

Florida Migrant Education Program Service Delivery Plan



June 2018

Acronym	Description	Acronym	Descriptions
CNA	Comprehensive Needs Assessment	MEP	Migrant Education Program
COE	Certificate of Eligibility	MPAC	Migrant Parent Advisory Council
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	MPO	Measurable Program Outcome
DOE	Department of Education	MSIX	Migrant Student Information Exchange
EC	Early Childhood	NAC	Needs Assessment Committee
ECHOS	Early Childhood Observation System	NCLB	No Child Left Behind Act of 2001
ELA	English Language Arts	OME	U.S. Department of Education Office of Migrant Education
EOC	End-of-Course	MSIX	Migrant Student Information Exchange
ESCORT	Eastern Stream Center on Resources and Training	OSY	Out-of-School Youth
ESEA	Elementary and Secondary Education Act	PASS	Positive Approach to Student Success
ESL	English as a Second Language	PD	Professional Development
ESSA	Every Student Succeeds Act	PFS	Priority for Services
FAFSA	Free Application for Federal Student Aid	SDP	Service Delivery Plan
FAIR-K	Kindergarten Assessment for Instruction in Reading	SEA	State Education Agency
F.A.S.T.E.R.	Florida Automated System for Transferring Educational Records	SRUSS	School Readiness Uniform Screening System
FCAT	Florida Comprehensive Assessment Test	SPT	State Performance Target
FDOE	Florida Department of Education	SY	School Year
FERPA	Family Educational Rights and Privacy Act	VPK	Voluntary Prekindergarten Education Program
FISMA	Federal Information Security Management Act		
FLKRS	Florida Kindergarten Readiness Screener		
FMEP	Florida Migrant Education Program		
FSA	Florida Standards Assessment		
GED	General Educational Development		
GOSOSY	Graduation and Outcomes for Success for OSY		
GPA	Grade Point Average		
HEP	High School Equivalency Program		
HS	High School		
IDEA	Individuals with Disabilities Education Act		
ID&R	Identification and Recruitment		
LEA	Local Educational Agency		
LOA	Level of Assistance		

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FLORIDA COMPREHENSIVE SERVICE DELIVERY PLAN

OVERVIEW

This report describes the Florida Migrant Education Program (FMEP) and presents results of the 2017 Comprehensive Needs Assessment (CNA) along with the 2017-2018 Service Delivery Plan (SDP). The plan includes Performance Targets, Measurable Program Outcomes (MPOs), Service Delivery Strategies, a definition of Priority for Services (PFS), and plans for parent involvement, identification and recruitment (ID&R), records transfer and evaluation.

The Education of Migratory Children, Title I, Part C of the Elementary and Secondary Education Act (ESEA) was initially created in 1966 and was amended in 2001 through No Child Left Behind (NCLB), and again through the Every Student Succeeds Act (ESSA), which took effect beginning in FY 2017. The statute establishes important guidelines to ensure that children who move frequently are not penalized by differences in curriculum, graduation requirements, Local Educational Agency (LEA) content and achievement standards. Funds provided under Title I are intended not only to provide migratory children with appropriate educational services (including supportive services) that address their unique needs, but are designed to offer them a chance to meet the same challenges and opportunities of education as their peers.

Nationwide, migrant education aims to achieve the following (defined in Section 1301 of ESSA):

- (1) To assist States in supporting high-quality and comprehensive educational programs and services during the school year (SY) and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
- (2) To 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 challenging State academic standards;
- (3) To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;
- (4) 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 succeed in school; and
- (5) To help migratory children benefit from State and local systemic reforms.

MIGRANT STUDENT ELIGIBILITY

According to Title I, Part C, Education of Migratory Children, Section 1309(2), a child is eligible for the services provided by Migrant Education Program (MEP) funding if a parent, guardian, or the individual youth is a qualified migratory worker; the student has moved across school district lines with, to join, or as the worker; and the move was within the past 36 months. The Program serves children and youth from birth through 21 who have not graduated from high school or earned an equivalent diploma.

CONTEXT FOR CONTINUOUS IMPROVEMENT

Title I, Part C (Sec. 1306) specifies that State Education Agencies (SEAs) must deliver and evaluate MEP-funded services to migratory children based on a statewide SDP that reflects the results of a statewide CNA. A state's SDP must be viewed within a cycle of continuous improvement (see Figure 1, below) that contextualizes identified needs based on:

- Performance Targets
- A CNA
- MPOs
- Service Delivery Strategies
- An Evaluation Plan

Within this continuous improvement cycle, a current CNA forms the basis for drafting MPOs, and Service Delivery Strategies are then developed to organize the MEP's work toward achieving its goals for migrant students and families. Progress toward the attainment of established performance targets and MPOs is assessed via a comprehensive evaluation, and results inform the next round of needs assessment. This cycle is generally repeated every three to five years. Prior to this document, the FMEP last completed a CNA in 2010 and an SDP in 2012, which was subsequently updated in 2015.

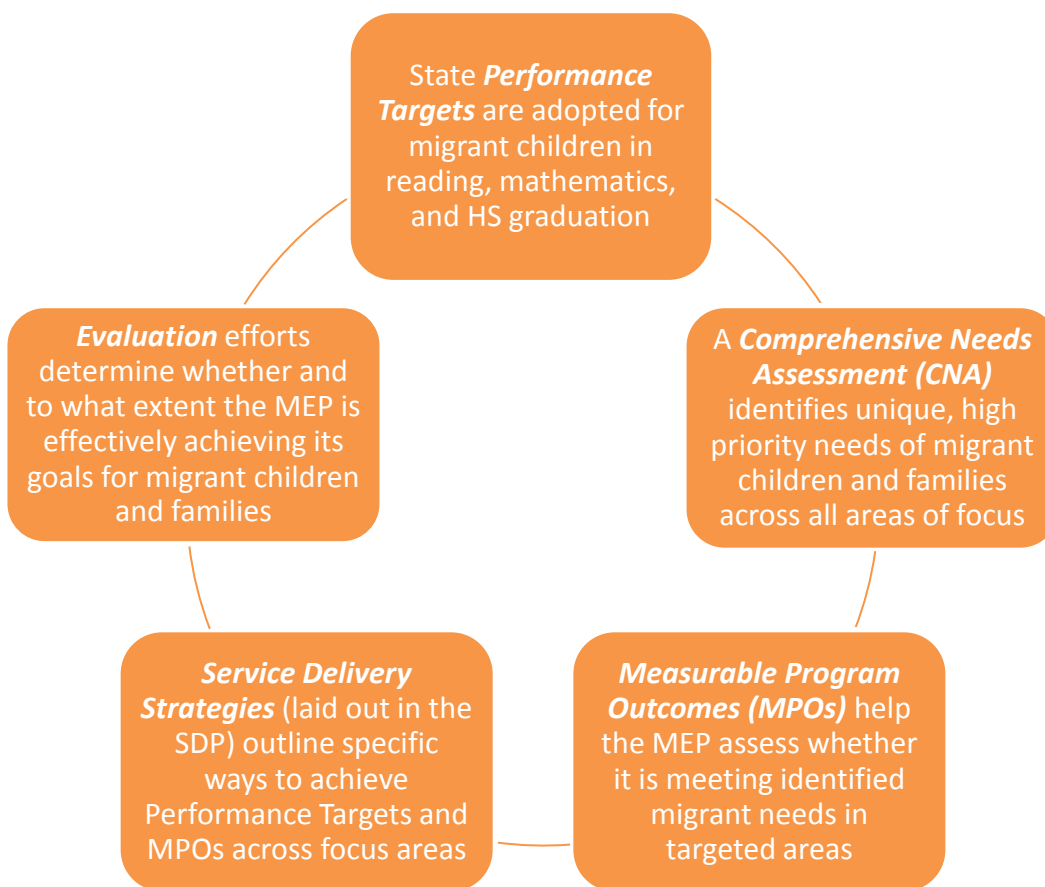


Figure 1. FMEP Continuous Improvement Cycle

THE FLORIDA MIGRANT EDUCATION PROGRAM

The FMEP is a program of the Florida Department of Education (FDOE) that assists schools in helping migrant learners meet state expectations for achievement. Within the contexts of eligibility and funding outlined above, the FMEP identified a total of 25,396 unique, eligible migrant students in the 2015-2016 program year. Of these, 3,289 were served during the summer program. This section describes the organization of the FMEP and provides a summary of the students it serves.

The FMEP ensures that all eligible migratory children in the state have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The program also provides appropriate support services to ensure migrant students' continued education post-graduation. The FMEP is administered through the FDOE to LEAs and consortia of LEAs. Of the state's 67 districts, all but 10 receive migrant funds either directly (29) or through the consortia (16 under the Panhandle Area Educational Consortium and 12 under the Alachua Multi-County Consortium). FMEP activities are overseen by the state MEP Director.

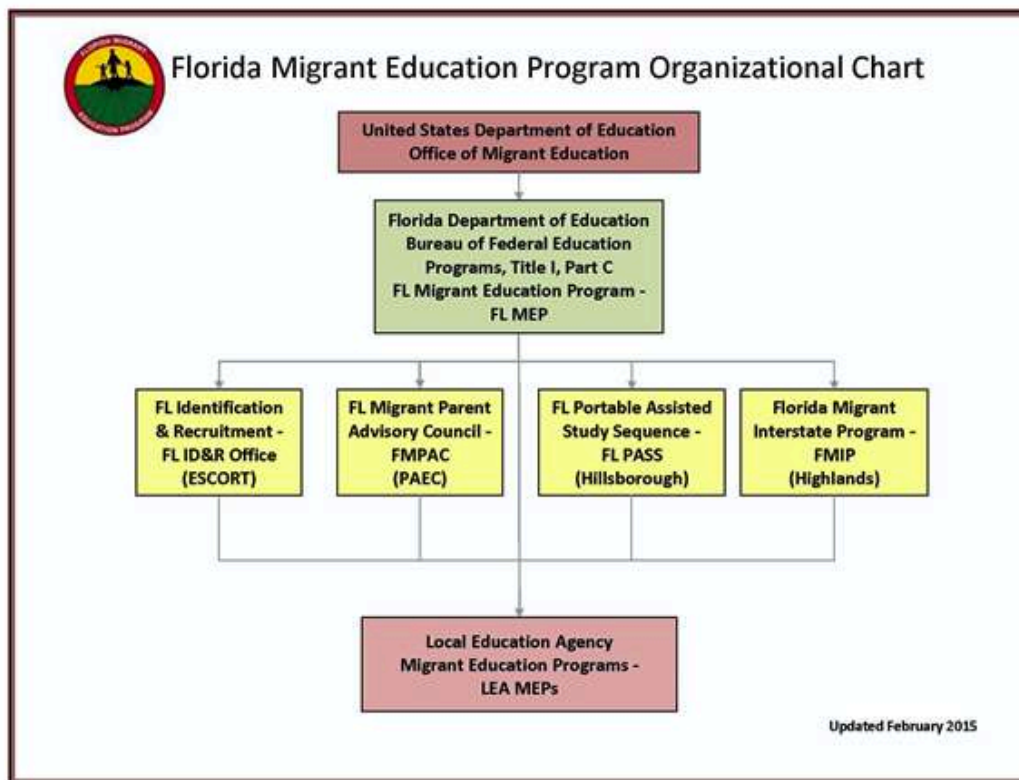


Figure 2. FMEP Organizational Chart

STUDENT PROFILE

To gain a common understanding of the Florida migrant student population, the Needs Assessment Committee (NAC) members reviewed a profile of Florida migrant students. The charts below are drawn from the Florida migrant student profile provided in Appendix C and summarize Florida migrant student enrollment, demographics and performance.

The FMEP is among the four largest in the United States in terms of the number of migrant-eligible students and youth served (along with California, Texas, and Washington). The number of migrant-served students in Florida rose from 25,781 (SY 2009-2010) to 26,267 (SY 2011-2012), fell to 25,635 in SY 2012-2013, and then rose to 27,214 in SY 2013-2014 and to 25,396 in SY 2015-2016.

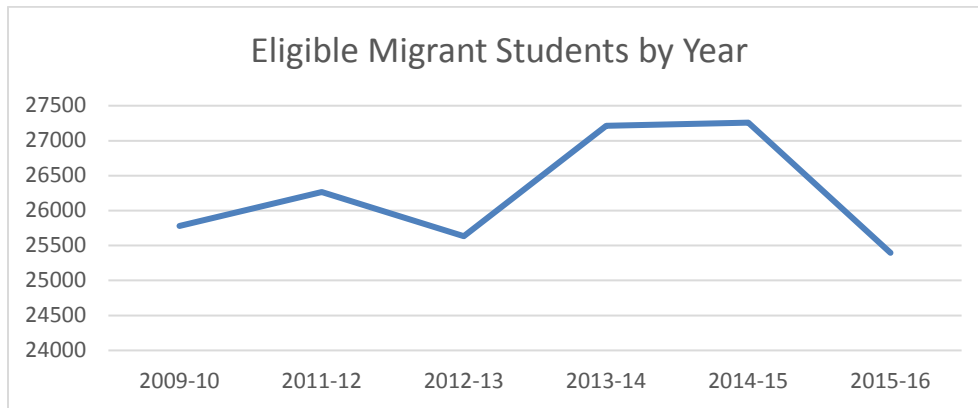


Figure 3. FMEP Eligible Migrant Students by Year

A substantially similar number and percent of migrant students were designated as PFS, the most highly mobile, at risk subgroup, for three years ending in SY 2014-2015 (5,332 students, or 20% of the migrant student population in SY 2014-2015). Approximately 40% of students were elementary age in SY 2013-2014, 15% were high school age, and approximately 23% were age 3 through Kindergarten. From SY 2012-2013 to SY 2014-2015, the eligible Pre-K and Kindergarten populations declined even as the overall number of eligible migrant students increased. While students in the Out-of-School Youth (OSY) (grade 30) category increased from 3,640 (14%) to 4,608 (17%) between SY 2012-2013 and SY 2013-2014, they decreased to 4,061 (15%) in SY 2014-2015.

Table 1. Eligible Migrant Student Demographic Data, SY 2012-2015

		2012-2013	2013-2014	2014-2015	2015-2016
Total	#	25,635	27,214	27,258	25,396
ELL LEP (LY)	#	7,885	8,220	8,076	8,169
	%	31	30	30	32
PFS	#	5,359	5,506	5,332	5,348
	%	21	20	20	21
Children with Disabilities – Individuals with Disabilities Education Act (IDEA)	#		2,609	2,738	2,776
	%		10	10	11
Dropouts	#		119	150	163
	%		.4	.6	.6

Note: English language learners (ELLs), Limited English proficiency (LEP) (LY) (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.

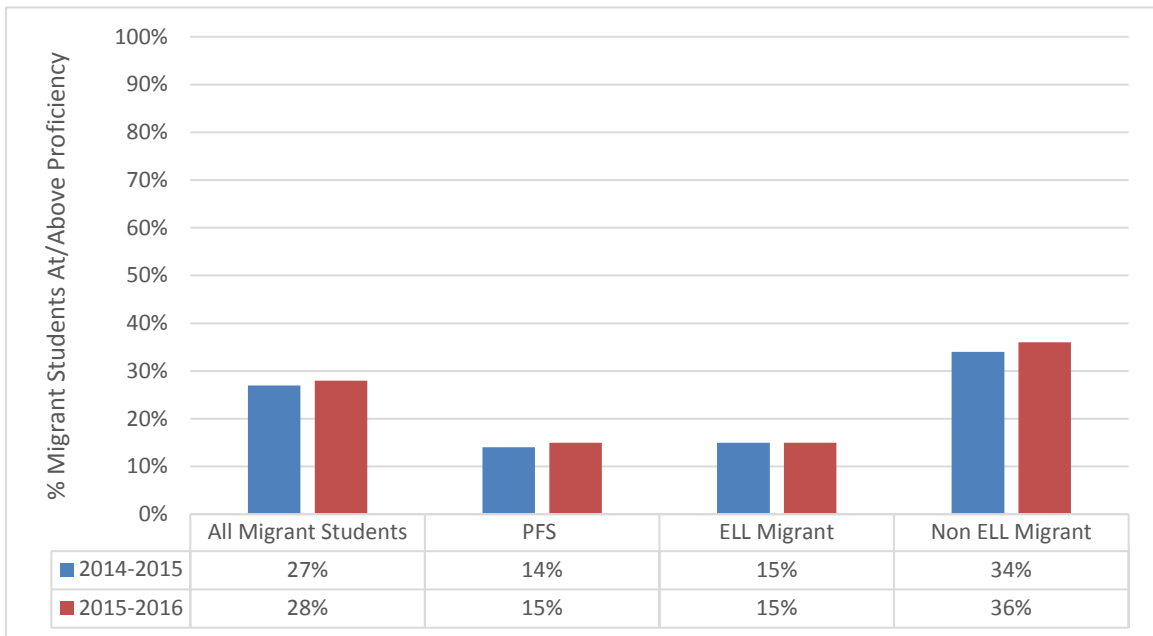


Figure 4. Percentage of Migrant Students at or above Reading Proficiency on Florida Standards Assessment, SYs 2014-2016

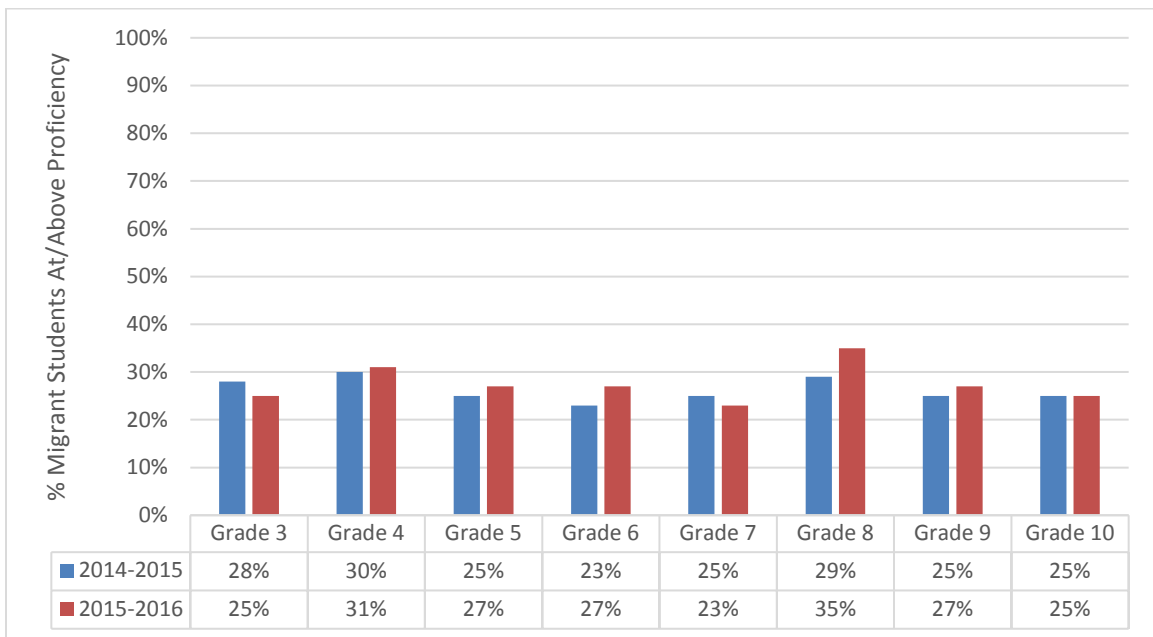


Figure 5. Percentage of Migrant Students at or above Reading Proficiency on Florida Standards Assessment by Grade Level, SYs 2014-2016

The reading achievement gap remained substantially similar between SY 2011-2012 and SY 2015-2016 (from 18% to 19%, see Table 2). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

Table 2. Reading Proficiency Gaps, SYs 2008-2016 (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
2012-2013	31	53	22
2013-2014	32	51	19
2014-2015	27	43	16
2015-2016	28	47	19

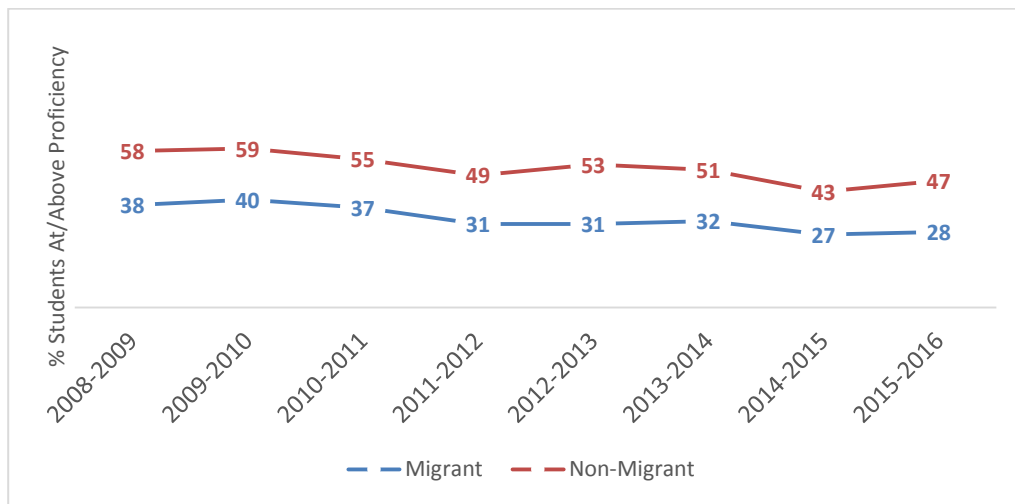


Figure 6. Reading Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2016 (All Grades)

Table 3. Reading Proficiency Gaps on Florida Standards Assessment, SYs 2014-2016

	2014-2015			2015-2016			Change
	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	
All Students*	27	43	16	28	47	19	3
Grade 3	28	46	18	25	49	24	6
Grade 4	30	47	17	31	47	16	-1
Grade 5	25	43	18	27	46	19	1
Grade 6	23	44	21	27	46	19	-2
Grade 7	25	44	19	23	43	20	1
Grade 8	25	48	23	35	52	17	-6
Grade 9	29	41	12	27	46	19	7
Grade 10	25	43	18	25	44	19	1

*Note: The total number of migrant students reported under all students is 10,205. % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of migrant students tested. % Non-Migrant Students Proficient is the average of the % non-migrant proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.

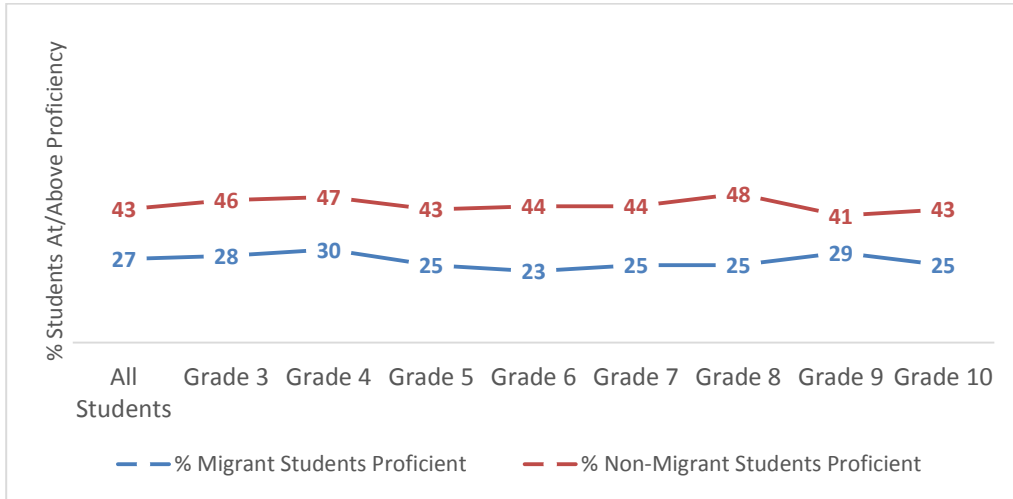


Figure 7. Reading Proficiency Gaps: Migrant and Non-Migrant Students by Grade Level, Florida Standards Assessment, SY 2014-2015

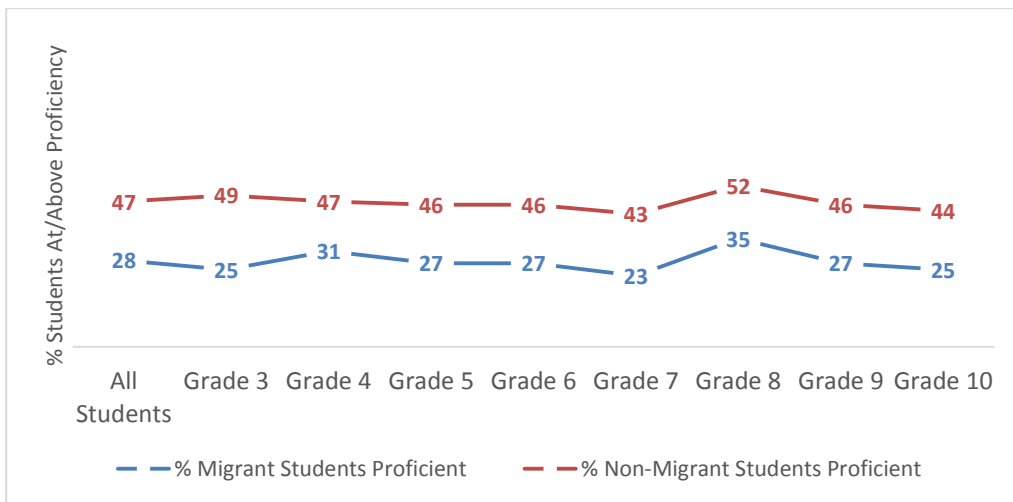


Figure 8. Reading Proficiency Gaps: Migrant and Non-Migrant Students by Grade Level, Florida Standards Assessment, SY 2015-2016

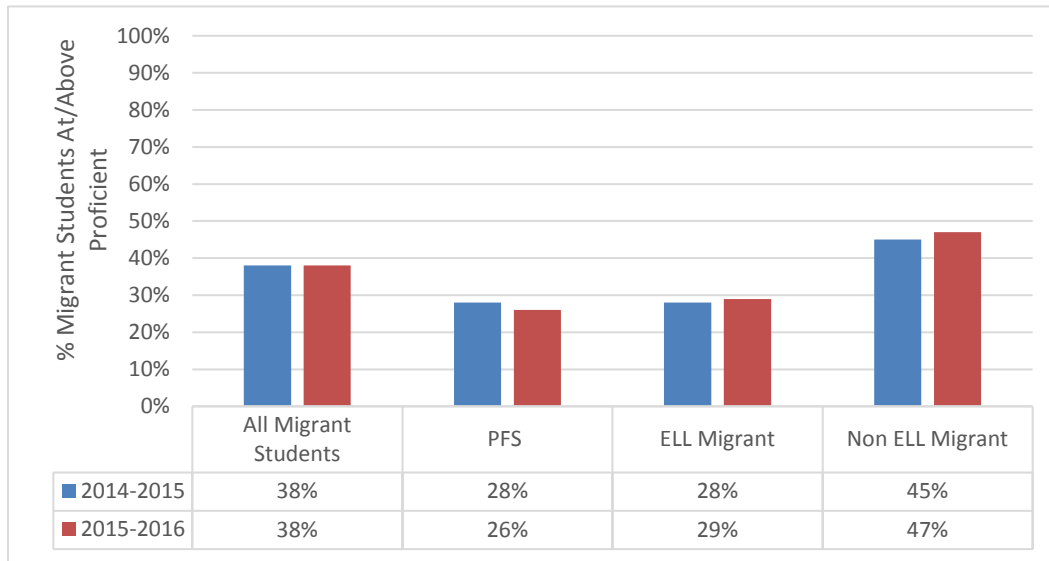


Figure 9. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment, SYs 2014-2016

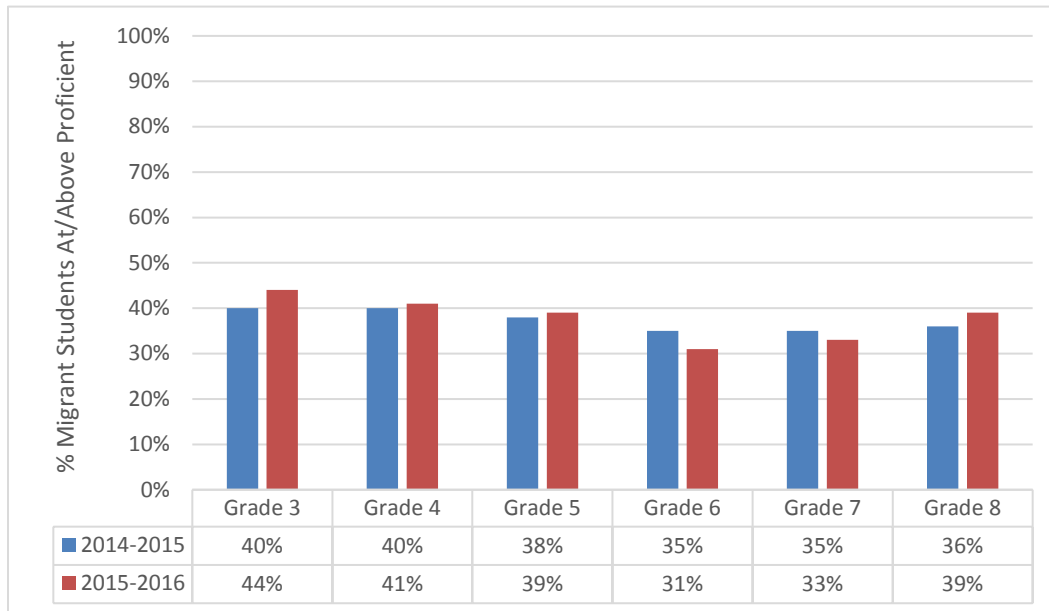


Figure 10. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment by Grade Level, SYs 2014-2016

The math achievement gap decreased between SY 2011-2012 and SY 2015-2016 (from 15% to 12%, see Figure 11). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

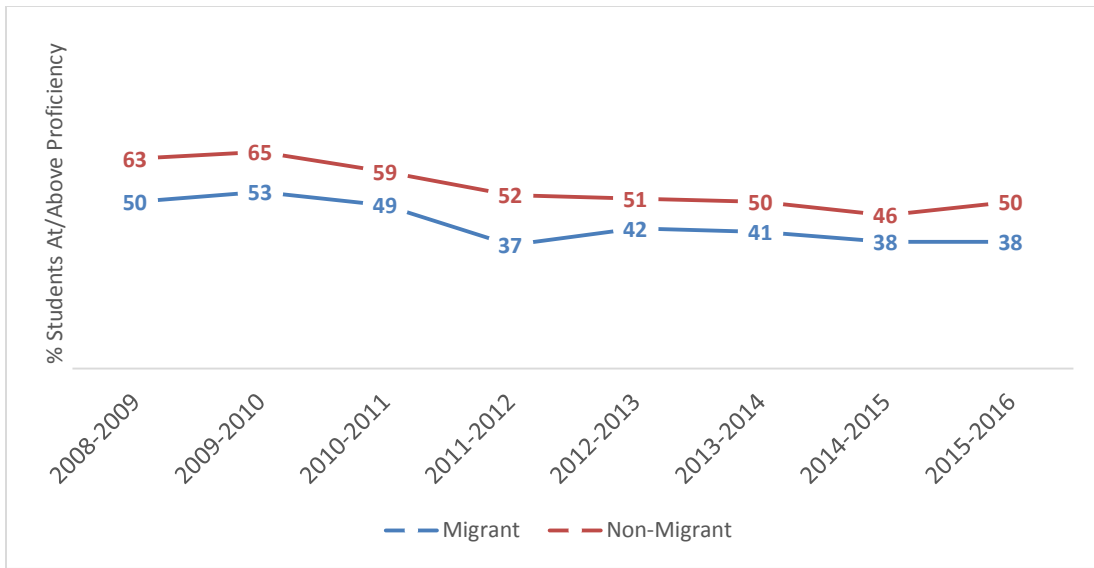


Figure 11. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2016 (All Grades)

Table 4. Mathematics Proficiency Gaps, Florida Standards Assessment, SYs 2014-2016

	2014-2015			2015-2016			Change
	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	
All Students	38	46	8	38	50	12	4
Grade 3	40	52	12	44	56	12	0
Grade 4	40	52	12	41	53	12	0
Grade 5	38	48	10	39	50	11	1
Grade 6	35	45	10	31	47	16	6
Grade 7	35	47	12	33	47	14	2
Grade 8	36	40	4	39	47	8	4

Note: % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of migrant students tested. % Non-Migrant Students Proficient is the average of the % non-migrant proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.

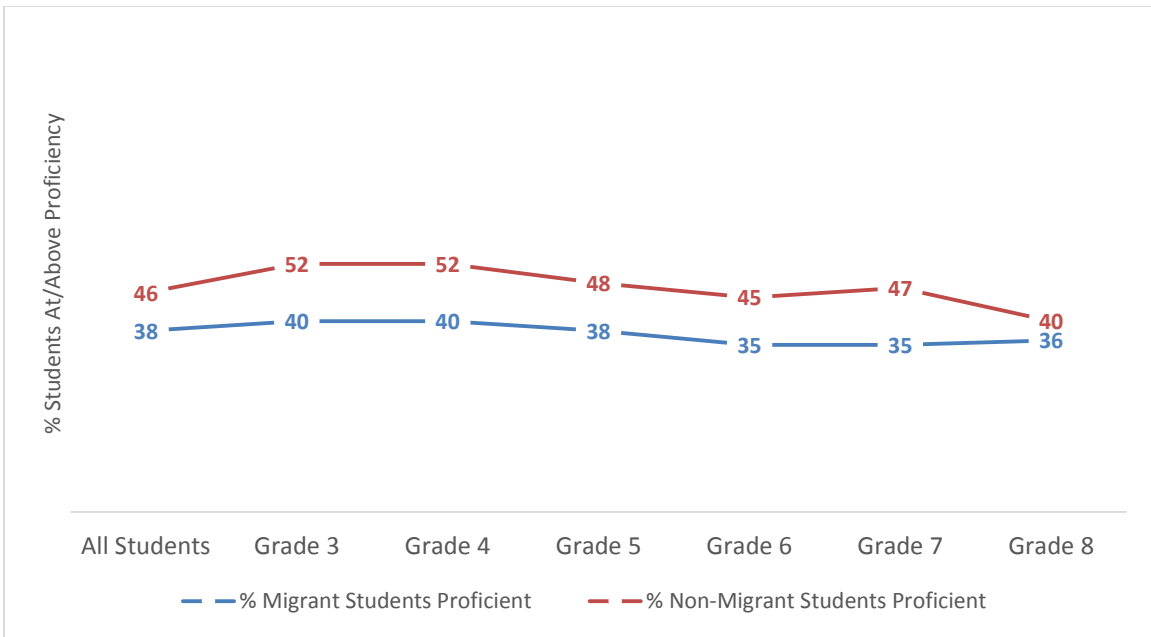


Figure 12. Gaps in Mathematics achievement on Florida Standards Assessment by Grade Level, SY 2014-2015

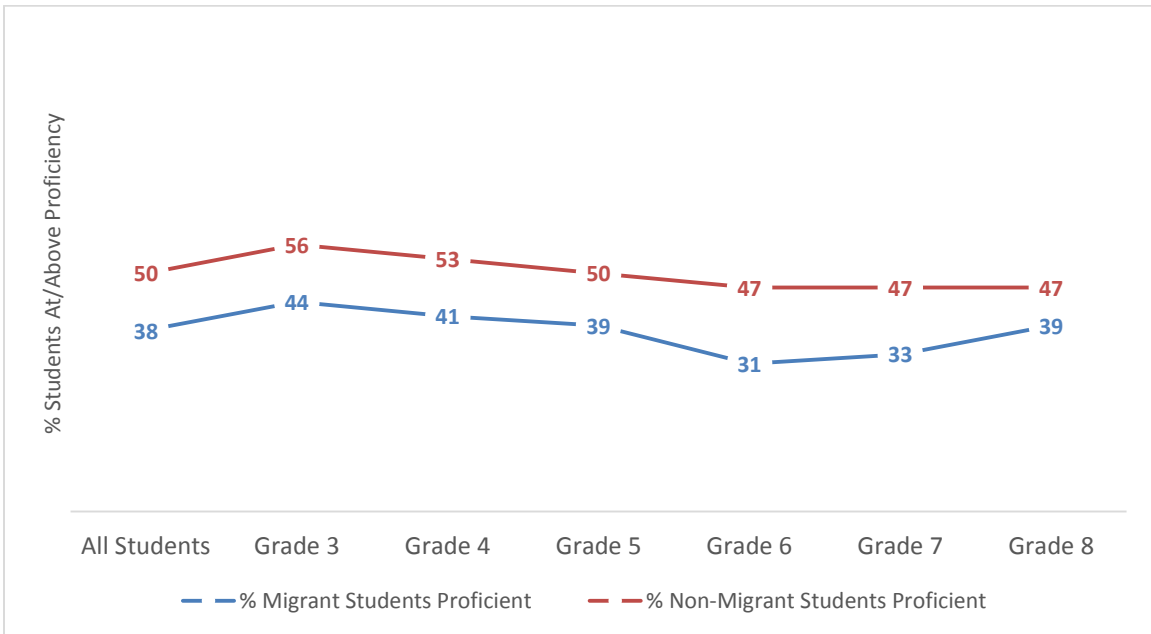


Figure 13. Gaps in Mathematics achievement on Florida Standards Assessment by Grade Level, SY 2015-2016

Migrant student performance on End-of-Course (EOC) assessments was added to the MEP evaluation reporting template for 2012-2013, reflecting the growing importance and use of EOCs to determine receipt of course credit and eligibility to graduate.

Table 5. Algebra I EOC Results, SYs 2012-2016

	# Migrant Required to Take EOC	% Migrant Passed EOC	% Non- Migrant Passed EOC	Gap	# Migrant PFS Required to Take EOC	% PFS Passed EOC
2012-2013	1,242	43%	65%	22%	334	39%
2013-2014	1,644	40%	58%	18%	385	41%
2014-2015	1,842	37%	52%	15%	379	29%
2015-2016	1,434	30%	47%	17%	171	25%

Table 6. Geometry EOC Results, SYs 2012-2016

	# Migrant Required to Take EOC	% Migrant Passed EOC	% Non- Migrant Passed EOC	Gap	# Migrant PFS Required to Take EOC	% PFS Passed EOC
2012-2013	384	70%	79%	9%	132	46%
2013-2014	853	47%	63%	16%	143	38%
2014-2015	1,295	36%	61%	25%	244	30%
2015-2016	823	30%	49%	19%	179	22%

Table 7. Biology I EOC Results, SYs 2012-2016

	# Migrant Required to Take EOC	% Migrant Passed EOC	% Non- Migrant Passed EOC	Gap	# Migrant PFS Required to Take EOC	% PFS Passed EOC
2012-2013	473	53%	67%	14%	147	37%
2013-2014	1,123	49%	67%	18%	279	39%
2014-2015	1,497	41%	64%	23%	288	28%
2015-2016	1,034	44%	60%	16%	237	32%

Table 8. US History EOC, SYs 2013-2016

	# Migrant Required to Take EOC	% Migrant Passed EOC	% Non- Migrant Passed EOC	Gap	# Migrant PFS Required to Take EOC	% PFS Passed EOC
2013-2014	714	58%	65%	7%	207	56%
2014-2015	1,133	43%	59%	16%	244	31%
2015-2016	839	47%	64%	17%	192	33%

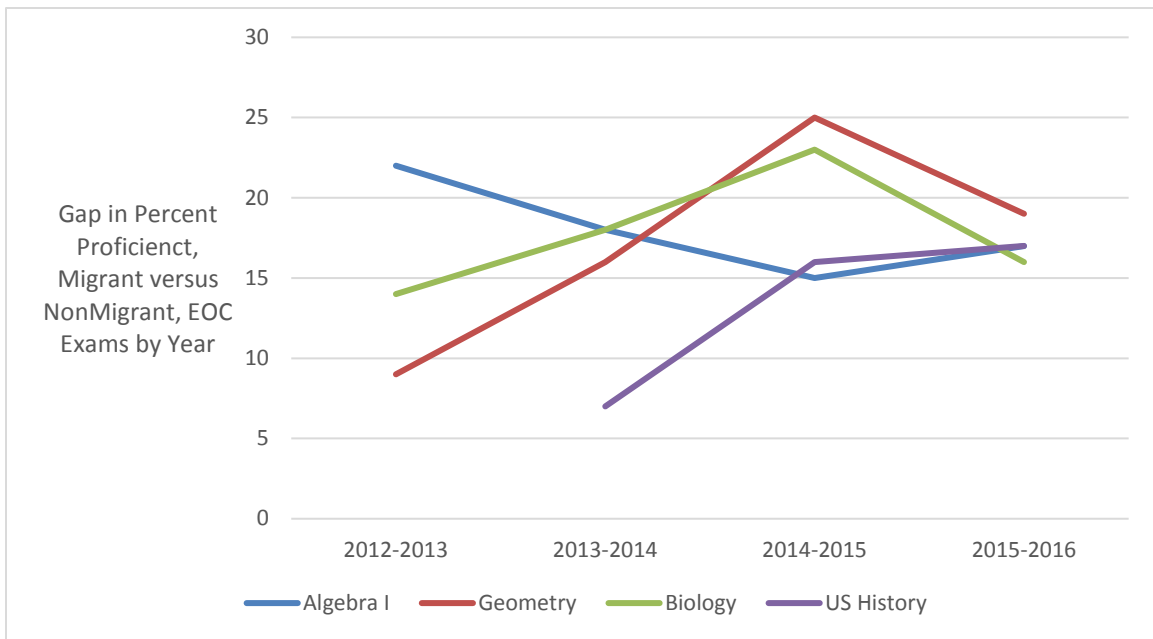


Figure 14. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2012-2016

GRADUATION

Table 9. Graduation Rates for Migrant vs. Non-Migrant Students, SYs 2008-2014

School Year	Total # Grade 12 Migrant Students	# Grade 12 Migrant Student Graduates	% Grade 12 Migrant Student Graduates	Total # Grade 12 Non-Migrant Students	# Grade 12 Non-Migrant Student Graduates	% Grade 12 Non-Migrant Student Graduates	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
12-13	766	563	73	204,344	152,353	75	2
13-14	908	502	55	142,258	97,175	68	13

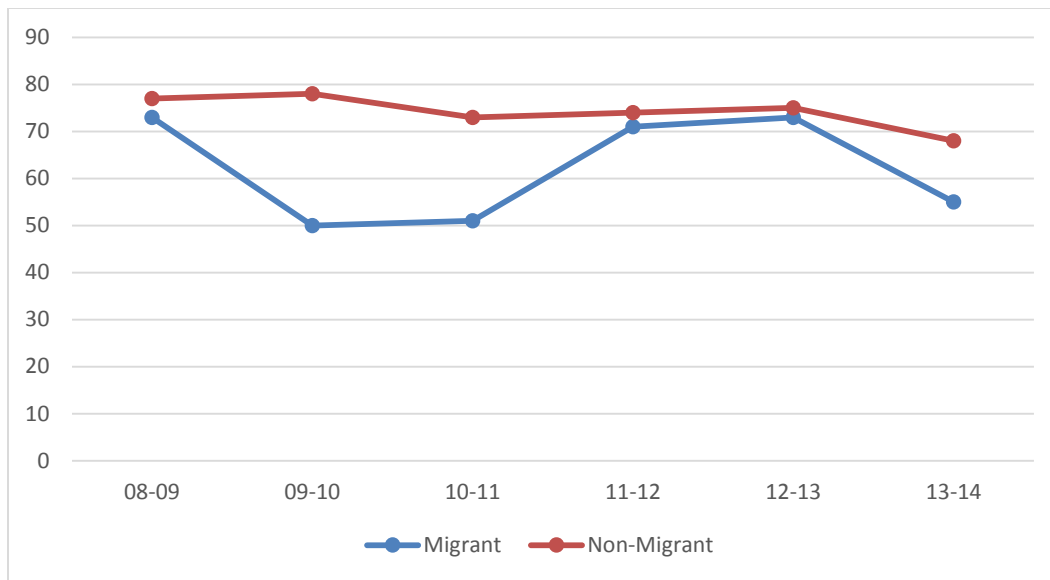


Figure 15. 12th Grade Graduation Rate by School Year and Migrant Status, SYs 2008-2014

Secondary students were surveyed about the extent to which they were involved in extracurricular activities and 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.

Table 10. School Engagement Survey Data, SYs 2009-2016

Measure of Engagement	School Year	Total Number Migrant Students	Total Number Migrant Survey Respondents	Total Participating in Extracurricular Activities or were Engaged in School	
		Grades 6-12	Respondents	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%
	12-13	6,920	3,004	1,319	44%
	13-14	7,270	3,520	1,578	45%
	14-15	6,825	3,337	1,521	46%
	15-16	7,004	3,250	1,326	41%
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%
	12-13	5,741	2,618	2,201	70%
	13-14	5,272	2,351	1,829	78%
	14-15	6,615	3,178	2,230	70%
	-16	6,969	3,226	2,016	62%

SCHOOL READINESS

Comparison across years in school readiness is limited by a change in state assessments. At the time of the initial CNA (2005), Florida used the School Readiness Uniform Screening System (SRUSS) to measure kindergarteners' school readiness. Beginning in SY 2006-2007, the kindergarten screening became known as the Florida Kindergarten Readiness Screener (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 replaced 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 SY 2012-2013 through SY 2015-2016 FLKRS for migrant kindergarteners is provided in Table 11, including the number and percent of preschool migrant students served in those years. It should be noted that the completeness of Level of Assistance (LOA) reporting increased between SY 2012-2013 through SY 2015-2016.

Table 11. School Readiness Outcome Measures, SYs 2012-2016

	2012-2013*	2013-2014	2014-2015	2015-2016
Total # migrant kindergarten students	265	412	465	559
% of migrant kindergarten students who demonstrate school readiness	49%	43%	56%	42%
# of migrant kindergarten students who demonstrate school readiness	130	177	262	235
Total # of Pre-K migrant students	181	760	1,532	2,675
% of Pre-K migrant students receiving services	94%	40%	50%	32%
# of Pre-K migrant students receiving services	170	304	762	854

** Data in this SY only provided by four school districts: Collier, Highlands, Panhandle Area Educational Consortium (PAEC) and Suwannee.*

OUT OF SCHOOL YOUTH

The FMEP measures three specific service levels it seeks to improve for OSY: the percentage of migrant OSY receiving support to access educational resources in communities, the percentage of migrant OSY (expressing an interest and then) receiving survival English skills, and the percentage of OSY receiving Life Skills Training. Data for these measures has been in development for the past three years.

As of SY 2015-2016:

- 48% of migrant OSY received support to access educational resources, up from the 2013-2014 baseline of 23% but down from 66% in SY 2014-2015.
- 45% of migrant OSY received help developing survival English skills, compared to 73% in SY 2013-2014 and 11% in SY 2015-2015. However, data regarding the number of OSY who “expressed interest” in these services was not provided, and the evaluation team remains uncertain that the data is comparable across years as reported.

Planning Process and Organization of the Report

State MEPs funded under Title I, Part C are required to develop a comprehensive SDP in consultation with migrant parents, in a language and format they understand, and based on meeting state Performance Targets as well as the priority needs identified in the CNA.

This plan is intended to update the FMEP's 2012 SDP in accordance with the 2017 CNA and in consultation with the state's Migrant Parent Advisory Council (MPAC). The new SDP contains all of the elements that comprise the cycle of continuous improvement: Performance Targets, a summary of the latest CNA, MPOs, Service Delivery Strategies, and an evaluation plan. Also included are plans for:

- ID&R
- Priority for Services (PFS) designation
- Parent involvement
- Exchange of student records

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The FMEP conducted a CNA in spring 2017. The CNA process was informed by needs assessment guidance provided by the U.S. Department of Education Office of Migrant Education (OME). Broadly, such guidance requires a consultative process that includes the input of both stakeholders and subject matter experts into the needs and possible solutions for eligible migrant youth and families. It also requires that the process be informed by an examination of existing and, where necessary, new data about the migrant youth served by the MEP.

The 2017 CNA process was led by a management team headed by the FMEP State Director, Dr. Dinh Nguyen, and including Sonya Morris (Bureau Chief, FDOE, Bureau of Federal Education Programs), Dr. Ray Melecio Eastern Stream Center on Resources and Training (ESCORT), Margarita Di Salvo (ESCORT) and Kirk Vandersall (ESCORT/Arroyo Research Services). The team consulted with FMEP personnel, FDOE personnel, prior SDP participants and others to recruit a Needs Assessment Committee (NAC) comprised of a cross-section of individuals knowledgeable about the migrant student population in Florida (see Appendix A for members). The NAC met in August 2017 to review state MEP data, prepare concern statements in each major focus area of the MEP, and provide ideas about data that could inform the validity and extent of each concern.

After analysis related to the concerns identified by the NAC, priority concerns were determined and further refined into highest priority needs spanning the areas of MEP focus. Details on the priority concerns derived from these needs and the solutions proposed for addressing them are provided in each section that follows. Note that the NAC and SDP committees were organized by Early Childhood, Elementary, Secondary and OSY/Health. Reading and Mathematics Performance Targets and MPOs are addressed in the Elementary section; Graduation Performance Targets and MPOs are addressed in the Secondary section.

Table 12. Highest Priority Needs

Current Status	Desired Status
<p>Reading: In 2014-2015, 27% of migrant students achieved grade-level performance on the Florida Standards Assessment (FSA) in Reading. 28% of migrant students did so in 2015-2016.</p>	<p>By 2020, increase the percent of migrant students achieving grade-level performance on the statewide assessments in English Language Arts (ELA) by 3 percentage points over the 2014-2015 baseline.</p>
<p>Mathematics: In both 2014-2015 and 2015-2016, 38% of migrant students achieved grade-level performance on the FSA in Mathematics.</p>	<p>By 2020, increase the percent of migrant students achieving grade-level performance on the statewide assessments in Mathematics by 3 percentage points over the 2014-2015 baseline.</p>
<p>Graduation: In 2013-2014, 55% of grade 12 migrant students graduated from high school. Cohort graduation rate for migrant students is yet to be determined for 2014-2015 for the purposes of establishing baseline.</p>	<p>By 2020, increase the percent of migrant students who graduate from high school with a standard diploma by 7.1 percentage points over the 2014-2015 baseline; by 2020, increase the percent of migrant students in grades 9-12 successfully completing at least one accelerated course or certification by 4 percentage points over the 2016-2017 baseline.</p>
<p>Early Childhood: In 2015-2016, 42% of migrant kindergarten students demonstrated kindergarten readiness on the Florida Kindergarten Readiness Screener.</p>	<p>By 2020-2021, the percent of migrant kindergarten students who complete the Florida statewide school readiness assessment (Kindergarten Readiness Screener) and are determined to be ready for school will increase by 3 percentage points over the 2017-2018 baseline.</p>
<p>Out of School Youth: As of 2014-2015, 66% of migrant OSY received support to access education resources, and 11% received help developing survival English skills.</p>	<p>Increase access to educational and support resources that result in furthering the education of OSY.</p>

State Performance Target: Early Childhood	By 2020-2021, the percent of migrant kindergarten students who complete the Florida statewide school readiness assessment (Kindergarten Readiness Screener) and are determined to be ready for school will increase by 3 percentage points over the 2017-2018 baseline.
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The committee identified priority concerns for early childhood (see Table 13, below), and proposed ways to address them.

Table 13. Early Childhood Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
1. Migrant students may not be ready for kindergarten.	Broadly, the CNA-SDP Committee proposed that the MEP address priority reading concerns by: <ul style="list-style-type: none"> • Increasing access to PreK programs • Building the capacity of staff and programs at non-Voluntary Prekindergarten Education Program (VPK) sites to serve migrant youth • Providing summer PreK transition programs • Encouraging additional family engagement focused on readiness and child development • Providing or facilitating transportation • Connecting families to available providers for immunization, health and nutrition services
2. Migrant student assessment of school readiness may underrepresent student readiness due to technology and cultural barriers.	
3. Migrant PreK students are not progressing at the same rate as non-migrant PreK students.	
4. Students in PreK programs experience attendance challenges such as mobility, continuity, and transportation that prevent them from attending as many days as non-migrant students.	

ELEMENTARY SCHOOL

The State Performance Targets for Elementary School students were established following the methodology recognized in the Florida Consolidated State Plan, using the 6% increase model which stipulates that each subgroup target be set to increase the percent proficient by 6 points over the baseline year.

State Performance Target: Reading	By 2020, increase the percent of migrant students achieving grade-level performance on the statewide assessments in English Language Arts (ELA) by 3 percentage points over the 2014-2015 baseline.
State Performance Target: Mathematics	By 2020, increase the percent of migrant students achieving grade-level performance on the statewide assessments in Mathematics by 3 percentage points over the 2014-2015 baseline.

Table 14. Elementary School Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
1. Migrant students do not demonstrate proficiency in reading or math by the end of third grade.	<p>Broadly, the CNA SDP Committee proposed that the MEP efforts to address priority elementary school student needs include:</p> <ul style="list-style-type: none"> • Identifying and assisting students that are falling behind before the 3rd grade FSA • Building the capacity of both instructional and non-instructional staff to better serve migrant students • Providing supplemental academic instruction in multiple modes and approaches • Providing new experiences for migrant children that enhance and expedite language learning • Creatively connecting with community organizations with resources to serve migrant youth • Training and informing parents about how best to assist their child in school • Identifying and promoting summer learning opportunities
2. Migrant students have less time on task/more educational disruption due to migration than other students.	
3. Migrant children receive less than adequate school engagement and academic support in the home.	
4. Migrant students are at a higher risk of experiencing summer learning loss due to mobility and lack of access.	

State Performance Target: Graduation	<p>Graduation State Performance Target 1: By 2020, increase the percent of migrant students who graduate from high school with a standard diploma by 7.1 percentage points over the 2014-2015 baseline.</p> <p>Graduation State Performance Target 2: By 2020, increase the percent of migrant students in grades 9-12 successfully completing at least one accelerated course or certification by 4 percentage points over the 2016-2017 baseline.</p>
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Table 15. Secondary Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
1. Migrant students are not graduating at the same rate as non-migrant students (due in part to graduation test performance, lower rates of achieving 2.0+ Grade Point Average (GPA) needed to graduate, and language barriers).	<p>Broadly, the CNA SDP Committee proposed that MEP efforts to address priority secondary concerns include:</p> <ul style="list-style-type: none"> • Credit accrual through Positive Approach to Student Success (PASS) and other options • Early monitoring (upon entrance into High School (HS)) using early warning system indicators (failing grades, attendance, discipline, GPA, etc.) • Advocating for migrant students to participate in supplemental school-based tutoring programs • Linking and providing access to available academic programs • Educating parents about requirements for grade promotion (e.g., credits needed for promotion, requirements of EOCs, community service hours, attendance requirements, availability of resources such as tutorial sessions) • Promoting mentoring efforts by academic school clubs (and honor societies) as a community service option to meet service hour requirements • Enrolling students in online accelerated courses (to enable them to complete a course even if they move mid-course) • Enrolling students in AP Spanish • Inviting accelerated programs to speak at parent involvement events • Providing opportunities for migrant children to take EOC tests for course completion • Meeting with secondary migrant students to identify specific interests and align them to available clubs and activities at school and in the outside community
2. Migrant students are not being promoted (and are being retained) at a higher rate than non-migrant students.	
3. Secondary migrant students (middle and high school) are enrolled in accelerated course work and post-secondary educational institutes at lower rates than non-migrant students (Advanced Placement, International Baccalaureate, Dual Enrollment, Advanced International Certificate of Education-AICE, industry certification).	
4. Secondary Migrant students are not engaged in extracurricular activities.	
5. Secondary migrant students are leaving Florida without taking EOC tests and, as a result, not accruing credits.	
6. Relatively high numbers of migrant students do not enroll in high school after completing middle school.	
7. Many “age-over-grade” migrant students do not enroll in high school or dropout shortly after enrolling.	

State Performance Target: OSY	Increase access to educational and support resources that result in furthering the education of OSY.
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The NAC identified priority concerns for OSY, shown in Table 16 below. Proposed ways to address these concerns are also summarized.

Table 16. OSY/Health Priority Concerns & Proposed Solutions

Priority Concerns	Proposed Solutions
1. OSY are not having their specific academic needs addressed; the academic resources and services provided are not relevant to the actual student needs.	Broadly, the CNA SDP Committee proposed that MEP efforts to address priority OSY concerns include: <ul style="list-style-type: none"> • Use of the OSY Profile, Graduation and Outcomes for Success for Out of School Youth (GOSOSY) Goal Setting Module, and Personal Learning Plans • Leveraging the new definition of PFS to identify OSY as PFS • Using a service alignment tool to match OSY to appropriate service types and levels • Timely identification of recent dropouts and students at risk of dropping out using early warning systems, and establishing intervention teams to work with them • Organizing health fairs, participating in community events, and maintaining current resource information about health services and providers • Strong use of the Migrant Student Information Exchange (MSIX) to share information with other districts/states as the OSY travels • Using GOSOSY health modules
2. OSY who have dropped out of school are not getting re-engaged before they lose interest in completing their education.	
3. Migrant secondary students showing drop-out warning signs are not receiving intervention services to keep them in school.	
4. OSY have needs beyond academic essentials, such as health and dental, mental, vision, nutrition and housing, that impact their ability to learn.	

IMPLICATIONS AND CONCLUSIONS FROM THE 2017 CNA

Four themes emerged across the solutions to address the concerns identified by the NAC; these themes can be traced to the unique educational needs of migrant students.

Advocate for placement into credit accrual and advanced courses. Migrant students have dual needs, often among the same students: 1) to make up for credits missed due to mid-year migratory moves or challenges in mastering course material, and 2) to obtain access to advanced courses such as dual enrollment, AP, and technical courses that award certificates.

Advocate for connection to existing programs and services. Migrant families and youth are often unaware of available community resources that can address their needs, including health-related. They are not always included in educational programs that migrant children need and that are available in schools, such as health screenings, special education services, supplemental tutoring, and other services.

Identify at risk youth early. Migrant students are often under-identified and underserved by early warning and intervention efforts due to migratory moves, missing data, or the assumption that they will be moving in the near future.

Train and engage parents. Migrant students need strong parent support to navigate the education system, become ready for school and advance to graduation, requiring additional knowledge or experience with U.S. schools to do so.

The NAC expanded on these themes and the needs that produced them throughout the needs assessment process. Addressing the structure and details of MEP services designed to address these needs was the task of the service delivery planning process described below.

SERVICE DELIVERY PLAN

Service delivery planning is intended to emerge from the priorities identified in the CNA to provide a framework for the FMEP, building on existing programs while making modifications, expansions and deletions to meet the evolving needs of eligible migrant students and families in Florida. The Florida SDP Committee met in November 2017 to review the SDP process, the MEP structure in Florida, and the 2017 CNA. Participants were asked to focus on key components of the SDP (State Performance Targets, MPOs, Service Delivery Strategies) and to work toward developing statewide program strategies for the MEP. The meeting concluded with planning for the remainder of the SDP process, which included:

- Further strategy development
- The drafting of State Performance Targets and MPOs
- Review and revision of strategy charts and SDP drafts
- A meeting of the statewide MPAC
- Final approval of the SDP

Input was gathered from the statewide MPAC in March 2018 to ensure parent understanding of the SDP process and buy-in for strategies proposed by the SDP committee. Parents provided direct input on the needs statements, proposed targets, and solutions as summarized in Appendix B. Final input from the SDP committee was obtained in March 2018.

MEASURABLE PROGRAM OUTCOMES

Where State Performance Targets are designed to establish target performance for all students, MPOs indicate the specific growth expected from the migrant services provided. They are intended to tie service delivery to growth and, as such, form a useful basis for developing Service Delivery Strategies that support State Performance Targets. The Florida SDP committee drafted MPOs for five areas of focus (reading, mathematics, high school graduation, early childhood and OSY) to measure the extent to which the proposed solutions address the State Performance Targets.

Focus Area:	State Performance Target:	Measurable Program Outcome (MPO):
Reading	By 2020, increase the percent of migrant students achieving grade-level performance on the statewide assessments in ELA by six percentage points over the 2014-2015 baseline.	<p>ELA MPO 1: By the end of project year 2020-2021, the percent of migrant students in Grades 3-8 receiving at least 12 hours of supplemental academic instruction in ELA who achieve grade-level performance on the state assessment in ELA will increase by 3 percentage points over the 2018-2019 baseline.</p> <p>ELA MPO 2: By the end of project year 2021-2021, 50 percent of migrant parents with children in grades K-8 who participate in a migrant parent educational advocacy program will report pre-post gains in educational engagement with their child.</p>
Mathematics	By 2020, increase the percent of migrant students achieving grade-level performance on the statewide assessments in Mathematics by 6 percentage points over the 2014-2015 baseline.	By the end of project year 2020-2021, the percent of migrant students in Grades 3-8 receiving at least 12 hours of supplemental academic instruction in Mathematics who achieve grade-level performance on the state assessment in Mathematics will increase by 3 percentage points over the 2018-2019 baseline.
Graduation	GRAD SPT 1: By 2020, increase the percent of migrant students who graduate from high school with a standard diploma by 7.1 percentage points over the 2014-2015 baseline.	GRAD MPO 1: By end of the project year 2020-2021, the percent of migrant students in grades 9-12 who <i>a) are identified as at risk of failing or dropping out via district early warning systems, AND b) receive migrant education program support</i> who stay in school or graduate will increase by 3 percentage points over the 2018-2019 baseline. ¹

¹ Similar to calculating adjusted cohort graduation rates, students who move (rather than fail to advance or who dropout) would be removed from the denominator.

Focus Area:	State Performance Target:	Measurable Program Outcome (MPO):
	GRAD State Performance Target (SPT) 2: By 2020, increase the percent of migrant students in grades 9-12 successfully completing at least one accelerated course or certification by 10 percentage points over the 2016-2017 baseline.	GRAD MPO 2: By the end of the project year 2020-2021, the percent of migrant students in grades 9-12 served by the migrant education program who successfully complete at least one accelerated course or certification will increase by 4 percentage points over the 2018-2019 baseline. GRAD MPO 3: By the end of project year 2020-2021, 50 percent of migrant parents with children in grades 9-12 who participate in a migrant parent educational advocacy program will report pre-post gains in knowledge of graduation requirements and student engagement strategies for promoting graduation.
Early Childhood (EC)	By 2020-2021, the percent of migrant Kindergarten students who complete the Florida statewide school readiness assessment (Kindergarten Readiness Screener) and are determined to be ready for school will increase by 6 percentage points over the 2017-2018 baseline.	EC MPO 1: By the end of project year 2020-2021, the percent of migrant Pre-K children who are <i>served by the migrant education program and complete the Florida statewide school readiness assessment</i> and who are determined to be ready for school will increase by 3 percentage points over the 2018-2019 baseline. EC MPO 2: By the end of project year 2020-2021, at least 50 percent of migrant parents with children ages 3 to 5 not enrolled in Kindergarten who participate in a migrant parent program will report gains in educational engagement with their child.
OSY	Increase access to educational and support resources that result in furthering the education of OSY.	By the end of project year 2020-2021, the percent of <i>migrant students who drop out of school in grades 9-12 and receive MEP advocacy or academic support</i> who return to school or participate in a high school equivalency program within one year will increase by 15% over the 2018-2019 baseline. ²

SERVICE DELIVERY STRATEGIES AND IMPLEMENTATION

To achieve State Performance Targets and to facilitate adequate progress toward MPOs, the SDP committee identified Service Delivery Strategies across all areas of focus and identified need. The group further outlined the activities designed to achieve the Service Delivery Strategy, as well as data points for measuring implementation. Lastly, the committee suggested additional approaches and resources for meeting the unique needs of migrant students and families related to each overall strategy.

² Subgroup will include migrant students coded as having dropped out during the current program year or during the prior program year who are still coded as dropouts at the beginning of the current program year. Students who re-enter within 12 months of their dropout date will count as meeting the indicator.

Table 17. Service Delivery Solutions and Implementation Measures

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
Area of Concern: Elementary			
<p>1. Migrant students do not demonstrate proficiency in reading or math by the end of third grade.</p>	<ul style="list-style-type: none"> • Collect and analyze statewide MEP data earlier and address gaps more quickly • Identify and assist students who are falling behind before the grade 3 FSA • Provide professional development (PD) for non-instructional staff regarding migrant student support, perhaps by expanding existing PD to differentiate for migrant • Provide supplemental academic instruction (after-school, extended school day tutoring, in-class resource teacher) for reading and math, including during summer • Provide experiences for children that will enhance and expedite language learning, such as field trips 	<p>Increased percent of migrant students who perform at the proficient level on the Grade 3 FSA in Mathematics and English Language Arts</p> <p>Increased percent of migrant students who participate in supplemental academic instruction in reading and math</p>	<ul style="list-style-type: none"> • Create a data workgroup that defines data elements and SEA/LEA expectations • Review student performance data in MSIX • What Works Clearinghouse “Practice Guides” • Practical teacher training • Provide or facilitate transportation • Provide specialized classes for migrant students
<p>2. Migrant students have less time on task/more educational disruption due to migration than other students.</p>	<ul style="list-style-type: none"> • Advocate to expedite school enrollment and monitoring of attendance • Collaborate with agencies that can provide preventative health care (i.e. referrals) • Create and distribute a directory of community agencies addressing specific health problems or situations (drug abuse, domestic violence, etc.) Build capacity by sharing available migrant student resources with non MEP staff 	<p>Percent of grantees with demonstrated partnerships with health care providers</p>	<ul style="list-style-type: none"> • Provide parent resources at multiple locations (e.g., translation at medical offices, childcare, etc.) • Provide transportation for medical appointments • Offer a school-based welcome orientation for newly enrolled students • Address school engagement and sense of “community” by implementing a mentoring program, and counseling as needed

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
			<ul style="list-style-type: none"> • Pay for afterschool activities fees and/or transportation
<p>3. Migrant children receive less than adequate school engagement and academic support in the home.</p>	<ul style="list-style-type: none"> • Provide parent training on how to help children be successful in school (e.g., parenting, home-school connection, literacy, homework help, navigating resources online and at school, oral language development, life skills) • Show parents how to create a home learning environment (plastic cart/bin with literacy materials the child can use) • Inform parents about extracurricular activities 	<p>Number/percent of migrant parents who participate in parent training and advocacy events</p> <p>Number/percent of migrant parents who report they know about extracurricular activities</p>	<ul style="list-style-type: none"> • Provide transportation to participate in existing programs • Provide childcare to facilitate parents participating in activities • Review parent and student surveys to ensure they address expressed concerns; ensure that “migrant staff” are included within the language of survey
<p>4. Migrant students are at a higher risk of experiencing summer learning loss due to mobility and lack of access.</p>	<ul style="list-style-type: none"> • Identify a variety of summer service options for LEAs that take into account district differences (e.g., campus-based vs. home-based; stand-alone vs. collaboration with other summer services, opening school in summer for special one-day program with childcare offered) • Collaborate with other programs/ facilitate access to other services provided locally 	<p>Increased percent of migrant students eligible for summer services who participate in migrant-funded summer education activities</p> <p>Percent of migrant students participating in non-migrant funded summer programs</p> <p>Percent of migrant students who traditionally leave early receive information regarding MEP services available in other states (migrant hotline, directories)</p>	<ul style="list-style-type: none"> • Clearly define what summer service is in Florida • Develop summer learning take-home kits • Craft specific strategies for working with children/families who are leaving in April/May so they are better equipped to find services elsewhere.

Area of Concern: Secondary			
<p>1. Migrant students are not graduating at the same rate as non-migrant students (due in part to graduation test performance, lower rates of achieving 2.0+ GPA needed to graduate, and language barriers)</p>	<ul style="list-style-type: none"> • Offer credit accrual PASS and other options • Identify and enroll students in online General Educational Development (GED) programs • Monitor (from entrance into HS) using early warning system indicators (failing grades, attendance, discipline, GPA, etc.) • Advocate for migrant students to participate in supplemental school-based tutoring programs • Link and provide access to available academic programs <p><i>For new arrivals:</i></p> <ul style="list-style-type: none"> • Waive entrance criteria for Alternative schools • Provide tutors to help ensure school materials are in a language students can understand • Have local college students tutor migrant students (tutoring hours can count as internship hours) • Use social work college student interns (undergrad and grad) as academic tutors • Have academic migrant advocate meet with 9th graders at least once an academic year and, if possible, attend parent-teacher conferences 	<p>Number/percent of students linked to existing academic support</p> <p>Percent of PASS students who complete the PASS program</p> <p>Number of district-approved online GED programs</p> <p>Number of students enrolled in online programs</p>	<ul style="list-style-type: none"> • High School Equivalency Program (HEP) or other GED alternatives for migrant kids • Immokalee’s Beacon Credit Recovery Program (helps students graduate on time with their graduation cohort) • Follow-up to assess student follow-through with academic support programs • Evaluate progress reports for each secondary migrant student • Use PASS as GPA boost • Enroll students in Spanish to boost GPA • Provide transportation to academic support programs • Edgenuity products and services • Maintain a list of community-based organizations providing computer access • Migrant student mentoring of other migrant students in lower grades

<p>2. Migrant students are not being promoted (and are being retained) at a higher rate than non-migrant students.</p>	<ul style="list-style-type: none"> • Educate parents about requirements for grade promotion (credits needed for promotion, requirements of EOC assessments, community service hours, attendance requirements, availability of resources such as tutorial sessions) • Promote mentoring efforts by academic school clubs (and honor societies) as a community service option to meet service hour requirements • Implement curriculum parent nights according to when families arrive • Use Graduation Status Reports to identify who is falling behind • Attend school meetings regarding specific failing students to advocate for student and inform parents of process • Monitor course pace at earlier stages in the school year or soon after the student enrolls in school 	<p>Number of parents that attend curriculum nights</p>	<ul style="list-style-type: none"> • Fastrack (Marion), a program for LEAs to help students who are behind to catch up (similar to Step-Up) • Assist parents with transportation to meetings • Prepare parents prior to school team meetings
<p>3. Secondary migrant students (middle and high school) are enrolled in accelerated course work and post-secondary educational institutes at lower rates than non-migrant students (Advanced Placement, International Baccalaureate, Dual Enrollment, Advanced International Certificate of Education-AICE, industry certification).</p>	<ul style="list-style-type: none"> • Enroll students in online accelerated courses (to enable them to complete a course even if they move mid-course) • Have PASS include advanced placement courses (e.g. AP Spanish) • Enroll students in AP Spanish • Invite accelerated programs to speak at parent involvement events • Assist dual enrollment students with obstacles to course completion • Offer one-on-one assistance in the student's application process for accelerated courses 	<p>Number of migrant students enrolled in online accelerated courses</p> <p>Number of migrant students enrolled in any accelerated courses</p>	<ul style="list-style-type: none"> • Explore obstacles (transportation, language) for secondary migrant students to attend college tours, open-houses information nights for accelerated course • Bright Futures scholarships • Accelerated course/PASS through Edgenuity or other • Internships • Conduct Free Application for Federal Student Aid (FAFSA) nights for students and parents and individually as needed or at parent centers

			<ul style="list-style-type: none"> • Assist secondary migrant students with filling out federal aid applications (FAFSA) • Be present at school enrollment time to advocate for proper course placement for secondary migrant students • Dual enrollment with state colleges • SEA memo specifying PASS and other online programs as appropriate and are vetted credit accrual programs
4. Secondary Migrant students are not engaged in extracurricular activities.	<ul style="list-style-type: none"> • Meet with secondary migrant students to identify specific interests and align them to available clubs and activities at school and in the outside community • Link students to school activity buses (when applicable) • Educate parents regarding extracurricular activities 	Percent of secondary migrant students who participate in extracurricular activities	
5. Secondary migrant students are leaving Florida without taking EOC tests and, as a result, not accruing credits.	<ul style="list-style-type: none"> • Provide opportunities to migrant children needing to take EOC tests for course completion • Enter information into MSIX to document interstate coordination • Use PASS where possible to facilitate course completion and take EOC through PASS 	<p>Number of alternative course or EOC completions arranged</p> <p>Decreased percentage of non-completed EOC courses among migrant students</p>	<ul style="list-style-type: none"> • Interstate collaboration to ensure test proctors are available to administer EOC

<p>6. Relatively high numbers of migrant students do not enroll in high school after completing middle school</p>	<ul style="list-style-type: none"> • Migrant bridge program from middle to high school • Migrant peer-mentor at the high school level to mentor income middle student (when possible) 	<p>Percent of rising 9th grade migrant students who enroll in high school</p>	
<p>6. Many “age-over-grade” migrant students do not enroll in high school or dropout shortly after enrolling.</p>	<ul style="list-style-type: none"> • Explore solutions in Adult Education programs • Offer parent education to help emphasize the importance of promotion and graduation • Address academic skills to pass enrollment test for HEP • Monitor 15-year-old at-risk students to discourage dropping out as 16-year old through early monitoring system 	<p>Percent of “age-over-grade” migrant students who persist into the next school year</p>	
<p>Area of Concern: School Readiness</p>			
<p>1. Migrant students may not be ready for kindergarten.</p>	<ul style="list-style-type: none"> • Increase access to PreK • Provide supplemental professional development and instructional interventions at non-Voluntary PreK sites to improve academic instruction • Provide in-home parent trainings to increase parent knowledge regarding kindergarten readiness skills • Advocate for individual families on a case-by-case basis • In-home instruction 	<p>Percent of parents who participate in parent training</p> <p>Percent of migrant PreK students enrolled in a PreK program</p>	<ul style="list-style-type: none"> • Parent informational meetings • Parent information regarding enrollment dates • Split funding and coordination among other programs • VPK options • Memo from FDOE to school districts to facilitate enrollment (e.g. using the Certificate of Eligibility [COE] as proof of residency) • Provide or facilitate transportation

<p>2. Migrant student assessment of school readiness may underrepresent student readiness due to technology and cultural barriers.</p>	<ul style="list-style-type: none"> • Provide practice tests • Promote collaboration among childcare providers, libraries and other community partners with PreK and kindergarten sites • Provide summer PreK transition programs • Use PreK curricula aligned to the standards that reflect the culture and language of migrant youth • Provide technology immersion through mobile and on-site computer labs 	<p>Measure not identified</p>	<ul style="list-style-type: none"> • Provide night labs where parents, students and siblings have access to books and technology • Use the STAR EL school readiness assessment
<p>3. Migrant PreK students are not progressing at the same rate as non-migrant PreK students.</p>	<ul style="list-style-type: none"> • Encourage additional family engagement focused on readiness, standards, vroom, books and print-rich environments • Offer professional development for teachers following the Florida PreK task force model • Reserve PreK seats for migrant students • Use curriculum aligned to the standards and appropriate for migrant/non-English speakers 	<p>Measure not identified</p>	<ul style="list-style-type: none"> • Provide supplemental instructional support at non-VPK PreK sites • Pilot and use formative assessments such as STAR school readiness • Develop and use a personal learning plan to meet individual student needs
<p>4. Students in PreK programs experience attendance challenges such as mobility, continuity, and transportation that prevent them from attending as many days as non-migrant students.</p>	<ul style="list-style-type: none"> • Provide or facilitate transportation • Inform parents of the importance of attendance before the program starts • Connect families to available and needed immunizations, health services and nutrition services • For migrant funded programs, require parents to sign a contract promising not to miss more than a specified number of days 	<p>Measure not identified</p>	<ul style="list-style-type: none"> • Actively review and respond to attendance reports • Use district early warning systems to identify students at risk

Area of Concern: Out of School Youth/Health			
<p>1. OSY are not having their specific academic needs addressed; the academic resources and services provided are not relevant to the actual student needs.</p>	<ul style="list-style-type: none"> • Use the OSY Profile • Offer more professional development training to service providers on how to communicate more effectively with OSY so that they choose appropriate services • Use the GOSOSY Goal Setting Module • Use the Personal Learning Plan • Leverage the new definition of PFS to identify OSY as PFS • Use a service alignment tool that can be modified as the OSY's needs change 	<p>Number and percent of OSY with an OSY Profile</p> <p>Number and percent of OSY that have a Personal Learning Plan</p> <p>Number and percent of OSY identified as PFS</p> <p>Number and percent of migrant staff enrolled in goal-setting professional development</p> <p>Percent of OSY coded as dropout (withdrawn) who re-enrolled</p> <p>Number and percent of OSY who benefited from decision tree</p>	<p>State action plan:</p> <ul style="list-style-type: none"> • Redesign the OSY Profile to be more of a needs assessment tool in order to offer more appropriate services; improve tracking the results; leverage as an assessment tool and use to create a baseline • Develop and implement a “decision tree” (Polk County model) that allows OSY and service providers to choose the service model that fits their needs <ul style="list-style-type: none"> ○ Identify student situation ○ Type of workforce program ○ Purpose ○ Instructional Program Support – describe the specifics of the workforce program • More effective use of MSIX reports • State guidance on OSY PFS
<p>2. OSY who have dropped out of school are not getting reengaged before they lose interest in completing their education.</p>	<ul style="list-style-type: none"> • Timely identification of migrant students who have recently dropped out (weekly, monthly) • Assess student's knowledge base and course history to see why he/she is dropping out; determine what they know • Initiate Intervention Team: contact and engage student, parent(s), counseling department, HEP staff, migrant peer, 	<p>Number and percent of OSY who have dropped out and have reengaged within the same quarter, semester, school year</p>	<ul style="list-style-type: none"> • Seek to implement an automated flag that alerts as soon as a student has a W code • Leverage the new definition of PFS to identify OSY as PFS

	<p>sibling (if applicable) and MEP advocate/liaison</p> <ul style="list-style-type: none"> • Leverage the “decision tree” • Isolate the barrier – language barrier vs content barrier • Test knowledge in home language • Use technology tools such as “Book Creator” 		
<p>3. Migrant secondary students showing drop-out warning signs are not receiving intervention services to keep them in school.</p>	<ul style="list-style-type: none"> • Use early warning system indicators at least once a month; review more frequently for students showing higher risk of dropping out • Leverage the “decision tree” • Initiate Intervention Team - Contact and engage student, parent(s), counseling department, HEP staff, migrant peer, sibling (if applicable) and MEP advocate/liaison • Have a MEP advocate/liaison participate in the school-based team that meets to discuss at-risk students 	<p>Number of secondary migrant students identified as at-risk through early warning systems; percent identified who receive services</p>	
<p>4. OSY have needs beyond academic essentials, such as health and dental, mental, vision, nutrition and housing, that impact their ability to learn.</p>	<ul style="list-style-type: none"> • Organize health fairs that bring services to OSY • Have a representative from the MEP participate in community events so that other agencies learn about the MEP; stronger community advocacy • Keep resource information current • Tap into technology to track services for OSY based on their location • Use MSIX to share information with other districts/states as the OSY travels • Promote National Migrant Education Hotline to connect OSY to resources • Use GOSOSY mental health lessons 	<p>Percent of OSY receiving educational/referral services related to health and dental, mental, vision, nutrition, and housing</p> <p>Number of Hotline calls originating from Florida</p>	

IDENTIFICATION AND RECRUITMENT

An ID&R plan defines the procedures in place to identify and recruit migrant children in a timely and proper manner. The plan addresses administration and logistics, training and staff development, and quality assurance.

Florida has two performance indicators related to ID&R quality assurance:

1. The percentage of students found to be ineligible after re-interviewing will decrease.
2. The percentage of districts conducting re-interviews annually will increase.

The state's ID&R activities are conducted through its ID&R Office, led by a State Coordinator with guidance from a Quality Control Team. The team discusses issues affecting ID&R and provides general input on the direction of ID&R in the state. The team assists ID&R Coordinators in reviewing new policies, interpreting regulations from OME, and providing overall feedback on new and unusual qualifying activities.

The ID&R Office is responsible for the design and implementation of the following:

- Training of all staff responsible for the proper and timely ID&R of migrant children and/or youth;
- Training of all staff responsible for reviewing and monitoring the staff conducting ID&R efforts in the state;
- Overseeing the strategies used by districts to actively identify and recruit migrant children and/or youth;
- Monitoring the presence of potentially eligible children in non-program districts;
- Developing tools to assist districts, both project and non-project, in identifying potentially eligible migrant children and youth (e.g., home school surveys, mapping of migrant families and qualifying activities, daily and weekly schedules for recruiters, etc.);
- Reviewing existing tools and methods to ensure the proper and timely identification of migrant children and/or youth (e.g., COE annual review and update, qualifying activities by county and state);
- Assisting in the coordination and networking among districts and other agencies that may serve migrant children and/or youth (e.g., early childhood providers, Departments of Agriculture and Labor, health clinics, employers);
- Suggesting safe and effective strategies to deploy recruiters in program and non-program areas;
- Designing strategies and tools for effective and reliable monitoring of Certificate of Eligibility (COE) completions and eligibility determinations (e.g., COE checklists and rolling and annual re-interviews);
- Providing opportunities for the ongoing networking and information dissemination among Florida recruiters (e.g., electronic newsletter, recruiter-specific website); and
- Conducting visits to districts to review local ID&R practices and ascertain training needs of recruitment staff.

The ID&R efforts for the state include three main activities described below.

- 1.) Policy Guidance. Florida's ID&R manual, developed by the ID&R Office, includes all policy interpretations related to ID&R to be followed in the state. Migrant staff responsible for the proper and timely eligibility determination of migrant children and/or youth must follow the procedures and guidelines delineated in the ID&R manual.

2.) Training. The ID&R Office provides ongoing training to recruitment staff in the state. Efforts are made to conduct yearly statewide training and quarterly online training webinars. Training topics include, but are not limited to:

- New Recruiter Training
- Eligibility Basics
- Eligibility and Guidance Updates
- COE Completion
- Quality Control

The ID&R Office also provides training to districts upon request and on a case-by-case basis, depending on the availability of staff and the identified needs of districts: for instance, new coordinators, a significant number of new recruitment staff, etc.

3.) Quality Assurance. The ID&R Office is responsible for the design and implementation of quality control measures as well as a quality control system related to the proper and timely identification of migrant children and/or youth in the state. Florida's quality control efforts include:

- Training of recruiters to ensure the proper and timely identification of migrant students;
- Training of reviewers to properly corroborate the eligibility determinations made by recruiters (by corroborating the accuracy and completeness of COEs);
- Reviewing and updating Florida's COE as an effective tool to document eligibility of Florida's migrant children and/or youth;
- Validating eligibility determinations by district and state-led re-interviews of randomly selected families; and
- Facilitating the process of resolving eligibility conflicts at the district and state level.

PRIORITY FOR SERVICE

Federal law requires that the MEP must provide services first to migrant students who have been identified as PFS. Section 1304(d) of the most recent reauthorization of the ESEA revised the definition of PFS to specifically include students who have dropped out and to include students who moved at any point during the prior year:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet challenging state academic standards or (2) have dropped out of school.

In Florida, the state applies these criteria as follows:

- A. Scored at Level 1 or Level 2 on the FSA; or
 - B. Is an English language learner (students coded: LY or LN on the data element English Language Learners, Pre-K-12); or
 - C. Has an age/grade discrepancy; or
 - D. Was retained; or
 - E. Is at risk of failing to meet state graduation requirements in one of the following areas: 1) an un-weighted GPA of 2.0 or below, or 2) insufficient credits for promotion or graduation; or
 - F. Has dropped out of school in the current program year;
- AND who has moved at any point during the prior 12 months.

PARENT INVOLVEMENT PLAN

Parent involvement is a required and integral component of Title I, Part C. The FMEP conducts and supports parent involvement activities and meetings, including statewide and regional MPACs, to empower parents to better advocate for and support their children’s academic success. Increasing educational support in the home was a key concern of stakeholders confirmed by the CNA process.

The FMEP Parent Involvement Plan adapts FDOE’s Title I Parent Involvement Plan to migrant families and follows the framework of the statewide plan. The objectives and strategies identified for reaching the broad goals of increasing parent involvement follow Joyce Epstein’s six levels of parent involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. The plan is detailed in Table 18.

Table 18. Parent Involvement Strategies

Objective	Strategies	
	SEA	Locals
Parenting: Assist families in setting home conditions that support children as students at each age and grade level	<ul style="list-style-type: none"> ▪ Disseminate information on best practices in family outreach ▪ Share information on adult education and English as a Second Language (ESL) classes available statewide 	<ul style="list-style-type: none"> ▪ Support home visits by advocates to provide information on parent involvement, nutrition, health, and other services ▪ Share information about developmental stages
Communicating: Develop two-way communication between families and the MEP and between families and schools	<ul style="list-style-type: none"> ▪ Compile resources and best practices related to creating migrant family friendly schools 	<ul style="list-style-type: none"> ▪ Provide professional development for school staff on understanding the migratory lifestyle, cultural heritage and home environment ▪ Assist schools in delivering important home information in appropriate languages ▪ Provide information and materials to migrant families of secondary students related to graduation requirements and post-secondary opportunities
Volunteering: Improve recruitment and training to involve families as volunteers in programs to support students	<ul style="list-style-type: none"> ▪ Provide training and technical assistance to local MEPs on establishing and/or strengthening parent volunteer programs for academic support to migrant students 	<ul style="list-style-type: none"> ▪ Disseminate information on volunteering in schools and MEP activities ▪ Establish rewards to recognize the contributions of individuals and community organizations (e.g., ceremonies, awards, etc.)
Learning at Home: Involve migrant families in their children’s learning at home	<ul style="list-style-type: none"> ▪ Support local MEPs in researching, developing and implementing home learning activities that support migrant student academic success 	<ul style="list-style-type: none"> ▪ Offer family literacy opportunities focused on mathematics and reading ▪ Instruct families on the use of hands-on activities for content area learning, e.g., math manipulatives

Objective	Strategies	
	SEA	Locals
		<ul style="list-style-type: none"> Provide information to families of preschoolers on building school readiness skills
Decision-making: Include migrant families as participants in MEP decisions and advocacy	<ul style="list-style-type: none"> Coordinate statewide MPAC meetings Conduct parent outreach in a format and language understandable to parents Consult with migrant parents on SDPs Include migrant parents on ad hoc committees, e.g., the needs assessment committee 	<ul style="list-style-type: none"> Coordinate local MPAC meetings Conduct parent outreach in a format and language understandable to parents
Collaborating with Community: Utilize community resources to strengthen MEPs, schools, families, and student learning	<ul style="list-style-type: none"> Provide training and technical assistance on establishing effective collaboration between schools, the MEP, community organizations, and businesses 	<ul style="list-style-type: none"> Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families

One of the main strategies for engaging families is through the Florida MPAC. The FMEP consults routinely with its MPAC with the goals of helping families to utilize strategies to strengthen their children’s FSA skills, become more proficient with ESEA parent involvement components, and become more involved in MEP-sponsored events and school activities. Members of MPAC include migrant parents, representatives from the state MEP, staff from district MEPs, and parent involvement technical assistance providers. Communication is in a format and language (typically Spanish, Haitian, and Southeast Asian languages) that parents understand. Interpreters and cultural mediators are used to allow meaningful discussion and feedback about all aspects of the program. The MPAC provided an opportunity for migrant parents to review this SDP and to provide recommendations for planned services in January 2018 (see Appendix B). Their suggestions were incorporated into the solutions and strategies discussed above.

Local MEPs are also required to implement an effective parental involvement component by establishing and consulting with a local MPAC.

EXCHANGE OF STUDENT RECORDS

Transfer of student records is part of the FMEP’s comprehensive services to ensure the proper education of Florida’s migrant students. The FMEP manages student records and provides assistance to local school districts in records transfer as required in Section 1304(b)(3) of NCLB.

The FMEP utilizes the MSIX system to ensure timely records transfer of migrant student academic and health records. Only staff identified by each district MEP coordinator have access to MSIX to ensure the protection of student information in accordance with the Privacy Act of 1974, the Family Educational Rights and Privacy Act

(FERPA), and the Federal Information Security Management Act (FISMA). To further ensure security, account passwords are changed every 60 days. Each district MEP has a continuous collaboration with its information services department to ensure that migrant student records are being exchanged in a timely manner. The following policies and procedures are in place for the intrastate and interstate transfer/exchange of migrant student records.

Intrastate Policy for Migrant Record Transfer/Exchange

- Upon enrolling a migrant student in school, the receiving district must retrieve the student academic and health records within five business days. To ensure proper records transfer, the district utilizes the Florida Automated System for Transferring Educational Records (F.A.S.T.E.R.) system as the primary method to transfer and retrieve intrastate (district-to-district) student records.
- Upon withdrawal of a migrant student, the sending district must update the student's academic and health record within five business days of withdrawal from school. To ensure proper records transfer, the district utilizes the F.A.S.T.E.R. system as the primary method to transfer and retrieve intrastate records.
- District and/or MEP staff must contact via the MSIX system and/or by phone the sending or receiving MEP to ensure records updates have been facilitated and to coordinate MEP services on behalf of the student within five business days.
- The local MEP in the receiving district must coordinate with appropriate school-based guidance staff to ensure proper academic placement and services for arriving migrant student has transpired.
- Districts will maintain documentation at the local level of intrastate communication with other migrant programs regarding exchange of student records.

Interstate Policy for Migrant Record Transfer/Exchange

- Upon enrolling a migrant student in a Florida school, the receiving school district must access student records via the MSIX database and/or request student academic and health records from the sending state within five business days.
- Upon receipt of the newly enrolled migrant student's record, the local district must confirm accuracy of the student's MSIX data within five business days.
- Upon withdrawal of a migrant student from a Florida school, the district must update the student's academic and health record in the MSIX database system within five business days.
- In addition to updating the MSIX database, Florida districts are responsible for facilitating records updates in F.A.S.T.E.R. within five business days of migrant student entry or withdrawal.
- The district will maintain documentation at the local level of interstate communication with other MEPs and/or LEAs regarding exchange of student records.
- If after five business days the LEA and local MEP have encountered difficulties in exchanging migrant student academic and health records to or from another state, the Florida MSIX state administrator and/or the Florida Migrant Interstate Program are available to assist with the resolution of problematic student records transfer.

EVALUATION PLAN

As an integral component of the Cycle of Continuous Improvement, the FMEP will evaluate the execution of this SDP with the assistance of an external evaluator with MEP experience. The evaluation will systematically collect information to improve the program and to help the state make decisions about program improvement and success. The evaluation will report both implementation and outcome data to determine the extent to which the MPOs identified herein have been addressed and met. It will also seek to build capacity within the program to examine results and make programming decisions based on data.

Evaluation questions to be answered may include:

Implementation

- Were local migrant projects implemented as planned? What worked or didn't work and why?
- What challenges were encountered by the MEP and how were they addressed?
- What adjustments can be made by the MEP to improve instruction, student and family support, and the involvement of migrant parents?

Outcomes

- To what extent did the FMEP meet the Performance Targets and MPOs established in this plan?

Data on migrant students and services will be collected by the state from each of its local operating agencies and FDOE data sources. Data sources include: the Florida student information system, district and LOA student information systems, migrant parents, migrant secondary students, migrant OSY, recruiters, migrant program contractors, and other staff as appropriate.

Data will be collected using grantee data collection protocols, surveys and record reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures will include descriptive statistics based on Florida migrant student demographics, program implementation, and student and program outcomes. Analyses will include means, frequencies, tests of statistical significance and trend analyses as appropriate to each MPO and indicator.

The FMEP will annually collect and examine implementation indicators and progress toward Performance Targets and MPOs in order to make mid-course corrections as needed. A full evaluation report will be prepared every three years by an external evaluator. The evaluation report will include review of progress toward each Performance Target and MPO, as well as recommendations for improving MEP services.

CONCLUSION AND NEXT STEPS

The FMEP completed this process through consultation with a broad set of stakeholders including migrant parents, tutors and advocates; university researchers and community organizations; and state administrators and contractors. As a result of the SDP process, the FMEP is proceeding with a new focus on working with parents across all migrant student age groups, preparing to build tools to support that work, preparing a new focus on using and responding to early warning systems for migrant students, and connecting migrant students to advanced course opportunities. At the same time, the FMEP will be streamlining its data collection and reporting procedures while also developing tools to support the evaluation of statewide initiatives in parent education.

Next steps in the process of continuous improvement are expected to include:

- Reviewing the plan with all MEP staff and contractors
- Reviewing the plan with all districts and LOAs that operate MEPs
- Establishing appropriate data collection processes to support the reporting of MPOs and indicators
- Implementing the plan beginning in summer 2018

APPENDIX A: NEEDS ASSESSMENT AND SERVICE DELIVERY PLAN COMMITTEE PARTICIPANTS

Name	Program
Baldwin, Andy	Polk MEP
Barreiro, Dr. Eduardo	Dade MEP
Cheney, Michele	ESCORT
Copp, Lilli	Head Start - Office of Early Learning
Davidson, Cristina	Marion MEP
Di Salvo, Margarita	ID&R Office
Fioramanti, Kim	FMIP
Gomez, Victoria	Alachua Multi County Consortium
Huls, Tara	VPK - Office of Early Learning
Imig, Mary	Palm Beach MEP
Longa, Maria	Polk County School District
Mayo, Carol	Hillsborough MEP
McLeod, Julie	Hillsborough County School District
Melecio, Ray	ID&R Office
Morris, Sonya	FDOE
Mundy, Dr. Barbara	Hendry MEP
Nguyen, Dr. Dinh	FDOE
Pouncey, Dr. Maria	PAEC MEP
Savino, Christina	Orange MEP
Valdivia-Sanchez, Lucia	Putnam MEP
Vandersall, Kirk	Arroyo Research Services
Zmach, Courtney	Collier MEP

APPENDIX B: PARENT SDP FEEDBACK

FMPAC Actividad de Identificar Necesidades

Trabajo en grupos pequeños (*work in small groups*)

Tres necesidades que si fueran resueltas ayudaría más con la educación de los estudiantes migrantes:

Three needs that if met, would most help migrant students' education:

- Legal status for children and parents; lack of support for obtaining scholarships for the children of parents without legal status.
 - *A law that favors migrant children and parents.*
- Different school calendars across the country.
 - *Have the national education system work to resolve this problem.*
- Improve the current system so that students do not lose credits or grades already obtained when they move to another state.
 - *Create a more flexible system to resolve this problem.*
- Lack of bilingual teachers and school staff to address the needs of migrant children in their home language (this is a need that requires attention).
 - *Expand the hiring of bilingual staff.*
- Educate parents about their children's academic needs, health needs, and other needs that may exist.
 - *Offer more workshops/communication.*
- Educate parents with students in secondary grades about credit accrual and graduation requirements so that their children can complete the state testing and graduate on time.
 - *Open communication more with parents.*
- Parent workshops to train parents how to prepare their children [for school] offered on the weekends.
- Bilingual books (Spanish/English) for migrant children just starting preschool to ease their fears about school.
- Offer computers training to migrant parents either by providing computers that parents could use in the home, offering transportation to parents to receive the training, or conducting a computer training for parents in their community (invite neighboring migrant parents).

School Readiness

School Readiness Concerns – 10 Votes	
Los niños no tienen el acceso a la opción de VPK debido a las barreras creadas por el programa de medio día y / o los proveedores. Kids are not able to access the VPK option because of barriers created by the ½ day program and/or the providers.	RED - 10 YELLOW - 0
Los estudiantes enfrentan barreras para inscribirse en programas de pre kínder y son rechazados (barreras políticas, barreras idiomáticas e información/ conocimiento / derechos, comprobante de residencia, factura de servicios públicos con nombre) Students face barriers to enrollment in PK programs and are turned away (political barriers, language barrier, and information/knowledge/rights, proof of residency-utility bill with name on it).	RED - 10 YELLOW - 0
Los estudiantes migrantes pueden no estar listos para el kínder. Migrant students may not be ready for kindergarten.	RED - 0 YELLOW - 10
La falta de experiencia en tecnología de los estudiantes dificulta su capacidad para tomar la nueva evaluación adaptiva de kínder sobre el internet. Student lack of technology experience hinders their ability to take the new Kinder readiness online adaptive assessment.	RED - 5 YELLOW - 5
Los estudiantes migrantes pueden no mostrar una representación precisa de preparación para la escuela (posiblemente debido a la falta de experiencia en tecnología) Migrant students may not show accurate representation of school readiness (possibly due to lack of technology experiences).	RED - 0 YELLOW - 10
Los estudiantes no progresan adecuadamente en los programas pre kínder (no avanzan al mismo tiempo que los estudiantes que no están en el programa migrante y / o no están logrando los estándares al final del programa) Students are not progressing adequately in PK programs (not progressing at same rate as the non-MEPs and/or they are not achieving the standards by the end of the program).	RED - 5 YELLOW - 5

School Readiness

School Readiness Concerns – 10 Votes

Los estudiantes de pre kínder migrantes talvez no están logrando los estándares al final del programa

Migrant prek students may not be achieving the standards by the end of the program.

RED - 5

YELLOW - 5

Los estudiantes de programas pre kínder experiencia retos de asistencia -no asisten tantos días como los estudiantes que no están en el programa migrante (movilidad, continuidad, transporte)

Students in PK programs experience attendance challenges –don't attend as many days as non-MEPs (mobility, continuity, transportation).

RED - 5

YELLOW - 5

- For pre-k, if the districts have access to Hippy, it would help a lot. In our county, we have Hippy and it has helped our parents a lot. (Miami-Dade)

Elementary

Elementary Concerns – 10 Votes

Los estudiantes migrantes no están desempeñando al nivel de competencia al final de tercer grado en lectura o matemáticas.

Migrant students are not performing at proficiency level by the end of third grade on reading or math

RED - 10

YELLOW - 0

Los estudiantes migrantes tienen menos tiempo en tareas educativas/ más interrupciones que otros estudiantes. (educativa, inscripción tarde, un retiro temprano, menos tiempo en la tarea)

Migrant students have less time on task/more educational disruption than other students. (educational disruption, late enrollment, early withdrawal, less time on task)

RED - 10

YELLOW - 0

Los niños migrantes reciben participación escolar y apoyo académico menos adecuado en el hogar.

Migrant children receive less adequate school engagement and academic support in the home.

RED - 10

YELLOW - 0

Los estudiantes migrantes corren un mayor riesgo de sufrir la pérdida de conocimiento durante el verano debido a la movilidad y la falta de acceso.

Migrant students are at a higher risk of experiencing summer learning loss due to mobility and lack of access.

RED - 5

YELLOW - 5

- Teach rigorously and don't water down curriculum; teach vocabulary; academic opportunities to experience and perform.

Secondary Grades Concerns – 15 Votes

Los estudiantes migrantes no están graduando a la misma tasa que los estudiantes que no son migrantes

Migrant students are not graduating at the same rate as non-migrant students

RED - 5

YELLOW – 5

NO VOTE - 5

Nos preocupa que las reglas para la graduación de la escuela secundaria en FL (pasando el examen del estado) son limitantes para estudiantes migrantes

We are concerned that the rules for graduation from high school in FL (passing state test) are limiting for migrant students

RED - 5

YELLOW – 10

NO VOTE - 0

Los estudiantes migrantes no están logrando los promedios de calificaciones de 2.0 o superior que son necesario para graduarse al mismo tiempo que los estudiantes que no son migrantes.

Migrant students are not achieving GPAs of 2.0 or higher needed to graduate at the same rate as non-migrant students.

RED - 5

YELLOW – 5

NO VOTE - 5

Nos preocupa que los estudiantes migrantes no están siendo promovidos (y se mantiene) en mayor proporción que los estudiantes que no son migrantes

We are concerned that migrant students are not being promoted (and are being retained) at a higher rate than non-migrant students

RED - 0

YELLOW – 10

NO VOTE - 5

Los estudiantes migrantes en la secundaria (secundaria y preparatoria) están matriculados menos que los estudiantes que no son migrantes en cursos acelerados e institutos de educación post-secundaria. (Posición avanzada, Bachillerato Internacional, la doble inscripción, Certificado de Educación Internacional avanzada-AICE, certificación de industria).

Secondary migrant students (middle and high school) are enrolled less than non-migrant students for accelerated course work and post-secondary educational institutes. (Advanced placement, International Baccalaureate, Dual Enrollment, Advanced International Certificate of Education-AICE, industry certification).

RED - 5

YELLOW – 10

NO VOTE - 0

Secondary Grades Concerns – 15 Votes

Los estudiantes migrantes de la secundaria no son matriculados a cursos avanzados debido al retraso en la inscripción escolar (es decir, cursos a máxima capacidad,

Los estudiantes migrantes de la secundaria no son matriculados a cursos avanzados debido a la falta de satisfacer requisitos previos del curso (requisitos para los cursos, promedios de calificaciones).

Secondary migrant students are not being enrolled for accelerated course work due to late school enrollment (i.e., courses at max capacity,

Secondary migrant students are not being enrolled for accelerate course work due to lacking meeting course pre-requisites (course pre-requisites, GPA)

RED - 10 **YELLOW – 5** **NO VOTE- 0**

Los padres migrantes tienen una falta de conciencia acerca de la importancia de la instrucción acelerada y cómo acceder a estas oportunidades.

Migrant parents have a lack of awareness regarding the importance of accelerated instruction and how to access these opportunities

RED - 10 **YELLOW – 0** **NO VOTE- 5**

La condición de ciudadanía afecta el interés de los estudiantes migrantes, el acceso y la matriculación en la instrucción avanzada (así como las opciones de post-secundaria).

Citizenship status affects migrant students' interest, access, and enrollment into accelerated instruction options (as well as post-secondary)

RED - 11 **YELLOW – 1** **NO VOTE- 3**

Nos preocupa que, como un estado de cual sale familias migrantes, los estudiantes migrantes en la secundaria está saliendo de la Florida sin tomar los exámenes de final de curso y, como resultado, no acumulan créditos.

We are concerned that, as a sending state, secondary migrant students are leaving Florida without taking the End of Course “EOC” tests and, as a result, not accruing credits.

RED - 15 **YELLOW – 0** **NO VOTE- 0**

Nos preocupa el número de los estudiantes migrantes que no se matriculan en la escuela secundaria.

We are concerned with the number of middle school migrant students who do not enroll in high school

RED - 10 **YELLOW – 5** **NO VOTE- 0**

Secondary Grades Concerns – 15 Votes

Nos preocupa la cantidad de “edad sobre grado” estudiantes migrantes que no se matriculan en la escuela secundaria o dejan la escuela poco tiempo después.

Los problemas de la educación de adultos incluyen, pero no están limitados a; clases solamente en la noche, la falta de cuidado de niños.

El estudiante le puede faltar requisitos y habilidades académicas para pasar el examen de inscripción para HEP.

We are concerned with the number of “age over grade” migrant students who do not enroll in high school or dropout shortly after enrolling.

Adult Education problems include, but are not limited to; evening only classes, lack of child-care.

The student may lack pre-requisites and academic skills to pass enrollment test for HEP.

RED - 5

YELLOW – 10

NO VOTE- 0

Estamos preocupados con la posibilidad de obtener datos a nivel estatal que informará mejor los servicios para estudiantes (graduación, retención, los datos de la promoción).

We are concerned with the ability to obtain statewide level data that will better inform services for students (graduation, retention, and promotion data)

RED - 0

YELLOW – 10

NO VOTE- 5

Los estudiantes migrantes (recién llegados), llegando al distrito de nivel secundario tendrán problemas de idioma.

Migrant students (new arrivals) arriving into district at secondary level will have language issues

RED - 5

YELLOW – 10

NO VOTE- 0

Los estudiantes migrantes de la secundaria no tratan de participar en actividades extracurriculares.

Secondary Migrant students are not engaged to participate in extracurricular activities

RED - 10

YELLOW – 5

NO VOTE- 0

- Concern with English for Speakers of Other Languages (ESOL) – Students in the program too long even though they have already mastered the language.
- Solution to concern that migrant students are not being enrolled for accelerated course work due to late school enrollment or lack of meeting prerequisites – Leave five spots for migrant students; review data for ending school grades; work with counselors and data staff to determine how many students can go to advance courses.
- Barriers to engagement in extracurricular activities – transportation, chores, work schedules.
- Receiving and sending states [should] coordinate the start / end [of the] school year to evaluate migrant cycle.

OSY Concerns – 15 Votes

A los estudiantes “OSY” no se le están atendiendo sus necesidades académicas específicas; el acceso a los servicios de recursos académicos que se proporcionan no son relevantes para las necesidades reales de estos estudiantes. Necesitamos ser capaces de diversificar mejor los servicios para que un estudiante que está interesado en GED pueda recibir servicios, así como también el estudiante que desea capacitación en habilidades y el estudiante que necesita clases de inglés básico. Actualmente no tenemos una idea clara de cuáles son las necesidades específicas.

OSY are not having their specific academic needs addressed; the access to academic resource services that are provided are not relevant to the actual student needs. We need to be able to diversify the services better so that an OSY that is interested in GED can receive services as well as the OSY that wants skills training, and the OSY that needs basic ESL. We do not currently have a clear picture of what are the specific needs.

RED - 2

YELLOW – 10

NO VOTE- 3

Los estudiantes “OSY” que han abandonado la escuela no se comprometen lo suficientemente pronto antes de perder interés en completar su educación.

OSY that have dropped out of school are not getting reengaged soon enough before they lose interest in completing their education.

RED - 10

YELLOW – 5

NO VOTE- 0

Los estudiantes migrantes de la secundaria que muestran indicios de querer abandonar (señales de advertencia) no están recibiendo servicios de intervención para mantenerlos en la escuela.

Migrant secondary students that are showing indications of wanting to drop out (warning signs) are not receiving intervention services to keep them in school.

RED - 15

YELLOW – 0

NO VOTE- 0

Los estudiantes “OSY” tienen necesidades que van más allá de las académicas, como la salud, la salud dental y mental, de la visión, la nutrición y la vivienda, lo cuales afecta su capacidad para aprender.

OSY have needs beyond academic needs such as health and dental, mental, vision, nutrition, and housing – impacting their ability to learn

RED - 15

YELLOW – 0

NO VOTE- 0

APPENDIX C: FLORIDA MIGRANT STUDENT PROFILE

DEMOGRAPHICS

The FMEP is among the four largest in the United States in terms of the number of migrant-eligible students and youth served (along with California, Texas, and Washington). The number of migrant-served students in Florida rose from 25,781 (SY 2009-2010) to 26,267 (SY 2011-2012), fell to 25,635 in SY 2012-2013, and then rose to 27,214 in SY 2013-2014 and 27,528 in SY 2015-2015, its highest point in five years. Results are shown in Figure 16, Table 19, Table 20, and Table 21.

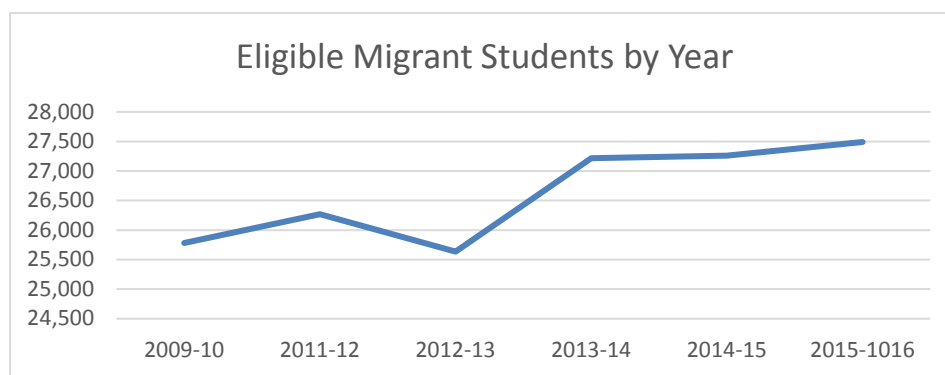


Figure 16. FMEP Eligible Migrant Students by Year

A substantially similar number and percent of migrant students were designated as PFS, the most highly mobile, at risk subgroup, for three years ending in SY 2014-2015, including 5,332 students, or 20% of the migrant student population in SY 2014-2015. Approximately 40% of students were elementary-aged in SY 2013-2014, 15% were high school age, and approximately 23% were age 3 through Kindergarten. From SY 2012-2013 to SY 2014-2015, the eligible Pre-K and Kindergarten populations declined even as the overall number of eligible migrant students increased. While students in the OSY (grade 30) category which increased from 3,640 (14%) to 4,608 (17%) between SY 2012-2013 and SY 2013-2014, they decreased to 4,061 (15%) in SY 2014-2015.

Table 19. Eligible Migrant Student Demographic Data, SY 2012-2016

		2012-2013	2013-2014	2014-2015
Total	#	25,635	27,214	27,258
ELL LEP (LY)	#	7,885	8,220	8,076
	%	31	30	30
PFS	#	5,359	5,506	5,332
	%	21	20	20
PFS without age 3-5 (not KG)	#	5,270	5,439	5,264
	%	21	20	19
Children with Disabilities (IDEA)	#		2,609	2,738
	%		10	10
Dropouts	#		119	150
	%		.4	.6

Note: English language learners (ELLs), Limited English proficiency (LEP) (LY) (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.

Table 20. Migrant Students Served by Grade Level, PK through Grade 8, SY 2012-2016

	PK	KG	01	02	03	04	05	06	07	08
2012-	4,634	2,051	1,908	1,689	1,695	1,341	1,332	1,281	1,152	1,132
2013	18%	8%	7%	7%	7%	5%	5%	5%	4%	4%
2013-	4,294	1,917	2,049	1,838	1,806	1,465	1,332	1,329	1,301	1,198
2014	16%	7%	8%	7%	7%	5%	5%	5%	5%	4%
2014-	4,120	1,972	1,925	1,939	1,916	1,543	1,439	1,396	1,333	1,322
2015	15%	7%	7%	7%	7%	6%	5%	5%	5%	5%

Table 21. Migrant Students Served by Grade Level, Grades 9 through 30, SY 2012-2016

	09	10	11	12	30
2012-	1,132	1,005	875	768	3,640
2013	4%	4%	3%	3%	14%
2013-	1,208	1,089	953	827	4,608
2014	4%	4%	4%	3%	17%
2014-	1,307	1,139	976	870	4,061
2015	5%	4%	4%	3%	15%

Note: Grade – ‘30’ is defined as Adult, Non-High School Graduate

Table 22 shows the percentage of migrant students testing at or above reading proficiency on the Florida Standards Assessment during SY 2014-2016. Because of the relatively small sample size for many of the districts, as well as the transient nature of the population, differences among districts should be interpreted with caution.

Table 22. Percentage of Migrant Students at or above Reading Proficiency on Florida Standards Assessment by LOA, SYs 2014-2016

LOA	2014-2015		2015-2016	
	# Tested	% Proficient	# Tested	% Proficient
Alachua	251	31%	252	26%
Broward	0	NA	58	24%
Collier	1897	28%	2069	29%
DeSoto	211	20%	26%	19%
Escambia			86	69%
Glades	59	36%	53	32%
Hardee	459	33%	452	34%
Hendry	413	26%	424	32%
Highlands	625	33%	580	34%
Hillsborough	1430	21%	1469	22%
Indian River				
Lafayette	5	20%	6	33%
Lake	30	3%	23	22%
Lake Wales	26	19%	18	11%
Lee	0	NA	231	25%
Madison	25	44%	31	42%
Manatee	297	20%	246	20%
Marion	33	24%	23	35%
Martin	0	NA	29	24%
Miami Dade	701	26%	423	29%
Okeechobee	423	29%	379	31%
Orange			150	32%
Osceola	43	47%	29	24%
PAEC	152	46%		
Palm Beach	1821	23%	1950	25%
Pasco	44	18%	57	12%
Polk	1007	28%	718	28%
Putnam	24	25%	47	26%
Sarasota	13	85%	12	58%
St. Lucie	99	24%	47	36%
Suwanee	56	25%	70	30%
Volusia	61	31%	58	36%

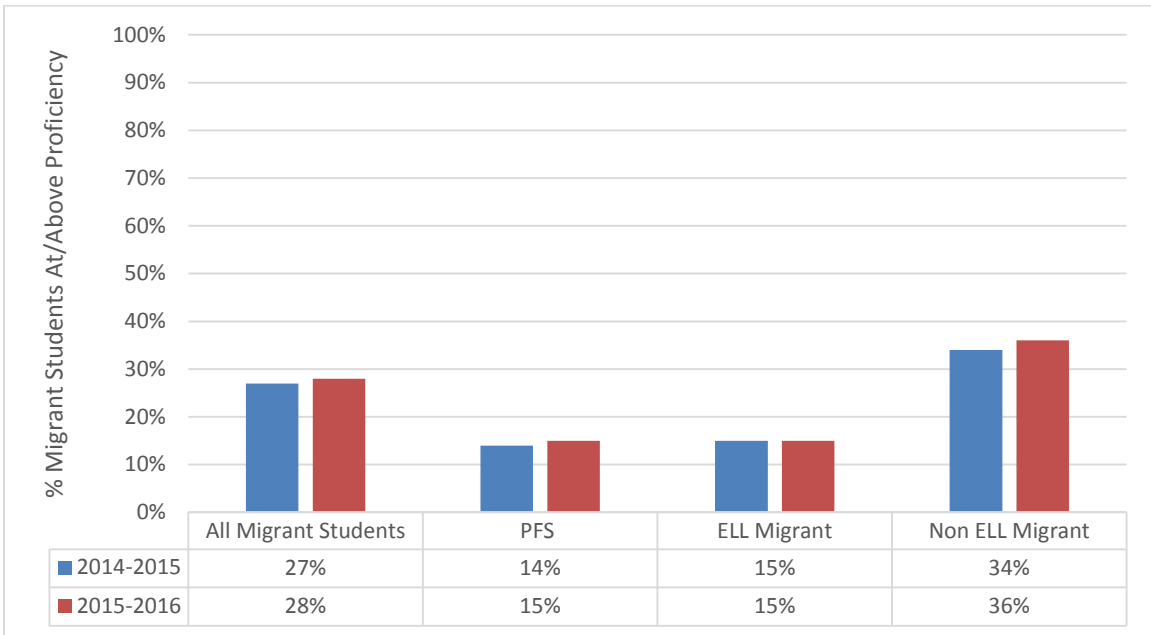


Figure 17. Percentage of Migrant Students at or above Reading Proficiency on Florida Standards Assessment, SYs 2014-2016

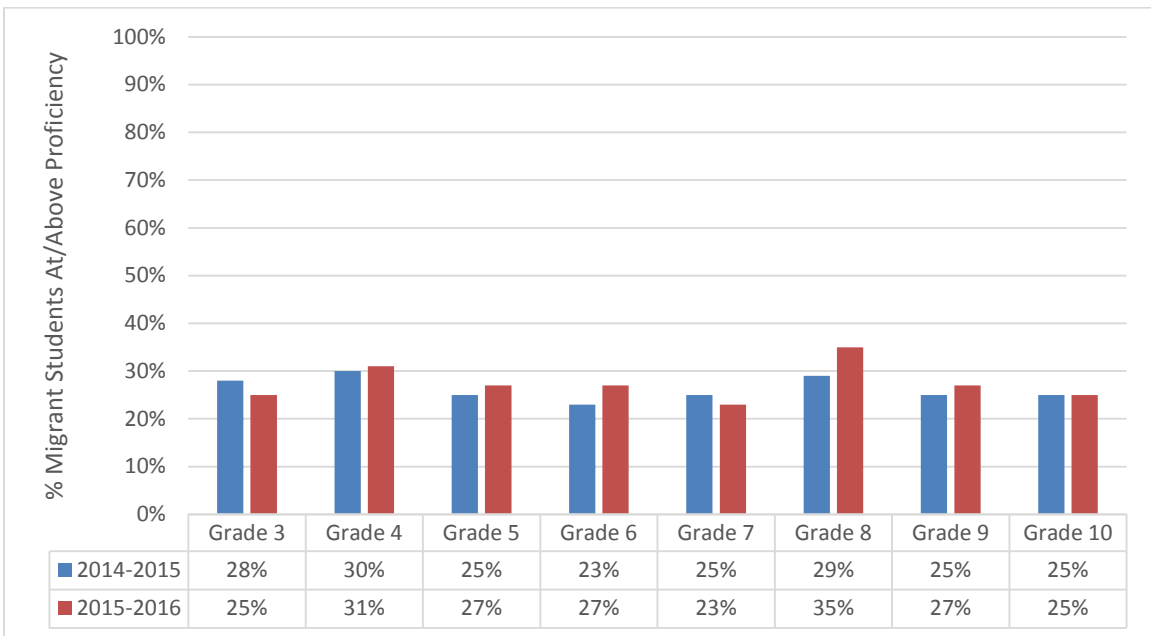


Figure 18. Percentage of Migrant Students at or above Reading Proficiency on Florida Standards Assessment by Grade Level, SYs 2014-2016

The reading achievement gap remained substantially similar between SY 2011-2012 and SY 2015-2016 (from 18% to 19%, see Table 23). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

Table 23. Reading Proficiency Gaps, SYs 2008-2016 (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
2012-2013	31	53	22
2013-2014	32	51	19
2014-2015	27	43	16
2015-2016	28	47	19

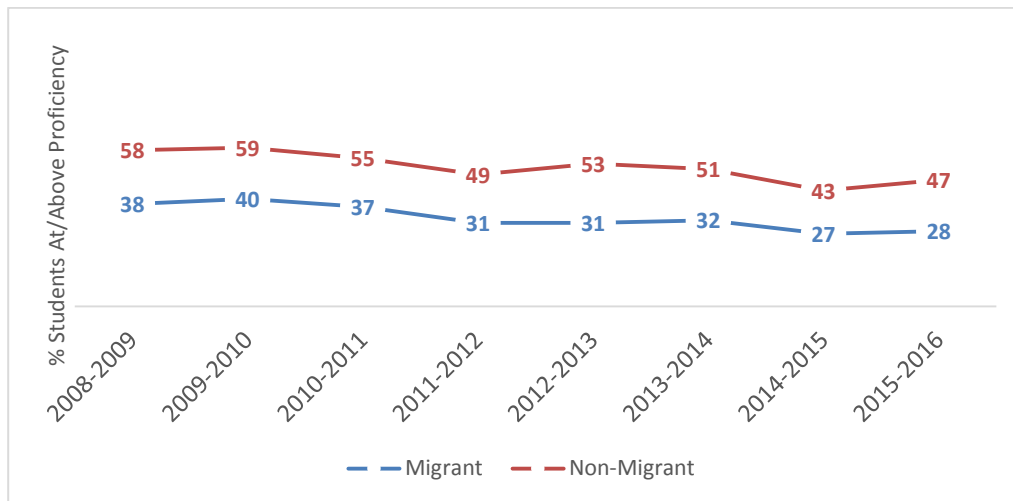


Figure 19. Reading Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2016 (All Grades)

Table 24. Reading Proficiency Gaps on Florida Standards Assessment, SY 2014-2016

	2014-2015			2015-2016			
	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	Change
All Students*	27	43	16	28	47	19	3
Grade 3	28	46	18	25	49	24	6
Grade 4	30	47	17	31	47	16	-1
Grade 5	25	43	18	27	46	19	1
Grade 6	23	44	21	27	46	19	-2
Grade 7	25	44	19	23	43	20	1
Grade 8	25	48	23	35	52	17	-6
Grade 9	29	41	12	27	46	19	7
Grade 10	25	43	18	25	44	19	1

*Note: The total number of migrant students reported under all students is 10,205. % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.

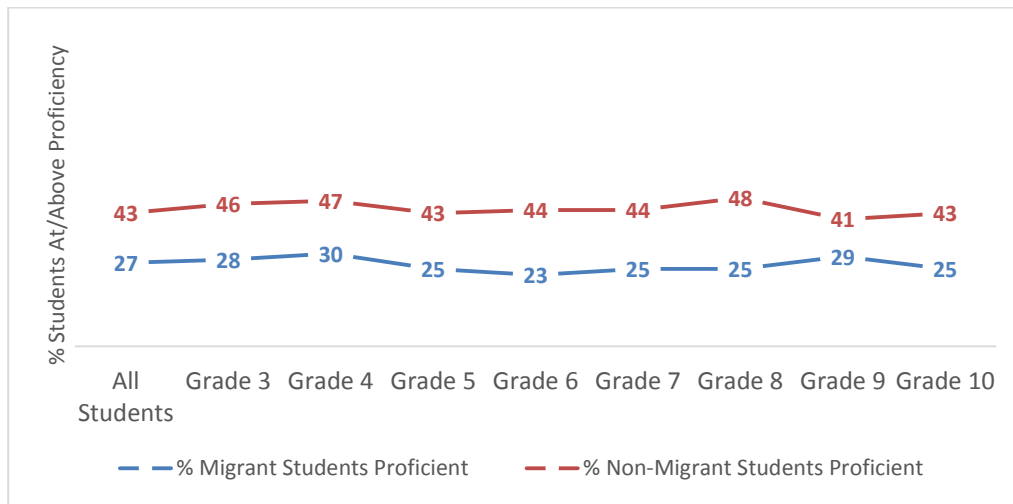


Figure 20. Reading Proficiency Gaps: Migrant and Non-Migrant Students by Grade Level, Florida Standards Assessment, SY 2014-2015

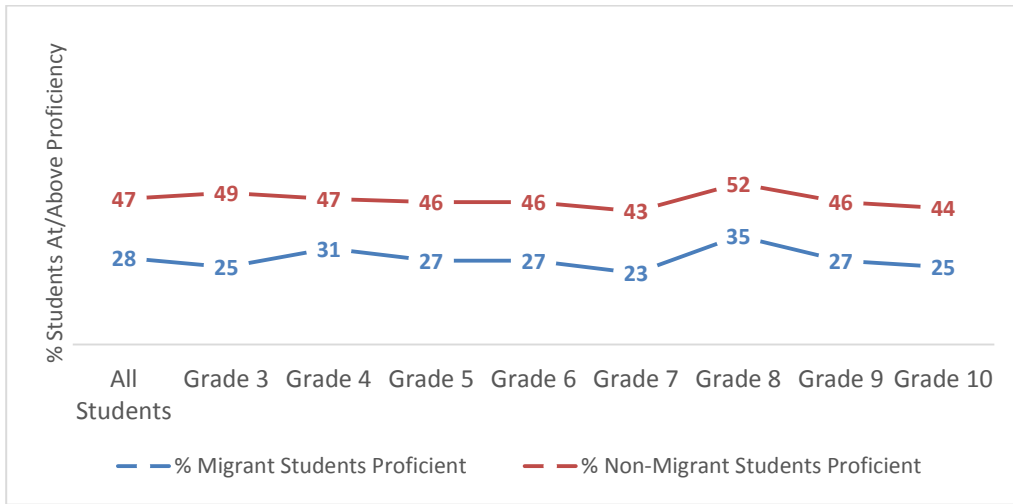


Figure 21. Reading Proficiency Gaps: Migrant and Non-Migrant Students by Grade Level, Florida Standards Assessment, SY 2015-2016

Table 25. District-Reported Learning Gains in Reading, SY 2015-2016

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	7,547	2,564	34
PFS	1,278	373	29
Grade 3	449	66	15
Grade 4	243	449	36
Grade 5	1,113	370	33
Grade 6	1,011	332	33
Grade 7	915	259	28
Grade 8	934	380	41
Grade 9	912	278	30
Grade 10	866	255	29

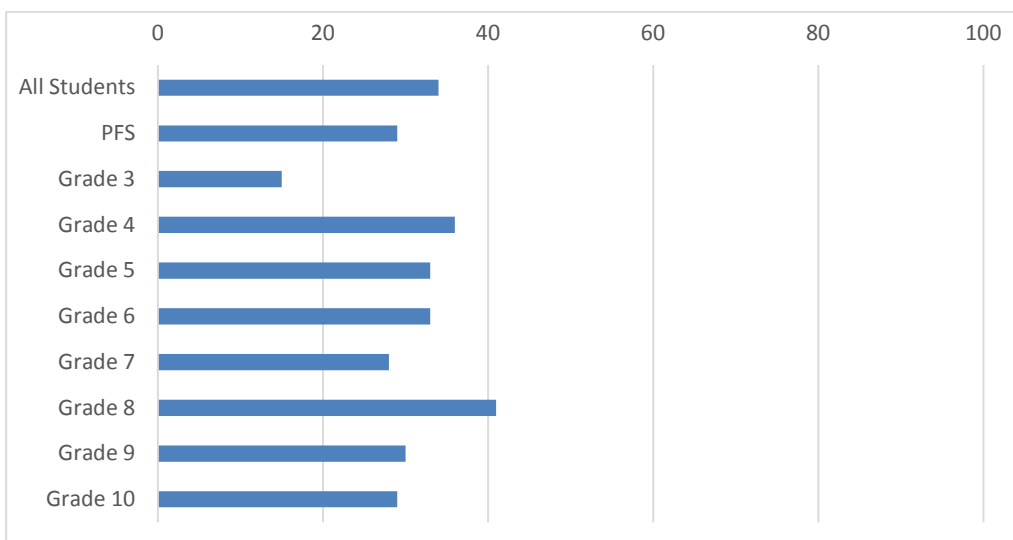


Figure 22. Percentage of Migrant Students with Reading Gains, SY 2015-2016

MATHEMATICS

Table 26 shows the percentage of migrant students testing at or above mathematics proficiency on the FSA during SY 2014-2015. Because of the relatively small sample size for many of the districts, as well as the transient nature of the population, differences among districts should be interpreted with caution.

Table 26. Percentage of Migrant Students at or Above Math Proficiency on Florida Standards Assessment by LOA, SY 2014-2016

LOA	2014-2015		2015-2016	
	# Tested	% Proficient	# Tested	% Proficient
Alachua	197	44%	196	41%
Broward	0	NA	50	24%
Collier	1494	41%	1532	40%
DeSoto	165	28%	176	20%
Escambia			66	82%
Glades	52	44%	52	31%
Hardee	336	43%	353	50%
Hendry	313	40%	316	40%
Highlands	471	58%	440	45%
Hillsborough	1147	35%	1180	34%
Indian River				
Lafayette	5	80%	4	50%
Lake	26	31%	21	43%
Lake Wales	19	47%	10	20%
Lee	153	39%	187	36%
Madison	23	35%	24	63%
Manatee	236	34%	241	34%
Marion	26	38%	21	38%
Martin	0	NA	13	62%
Miami Dade	531	36%	311	33%
Okeechobee	317	42%	290	37%
Orange			113	41%
Osceola	35	43%	22	36%
PAEC	127	60%		
Palm Beach	1,429	33%	1,509	37%
Pasco	40	20%	48	13%
Polk	780	35%	565	29%
Putnam	17	41%	48	50%
Sarasota	11	73%	11	73%
St. Lucie	71	24%	32	63%
Suwanee	45	33%	62	34%
Volusia	40	38%	37	43%

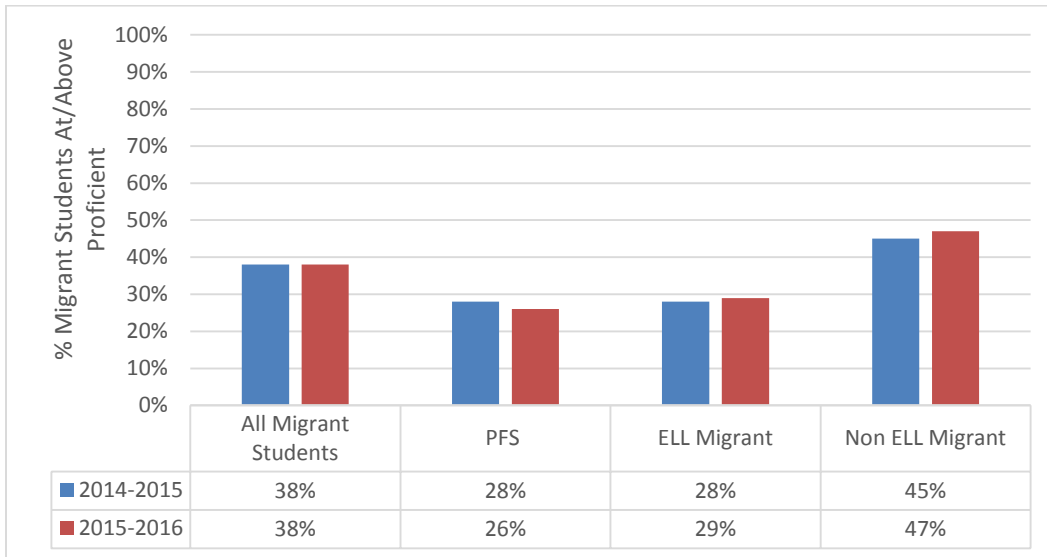


Figure 23. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment, SY 2014-2016

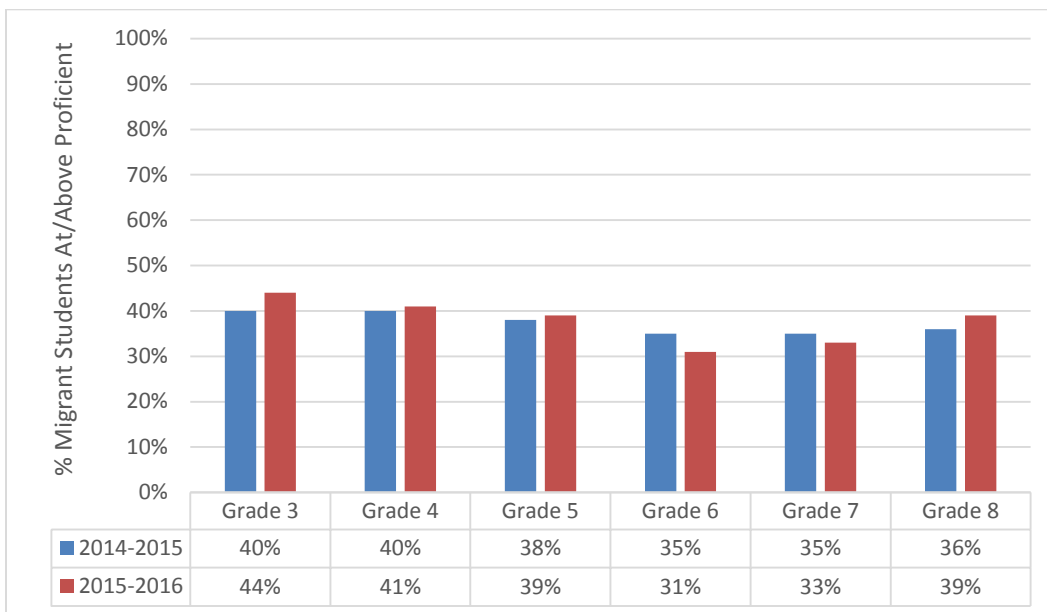


Figure 24. Percentage of Migrant Students at or above Mathematics Proficiency on Florida Standards Assessment by Grade Level, SY 2014-2016

The math achievement gap decreased between SY 2011-2012 and SY 2015-2016 (from 15% to 12%, see Table 27). Although the assessment changed during the period, it is still relevant to examine the achievement gap across years.

Table 27. Mathematics Proficiency Gaps, SYs 2008-2016 (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	37	52	15
2012-2013	42	51	9
2013-2014	41	50	9
2014-2015	38	46	8
2015-2016	38	50	12

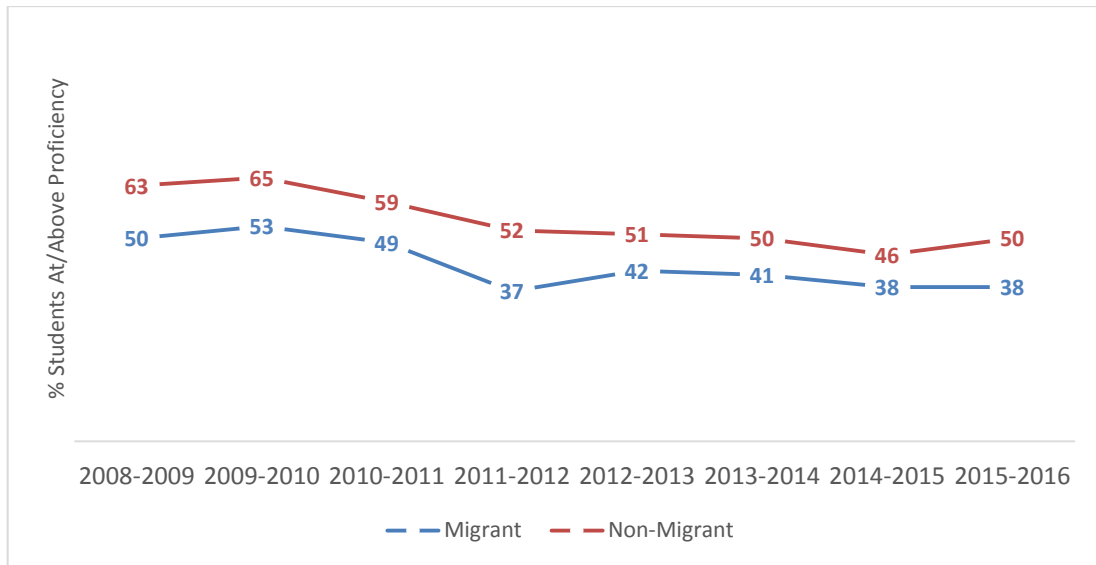


Figure 25. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2016 (All Grades)

Table 28. Mathematics Proficiency Gaps, Florida Standards Assessment, SY 2014-2016

	2014-2015			2015-2016			Change
	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap	
All Students	38	46	8	38	50	12	4
Grade 3	40	52	12	44	56	12	0
Grade 4	40	52	12	41	53	12	0
Grade 5	38	48	10	39	50	11	1
Grade 6	35	45	10	31	47	16	6
Grade 7	35	47	12	33	47	14	2
Grade 8	36	40	4	39	47	8	4

Note: % Migrant Students Proficient is calculated as number of migrant students proficient or higher divided by the number of Migrant Students tested. % Non-Migrant Students Proficient is the average of the % non-Migrant Proficient as reported by districts. No raw numbers of non-migrant students tested were available to calculate a weighted average.

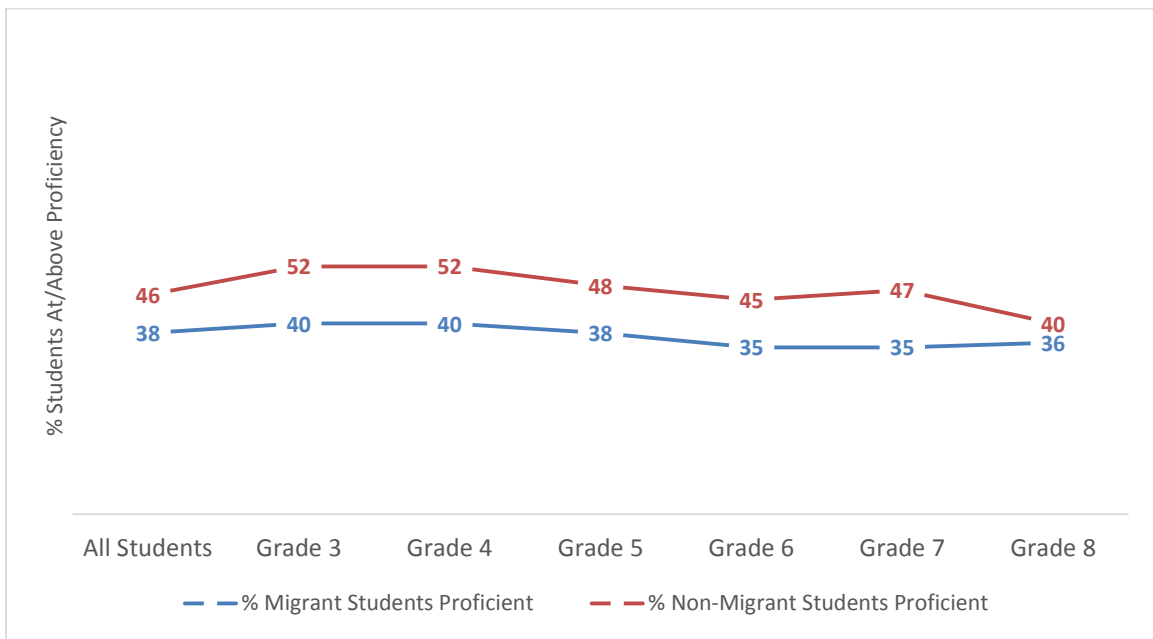


Figure 26. Gaps in Mathematics Achievement on Florida Standards Assessment, SY 2014-2015

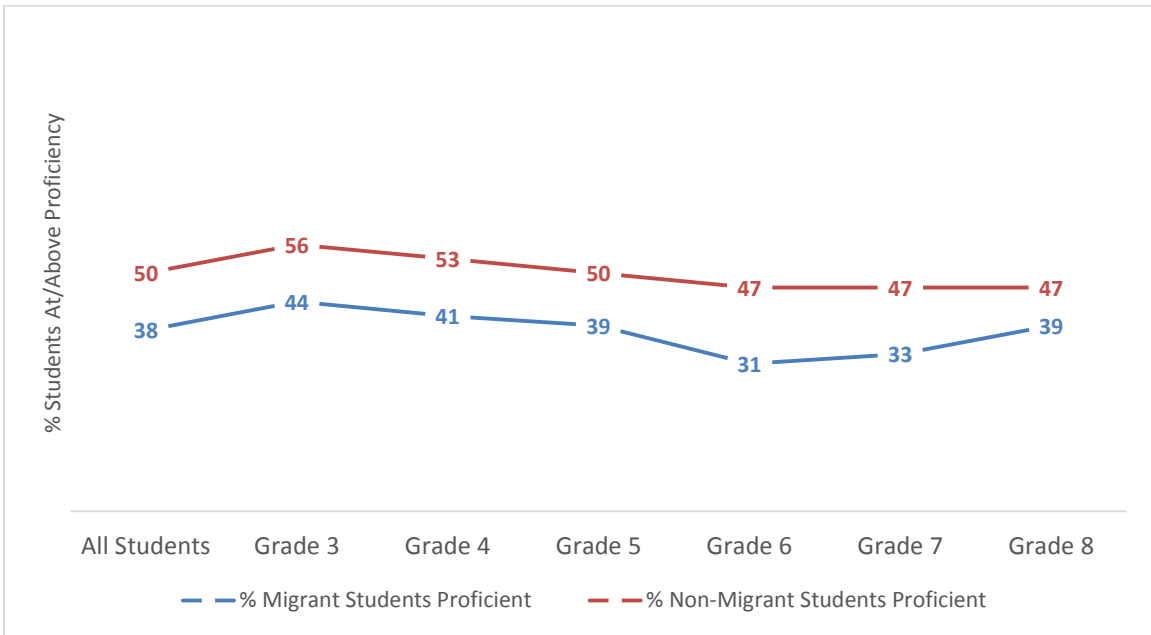


Figure 27. Gaps in Mathematics Achievement on Florida Standards Assessment, SY 2015-2016

Table 29. District-Reported Learning Gains in Mathematics, SY 2015-2016

	# Matched Migrant Students Tested	# Migrant Students Tested with Learning Gains	% Migrant Students with Learning Gains
All Students	3,764	1,904	51
PFS	667	276	41
Grade 3	238	74	26
Grade 4	1,102	387	35
Grade 5	959	371	39
Grade 6	869	242	28
Grade 7	799	245	31
Grade 8	708	359	51

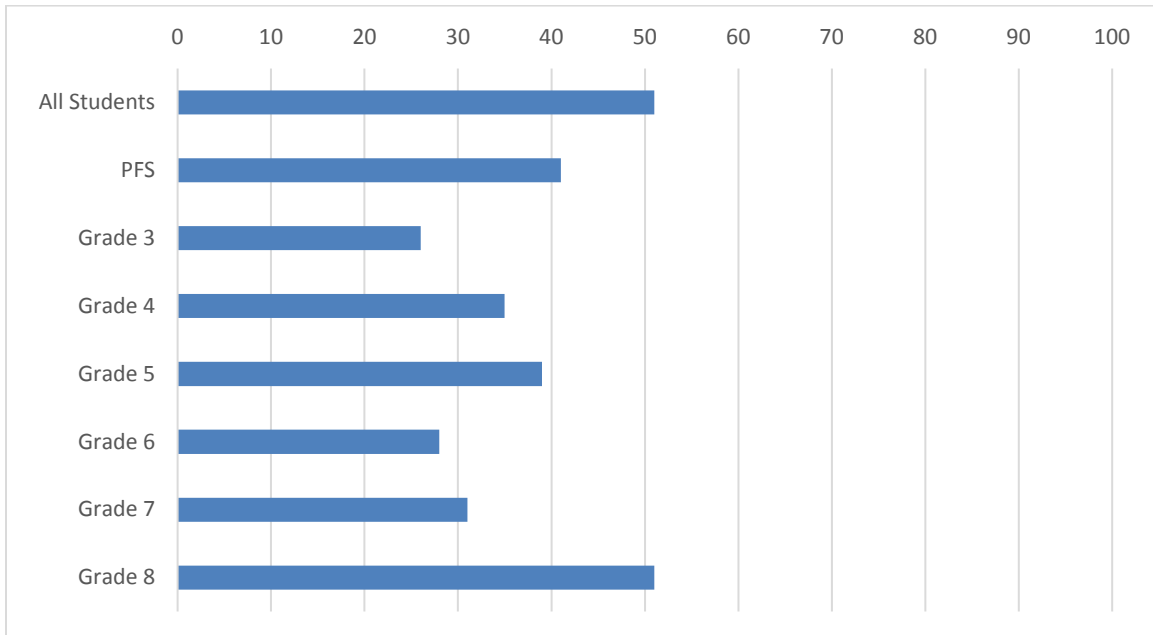


Figure 28. Percentage of Migrant Students with Learning Gains in Mathematics by Grade Level, SY 2015-2016

END OF COURSE ASSESSMENTS

Migrant student performance on EOCs was added to the MEP evaluation reporting template for 2012-2013, reflecting the growing importance and use of EOCs to determine receipt of course credit and to determine eligibility to graduate.

Table 30. Algebra I EOC Results, SYs 2012-2016

	# Migrant Required to Take EOC	% Migrant Passed EOC	% Non-Migrant Passed EOC	Gap	# Migrant PFS Required to Take EOC	% PFS Passed EOC
2012-2013	1,242	43%	65%	22%	334	39%
2013-2014	1,644	40%	58%	18%	385	41%
2014-2015	1,842	37%	52%	15%	379	29%
2015-2016	1,434	30%	47%	17%	171	25%

Table 31. Geometry EOC Results, SYs 2012-2016

	# Migrant Required to Take EOC	% Migrant Passed EOC	% Non-Migrant Passed EOC	Gap	# Migrant PFS Required to Take EOC	% PFS Passed EOC
2012-2013	384	70%	79%	9%	132	46%
2013-2014	853	47%	63%	16%	143	38%
2014-2015	1,295	36%	61%	25%	244	30%
2015-2016	823	30%	49%	19%	179	22%

Table 32. Biology I EOC Results, SYs 2012-2016

	# Migrant Required to Take EOC	% Migrant Passed EOC	% Non- Migrant Passed EOC	Gap	# Migrant PFS Required to Take EOC	% PFS Passed EOC
2012-2013	473	53%	67%	14%	147	37%
2013-2014	1,123	49%	67%	18%	279	39%
2014-2015	1,497	41%	64%	23%	288	28%
2015-2016	1,034	44%	60%	16%	237	32%

Table 33. US History EOC, SY 2013-2016

	# Migrant Required to Take EOC	% Migrant Passed EOC	% Non- Migrant Passed EOC	Gap	# Migrant PFS Required to Take EOC	% PFS Passed EOC
2013-2014	714	58%	65%	7%	207	56%
2014-2015	1,133	43%	59%	16%	244	31%
2015-2016	839	47%	64%	17%	192	33%

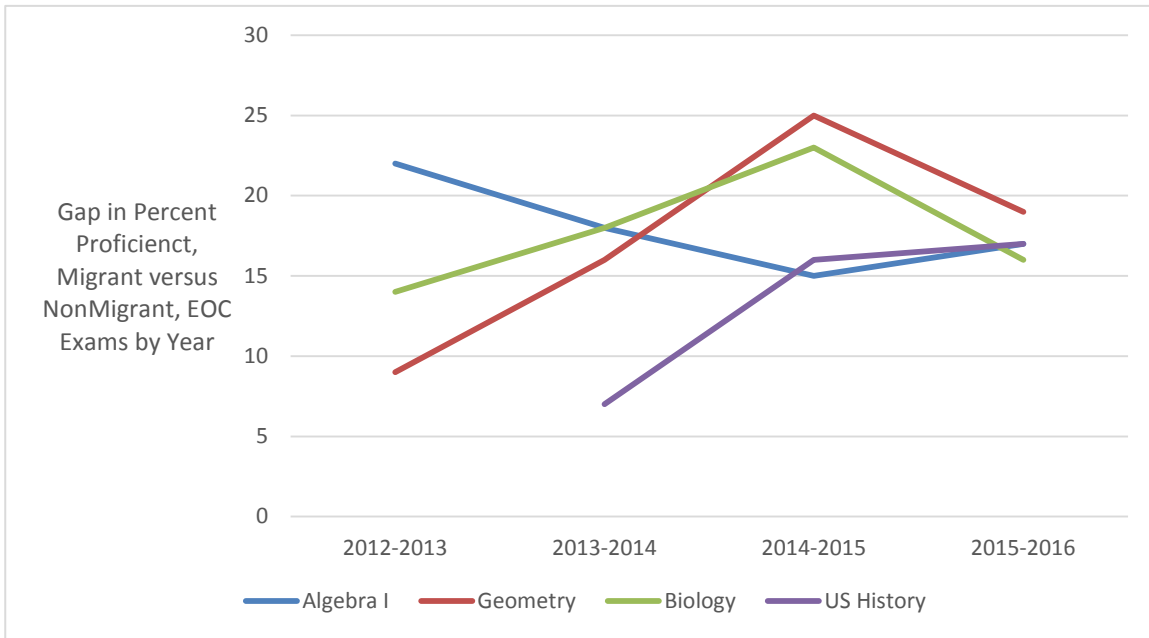


Figure 29. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SY 2012-2016

GRADUATION

Table 34. Graduation Rates for Migrant vs. Non-Migrant Students, SYs 2008-2015

School Year	Total # Grade 12 Migrant Students	# Grade 12 Migrant Student Graduates	% Grade 12 Migrant Student Graduates	Total # Grade 12 Non-Migrant Students	# Grade 12 Non-Migrant Student Graduates	% Grade 12 Non-Migrant Student Graduates	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
12-13	766	563	73	204,344	152,353	75	2
13-14	908	502	55	142,258	97,175	68	13
14-15	[Data Not Yet Available]						

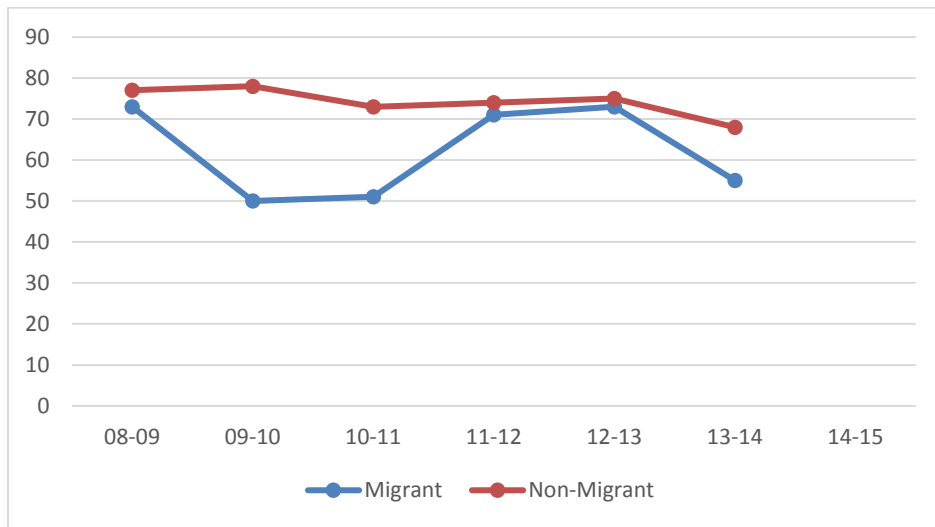


Figure 30. 12th Grade Graduation Rate by School Year and Migrant Status, SYs 2008-2015

Table 35. High School Students Who Increased GPA (Non-Migrant and Migrant), SYs 2008-2015

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
12-13	3,780	994*	26
13-14	816	452*	55
14-15	[Data Not Yet Available]		

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

The prior CNA recommended providing tutoring for the Florida Comprehensive Assessment Test (FCAT) preparation, and the FMEP therefore collected information on passing rates for migrant students who received more than three months of tutoring. Because only a few LOAs provided these data, it is probable that the number of students who receive tutoring is much greater than represented in Table 36.

Table 36. Assessment Passing Rates for Migrant Students Participating in Tutoring, SYs 2008-2016

School Year	Total # Migrant Students G10-G12 participating in MEP tutoring ≥ 3 mos.	# Tutored Students who Passed Assessment	% Tutored Students who Passed Assessment
08-09	5	2	40
09-10	201	88	44
10-11*	146	70	48
11-12	317	122	38
12-13	286	119	42
13-14	229	102	45
14-15	255	76	30
15-16	144	65	45

**Note: data were provided only by 12 LOAs in SY 2010-2011 and 11 LOAs in SY 2011-2012. Assessment scores are FCAT for SYs 2008-2010, FCAT 2.0 for Sys 2010 – 2014 and Florida Standards Assessment for SY 2014-2016.*

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.

Table 37. School Engagement Survey Data, SYs 2009-2016

Measure of Engagement	School 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%
	12-13	6,920	3,004	1,319	44%
	13-14	7,270	3,520	1,578	45%
	14-15	6,825	3,337	1,521	46%
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%
	12-13	5,741	2,618	2,201	70%
	13-14	5,272	2,351	1,829	78%
	14-15	6,615	3,178	2,230	70%

SCHOOL READINESS

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 FAIR-K to gather information on development in emergent reading. FLKRS still includes the ECHOS subset as in previous years.

Data from the 2012-2013 through 2014-2015 FLKRS for migrant kindergarteners is provided in Table 38, including the number and percent of preschool migrant students served in those years. The completeness of LOA reporting increased from SY 2012-2013 through SY 2015-2016.

Table 38. School Readiness Outcome Measures, SYs 2012-2016

	2012-2013*	2013-2014	2014-2015	2015-2016
Total # migrant kindergarten students	265	412	465	559
% of migrant kindergarten students who demonstrate school readiness	49%	43%	56%	42%
# of migrant kindergarten students who demonstrate school readiness	130	177	262	235
Total # of Pre-K migrant students	181	760	1,532	2,675
% of Pre-K migrant students receiving services	94%	40%	50%	32%
# of Pre-K migrant students receiving services	170	304	762	854

* Data in this SY only provided by four school districts: Collier, Highlands, PAEC and Suwannee.

OUT OF SCHOOL YOUTH

The Florida MEP measures three specific service levels it seeks to improve for OSY: the percentage of migrant OSY receiving support to access educational resources in communities, the percentage of migrant OSY (expressing an interest and then) receiving survival English skills, and the percentage of OSY receiving Life Skills Training. Data for these measures has been in development for the past three years. As of SY 2014-2015:

- 66% of migrant OSY received support to access education resources, up from the 2013-2014 baseline of 23%.
- 11% of migrant OSY received help developing survival English skills, compared to 73% in SY 2013-2014. However, data regarding the number of OSY who “expressed interest” in these services was not provided, and the evaluation team is not certain that the data is comparable across years as reported.

Table 39. Percent of OSY Participating in Specific Services, SY 2014-2016

<i>Element</i>	<i>2014-2015</i>	<i>2015-2016</i>
<i>Unduplicated OSY Count Served</i>	2,124	1,591
<i>% of OSY served through Access Resources</i>	66%	48%
<i>% of OSY served through Survival English Skills</i>	11%	32%
<i>% of OSY served through Life Skills Training</i>	16%	23%

Table 40. Focus of Parent Involvement Activities, 2013-2015

Focus, Purpose, or Expected Outcome	2012-2013			2013-2014			2014-2015		
	# of Activities	Total Duration (Hours)	Total Participants*	# of Activities	Total Duration (Hours)	Total Participants*	# of Activities	Total Duration (Hours)	Total Participants*
MPAC orientation/participation	34	169	1,854	30	137	1,542	31	171	1,977
Parenting techniques	22	111	1,600	32	229	1,461	32	102	1,977
Services offered	50	1,507	2,196	45	1,671	1,561	42	1630	1,877
Outreach opportunities	25	167	906	26	92	975	26	87	1,291
Student achievement recognition	11	29	1,252	10	55	1,053	8	20	778
Literacy programs	31	2,355	1,884	30	3,248	1,304	18	1,385	704
ELL for parents	10	531	220	12	1,296	278	11	551	179
Pre-K orientation	7	20	91	6	12	78	4	36	104
Post-secondary opportunities	10	41	210	10	28	182	6	65	86
FCAT/ACT/alternative state assessment prep	7	12	240	9	156	407	6	17	75
Assistance with technology	3	6	37	9	174	120	7	18	64
Mentor recognition	0	0	0	1	3	88			
Parent recognition	2	10	85	1	3	15			

* Duplicated

Parent involvement activities in SY 2014-2015 ranged in duration from daily to once during the school year (most frequent).

Table 41. Parent Activity Frequency, SY 2013-2015

Frequency	# of Activities	
	13-14	14-15
1x/year	107	93
2x/year	35	27
3x/year	7	9
4x/year	4	10
5x/year	1	
6x/year	1	1
1x/quarter	16	10
2x/quarter	9	
1x/month	12	15
2x/month	3	3
3x/month	3	
1x/week	7	6
2x/week	5	7
3x/week	3	1
4x/week	3	1
5x/week	1	
Daily	4	6

Table 42. Parents Involved in Activities by Student Grade Level, SYs 2012-2015

	2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%
Pre-K	657	79%	555	88%	589	89%
Elementary	1,999	82%	2,172	92%	2,524	91%
Secondary	1,345	84%	1,599	88%	1,652	87%