



Title I, Part C of the Elementary and Secondary Education Act
Comprehensive State Plan for Service Delivery
20 U.S.C. 6396, § 200.83

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TABLE OF CONTENTS

Executive Summary.....	1
Introduction	4
Definition of Migrant Eligibility.....	10
Needs Identified through the Statewide Comprehensive Needs Assessment 2010	11
State Performance Goals	15
Measurable Program Outcomes and Strategies	15
School Readiness.....	18
Reading/English Language Development	19
Mathematics.....	20
Graduation.....	21
Out-of-School Youth.....	22
Health	23
Parent Involvement	24
Parent Involvement Plan.....	25
Priority for Services	27
Monitoring SDP Implementation.....	28
Professional Development Plan	29
State, Regional, and National Resources/Opportunities.....	29
SDP-Related Activities	30
Identification and Recruitment Plan	32
Student Records.....	34
Evaluation Plan	35
Data Collection and Reporting Systems	36
Using Evaluation Results for Mid-Course Corrections and Improvement	36
Appendices	
A. Detailed Overview of the FL MEP Continuous Improvement Cycle.....	38
B. Summary Content Area Tables from 2008 SDP	45
C. Evaluation Framework.....	49

EXECUTIVE SUMMARY

State education agencies are required to implement and evaluate projects to address the unique needs of migratory children through a state service delivery plan (SDP) based on a current statewide needs assessment (pursuant to the *Elementary and Secondary Education Act, Title I, Part C, Section 1306*, and 34 CFR 200.83). The SDP includes the following components:

- **performance targets** in reading and mathematics achievement, high school graduation and school dropouts, and school readiness, as well as other performance targets the state has identified for migratory children;
- **needs assessment** of the unique educational needs of migratory children that result from the migratory lifestyle and other needs to participate effectively in school;
- **measurable program outcomes** to determine whether and to what extent the MEP has met the special educational needs of migrant children;
- **service delivery** strategies on a statewide basis to achievement performance targets; and
- **evaluation** to measure the effectiveness of the program.

The Florida Migrant Education Program (FL MEP) updated its Comprehensive Needs Assessment (CNA) beginning in January 2010 (referred to as CNA₂) in order to ensure that the program's services address the current needs of its migrant population. Specifically, the scope of the CNA₂ expanded to include subpopulations not attending school, for example, preschool-aged migrants and out-of-school youth (OSY). This SDP summarizes the findings from the CNA₂ and provides an updated framework for the provision of services based on the strategies identified during the CNA₂ and evaluation data of implementation and outcome measures from the 2008 SDP. This revision does not replace the existing service priorities; it adds new service delivery targets to areas of need that have emerged with changing demographics. This plan was developed in consultation with the state's Migrant Parent Advisory Council (MPAC) and reflects the input from migrant families.

The measurable program outcomes (MPOs) include the following:

School Readiness

- The percentage of migrant preschool children who demonstrate school readiness as measured by the state's assessment will increase. (CNA₁)
- The percentage of migrant-eligible children (ages three to five) receiving preschool services by the MEP or other community agencies needs to increase by 12% points. (CNA₂)

K-12 English Language Development and Mathematics

- The percentage of migrant students who meet the annual proficiency target in reading will increase to 83% and the achievement gap between migrant and non-migrant students will decrease. (CNA₁)
- The percentage of migrant students who meet the annual proficiency target in mathematics will increase to 82% and the achievement gap between migrant and non-migrant students will decrease. (CNA₁)

- Percentage of migrant English learners (ELs) who are proficient in reading and mathematics needs to increase by 6% points over the next three to five years. (CNA₂)
- All migrant children entering 4th grade will be reading on grade level (or higher). (CNA₂)

K-12 Graduation

- The percentage of migrant students who graduate from high school with a regular diploma or GED will increase and the gap in graduation rates between migrant and non-migrant students will decrease. (CNA₁)
- The percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% points over the next three to five years. (CNA₂)

Health

- The percentage of migrant families and youth receiving educational services related to nutrition, vision and hearing screenings, and dental hygiene will increase over the next three to five years. (CNA₂)

Out-of-School Youth (OSY)

- The percentage of migrant OSY receiving support to build their capacity to access educational resources in communities where they live and work needs to increase. (CNA₂)
- The percentage of OSY (expressing an interest and then) receiving survival English skills will increase. (CNA₂)

Parental Involvement

- Parent involvement needs to increase by 12% points for parents of migrant students in grades K-5. (CNA₁)
- Parent involvement needs to increase by 23% points for parents of migrant middle and high schoolers. (CNA₁)
- Parent involvement needs to increase by 24% points for parents of migrant preschool children (ages 3 to 5). (CNA₂)

Figures 3-9 (pp. 18-24) highlight the suggested strategies, progress indicators on implementation, and outcome measures for each content area. These strategies are based on research and input from experts in the CNA₂ process. District MEPs have flexibility in designing their services to address the established goals outlined in this SDP based on local context. All districts are held accountable to the MPOs regardless of strategies. The evaluation framework and district reporting template guide the state in evaluating the FL MEP's effectiveness in closing the achievement gap between migrant students and their non-migrant youth and in supporting OSY in educational pursuits. The evaluation framework focuses on two main evaluation questions:

- 1) To what extent are programs being implemented?
- 2) To what extent are programs for MEP students impacting student outcomes? And are MEP students meeting state AYP targets?

Evaluation data inform mid-course corrections and overall statewide service planning. This SDP reflects that continuous improvement cycle. The FL MEP is committed to meeting the unique, individualized educational needs of its migrant youth through the best use of MEP funds.



INTRODUCTION

The Florida Migrant Education Program (FL MEP) 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 FL MEP is administered through the Florida Department of Education (FLDOE) to local educational agencies (LEAs) and consortia of LEAs. Of the state's 67 districts, all but eight receive migrant funds, either directly (30) or through the consortia (17 under the Panhandle Area Educational Consortium and 12 under the Alachua Multi-County).

State education agencies are required to implement and evaluate projects to address the unique needs of migratory children through a state service delivery plan (SDP) based on a current statewide needs assessment (pursuant to the *Elementary and Secondary Education Act (ESEA), Title I, Part C, Section 1306*, and 34 CFR 200.83). Specifically, the SDP addresses the following:

- Ensures that the state and its local operating agencies identify and address the special educational needs of migratory children;
- Provides migratory children with opportunities to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- Reflects joint planning among local, state, and federal programs; and
- Provides for the integration of services with those of other programs.

Florida conducted its first comprehensive needs assessment (CNA₁) from 2003-2005 and implemented an SDP in 2008. The FL MEP updated its CNA beginning in January 2010 (referred to as CNA₂) in order to ensure that the program's services address the current needs of its migrant population. Specifically, the scope of the CNA₂ expanded to include subpopulations not attending school, for example, preschool-aged migrants and out-of-school youth (OSY). Note that the CNA₁ focused on the K-12 population. Solutions identified in CNA₂ supplement the current framework for services and, where necessary, additional priorities have been added to strengthen targets already in progress. Figure 1 (p. 6) depicts the continuous improvement cycle for the FL MEP from the first round of CNA₁/SDP/Evaluation to the latest CNA₂/SDP/Evaluation.

Concise details are provided (beginning with Fig. 1 on p. 6) to give an overview of the needs of migrant youth and the FL MEP response to those needs. Figure 2a provides the concerns for migrant youth and families documented in the CNA report (2006); Figure 2b the solutions strategies implemented through the 2008 SDP; and Figure 2c the initial evaluation measures. For a more detailed progression of the continuous improvement cycle, including CNA and evaluation data, refer to the tables in Appendix A.

This SDP summarizes the findings from the CNA₂ and provides an updated framework for the provision of services based on the strategies identified during the CNA₂ and evaluation data of implementation and outcome measures from the 2008 SDP (refer to Figure 2b beginning on p. 8). This revision does not replace the existing service priorities; it adds new service delivery targets to areas of need that have emerged with changing demographics. The SDP includes the following required components (34 CFR 200.83):

- **Performance Targets** adopted for all migrant children in reading, mathematics, high school graduation and school dropouts, school readiness, and any other performance targets identified for migrant children.
- **Needs Assessment** of the unique educational needs of migrant children that result from the children's migrant lifestyle and other needs that must be met in order for migrant children to participate effectively in school.
- **Measurable Program Outcomes** that will allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the CNA (in this case CNA₂).
- **Service Delivery** for achieving the performance targets and measurable objectives.
- **Evaluation** to determine whether and to what degree the program is effective in relation to the performance targets and measurable outcomes.

The SDP also includes policies and procedures for the following components as defined by the *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children* (2010):

- **Priority for Services** defining how the FL MEP gives priority to migrant children who (1) are failing, or most at risk of failing, to meet the state's challenging academic content and student achievement standards, and (2) whose education has been interrupted during the regular school year.
- **Parent Involvement** priorities for service delivery and a description of the MPAC input in developing the SDP.
- **Identification and Recruitment** (ID&R) activities and quality control measures.
- **Student Records** request and transfer of student information.



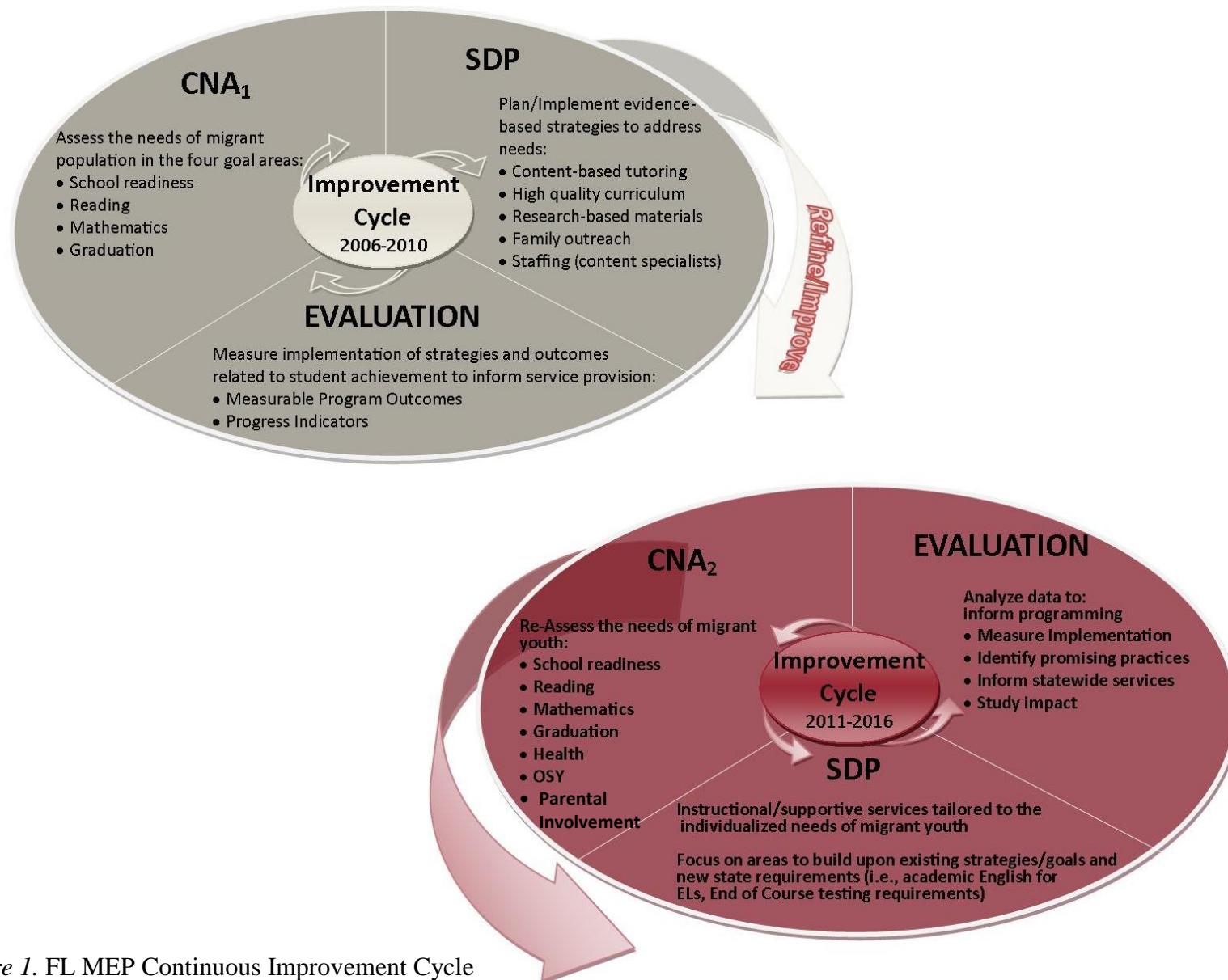
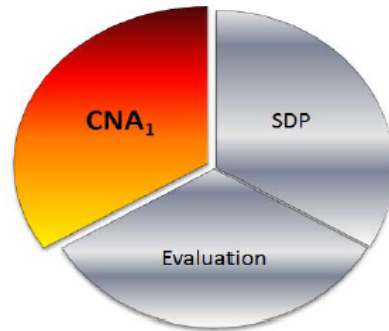


Figure 1. FL MEP Continuous Improvement Cycle



2006-2010: CNA₁

Migrant students enter kindergarten with fewer cognitive skills and concepts than non-migrant students.

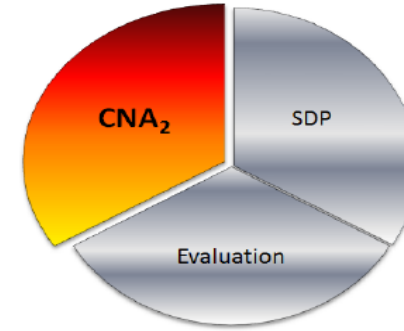
54% migrant kindergarteners tested “ready” compared to 74% non-migrant

Migrant students’ reading and math skill development is impeded by their lack of proficiency in English and lack of continuity of instruction.

Migrant students scored about 25% lower than non-migrant students in reading and mathematics on the FCAT

Migrant Students miss too many days of school due to mobility and economic demands, which puts them at risk of failure and dropping out of school.

36% of migrant students in Florida enrolled late or withdrew early from school compared to 20% of non-migrants



2011-2016: CNA₂

Migrant preschool students need to be effectively identified, recruited, and proved access to serves through high quality education.

73% of migrant preschoolers (ages three to five) are served by the MEP

Migrant ELLs lack content-specific English vocabulary and comprehension.

Reading: % of students scoring at or above proficiency in 2008-2009 – Non-Migrant – 61%; Migrant-served – 38%; Migrant ELLs-28%; Migrant Non-ELLs-44%

Mathematics: % of students scoring at or above proficiency in 2008-09 – Non-Migrant – 67%; Migrant-served-50%; Migrant ELLs-38%; Migrant Non-ELLs – 58%

Migrant students not on track to graduate in four to five years.

Graduated: Migrants – 74%; Non-Migrant-78%; Didn’t Graduate: Migrants – 26%; Non-Migrants-20%

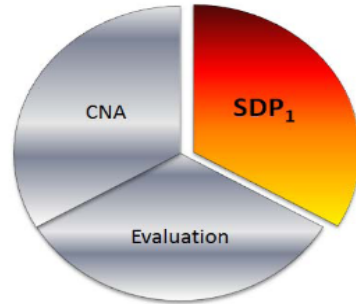
Migrant students (K-12) and their parents lack knowledge of good nutrition and dental hygiene.

Pilot activities will provide baseline

Migrant OSY and parents lack information about opportunities available for youth to continue/reconnect with their education.

95% of OSY surveyed indicated they are here-to-work; 58% expressed interest in learning English and 9.4% job training

Figure 2a. Overview of Continuous Improvement Cycle: CNA—Data Driven Concerns



2006-2010: SDP₁
Strategies by Content Area

School Readiness

Instructional/supportive services provided to migrant preschoolers in the area of emergent literacy:

- Oral communication
- Knowledge of print and letters
- Phonemic and phonological awareness
- Vocabulary and comprehension development

Reading

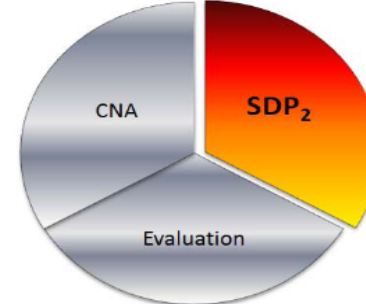
Literacy focus on vocabulary and fluency development in consultation with a reading advocate

Mathematics

Mathematics programming with a recommended focus on rigor and cultural relevance, and the use of manipulatives in instruction in consultation with a math coach

Graduation

Enhancement of secondary level efforts to address student mobility and factors related to educational discontinuity, credit accrual, and school engagement, with emphasis on hiring a secondary advocate



2011-2016: SDP₂
Strategies by Content Area

School Readiness

Instructional/supportive services aligned with Florida Early Learning and Developmental Standards for Four-Year-Olds: physical development; approaches to learning; social and emotional development; language, communication, and emergent literacy; and cognitive development and general knowledge

Reading/English Language Development

Literacy focus on vocabulary and fluency development in consultation with a reading advocate, with emphasis on academic language and content-based vocabulary for ELLs

Mathematics

Mathematics programming with a recommended focus on rigor and cultural relevance, and the use of manipulatives in instruction in consultation with a math coach, with emphasis on academic language content-based vocabulary for ELLs

Graduation

Enhancement of secondary level efforts to address student mobility and factors related to educational discontinuity, credit accrual, End-of-Course (EOC) testing requirements, and school engagement, with emphasis on hiring a secondary advocate

Health

Health education services for migratory children, OSY, and families related to nutrition, vision and hearing screenings, and dental hygiene

OSY

Build capacity of OSY to access educational resources in their communities and provide survival English skills to those expressing an interest

Parent Involvement

Increasing educational support in the home for early childhood, K-5, and 6-12 and encourage participation in MEP decision-making

Figure 2b. Overview of Continuous Improvement Cycle: SDP—Research-Based Solutions

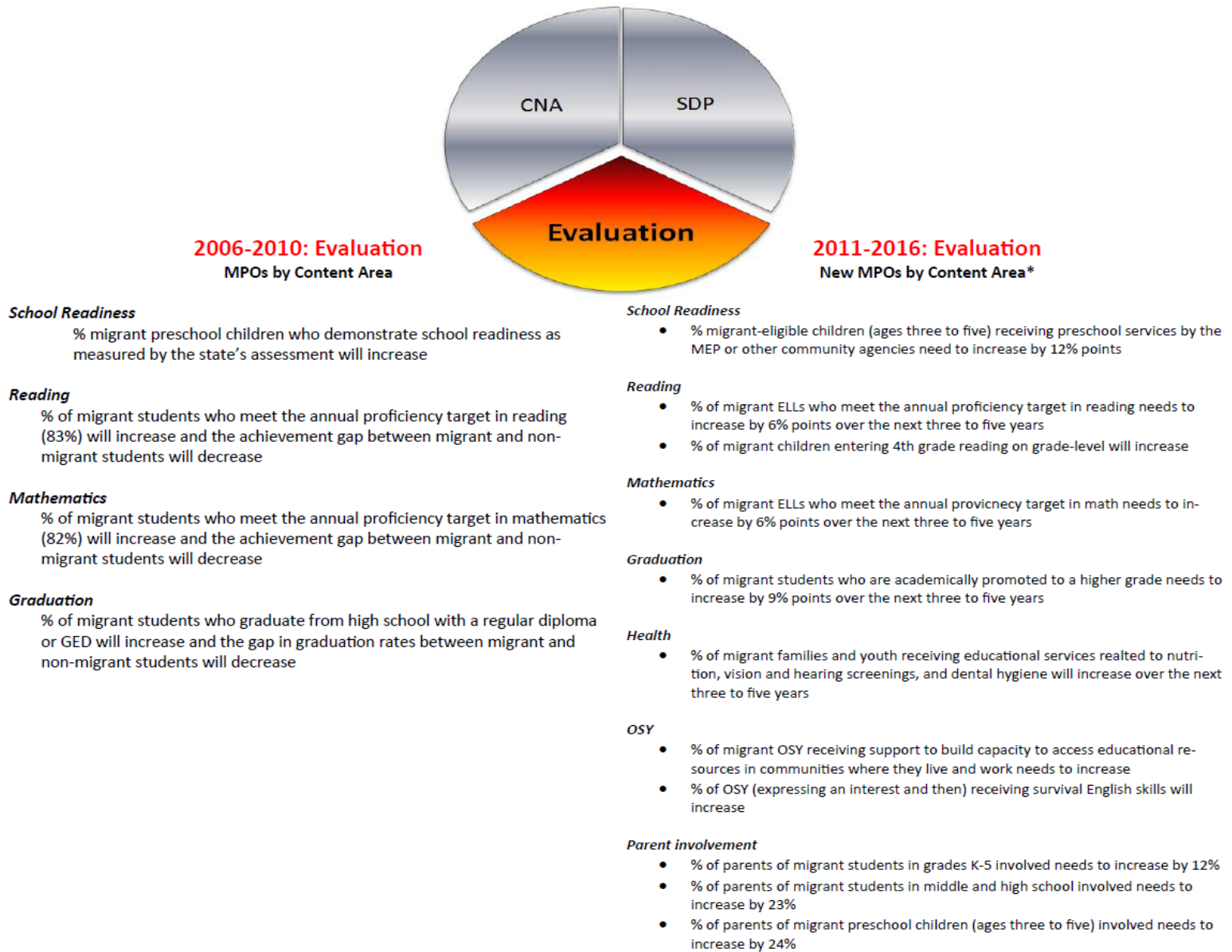


Figure 2c. Overview of Continuous Improvement Cycle: Evaluation—MPOs

This SDP represents the collaborative thinking of various constituencies representing local, state and federal programs such as Title I, Parts A and C, and Title III; early childhood; language acquisition; literacy; evaluation; and OSY. The FL MEP created three Implementation Committees—Preschool, K-12, and OSY—to guide the transition from CNA₂ findings to operationalizing solution strategies; their discussions have informed this SDP. The FL MEP also consulted with the MPAC and its collective feedback has been incorporated into this SDP. The Evaluation Work Group is a standing committee of experts providing expertise in data collection and evaluation to the FL MEP; that work group will be consulted as the FL MEP updates its evaluation efforts to reflect the changes in the SDP based on the current CNA₂.

DEFINITION OF MIGRANT ELIGIBILITY

A child is eligible for the MEP [*ESEA, Title I, Part C, Sec. 1309(2)* and 34 CFR 200.81(e)] if:

- The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate; *and*
- The child is a migrant agricultural worker or a migrant fisher *or* has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and*
- The child has moved from one school district to another within the preceding 36 months in order to obtain or to accompany (or join) a parent, spouse, or guardian in order to obtain, temporary or seasonal employment in qualifying agricultural, including dairy work or fishing work; *and*
- Such a move was made due to economic necessity.

A migratory child is no longer eligible to receive MEP services if:

- The child has reached his/her 22nd birthday; *or*
- The child has obtained a high-school diploma or a GED; *or*
- The child has been awarded a Certificate of Completion in lieu of a standard diploma or GED*, *or*
- The child has not made a new move in order to obtain or to accompany (or join) a parent, spouse, or guardian to obtain temporary or seasonal employment in qualifying agricultural, including dairy work or fishing work within 36 months of the previous qualifying move.

*[Note: When the child has been awarded a Certificate of Completion in lieu of a standard diploma or GED but has chosen to remain in school for an additional year as a full-time or part-time student, he/she can continue to receive services only if funds are available after documenting that all other eligible migrant children have been served first including Pre-K children and Out-of-School Youth and no other comparable services are available for this child.]

There are circumstances when an LEA may continue to provide services to a child no longer eligible for the MEP, including:

- A child who ceases to be a migratory child during a school term shall be eligible until the end of such term [Section 1304(e)(1)];
- A child who is no longer a migratory child may continue to receive services for one **additional school** year, but only if comparable services are not available through other programs [Section 1304(e)(2)]; and
- Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation [Section 1304(e)(3)].

[Note: Before the LEA/Consortia provide services under these provisions, it should consider whether the child's unmet special educational needs are addressed by the general school program and whether migrant children who have a priority for services are served prior to extending such services to students who are no longer eligible for the MEP.]

NEEDS IDENTIFIED THROUGH THE STATEWIDE COMPREHENSIVE NEEDS ASSESSMENT 2010

Florida's concern statements (as shown below in Table 1) were summarized around the seven areas of concern identified by the U.S. Department of Education's Office of Migrant Education (OME) to reflect the unique educational needs of migrant children. Data elements that were available at the time of the CNA₂ are also summarized.

Table 1: *Initial Concern Statements from Florida’s CNA₂ Aligned with OME’s Seven Areas of Concern*

Concern Area	Initial Concerns We are concerned that:	Relevant Data Points
<p>SCHOOL READINESS</p> <p>Educational continuity</p> <p>Access to services</p>	<p>We are concerned that migrant preschool students need to be effectively identified, recruited, and provided access to services.</p> <p>We are concerned that migrant preschool students do not consistently receive a high-quality education.</p>	<p>73% of migrant-eligible preschoolers (ages three to five) are served by the MEP</p> <p>Source: 2008-2009 FLDOE K-12 Database, Survey 5</p>
<p>K-12 READING AND MATHEMATICS</p> <p>English language development</p>	<p>We are concerned that migrant English learners (ELLs) lack content-specific English vocabulary and comprehension.</p>	<p>Reading (% students scoring proficient or above): Non-migrant.....61% Migrant served.....38% Migrant ELs.....28% Migrant Non-ELs.....44%</p> <p>Mathematics (% students scoring proficient or above): Non-migrant.....67% Migrant served.....50% Migrant ELs.....38% Migrant Non-ELs.....58%</p> <p>Source: Florida Comprehensive Assessment Test (FCAT) results (2008-2009)</p>
<p>K-12 GRADUATION</p> <p>Educational continuity</p>	<p>We are concerned that migrant students are not on track to graduate in four to five years.</p>	<p>% of students who did not graduate: Migrant.....26% Non-migrant.....20%</p> <p>% of students who were academically promoted to a higher grade (or completed): Migrant.....74% Non-migrant.....85%</p> <p>Grade promotion status for migrants: Promoted.....74% Retained.....7% Promoted without meeting performance requirements based on exception...7% Not enrolled at the end of the school year...12%</p> <p>Graduation rates: Graduated: Migrant.....74% Non-Migrant.....78% Didn't Graduate: Migrant.....26% Non-Migrant.....20%</p> <p>Source: 2008-2009 FLDOE K-12 Database, Survey 5</p>

Concern Area	Initial Concerns We are concerned that:	Relevant Data Points
K-12 HEALTH	We are concerned that migrant (K-12) students and their parents’* lack knowledge of good nutrition and dental hygiene.	Data were unavailable at the time of the CNA ₂ .
OSY Educational continuity Access to services	We are concerned that migrant OSY and parents’* lack information about opportunities available for youth to continue/reconnect with their education.	<p>Here-to-Work.....95% Dropout Recovery....4% Unknown.....1% Average age.....19</p> <p>Interested in Opportunities: Learning English...58% Job training.....9.4% Earning diploma.....9 % Not sure.....5% Not interested.....2.3%</p> <p>Last grade completed: Mode—6th (24%) Average—6.8 Less than 2% completed 12th grade</p> <p>Candidate for: HS diploma.....1% Adult Basic Ed...22% Audio Files.....16% Life Skills.....11% GED.....6% ESL.....4% Job Training.....3%</p> <p>Received: Educational materials...73% Support services.....67% OSY Welcome bag.....91% Educational referrals.....32%</p> <p>Source: Sample of profile data from the Solutions for OSY Consortium (SOSY) survey instrument</p>
OSY English language development	We are concerned that migrant OSY here-to-work are in need of survival English skills.	<p>86% do not speak English</p> <p>58% expressed interested in learning English</p> <p>Source: SOSY profile survey data</p>

* Concern of parents is intertwined with other concern areas.

Based on the analysis of qualitative and quantitative data from the CNA₂, a final set of need indicators generated:

School Readiness

- The percentage of migrant-eligible children (ages three to five) receiving preschool services by the MEP or other community agencies needs to increase by 12% points.

K-12 English Language Development

- Percentage of migrant ELLs who are proficient in reading and mathematics needs to increase by 6% points over the next three to five years.

K-12 Graduation

- The percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% points over the next three to five years.

Health

- The percentage of migrant families and youth receiving educational services related to nutrition, vision and hearing screenings, and dental hygiene will increase over the next three to five years.

OSY

- The percentage of migrant OSY receiving support to build their capacity to access educational resources in communities where they live and work needs to increase.
- The percentage of OSY (expressing an interest and then) receiving survival English skills will increase.
- The percentage of FL MEP staff with access to information on educational resources and opportunities for OSY needs to increase.

Parent Involvement

- Parent involvement needs to increase by 24% points for parents of migrant preschool children (ages 3 to 5).

This SDP is designed to address the specific, unique challenges that Florida's migrant students face in each of these areas. The next section describes the goals and strategies identified through the CNA₂ process and then refined with stakeholder input through the development of the SDP.

STATE PERFORMANCE GOALS

The mission of the Florida State Board of Education (S.1008.31, F.S.) is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

Pursuant to 34 CFR 200.83, the FL MEP SDP will continue to align performance targets for migrant students with the state's performance targets adopted for all children in reading and mathematics achievement, high school graduation and the number of school dropouts, and school readiness. Florida's accountability and assessment program has been in transition, beginning with the 2010-2011 school year implementation of the FCAT 2.0 (FCAT2) and Florida End-of-Course (EOC) assessments to measure student success with the Next Generation Sunshine State Standards. In July 2010, the state adopted the Common Core Standards.

The state is implementing a transition schedule to the Common Core Standards, with assessments to begin with third graders in 2014-2015. Therefore, the kindergarten cohort of 2011-2012 will be the first to be assessed only on the Common Core Standards. The implementation schedule begins with instruction at the kindergarten level in 2011-2012, adding first grade in 2012-2013 and grades 2-12 in 2013-2014. Grades 3 through 12 will have a blended approach with the primary focus on the Common Core Standards plus any content still assessed from the Next Generation Sunshine State Standards. As part of Florida's Race to the Top grant, FLDOE will set Annual Measurable Objectives on: 1) school grades with a review of subgroup achievement and student learning gains; 2) performance of all students and student subgroups on reading and mathematics; 3) progress of students in the lowest-performing 25% in reading and mathematics; and 4) comparison of Florida's student performance to the highest performing states and nations.

MEASURABLE PROGRAM OUTCOMES AND STRATEGIES

The Florida MEP developed specific MPOs for the state's migrant students around the four goal areas of reading, mathematics, school readiness, and graduation based on the findings of the CNA₂. Outcomes measures have been added for health, services to OSY, and parent involvement. These measures will be included in the Request for Application (RFA) for the 2013-2014 performance period and each local district MEP will be evaluated accordingly. Local MEPs maintain autonomy in implementing strategies and services that meet their district needs and resources in achieving these outcomes. However, the state MEP provides guidance in identifying the evidence-based solutions that were recommended by the expert work groups and ultimately the Needs Assessment Committee during the CNA. The state MEP also provides progress indicators that are designed to enable local MEPs to monitor implementation of their

strategies to gauge whether programs are on target to meet the outcome goals or whether mid-course corrections are needed.

Figures 3-9 below provide a logic model format to summarize approved LEA activities/strategies aligned with the CNA/SDP goals, progress indicators, and MPOs for each of the four goal areas plus health, OSY, and parent involvement. This content incorporates is the same as the Tables 5 through 8 in the 2008 SDP (provided in Appendix B of this document for reference) albeit in a new format that highlights the progression from services to evaluation measures (planned work and intended results).

The **school readiness** strategies have broadened to include five domains of readiness factors aligned with the 2011 Florida Early Learning and Developmental Standards for Four-Year-Olds. These



standards are based on the latest early learning research which broadens the focus beyond emergent literacy skills (the emphasis in the 2008 SDP for preschool). The standards include physical health, approaches to learning, social and emotional development; language, communication, and emergent literacy; and cognitive development and general knowledge. A well-rounded preschool curriculum should incorporate this more comprehensive approach to school readiness skills. The

FL MEP has also shifted to strongly encourage that instructional services be individualized to the needs of the child. However, there is flexibility in selecting a standardized assessment tool to evaluate preschoolers' individual needs, based on district tools in place. The tool should assess skills across the five domains based on the early learning standards. The SDP Implementation Work Group also emphasized the need for cultural sensitivity for migrant preschoolers and parent involvement in nurturing school readiness in the home. Recognizing that resources may be limited for MEP only-funded services, the strategies include forging partnerships with existing community-based agencies to deliver standards-based early learning instruction and parent outreach. The MPO includes language to broaden services provided by the MEP or community partners. Refer to Figure 3.

The **reading** and **mathematics** strategies have broadened to focus on migrant ELs. The Needs Assessment Committee for the CNA emphasized the need to promote English as a Second Language (ESL) to ensure that ELs access content based instruction with proficiency in academic language and vocabulary development. The strategies include minor revisions to reflect this concern. In addition, an indicator on Algebra I completion by 10th grade has been added in anticipation of new Government Performance Results Act (GPRA) indicators at the national level. Refer to Figures 4 and 5.

The **graduation** strategies have broadened to ensure that migrant students are on-track to graduate by focusing on credit accrual and academic status in earlier grades. In addition, the state has revised its graduation requirements to include EOC standardized assessments. The Florida Comprehensive Assessment Test has undergone revisions and is referred to as FCAT2.0 in this document. The FL MEP emphasizes the need to provide instructional and support services to migrant students (grades 6 to 12) reflective of these new requirements. Refer to Figure 6.

At the time of the initial CNA in 2003-2005, the **OSY** population did not represent a significant demographic subgroup. By 2010, the FL MEP had recognized the surge in OSY and the distinct needs of here-to-work youth, who are generally non-English speakers with little or no schooling, traveling on their own. As a result of the CNA₂, and as a member state in the Solutions for Out-of-School Youth (SOSY) Consortium, the FL MEP has established goals and identified service strategies to meet the unique needs of this subpopulation, including building OSY capacity to access educational and other services in their communities and learning basic English. Delivery strategies for OSY are also distinctive in that they work long hours in often remote locations so suggested service provision is site-based, with short, independent lessons on life skills. Refer to Figure 7.

Migrant health is one of the seven areas of concern identified by OME. The nutritional and dental health of migrant farmworkers and their families is well documented. Migrants suffer from physical and mental illnesses related to heavy farm labor, social isolation, lack of access to health services, and poverty. Obtaining migrant-specific data on Florida migrants continues to be a challenge to the CNA/SDP process but the FL MEP, in consultation with its MPAC, has established goals related to nutrition, vision and hearing screenings, and dental hygiene. Pilot activities will provide a baseline upon which to build a foundation for data-driven decision-making. Refer to Figure 8.

Parent involvement is of particular importance in addressing the educational outcomes identified in this SDP. Increasing educational support in the home was a key concern of stakeholders confirmed in the CNA process. Parent involvement in early childhood education emerged as a priority during the CNA₂ and in discussions among members of the School Readiness Implementation Committee for this revision of the SDP. The FL MEP has added a program outcome at the preschool level. Furthermore, the parent involvement content area including the Parent Involvement Plan identifies the strategies in place to work closely with migrant families to support education in the home and to share MEP decision-making. Refer to Figure 9.

Figure 3. School Readiness

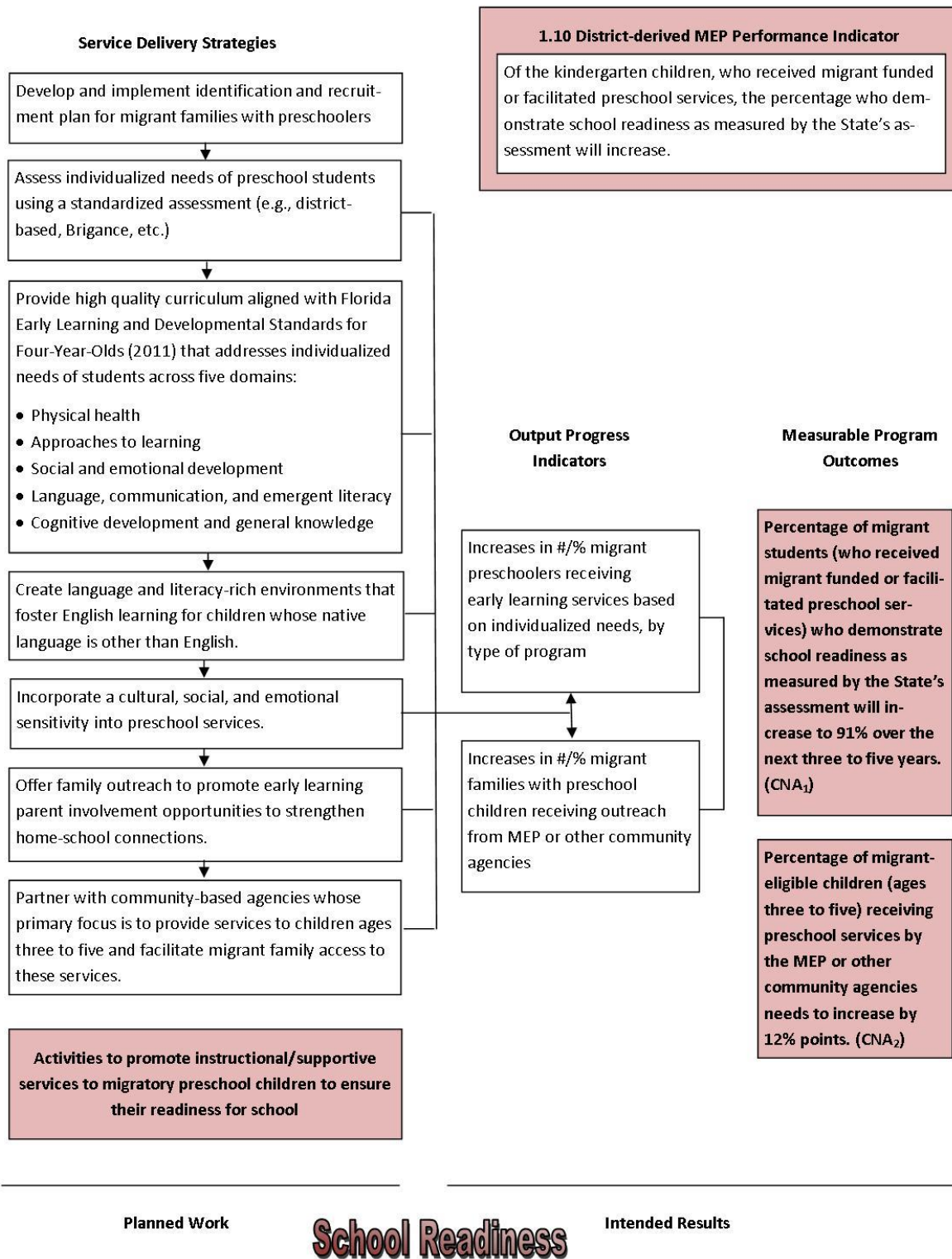


Figure 4. Reading/English Language Development

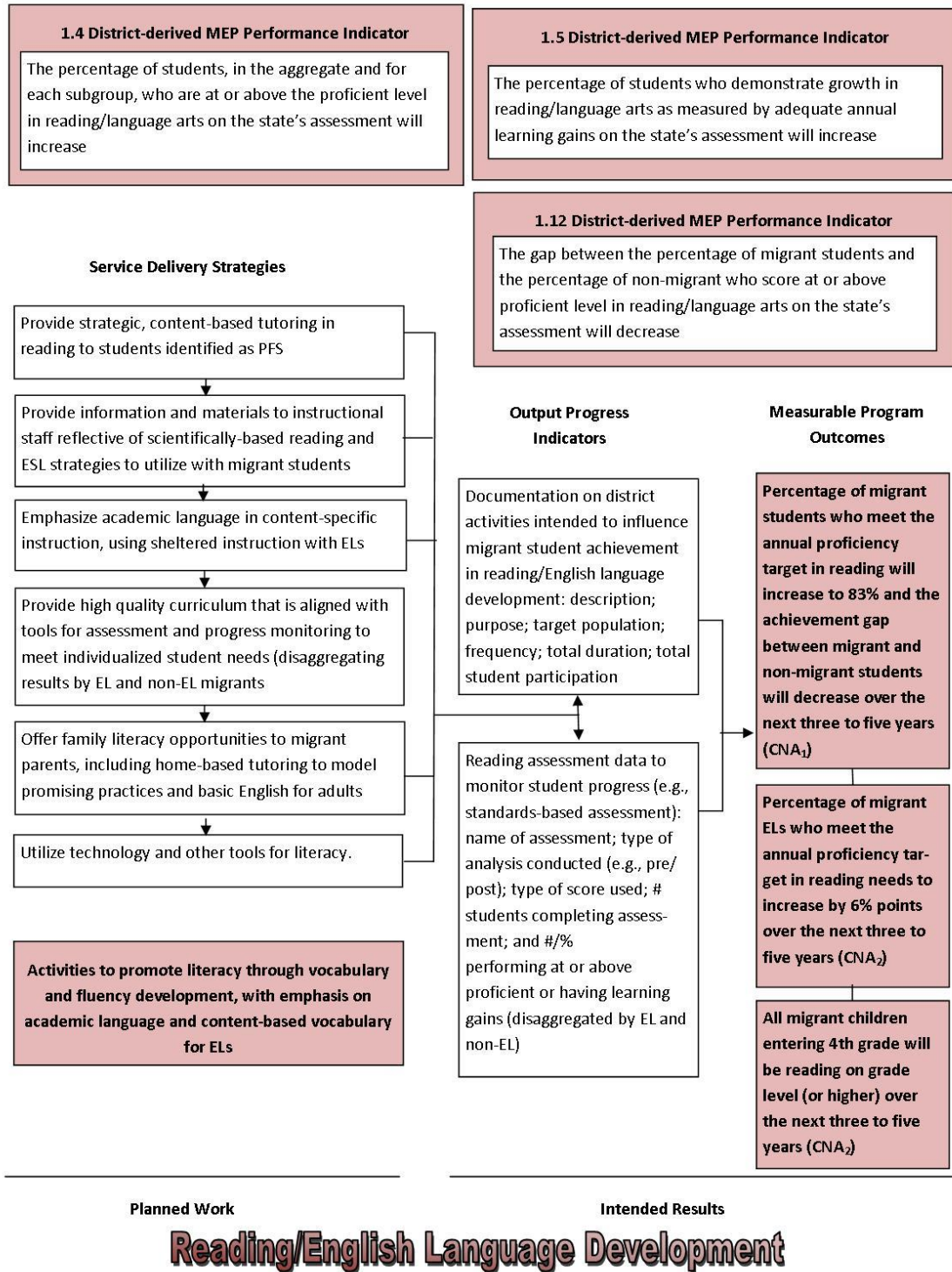


Figure 5. Mathematics

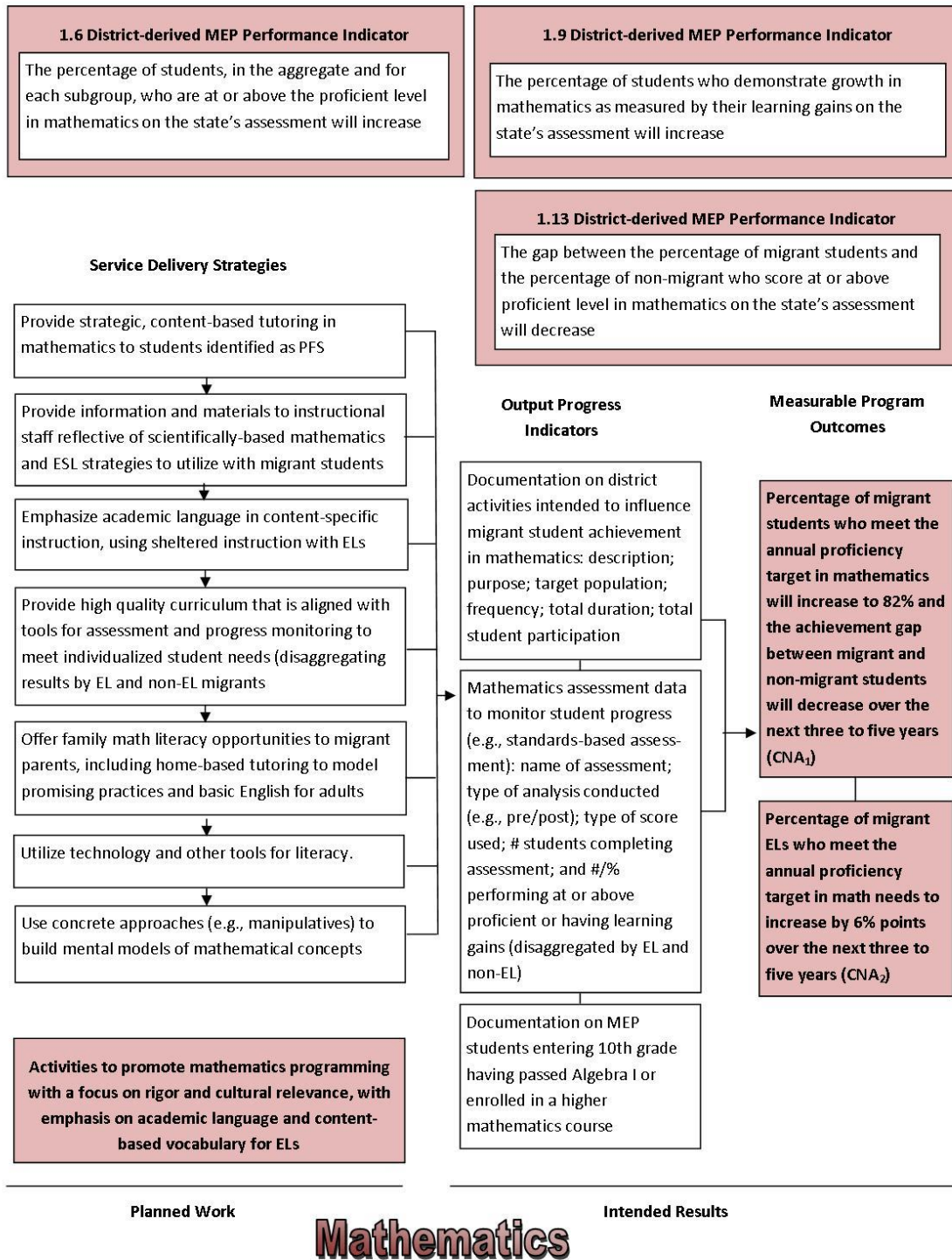
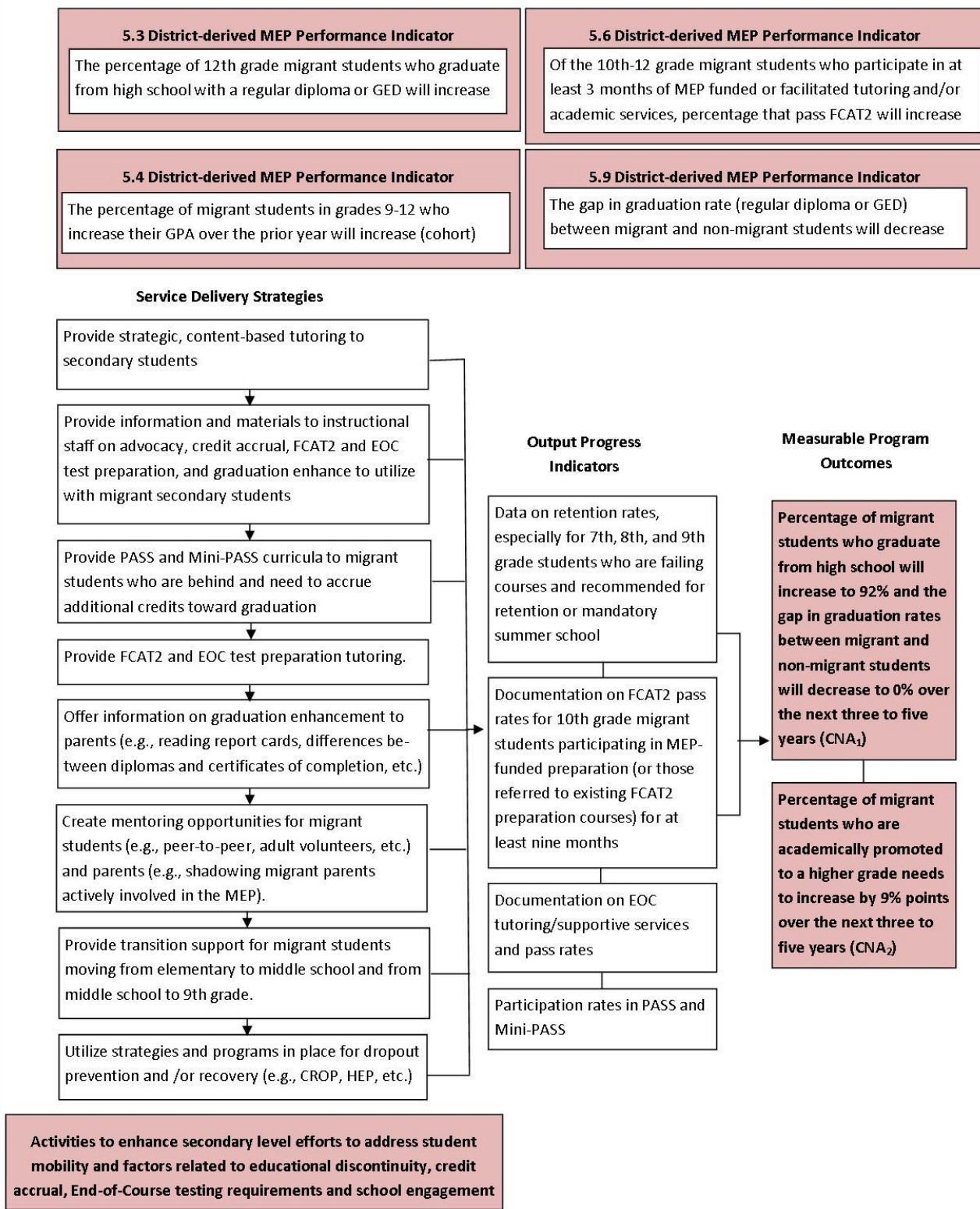


Figure 6. Graduation

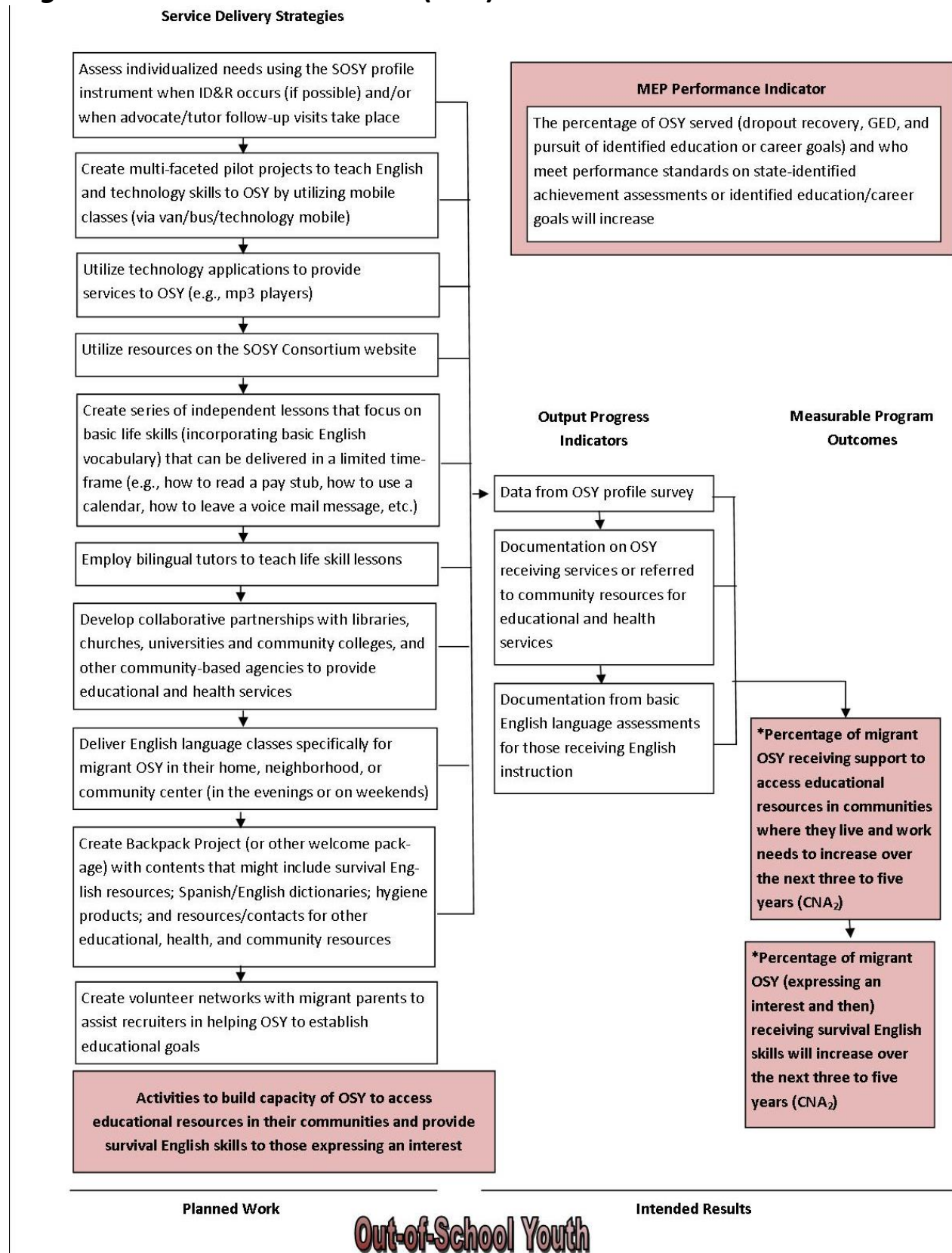


Planned Work

Graduation

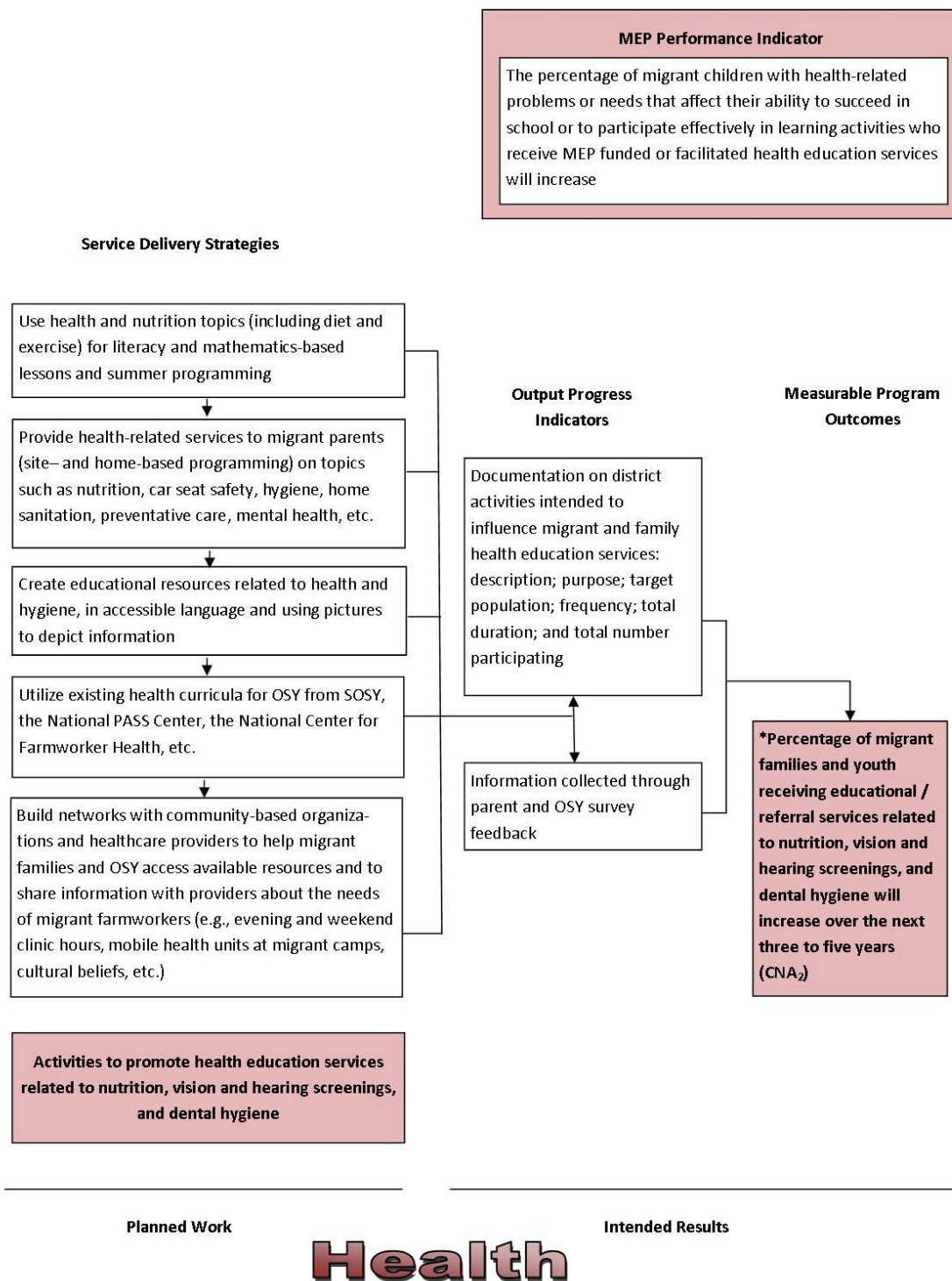
Intended Results

Figure 7. Out-of-School Youth (OSY)



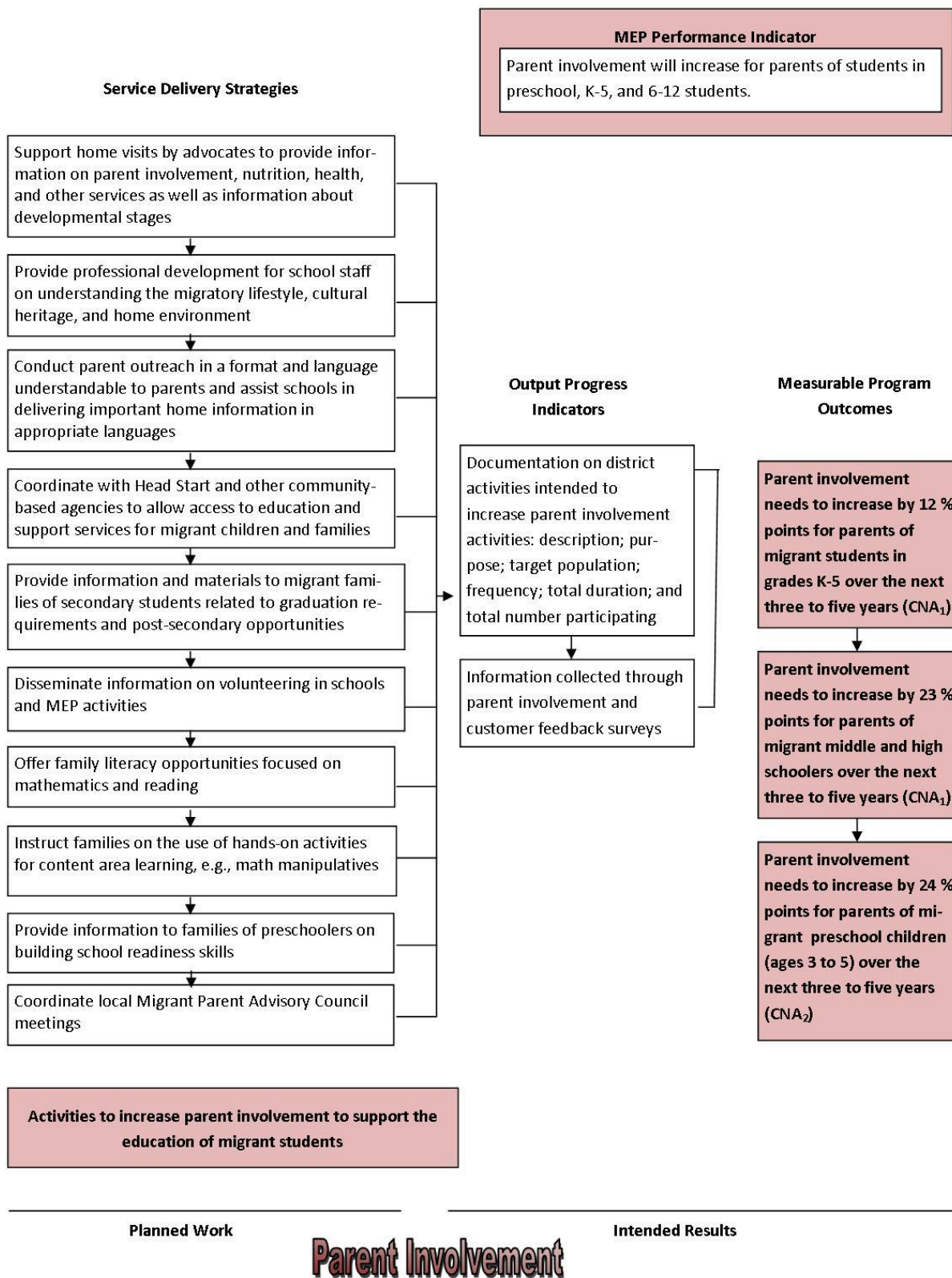
*Note: This is baseline year for OSY goals.

Figure 8. Health



**Note: This is baseline year for health goals.*

Figure 9. Parent Involvement



PARENT INVOLVEMENT PLAN

Parent involvement is of particular importance in addressing the educational outcomes identified in this SDP. Increasing educational support in the home was a key concern of stakeholders confirmed in the CNA process. Existing parent involvement outcomes established from CNA₁ included the following:

- Parent involvement needs to increase by:
 - 12% points for parents of migrant students in grades K-5;
 - 23% points for parents of migrant middle and high schoolers;
 As measured by the total (unduplicated) number of parents participating in at least one activity or event from year to year.

Parent involvement in early childhood education emerged as a priority during the CNA₂ and in discussions among members of the School Readiness Implementation Committee for this revision of the SDP. The FL MEP has added a program outcome at the preschool level:

- Parent involvement needs to increase by 24% points for parents of migrant preschool children (ages 3 to 5).

The MEP Parent Involvement Plan adapts FLDOE's Title I Parent Involvement Plan to migrant families and follows the framework for the statewide plan.¹ The objectives and strategies identified for reaching the broad goals of raising parent involvement follow Joyce Epstein's six levels of parent involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community.

The following table describes proposed strategies aligned with this framework for MEP purposes at the state level.

Table 2: *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 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

¹ Bureau of Family and Community Outreach, Florida Department of Education. (2006, August). *Florida's State Education Agency (SEA) Title I Parent Involvement Plan – No Child Left Behind (NCLB) Act of 2001 Title I, Part A*. Tallahassee, FL: FDOE. Available on-line at: <http://www.fldoe.org/family/title1/pdf/seapi-plan.pdf> [Accessed May 2008.]

Objective	Strategies	
	SEA	Locals
		home information in appropriate languages. <ul style="list-style-type: none"> 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. 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 Migrant Parent Advisory Council meetings. Conduct parent outreach in a format and language understandable to parents. Consult with migrant parents on service delivery plans. Include migrant parents on ad hoc committees, e.g., needs assessment committee. 	<ul style="list-style-type: none"> Coordinate local Migrant Parent Advisory Council 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, MEPs, 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 Migrant Parent Advisory Council (MPAC). The Florida MEP consults routinely with its MPAC with the goals of helping families to utilize strategies to strengthen their children's FCAT 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 September 2011. Parent feedback included the following:

- Utilize technology as a tool to engage migrant children and OSY in learning (at all grade/instructional levels);
- Share information with parents about resources available through the MEP, the school district, and other organizations so that they can motivate their children to access them;
- Provide information about college admissions requirements; and tutoring, test preparation and funding support information for the ACT/SAT;
- Create motivational programming, including educational field trips and mentoring, focused on dropout prevention;
- Encourage parent volunteers to assist recruiters in working with OSY to establish educational goals;
- Use native languages to provide basic education to OSY; and
- Help OSY understand the opportunities available to them through the MEP that will benefit them when they return to their home countries and/or move on to other work.

These suggestions were incorporated into the focus area summary on pages 6 - 12 of the abridged SDP and will be addressed in future parent involvement technical assistance to the districts.

Local MEPs are also required to implement an effective parental involvement component, including the establishment of and consultation with a local MPAC. The state will monitor progress toward reaching the goals of increasing parent involvement through its evaluation plan.

PRIORITY FOR SERVICES

As required by ESEA, the state mandates that district MEPs give priority to migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and whose education has been interrupted during the regular school year.

The state definition of a Priority for Services (PFS) migratory child is as follows:

- A. scored at Level 1 or Level 2 on the FCAT2.0; **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:
 - i. an un-weighted GPA of 2.0 or below, **or**
 - ii. insufficient credits for promotion or graduation.

AND whose education has been interrupted during the regular school year.

The state MEP has included a performance indicator in its evaluation plan to measure the extent to which programs are targeting PFS students. The RFA requires districts to create a PFS Action Plan that identifies which migratory children must receive services first, before migrant funds are used for other migrant children. The plan requires districts to detail how MEP funds will be used to address the unique educational needs of children who meet the PFS definition and to document the services that these children receive. The state MEP evaluates this measure—the percentage of PFS students receiving services matched with their needs—from individual student needs assessment results and student service provision/activity participation data provided by the districts. The SDP identifies solution strategies in mathematics and reading addressing PFS students and the state MEP monitors service provision in part by examining FCAT scores in these content areas by disaggregating data by PFS. The next section describes monitoring the implementation of the SDP.

MONITORING SDP IMPLEMENTATION

FLDOE will use its ongoing, extensive data collection tools to monitor the implementation of this SDP and to measure student outcomes as shown in Table 3.

Table 3: *Data Collection Instruments for Monitoring Implementation*

Instrument	Type	Reliability Information	Target	Area* (R,M,G,SR,H)
FCAT2.0 Reading Test	Statewide assessment	Highly correlated with Florida literacy curricula	Grades 3-8	R
FCAT2.0 Math Test	Statewide assessment	Highly correlated with Florida math curricula	Grades 3-8	M
PASS End-of-Course Exam	Criterion-referenced test	Highly correlated with PASS curriculum	Grades 9-12	G
PASS Record Sheet	Records review sheet	Internally consistent	Grades 9-12	G
Florida School Readiness Assessment	Kindergarten screening tool	State tool matched to research-based age appropriate skills	Pre-K children ages 3-5	SR
MEP Parent Survey	Questionnaire	Reliability established through pilot test	Parents of children from Pre-K to 12	R,M,G,SR,H,P
FL MEP Annual Self-Evaluation Report	District reporting template, monitoring tools, documentation logs	Used as a project implementation review and monitoring tool by the FLDOE	Local MEP sites	R,M,G,SR,P,O
SOSY Student Profile	Questionnaire	Used as a demographic and self-reporting tool for program planning	OSY	R,M,G,H

*KEY: R=Reading; M=Math; G=Graduation; SR=School Readiness; H=Health; O=OSY; P=Parent Involvement

The SDP takes into account other aspects of the MEP beyond these goal and content areas. These include: Priority for Services students (identified earlier), professional development, ID&R, and records transfer. The latter three areas are addressed in the following sections in order to demonstrate alignment of service delivery across all components of Florida's MEP. The next section describes the MEP professional development plan.

PROFESSIONAL DEVELOPMENT PLAN

State, Regional, and National Resources/Opportunities

Ongoing professional development and opportunities for allocating resources are two essential components of the delivery of services to migrant students. The plan for professional development is predicated on MEP staff clearly identifying their needs for learning to support students and programs. The numerous resources and training opportunities in Florida fall into three general categories: 1) state-sponsored; 2) regional/local; and 3) national.

State-sponsored opportunities include the following activities:

- self-monitoring and mentoring activities discussed in the evaluation section of this SDP;
- statewide workshops in which MEP educators choose topics of interest/need (e.g., instructional strategies, ID&R, evaluation, etc.);
- informal desk, phone, or onsite monitoring provided by the FL MEP in which local MEPs receive technical assistance and consultation related to their areas of need; and
- participation in committees and work groups focusing on a single topic (e.g., SDP Implementation Committee; Evaluation Work Group; ID&R Quality Control Workgroup; CNA Teams, etc.).

Regionally- and locally-sponsored opportunities include the following activities:

- onsite training and technical assistance provided by state and federally-funded technical assistance providers (e.g., Florida ID&R Office, ESCORT);
- conferences sponsored by the Florida Association of State and Federal Program Administrators (FASFAPA) and FLDOE Bureau of Federal Programs;
- resource sharing among local MEPs at trainings sponsored by regional providers; and
- participation in and presenting at school- and district-sponsored meetings and workshops.

Nationally-sponsored opportunities include participation in the following activities:

- national migrant education conferences held annually;
- the Title I State Directors' Meeting and other content-related meetings;
- SOSY Consortium events; and
- participation on the OME Health Coordination Work Group.

SDP-Related Activities

Local MEPs in Florida are responsible for ensuring that project staff are adequately and appropriately trained to perform their duties. Professional development is an essential component of a successful MEP and activities should occur on an ongoing basis. Specific skills and training that are needed for MEP staff include:

- knowledge and understanding of the law and non-regulatory guidance as it applies to the eligibility, identification and recruitment, and planning, delivery, and evaluation of services for migrant students;
- knowledge and understanding of inter- and intrastate coordination, migrant student records transfer and retrieval, and the involvement of parents;
- understanding of the local context including school and community resources available to support migrant students and families; and
- other skills as appropriate to support high quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

The SDP has a number of suggested strategies to strengthen staff development in the content areas, described in Table 4 below.

Table 4: *Staff Development Strategies*

Content Area	Staffing: Hire/Consultation	Staff Development Activities
School Readiness		<ul style="list-style-type: none"> • Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information • Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-appropriate practices
Reading	Reading advocate (e.g., certified teacher with experience in second language acquisition, who is well versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners).	<ul style="list-style-type: none"> • Provide training to MEP staff on instructional strategies and assessments for reading • Train reading coaches/advocates to support MEP staff skills development • Provide information and materials to instructional staff on scientifically-based reading strategies • Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development • Explore the use of coaching models (academic advocates with content expertise in reading) • Provide sustained and intensive professional development

Content Area	Staffing: Hire/Consultation	Staff Development Activities
Mathematics	Math coach (e.g., a certified math teacher with experience in second language acquisition, who is well versed in recent research, can implement differentiated instruction, and is able to work with adult learners)	<ul style="list-style-type: none"> • Provide training to MEP staff on instructional strategies and assessments for mathematics • Train math coaches/advocates to support MEP staff skills development • Provide information and materials to instructional staff on scientifically-based mathematics strategies • Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development
Graduation	Secondary advocate (grades 6-12) who addresses factors related to educational discontinuity, credit accrual, and school engagement	<ul style="list-style-type: none"> • Provide training to MEP staff on resources and strategies for secondary-aged migrant students • Provide information and materials to migrant and general education staff on advocacy, credit accrual, FCAT2.0 and EOC preparation, and graduation enhancement for migrant secondary students
OSY		<ul style="list-style-type: none"> • Create a central repository of information, resources and opportunities; make available to district MEP programs and other interested partners • Provide training to MEP staff on resources and strategies for OSY
Health		<ul style="list-style-type: none"> • Provide information and materials to MEP staff on health-related services • Train MEP staff on strategies and needs assessment related to health education services for migrant families and youth
Parent Involvement		<ul style="list-style-type: none"> • Provide information, materials and training to MEP staff on parent involvement strategies and leading practices. • Continue to involve MPACs on decision-making associated with the development, implementation and evaluation of the MEP. • Utilize parent involvement survey data results to inform the MEP about areas that require more targeted focus

The next section describes ID&R of eligible migrant children and youth.

IDENTIFICATION AND RECRUITMENT PLAN

An Identification and Recruitment (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.

The state 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 conducted through its ID&R Office, led by a State Coordinator, with guidance from a Steering Committee and Technical (Policy) Workgroup. The Steering Committee meets for the purpose of discussing issues affecting ID&R and providing general input on the direction of ID&R in the state. The Technical Workgroup assists the ID&R office in reviewing new policy, 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 efforts:

- 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., Certificate of Eligibility (COE) annual review and update, and qualifying activities by county and for the 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 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

The state's ID&R manual, developed by the ID&R Office, includes all of the 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 also provides ongoing training to recruitment staff in the state. Efforts are made to conduct statewide training at least twice a year: at ID&R Training Events in the spring and during the program's State Conference in the fall. The 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.

The training needs identified through consultation with the districts as well as from feedback obtained from the Steering Committee and/or the Technical Workgroup.

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 the form);
- 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.

The next section describes student records management.

STUDENT RECORDS

The FL MEP utilizes the Migrant Student Information Exchange (MSIX) system to ensure timely records transfer of migrant student academic and health records. Only staff identified by each district MEP coordinator has 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 MIS 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/interstate transfer/exchange of migrant student records.

Intrastate Policy for Migrant Record Transfer/Exchange

- Upon enrollment of 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 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 enrollment of a migrant student in a Florida school, the receiving school district must access student records via the MSIX data base 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.

The next section provides an overview of the evaluation plan for the FL MEP and its alignment with the SDP.

EVALUATION PLAN

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described above are collected, compiled, analyzed, and summarized each year by the FL MEP. These activities help the state determine the degree to which the MEP is effective in relation to its performance targets and measurable outcomes. The framework describes the following:

- The main evaluation questions;
- Objective/performance indicators related to those questions;
- The strategies, activities, or actions that relate to the performance indicator (i.e., what activities drive the change that we are intending to measure);
- The population served;
- The data source(s) or evaluation methods;
- The responsible party for data collection and reporting;
- The evaluation timeline; and
- Progress notes.

There are two main evaluation questions:

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

The first evaluation question targets performance indicators that measure the number of students receiving services (i.e., the percentage of MEP students participating in summer programs, the percentage of PFS students and OSY receiving services that match their needs). This question also measures staff capacity building through professional development and increased parent involvement. ID&R quality assurance indicators are also addressed.

The second evaluation question targets performance indicators that measure increases in the number of students achieving proficiency or better in reading and mathematics and school readiness. Measures of high school graduation are also addressed (e.g., dropout rates, graduation rates, retention rates, increased participation in FCAT preparation, and grade point averages).

Collectively, these evaluation measures target the program services that came from the CNA process and that are reflected in this SDP. The framework guides the state in evaluating the MEP's effectiveness in closing the achievement gap between migrant students and their non-migrant peers. Refer to Appendix C for the evaluation framework.

Data Collection and Reporting Systems

Local education agencies maintain their own records, which include formal and informal results on student skills checklists, rubric-based assessments, demographic data, and other student outcomes (i.e., attendance, graduation rates, dropout rates), and staff outcomes (i.e., number of courses completed toward becoming highly qualified, highest degree earned). Districts report data to the FL MEP through a standardized reporting template that was developed in consultation with the Evaluation Work Group. Data are due to the state MEP three months after the end of their programming year (i.e., the end of September or the end of November depending on whether programs administer summer school programs). The FL MEP uses the data to complete state and federal reports. The FL MEP also communicates evaluation results with districts for program improvement, as described below.

Using Evaluation Results for Mid-Course Corrections and Improvement

A key reason to collect data is to determine student progress and to make adjustments in the program to increase student achievement. The FLDOE will support local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- Sponsoring migrant-specific professional development and consultation on increasing the reliability of data collection and reporting, interpreting data, and monitoring student progress for improving instruction;
- Distributing materials to support migrant-specific professional development activities among FL MEP staff during regional meetings and statewide workshops;
- Providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during regional and statewide meetings;
- Reviewing local MEP action plans for the use of evaluation results during formal and informal monitoring;
- Highlighting the use of data for improvement as a technical assistance focus with Regional Comprehensive Center staff assigned to provide technical assistance to the FL MEP;
- Participating with 15 other states in a consortium arrangement and distributing consortium materials/outcomes related to assessment and evaluation statewide;
- Including language in local MEP applications asking sites to discuss how evaluation results will be utilized for program improvement purposes; and
- Providing tools to support local efforts in use of evaluation results to make mid-course corrections and improve MEP programs and services.

The overall goal is to implement effective evaluation strategies that will provide essential information regarding the best use of MEP funds to achieve the performance goals, indicators, and targets, as well as the measurable outcomes detailed in this state Service Delivery Plan.



Appendix A Detailed Overview of the FL MEP Continuous Improvement Cycle

Content Area	CNA 2006	Implementation Activities 2006-2010	Interim Evaluation Benchmarks	CNA 2010	Implementation Activities 2012-2016	Revised MPOs
	<i>Concerns at the time and what the data showed about those concerns</i>	<i>State MEP proposed strategies to address those needs based on CNA solutions</i>	<i>What was learned through evaluation about the extent to which the state accomplished what it set out to do and then the impact of those services</i>	<i>Concerns at this point in time and what the data revealed (in addition to evaluation)</i>	<i>Evolution of strategies to address the needs at this point in time</i>	<i>How the state will continue to measure progress</i>
School Readiness	<p>Migrant children do not have consistent access to programs for children from birth to age five due to their entering school late after programs already have a waiting list.</p> <p>22% migrant kindergarteners participated in a migrant Title I funded preschool program.</p> <p>Migrant students enter kindergarten with fewer cognitive skills and concepts than non-migrant students.</p> <p>54% migrant kindergarteners tested “ready” compared to 74% non-migrant</p>	<p>Instructional/supportive services provided to migrant preschoolers in the area of emergent literacy:</p> <ul style="list-style-type: none"> • Oral communication • Knowledge of print and letters • Phonemic and phonological awareness • Vocabulary and comprehension development <p>Strategies included:</p> <ul style="list-style-type: none"> • Parent educators to provide school readiness services and family outreach • Content-based instructional sequence • High quality early childhood curriculum • Coordination with other agencies • MEP staff development 	<p>MPO: % migrant preschool children who demonstrate school readiness as measured by the state’s assessment will increase</p> <p>2008-09 87% of migrant kindergarteners receiving migrant preschool services tested ready for school (n=375) Highest frequency strategies (by # districts reporting):</p> <ul style="list-style-type: none"> • Family outreach (23) • Coordination with other agencies (18) • Instructional support (15) • High quality curriculum (14) <p>Activity descriptions: 13,683 participants received services aggregated as “Migrant Advocates/Case Management/ Parent Activities”</p> <p>179,278 calculated service hours funded by Title I Part C only and 1,419,051 MEP-</p>	<p>Migrant preschool students need to be effectively identified, recruited, and provided access to services through high quality education.</p> <p>73% of migrant-eligible preschoolers (ages three to five) are served by the MEP</p>	<p>Instructional/supportive services aligned with Florida Early Learning and Developmental Standards for Four-Year-Olds:</p> <ul style="list-style-type: none"> • Physical development • Approaches to learning • Social and emotional development • Language, communication, and emergent literacy • Cognitive development and general knowledge <p>Strategies include:</p> <ul style="list-style-type: none"> • Assessment of individualized needs of preschool students • High quality curriculum addressing those individualized needs • Home-school experiences for families • Networking/partnering with community-based agencies 	<p>Percentage of migrant-eligible children (ages three to five) receiving preschool services by the MEP or other community agencies needs to increase by 12% points</p> <p>Percentage of migrant kindergarteners (who received preschool services) demonstrating school readiness as measured by the state’s assessment will increase by 12% points</p>

Content Area	CNA 2006	Implementation Activities 2006-2010	Interim Evaluation Benchmarks	CNA 2010	Implementation Activities 2012-2016	Revised MPOs
			partially funded/facilitated			
Reading	<p>Migrant students' reading development is impeded by their lack of proficiency in English and lack of continuity of instruction.</p> <p>Migrant students scored about 25% lower than non-migrant students in reading.</p>	<p>Literacy focus on vocabulary and fluency development in consultation with a reading advocate</p> <p>Strategies included:</p> <ul style="list-style-type: none"> • Strategic, content-based tutoring to PFS • Emphasis on language-based content instruction • High quality curriculum aligned with tools for assessment and monitoring • Family literacy opportunities to parents • Information/materials on scientifically-based reading strategies • Use of technology • MEP staff development, including use of coaching models with reading advocate 	<p>MPO: % of migrant students who meet the annual proficiency target in reading (83%) will increase and the achievement gap between migrant and non-migrant students will decrease</p> <p>2009-2010 40% of all migrant students scored at or above proficiency in reading (up from 38% in 2008-09); 28% of PFS students scored at or above proficiency in reading (up from 26% in 2008-09)</p> <p>Gap between non-migrant and migrant students was 19% (down from 20% in 2008-09)</p> <p>Highest frequency strategies (by # districts reporting):</p> <ul style="list-style-type: none"> • High quality curriculum (20) • Strategic, content-based tutoring (14) • Language-based instruction (11) • Information and materials (11) • Use of technology (10) <p>Activity descriptions: 4,490 participants received</p>	<p>Migrant ELs lack content-specific English vocabulary and comprehension.</p> <p>% of students scoring at or above proficiency in 2008-09 Non-migrant—61% Migrant-served—38% Migrant ELs—28% Migrant Non-ELs—44%</p>	<p>Literacy focus on vocabulary and fluency development in consultation with a reading advocate, with emphasis on academic language and content-based vocabulary for ELs</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Strategic, content-based tutoring to PFS • Emphasis on academic language in content instruction • High quality curriculum aligned with tools for assessment and monitoring disaggregated by EL and non-EL migrants • Family literacy opportunities to parents • Information/materials on scientifically-based reading strategies and English as a Second Language • Use of technology • Professional development on ESL and academic language acquisition for MEP tutors and teachers (ESL and content areas) 	<p>Percentage of migrant students who meet the annual proficiency (83%) target in reading will increase and the achievement gap between migrant and non-migrant students will decrease</p> <p>Percentage of migrant ELs who meet the annual proficiency target in reading needs to increase by 6% points over the next three to five years</p> <p>Percentage of migrant children entering 4th grade reading on grade level will increase</p>

Content Area	CNA 2006	Implementation Activities 2006-2010	Interim Evaluation Benchmarks	CNA 2010	Implementation Activities 2012-2016	Revised MPOs
			<p>services reported as “Tutoring” and 1,401 as “Before/Afterschool Programs”</p> <p>310,998 calculated service hours funded by Title I Part C only and 41,963 MEP-partially funded/facilitated</p>			
Math	<p>Migrant students’ mathematics development is impeded by their lack of proficiency in English and lack of continuity of instruction.</p> <p>Migrant students scored about 25% lower than non-migrant students in mathematics.</p>	<p>Mathematics programming with a recommended focus on rigor and cultural relevance, and the use of manipulatives in instruction in consultation with a math coach</p> <p>Strategies included:</p> <ul style="list-style-type: none"> • Strategic, content-based tutoring to PFS • High quality curriculum aligned with tools for assessment and monitoring • Family math literacy opportunities and resources for parents • Information/materials on scientifically-based math strategies • Concrete approaches (manipulatives) to build mental models of math concepts • Use of technology • MEP staff development including use of coaching 	<p>MPO: % of migrant students who meet the annual proficiency target in mathematics (82%) will increase and the achievement gap between migrant and non-migrant students will decrease</p> <p>2009-2010 53% of all migrant students scored at or above proficiency in math (up from 50% in 2008-09); 37% of PFS students scored at or above proficiency in math (down from 38% in 2008-09)</p> <p>Gap between non-migrant and migrant students was 12% (down from 13% in 2008-09)</p> <p>Highest frequency strategies (by # districts reporting):</p> <ul style="list-style-type: none"> • High quality curriculum (16) • Strategic, content-based 	<p>Migrant ELs lack content-specific English vocabulary and comprehension.</p> <p>% of students scoring at or above proficiency in 2008-09 Non-migrant—67% Migrant-served—50% Migrant ELs—38% Migrant Non-ELs—58%</p>	<p>Mathematics programming with a recommended focus on rigor and cultural relevance, and the use of manipulatives in instruction in consultation with a math coach, with emphasis on academic language and content-based vocabulary for ELs</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Strategic, content-based tutoring to PFS, with focus on academic vocabulary and language for ELs • High quality curriculum aligned with tools for assessment and monitoring disaggregated by EL and non-EL migrants • Family math literacy opportunities and resources for parents • Information/materials on scientifically-based math 	<p>Percentage of migrant students who meet the annual proficiency target in reading (82%) will increase and the achievement gap between migrant and non-migrant students will decrease</p> <p>Percentage of migrant ELs who meet the annual proficiency target in math needs to increase by 6% points over the next three to five years</p>

Content Area	CNA 2006	Implementation Activities 2006-2010	Interim Evaluation Benchmarks	CNA 2010	Implementation Activities 2012-2016	Revised MPOs
		models with math coach	tutoring (16) <ul style="list-style-type: none"> • Use of technology (11) • Information and materials (8) • Concrete approaches (8) Activity descriptions: 4,490 participants received services reported as “Tutoring” and 1,401 as “Before/Afterschool Programs” 310,998 calculated service hours funded by Title I Part C only and 41,963 MEP-partially funded/facilitated		strategies <ul style="list-style-type: none"> • Concrete approaches (manipulatives) to build mental models of math concepts • Use of technology • MEP staff development including use of coaching models with math coach • Professional development on ESL and academic language acquisition for MEP tutors and teachers (ESL and content areas) 	
Graduation	Migrant students miss too many days of school due to mobility and economic demands, which puts students in danger of failure and ultimately dropping out of school. 36% of migrant students in Florida enrolled late or withdrew early from school compared to 20% of non-migrants.	Enhancement of secondary level efforts to address student mobility and factors related to educational discontinuity, credit accrual, and school engagement, with emphasis on hiring a secondary advocate Strategies included: <ul style="list-style-type: none"> • Strategic, content-based tutoring to secondary students • PASS and Mini-PASS curricula for credit accrual • Mentoring opportunities • Information/materials on advocacy, credit accrual, 	MPO: % of migrant students who graduate from high school with a regular diploma or GED will increase and the gap in graduation rates between migrant and non-migrant students will decrease 2009-2010 80% of migrant students graduated compared to 78% of non-migrants (gap of -2% points) 2008-09 73% of migrant students graduated compared to 77% of non-migrants (gap of 4%	Migrant students are not on track to graduate in four to five years. % of students who did not graduate: Migrant—26% Non-migrant—20% % of students who were academically promoted to a higher grade (or completed): Migrant—74% Non-migrant—85% Grade promotion status for migrants: 74% promoted 7% retained	Enhancement of secondary level efforts to address student mobility and factors related to educational discontinuity, credit accrual, End-of-Course (EOC) testing requirements, and school engagement, with emphasis on hiring a secondary advocate Strategies include: <ul style="list-style-type: none"> • Strategic, content-based tutoring to secondary students • PASS and Mini-PASS curricula for credit accrual • Mentoring opportunities 	Percentage of migrant students who graduate from high school with a regular diploma or GED will increase and the gap in graduation rates between migrant and non-migrant students will decrease Percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% points over the next three to five years

Content Area	CNA 2006	Implementation Activities 2006-2010	Interim Evaluation Benchmarks	CNA 2010	Implementation Activities 2012-2016	Revised MPOs
		<p>FCAT preparation, and graduation enhancement</p> <ul style="list-style-type: none"> • Information on graduation for parents • Transition support • Partnerships with programs in place for dropout prevention • MEP staff development including hiring secondary-level advocates 	<p>points) 46% of migrant secondary students increased GPA (down from 2008-09 of 58% of migrant secondary students)</p> <p>Highest frequency strategies (by # districts reporting):</p> <ul style="list-style-type: none"> • PASS and Mini-PASS (15) • Secondary advocate (13) • FCAT preparation tutoring (13) • Strategic, content-based tutoring (13) • Information and materials (10) <p>Activity descriptions: 5,773 participants received HEP/GED/Vocational services</p> <p>58,897 calculated service hours funded by Title I Part C only and 78,281 MEP-partially funded/facilitated</p>	<p>7% promoted without meeting performance requirements based on exception 12% not enrolled at the end of the school year</p> <p>Graduation rates: Graduated— Migrants – 74% Non-Migrant – 78% Didn't Graduate— Migrants – 26% Non-Migrants – 20%</p>	<ul style="list-style-type: none"> • Information/materials on advocacy, credit accrual, FCAT2 and EOC test preparation, and graduation enhancement • Information on graduation for parents • Transition support • Partner with programs in place for dropout prevention • Articulation agreement with Florida Virtual School for course completion and credit accrual • MEP staff development including hiring secondary-level advocates 	
Health	<p>Unique characteristics of migrant farmworkers' lifestyles place their children at high risk of developing medical and dental problems that interfere with learning; and migrant students are not receiving immunizations in a timely manner.</p>	<p>Health data were unavailable on migrant youth specifically. County health records were not disaggregated by migrant and non-migrant and were reported at the school level.</p> <p>Health strategies could not be informed by data so the</p>	N/A	<p>Migrant students (K-12) and their parents lack knowledge of good nutrition and dental hygiene.</p> <p>Data were unavailable.</p>	<p>Health education services for migratory children, OSY, and families related to nutrition, vision and hearing screenings, and dental hygiene.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Connection of health and nutrition topics (e.g., diet 	<p>Percentage of migrant families and youth receiving educational services related to nutrition, vision and hearing screenings, and dental hygiene will increase over the next three to five years</p>

Content Area	CNA 2006	Implementation Activities 2006-2010	Interim Evaluation Benchmarks	CNA 2010	Implementation Activities 2012-2016	Revised MPOs
		NAC tabled this concern.			and exercise) to literacy and math-based lessons and summer programming <ul style="list-style-type: none"> • Educational resources in accessible languages and using pictures to depict information for low literacy migrants • Existing curricula through Solutions for OSY Consortium, the National PASS Center, the National Center for Farmworker Health, etc. • Parental outreach opportunities on health topics, e.g., nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health • Networking with community-based organizations and healthcare providers 	
OSY	Not a demographically significant subpopulation at the time	N/A	N/A	Migrant OSY and parents lack information about opportunities available for youth to continue/reconnect with their education. Here-to-Work—95% Dropout Recovery—4% Unknown—1% Average age—19	Build capacity of OSY to access educational resources in their communities Survival English skills to those expressing an interest Strategies include: <ul style="list-style-type: none"> • Individualized needs assessment using SOSY profile instrument • Multi-faceted pilot 	Percentage of migrant OSY receiving support to build capacity to access educational resources in communities where they live and work needs to increase Percentage of OSY (expressing an interest

Content Area	CNA 2006	Implementation Activities 2006-2010	Interim Evaluation Benchmarks	CNA 2010	Implementation Activities 2012-2016	Revised MPOs
				<p>Interest in Opportunities: Learning English—58% Job training—9.4% Earning diploma—9% Not sure—5% Not interested—2.3%</p> <p>Last grade completed: Mode—6th (24%) Average—6.8 Less than 2% 12th grade</p> <p>Candidate for: HS diploma—1% Adult Basic Ed—22% Audio Files—16% Life Skills—11% GED—6% ESL—4% Job Training—3%</p> <p>Received: Education materials—73% Support services—67% OSY Welcome bag—91% Educational referrals—32%</p>	<p>projects to teach English using technology</p> <ul style="list-style-type: none"> • Bilingual tutors to teach life skills • Collaborative partnerships with community resources • On-site delivery of short, independent lessons focused on life skills and/or English • Backpack Project 	<p>and then) receiving survival English skills will increase</p>

Appendix B Summary Content Area Tables from 2008 SDP

Table 5: Reading

Local Application Language	Measurable Program Outcome	Progress Indicators
<p><i>Migrant Education will implement literacy programming or facilitate access to existing literacy programming that addresses the special and unique needs of migrant students. It is recommended that the focus be on vocabulary and fluency development. Particular emphasis should be given to hiring or consulting with a reading advocate (e.g., a certified teacher with experience in second language acquisition, who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners).</i></p>	<p>The percentage of migrant students who meet the annual proficiency target in reading (65%) will increase and the achievement gap between migrant and non-migrant students will decrease.</p>	<ul style="list-style-type: none"> ▪ Documentation on district activities intended to influence migrant student achievement in reading: description (including whether a scientific/research-based model is used); purpose; target population; frequency; total duration; and total number of students participating. ▪ Reading assessment data to monitor student progress (e.g., standards-based): name of assessment; type of analysis conducted (e.g., pre/post, spring to spring); type of score used; number of students completing assessment; and number and percentage of students performing at proficient or above. ▪ Documentation on MEP staff development and training: frequency, duration, purpose and expected outcomes, and participant numbers.
<p>Suggested Strategies</p>		
<ul style="list-style-type: none"> ▪ Provide training to MEP staff on instructional strategies and assessments for reading ▪ Train reading coaches/advocates to support MEP staff skills development ▪ Provide information and materials to instructional staff on scientifically-based reading strategies ▪ Offer family literacy opportunities to parents, including home-based tutoring and basic English for adults ▪ Provide high quality curriculum that is aligned with tools for assessment and progress monitoring ▪ Provide strategic, content-based tutoring in reading to students identified as Priority for Services ▪ Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development ▪ Utilize technology and other tools for literacy ▪ Emphasize language-based content instruction ▪ Explore the use of coaching models (academic advocates with content expertise in reading) ▪ Provide sustained and intensive professional development ▪ Hire or consult with a reading advocate (e.g., a certified teacher with experience in second language acquisition who is well-versed in recent literacy research, can implement differentiated instruction, and is able to work with adult learners) 		

Table 6: Mathematics

Local Application Language	Measurable Program Outcome	Progress Indicators
<p><i>Migrant education will implement mathematics programming that addresses the special and unique needs of migrant students, with a recommended focus on rigor and cultural relevance, and the use of manipulatives in instruction. Particular emphasis should be given to hiring or consulting with a math coach (e.g., a certified math teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction, and is able to work with adult learners). Extra points will be given to programming that includes collaboration with local universities, junior colleges, and/or industries.</i></p>	<p>The percentage of migrant students who meet the annual proficiency target in mathematics (68%) will increase and the achievement gap between migrant and non-migrant students will decrease.</p>	<ul style="list-style-type: none"> ▪ Documentation on district activities intended to influence migrant student achievement in mathematics: description (including whether a scientific/research-based model is used); purpose; target population; frequency; total duration; and total number of students participating. ▪ Mathematics assessment data to monitor student progress (e.g., standards-based): name of assessment; type of analysis conducted (e.g., pre/post, spring to spring); type of score used; number of students completing assessment; and number and percentage of students performing at proficient or above. ▪ Documentation on MEP staff development and training: frequency, duration, purpose and expected outcomes, and participant numbers.
<p>Suggested Strategies</p>		
<ul style="list-style-type: none"> ▪ Provide training to MEP staff on instructional strategies and assessments for mathematics ▪ Train math coaches/advocates to support MEP staff skills development ▪ Hire or consult with a math advocate (e.g., a certified teacher) ▪ Provide information and materials to instructional staff on scientifically-based mathematics strategies ▪ Offer mathematics literacy opportunities to parents (e.g., math-related field trips such as shopping, board games, etc.) ▪ Provide high quality curriculum that is aligned with tools for assessment and progress monitoring ▪ Provide strategic, content-based tutoring in math to students identified as Priority for Services ▪ Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development ▪ Use concrete approaches (e.g., manipulatives) to build mental models of mathematical concepts ▪ Instruct parents on using mathematics resources in the home (e.g., create simulations for parents to experience learning activities) ▪ Utilize technology and other tools to promote mathematical skills development 		

Table 7: Graduation

Local Application Language	Measurable Program Outcome	Progress Indicators
<p><i>The project will develop or enhance efforts to raise graduation rates by addressing the unique needs of migrant secondary students due to their mobility and migrant lifestyle. Particular emphasis should be given to the hiring of a secondary advocate who addresses factors related to educational discontinuity, credit accrual, and school engagement.</i></p>	<p>The percentage of migrant students who graduate from high school with a regular diploma or GED will increase and the gap in graduation rates between migrant and non-migrant students will decrease.</p>	<ul style="list-style-type: none"> ▪ Data on retention rates, especially for 7th, 8th and 9th grade students who are failing courses and recommended for retention or mandatory summer school. ▪ Documentation on FCAT pass rates for 10th grade migrant students participating in MEP-funded FCAT preparation (or those referred to existing FCAT preparation courses) for at least nine months. ▪ Participation rates in PASS and Mini-PASS.
<p>Suggested Strategies</p>		
<ul style="list-style-type: none"> ▪ Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs ▪ Provide training to MEP staff on resources and strategies for secondary-aged migrant students ▪ Provide information and materials to migrant and general education staff on advocacy, credit accrual, FCAT preparation, and graduation enhancement for migrant secondary students ▪ Offer information on graduation enhancement to parents (e.g., reading report cards, differences between diplomas and certificates of completion, etc.) ▪ Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation ▪ Provide strategic, content-based tutoring to secondary students ▪ Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade ▪ Provide FCAT preparation tutoring ▪ Create mentoring opportunities for migrant students (e.g., peer-to-peer, adult volunteers, etc.) and parents (e.g., shadowing migrant parents actively involved in the MEP) ▪ Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, entrepreneurship programs, etc.) 		

Table 8: School Readiness

Local Application Language	Measurable Program Outcome	Progress Indicators
<p><i>Describe the instructional/supportive services provided to migratory Pre-K children to ensure their readiness for school in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development). Include program type and/or name, sites (schools, community centers, and individual homes), indicating the number of children being served at each site by age span (age 3 and age 4) and the amount of Title I, Part C funds expended.</i></p>	<p>The percentage of migrant preschool children who demonstrate school readiness as measured by the state’s assessment will increase.</p>	<ul style="list-style-type: none"> ▪ Percentages of migrant Pre-K students demonstrating growth on developmentally appropriate skills assessments. ▪ Documentation on professional development for preschool staff, preferably regular, ongoing, and focused on readiness in the area of emergent literacy skills.
<p>Suggested Strategies</p>		
<ul style="list-style-type: none"> ▪ Hire highly qualified parent educators to provide school readiness services ▪ Offer a content-based instructional sequence that features instruction, application to two or three children for 3-5 months, support visits from the advocates ▪ Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information ▪ Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally-appropriate practices ▪ Offer family outreach, literacy and parent involvement opportunities to parents (e.g., create simulations for parents to experience center learning activities that they can use at home, develop shadowing or mentoring programs for parents) ▪ Provide high quality early childhood education curriculum that is aligned with tools for assessment and progress monitoring ▪ Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families (see resources for full service preschool classes) ▪ Explore funding and resource collaboration to support full service and preschool classes and other options for migrant children 		

Appendix C Evaluation Framework

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
Evaluation Question 1: To what extent are programs being implemented?							
% of students having a completed individual needs assessment AND/OR % of students having a completed individual needs assessment by within X days of identification		All students	# of students receiving individual needs assessment / # of total students = % # of students receiving individual needs assessment within X days / # of total students = %	District MEP staff responsible for conducting individual needs assessments. State will examine needs assessment completion overall.	Each student receives an individual needs assessment annually		
% of students participating in a summer program		All students	List of summer programs, services/ participation records # of students participating / # of total students = % [Can disaggregated further by program/ service type.]	Districts maintain activity/service lists and track participation data.	After summer programs conclude		
Activity/service provision AND/OR Student participation in activities		All students	Activities/services participation data in state database and/or annual district self-evaluation, State monitoring/site visits	Districts maintain activity/service lists and track participation data.	Maintained on ongoing basis, reported annually in district self-evaluation.		

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
% of students served through a school year program/service		All students	List of SY programs/services, Service/participation records # of students participating / # of total students = % [Can disaggregate further by program/service type.]	Districts maintain activity/service lists and track participation data.	After school year programs/services conclude		
% of preschool-aged children receiving intervention services		3- and 4-year old children	Demographics, program or service availability, program or service provision records, student needs records # of children receiving services / # of total children = % Results should be disaggregated by child age and/or program/service type.				
Increase staff capacity through professional development.		Migrant Education staff	List of prof. development opportunities, sign-in sheets, agendas, PD evaluations, staff observations	Districts collect, maintain, and report data	Districts report results in annual, year-end self-evaluation		

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>% of Priority for Service students receiving services matched with their needs</p>		<p>PFS students</p>	<p>Individual Student Needs Assessment results, student service provision/ activity participation data</p> <p># of PFS students receiving services matched with their needs / # of total PFS students = % [Could be further disaggregated to look at PFS within need category.]</p>	<p>Districts conduct needs assessments and document services</p>	<p>Quarterly examination at the district level, annual examination at the state level</p>		
<p>% of out-of-school youth receiving services matched with their needs</p>		<p>Out-of-school youth</p>	<p>Individual Student Needs Assessment results, service provision/activity participation data</p> <p># of OSY receiving services matched with their needs / # of total OSY students = % [Could be further disaggregated to look at PFS within need category, if PFS is used with OSY.]</p>	<p>Districts conduct needs assessments and document services</p>	<p>Quarterly examination at the district level, annual examination at the state level</p>		

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
K-5 migrant parental involvement needs to increase by 12% points. (CNA)		Parents of migrant students	Sign-in sheets, district logs, parent involvement opportunities list, parent correspondence, announcements, or promotional items for opportunities.	Districts collect, maintain, and report data	Districts report results in annual, year-end self-evaluation		
Parental involvement in the middle and high schools needs to increase by 23% points. (CNA)		Parents of migrant students	Increase should be determined by comparing prior year's participation rate(s) (i.e. # of parents participating at least once) with the current year's participation rate(s) using consistent data sources/methods	Districts collect, maintain, and report data	Districts report results in annual, year-end self-evaluation		
Parental involvement in the middle and high schools needs to increase by 24% points. (CNA)		Parents of migrant students	$\left(\frac{\# \text{ parents participating}}{\text{total \# of parents}} \right) = \% \text{ current year} - \left(\frac{\# \text{ parents participating}}{\text{total \# of parents}} \right) = \% \text{ prior year} = \text{Difference (change in \% points)}$	Districts collect, maintain, and report data	Districts report results in annual, year-end self-evaluation		

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>% of students found to be ineligible after re-interviewing will decrease.</p>	<p>ID & R process, re-interviewing</p>	<p>All migrant students</p>	<p>Quality control measures and/or Standard Operating Procedures (SOP), staff interviews, surveys, etc., student ID & recruitment efforts (staff time logs)</p> <p>Year-to-year comparison: # of students found to be in-eligible after re-interview / total # of migrant students = %</p>	<p>District implements re-interview process and reports results</p>	<p>Districts report results in annual, year-end self-evaluation</p>		
<p>% of districts conducting re-interviews annually will increase.</p>		<p>Districts enrolling migrant students</p>	<p>Documentation of implementation of re-interview process, i.e. interview forms, travel doc., data/findings on #s of students found eligible/in-eligible, monitoring</p> <p>Year-to-year comparison: # of districts conducting re-interviews / total # of districts = %</p>	<p>District implements re-interview process and reports results</p>	<p>Districts report results in annual, year-end self-evaluation</p>		

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>Evaluation Question 2: To what extent are the following programs for ME students impacting student outcomes? AND Are ME students meeting state AYP targets?</p>							
<p>Performance Goal 1: PreK-12 Students</p>							
<p>Performance Indicator 1.2 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments Performance Indicator 1.3 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments by subgroup to reduce the achievement gap Performance Indicator 1.4 Percentage of students scoring Level 4 and above on statewide assessments in reading and mathematics <i>Performance Indicators taken from Florida's State Board of Education Strategic Plan 2012-2018</i></p>							
<p>1.4 MEP Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the satisfactory level in reading/language arts on the state's assessment. [Note: These subgroups are those for which the Elementary and Secondary Education Act (ESEA) requires state reporting, as identified in Section 1111(h)(1)(C)(i).] Desired Change: Increase in percentage</p>		<p>Migrant students taking standardized state assessments (Grades 3-11)</p>	<p>Demographics, comparison of standardized state assessments results for migrant/non-migrant students</p> <p># of migrant students scoring satisfactory or above / total # of migrant students assessed = %</p> <p>Compared to # of non-migrant students scoring at satisfactory or above / total # of non-migrant students assessed = %</p>	<p>State office will query/analyze standardized state assessments results for migrant/non-migrant students.</p>	<p>Annually in summer</p>	<p>If and when there are changes with state assessment, notes related to data analysis will be made.</p>	<p>Percentage of migrant students who meet the annual proficiency target in reading will increase to 83% and the achievement gap between migrant and non-migrant students will decrease</p> <p>Percentage of migrant ELLs who meet the annual proficiency target in reading needs to increase by 6% points over the next three to five years</p> <p>All migrant children entering 4th grade</p>

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
							will be reading on grade level (or higher)
1.4b MEP Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who participated in the Biology I and U.S. History End-of-Course (EOC) Exams. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in Section 1111(h)(1)(C)(i).]		Migrant students taking Biology I and/or US History EOC					
1.5 MEP Performance Indicator: The percentage of migrant students		Migrant students taking state assessment (Grades 3-10)		State office will query/analyze state assessment results for	Annually in summer		

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>who make annual learning gains in reading/language arts as measured by the requirements for annual learning gain (GAIN) on the state's assessment as part of the School Grade.</p>				<p>migrant/non-migrant students.</p>			
<p>1.12 MEP Performance Indicator: The gap between the percentage of migrant students and the percentage of all non-migrant as well as the gap between the percentage of migrant students and non-migrant ELL students who score at or above the satisfactory level in reading/language arts on the state's assessment.</p>		<p>Migrant students in Grades 3-10</p>		<p>State office will query/analyze reading/language arts on the state's assessment for migrant/non-migrant students and non-migrant ELL students.</p>			

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
1.12b MEP Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant who meet requirements for passing the Biology I and U. S. History End-of-Course (EOC) Exams.		Migrant students taking Biology I and/or US History EOC					
<p><i>MEP Output Progress Indicators: Reading/English Language Development</i></p> <p><i>Documentation on district activities intended to influence migrant student achievement in reading/English language development: description; purpose; target population; frequency; total duration; total student participation</i></p> <p><i>Reading assessment data to monitor student progress (e.g., standards-based assessment): name of assessment; type of analysis conducted (e.g., pre/post); type of score used; # students completing assessment; and #/% performing at or above proficient or having learning gains (disaggregated by ELL and non-ELL)</i></p>							
<p>Performance Goal 1: PreK-12 Students</p> <p>Performance Indicator 1.2 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments</p> <p>Performance Indicator 1.3 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments by subgroup to reduce the achievement gap</p> <p>Performance Indicator 1.4 Percentage of students scoring Level 4 and above on statewide assessments in reading and mathematics</p> <p><i>Performance Indicators taken from Florida's State Board of Education Strategic Plan 2012-2018</i></p>							

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>1.6 MEP Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the satisfactory level in mathematics on the state's assessment. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).] Desired Change: Increase in percentage</p>		<p>Migrant students taking state assessment (Grades 3-8)</p>	<p>Demographics, comparison of standardized state assessments results for migrant/non-migrant students</p> <p># of migrant students scoring satisfactory or above / total # of migrant students assessed = %</p> <p>Compared to # of non-migrant students scoring at satisfactory or above / total # of non-migrant students assessed = %</p>	<p>State office will query/analyze state assessment results for migrant/non-migrant students.</p>	<p>Fall annually</p>	<p>If and when there are changes with state assessment, notes related to data analysis will be made.</p>	<p>Percentage of migrant students who meet the satisfactory target in mathematics will increase to 82% and the achievement gap between migrant and non-migrant students will decrease over the next three to five years (CNA₁)</p> <p>Percentage of migrant ELLs who meet the satisfactory target in math needs to increase by 6% points over the next three to five years (CNA₂)</p>

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>1.6b MEP Performance Indicator: The percentage of high school students, in the aggregate and in each subgroup, who participated in the Algebra I and Geometry I End-of-Course (EOC) Exams. [Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(C)(i).]</p>		<p>Migrant students taking Algebra I and Geometry I EOC</p>					
<p>1.9 MEP Performance Indicator. The percentage of migrant students making annual gains in mathematics as measured by the requirements for annual learning gains (GAIN) on the state's assessment.</p>		<p>Migrant students in Grades 3-8</p>					

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
1.13 MEP Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant who score at or above the satisfactory level in mathematics on the state's assessment.		Migrant students in Grades 3-8		State office will query/analyze reading/language arts on the state's assessment for migrant/non-migrant students and non-migrant ELL students.			
<p><i>MEP Output Progress Indicators: Mathematics</i></p> <p><i>Documentation on district activities intended to influence migrant student achievement in mathematics: description; purpose; target population; frequency; total duration; total student participation</i></p> <p><i>Mathematics assessment data to monitor student progress (e.g., standards-based assessment): name of assessment; type of analysis conducted (e.g., pre/post); type of score used; # students completing assessment; and #/% performing at or above proficient or having learning gains (disaggregated by ELL and non-ELL)</i></p> <p><i>Documentation on students entering 10th grade having passed Algebra I or enrolled in a higher mathematics course</i></p>							
<p>Performance Goal 1: PreK-12 Students</p> <p>Performance Indicator 1.1 Percentage of VPK completers who score ready on both state Kindergarten readiness assessments</p> <p>Performance Indicator 1.2 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments</p> <p>Performance Indicator 1.3 Percentage of students scoring at or above grade level on statewide English Language Arts, science, and mathematics assessments by subgroup to reduce the achievement gap</p> <p>Performance Indicator 1.4 Percentage of students scoring Level 4 and above on statewide assessments in reading and mathematics</p> <p style="text-align: right;"><i>Performance Indicators taken from Florida's State Board of Education Strategic Plan 2012-2018</i></p>							

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>1.10 MEP Performance Indicator: Of the kindergarten children, who received migrant funded or facilitated Pre-K services, the percentage who demonstrate school readiness as measured by the State’s assessment.</p>		<p>Migrant Pre-K and kindergarten students</p>		<p>State office will query/analyze school readiness participation and state’s assessment for migrant/non-migrant students for the state and by district.</p>			<p>Percentage of migrant students (who received migrant funded or facilitated preschool services) who demonstrated school readiness as measured by the State's assessment will increase to 91% over the next three to five years. (CNA₁)</p> <p>Percentage of migrant-eligible children (ages three to five) receiving preschool services by the MEP or other community agencies needs to increase by 12% points. (CNA₂)</p>
<p><i>MEP Output Progress Indicators: School Readiness</i></p>							
<p><i>Increases in #/% migrant preschoolers receiving early learning services based on individualized needs, by type of program</i></p>							
<p><i>Increases in #/% migrant families with preschool children receiving outreach from MEP or other community agencies</i></p>							
<p>Performance Goal 1: PreK-12 Students 1.8 Graduation Rates 1.9 Percentage of high school graduates meeting approved postsecondary readiness standard</p> <p style="text-align: right;"><i>Performance Indicators taken from Florida’s State Board of Education Strategic Plan 2012-2018</i></p>							

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>5.3 MEP Performance Indicator: The percentage of 12th grade migrant students who graduate from high school with a regular diploma or GED.</p>		<p>Grade 12 migrant students</p>	<p>Demographics for migrant/non-migrant students, individual student graduation/GED data.</p> <p>Current year comparison of total # Grade 12 migrant students to actual # graduated with a regular diploma/ GED also compared to prior year results.</p> <p>Comparison of migrant and non-migrant graduation/ GED annual rates.</p> <p>(# students graduating w/regular diploma or GED/ total # of students in Grade 12) = % current year – (# students graduating w/regular diploma or GED / total # of students in Grade 12) = % prior year = Difference (change in % points)</p>	<p>State migrant office will examine student graduation/ GED results for the state and by district.</p>	<p>Annually in summer following the end of the school year.</p>		<p>Percentage of migrant students who graduate from high school will increase to 92% and the gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years (CNA₁)</p> <p>Percentage of migrant students who are academically promoted to a higher grade needs to increase by 9% points over the next three to five years (CNA₂)</p>

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
5.4 MEP Performance Indicator: The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.		Migrant students in Grades 9-12	Demographics, individual student current year and prior year GPA data. Prior year to current year comparison of % students showing an increase in GPA.	State migrant office will examine student GPA results for the state and by district.	Annually in summer following the end of the school year.		
5.4a The percentage of migrant students in grades 9-12 who increase their GPA over the prior year.		Migrant students in Grades 9-12	Compare 2 years of GPA for each student to identify those that showed an increase. / Total number of students examined = % of students showing an increase in GPA				
5.4b The percentage of migrant students in grades 9-12 who increase their GPA over the prior year. Note: This only includes cohort data. *Districts can choose to follow a cohort within their district and report this data; however, it is not required.		Migrant students 9-12	Compare 2 years of GPA for each student to identify those that showed an increase. / Total number of students examined = % of students showing an increase in GPA				

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<p>5.6 MEP Performance Indicator: Of the 9th-12th grade migrant students who participate in at least 1.5 hours per week for at least 12 weeks (a minimum of 18 hrs in 4 -12 weeks) of MEP funded or facilitated tutoring* and/or academic services*, the percentage that pass the state or EOC assessments.</p>		<p>Grades 9-12 migrant students</p>	<p>Demographics, individual student state assessment or EOC data, state assessment or EOC data prep participation records, sign-in sheets, state assessment or EOC data preparation content, frequency, duration</p> <p>Annual comparison of # of Grades 9-12 students participating in state assessment or EOC prep tutorials for 9+ months and passing state assessment or EOC / # of Grades 9-12 students participating in state assessment or EOC prep tutorials for 9+ months</p>	<p>State migrant office will examine student GPA results for the state and by district.</p>	<p>FCAT2.0/FSA and/or EOC will be queried in summer according to data release/availability.</p>		

Indicator	Strategy, Activity, or Action Plan	Population Served	Data Source(s) or Evaluation Methods	Responsible Party	Evaluation Timeline	Notes	Measurable Program Outcomes (MPOs)
<i>MEP Output Progress Indicators: Graduation</i>							
<i>Data on retention rates, especially for 7th, 8th, and 9th grade students who are failing courses and recommended for retention or mandatory summer school</i>							
<i>Documentation on FCAT2.0 pass rates for 10th grade migrant students participating in MEP-funded preparation (or those referred to existing FCAT2.0 preparation courses for at least nine months</i>							
<i>Documentation on EOC tutoring/ supportive services and pass rates</i>							
<i>Participation rates in PASS and Mini-PASS</i>							

BEFORE Using the Evaluation Framework:

1. What are the reporting requirements, if any?
2. What do you want to know?
3. Do you want an internal or external evaluation?
 - a. If external, identify an evaluator.
 - b. If internal, identify staff with specialized skills.
4. Establish your evaluation team. The evaluation plan should be a collaborative effort of the evaluation team.

DIRECTIONS for Using the Evaluation Framework:

1. In the gray-shaded Performance Measure fields, evaluators will create long-term goals for the project. In some cases, these areas can be used for establishing questions to be answered by the evaluation process.
2. Underneath each performance measure, evaluators will establish key objectives or performance targets to work toward. (Column 1)
3. Column 2, Strategy/Action Plan, refers to the process, strategy, or activity the program will use to accomplish the objective or target noted in Column 1.
4. The Population column notes which population (teachers, students, administrators, community members, etc.) will be affected by the strategy.
5. Data Source indicates the data instruments to be developed or used. These may include classroom observations, feedback survey, pre/post assessment, annual assessment, material examination, etc.

6. Responsible Party is the individual or team responsible for the data collection related to the particular target.
7. Timeline refers to the deadline or time period by which the objective will be completed and/or measured.
8. This column provides space for programs and evaluators to make notes about data collection or progress toward targets.
9. Measurable Program Outcomes outlines the goals set forth in the SDP based on the CNA results.

The chart may expand to accommodate any number of evaluation questions and objectives.

AFTER Completing the Framework:

1. Locate or develop data collection instruments.
2. Establish data collection procedures and processes. This may include developing checklists, spreadsheet templates, database queries, and collection and management protocols (what happens after data collected?).
3. Conduct analysis.
4. Produce reports according reporting requirements or what you wanted to know.
5. Use evaluation findings for program planning, improvement, and sustainability.