerable subpopulation.
- **Out-of-School Youth (OSY) strategies and support services** are described to ensure that the unique needs of this emerging subpopulation are met.[2]

The primary data source for this analysis was a district self-evaluation reporting template. LEAs maintain autonomy in implementing strategies and services that meet their local context, and have flexibility in designing their services to address the established goals in ways that function optimally for their specific districts. Each LEA, however, is required to report using the standardized district self-evaluation reporting template (in Excel format) and to submit a report to FL DOE twice a year. Each year, the template (with any revisions from the prior year) is disseminated in the fall; districts send mid-year reports to FL DOE in January as a checkpoint on programming implementation; and final program-year reporting is due in October for summative analysis with outcome data. The template and companion guidebook were developed with input from a statewide Evaluation Work Group comprised of team members with expertise in migrant education programming and evaluation. The Work Group represents a cross-section of staff— district coordinators, teachers, evaluators, and data specialist—who collectively provide important feedback and insights in order for the FL MEP to engage in meaningful evaluation, while also being responsive to the diverse local MEP contexts. The template has four main sections: I) Program Information, II) Program Implementation, III) Student Activities, and IV) Student Outcomes.

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[2] MPOs for parent involvement at the preschool level and for OSY services were developed in the second round of continuous improvement, and implemented in the evaluation framework beginning 2013-2014.

The FL MEP evaluation uses both descriptive statistics on service provision and migrant student outcomes, together with growth modeling and gap analysis of migrant student outcomes compared to non-migrant student outcomes. Each measure is directly aligned to the MPOs as outlined in the 2008 SDP. The model is limited by differential definitions of time spent on various activities, differences in the extent to which program descriptions were standardized, and availability of relevant local assessment data.

Data from district MEPs were combined to create a statewide database from which to generate findings. Analysis included:

- Reporting basic counts of migrant students and changes in demographic trends;
- Categorizing major program activities in each content area of migrant student support, and reporting descriptive statistics regarding enrollment, number of activities, and time spent in each area;
- Calculating year over year gains in student performance for migrant and non-migrant students on Florida Comprehensive Assessment Test (FCAT) assessments;
- Calculating gaps and changes in gaps between migrant and non-migrant students on FCAT/FCAT 2.0, and graduation rates; and
- Calculating gaps and changes in gaps between migrant and non-migrant students on other collected SDP indicators.

Direct comparison of district-determined assessments is not possible due to the variety of assessment tools used by Florida MEPs, although reporting of gains and gap measures are defensible. The FCAT measures student achievement in reading and mathematics. Beginning in the 2010-2011 school year (SY), the reading assessment was revised for students in grades 3-10, and the mathematics assessment was revised for students in grades 3-8, to better align with the Next Generation Sunshine State Standards. During this 2010-2011 transition year, scores on the new FCAT 2.0 assessment were reported as FCAT Equivalent Scores. For the most recent SY (2011-2012), scores on the reading and mathematics assessment were based on the new cut scores that were established in December 2011.

Given the changes in the FCAT assessment, scores from SY 2010-2011 should be interpreted with caution as they are grouped with scores from previous years. Scores from SY 2011-2012 are reported separately because they cannot be compared to scores on the previous version of the assessment. These data will serve as baseline scores going forward.

The following findings highlight measures of implementation and student outcomes in the main focus areas of Reading, Mathematics, Graduation, School Readiness, and Parent Involvement.

IMPLEMENTATION

Data reveal positive advances in implementing SDP strategies; for example:
- Percentages of students participating in activities compared to that anticipated were consistently at 90% or higher OR exceeded 100% (that is, more students participated than expected) in SY 2010-2011 and SY 2011-2012;

- Percentage of districts offering at least one activity focused on student achievement in all content areas either increased or stayed the same (between SY 2010-2011 and SY 2011-2012), with highest percentages of 89% in reading and 86% in mathematics (SY 2011-2012);
- Emphasis on strategic, content-based tutoring in reading and mathematics to students identified as PFS;
- Emphasis on family outreach, coordination of services with community-based agencies, and emergent literacy skills for school readiness;
- Emphasis on credit accrual to promote graduation;
- School engagement, as reported by migrant secondary students receiving encouragement from MEP and/or school staff, increased from 69% to 81% (between SY 2009-2010 and SY 2011-2012); and
- Migrant parent activities (as categorized by the Epstein Model) with the highest numbers of parent participants have been <u>parenting</u> (assisting families in setting home conditions that support children as students) and <u>learning at home</u> (involving families in their children's academic learning at home) in each of the three student age brackets.

OUTCOMES

1) The percentage of migrant students who meet the annual proficiency target in **reading** (65%) will increase and the achievement gap between migrant and non-migrant students will decrease.

Percentage of migrant students who	2008-2009		2009-2010		2010-2011*		2011-2012**	
	Migrant-Served	PFS	Migrant-Served	PFS	Migrant-Served	PFS	Migrant-Served	PFS
Scored at/above proficiency in READING	38	26	40	28	37	30	**30**	**20**

*FCAT Equivalent Scores   **New baseline FCAT 2.0

> Percentage of migrant students who scored at/above proficiency increased between SY 2008-2009 and SY 2009-2010, and then decreased at the time of the FCAT change; this was also true for non-migrant students.

> Percentage of PFS students scoring at/above proficiency in reading increased from 26% to 30% between SY 2008-2009 and SY 2010-2011.

> Nearly 60% of all migrant students (52% of PFS) in SY 2009-2010 and nearly 50% of all migrant students (42% of PFS) in SY 2010-2011 had learning gains; 71% of 7th graders in SY 2009-2010 had learning gains.

Gap between Migrant and Non-Migrant Students	2008-2009	2009-2010	2010-2011*	2011-2012**
Reading	20	19	18	18

*FCAT Equivalent Scores   **New baseline FCAT 2.0

- There was significant positive decrease in reading proficiency gap each year from SY 2008-2009 to SY 2010-2011; gap remained static in SY 2011-2012 despite changes in the assessment (non-migrant students also showed a drop in proficiency).

2) The percentage of migrant students who meet the annual proficiency target in **mathematics** (68%) will increase and the achievement gap between migrant and non-migrant students will decrease.

Percentage of migrant students who	2008-09		2009-2010		2010-2011*		2011-2012**	
	Migrant-Served	PFS	Migrant-Served	PFS	Migrant-Served	PFS	Migrant-Served	PFS
Scored at/above proficiency in MATHEMATICS	50	38	53	37	51	46	**37**	**27**

*FCAT Equivalent Scores   **New baseline FCAT 2.0

- Percentage of migrant students who scored at/above proficiency in mathematics increased between SY 2008-2009 and SY 2009-2010, and then decreased at the time of the FCAT change; this was also true for non-migrant students.
- Percentage of PFS students scoring at/above proficiency in mathematics increased from 38% to 46% between SY 2008-2009 and SY 2010-2011.
- Nearly 60% of all migrant students (62% of PFS) in SY 2009-2010 and 53% of all migrant students (45% of PFS) in SY 2010-2011 had learning gains.

Gap between Migrant and Non-Migrant Students	2008-2009	2009-2010	2010-2011*	2011-2012**
Mathematics	13	12	10	10

*FCAT Equivalent Scores   **New baseline FCAT 2.0

- There was significant positive decrease in mathematics proficiency gap each year from SY 2008-2009 to SY 2010-2011; gap remained static in SY 2011-2012 despite changes in the assessment (non-migrant students also showed a drop in proficiency).

3) The percentage of migrant students who **graduate** (baseline: 80% based on SY 2009-2010) from high school with a regular diploma or General Education Diploma (GED) will increase and the gap in graduation rates between migrant and non-migrant students will decrease.

- 71% of migrant 12th graders graduated in SY 2011-2012.
o Gap between migrant and non-migrant students graduating was 3% points.
- Percentage of tutored students who passed the FCAT assessment increased from 40% to 48% between SY 2008-2009 and SY 2010-2011.
- 38% of tutored students passed the FCAT 2.0 assessment in SY 2011-2012.
  - The percent of students receiving encouragement from MEP and/or school-based staff increased over time.

4) The percentage of migrant preschool children who demonstrate **school readiness** (baseline: 87% based on Florida Kindergarten Readiness Screener [FLKRS] for SY 2008-2009) as measured by the state's assessment will increase.

   ➢ Data for subsequent school years were unavailable at the time of this report.

5) **Parent involvement** needs to increase by: 24% points for parents of migrant preschool children (ages 3 to 5) (baseline: 71% based on SY 2010-2011); 12% points for parents of students in grades K-5 (baseline: 80% based on SY 2009-2010); and 23% points for parents of middle and high school students (baseline: 69% based on SY 2009-2010).

Grade Level	Total # Migrant Parent Respondents			Total # Respondents Participating in Parent Involvement Activities			Percent of Respondents in Parent Involvement Activities		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
Preschool		580	611		413	531		71%	87%
K-5	2,107	2,555	2,236	1,690	1,922	1,896	80%	75%	85%
6-12	1,486	2,036	1,750	1,030	1,313	1,375	69%	64%	79%

   ➢ Percentage of migrant parent respondents in parent involvement activities has increased between SY 2009-2010 and SY 2011-2012.
   - o Preschool needs to increase by 24% points (SY 2010-2011 baseline 71%).
   - o K-5 needs to increase by 12% points (SY 2009-2010 baseline 80%) – increased 5% points by 2011-2012.
   - o Grades 6-12 needs to increase by 23% points (SY 2009-2010 baseline 69%) – increased 10% points by 2011-2012.

Annual Evaluation Report

Purpose

The purpose of this report is to provide information about the statewide Florida Migrant Education Program (FL MEP) regarding the effectiveness of services to migrant children and youth. The FL MEP is administered through the Florida Department of Education (FL DOE) to Local Education Agencies (LEAs) and consortia of LEAs. Of the state's 74 school districts,[3] all but 15 received migrant funds either directly (31) or through the consortia; there are 18 school districts under the Panhandle Area Educational Consortium (PAEC) and 12 under Alachua Multi-County Consortium (AMC) in the program years reported here (2010-2011 and 2011-2012). Data are submitted by LEAs to FL DOE through annual self-evaluation reports using a standardized reporting template. This report discusses the findings from the evaluation strategies established by the FL MEP related to its two main questions:

1) To what extent are programs being implemented?
2) To what extent are programs for MEP students impacting student outcomes?

The primary purpose of the MEP evaluation is to provide a statewide perspective on services and their impact to enable the state migrant education director and the FL DOE staff to make programmatic decisions based on data. The local MEP grant application process allows for some flexibility to ensure that LEAs and consortia implement services that meet the needs of their students, in the context of district programs and resources. However, the FL MEP provides guidance in identifying evidence-based strategies through the continuous improvement cycle of the comprehensive needs assessment (CNA), the service delivery plan (SDP), and ongoing process evaluation. The evaluation analysis is an annual status check on progress made in implementing targeted services and in measuring the effectiveness of those services. The state director can begin to identify promising practices within districts that can be shared for intrastate (and interstate) coordination purposes to address the unique needs of Florida's migrant youth. The evaluation findings assist the FL MEP in making mid-course corrections to strengthen and improve impact.

The evaluation is also intended to communicate what is known about services and their impact to various stakeholders. The findings are shared and discussed with local coordinators to provide a statewide perspective. Local coordinators are also encouraged to make district-level decisions based on their evaluation results. The evaluation is shared with the Florida Migrant Parent Advisory Council (FMPAC) for discussion with and feedback from migrant families about the direction of FL MEP service provision. The report is also intended to communicate with the OME about the extent to which statutory requirements are met in responding to the needs of migrant youth in achieving challenging academic standards.

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[3] School districts for federal reporting purposes

Specifically, the MEP was created in 1966 under Title I, Part C of the Elementary and Secondary Education Act (ESEA) and has been 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 the statute (NCLB Sec. 1309), a migratory child in Florida is one who is, or whose parent, spouse or guardian 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, spouse or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

Methodology and Evaluation Process Information

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 education agency (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 rates as well as the number of school dropouts, school readiness, and any other targets identified for migrant children;

- Needs assessment to address the unique educational requirements 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; and

- Evaluation of the effectiveness of the program, including measurable program outcomes (MPOs) 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 2003-2005). The MPOs were based on a gap analysis between migrant and non-migrant student achievement, and included the following:

1) The percentage of migrant students who meet the annual proficiency target in **reading** (65%) will increase and the achievement gap between migrant and non-migrant students will decrease.

2) The percentage of migrant students who meet the annual proficiency target in **mathematics** (68%) will increase and the achievement gap between migrant and non-migrant students will decrease.

3) The percentage of migrant students who graduate from high school with a regular diploma or GED will increase and the gap in **graduation** rates between migrant and non-migrant students will decrease.

4) The percentage of migrant preschool children who demonstrate **school readiness** as measured by the state's assessment will increase.

These goals are 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 SDP also provided for integration across all components of Florida's MEP and included the following goals and outcomes:

- **Parent involvement** needs to increase by 24% points for parents of migrant preschool children (ages 3 to 5), 12% points for parents of students in grades K-5, and 23% points for parents of middle and high school students.

- **Priority for Services (PFS)** ensures that students' educational outcomes are disaggregated to look specifically at this vulnerable subpopulation.

- **Out-of-School Youth (OSY) strategies and support services** are described to ensure that the unique needs of this emerging subpopulation are met.[4]

The SDP is the guiding force for implementing programs in the FL MEP at both state and local levels. It lays the foundation of methods to strengthen the support of migrant students and families related to academic success and the ultimate goal of high school graduation and beyond. The LEAs have the control to utilize these methods in the best way to address the needs of their specific populations. In order to facilitate access to resources and guidance (especially as it relates to federal rules and guidelines) for the LEAs, the FL MEP state office offers several opportunities to disseminate information and materials to assist the LEAs in implementing and evaluating their programs. These opportunities include: two annual statewide meetings (one offered to all federal titles programs and the other specifically to MEP), bi-monthly conference calls, onsite technical assistance (through monitoring and targeted assistance), webinars, and emails. These activities ensure that LEAs are receiving as much information as is feasible from the FL MEP to meet the needs of migrant students and the goals of the SDP.

Data Collection

The primary data source for this analysis was a district self-evaluation reporting template. LEAs maintain autonomy in implementing strategies and services that meet their local context, and have flexibility in designing their services to address the established goals in ways that function optimally for their districts. Each LEA, however, is required to report using the standardized district self-evaluation reporting template (in Excel format) and to submit a report to FL DOE twice a year. Each year, the template, with any revisions from the prior year, is disseminated in the fall; districts send mid-year reporting to FL DOE in January as a checkpoint on programming implementation; and final program-year reporting is due in October for summative analysis with outcome data.

The template and companion guidebook were developed with input from the statewide Evaluation Work Group comprised of team members with expertise in migrant education programming and evaluation. The Work Group represents a cross-section of staff—district coordinators, teachers, evaluators, and data specialist—who collectively provide important feedback and insights in order for the FL MEP to engage in meaningful evaluation, while also being responsive to the diverse local MEP contexts. Work Group discussions focused on operationalizing state-level program measures, revising the template for clarity, and reducing the data burden to district MEPs to the extent feasible. The goal of the Evaluation Work Group was to make the self-reporting template the one tool that serves to encapsulate reporting requirements for district MEPs, while enabling the state to aggregate consistent district-level data for a statewide review of programming.

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[4] MPOs for parent involvement at the preschool level and for OSY services were developed in the second round of continuous improvement, and implemented in the evaluation framework beginning 2013-14.

The district self-reporting evaluation template reflects the SDP through four main sections:

Part I. Program Information (basic contact information)

Part II. Program Implementation
   a) MEP Staff Development/Training: type and frequency of professional development
   b) Partnerships: extent to which MEP utilizes federal, state, LEA, and other community and business partners in serving migrant children
   c) Parent Involvement Activities: type and frequency of activities; summary of parent surveys (described below)
   d) Additional MEP Information: more in-depth qualitative information regarding district/consortia programming as a whole

Part III. Student Activities
   a) Students Served: demographic information provided by FL DOE
   b) Reading: type, frequency, and participation in student reading-related activities and use of evidence-based strategies
   c) Mathematics: type, frequency, and participation in student mathematics-related activities and use of evidence-based strategies
   d) Graduation: type, frequency, and participation in student school completion-related activities and use of evidence-based strategies
   e) School Readiness: type, frequency, and participation in preschool-related activities and use of evidence-based strategies
   f) School Engagement Indicator—Extracurricular Participation: summary of student survey data (described below)
   g) School Engagement Indicator—Encouragement: summary of student survey data

Part IV. Student Outcomes
   a) Reading and Mathematics Achievement, as measured by the Florida Comprehensive Assessment Test (FCAT) or FCAT 2.0: number/percentage of migrant students tested; number/percentage of migrant students who scored at or above proficient (disaggregated by PFS, English language learning status, and grades 3-10); gap in proficiency level between migrant and non-migrant students; growth by scale score
   b) School Readiness: results from Florida Kindergarten Readiness Screener (FLKRS) provided by FL DOE
   c) English Proficiency: English Language Learners (ELL) achievement results provided by FL DOE
   d) Graduation: rates of migrant 12th grade graduation; gap in graduation rates between migrant and non-migrant peers; percentage of migrant students in grades 9-12 who increase their grade point average (GPA); and retention rates
   e) FCAT Tutoring: extent to which migrant students who participated in at least three months of MEP-funded or facilitated tutoring and/or academic services in preparation for the FCAT passed

The Evaluation Work Group also developed three survey instruments to gather statewide qualitative data on parent involvement and secondary school engagement. The template

guidebook includes instructions on survey sampling and administration. (Refer to Appendix A for parent survey instruments and Appendix B for student survey instruments.) LEAs identified and reported on their sample size and administration in the reporting template. The parent survey guidance included a weighted operational definition of "parent involvement" to ensure a comprehensive perspective on involvement, requiring attendance at more than just one meeting. The secondary student survey included standardized items related to receiving academic encouragement (from MEP or other school staff) and involvement in extracurricular activities. Districts calculated results from all survey instruments and reported summary statistics in the template. The parent survey was simplified after the first year in response to feedback from migrant families and LEAs on the complexity of the questions and format.

Analysis

The FL MEP evaluation uses both descriptive statistics on service provision and migrant student outcomes, together with growth modeling and gap analysis of migrant student outcomes compared to non-migrant student outcomes. Each measure is directly aligned to the MPOs as outlined in the 2008 SDP. The model is limited by differential definitions of time spent on various activities, differences in the extent to which program descriptions were standardized, and availability of relevant local assessment data.

Data from district MEPs were combined to create a statewide database from which to create findings. Analysis included:

- Reporting basic counts of migrant students and changes in demographic trends
- Categorizing major program activities in each content area of migrant student support, and reporting descriptive statistics regarding enrollment, number of activities, and time spent in each area
- Calculating year over year gains in student performance for migrant and non-migrant students on FCAT assessments
- Calculating gaps and changes in gaps between migrant and non-migrant students on FCAT/FCAT 2.0, and graduation rates
- Calculating gaps and changes in gaps between migrant and non-migrant students on other SDP indicators collected

The data collection and analysis were limited by lack of standardization in program activity categories, and would be improved by forcing validation on data entry fields. Direct comparison of district-determined assessments is not possible due to the variety used by Florida MEPs, although reporting of gains and gap measures are defensible.

Results

Thirty-two districts/grantees received funding between 2008 and 2012 and provided data in self-evaluation reporting forms (see Table 1.1). Most districts/grantees received funding each year; one district/grantee (Sumter) stopped receiving funding starting in 2010-2011; and one district/grantee (Lake Wales Charter) began receiving funding in the 2011-2012 school year (SY).

Between SYs 2008-2010, districts/grantees answered open-ended questions on the self-evaluation reporting forms. Between SYs 2010-2012, self-evaluation reporting forms were modified to allow districts/grantees to choose responses from a preset list of options for some questions. Therefore, the following report includes separate tables for data from SYs 2008-2010 and for SYs 2010-2012 (where applicable).

Table 1.1. District/Grantee Data Available by School Year

District/Grantee	School Year			
	2008-2009	2009-2010	2010-2011	2011-2012
Alachua	✓	✓	✓	✓
Broward	✓	✓	✓	
Collier	✓	✓	✓	✓
DeSoto	✓	✓	✓	✓
Glades	✓	✓	✓	✓
Hardee	✓	✓	✓	✓
Hendry	✓	✓	✓	✓
Highlands	✓	✓	✓	✓
Hillsborough	✓	✓	✓	✓
Indian River	✓	✓	✓	
Lafayette	✓	✓	✓	✓
Lake	✓	✓	✓	✓
Lake Wales Charter*				✓
Lee	✓	✓	✓	✓
Madison	✓	✓		✓
Manatee			✓	✓
Marion	✓	✓	✓	✓
Martin	✓	✓	✓	✓
Miami Dade	✓	✓	✓	✓
Okeechobee	✓	✓	✓	✓
Orange	✓	✓	✓	✓
Osceola	✓	✓	✓	✓
PAEC	✓	✓	✓	✓
Palm Beach	✓	✓	✓	✓
Pasco	✓	✓	✓	✓
Polk	✓	✓	✓	✓
Putnam	✓	✓	✓	
Sarasota	✓	✓	✓	✓
St. Lucie	✓	✓		✓
Sumter**	✓	✓		
Suwanee	✓	✓	✓	✓
Volusia	✓	✓	✓	✓

* Lake Wales Charter did not become a school district for federal reporting purposes until SY 2011-2012.
**In 2010-2011, Sumter County ceased to have a district-level MEP.

Florida is one of three state MEPs with the most migrant-eligible students and youth (along with California and Texas). The number of migrant-served students has increased from 25,781 (SY 2009-2010) to 26,267 (SY 2011-2012). Sixteen to seventeen percent qualify as PFS (the most highly mobile, at risk subgroup). The gender representation has remained relatively stable, with approximately 60% male and 40% female. The migrant-served population is predominantly Hispanic (92% in the past two reporting years, SYs 2010-2011 and 2011-2012), with a significant ELL subgroup. Almost 40% of the students are elementary-aged, with decreasing percentages in the higher grades, i.e., approximately 8% of the student population is in kindergarten and 2% are seniors. There are significant numbers (approximately 20% of the population) of preschool-aged children (three- to five-year olds) and young adults who are not in school and have not graduated (coded as '30' in Table 1.2). The Exceptional Student Education (ESE) status has remained consistent at 1% identified as 'gifted' and 9% as 'students with disabilities' (SWD). All migrant-eligible students qualify for free or reduced price lunch (FRPL). Sixty percent are identified as eligible for free lunch (coded as '3' under FRPL in Table 1.2) and 30% did not apply for FRPL (coded as '0' in Table 1.2). See Table 2 on the following page.

Table 1.2: Demographic Data for the Migrant Served Population by School Year

A. 2009-2010 School Year – Demographics (Migrant Served)

Total 25,781

Gender	Female	Male
	10,709	15,072
	42%	58%

ESE	Gifted	SWD
	255	2,313
	1%	9%

ELL	LEP (LF)	LEP (LY)
	1,138	7,251
	4%	28%

PFS	With age 3-5 (not KG)	Without age 3-5 (not KG)
	4,406	4,266
	17%	17%

FRPL	Z	0	1	2	3	4
	0	8,374	22	17,303	47	35
	0%	32%	.09%	67%	.18%	.13%

Race	Asian	Black	Hispanic	Indian	Pacific	Multi	White
	626	1,404	23,252	56	--	159	284
	2%	5%	90%	.2%	--	.6%	1%

Grade	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	30	31
	3,516	1,842	1,715	1,618	1,585	1,282	1,238	1,183	1,254	1,130	1,224	994	1,106	1,131	4,962	1
	14%	7%	7%	6%	6%	5%	5%	5%	5%	4%	5%	4%	4%	4%	19%	0%

ESE – Exceptional student education

SWD – Students with disabilities

ELL – English language learners

LEP (LF) – Limited English proficiency (student is being followed up for two-year period after having exited from the English as a Second Language or ESOL program)

LEP (LY) – Limited English proficiency (student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach)

PFS – Priority for Services

FRPL – Free and reduced price lunch: 0 – did not apply for FRPL; 1 – applied but was not eligible; 2 –eligible for free lunch; 3 – eligible for reduced price lunch; 4 – enrolled in USDA-approved Provision 2 school; Z – unknown

Grade – '30' is defined as Adult – Non High School Graduate, and '31' is defined as Adult – High School Graduate

B. 2010-2011 School Year – Demographics (Migrant Served)

Total 25,869

Gender	Female	Male
	11,148	14,721
	43%	57%

ESE	Gifted	SWD
	272	2,285
	1%	9%

ELL	LEP (LF)	LEP (LY)
	1,363	7,318
	5%	28%

PFS	With age 3-5 (not KG)	Without age 3-5 (not KG)
	4,419	4,229
	17%	16%

FRPL	Z	0	1	2	3	4
	1	7,924	120	17,776	17	31
	.003%	31%	.5%	69%	.07%	.12%

Race	Asian	Black	Hispanic	Indian	Pacific	Multi	White
	285	1,308	23,648	108	10	24	486
	1%	5%	92%	.42%	.03%	.09%	2%

Grade	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	30	31
	4,455	1,944	1,811	1,530	1,645	1,401	1,248	1,210	1,167	1,167	1,138	1,099	925	995	4,130	4
	17%	8%	7%	6%	6%	5%	5%	5%	5%	5%	4%	4%	4%	4%	16%	.02%

C. 2011-2012 School Year – Demographics (Migrant Served)

Total 26,267

Gender	Female	Male
	11,316	14,951
	43%	57%

ESE	Gifted	SWD
	288	2,257
	1%	9%

ELL	LEP (LF)	LEP (LY)
	1,510	7,458
	6%	28%

PFS	With age 3-5 (not KG)	Without age 3-5 (not KG)
	4,349	4,233
	17%	16%

FRPL	Z	0	1	2	3	4
	1	8,378	45	17,765	29	49
	.004%	32%	.17%	68%	.11%	.19%

Race	Asian	Black	Hispanic	Indian	Pacific	Multi	White
	309	1,033	24,285	109	8	27	496
	1%	5%	92%	.41%	.03%	.09%	2%

Grade	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	30	31
	4,929	1,986	1,833	1,642	1,576	1,379	1,312	1,173	1,146	1,078	1,140	979	906	612	4,576	0
	19%	8%	7%	6%	6%	5%	5%	4%	4%	4%	4%	4%	4%	2%	17%	0%

Reading

Background

At the time of the first CNA (2005), Florida migrant students scored approximately 25% lower than non-migrant students in reading on the FCAT. As a result of the initial CNA and SDP implementation, the local MEPs were required to implement or facilitate literacy programming that addresses the unique educational needs of migrant students in order to close this achievement gap, i.e., addressing the factors that impede academic success in reading (e.g., a summer school literacy program that supplements instruction lost during the regular school year). The CNA Work Group in Reading examined the research and evidence base in reading in the context of the Seven Areas of Concern for migrant students, and recommended a focus on vocabulary and fluency development as the most effective components of literacy to target with highly mobile students. This recommendation was articulated in the SDP (2008) and in the Request for Application (RFA) language:

*Migrant Education Programs will implement **literacy** programming or facilitate access to existing literacy programming that addresses the special and unique needs of migrant students. It is recommended that the focus be on vocabulary and fluency development. Particular emphasis should be given to hiring or consulting with a reading advocate (e.g., a certified teacher with experience in second language acquisition, who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners).*

The CNA experts also recommended that a reading advocate—a certified reading teacher with experience in second language acquisition and well-versed in the latest reading research and principles of adult education— be utilized by districts to help shape literacy programming and to provide technical assistance to MEP staff. A number of strategies were also suggested to help districts think through their literacy programming, e.g., family outreach, sustained professional development for MEP staff, etc. The state articulated these recommendations in its SDP and RFA to strongly encourage MEPs to utilize these strategies, while also allowing flexibility for districts to identify solutions to meet their particular context.

Ultimately, the districts were to be held accountable to the outcome measure as stated: the percentage of migrant students

who meet the annual proficiency target in reading (65%) will increase and the achievement gap between migrant and non-migrant students will decrease.

Implementation

Table 2.1 summarizes the reporting on priority student activities that the districts emphasized most in relation to improving reading achievement in SY 2009-2010 (the baseline year). Instructions were to select the three strategies that the MEP gave most emphasis to (or focus on). Evaluation data reported for SY 2009-2010 showed an emphasis on providing high quality curriculum (67%) and strategic, content-based tutoring (43%) in reading. Ten or more local operating agencies (LOAs) also reported emphasis on language-based instruction (37%), materials and information (33%), and technology (33%).

Table 2.1. Reading Strategy Priorities for SY 2009-2010

Reading Strategy Priorities	# Districts/Grantees N = 30
Provide high quality curriculum	67%
Provide strategic, content-based tutoring	43%
Provide information & materials	37%
Provide language-based instruction	33%
Utilize technology	33%
Provide literacy programming	23%
Hire or consult with reading advocate	17%
Offer family literacy	17%
Provide training to MEP	13%
Use Coaching Models	13%
Other (includes GAP, in-home tutoring)	7%
Observe migrant instructional advocates	0%
Provide professional development	0%
Train reading coaches/advocates	0%

In SY 2010-2011 and SY 2011-2012, districts/grantees were again asked to choose the top three strategies their district MEP emphasized during the school year. For both years, at least 50% of districts/grantees indicated providing high quality curriculum that is aligned with tools for assessment and progress monitoring, and strategic, content-based tutoring in reading to students identified as PFS (see Table 2.2). More districts/ grantees indicated utilizing technology and other tools for literacy over time (36% in SY 2010-2011 and 50% in SY 2011-2012), while slightly fewer districts/grantees indicated emphasizing language-based content instruction (39% in SY 2010-2011 and 32% in SY 2011-2012). It is important to note that districts/grantees only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been utilized but are not reflected in the results.

Six LOAs reported hiring or consulting with a reading advocate as a priority strategy and four used coaching models; no LOAs reported training of reading advocates/coaches. However, this may

reflect the fact that this reporting focused on student activities; therefore, less emphasis may have been given to professional development and more to direct services to students.

Table 2.2. Reading Strategy Priorities by School Year

Reading Strategy Priorities	% Districts/Grantees	
	2010-2011 *N* = 28	2011-2012 *N* = 28
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring	57%	54%
Provide strategic, content-based tutoring in reading to students identified as PFS	57%	50%
Utilize technology and other tools for literacy	36%	50%
Offer family literacy opportunities to parents	32%	36%
Emphasize language-based content instruction	39%	32%
Provide literacy programming that focuses on vocabulary and fluency development	29%	21%
Hire or consult with a reading advocate (e.g., a certified teacher with experience in second language acquisition who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners)	18%	18%
Other*	11%	18%
Provide information and materials to instructional staff on scientifically-based reading strategies	25%	14%
Provide training to MEP staff on instructional strategies and assessments for reading	7%	4%
Explore the use of coaching models (academic advocates with content expertise in reading	0%	4%
Train reading coaches/advocates to support MEP staff skills development	0%	4%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	0%	4%
Provide sustained and intensive professional development	0%	0%

Other strategies in SY 2010-2011 included additional after-school tutoring, in-home tutoring, and early childhood education. Other strategies in SY 2011-2012 included supplemental support, in-home tutoring, after-school tutoring, and instructing parents at home.

Districts/grantees indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student achievement in reading. Activities included tutoring, individual and small group reading instruction, in-class academic support, and access to supplemental technology (e.g., Kindles). The majority of districts/grantees offered at least one activity focused on student achievement (89%; see Table 2.3). A few districts/grantees offered activities that focused on credit accrual/graduation (29% in SY 2010-2011 and 21% in SY 2011-2012) and student engagement (18% in SY 2010-2011 and 14% in SY 2011-2012).

Table 2.3. Percentage of Districts/Grantees Offering Services in Reading by School Year

Activity Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 28	2011-2012 *N* = 28
Leadership Activities	0%	4%
Technical Abilities	4%	0%
Student Achievement	89%	89%
Postsecondary Transition/Alternative Education	4%	0%
Credit Accrual/Graduation	29%	21%
Student Engagement	18%	14%

In SY 2009-2010, the majority of district/grantee activities focused on tutoring and before/after-school programming (see Table 2.4). The primary funding source for these services is the MEP. Thirteen LOAs reported funding from other sources for tutoring, (e.g., federally funded 21st Century Community Learning Centers Program, district reading initiatives). Also of note, eight LOAs funded (wholly or in part) field trips and extracurricular activities, indicating some emphasis on experiential education. Eight LOAs funded (wholly or in part) home-based/parent involvement services, promoting educational support in the home.

Table 2.4. Number of District Reading Activities Offered by Funding Source for SY 2009-2010

Activity	Funding Source			
	C	M	O	P
At home/parent involvement activities	3	5	0	0
Tutoring	8	19	13	3
Before/after-school programs	9	20	3	4
Computer/web-based programs	1	2	3	0
Test prep/Portable Assisted Study Sequence (PASS)/credit recovery	2	6	1	0
Field trips/extracurricular	0	8	0	0
Monitoring/case management	4	2	0	0
Migrant advocates/outreach	2	5	0	0
Social services/referrals	4	3	0	1
Summer programs	1	2	0	1
Other (Supplemental Educational Services [SES], translation, FAIR, etc.)	0	1	3	1

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded

Most reading activities were migrant-funded in both SY 2010-2011 and SY 2011-2012 (see Table 2.5).

Table 2.5. Number of District Reading Activities Offered by Funding Source and School Year

Activity Focus, Purpose, or Expected Outcomes	Funding Source							
	2010-2011				2011-2012			
	C	M	O	P	C	M	O	P
Leadership activities	0	0	0	0	0	1	0	0
Technical abilities	0	0	1	0	0	0	0	0
Student achievement	29	59	18	6	29	53	15	6
Postsecondary transition/ alternative education	2	0	0	0	0	0	0	0
Credit accrual/graduation	4	8	1	1	0	5	0	0
Student engagement	5	4	0	1	2	1	0	1
Other*	1	8	0	0	0	0	1	0

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include: "Increase Proficiency in Reading by having their social, emotional and medical needs met" and "Support to students, families and teachers will impact student achievement."

The majority of activities offered focused on student achievement for both SY 2010-2011 (76%) and SY 2011-2012 (90%; see Table 2.6).

Table 2.6. Percentage of Activities in Reading by School Year

Activity Focus, Purpose, or Expected Outcomes	2010-2011 *N = 148*	2011-2012 *N = 114*
Leadership Activities	0%	<1%
Technical Abilities	<1%	0%
Student Achievement	76%	90%
Postsecondary Transition/Alternative Education	1%	0%
Credit Accrual/Graduation	9%	4%
Student Engagement	7%	4%
Other*	6%	<1%

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include: "Increase Proficiency in Reading by having their social, emotional and medical needs met" and "Support to students, families and teachers will impact student achievement."

In SY 2009-2010, local MEPs funded the majority of service hours (305,800) in reading. Funding sources coded as "Other" contributed 61,440 service hours (see Table 2.7).

Table 2.7. Students Served in Reading by Funding Source for SY 2009-2010

	Funding Source			
	C	M	O	P
Anticipated Students	1,573	7,450	1,201	113
Actual Students	1,615	6,116	1,024	90
Average Hours Per Student Reported	29	50	60	23
Calculated Service Hours	46,835	305,800	61,440	2,070

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded

In SY 2010-2012, districts/grantees indicated the average number of hours students were served for each activity. Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month, or year, the total average number of hours by activity type or funding source should be interpreted with caution.

In SY 2010-2011, the greatest average number of hours per student were migrant-funded. In SY 2011-2012, the greatest average number of hours per student was other-funded (see Table 2.8).

Table 2.8. Students Served in Reading by Funding Source and School Year

| | Funding Source | | | | | | | |
| | 2010-2011 | | | | 2011-2012 | | | |
	C	M	O	P	C	M	O	P
Anticipated students	2,270	8,445	1,001	529	3,233	6,776	800	570
Actual students	1,543	8,249	948	550	3,320	8,673	342	461
Average hours per student reported	25.49	65.58	55.45	26.57	76.28	48.07	98.29	79.00*

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only
*One district/grantee reported 2,880 hours per student and was excluded from the analysis

In SY 2009-2010, there were 8,915 participants in reading activities out of an anticipated 10,648 (84%). Half of the participants were in tutoring (see Table 2.9).

Table2.9. Anticipated vs. Actual Number of Participants by Reading Service Type for SY 2009-2010

Activity Category	Anticipated Participants	Actual Participants
At Home/Parent Involvement	310	313
Tutoring	5,033	4,490
Before/After School Programs	1,925	1,587
Computer/Web-Based Programs	672	758
Test Prep/PASS/Credit Recovery	121	88
Field Trips/Extracurricular	680	737
Monitoring/Case Management	418	163
Migrant Advocates/Outreach	282	223
Social Services/Referrals	434	93
Summer Programs	48	7
Other (SES, Translation, FAIR, etc.)	725	456
Total	**10,648**	**8,915***

*Represents a duplicate count

In SY 2010-2011, 92% of students participated in activities as compared to anticipated participants (see Table 2.10). The greatest average number of hours per student was offered for activities focused on credit accrual/graduation. In SY 2011-2012, more students participated in activities (12,796) than anticipated (11,379). The greatest average number of hours per student was offered

for activities focused on student achievement. Once again, data related to hours served should be interpreted with caution.

Table 2.10. Anticipated vs. Actual Number of Participants by Reading Service Type and School Year

Activity Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership Activities	0	0	0	325	404	12.9
Technical Abilities	1	1	34.0	0	0	0
Student Achievement	9,911	9,376	47.8	9,658	11,326	67.7
Postsecondary Transition/ Alternative Education	35	14	61.0	0	0	0
Credit Accrual/ Graduation	356	260	107.1	565	238	26.8
Student Engagement	494	263	27.5	777	824	30.7
Other*	1,448	1,376	30.0	54	4	-
Total	**12,245**	**11,290**		**11,379**	**12,796**	

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include: "Increase Proficiency in Reading by having their social, emotional and medical needs met" and "Support to students, families and teachers will impact student achievement."

Outcomes

The FCAT measures student achievement in reading and mathematics. Beginning in SY 2010-2011, the reading assessment was revised for students in grades 3-10 and the mathematics assessment was revised for students in grades 3-8 to better align with the Next Generation Sunshine State Standards. During this transition year, scores on the new FCAT 2.0 assessment were reported as FCAT Equivalent Scores. For the most recent school year (2011-2012), scores on the reading and mathematics assessment were based on the new cut scores that were established in December 2011.

Given the changes in the assessment, scores from SY 2010-2011 are grouped with scores from previous years, but should be interpreted with caution. Scores from SY 2011-2012 are reported separately because they cannot be compared to scores on the previous version of the assessment. These data will serve as baseline scores going forward.

The percentage of migrant students performing at or above proficiency on the FCAT reading assessment varied over time for districts/grantees (see Table 2.14). While scores generally remained consistent or increased between SY 2008-2009 and SY 2009-2010, they decreased for several districts/grantees between SY 2009-2010 and SY 2010-2011. This is not surprising given that the FCAT assessment was updated to the FCAT 2.0 assessment between these years. Although FCAT 2.0 scores from SY 2010-2011 are reported as FCAT Equivalent Scores, comparison to scores from previous years should be interpreted carefully.

Table 2.11. Percentage of Migrant Students at or Above Reading Proficiency on the FCAT by District/Grantee and School Year

District/Grantee	2008-2009		2009-2010		2010-2011	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Alachua	252	48%	141	48%	181	48%
Broward	283	40%	95	35%	61	36%
Collier	1,786	32%	1,365	40%	1,364	40%
DeSoto	194	43%	199	34%	223	38%
Glades	65	43%	70	53%	36	47%
Hardee	542	45%	535	48%	509	43%
Hendry	564	39%	479	37%	402	45%
Highlands	463	46%	504	47%	531	44%
Hillsborough	1,293	34%	1,208	39%	1,230	36%
Indian River	0	0%	0	0%	159	35%
Lafayette	12	25%	9	44%	5	20%
Lake	0	0%	18	17%	24	38%
Lee	338	34%	0	0%	239	38%
Madison	20	40%	0	0%	--	--
Manatee	--	--	--	--	342	24%
Marion	300	25%	34	44%	53	26%
Martin	39	51%	35	46%	29	45%
Miami Dade	616	32%	495	37%	532	32%
Okeechobee	418	38%	344	39%	381	36%
Orange	165	35%	0	0%	238	37%
Osceola	0	0%	33	48%	29	45%
PAEC	658	61%	266	52%	215	54%
Palm Beach	1,489	38%	1,344	38%	1,357	35%
Pasco	78	28%	56	46%	70	23%
Polk	684	38%	735	37%	939	28%
Putnam	77	39%	64	36%	0	0%
Sarasota	0	0%	4	50%	3	33%
St. Lucie	123	22%	134	40%	--	--
Sumter	0	0%	8	38%	--	--
Suwanee	66	29%	44	30%	77	23%
Volusia	210	39%	160	44%	87	37%

Tables 2.12, 2.13, 2.14 and Figures 1.1 and 1.2 represent data on the percentages of migrant students at or above Reading Proficiency on the FCAT over a three-year period. Thirty-eight percent of all migrant students in SY 2008-2009, 40% of all migrant students in SY 2009-2010, and 37% of all migrant students in SY 2010-2011 scored at or above the Proficient level on reading. Although there was a decrease in percent of students passing between SY 2009-2010 and SY 2010-2011, it is important to keep in mind the change in assessment between these years.

The percentage of PFS students at or above proficiency went up from 26% in SY 2008-2009 to 28% in SY 2009-2010 to 30% in SY 2010-2011. The percentage of ELLs at or above the Proficient level

increased by four percentage points between SY 2008-2009 and SY 2009-2010, from 27% to 31%. The percentage of ELLs at or above the Proficient level decreased to 29% in SY 2010-2011.

The highest percentages of migrant students scoring proficient or above in reading tends to be in the early elementary grades reported (grades 3 and 4), with approximately half of the students at that grade level.

Table 2.12 Reading Proficiency on the FCAT for SY 2008-2009

	# Migrant Students Tested	# Migrant Students At or Above Proficient	% Migrant Students At or Above Proficient
All Migrant Students	10,735	4,062	38%
PFS	2,079	536	26%
ELL Migrant	3,869	1,062	27%
Non ELL Migrant	6,285	2,750	44%
Grade 3	1,692	807	48%
Grade 4	1,484	754	51%
Grade 5	1,308	653	50%
Grade 6	1,430	634	44%
Grade 7	1,324	534	40%
Grade 8	1,307	331	25%
Grade 9	1,108	200	18%
Grade 10	1,082	149	14%

Table 2.13. Reading Proficiency on the FCAT for SY 2009-2010

	# Migrant Students Tested	# Migrant Students At or Above Proficient	% Migrant Students At or Above Proficient
All Migrant Students	8,379	3,385	40%
PFS	2,275	646	28%
ELL Migrant	3,058	941	31%
Non ELL Migrant	5,039	2,300	46%
Grade 3	1,353	728	54%
Grade 4	1,123	585	52%
Grade 5	1,102	514	47%
Grade 6	1,023	436	43%
Grade 7	1,083	488	45%
Grade 8	961	306	32%
Grade 9	1,019	226	22%
Grade 10	725	100	14%

Table 2.14. Reading Proficiency on the FCAT 2.0* for SY 2010-2011

	# Migrant Students Tested	# Migrant Students At or Above Proficient	% Migrant Students At or Above Proficient
All Migrant Students	9,316	3,425	37%
PFS	2,454	728	30%
ELL Migrant	3,688	1,081	29%
Non ELL Migrant	5,257	2,212	42%
Grade 3	1,417	692	49%
Grade 4	1,264	638	50%
Grade 5	1,142	526	46%
Grade 6	1,147	454	40%
Grade 7	1,050	433	41%
Grade 8	1,092	314	29%
Grade 9	1,006	205	20%
Grade 10	988	163	16%

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2008-2009	38%	26%	27%	44%
2009-2010	40%	28%	31%	46%
2010-2011	37%	30%	29%	42%
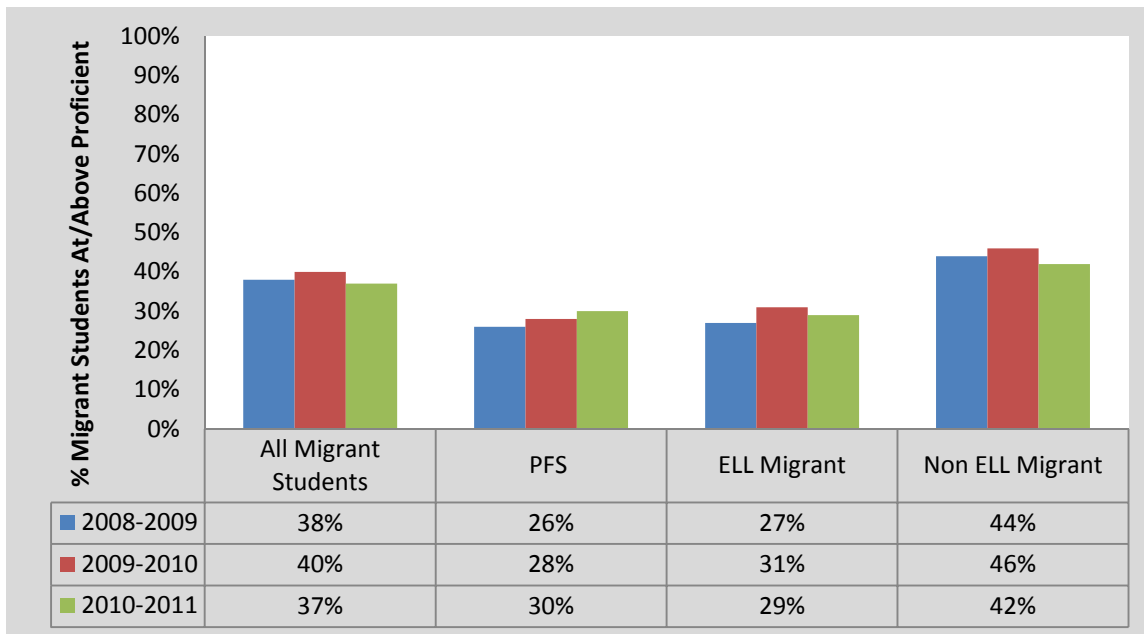
Figure 1.1 Percentage of migrant students at or above reading proficiency on the FCAT and FCAT 2.0* by school year.

*Note that although the FCAT 2.0 assessment was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. They should be compared with caution with scores from previous years.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
■ 2008-2009	48%	51%	50%	44%	40%	25%	18%	14%
■ 2009-2010	54%	52%	47%	43%	45%	32%	22%	14%
■ 2010-2011	49%	50%	46%	40%	41%	29%	20%	16%
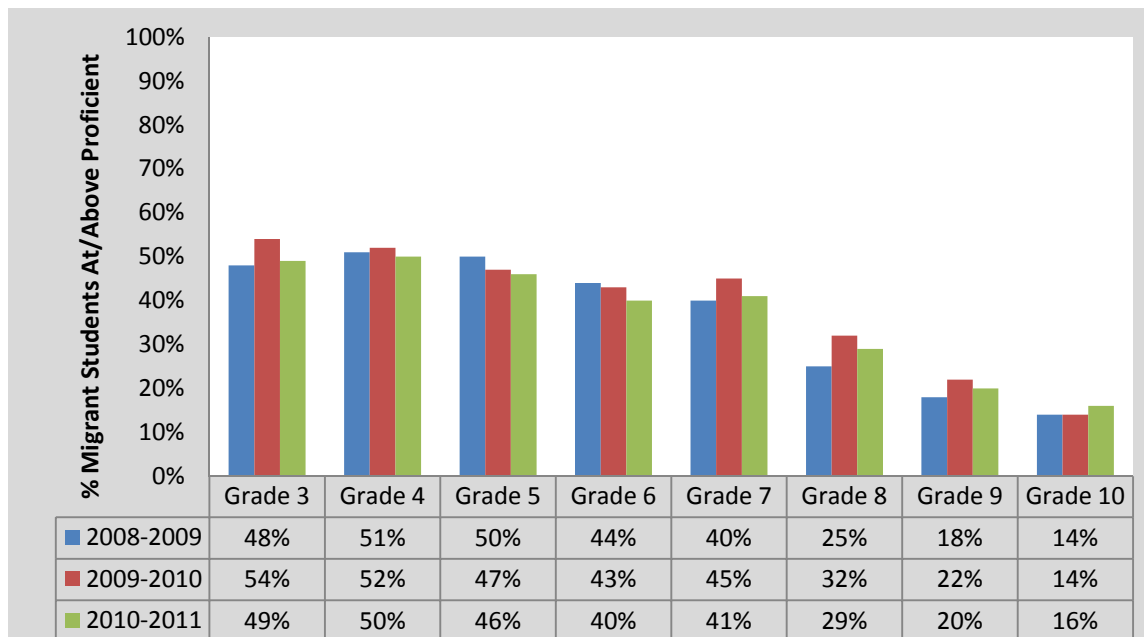
Figure 1.2. Percentage of migrant student at or above reading proficiency on the FCAT and FCAT 2.0* by grade level and school year.

Note that although the FCAT 2.0 assessment was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. They should be compared with caution with scores from previous years.

Table 2.15 and Figures 1.3 and 1.4 represent data on the percentages of migrant students at or above reading proficiency on the FCAT 2.0 during SY 2011-2012. Thirty percent of all migrant students, 20% of all PFS students, and 22% of ELL migrant students scored at or above the Proficient level on reading during this school year.

Table 2.15. Reading Proficiency on the FCAT 2.0 for SY 2011-2012

	# Migrant Students Tested	# Migrant Students At or Above Proficient	% Migrant Students At or Above Proficient
All Migrant Students	8,995	2,693	30%
PFS	1,943	391	20%
ELL Migrant	4,064	888	22%
Non ELL Migrant*	6,863	2,769	40%
Grade 3	1,447	421	29%
Grade 4	1,262	455	36%
Grade 5	1,214	446	37%
Grade 6	1,078	321	30%
Grade 7	1,055	304	29%
Grade 8	999	298	30%
Grade 9	1,002	236	24%
Grade 10	866	216	25%

Note: data are not included for one district/grantee that reported 39,829 non-ELL migrant students tested. These data will be verified and included in the final report.
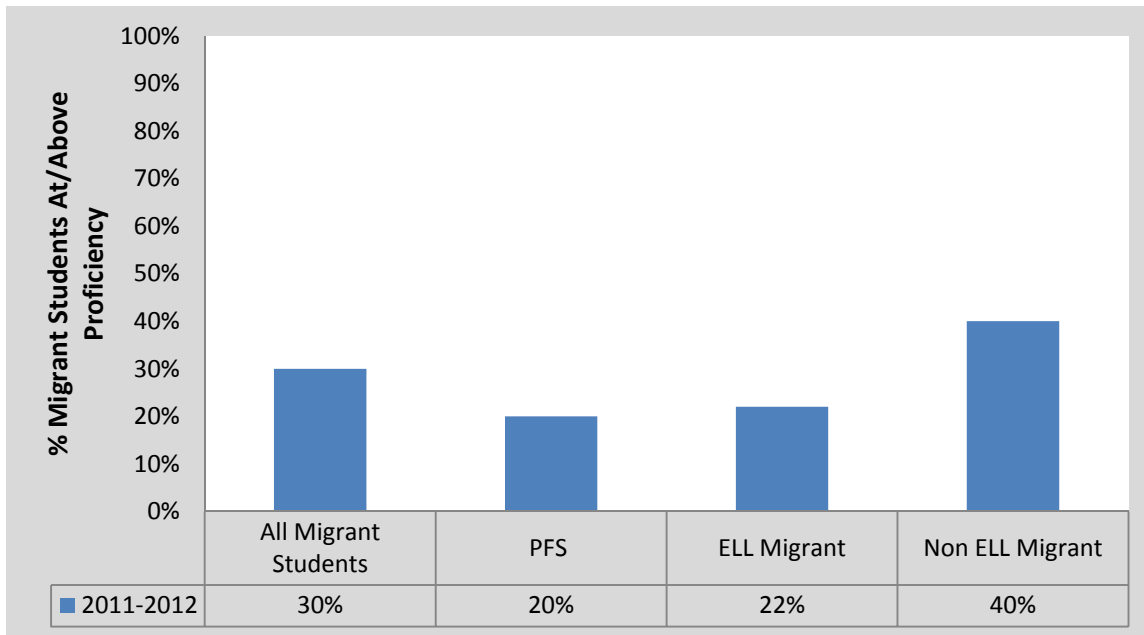
Figure 1.3. Percentage of migrant students at or above reading proficiency on the FCAT 2.0 for SY 2011-2012.

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
■ 2011-2012	30%	20%	22%	40%
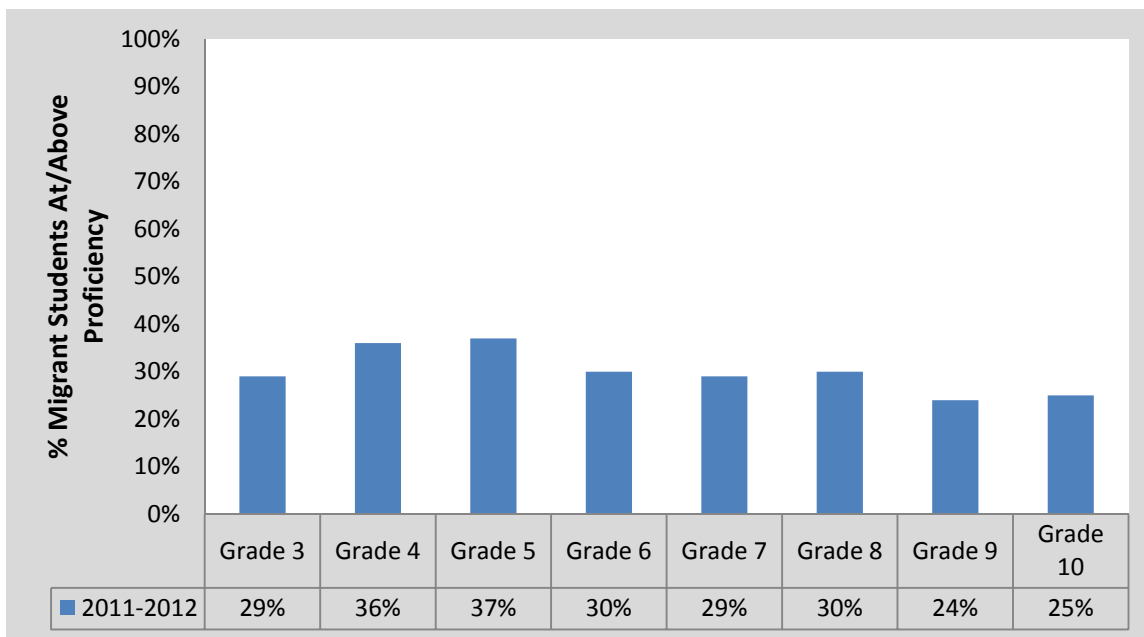
Figure 1.4. Percentage of migrant students at or above reading proficiency on the FCAT 2.0 by grade level for SY 2011-2012.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
■ 2011-2012	29%	36%	37%	30%	29%	30%	24%	25%

Tables 2.16, 2.17 and 2.18 and Figures 1.5, 1.6 and 1.7 represent data on the gaps between migrant and non-migrant students in reading proficiency between SYs 2008-2011. The gap between migrant students and their non-migrant peers decreased by one percentage point each of these school years. Between SY 2008-2009 and SY 2009-2010, the gap decreased in each grade cohort except Grades 5-6 and 10, where there was a slight increase in the gap, and Grade 9 which remained static. Between SY 2009-2010 and SY 2010-2011, the gap decreased or remained static for students in Grades 3-5 and 10, and increased for students in Grades 6-9. Once again, this comparison should be interpreted with caution given the changes in the FCAT assessment.

Table2.16. Reading Proficiency Gaps on the FCAT for SY 2008-2009

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	38	58	20
Grade 3	48	71	23
Grade 4	51	72	21
Grade 5	50	68	18
Grade 6	44	64	20
Grade 7	40	63	23
Grade 8	25	50	25
Grade 9	18	40	22
Grade 10	14	31	17
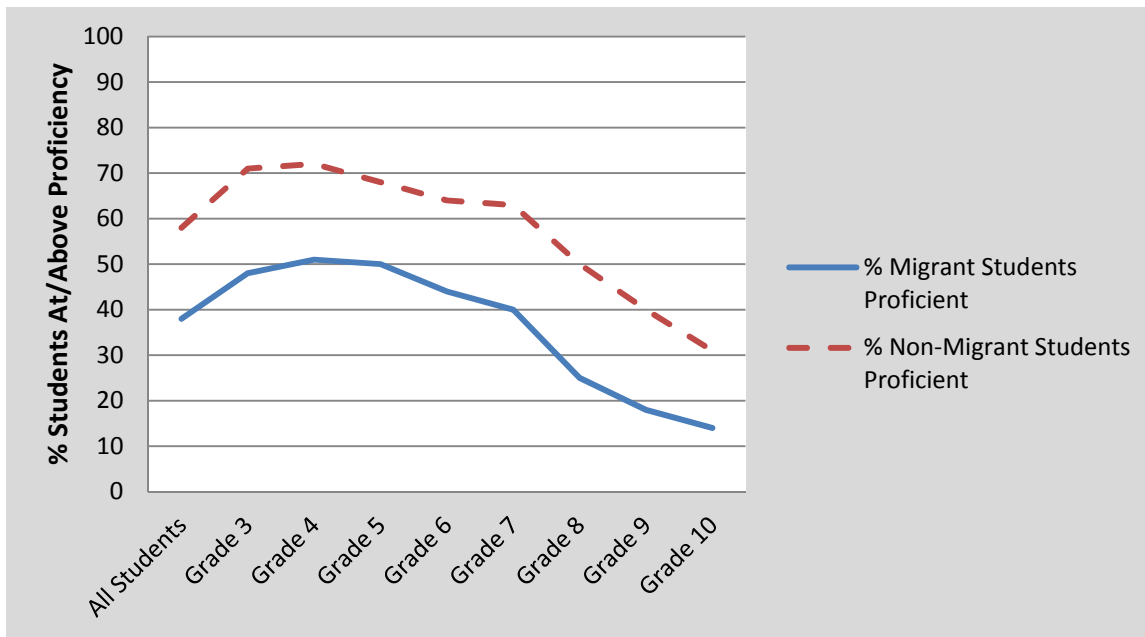
Figure 1.5. Gaps in reading achievement between migrant and non-migrant students on the FCAT for SY 2008-2009.

Table 2.17. Reading Proficiency Gaps on the FCAT for SY 2009-2010

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	40	59	19
Grade 3	54	72	18
Grade 4	52	70	18
Grade 5	47	66	19
Grade 6	43	64	21
Grade 7	45	65	20
Grade 8	32	51	19
Grade 9	22	44	22
Grade 10	14	34	20
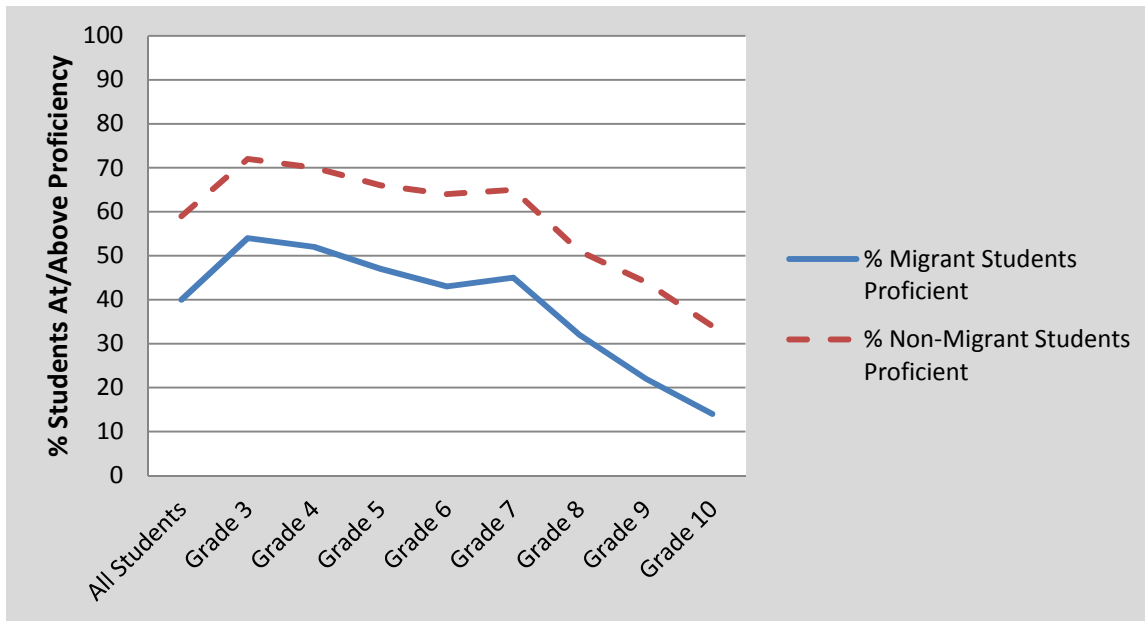
Figure 1.6. Gaps in reading achievement between migrant and non-migrant students on the FCAT for SY 2009-2010.

Table 2.18. Reading Proficiency Gaps on the FCAT 2.0 for SY 2010-2011

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	37	55	18
Grade 3	49	66	17
Grade 4	50	67	17
Grade 5	46	65	19
Grade 6	40	61	21
Grade 7	41	64	23
Grade 8	29	51	22
Grade 9	20	44	24
Grade 10	16	34	18
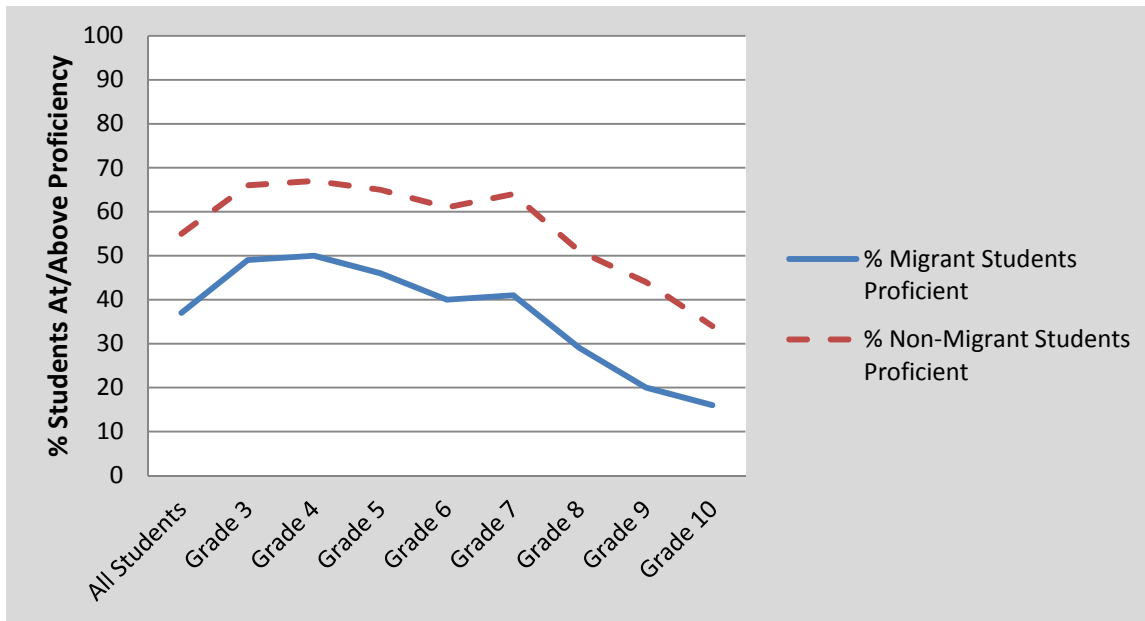
Figure 1.7. Gaps in reading achievement between migrant and non-migrant students on the FCAT 2.0 for SY 2010-2011.

In SY 2011-2012, there was an 18-point gap between the percentage of migrant students and the percentage of non-migrant students scoring at or above proficiency level (see Table 2.19 and Figure 1.8). The greatest gap between these populations was for students in Grade 9 (22% of migrant students scored Proficient or above and 48% of non-migrant students scored proficient or above), and the smallest gap was for students in Grade 5 (41% of migrant students scored proficient or above and 54% of non-migrant students scored proficient or above). Overall, the trend in migrant student proficiency has tracked that of non-migrant students (e.g., dropping slightly in SY 2010-2011 with implementation of the new FCAT 2.0 assessment), while the gap has continued to decrease slightly over the four-year period (see Table 2.20 and Figure 1.9).

Table2.19. Reading Proficiency Gaps for SY 2011-2012

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students*	31	49	18
Grade 3*	28	51	23
Grade 4	36	55	19
Grade 5	41	54	13
Grade 6	36	51	15
Grade 7	33	51	18
Grade 8	30	49	19
Grade 9	22	48	26
Grade 10	23	42	19

*Note: data are not included for one district/grantee that reported 5200% of non-migrant students and 5400% of students in grade three who scored at or above proficient level in reading.
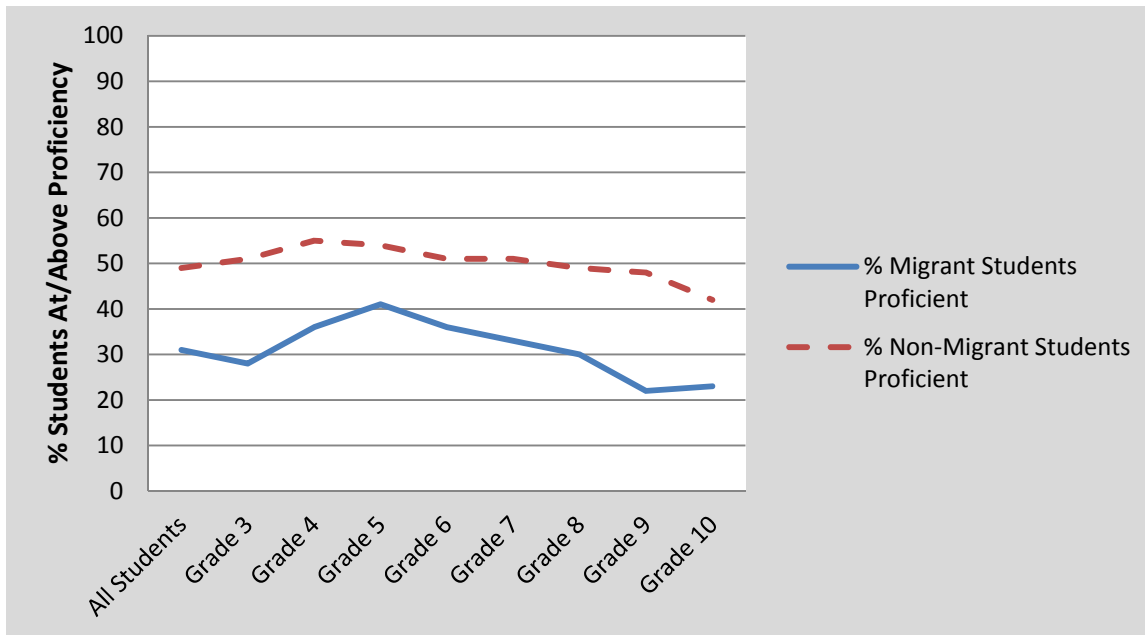
Figure 1.8. Gaps in reading achievement between migrant and non-migrant students for SY 2011-2012.

Table 2.20. Reading Proficiency Gaps, 4-Year Summary (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	38	58	20
2009-2010	40	59	19
2010-2011	37	55	18
2011-2012	31	49	18
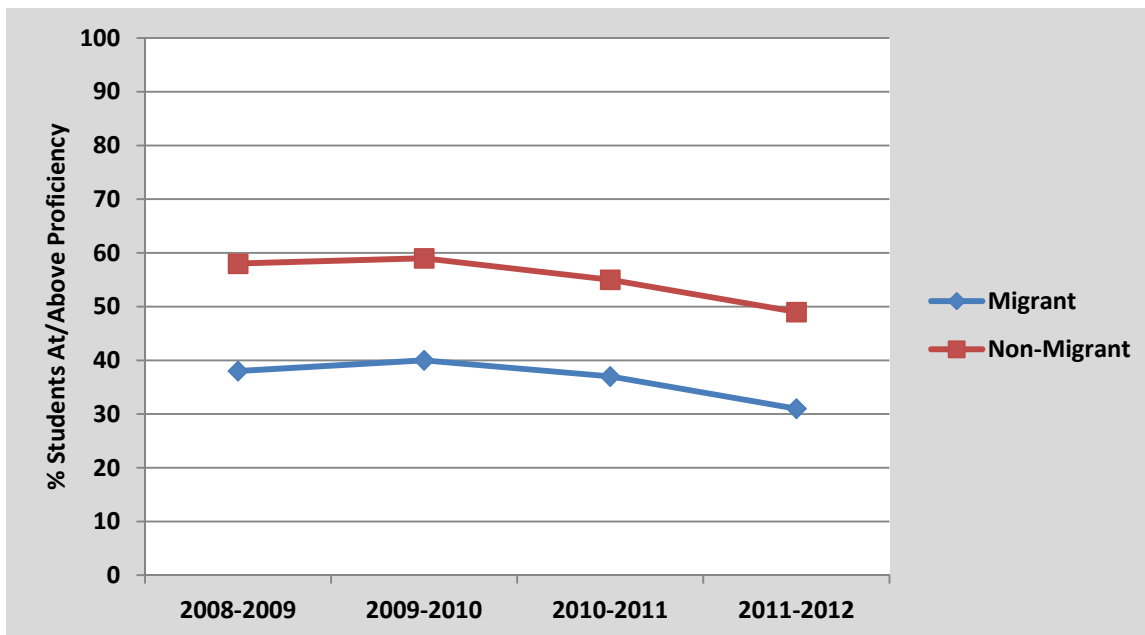
Figure 1.9. Reading proficiency gaps: migrant and non-migrant students, 4-year summary (all grades).

While the percentage of migrant students at or above proficiency was less than half in SY 2009-2011, the percentage of migrant students demonstrating learning gains was indicative of more positive student achievement (see Tables 2.21 and 2.22 and Figures 1.10 and 1.11). Nearly 60% of all migrant students in SY 2009-2010 and nearly 50% of all migrant students in SY 2010 had learning gains; 52% of PFS students had gains in SY 2009-2010 and 42% of PFS students had gains in SY 2010-2011. Of particular note are the middle school grade levels: 7th grade, for example, had the highest percentage of students with gains—71% in SY 2009-2010 (see Figure 1.10). Although the middle and high school grades show declines in the percentages of students scoring at or above proficiency on the FCAT, there are high percentages of students demonstrating growth.

Table 2.21. District-Reported Reading Learning Gains, 2009-2010

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gain	% Migrant Students with Learning Gain
All Students	6,709	3,937	59%
PFS	1,660	861	52%
Grade 3	368	166	45%
Grade 4	1,048	737	70%
Grade 5	912	507	56%
Grade 6	901	532	59%
Grade 7	1,020	720	71%
Grade 8	838	543	65%
Grade 9	828	445	54%
Grade 10	600	253	42%
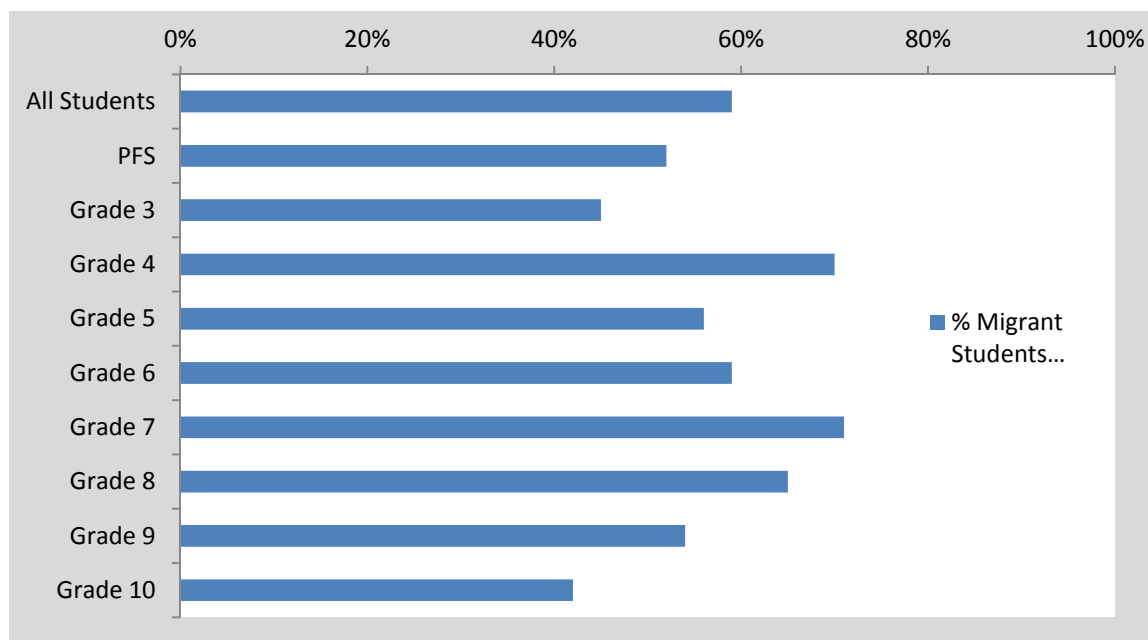
Figure 1.10. Percentage of migrant students with reading gains for SY 2009-2010.

Table 2.22. District-Reported Reading Learning Gains, 2010-2011

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gain	% Migrant Students with Learning Gain
All Students	7,360	3,479	47%
PFS	1,894	790	42%
Grade 3	680	111	16%
Grade 4	1,191	691	58%
Grade 5	1,106	481	43%
Grade 6	1,067	554	52%
Grade 7	995	569	57%
Grade 8	1,033	531	51%
Grade 9	811	348	43%
Grade 10	883	305	35%
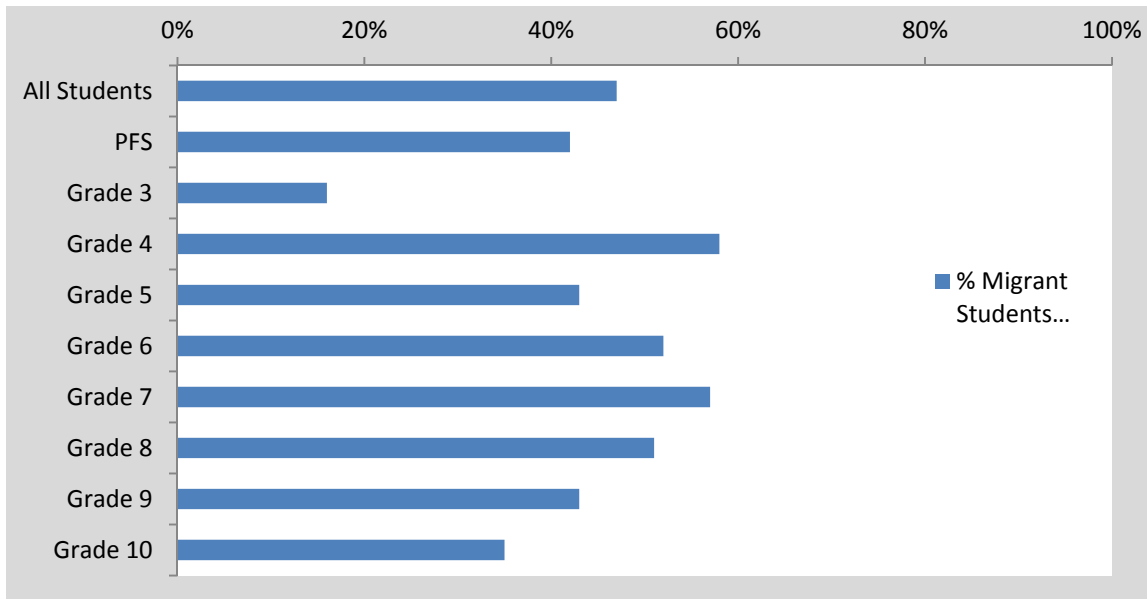
Figure 1.11. Percentage of migrant students with reading gains for SY 2010-2011.

Although data related to gains on the state assessment were provided by districts/grantees for SY 2011-2012 (and can be found in Table 2.23 and Figure 1.12), these data need to be interpreted with caution given the change in assessment between school years.

Table 2.23. District-Reported Reading Learning Gains for SY 2011-2012

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gain	% Migrant Students with Learning Gain
All Students	7,172	3,366	47%
PFS	1,529	576	38%
Grade 3	586	133	23%
Grade 4	1,129	656	58%
Grade 5	1,103	618	56%
Grade 6	1,001	586	59%
Grade 7	967	512	53%
Grade 8	935	489	52%
Grade 9	746	357	48%
Grade 10	650	317	49%
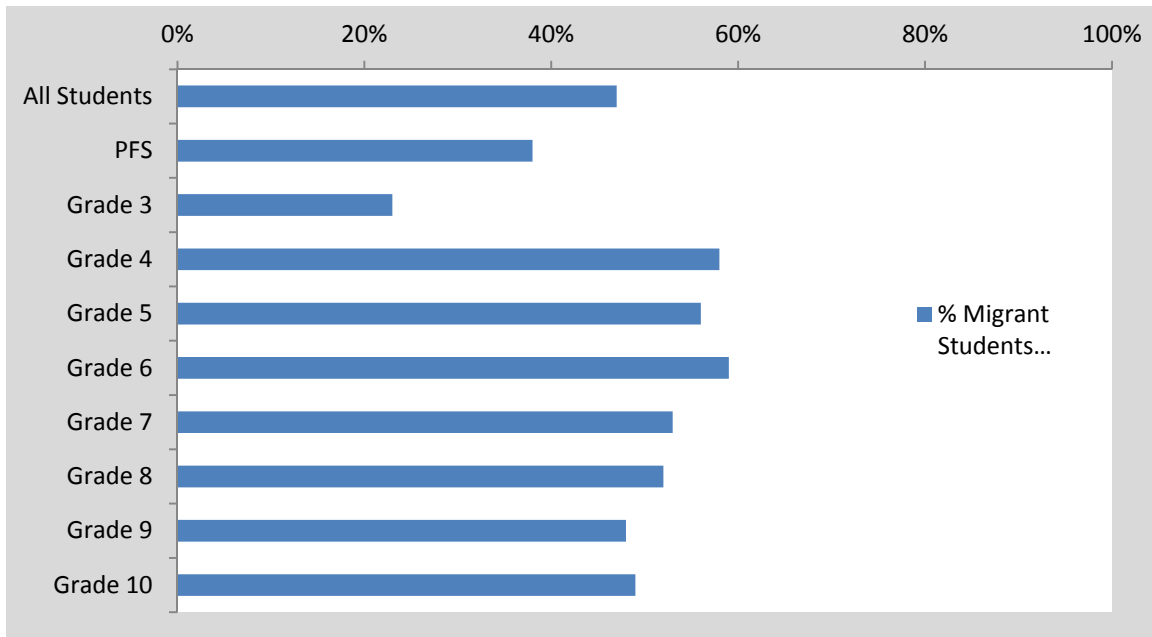
Figure 1.12 Percentage of migrant students with reading gains for SY 2011-2012.

➤ Mathematics Strategy Priorities: For both SY 2010-2011 and SY 2011-2012, at least 50% of districts/ grantees indicated providing "high quality curriculum that is aligned with tools for assessment and progress monitoring," providing "strategic, content-based tutoring in reading to students identified as PFS," and "utilizing technology and other tools to promote math skills development."

➤ Most mathematics activities were migrant-funded in both SY 2010-2011 and SY 2011-2012.

➤ In SY 2010-2011, 95% of students participated in activities as compared to anticipated participants. In SY 2011-2012, more students participated in activities (9,924) than anticipated (7,921).

➤ FCAT Assessment Results by year:
  • *2008-2009:* 50% of all migrant students scored at or above the Proficient level.
  • *2009-2010:* 53% of all migrant students scored at or above the Proficient level.
  • *2010-2011:* 51% of all migrant students scored at or above the Proficient level.

➤ FCAT 2.0 Assessment Results:
  • *2011-2012:* 37% of all migrant students scored at or above the Proficient level.

➤ There were significant positive decreases in the math proficiency gap (1% or more) each year from SY 2008-2009 to SY 2010-2011, and it remained static in SY 2011-2012 between migrant and non-migrant.

➤ There were significant learning gains (49% or more) in math every year from SY 2009-2010 through SY 2011-2012.

Mathematics

Background

Florida migrant students scored approximately 25% lower than non-migrant students in mathematics on the FCAT in 2005. As a result of the initial CNA and SDP implementation, the local MEPs were required to institute mathematics programming that addressed the unique educational needs of migrant students in order to close this achievement gap, with a recommended focus on rigor and cultural relevance, and the use of manipulatives in instruction to build concrete models of mathematical concepts. The CNA Work Group in Mathematics examined the research and evidence base in mathematics, and recommended working with a math coach (e.g., a qualified math teacher with experience in second language acquisition), and to partner, where possible, with local universities, junior colleges, and/or industry. This recommendation was articulated in the SDP (2008) and the RFA language:

Migrant education will implement mathematics programming that addresses the special and unique needs of migrant students, with a recommended focus on rigor and cultural relevance, and the use of manipulatives in instruction. Particular emphasis should be given to hiring or consulting with a math coach (e.g., a certified math teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction, and is able to work with adult learners). Extra points will be given to programming that includes collaboration with local universities, junior colleges, and/or industries.

A number of strategies were also suggested to help districts think through their mathematics programming (e.g., home outreach to create learning activities with parents, strategic content-based tutoring, professional development for MEP staff, etc.). The state articulated these recommendations in its SDP and RFA to strongly encourage MEPs to utilize these strategies, while also allowing flexibility for districts to identify solutions to meet their particular context.

Ultimately, the districts were to be held accountable to the outcome measure as stated: the percentage of migrant students who meet the annual proficiency target in mathematics (68%) will increase and the achievement gap between migrant and non-migrant students will decrease.

Implementation

Evaluation data reported for SY 2009-2010 showed an emphasis on providing high quality curriculum and strategic, content-based tutoring in mathematics, with half of the districts indicating these as priorities. Table 3.1 summarizes the reporting on priority student activities that the districts give most emphasis to as it relates to mathematics achievement. Eleven LOAs (37%) utilized technology and eight (27%) provided information and materials. Seven LOAs used manipulatives and hired a math coach.

Table 3.1. Mathematics Strategy Priorities for SY 2009-2010

Mathematics Strategy Priorities	# Districts/Grantees N=30
Provide strategic, content-based tutoring	53%
Provide high quality curriculum	50%
Utilize technology	37%
Provide information and materials	27%
Use concrete approaches (manipulatives)	23%
Hire math advocate	23%
Instruct parents	17%
Other (includes providing materials, in-home tutoring, content-based tutoring, language-based content instruction)	13%
Provide math programming based on rigor and relevance	10%
Provide training to MEP staff	10%
Offer math literacy to parent	7%
Train math coaches/advocates	7%
Observe migrant instructional advocates	3%

In SY 2010-2011 and SY 2011-2012, districts/grantees were once again asked to choose the top three strategies their district MEP emphasized during the school year. For both years, at least 50% of districts/grantees indicated providing "high quality curriculum that is aligned with tools for assessment and progress monitoring," providing "strategic, content-based tutoring in reading to students identified as Priority for Services," and "utilizing technology and other tools to promote math skills development" (see Table 3.2). The least utilized strategy in both SY 2010-2011 and SY 2011-2012 was observing "migrant instructional advocates and other instructors to identify effective practices and areas needing further development." It is important to note that districts/grantees only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been utilized but are not reflected in the results because they were not in the top three.

Table 3.2 Mathematics Strategy Priorities by School Year

Mathematics Strategy Priorities	% Districts/Grantees	
	2010-2011 *N* = 28	2011-2012 *N* = 28
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring	64%	64%
Provide strategic, content-based tutoring in math to students identified as PFS	50%	50%
Utilize technology and other tools to promote math skills development	50%	50%
Provide information and materials to instructional staff on scientifically-based math strategies	14%	25%
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	32%	21%
Other*	14%	18%
Instruct parents on using math resources in the home	7%	18%
Hire or consult with a math advocate (e.g., a certified teacher)	14%	14%
Provide training to MEP staff on instructional strategies and assessments for math	7%	11%
Provide math programming that focuses on rigor and cultural relevance	25%	11%
Train math coaches/advocates to support MEP staff skills development	7%	7%
Offer math literacy opportunities to parents	4%	7%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	0%	4%

Other strategies in SY 2010-2011 include providing materials for students, after-school tutoring, and in-home tutoring. Other strategies in SY 2011-2012 include supplemental support, materials for students, in-home tutoring, and after-school tutoring.

Districts/grantees indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student achievement in mathematics. Activities included tutoring, math games, individual and small group instruction, and access to supplemental technology (e.g., computer programs). The majority of districts/grantees offered at least one activity focused on student achievement (82% in SY 2010-2011 and 86% in SY 2011-2012; see Table 3.3). A few districts/grantees offered activities that focused on credit accrual/graduation (25% in SY 2010-2011 and 21% in SY 2011-2012) and student engagement (7% in SY 2010-2011 and 11% in SY 2011-2012).

Table 3.3. Percentage of Districts/Grantees Offering Services in Mathematics by School Year

Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 28	2011-2012 *N* = 28
Leadership Activities	0%	0%
Technical Abilities	4%	0%
Student Achievement	82%	86%
Postsecondary Transition/Alternative Education	0%	0%
Credit Accrual/Graduation	25%	21%
Student Engagement	7%	11%

In SY 2009-2010, the majority of district services provided were after-school programming and tutoring/paraprofessionals (see Table 3.4). The primary funding source for these services was the MEP. Other activities of note were monitoring student progress/case management and test preparation, partially funded by the MEP and by partners and other organizations. Two LOAs funded (wholly or in part), and one LOA reported partner-funding of, parent involvement/outreach services in mathematics.

Table 3.4. Number of District Mathematics Services Offered by Funding Source by SY 2009-2010

	Funding Source			
	C	M	O	P
Tutoring/Paraprofessionals	4	16	6	3
Computer/Web-based Programs	1	2	4	0
After-school Programs	9	19	5	0
Credit Recovery/Accrual	1	3	0	3
Test Prep (ACT/FCAT)	1	2	1	2
Monitoring/Case Management	5	2	0	0
Field Trips/Extracurricular	1	4	0	0
Advocacy/Outreach/Parent Involvement	1	1	0	1
Social Services/Referrals	3	3	1	1
Night School	0	0	0	1
Summer Programs	0	2	0	0
Translation	0	0	0	1

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded

Most mathematics activities were migrant-funded in both SY 2010-2011 and SY 2011-2012 (see Table 3.5).

Table 3.5. Number of District Mathematics Services Offered by Funding Source and School Year

Activity Focus, Purpose, or Expected Outcomes	Funding Source							
	2010-2011				2011-2012			
	C	M	O	P	C	M	O	P
Leadership Activities	0	0	0	0	0	0	0	0
Technical Abilities	0	1	0	0	0	0	0	0
Student Achievement	29	47	8	4	24	48	8	7
Postsecondary Transition/Alternative Education	0	0	0	0	0	0	0	0
Credit Accrual/Graduation	3	7	0	1	0	5	0	0
Student Engagement	2	0	0	1	0	2	0	1
Other*	1	8	0	0	0	0	1	0

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options. Examples include "Increase Proficiency in math by having student prepared to learn" and "Students will make gains in mathematics, as measured on the FCAT and SuccessMaker data."

The majority of activities offered focused on student achievement for both SY 2010-2011 (79%) and SY 2011-2012 (91%; see Table 3.6).

Table 3.6. Percentage of Activities in Mathematics by School Year

Activity Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 112	2011-2012 *N* = 96
Leadership Activities	0%	0%
Technical Abilities	<1%	0%
Student Achievement	79%	91%
Postsecondary Transition/Alternative Education	0%	0%
Credit Accrual/Graduation	10%	5%
Student Engagement	3%	3%
Other*	8%	1%

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options. Examples include "Increase Proficiency in math by having student prepared to learn" and "Students will make gains in mathematics, as measured on the FCAT and SuccessMaker data."

In SY 2009-2010, local MEPs funded the majority of service hours (86,496) in mathematics, with another 16,584 service hours funded with MEP-contributed funding. Funding sources coded as "Other" contributed 11,853 service hours (see Table 3.7).

Table 3.7. Students Served in Mathematics by Funding Source by SY 2009-2010

	Funding Source			
	C	M	O	P
Anticipated Students	1,027	4,884	571	71
Actual Students	691	3,604	439	66
Average Hour Per Student Reported	24	24	27	22
Calculated Service Hours	16,584	86,496	11,853	1452

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded

In SY 2010-2012, districts/grantees indicated the average number of hours students were served for each activity. Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks), whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month or year, the total average number of hours by activity type or funding source should be interpreted with caution.

In SY 2010-2011, the greatest average number of hours per student was migrant-funded. In SY 2011-2012, the greatest average number of hours per student was migrant-contributed (see Table 3.8).

Table 3. Students Served in Mathematics by Funding Source by SY 2010-2011

	Funding Source							
	2010-2011				2011-2012			
	C	M	O	P	C	M	O	P
Anticipated Students	1,922	4,967	462	521	2,231	4,401	719	570
Actual Students	1,258	4,846	429	523	1,811	7,220	417	476
Average Hour Per Student Reported	22.41	71.34	57.34	23.690	83.21	44.42	51.67	69.17*

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only
*One district/grantee reported 2,880 hours per student and was excluded from the analysis.

In SY 2009-2010, there were 4,327 participants in mathematics activities out of an anticipated 6,190 (70%). Almost half of the participants were in tutoring (see Table 3.9). Approximately 20% of reported participants received services through after-school and computer/web-based programs.

Table 3.9. Anticipated vs. Actual Number of Participants by Mathematics Service Type by SY 2009-2010

Activity Category	Anticipated Participants	Actual Participants
Tutoring/Paraprofessionals	2,577	2,060
Computer/Web-based Programs	692	858
Afterschool Programs	1,690	933
Credit Recovery/Accrual	81	37
Test Prep (ACT/FCAT)	41	37
Monitoring/Case Management	441	136
Field Trips/Extracurricular	119	98
Advocacy/Parental Involvement	48	51
Social Services/Referrals	435	84
Night School	-	3
Summer Programs	48	7
Translation	18	23
Total	**6,190**	**4,327**

In SY 2010-2011, 95% of students participated in activities as compared to anticipated participants (see Table 3.10). The greatest average number of hours per student was offered for activities focused on credit accrual/graduation. In SY 2011-2012, more students participated in activities (9,924) than anticipated (7,921). The greatest average number of hours per student was offered for activities focused on student achievement. Once again, data related to hours served should be interpreted with caution.

Table3.10. Anticipated vs. Actual Number of Participants by Mathematics Service Type and School Year

Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership Activities	0	0	0	0	0	0
Technical Abilities	1	1	7.1	0	0	0
Student Achievement	12,606	12,292	51.1	7,442	9,584	59.8
Postsecondary Transition/ Alternative Education	35	14	--	0	0	0
Credit Accrual/Graduation	355	259	107.8	65	28	35.0
Student Engagement	494	263	17.1	360	308	6.3
Other*	0	0	0	54	4	--
Total	**13,491**	**12,829**		**7,921**	**9,924**	

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options. One example is "accelerate learning and remediation."

Outcomes

The FCAT measures student achievement in reading and mathematics. Beginning in SY 2010-2011, the reading assessment was revised for students in grades 3-10 and the mathematics assessment was revised for students in grades 3-8 to better align with the Next Generation Sunshine State Standards. During this transition year, scores on the new FCAT 2.0 assessment were reported as FCAT Equivalent Scores. For the most recent school year (2011-2012), scores on the reading and mathematics assessment were based on the new cut scores that were established in December 2011.

Given the changes in the assessment, scores from SY 2010-2011 are grouped with scores from previous years but should be interpreted with caution. Scores from SY 2011-2012 are reported separately because they cannot be compared to scores on the previous version of the assessment. These data will serve as baseline scores going forward.

The percentage of migrant students performing at or above proficiency on the FCAT mathematics assessment varied over time for districts/grantees (see Tables 3.11). While scores generally remained consistent or increased between SY 2008-2009 and SY 2009-2010, they decreased for

several districts/grantees between SY 2009-2010 and SY 2010-2011. This is not surprising given that the FCAT assessment was updated to the FCAT 2.0 assessment between these years. Although FCAT 2.0 scores from SY 2010-2011 are reported as FCAT Equivalent Scores, comparison to scores from previous years should be interpreted carefully.

Table 3.11. Percentage of Migrant Students at or Above Mathematics Proficiency on the FCAT by District/Grantee and School Year

District/Grantee	2008-2009		2009-2010		2010-2011	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Alachua	251	50%	140	46%	171	55%
Broward	282	50%	94	50%	55	49%
Collier	1,791	39%	1,364	45%	1,207	49%
DeSoto	194	52%	196	46%	203	59%
Glades	65	45%	70	61%	31	58%
Hardee	0	0%	533	61%	453	61%
Hendry	561	57%	479	61%	341	60%
Highlands	460	63%	503	59%	471	59%
Hillsborough	1,288	50%	1,224	52%	1,111	51%
Indian River	--	--	--	--	159	55%
Lafayette	12	50%	9	33%	4	50%
Lake	0	0%	18	22%	24	29%
Lee	337	39%	0	0%	211	55%
Madison	19	37%	0	0%	--	--
Manatee	--	--	--	--	240	31%
Marion	30	37%	34	41%	48	44%
Martin	39	59%	33	61%	25	68%
Miami Dade	616	48%	495	54%	453	51%
Okeechobee	421	54%	344	52%	336	52%
Orange	164	52%	0	0%	196	59%
Osceola	0	0%	35	51%	25	56%
PAEC	579	71%	262	73%	215	68%
Palm Beach	1,488	56%	1,341	57%	1,199	49%
Pasco	78	37%	56	45%	70	53%
Polk	683	45%	735	44%	823	41%
Putnam	77	52%	64	52%	0	0%
Sarasota	0	0%	4	50%	2	0%
St. Lucie	124	37%	132	52%	--	--
Sumter	0	0%	8	50%	--	--
Suwanee	67	40%	44	50%	61	46%
Volusia	210	48%	159	52%	72	49%

Tables 3.12, 3.13, and 3.14 and Figures 2.1 and 2.2 represent data on the percentages of migrant students at or above mathematics proficiency over a two-year period. Fifty-three percent of all migrant students scored at or above proficient in mathematics (as measured by the FCAT) in SY 2009-2010 as compared to 50% in the previous year, a gain of 3% points. The percentage of PFS students at or above proficient went down slightly from 38% in SY 2008-2009 to 37% in SY 2009-

2010. The percentage of ELLs at or above proficient increased by one percentage point, from 39% in SY 2008-2009 to 40% in SY 2009-2010. The highest percentages of migrant students scoring proficient or above in mathematics tends to be in the early elementary grades reported (grades 3 and 4), despite a five percentage point decrease in Grade 4 between the two years.

Table 3.12. Mathematics Proficiency for SY 2008-2009

	# Migrant Students Tested	# Migrant Students At or Above Proficient	% Migrant Students At or Above Proficient
All Migrant Students	9,836	4,929	50%
PFS	1,914	736	38%
ELL Migrant	3,819	1,487	39%
Non ELL Migrant	5,964	3,411	57%
Grade 3	1,524	1,002	66%
Grade 4	1,348	844	63%
Grade 5	1,241	512	41%
Grade 6	1,315	523	40%
Grade 7	1,212	498	41%
Grade 8	1,194	581	49%
Grade 9	1,010	468	46%
Grade 10	992	501	51%

Table 3.13. Mathematics Proficiency for SY 2009-2010

	# Migrant Students Tested	# Migrant Students At or Above Proficient	% Migrant Students At or Above Proficient
All Migrant Students	8,376	4,435	53%
PFS	2,297	859	37%
ELL Migrant	3,066	1,232	40%
Non ELL Migrant	5,013	3,029	60%
Grade 3	1,351	937	69%
Grade 4	1,122	654	58%
Grade 5	1,094	521	48%
Grade 6	1,027	411	40%
Grade 7	1,083	527	49%
Grade 8	992	501	51%
Grade 9	1,009	506	50%
Grade 10	718	367	51%

Table 3.14. Mathematics Proficiency for SY 2010-2011

	# Migrant Students Tested	# Migrant Students At or Above Proficient	% Migrant Students At or Above Proficient
All Migrant Students	8,206	4,209	51%
PFS	1,932	896	46%
ELL Migrant	3,695	1,597	43%
Non ELL Migrant	4,585	2,560	56%
Grade 3	1,402	897	64%
Grade 4	1,272	801	63%
Grade 5	1,135	488	43%
Grade 6	1,155	463	40%
Grade 7	1,049	457	44%
Grade 8	1,089	559	51%
Grade 9	97	34	35%
Grade 10	893	469	53%

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
2008-2009	50%	38%	39%	57%
2009-2010	53%	37%	40%	60%
2010-2011	51%	46%	43%	56%
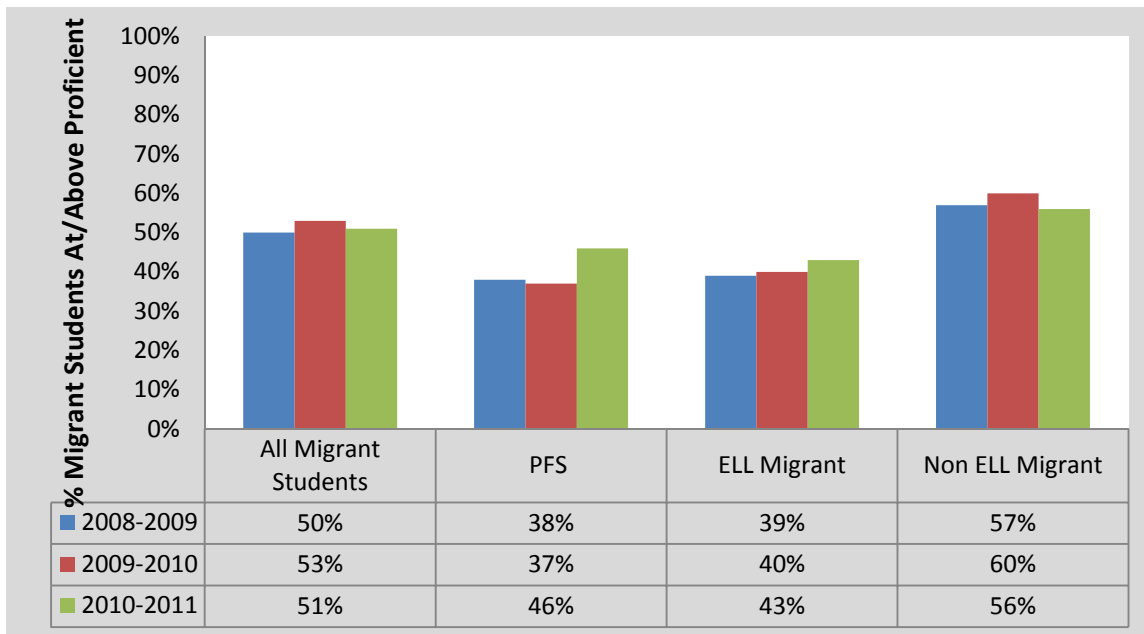
Figure 2.1 Percentage of migrant students at or above mathematics proficiency by school year.

Note that although the FCAT 2.0 assessment was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. They should be compared with scores from previous years with caution.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
2008-2009	66%	63%	41%	40%	41%	49%	46%	51%
2009-2010	69%	58%	48%	40%	49%	51%	50%	51%
2010-2011	64%	63%	43%	40%	44%	51%	35%	53%
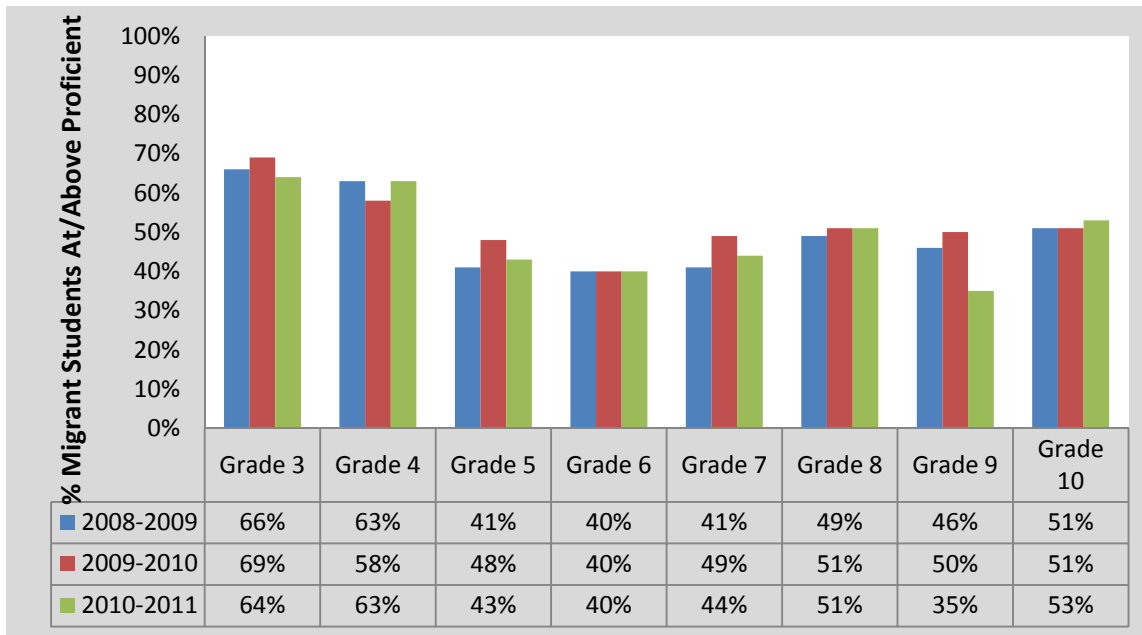
Figure 2.2. Percentage of migrant students at or above mathematics proficiency by grade level and school year.
Note that although the FCAT 2.0 assessment was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. They should be compared with caution with scores from previous years.

Table 3.15 and Figures 2.3 and 2.4 represent data on the percentages of migrant students at or above mathematics proficiency on the FCAT 2.0 during SY 2011-2012. Thirty-seven percent of all migrant students, 27% of all PFS students, and 28% of ELL migrant students scored at or above the Proficient level in mathematics during this school year.

Table 3.15. Mathematics Proficiency for SY 2011-2012

	# Migrant Students Tested	# Migrant Students At or Above Proficient	% Migrant Students At or Above Proficient
All Migrant Students	7,377	2,720	37%
PFS	1,644	452	27%
ELL Migrant	3,656	1,016	28%
Non ELL Migrant	5,981	2,556	43%
Grade 3	1,421	545	38%
Grade 4	1,261	539	43%
Grade 5	1,207	470	39%
Grade 6	1,081	360	33%
Grade 7	1,052	408	39%
Grade 8	1,000	364	36%
Grade 9*	151	60	40%
Grade 10*	76	27	36%

Note that data for grades 9 and 10 were missing for most districts/grantees due to implementation of End-of-Course assessment in Algebra I.
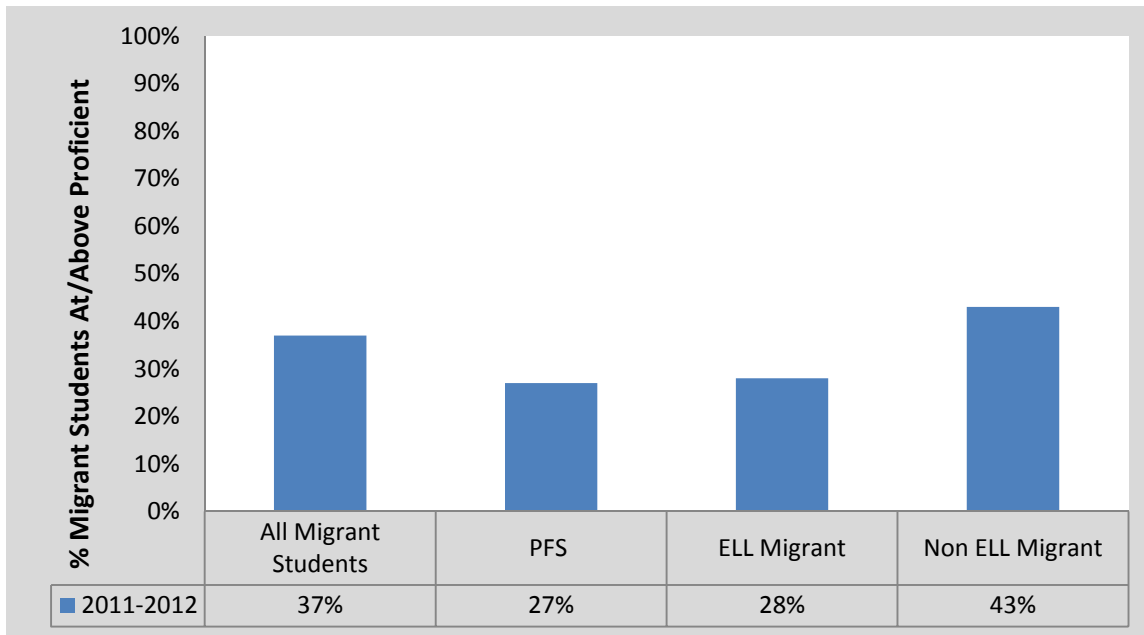
Figure 2.3. Percentage of migrant students at or above mathematics proficiency by school year.

	All Migrant Students	PFS	ELL Migrant	Non ELL Migrant
■ 2011-2012	37%	27%	28%	43%
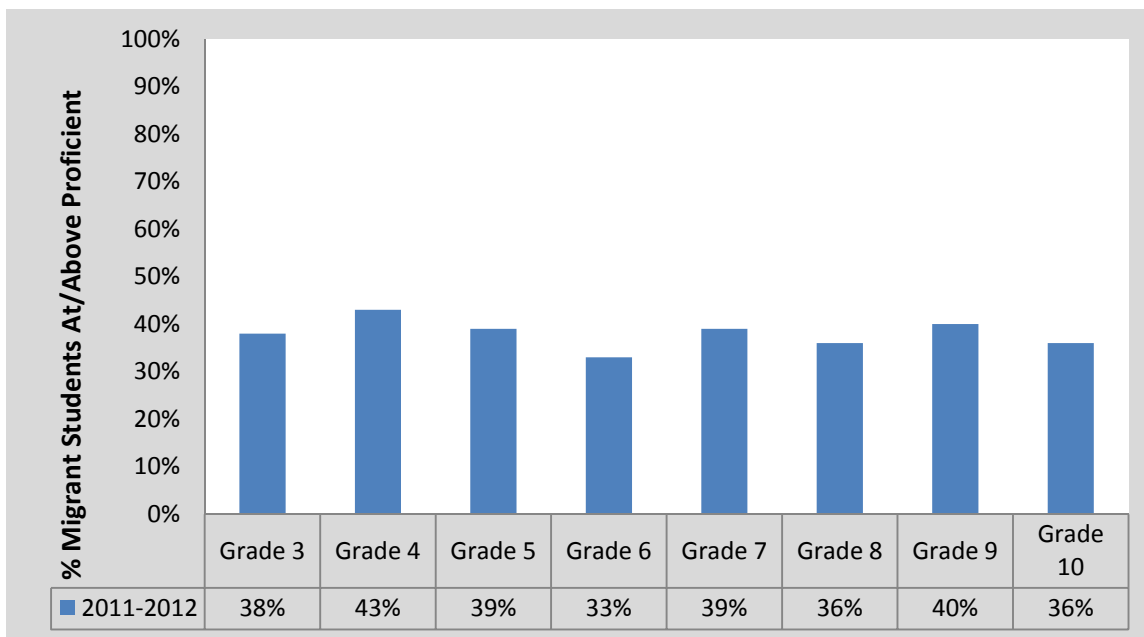
Figure 2.4. Percentage of migrant students at or above mathematics proficiency by grade level and school year.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
■ 2011-2012	38%	43%	39%	33%	39%	36%	40%	36%

Tables 3.16, 3.17, and 3.18 and Figures 2.5, 2.6, and 2.7 depict data on the gaps between migrant and non-migrant students in mathematics proficiency in SYs 2008-2011. Between SY 2008-2009 and SY 2009-2010, the gap between all migrant students and their non-migrant peers decreased by one percentage point. Between SY 2008-2009 and SY 2009-2010, the gap decreased for grades 3, 5, 7 and 9, and increased for grades 4, 6, 8, and 10. The gap between migrant students and their non-migrant peers decreased by two percentage points between SY 2009-2010 and SY 2010-2011. Figures 2.5, 2.6, and 2.7 show the overall trend lines between grade cohorts in SYs 2008-2011 for

migrant students and their no-migrant peers. The pattern of proficiency is relatively similar for both populations.

Table 3.16. Mathematics Proficiency Gaps for SY 2008-2009

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	50	63	13
Grade 3	66	77	11
Grade 4	63	73	10
Grade 5	41	58	17
Grade 6	40	53	13
Grade 7	41	57	16
Grade 8	49	62	13
Grade 9	46	61	15
Grade 10	51	63	12
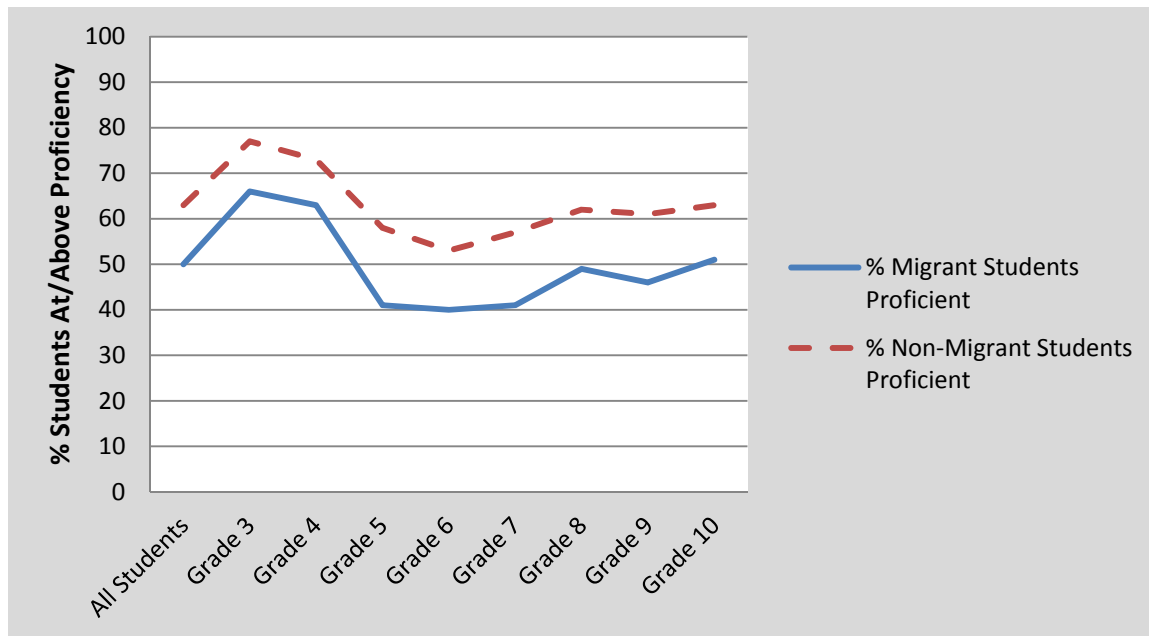
Figure 2.5. Gaps in mathematics achievement between migrant and non-migrant students for SY 2008-2009.

Table 3.17. Mathematics Proficiency Gaps for SY 2009-2010

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	53	65	12
Grade 3	69	79	10
Grade 4	58	74	16
Grade 5	48	60	12
Grade 6	40	55	15
Grade 7	49	59	10
Grade 8	51	66	15
Grade 9	50	64	14
Grade 10	51	69	18
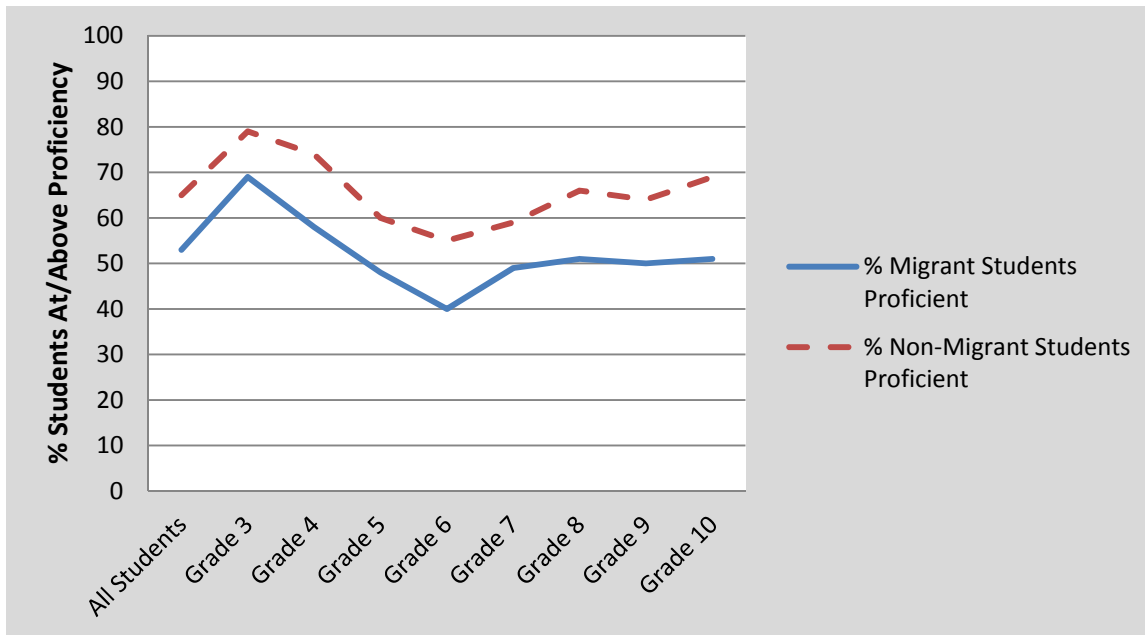
Figure 2.6. Gaps in mathematics achievement between migrant and non-migrant students for SY 2009-2010.

Table 3.18. Mathematics Proficiency Gaps for SY 2010-2011

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	49	59	10
Grade 3	62	72	10
Grade 4	65	70	5
Grade 5	45	60	15
Grade 6	41	53	12
Grade 7	42	59	17
Grade 8	44	62	18
Grade 9	33	68	35
Grade 10	53	60	7
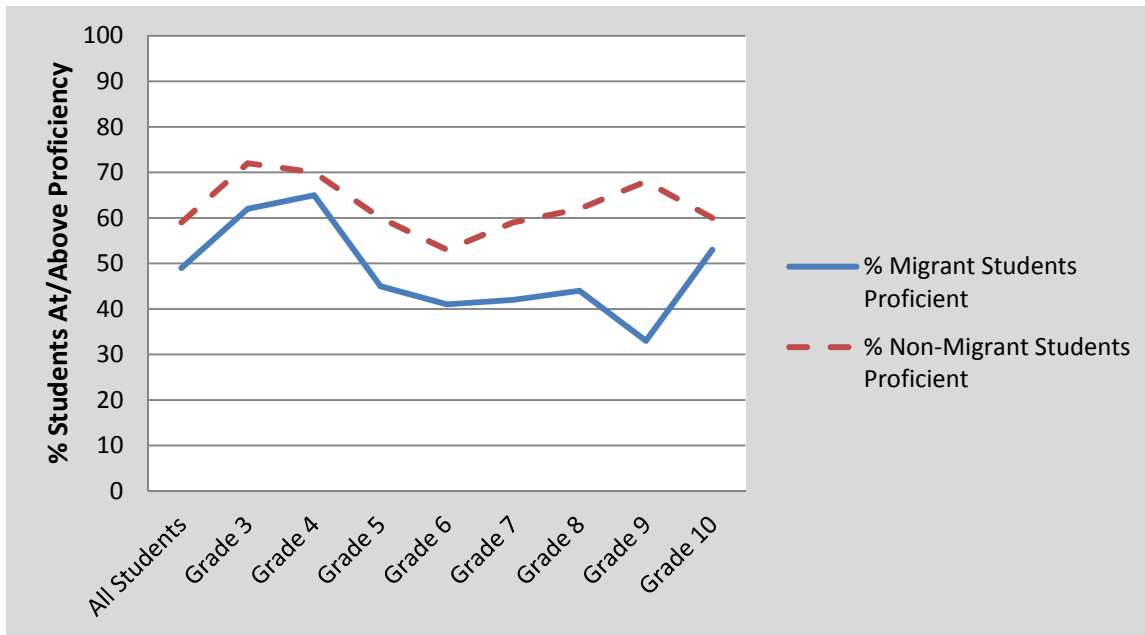
Figure 2.7. Gaps in mathematics achievement between migrant and non-migrant students for SY 2010-2011.

In SY 2011-2012, there was a 10-point gap between the percentage of migrant students and the percentage of non-migrant students scoring at or above proficiency level (see Table 3.19 and Figure 2.8). The greatest gap between these populations was for students in Grade 9 (23% of migrant students scored Proficient or above and 58% of non-migrant students scored Proficient or above), and the smallest gap was for students in Grade 10, where the gap was negative (35% of migrant students scored Proficient or above whereas 34% of non-migrant students scored Proficient or above). There was significant positive decrease in gaps (1% or more) in mathematics proficiency each year until SY 2011-12, when the gap remained static. Again, the trend in migrant proficiency tracks that of non-migrant, such that all students increase in the first two years and then drop with the implementation of FCAT 2.0 in SY 2010-11 (see Table 3.20 and Figure 2.9).

Table 3.19. Mathematics Proficiency Gaps for SY 2011-2012

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
All Students	40	50	10
Grade 3	39	53	14
Grade 4	43	53	10
Grade 5	45	51	6
Grade 6	39	49	10
Grade 7	47	51	4
Grade 8	35	51	16
Grade 9	23	58	35
Grade 10	35	34	-1
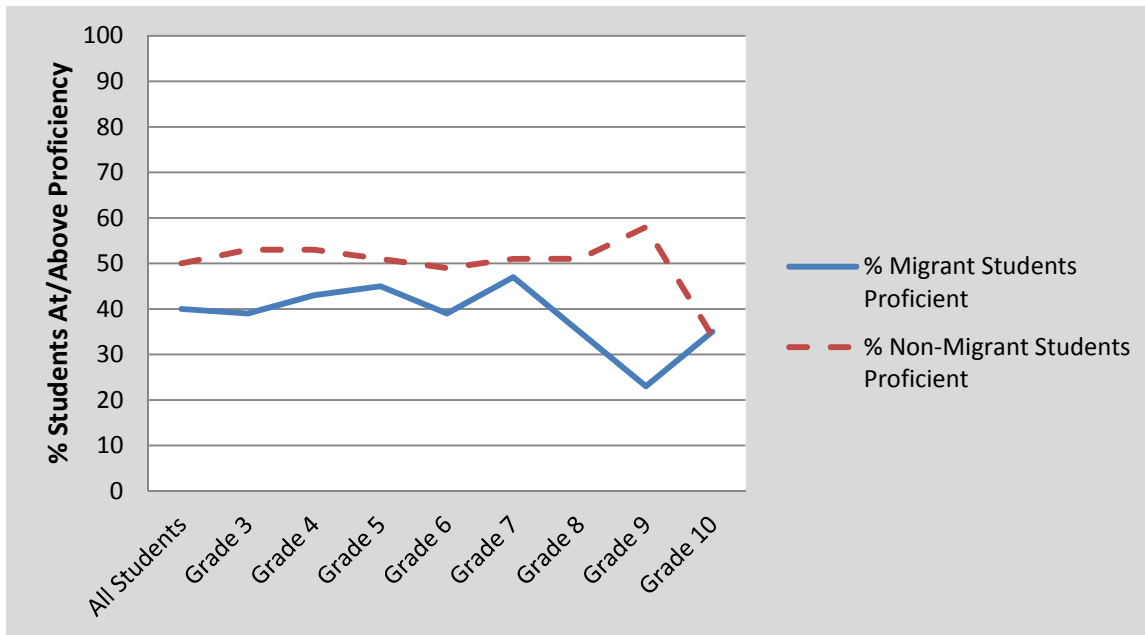
Figure2.8. Gaps in mathematics achievement between migrant and non-migrant students for SY 2011-2012.

Table 3.20 Mathematics Proficiency Gaps, 4-Year Summary (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	50	63	13
2009-2010	53	65	12
2010-2011	49	59	10
2011-2012	40	50	10
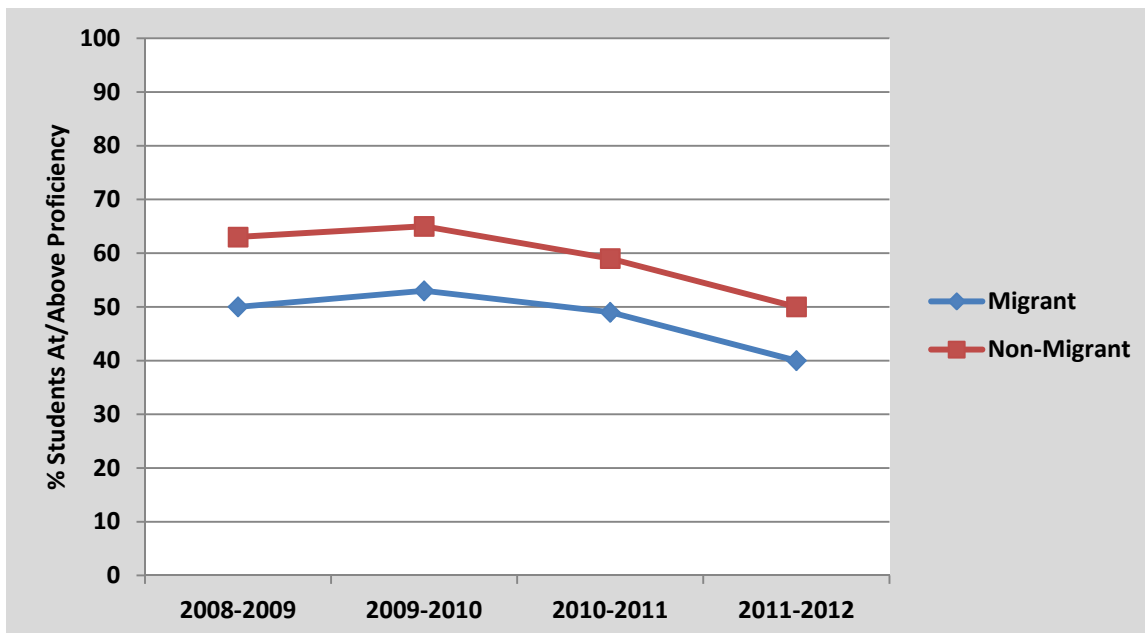
Figure2.9. Mathematics proficiency gaps: migrant and non-migrant students, 4-year summary (all grades).

While approximately 50% of migrant students performed at or above proficiency in SY 2009-2011, the percentage of migrant students demonstrating learning gains was indicative of more positive student achievement (see Tables 3.21 and 3.22 and Figures 2.10 and 2.11). Nearly 60% of all migrant students in SY 2009-2010 and 53% of all migrant students in SY 2010-2011 had learning gains; 62% of PFS students had gains in SY 2009-2010 and 45% of PFS students had gains in SY 2010-2011. Of particular note are the middle and high school grade levels, with large percentages of students making gains in SY 2009-2010 (see Figure 2.10).

Table 3.21. District-Reported Mathematics Learning Gains for SY 2009-2010

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gain	% Migrant Students with Learning Gain
All Students	6,590	3,817	58%
PFS	1,636	1,021	62%
Grade 3	364	196	54%
Grade 4	1,049	696	66%
Grade 5	906	562	62%
Grade 6	903	526	58%
Grade 7	1,016	823	81%
Grade 8	837	638	76%
Grade 9	814	570	70%
Grade 10	613	447	73%
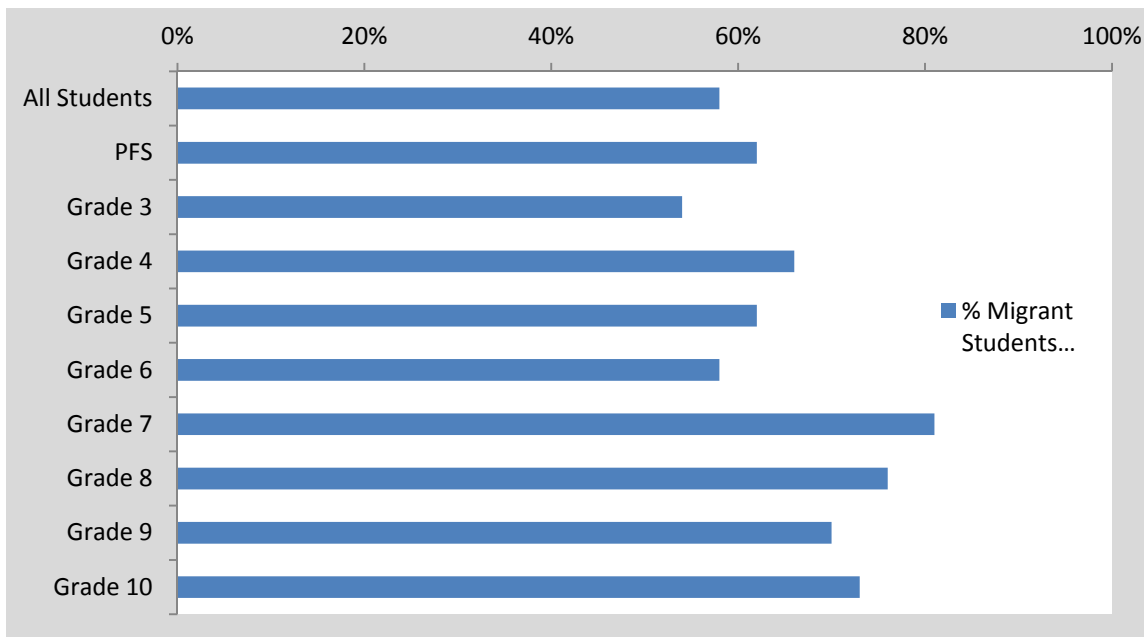
Figure 2.10 Percentage of migrant students with mathematics gains for SY 2009-2010.

Table 3.22. District-Reported Mathematics Learning Gains for SY 2010-2011

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gain	% Migrant Students with Learning Gain
All Students	6,701	3,559	53%
PFS	1,611	723	45%
Grade 3	633	89	14%
Grade 4	1,195	690	58%
Grade 5	1,070	539	50%
Grade 6	1,084	539	50%
Grade 7	1,000	651	65%
Grade 8	1,011	685	68%
Grade 9	41	9	22%
Grade 10	829	526	63%
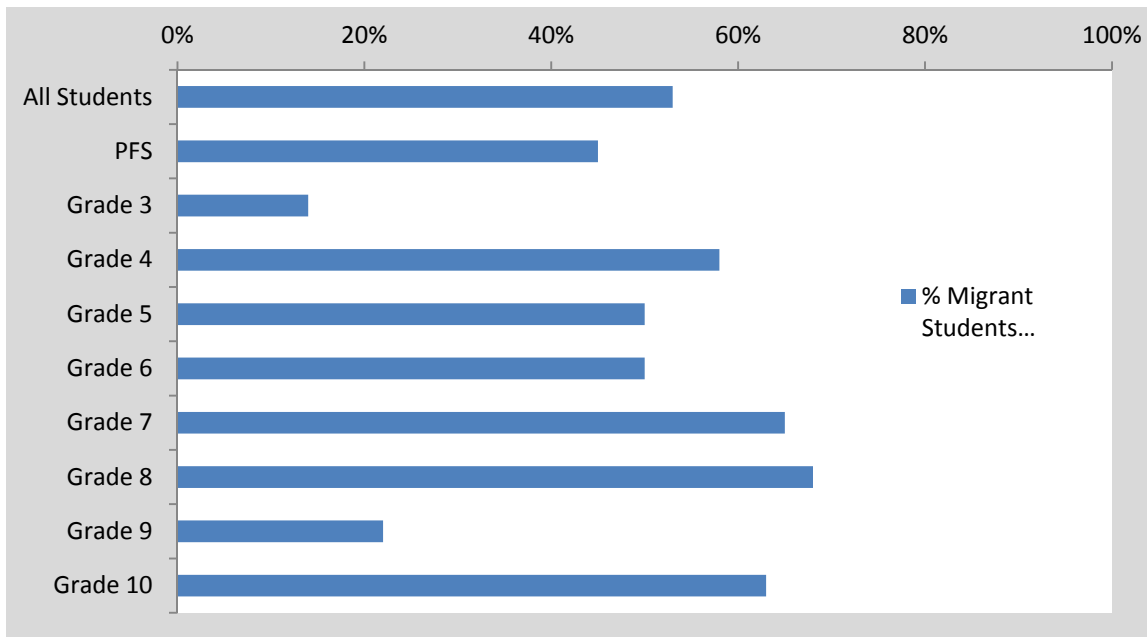
Figure 2.11. Percentage of migrant students with mathematics gains for SY 2010-2011.

Although data related to gains on the state assessment were provided by districts/ grantees for SY 2011-2012 (and can be found in Table 3.23 and Figure 2.12), these data cannot be appropriately interpreted given the change in assessment between school years.

Table 3.23. District-Reported Mathematics Learning Gains for SY 2011-2012

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gain	% Migrant Students with Learning Gain
All Students	6,245	3,073	49%
PFS	1,207	517	43%
Grade 3	585	118	20%
Grade 4	1,121	640	57%
Grade 5	1,098	611	56%
Grade 6	989	548	55%
Grade 7	970	569	59%
Grade 8	978	504	52%
Grade 9	209	110	53%
Grade 10	145	78	54%

Figure 2.12. Percentage of migrant students with mathematics gains for SY 2011-2012.

Background

At the time of the first CNA (2005), 36% of migrant students enrolled late or withdrew early from school, as compared to 20% of non-migrant students; and 85% of migrant high school students had a GPA of 2.0 or lower (compared to 68% of non-migrant peers). These indicators demonstrated that migrant secondary students were at risk of failing out of school. Survey data also showed that less than half of the migrant students participated in extracurricular activities and received encouragement from teachers (indicators of school engagement). The CNA Expert Work Group recommended strategies to provide migrant students with services and programs to facilitate educational continuity and to increase GPAs and reduce retention. The group emphasized the need to employ or consult with a secondary advocate with specialization in the needs of secondary students. This recommendation was articulated in the SDP (2008) and the RFA language:

The project will develop or enhance efforts to raise graduation rates by addressing the unique needs of migrant secondary students due to their mobility and migrant lifestyle. Particular emphasis should be given to the hiring of a secondary advocate who addresses factors related to educational discontinuity, credit accrual, and school engagement.

A number of strategies were suggested to help districts formulate their secondary programming, e.g., credit accrual through PASS and Mini-PASS, transition support from elementary to middle and from middle to high school, FCAT tutoring, and mentoring and dropout recovery, as well as family outreach and sustained professional development for MEP staff. Ultimately, the districts were to be held accountable to the outcome measure as stated: the percentage of migrant students who graduate from high school with a regular diploma or GED will increase and the gap in graduation rates between migrant and non-migrant students will decrease.

Overview of Graduation Outcomes

➢ Graduation Strategy Priorities: For both SY 2010-2011 and SY 2011-2012, at least 50% of districts/grantees indicated providing "PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation."

➢ 50% of districts/grantees in SY 2010-2011 and 61% in SY 2011-2012 offered at least one activity focused on student achievement.

➢ Most graduation activities were migrant-funded in both SY 2010-2011 and SY 2011-2012.

➢ In SY 2010-2011, more students participated in activities (6,819) than anticipated (6,621). In SY 2011-2012, 94% of students participated in activities as compared to anticipated participants.

➢ Percentage of tutored students who passed the FCAT assessment:
  - *2008-2009: 40%*
  - *2009-2010: 44%*
  - *2010-2011: 48%*

➢ Percentage of tutored students who passed the FCAT 2.0 assessment:
  - *2011-2012: 38%*

➢ The percent of students participating in extracurricular activities decreased slightly over time. The percent of students receiving encouragement increased over time.

➢ In SY 2011-2012, 71% of migrant 12th graders graduated; the gap between migrant and non-migrant students graduating was three percentage points

Implementation

Evaluation data reported for SY 2009-2010 shows an emphasis on the following: providing PASS and Mini-PASS curricula for credit recovery/accrual;[5] providing information and materials to migrant staff related to meeting the needs of secondary students; providing FCAT preparation tutoring; and hiring secondary-level advocates. Table 4.1 summarizes the reporting on priority student activities that districts/grantees emphasized most in relation to improving graduation achievement.

Table 4.1. Graduation Strategy Priorities for SY 2009-2010

Graduation Strategy Priorities	# Districts/Grantees N=30
Provide PASS and Mini-PASS curricula	47%
Provide information & materials	43%
Provide FCAT preparation tutoring	40%
Hire secondary-level advocates	40%
Provide strategic, content-based tutoring	33%
Create mentoring opportunities	20%
Utilize strategies & programs for dropout prevention	20%
Offer information on graduation enhancement	10%
Provide training to MEP staff	7%
Provide transition support	7%
Other (includes PASS curriculum, motivation for higher education)	7%

In SY 2010-2011 and SY 2011-2012, districts/grantees were asked to choose the top three strategies their district MEP emphasized during the school year. For both years, at least 50% of districts/grantees indicated providing PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation (see Table 4.2). More districts/grantees indicated providing strategic, content-based tutoring to secondary students over time (43% in SY 2010-2011 and 50% in SY 2011-2012), while fewer districts/grantees indicated providing FCAT preparation tutoring (32% in SY 2010-2011 and 7% in SY 2011-2012). Once again, it is important to note that districts/grantees only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been utilized but are not reflected in the results because they were not in the top three.

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[5] PASS is the Portable Assisted Study Sequence Program for self-contained, semi-independent student courses to enable students to earn secondary-level academic credits. Mini-PASS offers similar opportunities for middle school students (6th to 8th grade).

Table 4.2. Graduation Strategy Priorities by School Year

Graduation Strategy Priorities	% Districts/Grantees	
	2010-2011 *N* = 28	2011-2012 *N* = 28
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	50%	54%
Provide strategic, content-based tutoring to secondary students	43%	50%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, FCAT preparation, and graduation enhancement for migrant secondary students	46%	46%
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	43%	43%
Create mentoring opportunities for migrant students (e.g. peer-to-peer, adult volunteers, etc.)	21%	21%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., College Reach-Out Program (CROP), Migrant High School Equivalency Program (HEP), Career Academies, Entrepreneurship programs, etc.).	18%	21%
Offer information on graduation enhancement to parents	11%	18%
Provide training to MEP staff on resources and strategies for secondary-aged migrant students.	11%	11%
Provide FCAT preparation tutoring.	32%	7%
Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade.	7%	7%
Other*	18%	4%

Other strategies in SY 2010-2011 school year include transition support, offering credits on core subjects, and offering ACT workshops. Strategies in SY 2011-2012 include tutoring during study hall.

Districts/grantees indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student graduation achievement. Activities included credit retrieval, after-school clubs, tutoring, home visits, and translation services. The majority of districts/grantees offered at least one activity focused on credit accrual/graduation (61% in SY 2010-2011 and 57% in SY 2011-2012) and student achievement (50% in SY 2010-2011 and 61% in SY 2011-2012; see Table 4.3).

Table 4.3. Percentage of Districts/Grantees Offering Services in Graduation by School Year

Activity Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 28	2011-2012 *N* = 28
Leadership Activities	7%	14%
Technical Abilities	4%	0%
Student Achievement	50%	61%
Postsecondary Transition/Alternative Education	32%	18%
Credit Accrual/Graduation	61%	57%
Student Engagement	11%	32%

The funding source data for SY 2009-2010 provided in Table 4.4 shows a different picture of priority services. In looking at services by funding source, the services most frequently funded by Title I, Part C (sole source and partial funding) were college awareness/partnering with College Assistance Migrant

Program (CAMP) and case management/mentoring. Six LOAs offered PASS with migrant funding (two additional LOAs reported "other" funding); six offered credit accrual/recovery (three reported "other" or partner funding); and nine reported FCAT/ACT tutoring preparation (two LOAs reported "other" funding).

Table 4.4. Number of District Graduation Services Offered by Funding Source for SY 2009-2010

	Funding Source			
	C	M	O	P
PASS	1	5	2	0
College Awareness/CAMP	7	15	0	1
FCAT/ACT Prep	2	7	3	0
In-School Tutoring	3	4	2	0
Case Management/Mentoring	6	13	3	1
Computer/Web-based Education	0	0	1	0
Credit Recovery/Accrual	2	4	2	0
HEP/GED/Vocational Programs	4	3	0	0
After-school Programs	0	7	1	2
Graduation/Recognition Ceremonies	1	2	0	0
Extracurricular Activities	1	3	0	0
Summer Programs	0	3	0	0
Advocacy/Outreach	1	0	0	0
Referrals (Social Services)	3	2	0	2
Translation	0	0	0	1

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded

Most graduation activities were migrant-funded in both SY 2010-2011 and SY 2011-2012 (see Table 4.5).

Table 4.5. Number of District Graduation Services Offered by Funding Source and School Year

	Funding Source							
Activity Focus, Purpose, or Expected Outcomes	2010-2011				2011-2012			
	C	M	O	P	C	M	O	P
Leadership Activities	1	1	0	0	0	3	1	0
Technical Abilities	0	1	0	0	0	0	0	0
Student Achievement	19	27	2	0	17	53	8	1
Postsecondary Transition/Alternative Education	7	12	0	2	2	3	0	0
Credit Accrual/Graduation	5	24	2	6	4	16	4	0
Student Engagement	2	1	0	1	0	8	1	2
Other*	3	13	0	2	0	0	1	0

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "career planning," "college transition," and "remediation."

The majority of activities offered focused on student achievement (36%) and credit accrual/graduation (28%) for SY 2010-2011. In SY 2011-2012, most services focused on student achievement (64%); see Table 4.6.

Table 4.6. Percentage of Activities in Graduation by School Year

Activity Focus, Purpose, or Expected Outcomes	2010-2011 N = 131	2011-2012 N = 124
Leadership Activities	2%	3%
Technical Abilities	<1%	0%
Student Achievement	36%	64%
Postsecondary Transition/Alternative Education	16%	4%
Credit Accrual/Graduation	28%	19%
Student Engagement	3%	9%
Other*	14%	<1%

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "career planning," college transition," and "remediation."

In SY 2009-2010, the majority of service hours were provided through migrant-only funding (64,209) while local MEPs contributed an additional 18,381 service hours (see Table 4.7).

Table 4.7. Students Served in Graduation by Funding Source for SY 2009-2010

	Funding Source			
	C	M	O	P
Anticipated Students	1,288	4,492	123	414
Actual Students	1,671	3,777	74	402
Average Hour Per Student Reported	11	17	70	7
Calculated Service Hours	18,381	64,209	5,180	2,8142814

Note: C = MEP partially funded/facilitated; M = MEP fully funded; O = Other funding source; P = Partner-funded

In SYs 2010-2011 and 2011-2012, districts/grantees indicated the average number of hours students were served for each activity. Some districts/grantees indicated the average number of hours and duration (e.g., 1 hour per week for 36 weeks) whereas others only indicated the number of hours (e.g., 1 hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month or year, the total average number of hours by activity type or funding source should be interpreted with caution.

In both SY 2010-2011 and SY 2011-2012, the greatest average number of hours per student was migrant-contributed (see Table 4.8).

Table 4.8. Students Served in Graduation by Funding Source by School Year

	Funding Source							
	2010-2011				2011-2012			
	C	M	O	P	C	M	O	P
Anticipated Students	1,310	4,811	47	453	1,203	6,601	3,004	265
Actual Students	1,088	5,326	57	348	1,193	5,975	3,043	255
Average Hour Per Student Reported	120.59	108.01	34.57	25.89	152.88	32.23	120.33	5.00

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only

In SY 2009-2010, there were 3,777 participants in MEP-only funded secondary activities out of an anticipated 4,492 (84%). For MEP-partially-funded/facilitated activities, 1,671 students participated, a 30% increase over the number anticipated (1,288). This can be attributed primarily to the participants reported under CAMP and PASS (see Table 4.9). Programs provided graduation/secondary-level activities to 6,166 students.[6]

Table 4.9. Anticipated vs. Actual Number of Participants by Graduation Service Type for SY 2009-2010

Activity Category	Anticipated Participants	Actual Participants
College Awareness/CAMP	1,367	1,515
FCAT/ACT Prep	289	182
In-school Tutoring	703	514
Mentoring/Monitoring/Case Management	1,718	1,644
Computer/Web-based Education	1	-
Credit Recovery/Accrual	135	57
HEP/GED/Vocational Programs	497	398
After-school Tutoring Programs	143	111
Graduation Recognition	211	171
Extracurricular Activities	169	153
Summer	88	7
Advocacy/Outreach	23	24
Referrals	880	933
Translation	18	23
PASS	203	434
Total	**6,445**	**6,166**

In SY 2010-2011, more students participated in activities (6,819) than anticipated (6,621; see Table 4.10). The greatest average number of hours per student was offered for activities focused on credit accrual/graduation. In SY 2011-2012, 94% of students participated in activities as compared to anticipated participants. The greatest average number of hours per student was offered for activities focused on postsecondary transition/alternative education. Once again, data related to hours served should be interpreted with caution.

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[6] Not unduplicated: students receiving more than one service are counted for each service.

Table 4.10. Anticipated vs. Actual Number of Participants by Graduation Service Type and School Year

Activity Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership Activities	64	65	16.0	141	100	22.5
Technical Abilities	40	1	--	0	0	0
Student Achievement	2,308	3,303	72.5	7,865	7,045	44.7
Postsecondary Transition/Alternative Education	1,131	818	73.3	237	294	275.5
Credit Accrual/Graduation	1,073	967	220.9	831	883	79.8
Student Engagement	118	110	5.6	1,987	2,141	93.3
Other*	1,887	1,555	4.1	49	12	0
Total	**6,621**	**6,819**		**11,110**	**10,475**	

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "career planning" and "college transition."

Outcomes

Table 4.11 shows data on the numbers and percentages of students who graduated with a regular diploma, GED, or special diploma. Beginning in SY 2010-2011, the U.S. Department of Education began requiring states to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs and special diplomas. In addition, state graduation requirements have changed over the reporting period. Therefore, trend data should be interpreted with caution. In SY 2011-2012, 71% of migrant 12th graders graduated. The gap between migrant and non-migrant students graduating was 3% points in that school year.

Table 4.11. Graduation Rates for Migrant vs. Non-Migrant Students by School Year

School Year	Total # Grade 12 Migrant Students	# Grade 12 Migrant Students who Graduated	% Grade 12 Migrant Students who Graduated	Total # Grade 12 Non-Migrant Students	# Grade 12 Non-Migrant Students who Graduated	% Grade 12 Non-Migrant Students who Graduated	Gap (in % points)
08-09	670	492	73	110,685	84,974	77	4
09-10	1,131	562	50	196,192	153,930	78	28
10-11	995	506	51	202,564	148,226	73	22
11-12	612	437	71	196,842	146,024	74	3

The percentage of migrant high school students (grades 9-12) who increased their GPA declined by 5% points between SY 2008-2009 and SY 2009-2010, with 53% of this age cohort increasing their GPA (data were not collected on students with static GPAs) as shown in Table 4.12. The percentage of migrant students (grades 9-12) who increased their GPA decreased for the next two school years (2010-2011 and 2011-2012).

Table 4.12. High School Students Who Increased GPA (Non-Migrant and Migrant) by School Year

School Year	Total # Migrant Students G9-G12	# Migrant Students G9-G12 who increased GPA	% Migrant Students G9-G12 who increased GPA
08-09	2,290	1,337	58
09-10	4,455	2,341	53
10-11	4,157	2,027	49
11-12	3,637	885*	24

This data point may reflect only a subset of GPAs (e.g., 2.0 or above) and should be interpreted with caution.

Given the recommendation from the CNA to provide tutoring for FCAT preparation, the FL MEP collected information on passing rates for those who received more than three months of tutoring. The number of migrant students in grades 10-12 who participated in extensive tutoring increased dramatically from five in SY 2008-2009 to 317 in SY 2011-2012. Given that only a few districts/grantees provided these data, it is probable that the number of students who receive tutoring in recent years is much greater than represented in Table 4.13. The percentage of tutored students who passed the FCAT assessment increased between SY 2008-2009 and SY 2010-2011. It is not surprising that pass rates were lower in SY 2011-2012 given the change in the FCAT assessment to the FCAT 2.0 assessment.

Table 4.13. FCAT Passing Rates for Those Participating in Tutoring by School Year

	Total # Migrant Students G10-G12 participating in MEP tutoring ≥ 3 mos.	# tutored students who passed FCAT	% tutored students who passed FCAT
08-09	5	2	40
09-10	201	88	44
10-11*	146	70	48
11-12	317	122	38

Note: data were provided only by 12 districts/grantees in SY 2010-2011 and 11 districts/grantees in SY 2011-2012.

Secondary students were surveyed about the extent to which they were involved in extracurricular activities and were encouraged by an educator to reach long term goals (i.e., graduate and pursue postsecondary options). Extracurricular participation and encouragement are proxy measures for school engagement. All districts used a common survey instrument for students in grades 6-12. (Refer to Appendix B for student survey instrument.)

In SY 2009-2010, results for extracurricular participation were reported for 24 LOAs, with a total of 2,709 respondents (43% of the 6,268 migrant students reported in Grades 6-12; see Table 4.14). Of these respondents, an average of 43% participated in extracurricular activities (LOAs had more than 50% participation and 16 LOAs had less than 50% participation). The percent of students participating in extracurricular activities decreased slightly over time: from 43% in SY 2009-2010, to 42% in SY 2010-2011, to 39% in SY 2011-2012. The most often cited barrier was transportation; "not enough time" and "responsibilities after school" (including jobs and care for siblings at home) were also frequent barriers. When migrant students participated in extracurricular activities, the most noted activity was sports.

Results for student reported encouragement were provided by 25 LOAs in SY 2009-2010, with a total of 2,740 respondents in Grades 6-12. Of these respondents, an average of 69% received encouragement. All but two districts had rates higher than 50%. The percent of students receiving encouragement increased over time: from 69% in SY 2009-2010, to 76% in SY 2010-2011, to 81% in SY 2011-2012.

Table 4.14. School Engagement Survey Data by School Year

Measure of Engagement	Year	Total Number Migrant Students Grades 6-12	Total Number Migrant Survey Respondents	Total Participating in Extracurricular Activities or were Engaged in School	
				N	%
Extracurricular Participation	09-10	6,268	2,709	1,163	43%
	10-11	7,144	3,639	1,520	42%
	11-12	6,209	2,956	1,139	39%
Encouragement	09-10	6,283	2,740	1,903	69%
	10-11	6,507	3,609	2,732	76%
	11-12	6,568	2,902	2,344	81%

School Readiness

Background

A little over half of the Florida migrant kindergarteners tested by the state's readiness assessment at the time (School Readiness Uniform Screening or SRUSS) were "ready" for school compared to 74% of non-migrant kindergarteners at the time of CNA. The CNA Work Group in School Readiness examined the research and evidence base in early learning and recommended focusing strategic services related to school readiness skills, particularly in emergent literacy. This recommendation was articulated in the SDP (2008) and the RFA language:

Describe the instructional/supportive services provided to migratory preschool children to ensure their readiness for school in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development). Include program type and/or name, sites (schools, community centers, and individual homes), indicating the number of children being served at each site by age span (age 3 and 4) and the amount of Title I, Part C funds expended.

A number of strategies were also suggested to help districts formulate their early learning programming, e.g., parent involvement and family literacy, coordination with Head Start and other community-based agencies, high quality early childhood curriculum, staff training, etc.

Ultimately, the districts were to be held accountable to the outcome measure as stated: the percentage of migrant preschool children who demonstrate school readiness as measured by the state's assessment will increase.

Implementation

Evaluation data reported for SY 2009-2010 show an emphasis on family outreach. Table 5.1 summarizes the reporting on priority student activities that the districts give most emphasis to in relation to school readiness. Twenty-two LOAs reported family outreach as a priority. Coordination with Head Start (17), instructional support (15), and high quality early childhood education curriculum (14) were additional priority strategies.

Table 5.1. School Readiness Strategy Priorities for SY 2009-2010

School Readiness Strategies	# Districts/Grantees N=30
Offer family outreach	73%
Coordinate with Head Start	57%
Provide instructional support	50%
Provide early childhood education curriculum	47%
Explore funding & resource collaboration	27%
Provide training to MEP staff	17%
Offer content-based instructional sequence	7%
Other (includes in-home tutoring, monitor preschool student progress)	7%
Hire parent educators	3%
Meet with colleagues	3%
Sponsor collaborative portfolio exchange	0

In SY 2010-2011 and SY 2011-2012, districts/grantees were asked to choose the top three strategies their district MEP emphasized during the school year. For both years, at least 50% of districts/grantees indicated offering "family outreach, literacy and parent involvement opportunities to parents," and coordinating "with Head Start and other community-based agencies to allow access to education and support services for migrant children and families" (see Table 5.2). More districts/grantees indicated providing "instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development)" over time (39% in SY 2010-2011 and 50% in SY 2011-2012). In contrast, fewer districts/grantees reported "providing training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-appropriate practices" (25% in SY 2010-2011 and 18% in SY 2011-2012). Once again, it is important to note that districts/grantees only chose the top three strategies emphasized during the school year. Therefore, some strategies may have been utilized but are not reflected in the results because they were not in the top three.

Table 5.2. School Readiness Strategy Priorities by School Year

School Readiness Strategy Priorities	# Districts/Grantees	
	2010-2011 N = 28	2011-2012 N = 28
Offer family outreach, literacy and parent involvement opportunities to parents	68%	61%
Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families	54%	54%
Provide instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development).	39%	50%
Provide high quality early childhood education curriculum that is aligned with tools for assessment and progress monitoring	46%	43%
Explore funding and resource collaboration to support full	36%	25%

School Readiness Strategy Priorities	# Districts/Grantees	
	2010-2011 *N* = 28	2011-2012 *N* = 28
service and preschool classes and other options for migrant children		
Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-appropriate practices	25%	18%
Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates	11%	14%
Meetings with colleagues and an online discussion	0%	11%
Other*	7%	7%
Hire highly qualified parent educators to provide school readiness services	7%	7%
Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information	0%	0%

Other strategies include in-home tutoring in SY 2010-2011 and parent instruction in SY 2011-2012.

Districts/grantees indicated the focus, purpose, or expected outcomes of each activity intended to influence migrant student achievement related to school readiness. Activities included tutoring, preschool summer school, access to early education centers, and family literacy events. The majority of districts/grantees offered at least one activity focused on student achievement (64% in SY 2010-2011 and 79% in SY 2011-2012) (see Table 5.3). A few districts/grantees offered activities that focused on student engagement (32% in SY 2010-2011 and 29% in SY 2011-2012).

Table 5.3. Percentage of Districts/Grantees Offering Services in School Readiness by School Year

Focus, Purpose, or Expected Outcomes	2010-2011 *N* = 28	2011-2012 *N* = 28
Leadership Activities	0%	0%
Technical Abilities	0%	0%
Student Achievement	64%	79%
Postsecondary Transition/Alternative Education	0%	0%
Credit Accrual/Graduation	0%	0%
Student Engagement	32%	29%

In SY 2009-2010, the majority of district/grantee activities focused on migrant advocates/case management/parent activities, preschool activities, and social services/ referrals (see Table 5.4). The primary funding source for these services is the MEP. Preschool was the highest migrant-only funded category.

Table 5.4. Number of District School Readiness Services Offered by Funding Source for SY 2009-2010

Activity	Funding Source			
	C	M	O	P
School Readiness Programs	0	4	2	0
Preschool	3	8	3	3
Distribution of learning resources	1	3	1	0
Migrant Advocates/Case Management/Parent Activities	11	6	2	3
Small Group/Tutoring	2	2	6	0
Computer/Web-based Programs	1	0	0	0
Social Services/Referrals	1	3	0	2
Extracurricular	0	1	0	0
FLKRS	0	0	1	0
Translation	1	0	0	0

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded

Most school readiness activities were migrant-funded in both SY 2010-2011 and SY 2011-2012 (see Table 5.5).

Table 5.5. Number of District School Readiness Services Offered by Funding Source and School Year

Focus, Purpose, or Expected Outcomes	Funding Source							
	2010-2011				2011-2012			
	C	M	O	P	C	M	O	P
Leadership Activities	0	0	0	0	0	0	0	0
Technical Abilities	0	0	0	0	0	0	0	0
Student Achievement	13	23	4	4	9	31	4	2
Postsecondary Transition/Alternative Education	0	0	0	0	0	0	0	0
Credit Accrual/Graduation	0	0	0	0	0	0	0	0
Student Engagement	7	5	4	2	3	9	2	2
Other*	5	3	0	2	0	0	2	2

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only
*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "kindergarten readiness" and "social/heath wellness."

The majority of activities offered focused on student achievement for both SY 2010-2011 (61%) and SY 2011-2012 (70%; see Table 5.6).

Table 5.6. Percentage of Activities in School Readiness by School Year

Focus, Purpose, or Expected Outcomes	2010-2011 N = 72	2011-2012 N = 66
Leadership Activities	0%	0%
Technical Abilities	0%	0%
Student Achievement	61%	70%
Postsecondary Transition/Alternative Education	0%	0%
Credit Accrual/Graduation	0%	0%
Student Engagement	25%	24%
Other*	14%	6%

Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "kindergarten readiness" and "social/heath wellness."

In SY 2009-2010, 351 students were served by MEP partial funding/facilitated services for an average of 773 hours per student (totally 271,323 service hours). Another 179,278 service hours were funded solely by MEP funds. A total of 1,343 participants were served in school readiness activities (see Table 5.7).

Table 5.7. Students Served in School Readiness by Funding Source for SY 2009-2010

	Funding Source			
	C	M	O	P
Anticipated Students	510	1,016	218	252
Actual Students	351	726	205	61
Average Hour Per Student Reported	773	247	131	74
Calculated Service Hours	271,323	179,278	26,869	4,514

Note: C=MEP partially funded/facilitated; M=MEP fully funded; O=Other funding source; P=Partner-funded

In SYs 2010-2012, districts/grantees indicated the average number of hours students were served for each activity. Some districts/grantees indicated the average number of hours and duration (e.g., one hour per week for 36 weeks) whereas others only indicated the number of hours (e.g., one hour). Given that it was not possible to determine whether the latter was the total number of hours for a week, month or year, the total average number of hours by activity type or funding source should be interpreted with caution.

In SY 2010-2011, the greatest average number of hours per student was other-funded. In SY 2011-2012, the greatest average number of hours per student was migrant-contributed (see Table 5.8).

Table 5.8. Students Served in School Readiness by Funding Source and School Year

	Funding Source							
	2010-2011				2011-2012			
	C	M	O	P	C	M	O	P
Anticipated Students	706	1,022	236	117	385	1,590	568	83
Actual Students	530	1,107	229	52	280	5,061	577	50
Average Hour Per Student Reported	341.72	202.09	381.50	298.78	306.05	89.35	235.81	96.33

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only

In SY 2009-2010, there were 1,343 participants in school readiness activities out of an anticipated 1,996 (67%), the majority of whom participated in migrant advocates/case management/parent activities (see Table 5.9).

Table 5.9. Anticipated vs. Actual Number of Participants by School Readiness Service Type for SY 2009-2010

Activity Category	Anticipated Participants	Actual Participants
School Readiness Programs	435	288
Preschool	403	246
Distribution of Learning Resources	96	84
Migrant Advocates/Case Management/Parent Activities	721	405
Small Group/Tutoring	95	85
Computer/Web-based Programs	30	32
Social Services/Referrals	148	155
Extracurricular	10	4
FLKRS	48	42
Translation	10	2
Total	**1,996**	**1,343**

In SY 2010-2011, 99% of students participated in activities as compared to anticipated participants (see Table 5.10). The greatest average number of hours per student was offered for activities focused on student achievement. In SY 2011-2012, more students participated in activities (5,968) than anticipated (2,626). The greatest average number of hours per student was offered for other activities, which included kindergarten readiness and social/health wellness. Once again, data related to hours served should be interpreted with caution.

Table 5.10. Anticipated vs. Actual Number of Participants by School Readiness Service Type and School Year

Focus, Purpose, or Expected Outcomes	2010-2011			2011-2012		
	Anticipated Participants	Actual Participants	Average Hours per Student	Anticipated Participants	Actual Participants	Average Hours per Student
Leadership Activities	0	0	0	0	0	0
Technical Abilities	0	0	0	0	0	0
Student Achievement	44	44	366.5	1,539	5,026	170.0
Postsecondary Transition/Alternative Education	0	0	0	0	0	0
Credit Accrual/ Graduation	0	0	0	0	0	0
Student Engagement	18	18	104.5	618	468	15.8
Other*	10	9	251.1	469	474	361.5
Total	**72**	**71**		**2,626**	**5,968**	

*Other outcomes were manually entered by some districts/grantees and were not chosen from the list of provided options; examples include "kindergarten readiness" and "social/heath wellness."

Outcomes

Comparison across years in school readiness assessment results is limited by the change in state assessments. At the time of the initial CNA (2005), Florida used the SRUSS to measure kindergarteners' school readiness. Beginning in SY 2006-2007, the kindergarten screening became known as the FLKRS, which included a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™)—Letter Naming Fluency and Initial Sound Fluency—to measure development in emergent literacy. In SY 2009-2010, FLKRS changed to replace DIBELS with the Broad Screen and Broad Diagnostic Inventory, two measures from the Kindergarten Assessment for Instruction in Reading (FAIR-K) to gather information on development in emergent reading. FLKRS still includes the ECHOS subset as in previous years.

Data from the 2008-2009 FLKRS for migrant kindergarteners is provided in Table 5.11. Of the 375 migrant kindergarteners who received migrant preschool services, 328 (87%) demonstrated school readiness on FLKRS. Data for subsequent school years were unavailable.

Table 5.11. School Readiness Outcome Measure for SY 2008-2009

	Value
Migrant Kindergarten Students Who Received Migrant Preschool Services	375
# Who Demonstrate School Readiness	328
% Receiving Services and Demonstrating Readiness	87%

Parent Involvement

Background

Parent involvement is a central component to the FL MEP. Each district provided information on parent involvement activities, including a description, funding source, target population, frequency, total duration, focus/expected outcomes, total parents participating, and areas of concern addressed. Parent involvement outcomes were established by student grade level. For parents of students in grades K-5, parent involvement needed to increase by 12 percentage points; for parents of middle and high school students, by 23 percentage points (as measured by the total [unduplicated] number of parents participating in at least one activity).

The parent involvement strategies suggested by the Expert Work Group in the 2005 CNA and articulated in the 2008 SDP align with Epstein's framework of six levels of parent involvement:

1. Parenting: Assist families in setting home conditions that support children as students at each age and grade level. Home visits by MEP advocates to disseminate information on services and resources for health, nutrition, etc. are examples of these types of 'parenting' activities.

2. Communicating: Develop two-way communication between families and the MEP, and between families and schools. Professional development for school staff related to cultural competency and knowledge of the migratory lifestyle is an example of 'communicating'; supporting families in understanding U.S. school systems and high school graduation requirements is another MEP example.

3. Volunteering: Improve recruitment and training to involve families as volunteers in programs to support students. Strengthening parent volunteer programs and recognizing contributions through award ceremonies are examples of MEP activities in this area.

4. Learning at home: Involve migrant families in their children's learning at home. Instruction on the use of age-appropriate hands-on learning in content areas, along with family literacy, are ways the MEP implements programming.

5. Decision-making: Include migrant families as participants in MEP decisions and advocacy. Coordination of PAC meetings and parent outreach in accessible languages are strategies implemented by the MEP.

6. Collaborating with community: Utilize community resources to strengthen MEPs, schools, families, and student learning. Coordination of services with Head Start and other community-based agencies to provide support services to migrant children and families are examples of strategies.

Implementation

In SY 2009-2010, 186 activity descriptions were provided. A total of 8,309 parents (duplicate) participated in events (see Table 6.1). The largest portion of migrant parents (approximately one quarter—1,917) participated in MPAC meetings. School/MEP-based events and resource sharing were also highly attended activities. For SY 2010-2011, 202 activities were reported with 8,086 total parent participants; in SY 2011-2012, 212 activities were reported with 8,316 total parent participants. In both school years, PAC meetings were the highest attended activities (2,539 and 1,333 respectively). Resource center distribution/community information (in SY 2010-2011) and holidays/special events (in SY 2011-2012) followed as highly attended functions. Three years of data shows that participation has only increased by less than 1% (7 total participants) between SY 2009-2010 and SY 2011-2012; however, participant numbers decreased by about 3% (223 total participants) from SY 2009-2010 to SY 2010-2011, and increased by about 3% (230 total participants) from SY 2010-2011 to SY 2011-2012. Refer to Table 6.1 for a comparison of the number of parent participants by activity category between all three school years.

Table 6.1. Parent Involvement Activities

Activity Categories	Total Parent Participants (Unduplicated)		
	2009-10	2010-11	2011-12
Awards program	229	474	469
CAMP presentation	105	155	127
Early childhood strategies	170	125	557
English (adult education)	194	167	87
Family literacy	359	607	827
Health & safety	127	94	210
Holiday/Special events	621	597	1,238
Information on students' high school completion	279	0	33
Information on students' high school completion and/or Postsecondary options	53	135	139
Leadership skills development	29	8	25
Legal awareness	267	0	75
Math literacy	70	0	9
MEP awareness	151	23	350
PAC	1,917	2,539	1,333
Resource center/distribution; community information	1,137	1,166	601
Review student progress	24	0	0
School-based events	1,287	670	679
Science literacy	186	30	49
Strategies/Skills to assist children at home	786	921	510

Activity Categories	Total Parent Participants (Unduplicated)		
	2009-10	2010-11	2011-12
Student ELL program information	75	30	76
Student work showcase	142	36	597
Technology (adult education)	48	175	132
Understanding U.S. school system & parents' rights and responsibilities	53	134	193
Total	**8,309**	**8,086**	**8,316**

In the 2009-2010 FL MEP Evaluation template, the focus category was an open-ended response. Analysis of the information from this reporting period was challenging due to the various responses provided by districts. For this reason, the focus category was changed to a drop-down menu in the 2010-2011 FL MEP Evaluation template. Drop-down options for the focus category were created as general topics based on the responses from the 2009-2010 evaluation reporting. Some topics include MPAC orientation/ participation, services offered, outreach opportunities, parenting techniques, and literacy programs.

The district-provided activity descriptions were categorized for SY 2009-2010, to the extent possible, by Epstein levels in Table 6.2. In some cases, categories are included in different Epstein levels based on the detailed descriptions provided by the LOAs. In SY 2010-11 and SY 2011-12, parenting (assist families in setting home conditions that support children as students at each age and grade level) had the highest number of parent participants (4,061 and 3,196 respectively). Learning at home (involve families with their children in academic learning at home) was the second highest (2,336 and 1,701 respectively).

Table 6.2. Migrant Parent Activities by Epstein Model Categories for SY 2009-2010

Epstein Levels of Parent Involvement	Sum of Total Parents		
	2009-2010	2010-11	2011-12
Collaborating with Community	**928**	**1,045**	**1,454**
Awards program	0	160	
CAMP presentation	105	137	127
Family literacy	0	0	2
Health & Safety	14	20	0
Holiday/Special events	0	487	1,164
Information on students' high school completion and/or Postsecondary options	10	0	0
Legal awareness	251	0	0
MEP awareness	0	0	19
PAC	0	72	0
Resource center/distribution; community information	548	149	127
Strategies/Skills to assist children at home	0	20	15
Communicating	**1,919**	**120**	**1,350**
Awards program	229	0	45
Early childhood strategies	0	10	12
English (adult education)	0	98	79

Epstein Levels of Parent Involvement	Sum of Total Parents		
	2009-2010	2010-11	2011-12
Collaborating with Community	**928**	**1,045**	**1,454**
Holiday/Special events	573	0	0
MEP awareness	123	0	275
Review student progress	24	0	0
Resource center/distribution; community information	540	0	112
School-based events	160	0	166
Strategies/Skills to assist children at home	0	1	60
Student ELL program information	75	0	0
Student work showcase	142	11	597
Technology (adult education)	0	0	3
Understanding U.S. school system & parents' rights and responsibilities	53	0	1
Decision-Making	**1,952**	**395**	**489**
CAMP presentation	0	18	
Health & Safety	0	4	0
Information on students' high school completion and/or Postsecondary options	0	0	83
Leadership skills development	29	8	0
Legal awareness	0	0	75
MEP awareness	0	23	0
PAC	1,917	188	182
Resource center/distribution; community information	0	20	0
School-based events	6	0	13
Understanding U.S. school system & parents' rights and responsibilities	0	134	136
Learning at Home	**1,364**	**2,336**	**1,701**
Awards program	0	25	0
Early childhood strategies	170	90	269
English (adult education)	0	69	8
Family literacy	359	581	783
Holiday/Special events	0	22	0
Information on students' high school completion and/or Postsecondary options	49	9	0
Math Literacy	70	0	0
MEP awareness	0	0	56
Resource center/distribution; community information	8	138	97
School-based events	0	433	0
Science literacy	186	0	35
Strategies/Skills to assist children at home	522	739	353
Student ELL program information	0	30	0
Student work showcase	0	25	0
Technology (adult education)	0	175	100
Parenting	**2,146**	**4,061**	**3,196**
Awards program	0	160	298

Epstein Levels of Parent Involvement	Sum of Total Parents		
	2009-2010	2010-11	2011-12
Collaborating with Community	**928**	**1,045**	**1,454**
Early childhood strategies	0	25	276
English (adult education)	194	0	0
Family literacy	0	26	42
Health & Safety	113	70	210
Holiday/Special events	48	88	74
Information on students' high school completion	230	0	33
Information on students' high school completion and/or Postsecondary options	43	126	56
Leadership skills development			25
Legal awareness	16	0	0
Math Literacy	0	0	9
MEP awareness	28	0	0
PAC	0	2,279	1,151
Resource center/distribution; community information	41	859	265
School-based events	1,121	237	500
Science literacy	0	30	14
Strategies/Skills to assist children at home	264	161	82
Student ELL program information			76
Technology (adult education)	48	0	29
Understanding U.S. school system & parents' rights and responsibilities	0	0	56
Volunteering	**0**	**129**	**126**
Awards program	0	129	126
PAC	0	0	0
Total	**8,309**	**8,086**	**8,316**

In SY 2010-2012, districts/grantees listed parent activities and chose the focus of each activity from a list of options. Examples of activities include family reading night, workshops, fairs, and parent advisory meetings. In SY 2010-2011, parents most often participated in services offered, FMPAC Orientation, and literacy programs. In SY 2011-2012, parents most often participated in services offered, literacy programs, and parenting techniques (see Table 6.3). Activities ranged in duration from once during the school year to several times per week.

Table 6.3. Parent Involvement Activities by School Year

Activity Focus, Purpose, or Expected Outcomes	Total Parent Participants (unduplicated)	
	2010-2011	2011-2012
Services Offered	2,381	2,752
Literacy Programs	1,230	1,173
Parenting Techniques	845	961
Outreach Opportunities	393	833
FMPAC Orientation/Participation	1,325	803
Student Achievement Recognition	322	642
Parent Recognition	25	409
FCAT/ACT/Alternative State Assessment Preparation	297	253
ELL for Parents	328	188
Preschool Orientation	115	179
Postsecondary Opportunities	163	159
Mentor Recognition	129	126
Assistance with Technology	32	8
Other*	43	0
Total	**7,628**	**8,486**

Other strategies in SY 2010-2011 include informing parents about kindergarten readiness and educationally-related topics.

Most parent involvement activities were migrant-funded in both SY 2010-2011 and SY 2011-2012 (see Table 6.4).

Table 6.4. Number of Parent Involvement Activities Offered by Funding Source and School Year

Focus, Purpose, or Expected Outcomes	Funding Source							
	2010-2011				2011-2012			
	C	M	O	P	C	M	O	P
Services Offered	9	18	7	2	13	22	5	8
Literacy Programs	9	21	12	1	10	16	9	2
Parenting Techniques	4	12	5	10	1	16	7	3
Outreach Opportunities	7	5	1	2	6	18	1	6
FMPAC Orientation/Participation	2	22	1	1	2	27	1	0
Student Achievement Recognition	1	3	1	0	1	2	0	1
Parent Recognition	0	0	0	1	1	4	0	0
FCAT/ACT/Alternative State Assessment Preparation	1	1	3	2	3	1	1	1
ELL for Parents	8	1	0	1	4	2	0	1
Preschool Orientation	1	3	0	1	0	4	0	0
Postsecondary Opportunities	2	2	2	0	2	4	2	2
Mentor Recognition	0	1	0	0	0	0	1	0
Assistance with Technology	0	0	2	1	0	1	0	0

Note: C = Migrant contributed; M = Migrant only; O = Other; P = Partner(s) only

The majority of activities offered focused on literacy programs (23%) for SY 2009-2010 and services offered (23%) for SY 2011-2012 (see Table 6.5).

Table 6.5. Percentage of Activities in School Readiness by School Year

Focus, Purpose, or Expected Outcomes	2010-2011 N = 189	2011-2012 N = 211
Services Offered	19%	23%
Literacy Programs	23%	18%
Parenting Techniques	16%	13%
Outreach Opportunities	8%	15%
FMPAC Orientation/Participation	14%	14%
Student Achievement Recognition	3%	2%
Parent Recognition	1%	2%
FCAT/ACT/Alternative State Assessment Preparation	4%	3%
ELL for Parents	5%	3%
Preschool Orientation	3%	2%
Postsecondary Opportunities	3%	5%
Mentor Recognition	1%	<1%
Assistance with Technology	2%	<1%

Outcomes

During the 2009-2010 reporting period, for the first time, districts collected information on parent involvement rates through the standardized FL MEP Parent Involvement Survey for parents of students in K-5 and 6-12. (See parent involvement survey in Appendix A.) These surveys were developed as a tool to measure the level of parent involvement rates, as it is an outcome identified in the FL MEP SDP. The outcomes state that parent involvement rates will increase by 12 percentage points for parents of students in grades K-5 (over the next three to five years) and by 23 percentage points for parents in grades 6-12. Since SY 2009-2010 was the first year of survey administration and collection, this data serves as the baseline for trend analysis.

During SY 2010-2011, an additional survey was created for parents of preschool children (defined as between the ages 0–5). These data will serve as the baseline for this preschool parent involvement rate. Survey data shows that parent involvement has increased in the preschool level by 16% from SY 2010-2011 to SY 2011-2012, increased in the K-5 level by 5% from SY 2009-2010 to SY 2011-2012, and increased in the 6-12 level by 10% from SY 2009-2010 to SY 2011-2012. Table 6.6 shows these data.

Table 6.6. Percentages of Migrant Parent Respondents in Parent Involvement Activities, by Child Age Group

Grade Level	Total # Migrant Parent Respondents			Total # Respondents Participating in Parent Involvement Activities			Percent of Respondents in Parent Involvement Activities		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
Preschool		580	611		413	531		71%	87%
K-5	2,107	2,555	2,236	1,690	1,922	1,896	80%	75%	85%
6-12	1,486	2,036	1,750	1,030	1,313	1,375	69%	64%	79%

Partnerships

Title I, Part C of the ESEA--Sections 1304(b) and 1306(a)—requires SEAs to address the unique educational needs of migrant children by providing a full range of services from local, state, and federal educational programs and support services. Coordination with other programs and community organizations/agencies ensures greater access to a wide range of services that address the Seven Areas of Concern for migrant children and families (e.g., English language development, health, etc.). Coordination also ensures that the use of MEP funds is optimized as supplemental, after leveraging other program funds first.

District MEPs report on the types of partners that they collaborate with annually (e.g., Title I, Part A program staff, McKinney-Vento grantees, health and welfare agencies, universities, local businesses and healthcare providers, etc.).

Each partner type is described by:

• Partner's contribution/role/benefit to the MEP (e.g., promoting the transition from preschool to kindergarten, increasing instructional opportunities in content areas, etc.);

• Documentation of the partnership (e.g., Memorandum of Understanding, informal agreement); and

• Areas of concern addressed by partnership.

Districts are also prompted to describe how partnerships added value to program priorities for migrant students and families.

Districts reported a total of 416 partners in SY 2009-2010 across a wide range of partner types. The highest number of partners (178) was categorized as non-profit/non-governmental/community-based organizations (45%). Thirteen percent were coded as "other." This "other" group included: churches, legal service providers, Florida Department of Labor, Florida Department of Business and Professional Regulations, workforce development and adult education, U.S. Census, voluntary preschool programs and early learning coalitions, Florida Migrant Interstate Program (FMIP), ESE service providers and other federal Titles programs, law enforcement, medical providers, 21st Century Community Learning Centers, district high school student councils, economic councils, National School Lunch Program, multipurpose resource centers, and the Mexican consulate. This list of "other" indicated that further consistency was needed in coding partner types. For example, some districts coded medical providers as "local business" or FMIP as "other Title I Part C grantee." Not all districts reported the exact number of partners by type so the subtotal in Table 7.1 does not match the total number of partners reported.

Table 7.1. Partner Types for SY 2009-2010

Partner Type	#	%
Non-Profit, Non-Governmental, or Community-Based Organization	178	45
Other	51	13
Local Business	30	8
County Health Department	26	7
Title I, Part A Program Staff	20	5
Institution of Higher Education (IHE)	15	4
Title III Program Staff	13	3
McKinney-Vento Grantees	11	3
Head Start	10	3
Redlands Christian Migrant Association (RCMA)	9	2
HEP	8	2
CAMP	7	2
Community College	6	2
Department of Children and Families (DCF)	6	2
Parent Involvement Technical Assistance Provider	4	1
Title I, Part D Sites	3	1
Other Title I, Part C Grantee	3	1
Total	**396**	**100**

In SY 2010-2012, districts/grantees chose partners from a list of options. For both school years, the majority of partner types were non-profit, non-governmental, or community-based organizations (42% in SY 2010-2011 and 39% in SY 2011-2012; see Table 7.2).

Table 7.2. Partner Types by School Year

Partner Type	2010-2011		2011-2012	
	#	%	#	%
Title I, Part A program staff	20	5	17	4
Title I, Part D sites	1	<1	18	5
Other Title I, Part C grantee	3	1	3	1
McKinney-Vento grantees	11	3	13	3
Title III program staff	13	3	18	5
Community College	9	2	7	2
IHE	21	5	11	3
RCMA	13	3	14	4
Head Start	10	3	12	3
Parent Involvement Technical Assistance Provider	8	2	1	<1
County Health Department	21	5	21	5
DCF	6	2	4	1
Local Business	22	6	30	8
Non-profit, non-governmental, or community-based organization	163	42	148	39
HEP	9	2	8	2
CAMP	4	1	6	2
Other	51	13	52	14
Total	**385**	**100**	**383**	**100**

Table 7.3 provides summary counts of partner contributions, terms of agreement (documentation), and benefits based on OME's Seven Areas of Concern for SY 2009-2010. The counts represent tallies of all reported information across districts. Districts reported, for example, that non-profit organizations most often helped build networks for information sharing and access to services. Non-profit partners also supported MEPs in volunteer activities for migrant students and families; planning, promoting and/or funding extracurricular activities; and providing guidance on specific issues requiring additional expertise.

Table 7.3. MEP Partner Type by Partner Contribution/Role/Benefit (Total Number of District Counts) for SY 2009-2010

Partner Type	Partner Contribution, Role, or Benefit									
	Improve School Readiness	Smooth Transition from Pre-K to K	Parent Involvement Opportunities	Guidance on Specific Issues	Instructional Activities	Extracurricular Activities	Volunteer in Activities	Network Building	Increase Instruction in Content Areas	Promote High School Completion
Title I Part A	7		15	2	16	2		7	10	
Title I Part D	1			1	3			1		1
Other Title I Part C			1		2			1	2	1
McKinney Vento	1		1	4	3	1	1	9		1
Title III	1		8	2	9	1	1	3	6	1
Community College			2	1				5		4
IHE	2		2	3	8	1	7	4	4	8
RCMA	9	6	3		3		1	3		
Head Start	9	9	3		1			2		1
Parent Involvement	2		2		1		1	1		
County health	7	2	1	19		1	2	14		1
DCF	2	1		3				5		
Local business	6	1	6	16	3	6	2	21	1	
Non-profit, NGO	22	11	37	44	21	53	61	109	8	14
HEP	1			1	1			2	1	8
CAMP	1		1	1	1			3	1	6
Other	7	3	10	13	13	3	8	22	11	10

In SYs 2010-2012, districts/grantees also chose up to three partner contributions, roles, or benefits from each partner. For both years, the most frequent partner contribution was to build networks for information sharing and access to services (34% in SY 2010-2011 and 36% in SY 2011-2012) (see Table 7.4).

Table 7.4. Partner Contributions by School Year

Partner Contribution, Role, or Benefit	2010-2011		2011-2012	
	#	%	#	%
Create opportunities for parent involvement (e.g., workshops, trainings, meetings)	99	14	82	13
Provide guidance on specific issues requiring additional expertise (e.g., discipline, mental health, immunizations, etc.)	91	13	80	13
Plan, promote, and/or fund instructional activities	70	10	54	9
Plan, promote, and/or fund extracurricular activities	39	5	43	7
Volunteer in activities for migrant students and families (e.g., mentoring programs)	56	8	47	8
Build networks for information sharing and access to services	243	34	225	36
Increase instructional opportunities and effectiveness in content areas (e.g., reading and language arts, mathematics, science)	47	7	36	6
Promote high school completion or equivalency and postsecondary opportunities	67	9	56	9
Total	**712**	**100**	**623**	**100**

The terms of agreement were usually established by informal means, e.g., verbal discussions in SY 2009-2010 (see Table 7.5).

Table 7.5. MEP Partner Type by Documentation (Total Number of District Counts) for SY 2009-2010

Partner Type	Documentation of Partnership				
	MOU	MOA	Informal	Correspondence	Other
Title I Part A		1	12	8	1
Title I Part D			1	1	1
Other Title I Part C			1	2	
McKinney Vento		1	3	5	2
Title III		1	7	4	1
Community College		1	5		
IHE	1	2	3	8	1
RCMA	1		4	2	1
Head Start			8	2	
Parent Involvement			1	3	
County health	2		12	9	
DCF	1	1	2	1	
Local business		2	14	14	
Non-profit, NGO	4	5	108	56	1
HEP	1		3	4	
CAMP			3	4	
Other	3	4	22	13	1

Similarly, in SY 2010-2011 and SY 2011-2012, the terms of agreement were usually established by informal means (see Table 7.6).

Table 7.6. MEP Partner Type by Documentation and School Year

Partner Type	Documentation of Partnership									
	2010-2011					2011-2012				
	MOU	MOA	Informal	Correspondence	Other	MOU	MOA	Informal	Correspondence	Other
Title I, Part A program staff	1		6	11	2	1		9	6	1
Title I, Part D sites			0	1			1	11	1	
Other Title I, Part C grantee			0	3				1	2	
McKinney-Vento grantees	1		4	6			1	5	6	1
Title III program staff			7	5	1				5	1
Community College	1		6	1	1			7		
IHE			8	12	1	1		6	3	1
RCMA	3		5	4	1	1		6	6	1
Head Start	1		4	5		1		6	3	2
Parent Involvement Technical Assistance Provider		1	1	6				1		
County Health Department	2		13	5		2		14	5	
DCF	1		3	2		1		3		
Local Business		2	9	10	1		2	15	10	2
Non-profit, non-governmental, or community-based organization	5	8	98	50	2	2	8	92	20	26
HEP	1	1	2	5			1	5	2	
CAMP			2	2			1	3	2	
Other	5		25	10	3	2	1	33	13	2
Total										

The area of concern most often addressed in SY 2009-2010 was "access to services" (see Table 7.7).

Table 7.7. MEP Partner Type by Seven Areas of Concern (Total Number of District Counts) for SY 2009-2010

Partner Type	Areas of Concern Addressed						
	Educational Continuity	Instructional Time	School Engagement	English language development	Educational Support in the Home	Health	Access to Services
Title I Part A	10	11	11	5	10	1	9
Title I Part D	2	2	2	1			
Other Title I Part C	2	3	1				1
McKinney Vento	7		3		2	2	11
Title III	3	6	4	11	3		5
Community College	5	1	3	1			3
IHE	6	7	5	6	4	2	6
RCMA	4	5	3	3	3		4
Head Start	5	2	5	3	4	1	3
Parent Involvement	2	1	1		2		3
County health	2				1	21	21
DCF			1			3	5
Local business	2		5		3	15	26
Non-profit, NGO	24	17	65	9	24	76	153
HEP	7	3	2				4
CAMP	7	2	1				4
Other	25	16	18	8	8	11	23

In SY 2010-2012, districts/grantees also chose up to three area(s) of concern addressed by each partner. For both school years, the most frequent concern addressed was access to services (38% in SY 2010-2011 and 39% in SY 2011-2012; see Table 7.8).

Table 7.8. Partner Areas of Concern Addressed by School Year

Partner Area(s) of Concerns Addressed	2010-2011		2011-2012	
	#	%	#	%
Educational Continuity	115	14	97	15
Instructional Time	77	10	46	7
School Engagement	93	12	80	12
English Language Development	61	8	60	9
Educational Support in the Home	61	8	43	6
Health	89	11	79	12
Access to Services	299	38	262	39
Total	**795**	**100**	**667**	**100**

Staff Development

A critical component of the continuous improvement cycle is to ensure effective implementation of evidence-based strategies at the local level and accountability for these services. Professional development for MEP staff, as well as regular classroom teachers and school-based personnel, who work with migrant children, is an important tool building capacity to respond to the unique needs of this population. Title I, Part C of ESEA includes the following provision:

To the extent feasible…projects will provide for professional development programs, including mentoring for teachers and other program personnel. PL 107-110, Sec. 1304 (c)(6)(B)

The 2005 CNA emphasized the hiring of or consultation with content experts to serve as coaches or mentors to help shape programming and provide technical assistance and professional development to MEP staff. In the case of reading, for example, the SDP describes a reading advocate as a "certified teacher with experience in second language acquisition, who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners." Suggested reading strategies include: explore the use of coaching models (academic advocates with content expertise in reading), and provide sustained and intensive professional development. The mathematics, graduation, and school readiness content areas contain similar provisions.

In order to evaluate implementation of SDP strategies, the FL MEP reporting template includes a section on professional development. Districts describe the type of professional development activities offered during the year, whether the event reflects scientific or research-based approaches, targeted staff (MEP and non-MEP), frequency, total duration, the intended focus or purpose, total number of participants, and funding sources. Districts are also prompted to describe how the staff development strategies coincide with program priorities for migrant students and families.

Information was collected on professional development received by MEP staff as well as others who serve migrant students (e.g., school teachers, tutors, etc.). A total of 320 activities for 3,842 staff were reported by LOAs for SY 2009-2010. Table 8.1 depicts the types of activities (categorized based on descriptions provided), total number of staff participants, and total duration in hours. The highest number of activities was categorized as MEP-

related training, including orientation for new staff, identification and recruitment (ID&R) training/technical assistance, information on administrative policies, evaluation template training, etc. The next highest category related to data and technology systems (i.e., Migrant Student Records Exchange Initiative (MSIX), Microsoft Office programs, database systems, etc.), as well as using assessment data to inform decision making. All districts except one reported that all MEP staff received at least one staff development activity in the reporting period; one district reported half of its MEP staff received at least one staff development activity.

Table 8.1. Staff Development Activity Summary for SY 2009-2010

Staff Development Activity Category	Number of Activities	Total Staff	Total Duration (hours)
MEP (e.g., orientation, ID&R, administrative policies, evaluation)	66	745	653
Data & Technology Systems (e.g., MSIX, records keeping, using assessment data for instruction	40	287	491
Collaboration (e.g., partnering with other federal/state/district programs and community-based organizations)	34	275	294
Reading/Language Arts	26	249	224
Parent Involvement	25	122	358
Instructional Strategies (general)	24	251	370
ELL (i.e., instructional strategies for English learners)	20	109	496
Federal/State/District Reform Initiatives (e.g., Response to Intervention, Florida Continuous Improvement Model)	14	192	130
School Readiness	14	99	122
Secondary Education & Graduation	14	97	140
Health & Safety (includes sessions for staff safety)	12	68	46
Other	11	72	340
Multiple Content Areas (e.g., math and science)	10	146	104
Mathematics	4	24	36
Professional Learning Communities	3	27	14
Science	3	15	26
Total	**320**	**2,778**	**3,842**

In SY 2010-2012, districts/grantees indicated the focus of staff development activities from a list of options. Table 8.2 indicates the total number of staff who participated in each type of activity and the total duration in hours for each activity. Although more staff members participated in activities in SY 2011-2012 (2,458) as compared to SY 2010-2011 (2,390), they spent fewer hours in these activities than the previous year. The most common type of activity for both school years was professional/skill development.

Table 8.2. Staff Development Activity Summary by School Year

Staff Development Activity Focus, Purpose, or Expected Outcomes	2010-2011		2011-2012	
	Total Staff	Total Duration (hours)	Total Staff	Total Duration (hours)
Professional/Skill Development	982	1,284	918	1,072
Orientation	94	70	193	138
ID & R	298	171	326	109
Parent Involvement	49	148	65	86
MSIX/Records Processing/Transfer	44	65	83	60
EDW/Database	59	49	16	10
Postsecondary Transition/Alternative Education	20	18	22	9
Credit Accrual/Graduation	15	5	17	14
Leadership Activities	59	86	22	101
Student Engagement	14	13	15	10
Needs Assessment	129	32	148	9
Program Management	0	0	3	4
Technical Abilities– Software, Hardware, Online Curriculum	69	57	35	48
Strategic Plan Design	63	89	185	100
OSY	57	106	4	18
Reading	83	709	72	119
Math	33	24	16	9
School Readiness	56	11	15	26
Cultural Competence	2	3	25	29
Support Services/Community Resources/Partnerships	22	109	124	75
ELL Development	45	196	36	47
Student Assessment/Achievement	151	149	76	85
MEP Regulations, Law, Non-Regulatory Guidance	46	121	42	139
Total	**2,390**	**3,515**	**2,458**	**2,317**

Table 8.3 shows staff development activities by funding source for SY 2009-2010. The majority of staff participated in activities that were fully funded by the MEP. However, the majority of activities were funded by other sources (refer to Table 8.4). Other sources included Title I Part A, Title III, other federal and state programs, private vendors, etc. Table shows the types of activities by funding source (categories can be in multiple sources).

Table 8.3. Staff Development Activities by Funding Source and Total Staff for SY 2009-2010

Funding Source	Number of Activities	Total Staff
C (MEP Partially Funded/Facilitated)	25	375
M (Migrant Fully Funded)	132	1,168
O (Other Funding)	144	1,116
P (Partner Funded)	19	119
Total	320	2,778

Table 8.4. Staff Development by Funding Source and Category for SY 2009-2010

Funding by Activity	Number of Activities
C (MEP Partially Funded/Facilitated)	**25**
Data & Technology Systems	5
Secondary Education & Graduation	1
Instructional Strategies	1
MEP	5
Collaboration	8
Parent Involvement	1
Reading/Language Arts	2
School Readiness	1
Science	1
M (MEP Fully Funded)	**132**
Data & Technology Systems	11
Secondary Education & Graduation	8
Health & Safety	1
Instructional Strategies	9
Mathematics	2
MEP	56
Multiple Content Areas	6
Collaboration	10
Other	3
Parent Involvement	10
Professional Learning Communities	1
Reading/Language Arts	6
School Readiness	6
Federal/State/District Reform Initiatives	3
O (Other Funding)	**144**
Data & Technology Systems	24
ELL	13
Secondary Education & Graduation	3

Funding by Activity	Number of Activities
Health & Safety	11
Instructional Strategies	13
Mathematics	1
MEP	5
Multiple Content Areas	3
Collaboration	15
Other	8
Parent Involvement	11
Professional Learning Communities	2
Reading/Language Arts	16
School Readiness	6
Science	2
Federal/State/District Reform Initiatives	11
P (Partner Funded)	**19**
ELL	7
Secondary Education & Graduation	2
Instructional Strategies	1
Mathematics	1
Multiple Content Areas	1
Collaboration	1
Parent Involvement	3
Reading/Language Arts	2
School Readiness	1
Total	**320**

In both SY 2010-2011 and SY 2011-2012, staff participated in activities that were mainly migrant-funded (see Table 8.5).

Table 8.5. Staff Development Activities by Funding Source, Total Staff, and School Year

Funding Source	2010-2011		2011-2012	
	Number of Activities	Total Staff	Number of Activities	Total Staff
C (Migrant Contributed)	53	537	30	328
M (Migrant Only)	164	1,426	153	1,536
O (Other Funding)	109	709	129	532
P (Partners Only)	36	135	18	41
Total	362	2,807	330	2,437

The FL MEP has taken significant steps to systematize evaluation data collection and analysis, including: refining the district self-reporting template, training district coordinators and their designated staff on data reporting, and convening an Evaluation Work Group to discuss and troubleshoot evaluation issues as they arise. These efforts on the part of leadership have facilitated a sense of buy-in from the district MEPs. This report is framed to measure the implementation and effectiveness of the strategies and MPOs outlined in the 2008 SDP, as well as the two main evaluation questions:

1) To what extent are programs being implemented?
2) To what extent are programs for MEP students impacting student outcomes?

Based on the findings presented in this report, the analysis suggests the following:

To What Extent Are Programs Being Implemented?

The data presented by content area indicate positive advances in implementing SDP strategies, such as:

- More students participating in activities than anticipated—

   o Reading, Mathematics, and School Readiness in SY 2011-2012

   o Graduation in SY 2010-2011

- Student participation rates at 90% or higher—

   o Students participated in more graduation activities (**94%)** than anticipated in SY 2011-2012

   o More students participated in reading (**92%)**, mathematics (**95%),** and school readiness (**99%)** activities than anticipated in SY 2010-2011

- Percentage of districts offering at least one activity focused on **student achievement in all content areas** either increased or stayed the same (between SY 2010-2011 and SY 2011-2012)

   o The highest percentages were in reading (89% of districts) and mathematics (86% of districts) in SY 2011-2012

- Emphasis on **strategic, content-based tutoring** in reading and mathematics to students was identified as **PFS**

   o At least 50% of districts/grantees selected this strategy in reporting activities that were given most emphasis as related to achievement (from SY 2009-2010 to SY 2011-2012)

- There was an emphasis on family outreach/literacy/parent involvement, as well as coordinating with Head Start and other community-based agencies, to allow access to **early childhood** services for preschool-aged migrant children

- At least 50% of districts/grantees selected these strategies in reporting activities that were given most emphasis as related to achievement (SY 2010-2011 and SY 2011-2012)

- More districts/grantees provided instructional support in the area of emerging literacy skills over time to promote **school readiness**
  - 39% of districts provided support in SY 2010-2011 and 50% in SY 2011-2012

- There was an emphasis on credit accrual to promote **graduation**
  - At least 50% of districts/grantees indicated providing PASS and Mini-PASS curricula to migrant students who are behind and in need of accruing additional credits toward graduation
  - Number of migrant students in grades 10-12 participating in extensive tutoring increased dramatically from five in SY 2008-2009 to 317 in SY 2011-2012 (as reported by a subset of districts)

- **School engagement**, as reported by migrant secondary students receiving encouragement from MEP and/or school staff, increased from 69% to 81% (SY 2009-2010 to SY 2011-2012)

- **Migrant parent activities** (as categorized by the Epstein Model) with the highest numbers of parent participants have been <u>parenting</u> (assisting families in setting home conditions that support children as students) and <u>learning at home</u> (involving families in their children's academic learning at home) in each of the three student age brackets

- **Partnerships** with a wide range of partner types builds networks for information sharing and access to services
  - Highest total of partners reported in SY 2009-2010 was 416 (45% non-profit/non-governmental/community-based organizations)

- More MEP staff participated in **staff development** between SY 2010-2011 and SY 2011-2012

There are some trends to examine closely over time, including:

- Strategies given most emphasis in the four content areas (i.e., alignment of local MEP implementation with statewide goals as articulated in the SDP)

- Fluctuations in parent involvement (i.e., participation in parent activities has increased by less than 1% between SY 2009-2010 and SY 2011-2012, and the number of participants has increased by 3% between SY 2010-2011 and SY 2011-2012)

- Staff development (i.e., although more staff members participated in staff development in SY 2011-2012, they spent fewer hours in these activities and the number of total activities decreased over time)

To What Extent Are Programs for MEP Students Impacting Student Outcomes?

Findings from this analysis provide a basis for some trend analysis in terms of student outcomes. However, these data should be interpreted with caution as the state assessment has changed over

this reporting period. Although FCAT 2.0 was administered in SY 2010-2011, scores were reported as FCAT Equivalent Scores. For SY 2011-2012, scores on the reading and mathematics assessment were based on the new cut scores that were established in December 2011. Scores from SY 2011-2012 cannot be compared to previous years' assessment scores. These SY 2011-2012 data will serve as baseline scores going forward.

Reading

- The percentage of migrant students who scored at/above proficiency in reading: 40% (Target=65%); for PFS: 28% for SY 2009-2010.
- Percentage of migrant students who scored at/above proficiency increased between SY 2008-2009 and SY 2009-2010, and then decreased at the time of the FCAT change; this was true for non-migrant students, as well.
- Percentage of PFS students scoring at/above proficiency in reading increased from 26% to 30% between SY 2008-2009 and SY 2010-2011.
- Nearly 60% of all migrant students (52% of PFS) in SY 2009-2010 and nearly 50% of all migrant students (42% of PFS) in SY 2010-2011 had learning gains; 71% of 7th graders in SY 2009-2010 had learning gains.
- There was significant positive decrease in reading proficiency gap each year from SY 2008-2009 to SY 2010-2011; gap remained static in SY 2011-2012 despite changes in the assessment (non-migrant students also showed a drop in proficiency).

Mathematics

- The percentage of migrant students who scored at/above proficiency in mathematics: 53% (Target=68%); for PFS: 37% for SY 2009-2010.
- Percentage of migrant students who scored at/above proficiency in mathematics increased between SY 2008-2009 and SY 2009-2010, and then decreased at the time of the FCAT change; this was true for non-migrant students, as well.
- Percentage of PFS students scoring at/above proficiency in mathematics increased from 38% to 46% between SY 2008-2009 and SY 2010-2011.
- Nearly 60% of all migrant students (62% of PFS) in SY 2009-2010 and 53% of all migrant students (45% of PFS) in SY 2010-2011 had learning gains.
- There was significant positive decrease in mathematics proficiency gap each year from SY 2008-2009 to SY 2010-2011; gap remained static in SY 2011-2012 despite changes in the assessment (non-migrant students also showed a drop in proficiency).

Graduation

- The percentage of migrant students who graduated from high school with a regular diploma or GED: 80%.
- 71% of migrant 12th graders graduated in SY 2011-2012.
  - Gap between migrant and non-migrant students graduating was 3% points.
- Percentage of tutored students who passed the FCAT assessment increased from 40% to 48% between SY 2008-2009 and SY 2010-2011.
- 38% of tutored students passed the FCAT 2.0 assessment in SY 2011-2012.
- The percent of students receiving encouragement from MEP and/or school-based staff increased over time from 69% in 2009-2010 to 81% in 2011-2012.

School Readiness

- The percentage of migrant kindergarteners who received migrant preschool services demonstrating school readiness: 87% (FLKRS for SY 2008-2009).
- Data for subsequent school years were unavailable at the time of this report.

Parent Involvement

- Percentage of migrant parent respondents in parent involvement activities increased between SY 2009-2010 and SY 2011-2012.
- Preschool parent involvement participation increased from 71% in SY 2010-2011 to 87% in SY 2011-2012.
- K-5 parent involvement participation increased from 80% in SY 2009-2010 to 85% in SY 2011-2012.
- Grades 6-12 parent involvement participation increased from 69% in SY 2009-2010 to 79% in SY 2011-2012.

Recommendations

After three years of data collection, data provided by the LOAs as well as the process to collect this information apprise the FL MEP of what changes can be made for a more seamless, effective methodology for state-level evaluation. The following recommendations are provided based on areas of improvement noted through analysis of the collection of the FL MEP Evaluation Template from 2008-09 through 2011-12 school years.

1. **School Readiness Data**. The FL MEP has experienced obstacles in obtaining school readiness data since the 2009-10 school year. The last available data for this population was received in 2008-09. At the time, the migrant data contact had a strong relationship with the FL DOE's Education Information and Accountability Services (EIAS) and has access to this information. However, since change in staffing, this has not been the case. School Readiness data is integral in the evaluation process. The FL MEP Service Delivery Plan (SDP) outlines goals to increase the number of migrant students served in school readiness services directly and through community/organization partners. It is imperative that this data is collected in order to determine the progression toward meeting SDP School Readiness goals. For this reason, the FL MEP should identify an action plan to renew efforts to nurture relationships with EIAS. This will allow the FL MEP a better opportunity at attaining this information.

2. **Priority for Services Students**. In its inception, as part of the evaluation process, the FL MEP analyzed student outcomes by subgroups including Priority for Services (PFS) students. These are the migrant students that are most at-risk of failing due to their academic and migratory lifestyle history. After reviewing outcome data, it was determined it would be beneficial to know the connection between activities PFS were participating and their assessment data. Since these students are highest priority migrant students (academically), it is advantageous to take a closer look at this population to ensure it is identified the best and most effective methods to serve them. In light of this insight, it is

recommended that there are fields/options in the evaluation template to differentiate services provided to PFS only and PFS and other migrant students. This will allow a seamless, quick glance of how these students are being served academically.

3. **Proficiency and Gaps in Reading**. Reading is one the major areas identified in the SDP and is one of the most critical subjects as it relates to student achievement. Although there are some LOAs that show major improvements, and in some cases, advancing passed non-migrant students on statewide assessment scores, collectively on a state level, data shows that reading is still a major area of improvement for migrant students (as demonstrated in proficiency and gaps on statewide assessments). Since it is an essential area, it would be expedient for FL MEP to support LOAs in implementing reading initiatives/strategies. In order to address this need, it is recommended that FL MEP provide direct and facilitate access to professional development opportunities that afford LOAs access to research-based strategies in reading. Efforts to increase this knowledge can be key in assisting migrant students in increased achievement in reading proficiency and closer to closing the gap.

4. **Parent Involvement**. Strong parent involvement is another vital element for student academic success as well as the FL MEP. The standardized parent involvement survey instrument is utilized to determine the rate of parent involvement among migrant parents. As mentioned in the implications, there were fluctuations in parent involvement between 2009-10 and 2011-12. This analysis drives discussions among FL MEP and partners as to what methods can be done to get a closer look at parent involvement activities. This closer look can provide FL MEP with a deeper understanding of what draws migrant parents to participate to become active participants in their students' academics and how the LOAs can modify programming to address such factors. For this reason, the FL MEP should identify barriers to why migrant parents are not participating as well as examine what activities migrant parents participate the most. A possible solution to collect this information is to modify the standardized parent involvement surveys.

The FLMEP has continued to refine data collection tools and processes. Improvements have included standardization in program activity categories and validation on data entry fields. Additional data challenges still exist, e.g., obtaining school readiness state assessment data for school years after 2008-2009; FL MEP staff will work with appropriate data specialists to resolve these issues. The FL MEP will also continue to convene its Evaluation Work Group to streamline reporting requirements, define additional elements, and troubleshoot areas requiring improved processes for reporting, particularly as the cycle of continuous improvement requires an updated assessment of migrant student needs. This report benchmarks a solid beginning to the evaluation cycle within the FL MEP, providing flexibility for local MEPs to customize services while ensuring a standardized, statewide view of the extent to which services are beginning implemented and the impact of those services on the academic achievement of migrant youth.

Appendix A – Migrant Parent Involvement Survey Instruments
Parents of Preschool Children

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **preschool** (ages 0-5) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities? *(mark all that apply)*	3 or more times	1-2 times	Never
1) Attend a school-based **general** academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	☐	☐	☐
2) Attend a meeting to specifically discuss my child's academic or social needs (e.g., Parent/Teacher conference; meeting with migrant personnel, guidance counselor, social worker, nurse, or principal)	☐	☐	☐
3) Communicate with school via a phone call or written form (signing agenda) regarding my child's academic or social needs. (e.g., seek tutoring assistance for my child)	☐	☐	☐
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	☐	☐	☐
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	☐	☐	☐
6) Participate in learning, cultural, and/or community activities outside of school and home (e.g., trip to library, zoo, cultural festival, church-sponsored event, etc.)	☐	☐	☐
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	☐	☐	☐
8) Help with, support, and/or review my child's homework	☐	☐	☐
9) Participate in other educational activities at home with my children (e.g., play educational games, read stories, talk to my child about what is happening in school/class, discuss current events, talk about family values)	☐	☐	☐
10) Other (please describe activity/event):	☐	☐	☐

Parents of Elementary Students

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **elementary** school (grades K-5) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities? *(mark all that apply)*	3 or more times	1-2 times	Never
1) Attend a school-based **general** academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	☐	☐	☐
2) Attend a meeting to specifically discuss my child's academic or social needs (e.g., Parent/Teacher conference; meeting with migrant personnel, guidance counselor, social worker, nurse, or principal)	☐	☐	☐
3) Communicate with school via a phone call or written form (signing agenda) regarding my child's academic or social needs. (e.g., seek tutoring assistance for my child)	☐	☐	☐
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	☐	☐	☐
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	☐	☐	☐
6) Participate in learning, cultural, and/or community activities outside of school and home (e.g., trip to library, zoo, cultural festival, church-sponsored event, etc.)	☐	☐	☐
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	☐	☐	☐
8) Help with, support, and/or review my child's homework	☐	☐	☐
9) Participate in other educational activities at home with my children (e.g., play educational games, read stories, talk to my child about what is happening in school/class, discuss current events, talk about family values)	☐	☐	☐
10) Other (please describe activity/event):	☐	☐	☐

Instructions: The purpose of this survey is to learn more about your involvement with your child(ren)'s education. Please respond to the questions, thinking only about your **secondary** school (grades 6-12) child(ren). Your responses are important to us as we work to build a stronger migrant education program. Thank you for your time and help.

This school year, have you participated in any of the following parent involvement activities? *(mark all that apply)*	3 or more times	1-2 times	Never
1) Attend a school-based **general** academic meeting or training (e.g., PTA or MPAC meeting, Reading/Math Night, orientation/open house)	☐	☐	☐
2) Attend a meeting to specifically discuss my child's academic or social needs (e.g., Parent/Teacher conference; meeting with migrant personnel, guidance counselor, social worker, nurse, or principal)	☐	☐	☐
3) Communicate with school via a phone call or written form (signing agenda) regarding my child's academic or social needs. (e.g., seek tutoring assistance for my child)	☐	☐	☐
4) Volunteer at school or with a school-sponsored activity (e.g., as a classroom aide, field trip chaperone, etc.)	☐	☐	☐
5) Attend a school-sponsored extracurricular event (e.g., school musical or theater performance, student recognition event, sports game, etc.)	☐	☐	☐
6) Participate in learning, cultural, and/or community activities outside of school and home (e.g., trip to library, zoo, cultural festival, church-sponsored event, etc.)	☐	☐	☐
7) Attend adult education classes (e.g., parenting classes, English class, computer technology classes)	☐	☐	☐
8) Help with, support, and/or review my child's homework	☐	☐	☐
9) Participate in other educational activities at home with my children (e.g., play educational games, read stories, talk to my child about what is happening in school/class, discuss current events, talk about family values)	☐	☐	☐
10) Other (please describe activity/event):	☐	☐	☐

Appendix B – Migrant Student Survey Instrument

The purpose of this survey is to learn more about your experiences at school. Please assist us by responding to the following questions. In order to ensure confidentiality, please do not put your name on the survey.

1. What grade are you currently in? Select only one grade.

☐ 6th   ☐ 7th   ☐ 8th   ☐ 9th   ☐ 10th   ☐ 11th   ☐ 12th

2. Are/Were you involved in any extracurricular activities this year? (An extracurricular activity is any school-sponsored activity outside of your regular classroom schedule.)

☐ Yes   ☐ No

If you answered Yes, please select all the activities you participated in this year.
(Check all that apply.)

Activity	Participated This year	Activity	Participated This year
Academic Club	☐	Foreign Language Club	☐
Business Club	☐	Honor Society	☐
Community Service Club	☐	Leadership (class officer)	☐
Religious Club	☐	Music (Band, Chorus, Orchestra, etc.)	☐
Computer Club	☐	ROTC	☐
Dance Club	☐	School Newspaper	☐
Drama/Theater Club	☐	Sports	☐
Future Farmers of America (FFA)	☐	Yearbook Club	☐
Other (specify):			☐
Other (specify):			☐

3. Would you like to be involved in extracurricular activities?   ☐ Yes   ☐ No

4. Identify if any of the following issues prevents you from being able to participate in extracurricular activities
(check all that apply):

☐ Transportation (getting to and from the activity)
☐ Conflict with days/times the activity is offered/scheduled
☐ Not enough time

☐ Friends do not participate
☐ Jobs
☐ Costs

☐ Activity not offered at your school   ☐ Restricted from participation

☐ Other (please describe): _____

5. Have you received encouragement from school staff to participate in extracurricular activities?
   ☐ Yes   ☐ No

6. Is there a person(s) at your school who helps/helped you reach your long term goals (graduating, going to college, technical training)?

Migrant Education Program staff		Other school staff	
☐ Yes	☐ No	☐ Yes	☐ No