



# **BUREAU OF FEDERAL EDUCATIONAL PROGRAMS FLORIDA MIGRANT EDUCATION PROGRAM**

**2017-2018 EVALUATION REPORT**

July 2019

## Table of Contents

Executive Summary .....	v
Annual Evaluation Report .....	10
Purpose.....	10
The Florida Migrant Education Program.....	10
Results .....	12
Demographics.....	12
Reading.....	13
Mathematics.....	18
Graduation .....	22
End of Course Assessments.....	27
Out-of-School Youth.....	30
School Readiness.....	32
Parent Involvement.....	35
Partnerships .....	38
Staff Development .....	40
Health Support Services .....	41
Program Implementation.....	41
Recommendations .....	43
Appendix A: Methodology and Evaluation Process .....	44
Approach .....	44
Data Collection .....	44
Analysis.....	46
Appendix B – Migrant Parent Involvement Survey Instruments .....	48
Parents of Preschool Children.....	48
Parents of Elementary Students.....	49
Parents of Secondary Students .....	50
Appendix C – Migrant Student Survey Instrument .....	51
Appendix D: Supplemental Data Tables.....	53

## Tables

Table 1. Migrant Students Served by Grade Level, Pre-K through Grade 8, SY 2016-2018.....	12
Table 2. Migrant Students Served by Grade Level, Grades 9 through 30, SY 2016-2018.....	13
Table 3. Eligible Migrant Students Demographic Data, SY 2015-2018 .....	13
Table 4. Reading Strategy Priorities, SYs 2015-2018.....	15
Table 5. Reading Proficiency Gaps, SYs 2008-2018 (All Grades).....	17
Table 6. Mathematics Strategy Priorities, SYs 2015-2018 .....	20
Table 7. Mathematics Proficiency Gaps, SYs 2008-2018 (All Grades).....	21
Table 8. LOA Strategic Priorities for Graduation, SYs 2015-2018 .....	24
Table 9. Graduation Rates for Migrant vs. Non-Migrant Students, SYs 2008-2014 .....	25
Table 10. Assessment Passing Rates for Migrant Students Participating in Tutoring, SYs 2015-2018 .....	26
Table 11. School Engagement Survey Data, SYs 2009-2018 .....	26
Table 12. Statewide EOC Results and Gaps: Migrant, Migrant PFS, and Non-Migrant, SYs 2015-2018 .....	29
Table 13. OSY Strategic Priorities 2017-2018.....	31
Table 14. School Readiness Strategy Priorities, SYs 2015-2018.....	34
Table 15. School Readiness Services Provided, SYs 2015-2018 .....	35
Table 16. Parents Involved in Activities by Student Grade Level, SYs 2015-2018 .....	38
Table 17. District MEP Partnership Summary, SY 2017-2018 .....	39
Table 18. Highest Emphasis Health Support Strategies .....	41
Table 19. Migrant Students at or above Proficient in Reading on FSA, by LOA, SYs 2014-2018 .....	53
Table 20. Migrant Students at or Above Proficient in Math on FSA, by LOA, SYs 2014-2018 .....	54
Table 21. Algebra I EOC Results, SYs 2015-2018.....	56
Table 22. Geometry EOC Results, SYs 2015-2018 .....	58
Table 23. Biology I EOC Results, SYs 2015-2018.....	60
Table 24. US History EOC Results, SYs 2015-2018 .....	62
Table 25. Most Consequential Partnerships Reported by District, SY 2017-2018.....	64
Table 26. Added Value of Partnerships Reported by District .....	70
Table 27. District MEP Staff Development Strategies.....	77

## Figures

Figure 1. FMEP Eligible Migrant Students by Year .....	12
Figure 2. Percentage of Migrant Students at or above Reading Proficiency on FSA, SYs 2014-2018.....	16
Figure 3. Percentage of Migrant Students at or above Reading Proficiency on FSA by Grade Level, SYs 2014-2018 .....	17
Figure 4. Reading Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2018 (All Grades) .....	18
Figure 5. Percentage of Migrant Students at or above Mathematics Proficiency on FSA, SY 2014-2018.....	21
Figure 6. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2018 (All Grades) .....	22
Figure 7. 12th Grade Graduation Rate by School Year and Migrant Status, SYs 2008-2014.....	25
Figure 8. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SY 2012-2018 .....	28

## Abbreviations

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

SY

School Year

This report provides information about the statewide Florida Migrant Education Program (FMEP) regarding the implementation and outcomes of services for migrant children and youth during the 2017-2018 program year. The FMEP is administered by the Florida Department of Education (FDOE) through Local Education Agencies (LEAs) and consortia of LEAs. According to Title I, Part C, Education of Migratory Children, Section 1309(2), a child is eligible for the services provided by MEP funding if a parent, guardian, or the individual youth is a qualified migratory worker; the student has moved across school district lines with, to join, or as the worker; and the move was within the past 36 months. The Program serves children and youth from birth through 21 who have not graduated from high school or earned an equivalent diploma.

Services to eligible migrant youth are guided by a statewide Service Delivery Plan (SDP) established by the FMEP in 2012, based on a Comprehensive Needs Assessment (CNA), and updated to reflect changes in the state assessment system during the subsequent period. The SDP identifies the Measurable Program Outcomes (MPOs) that the FMEP uses to determine its success, and these MPOs are used to organize the summary that follows.<sup>1</sup>

### **FMEP Measurable Program Outcomes Status and Summary**

#### *Reading*

- **MPO: [The] percentage of migrant students who score satisfactory in reading will increase to 83% [over the next three to five years].**

*Status: Not Met.*

The statewide assessment for reading has changed twice during the period of the SDP, making it a challenge to determine growth among Florida migrant students. Overall, however, migrant student performance in reading has not increased during the period. Under the Florida Standards Assessment (FSA), 28% of migrant students were proficient in reading in 2017-2018, compared to 27% in 2015-2016 and 2016-2017, and 28% in 2014-2015.

- **MPO: [The] achievement gap [in reading proficiency] between migrant and non-migrant students will decrease over the next three to five years.**

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<sup>1</sup> Because federal guidance for establishing targets at the time of the 2008 and 2012 SDPs, and the prevailing methodology during the early years of No Child Left Behind, was to peg growth targets to 100% proficiency regardless of baseline performance or cohort cohesion, many of the 2012 growth targets are substantially more ambitious than any subgroup growth targets that would be established subsequently under the 2015 Every Student Succeeds Act (ESSA).

*Status: Not Met.*

The reading achievement gap in 2017-2018 was 26%, higher than the 20-point gap reporting during the 2008 CNA.

- **MPO: The percentage of migrant English Language Learners (ELLs) who score satisfactory in reading will increase by six percentage points over the next three to five years.**

*Status: Not Met.*

ELL proficiency under the Florida Standards Assessment rose 6 percentage points from 15% in 2014-2015 to 21% in 2015-2016, then fell back to 15% in 2016-2017 and to 11% in 2017-2018.

- **MPO: All migrant children entering 4<sup>th</sup> grade will be reading at grade level (or higher) over the next three to five years.**

*Status: Not Met.*

In SY 2017-2018, 31% of migrant students were reading at a proficient level at the end of grade 3, up from 28% in SY 2016-2017 and 25% in 2015-2016.

### *Mathematics*

- **MPO: [The] percentage of migrant students who score satisfactory in mathematics will increase to 82% [over the next three to five years].**

*Status: Not Met.*

Overall, 40% of migrant students demonstrated proficiency on the SY 2017-2018 FSA in mathematics, up from 39% in SY 2016-2017.

- **MPO: [The] achievement gap [in mathematics proficiency] between migrant and non-migrant students will decrease over the next three to five years.**

*Status: Not Met.*

Overall, the math achievement gap stayed the same from SY 2011-2012 to SY 2017-2018 (15%), after dropping to 9% in SY 2016-2017.

- **MPO: [The] percentage of migrant ELLs who score satisfactory in math will increase by six percentage points over the next three to five years.**

*Status: Not Met.*

Mathematics proficiency among migrant ELLs, as measured by the FSA, increased from 28% to 29% between SY 2014-2015 and SY 2017-2018, a 1 percentage point gain.

### *Graduation*

- **MPO: [The] percentage of migrant students who graduate from high school will increase to 92% [over the next three to five years].**

*Status: Data Not Available.*

In SY 2013-2014, the last year for which data was available for this report, 55% of migrant 12<sup>th</sup> grade students graduated from high school.

- **MPO: [The] gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years.**

*Status: Data Not Available.*

The gap in migrant/non-migrant graduation rates among the Local Operating Agencies (LOAs) reporting data increased from 3 percentage points in SY 2011-2012 to 13 percentage points in SY 2014-2015.

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

*Status: Data Not Available.*

### *Out-of-School Youth*

- **MPO: [The] percentage of migrant Out-of-School Youth (OSY) receiving support to access educational resources in communities where they live and work needs to increase over the next three to five years.**

*Status: Met.*

In SY 2016-2017, 30% of migrant OSY received support to access education resources, up from the SY 2013-2014 baseline of 23%. Data collection for this item was suspended until the new SDP took effect in fall 2018.

- **MPO: [The] percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years.**

*Status: Data Not Available.*

In SY 2013-2014, 73% of migrant OSY received help developing survival English skills, dropping to 45% in SY 2015-2016 and 19% in 2016-2017. Data collection for this item was suspended until the new SDP took effect in fall 2018.

### *School Readiness*

- **MPO: [The] percentage of migrant students (who received migrant funding or facilitated preschool services) who demonstrate school readiness as measured by the State's assessment will increase to 91% over the next three to five years.**

*Status: Not Met.*

The percentage of students who demonstrated school readiness rose substantially from 49% in SY 2012-2013 to 67% in SY 2016-2017, but the increase does not meet the 91% target. Data were not collected in SY 2017-2018.

- **MPO: [The] percentage of migrant eligible children (ages 3 to 5) receiving preschool services by the MEP or other community agencies will increase by 12 percentage points over the next three to five years.**



*Status: Not Met.*

Districts reported serving significantly more preschool age migrant children in SY 2017-2018 than during the baseline year of SY 2012-2013 (1,262 compared to 170), but the percentage of preschool age migrant children receiving services declined between SY 2012-2013 and SY 2016-2017, from 94% to 45%.

### *Parent Involvement*

- **MPO: Parent involvement needs to increase by 12 percentage points among parents of migrant students in grades K-5 over the next three to five years.**

*Status: Met.*

In SY 2017-2018, 88% of migrant K-5 parents participated in targeted activities, up from 71% in SY 2010-2011.

- **MPO: Parent involvement needs to increase by 23 percentage points among parents of migrant middle and high schoolers over the next three to five years.**

*Status: Met.*

In SY 2017-2018, 88% of migrant middle and high school parents participated, up from 60% in SY 2010-2011.

- **MPO: Parent involvement needs to increase by 24 percentage points among parents of migrant preschool children (aged 3-5) over the next three to five years.**

*Status: Substantially Met.*

In SY 2017-2018, 90% of migrant preschool parents participated, up from 68% in SY 2010-2011.

### *End-of-Course Assessments*

- **Performance Indicator: The percentage of 9th grade students, in the aggregate and in each subgroup, who participated in the Algebra I and Geometry I End-of-Course (EOC) Exams.**

*Desired Change: Increase in percentage*

*Status: Pass rate increased, but there was insufficient data to determine indicator status.*

From SY 2015-2016 to SY 2017-2018, the number of migrant students required to take the Algebra I EOC declined from 1,441 to 1,158, while the pass rate increased from 30% to 40%. For Geometry I, the number of migrant students required to take the exam also declined slightly, from 831 to 823, while the pass rate also rose from 30% to 40%.

Because migrant students take Algebra I and Geometry I at various grade levels, the appropriate denominator for the performance indicator is not clear.

- **Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant students who score at or above the proficient level in the Algebra I and Geometry I End-of-Course (EOC) Exams.**

*Desired Change: Decrease gap*

*Status: Met in Algebra I; Not Met in Geometry I.*

The gap between the percentage of migrant students and non-migrant students scoring at or above proficient in Algebra I declined from 22% to 17% between SY 2012-2013 and SY 2017-2018. For Geometry I, it rose from 9% in SY 2012-2013 to 13% in SY 2017-2018 but fell from 20% in 2015-2016.

- **Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in the Biology I End-of-Course (EOC) Exam.**

*Desired Change: Increase in percentage*

*Status: Not Met.*

The percent of migrant students scoring proficient or higher on the Biology I EOC declined from 53% in SY 2012-2013 to 45% in SY 2017-2018.

### *Partnerships*

For SY 2017-2018, the median district reported 13 partnerships, and overall, MEP districts reported a total of 540 partnerships used to extend and coordinate migrant education services.

### *Staff Development*

In SY 2017-2018, nearly all districts reported that 100% of MEP staff received at least one staff development activity: 29 reported 100%, 1 reported 99%, and 1 reported 29%.

### *Health Support Services*

Within the health strategies outlined in the SDP, districts were mostly likely to report emphasizing: building networks with community-based organizations and providers to improve migrant access to services (94%), directly offering health related services and education to migrant families (65%) and creating educational resources for migrant families related to health issues (35%).

### Purpose

The purpose of this report is to provide information about the statewide Florida Migrant Education Program (FMEP) regarding the effectiveness of services for migrant children and youth. It covers the 2017-2018 program year and is framed to measure the implementation and effectiveness of the strategies and Measurable Performance Outcomes (MPOs) outlined in the 2012 SDP, which updated the prior SDP completed in 2008. A new SDP was adopted in 2018 which guides the 2018-2019 FMEP and established new MPOs and implementation strategies following revised federal guidance for establishing annual growth targets. The new SDP will be used as the basis for subsequent evaluation reports. The evaluators note that because federal guidance for establishing targets at the time of the 2008 and 2012 SDPs, and the prevailing methodology during the early years of No Child Left Behind, was to peg growth targets to 100% proficiency regardless of baseline performance or student mobility, many of the 2012 growth targets are substantially more ambitious than any subgroup growth targets that would be established subsequently under the 2015 Every Student Succeeds Act (ESSA).

### The Florida Migrant Education Program

The FMEP is administered through the Florida Department of Education (FDOE) to Local Education Agencies (LEAs) and consortia of LEAs. Of the state's 76 school districts,<sup>2</sup> all but 16 received migrant funds either directly (30) or through the consortia; there were 18 school districts under the Panhandle Area Educational Consortium (PAEC) and 12 under Alachua Multi-County Consortium (AMCC) in the program year reported here (2017-2018). Data are submitted by LEAs to the FDOE through annual self-evaluation reports using a standardized reporting template. This report discusses the findings from the evaluation strategies established by the FMEP related to its two main questions:

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

The primary purpose of the MEP evaluation is to provide a statewide perspective on services and their impact to enable the state MEP director and the FDOE staff to make programmatic decisions based on data. The local MEP grant application process allows for some flexibility to ensure that LEAs and consortia implement services that meet the needs of their students in the context of district programs and resources. However, the FMEP provides guidance in identifying evidence-based strategies through the continuous improvement cycle of the Comprehensive Needs Assessment (CNA), the Service Delivery Plan (SDP), and the process of ongoing evaluation. The evaluation serves as an annual status check on progress made in implementing targeted services and in measuring the effectiveness of those services, enabling the state director to identify promising practices within districts that can be shared for intrastate (and interstate) coordination in addressing the unique needs of migrant youth. The evaluation findings are intended to assist the FMEP in making mid-course corrections to improve impact.

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<sup>2</sup> School districts for federal reporting purposes

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

The FMEP is funded through the federal MEP, created in 1966 under Title I, Part C of the Elementary and Secondary Education Act (ESEA) and was amended in 2001 through the No Child Left Behind Act (NCLB) and the 2015 ESEA Reauthorization known as the Every Student Succeeds Act (ESSA). Section 1301 of ESSA outlines the MEPs purposes, to:

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

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

## Results

Thirty-one Florida LOAs received funding and provided data using self-evaluation reporting forms for the SY 2017-2018 program year.

### Demographics

The FMEP is the fourth largest MEP in the United States in terms of the number of migrant-eligible students and youth served (following California, Washington and Texas)<sup>3</sup>. However, as demonstrated in Figure 1, the number of migrant students in Florida has been falling from a recent high of 27,528 in SY 2014-2015 to 24,454 in SY 2017-2018, a decline of more than 3,000 students.

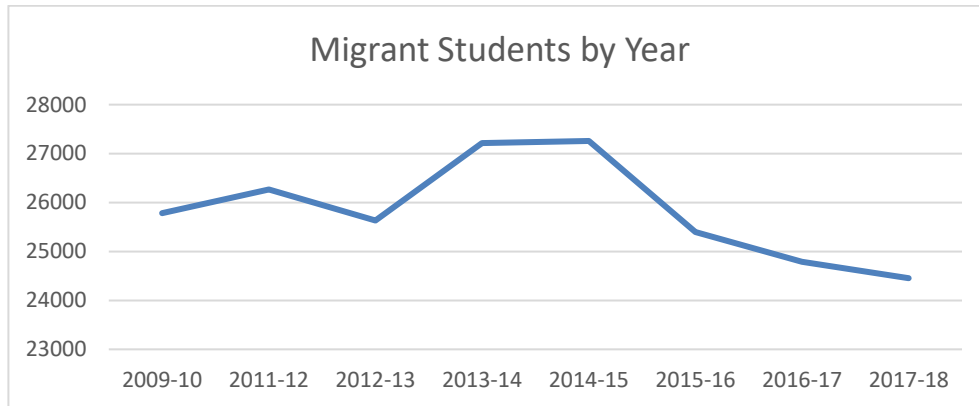


Figure 1. FMEP Eligible Migrant Students by Year

The number and percent of migrant students designated as Priority for Service (PFS), the most highly mobile at-risk subgroup, declined slightly between SY 2015-2016 and SY 2016-2017, from 21% to 19%, and then rose significantly to 28% in 2017-2018 (see Table 3). The SY 2017-2018 distribution of students by grade level was substantially similar to SY 2016-2017 and is shown in Table 1 and Table 2.

Table 1. Migrant Students Served by Grade Level, Pre-K through Grade 8, SY 2016-2018

	PK	KG	01	02	03	04	05	06	07	08
<b>2016-2017</b>	3,220	1,579	1,627	1,719	1,850	1,472	1,536	1,383	1,298	1,243
	13%	6%	7%	7%	7%	6%	6%	6%	5%	5%
<b>2017-2018</b>	2,896	1,434	1,582	1,575	1,765	1,580	1,431	1,483	1,301	1,290
	12%	6%	7%	7%	8%	7%	6%	6%	6%	5%

<sup>3</sup> 2017-2018 ED Facts, as cited in *Study of the Implementation of the ESEA Title I — Part C Migrant Education Program*, Washington, DC: U.S. Department of Education, August 2019.

Table 2. Migrant Students Served by Grade Level, Grades 9 through 30, SY 2016-2018

	09	10	11	12	30
<b>2016-</b>	1,274	1,155	945	830	3,658
<b>2017</b>	5%	5%	4%	3%	15%
<b>2017-</b>	1,201	1,179	984	867	2,921
<b>2018</b>	5%	5%	4%	4%	12%

Note: Grade '30' is defined as Adult, Non-High School Graduate

Table 3. Eligible Migrant Students Demographic Data, SY 2015-2018

		2015- 2016	2016- 2017	2017- 2018 <sup>4</sup>
<b>ELL/LEP (LY)</b>	#	8,169	8,118	7,754
	%	32%	33%	32%
<b>PFS</b>	#	5,348	4,816	6,889
	%	21%	19%	28%
<b>PFS without age 3-5 (not KG)</b>	#	5,287	4,760	6,816
	%	21%	19%	28%
<b>Children with Disabilities (IDEA)</b>	#	2,776	2,653	2,607
	%	11%	11%	11%
<b>Dropouts</b>	#	163	121	<i>Pending</i>
	%	.6%	.005%	
<b>Total</b>	#	25,396	24,789	24,454

Note: ELL = English language learners, LEP (LY) = Limited English proficiency (student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach), PFS = Priority for Services.

## Reading

### Background

Initial concern statements from the 2010 CNA Work Group indicate that migrant stakeholders in Florida are concerned that migrant English language learners (ELLs) lack content-specific English vocabulary and comprehension. At the time, Florida Comprehensive Assessment Test (FCAT) results showed 61% of non-migrant students scoring proficient or above on the reading assessment, with 38% of migrant students overall and 28% of migrant ELLs scoring proficient.

Reading strategies identified in the 2012 SDP include a literacy focus on vocabulary and fluency development in consultation with a reading advocate who can also provide technical assistance to MEP staff, with an emphasis on academic language and content-based vocabulary for ELLs.

<sup>4</sup> 2015-2017 figures are from CSPR; 2017-2018 figures are from FDOE EdFacts submission files.

To help districts think through their literacy programming, the SDP identified tutoring for PFS students, curriculum aligned to tools for assessment and progress monitoring, use of technology, family outreach, sustained professional development for MEP staff, etc. The FMEP strongly encourages LOAs to use these strategies while allowing districts maximum flexibility in identifying solutions to meet their particular contexts and needs.

### **Reading MPOs - Status and Summary**

**[The] percentage of migrant students who score satisfactory in reading will increase to 83% [over the next three to five years].**

**Status: Not Met.**

*The statewide assessment for reading has changed twice during the period of the SDP, making it a challenge to determine growth among Florida migrant students. Overall, however, migrant student performance in reading has not increased during the period. Under the FSA, 28% of migrant students were proficient in reading in 2017-2018, compared to 27% in 2015-2016 and 2016-2017, and 28% in 2014-2015.*

**[The] achievement gap [in reading proficiency] between migrant and non-migrant students will decrease over the next three to five years.**

**Status: Not Met.**

*The reading achievement gap in 2017-2018 was 26%, higher than the 20-point gap reporting during the 2008 CNA.*

**The percentage of migrant ELLs who score satisfactory in reading will increase by six percentage points over the next three to five years.**

**Status: Not Met.**

*ELL proficiency under the FSA rose 6 percentage points from 15% in 2014-2015 to 21% in 2015-2016, then fell back to 15% in 2016-2017 and to 11% in 2017-2018.*

**All migrant children entering 4<sup>th</sup> grade will be reading at grade level (or higher) over the next three to five years.**

**Status: Not Met.**

*In SY 2017-2018, 31% of migrant students were reading at a proficient level at the end of grade 3, up from 28% in SY 2016-2017 and 25% in 2015-2016.*

### **Implementation**

To help migrant students advance in reading, most districts prioritized high quality curriculum with progress monitoring, strategic, content-based tutoring for PFS students, and technology-supported learning. LOAs chose the top three strategies emphasized by their district MEPs during the school year (see Table 4). Strategies that were not a top three priority may have been used, but will not be reflected in these results.

Providing a high-quality curriculum that is aligned with tools for assessment and progress monitoring, providing strategic reading tutoring to PFS students, and utilizing technology and

other tools for literacy remained the most frequently indicated priorities in 2017-2018 (61%, 48%, and 45%, respectively). However, high-quality curriculum rose substantially from 44% in 2016-2017 to replace technology-based tools as the top strategy. Family literacy activities rose from 13% in SY 2016-2017 to 26% in 2017-2018. LOAs were also less likely to prioritize providing information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY (23% in 2017-2018 compared to 31% in 2016-2017), and emphasizing language-based content instruction using sheltered instruction with ELLs (6% in 2017-2018 compared to 25% in 2016-2017).

**Table 4. Reading Strategy Priorities, SYs 2015-2018**

Reading Strategy Priorities	% of LOAs		
	2015-16 N=32	2016-17 N=32	2017-18 N=31
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	47%	44%	61%
Provide strategic, content-based tutoring in reading to students identified as PFS	44%	44%	48%
Utilize technology and other tools	47%	50%	45%
Provide information and materials to instructional staff on scientifically-based reading strategies	28%	22%	26%
Offer family literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English adults	16%	13%	26%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement of Recovery OSY	28%	31%	23%
Provide information and materials to instructional staff on scientifically-based and English as a Second Language (ESL) strategies to utilize with migrant students	25%	16%	19%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	13%	16%	19%
Provide training to MEP staff on OSY resources and strategies	6%	9%	19%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	13%	6%	13%
Provide sustained and intensive professional development	6%	6%	10%
Emphasize language-based content instruction using sheltered instruction with ELLs	13%	25%	6%
Other (reading enrichment camp, needs based tutoring)			6%
Sponsor a collaborative portfolio exchange among districts and means to share assessment tool information	0%	0%	0%

## Outcomes



In SY 2017-2018, Florida migrant students overall saw a slight increase in their demonstrated proficiency in reading on the FSA, from 27% in 2016-2017 to 28% in 2017-2018 (see Figure 2), but within a 1 percentage point range from 2014-2018. PFS and non-ELL migrant students showed a 2 percentage point gain, while ELL migrant students dropped further from 15% in 2016-2017 to 11% in 2017-2018.

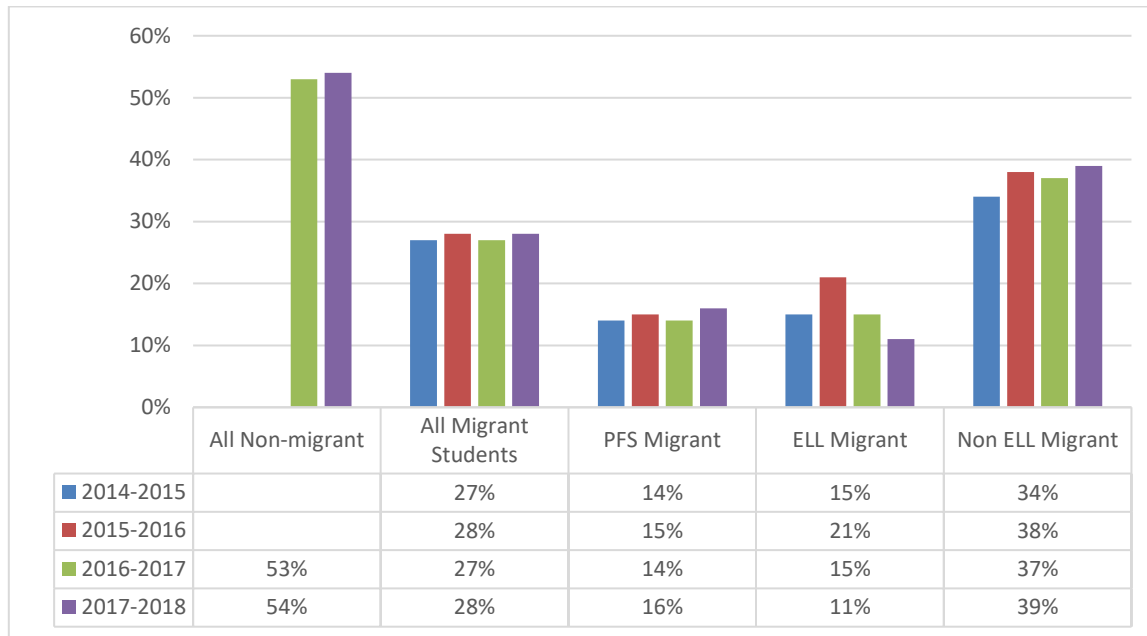


Figure 2. Percentage of Migrant Students at or above Reading Proficiency on FSA, SYs 2014-2018

*Note: All results reported are for students in MEP funded districts only, including the All Non-migrant Student category.*

As Figure 3 illustrates, Grade 3 migrant student proficiency increased from 25% SY 2015-2016 to 31% in SY 2017-2018. Using reading proficiency as the indicator of on-grade-level for reading by Grade 4, this 31% proficient was short of the MPO for reading of 100% of migrant students reading at grade level or higher when entering 4<sup>th</sup> grade.

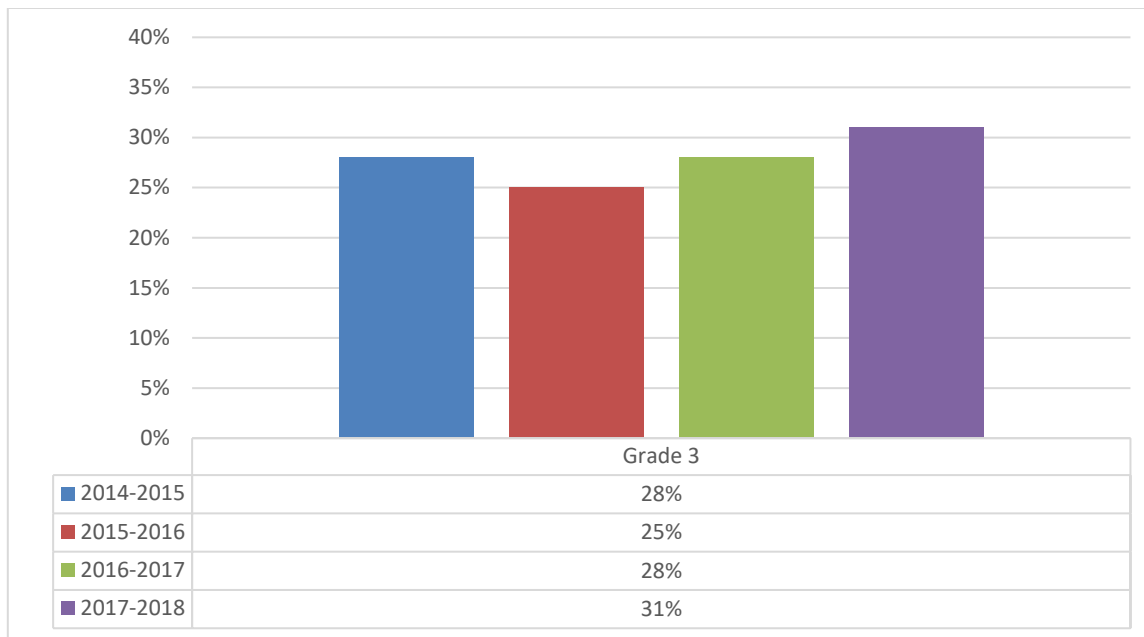


Figure 3. Percentage of Migrant Students at or above Reading Proficiency on FSA by Grade Level, SYs 2014-2018

Although the reading assessment changed during the period reported in Table 5 and Figure 4, it is still useful to examine the proficiency gap between migrant and non-migrant students across years. Overall, the proficiency gap rose from SY 2008-2009 to SY 2018-2019, from 20% to 26%. The gap stayed the same from SY 2016-2017 to SY 2017-2018.

Table 5. Reading Proficiency Gaps, SYs 2008-2018 (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	38	58	20%
2009-2010	40	59	19%
2010-2011	37	55	18%
2011-2012	31	49	18%
2012-2013	31	53	22%
2013-2014	32	51	19%
2014-2015	27	43	16%
2015-2016	28	47	19%
2016-2017	27	53	26%
2017-2018	28	54	26%

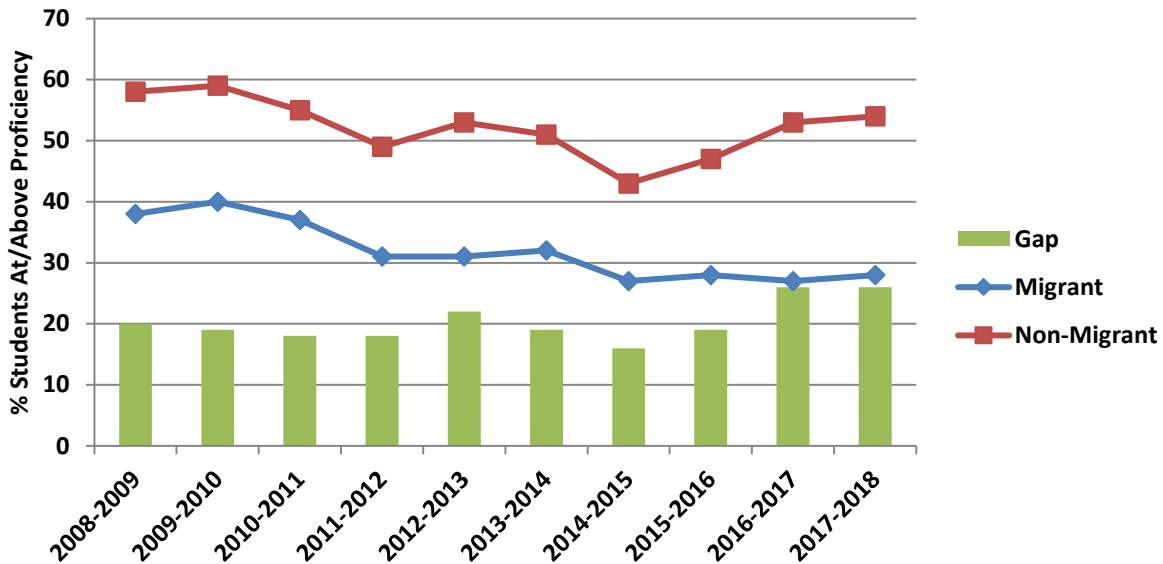


Figure 4. Reading Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2018 (All Grades)

## Mathematics

### Background

According to the 2010 CNA Work Group Statements of Concern, migrant stakeholders in Florida are concerned that migrant ELLs lack content-specific English vocabulary and comprehension. At the time, FCAT results showed 67% of non-migrant students scoring proficient or above on the mathematics assessment, with 50% of non-migrant students overall and 38% of migrant ELLs scoring proficient.

Mathematics strategies identified in the 2012 SDP include math programming with a recommended focus on rigor and cultural relevance and the use of manipulatives in instruction in consultation with a math coach. The SDP also recommended emphasizing academic language and content-based vocabulary for ELLs.

To help districts think through their mathematics programming, the SDP identified tutoring for PFS students, curriculum aligned to tools for assessment and progress monitoring, use of technology and/or concrete manipulatives, family outreach, sustained professional development for MEP staff, etc. The FMEP strongly encourages LOAs to utilize these strategies while allowing districts maximum flexibility in identifying solutions to meet their contexts and needs.

### Mathematics MPOs – Status and Summary

**[The] percentage of migrant students who score satisfactory in mathematics will increase to 82% [over the next three to five years].**

***Status: Not Met.***

*Overall, 40% of migrant students demonstrated proficiency on the SY 2017-2018 FSA in mathematics, up from 39% in SY 2016-2017.*

**[The] achievement gap [in mathematics proficiency] between migrant and non-migrant students will decrease over the next three to five years.**

***Status: Not Met.***

*Overall, the math achievement gap stayed the same from SY 2011-2012 to SY 2017-2018 (15%), after dropping to 9% in SY 2016-2017.*

**[The] percentage of migrant ELLs who score satisfactory in math will increase by six percentage points over the next three to five years.**

***Status: Not Met.***

*Mathematics proficiency among migrant ELLs, as measured by the FSA, increased from 28% to 29% between SY 2014-2015 and SY 2017-2018, a 1 percentage point gain.*

### Implementation

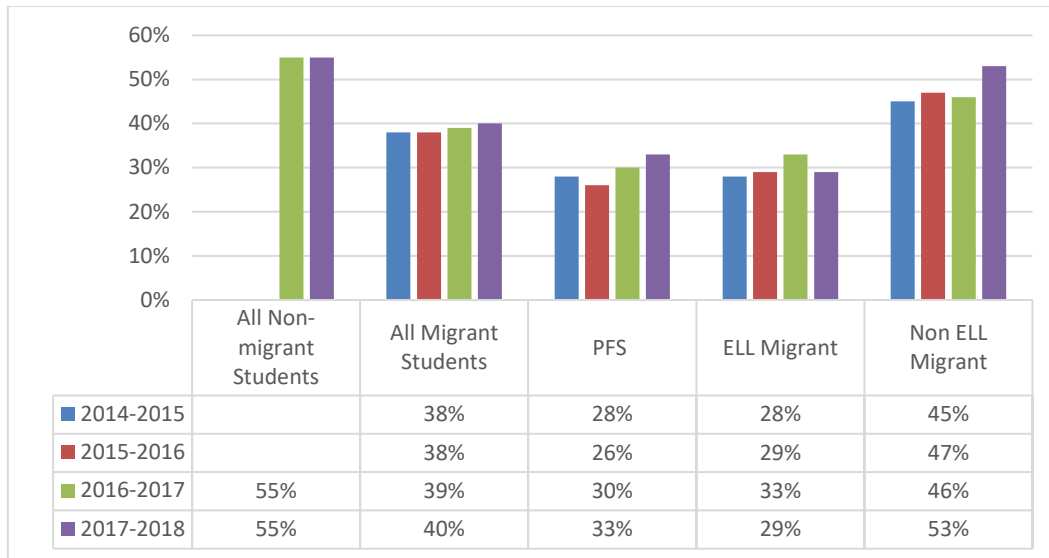
Grantees were asked to choose the top three strategies they emphasized during the school year for mathematics instruction, and two clear priorities emerged for SY 2017-2018: high quality curriculum with progress monitoring, and tutoring for PFS students (see Table 6). Use of technology based tools to promote math skills, while still tied for 3<sup>rd</sup> with use of concrete approaches to build mental models of math concepts, fell from 54% to 35% from SY 2016-2017 to 2017-2018. Note that some strategies may have been used that are not reflected in the table below because they were not noted by LOAs as being in their top three priorities.

Table 6. Mathematics Strategy Priorities, SYs 2015-2018

Mathematics Strategy Priorities	% LOAs		
	2015-2016 N=32	2016-2017 N=32	2017-2018 N=31
Provide high quality curriculum that is aligned with tools for assessment and progress monitoring to meet individualized student needs	56%	56%	65%
Provide strategic, content-based tutoring in math to students identified as PFS	52%	44%	61%
Utilize technology and other tools to promote math skills development and literacy	38%	53%	35%
Use concrete approaches (e.g., manipulatives) to build mental models of math concepts	38%	25%	35%
Hire or consult with a math advocate (e.g., a certified teacher)	22%	22%	26%
Offer math literacy opportunities to migrant parents, including home-based tutoring to model promising practices and basic English for adults	6%	6%	19%
Provide information and materials to instructional staff on scientifically-based math and ESL strategies	13%	22%	16%
Instruct parents on using math resources in the home	6%	6%	16%
Emphasize academic language in content-specific instruction, using sheltered instruction with ELLs	13%	19%	10%
Provide training to MEP staff on instructional strategies and assessments for math	19%	3%	10%
Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development	13%	3%	6%
Provide math programming that focuses on rigor and cultural relevance	9%	9%	3%
Other (including use of Title 1A funded computers to use i-Ready)	6%	6%	3%
Train math coaches/advocates to support MEP staff skills development	3%	3%	3%

### Outcomes

Migrant student performance in mathematics as measured by the FSA rose slightly from 38% in SY 2014-2015 to 40% in SY 2017-2018 (see Figure 5). Of not, Non-ELL migrant student performance rose 7 percentage points from SY 2016-2017 to SY 2017-2018, from 46% to 53%, 2 percentage points lower than all non-migrant students.



**Figure 5. Percentage of Migrant Students at or above Mathematics Proficiency on FSA, SY 2014-2018**

*Note: All results reported are for students in MEP funded districts only, including the All Non-migrant Student category.*

Although the mathematics assessment changed during the period reported in Table 7, it is still useful to examine the proficiency gap between migrant and non-migrant students across years. Overall, the math achievement gap stayed the same from SY 2011-2012 to SY 2017-2018 (15%), after dropping to 9% in SY 2016-2017.

**Table 7. Mathematics Proficiency Gaps, SYs 2008-2018 (All Grades)**

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2008-2009	50	63	13%
2009-2010	53	65	12%
2010-2011	49	59	10%
2011-2012	37	52	15%
2012-2013	42	51	9%
2013-2014	41	50	9%
2014-2015	38	46	8%
2015-2016	38	46	8%
2016-2017	39	48	9%
2017-2018	40	55	15%

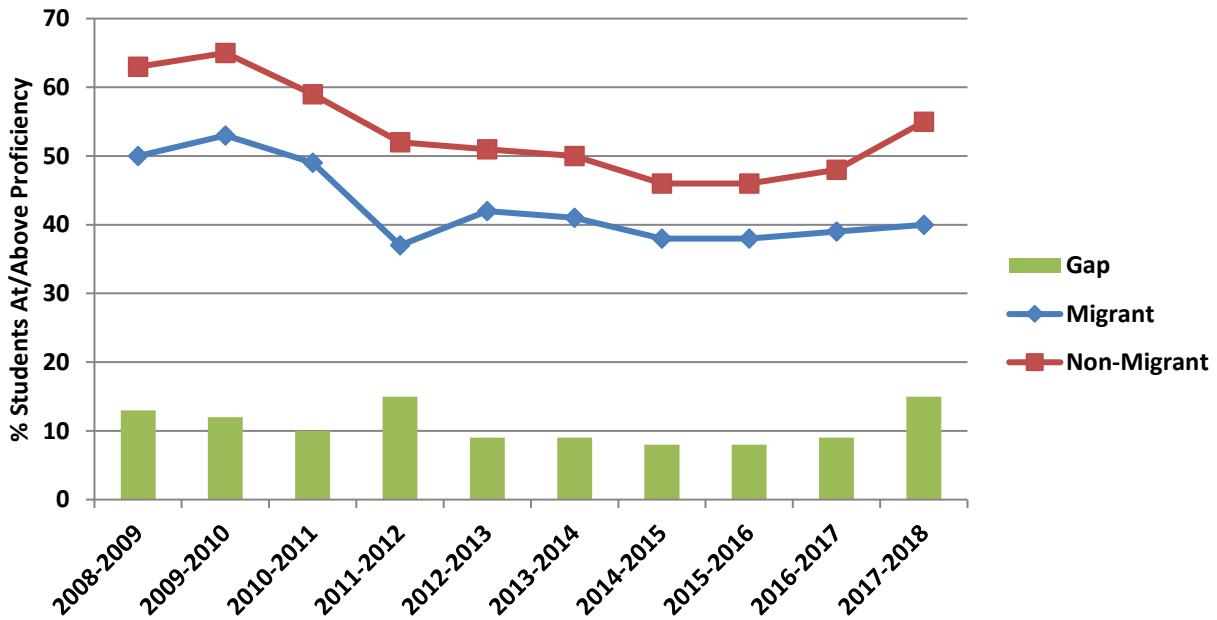


Figure 6. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2008-2018 (All Grades)

## Graduation

### Background

Initial concern statements from the 2010 CNA Work Group indicate that migrant stakeholders in Florida fear migrant students are not on track to graduate from high school in four to five years.

To address this, graduation strategies identified in the 2012 SDP include enhancing 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 an emphasis on hiring a secondary advocate.

Credit accrual through PASS and Mini-PASS, transition support from elementary to middle and from middle to high school, assessment tutoring, mentoring, dropout recovery, family outreach, and sustained professional development for MEP staff were some of the recommendations included in the 2012 SDP to meet migrant student graduation goals.

### Graduation MPOs – Status and Summary

**[The] percentage of migrant students who graduate from high school will increase to 92% [over the next three to five years].**

***Status: Data Not Available.***

*In SY 2013-2014, the last year for which data was available for this report, 55% of migrant 12<sup>th</sup> grade students graduated from high school.*

**[The] gap in graduation rates between migrant and non-migrant students will decrease to 0% over the next three to five years.**

***Status: Data Not Available.***

*The gap in migrant/non-migrant graduation rates among the LOAs reporting data increased from 3 percentage points in SY 2011-2012 to 13 percentage points in SY 2014-2015.*

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

***Status: Data Not Available.***

### Implementation

LOAs were asked to choose the top three graduation strategies emphasized by their district MEP in SY 2017-2018 (see Table 8). Top priorities included: hiring secondary-level advocates for migrant students (56% of districts, an increase of 12% over SY 2015-2016); providing PASS curricula to migrant students for credit recovery (41% of districts, a decrease of 3% from SY 2015-2016); and providing information and materials to staff related to credit recovery, test preparation, and graduation enhancement (38% of districts, an increase of 10% over SY 2015-2016). Dropout prevention and content-based tutoring were less often named as top 3 priorities in SY 2016-2017 than in SY 2015-2016.



Table 8. LOA Strategic Priorities for Graduation, SYs 2015-2018

Graduation Strategic Priorities	2015-2016	2016-2017	2017-2018
	N=32	N=32	N=31
Hire qualified secondary-level advocates (grades 6-12) to assist migrant students to access services and programs	44%	56%	55%
Provide PASS and Mini-PASS curricula to migrant students who are behind and need to accrue additional credits toward graduation	44%	41%	45%
Provide strategic, content-based tutoring to secondary students	47%	34%	42%
Provide training to MEP staff on resources and strategies for secondary-aged migrant students	16%	13%	42%
Provide information and materials to migrant and general education staff on advocacy, credit accrual, FSA and EOC preparation, and graduation enhancement for migrant secondary students	28%	38%	35%
Provide FSA and EOC preparation tutoring	29%	31%	32%
Offer information on graduation enhancement to parents	19%	28%	32%
Provide transition support for migrant students moving from elementary to middle school and from middle school to 9th grade	3%	6%	26%
Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)	34%	28%	13%
Create mentoring opportunities for migrant students (e.g. peer-to-peer, adult volunteers, etc.)	13%	6%	10%
Create mentoring opportunities for migrant parents (e.g. shadowing other migrant parents actively involved in the MEP)	0%	0%	3%

### Outcomes

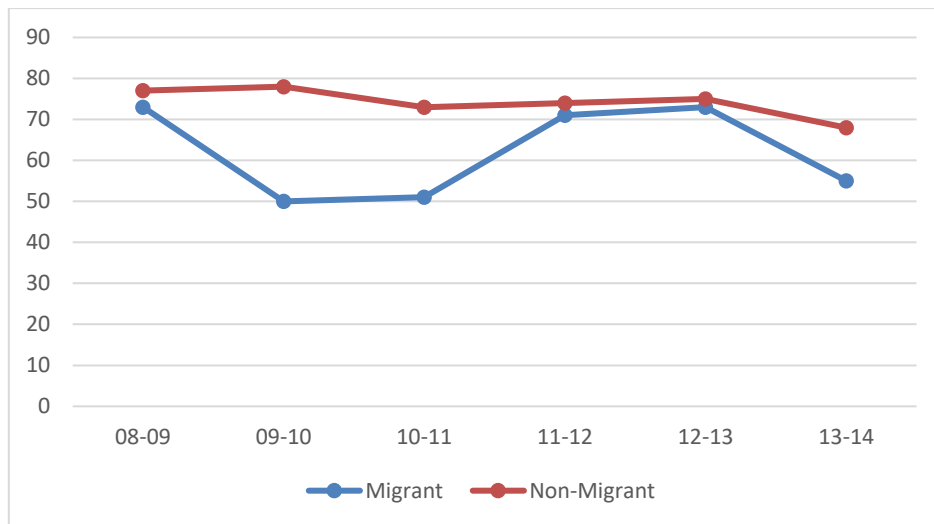
Graduation data has not been available for SY 2014-2018. New state performance targets, MPOs and associated data collection procedures are anticipated for SY 2018-2019 and beyond as part of the new SDP. Table 9 shows data from previous evaluation years on the numbers and percentages of students who graduated with a regular diploma, GED, or special diploma. Beginning in SY 2010-2011, the U.S. Department of Education began requiring states to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes GEDs and special diplomas. The figures reported below reflect the exclusion of GEDs and special diplomas, but do not use a cohort graduation rate. In addition, state graduation requirements have changed over the reporting period. Therefore, trend data should be interpreted with caution.

In SY 2011-2012, 71% of migrant 12<sup>th</sup> graders graduated; in SY 2012-2013 that percentage had climbed back to 73% (where it was in SY 2008-2009) before falling to 55% in SY 2013-2014. The

gap between migrant and non-migrant students graduating was 3 percentage points in SY 2011-2012 and reduced to 2 percentage points in SY 2012-2013 (versus 4 percentage points in SY 2008-2009) before rising to 13 percentage points in SY 2013-2014.

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

School Year	Total # Grade 12 Migrant Students	# Grade 12 Migrant Student Graduates	% Grade 12 Migrant Student Graduates	Total # Grade 12 Non-Migrant Students	# Grade 12 Non-Migrant Student Graduates	% Grade 12 Non-Migrant Student Graduates	Gap (in % points)
08-09	670	492	73	110,685	84,974	77	4
09-10	1,131	562	50	196,192	153,930	78	28
10-11	995	506	51	202,564	148,226	73	22
11-12	612	437	71	196,842	146,024	74	3
12-13	766	563	73	204,344	152,353	75	2
13-14	908	502	55	142,258	97,175	68	13



**Figure 7. 12th Grade Graduation Rate by School Year and Migrant Status, SYs 2008-2014**

Given the recommendation from the CNA to provide tutoring for assessment preparation, the FMEP collected information on passing rates for those who received more than three months of tutoring. The number of migrant students in grades 10-12 who participated in extensive tutoring fell from SY 2016-2016 to SY 2016-2017 (from 144 to 107), then more than doubled in SY 2017-2018 to 250 students. Given the limited number of LOAs providing these data, it is probable that the number of students who receive tutoring in recent years is much greater than represented in Table 10. The percentage of tutored students who passed the state assessment declined from 45% in SY 2015-2016 to 36% in SY 2017-2018.

**Table 10. Assessment Passing Rates for Migrant Students Participating in Tutoring, SYs 2015-2018**

School Year	Total # Migrant Students G10-G12 participating in MEP tutoring $\geq$ 3 mos.	# Tutored Students who Passed Assessment	% Tutored Students who Passed Assessment
15-16	144	65	45
16-17	107	49	46
17-18	250	90	36

*\*Note: data were provided only by 10 LOAs for SY 2015-2016, 6 in SY 2016-2017 and 12 in SY 2017-2018. Assessment scores are FSA scores or EOCs.*

Secondary students were surveyed about the extent to which they were involved in extracurricular activities and were encouraged by an educator to reach long term goals (i.e., graduate and pursue postsecondary options). Extracurricular participation and encouragement are proxy measures for school engagement. All LOAs used a common survey instrument for students in grades 6-12 (see Appendix B for student survey instrument, and Table 11 for results). While only about half of all migrant students in those grades responded in each year, 41% of respondents indicated participating in extracurricular activities in SY 2017-2018, a slight increase from the prior year and within the range of all years for which data are available. For student encouragement, among the total of 3,092 respondents in Grades 6-12 in SY 2017-2018, 67% reporting receiving encouragement.

**Table 11. School Engagement Survey Data, SYs 2009-2018**

Measure of Engagement	School Year	Total # Migrant Students Grades 6-12	Total # Migrant Survey Respondents	Total Participating in Extracurricular Activities or Engaged in School	N %
<b>Extracurricular Participation</b>	09-10	6,268	2,709	1,163	43%
	10-11	7,144	3,639	1,520	42%
	11-12	6,209	2,956	1,139	39%
	12-13	6,920	3,004	1,319	44%
	13-14	7,270	3,520	1,578	45%
	14-15	6,825	3,337	1,521	46%
	15-16	7,004	3,250	1,326	41%
	16-17	7,381	3,018	1,311	43%
	17-18	7,783	3,092	1,265	41%
<b>Encouragement</b>	09-10	6,283	2,740	1,903	69%
	10-11	6,507	3,609	2,732	76%
	11-12	6,568	2,902	2,344	81%
	12-13	5,741	2,618	2,201	70%
	13-14	5,272	2,351	1,829	78%
	14-15	6,615	3,178	2,230	70%
	15-16	6,969	3,226	2,016	62%
	16-17	7,317	3,199	2,190	68%
	17-18	7,783	3,092	2,085	67%

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

**EOC Performance Indicators – Status and Summary**

**Performance Indicator: The percentage of 9th grade students, in the aggregate and in each subgroup, who participated in the Algebra I and Geometry I End-of-Course (EOC) Exams.**

*Desired Change: Increase in percentage*

**Status: Pass rate increased, but there was insufficient data to determine indicator status.**

*From SY 2015-2016 to SY 2017-2018, the number of migrant students required to take the Algebra I EOC declined from 1,441 to 1,158, while the pass rate increased from 30% to 40%. For Geometry I, the number of migrant students required to take the exam also declined slightly, from 831 to 823, while the pass rate also rose from 30% to 40%. Because migrant students take Algebra I and Geometry I at various grade levels, the appropriate denominator for the performance indicator is not clear.*

**Performance Indicator: The gap between the percentage of migrant students and the percentage of non-migrant students who score at or above the proficient level in the Algebra I and Geometry I End-of-Course (EOC) Exams.**

*Desired Change: Decrease gap*

**Status: Met in Algebra I; Not Met in Geometry I.**

*The gap between the percentage of migrant students and non-migrant students scoring at or above proficient in Algebra I declined from 22% to 17% between SY 2012-2013 and SY 2017-2018. For Geometry I, it rose from 9% in SY 2012-2013 to 13% in SY 2017-2018 but fell from 20% in 2015-2016.*

**Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in the Biology I End-of-Course (EOC) Exam.**

*Desired Change: Increase in percentage*

**Status: Not Met.**

*The percent of migrant students scoring proficient or higher on the Biology I EOC declined from 53% in SY 2012-2013 to 45% in SY 2017-2018.*

**Outcomes**

The achievement gap between migrant and non-migrant students from SY 2012-2013 to SY 2017-2018 decreased in Algebra I but increased for the other EOCs, due in part to expanded participation in EOCs among migrant students. (see Figure 8). The gap between the percentage of migrant students and non-migrant students scoring at or above proficient in Algebra I

declined from 22% to 17% between SY 2012-2013 and SY 2017-2018. For Geometry I, it rose from 9% in SY 2012-2013 to 13% in SY 2017-2018 but fell from 20% in 2015-2016.

For Algebra I, Geometry, and Biology, the percent proficient increased from SY 2015-2016 to SY 2017-2018 (from 30% to 40% in Algebra I, from 30% to 40% in Geometry, and from 44% to 45% in Biology). US History percent proficient decreased from 47% in SY 2015-2016 to 43% in SY 2017-2018.

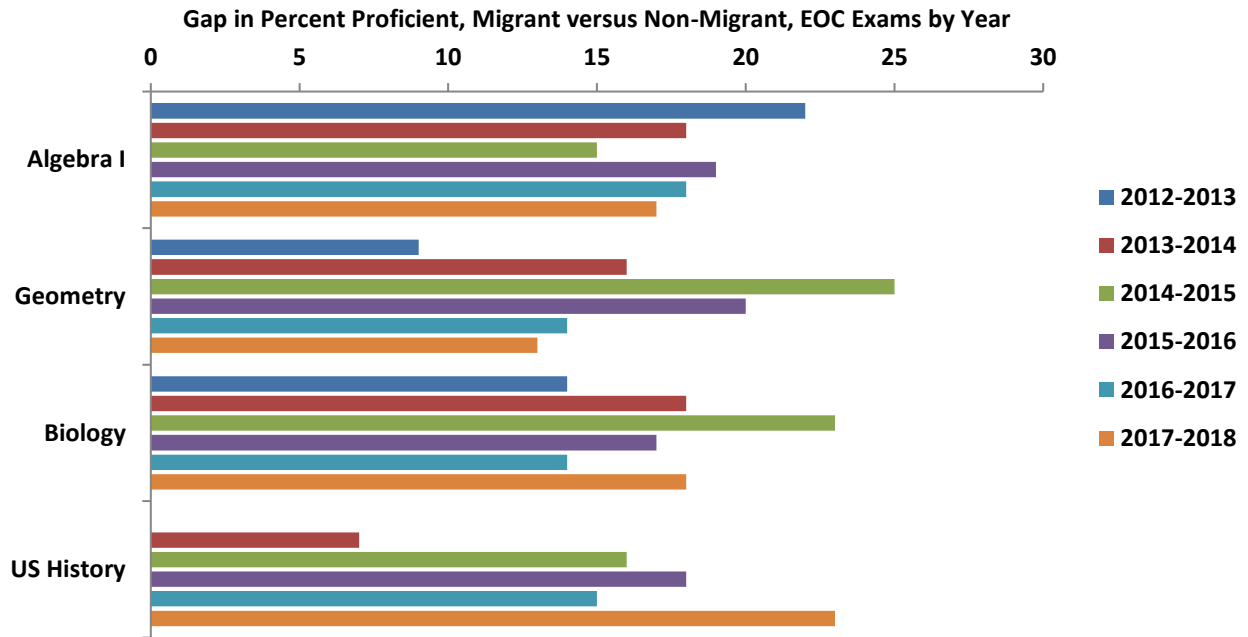


Figure 8. EOC Proficiency Gaps: Migrant and Non-Migrant Students, SY 2012-2018

Data specific to each EOC assessment can be found in Appendix D, while outcomes are summarized in Table 12.

Migrant PFS students statewide showed improved EOC performance in Algebra I, Geometry and US History from SY 2015-2016 to SY 2017-2018 (increases of 2, 6 and 1 percentage points, respectively), and decreased EOC performance in Biology during the period (decrease of 4 percentage points).

Table 12. Statewide EOC Results and Gaps: Migrant, Migrant PFS, and Non-Migrant, SYs 2015-2018

		# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	# Migrant PFS Required to Take EOC	Migrant PFS % Passed EOC
<b>Algebra I</b>	2015-2016	1,441	30%	49%	19%	171	27%
	2016-2017	1,398	35%	53%	18%	358	19%
	2017-2018	1,158	40%	57%	17%	475	29%
<b>Geometry</b>	2015-2016	831	30%	50%	20%	180	22%
	2016-2017	923	35%	49%	14%	193	26%
	2017-2018	823	40%	54%	13%	268	28%
<b>Biology</b>	2015-2016	1,042	44%	61%	17%	238	32%
	2016-2017	1,088	48%	62%	14%	226	30%
	2017-2018	855	45%	63%	18%	320	28%
<b>US History</b>	2015-2016	844	47%	65%	18%	193	33%
	2016-2017	824	49%	64%	15%	202	40%
	2017-2018	957	43%	66%	23%	329	34%

### Algebra I

Table 21 highlights Algebra I EOC assessment numbers and percentages by LOA for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Overall, the gap between migrant students and non-migrant students decreased from 19% to 17% between SY 2015-2016 and SY 2017-2018.

### Geometry

Table 22 highlights Geometry EOC assessment numbers and percentages by LOA for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant students and non-migrant students decreased from 20% to 13% between SY 2015-2016 and SY 2017-2018 (still up from 9% in SY 2012-2013).

### Biology I

Table 23 highlights Biology I EOC assessment numbers and percentages by LOA for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant students and non-migrant students increased slightly from 17% to 18% between SY 2015-2016 and SY 2017-2018 (where it was in SY 2012-2013).

### US History

Table 24 highlights US History EOC assessment numbers and percentages by LOA for both migrant and non-migrant students, with gaps in pass rates shown as percentage points. Statewide, the gap between migrant students and non-migrant students increased from 18% to 23% between SY 2015-2016 and SY 2017-2018 (up from 7% in SY 2012-2013).

## Background

While updating the statewide CNA in 2010, the FMEP recognized a surge in the OSY that necessitated the development of service and delivery strategies to meet this subpopulation's unique needs. Often non-English speakers with little or no schooling and traveling on their own, OSY are also distinctive in that they work long hours in often remote locations.

According to the CNA Work Group's Statements of Concern, migrant OSY and their parents (where relevant) may lack information about opportunities available for youth to continue/reconnect with their education, should they wish to do so. This might include learning enough English to survive, receiving job training, and/or earning a high school diploma.

As a member state in the Solutions for Out-of-School Youth (SOSY) Consortium, the FMEP established goals and identified service strategies in the 2012 SDP designed to: build OSY capacity to access educational and other services in their communities; assist youth desirous of returning to school or obtaining a diploma with doing so; develop English language competency among OSY; and offer referrals. Site-based services with short, independent lessons on life skills, were emphasized. The collection of OSY service data was first included in SY 2012-2013.

### OSY MPOs – Status and Summary

**[The] percentage of migrant OSY receiving support to access educational resources in communities where they live and work needs to increase over the next three to five years.**

**Status: Met.**

*In SY 2016-2017, 30% of migrant OSY received support to access education resources, up from the SY 2013-2014 baseline of 23%. Data collection for this item was suspended until the new SDP took effect in fall 2018.*

**[The] percentage of migrant OSY (expressing an interest and then) receiving survival English skills will increase over the next three to five years.**

**Status: Data Not Available.**

*In SY 2013-2014, 73% of migrant OSY received help developing survival English skills, dropping to 45% in SY 2015-2016 and 19% in 2016-2017. Data collection for this item was suspended until the new SDP took effect in fall 2018.*

## Implementation

Among the top three strategies most often reported by districts (see Table 13), the three top choices were creating welcome packages (58%), assessing individualized needs using the OSY consortium profile (52%), and utilizing resources on the OSY consortium website (principally but not exclusively mini-lessons used during tutoring, 39%).

Table 13. OSY Strategic Priorities 2017-2018

<b>OSY Strategic Priorities</b>	<b>2017-2018 N=31</b>
<b>Create welcome packages that might include educational, health, and community resources</b>	58
<b>Assess individualized needs using the OSY consortium profile instrument when ID&amp;R occurs (if possible) and/or when advocate/tutor follow-up visits take place</b>	52
<b>Utilize resources on the OSY consortium website</b>	39
<b>Deliver English language classes specifically for migrant OSY in their home, neighborhood, or community center (in the evenings or weekends)</b>	26
<b>Provide training to MEP staff on resources and strategies for OSY</b>	26
<b>Provide information and materials to migrant and general education staff on advocacy, credit accrual, and graduation enhancement for OSY</b>	23
<b>Utilize strategies and programs in place for dropout prevention and/or recovery (e.g., CROP, HEP, Career Academies, Entrepreneurship programs, etc.)</b>	23
<b>Create series of independent lessons that focus on basic life skills (incorporating basic English vocabulary) that can be delivered in a limited timeframe (e.g., how to read a pay stub, how to use a calendar, how to leave a voice mail message, etc.)</b>	19
<b>Develop collaborative partnerships with libraries, churches, universities and community colleges, and other community-based agencies to provide educational and health services</b>	16
<b>Employ bilingual tutors to teach life skill lessons</b>	10
<b>Utilize technology applications to provide services to OSY (e.g., mp3 players)</b>	10
<b>Create volunteer networks with migrant parents to assist recruiters in helping OSY to establish educational goals</b>	3
<b>Provide sustained and intensive professional development</b>	3
<b>Other (services provided by sponsoring district)</b>	3
<b>Observe migrant instructional advocates and other instructors to identify effective practices and areas needing further development</b>	0
<b>Provide information and materials to instructional staff on scientifically-based strategies</b>	0
<b>Provide high quality curriculum that is aligned with tools for assessment and progress monitoring</b>	0

### Outcomes

Outcome data for OSY was not collected in SY 2017-2018. Data collection will resume in 2019.



### Background

Florida's school readiness strategies were broadened in the 2012 SDP to include 5 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 go 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. It was expected that a well-rounded preschool curriculum would incorporate this more comprehensive approach to school readiness skills.

The FL MEP also strongly encourages the individualization of instructional services to meet the needs of each child, and there is flexibility in selecting a standardized assessment tool to evaluate preschoolers' individual needs based on the district tools already in place. Ideally, a tool should assess skills across all five of the domains of readiness.

Recognizing that resources may be limited for MEP only-funded services, the 2012 SDP included MPOs designed to broaden the services provided by the MEP and its community partners, as well as strategies that included forging partnerships with existing community-based agencies to deliver standards-based early learning instruction and parent outreach.

School readiness strategies identified in the 2012 SDP include providing instructional/support services aligned to the Florida Early Learning and Development Standards for Four-Year-Olds, as well as promoting physical development, new approaches to learning, social and emotional development, language, communication, and emergent literacy, cognitive development, and general knowledge acquisition. The SDP Work Group further emphasized the need for cultural sensitivity when working with migrant preschoolers and especially when attempting to engage parents in home-based school readiness activities.

### School Readiness MPOs – Status and Summary

**[The] percentage of migrant students (who received migrant funding or facilitated preschool services) who demonstrate school readiness as measured by the State’s assessment will increase to 91% over the next three to five years.**

***Status: Not Met.***

*The percentage of students who demonstrated school readiness rose substantially from 49% in SY 2012-2013 to 67% in SY 2016-2017, but the increase does not meet the 91% target. Data were not collected in SY 2017-2018.*

**[The] percentage of migrant eligible children (ages 3 to 5) receiving preschool services by the MEP or other community agencies will increase by 12 percentage points over the next three to five years.**

***Status: Not Met.***

*Districts reported serving significantly more preschool age migrant children in SY 2017-2018 than during the baseline year of SY 2012-2013 (1,262 compared to 170), but the percentage of preschool age migrant children receiving services declined between SY 2012-2013 and SY 2016-2017, from 94% to 45%.*

### Implementation

Top school readiness strategies identified as among the top three within each district in SY 2017-2018 were: providing high quality early childhood education curriculum and offering family outreach, literacy and parent involvement opportunities (48%, each), and coordinating with Head Start and other community-based agencies (42%). Results were generally similar to the two prior years, although family outreach increased from 34% to 48% from SY 2015-2016 to SY 2017-2018.

Table 14. School Readiness Strategy Priorities, SYs 2015-2018

School Readiness Strategies	2015-2016 N=32	2016-2017 N=32	2017-2018 N=30 <sup>5</sup>
Provide high quality early childhood education curriculum aligned with Florida Early Learning and Development Standards for Four-Year-Olds that addresses individualized needs of students across five domains: physical health; approaches to learning; social and emotional development; language, communication and emergent literacy; and cognitive development and general knowledge	41%	38%	48
Offer family outreach, literacy and parent involvement opportunities to parents	34%	34%	48
Coordinate with Head Start and other community-based agencies to allow access to education and support for migrant children and families	39%	41%	42
Provide instructional support in the area of emergent literacy skills (oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development)	41%	38%	39
Develop and implement identification and recruitment plans for migrant families with preschoolers	19%	28%	32
Create language and literacy-rich environments that foster English learning for children whose native language is other than English	19%	22%	26
Explore funding and resource collaboration to support full service and pre-K classes and other options for migrant children	16%	19%	23
Incorporate a cultural, social, and emotional sensitivity into preschool services	6%	9%	13
Hire highly qualified parent educators to provide school readiness services	3%	3%	13
Meetings with colleagues and an online discussion	3%	3%	6
Offer a content-based instructional sequence that features instruction, application to 2 or 3 children for 3-5 months, support visits from the advocates	6%	3%	6
Assess individualized needs of preschool students using a standardized assessment	6%	6%	3
Provide training to MEP staff on instructional strategies and assessments for young children, family involvement, research-based and other promising developmentally appropriate practices	3%	6%	3
Sponsor a collaborative portfolio exchange among districts and a means to share assessment tool information	0%	0%	0

<sup>5</sup> Southtech serves only grades 6-12.

## Outcomes

FLKRs data were not collected for the FMEP during the 2017-2018 school year.

The total number of Florida migrant preschool students from SY 2015-2016 to SY 2017-2018 rose slightly from 2,739 to 2,817, while the percent receiving services increased by about 11 percentage points, from 34% to 45%.

**Table 15. School Readiness Services Provided, SYs 2015-2018**

	<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>
Total # of Pre-K (age3-5) migrant students	2,739	2,505	2,817
% of pre-K migrant students receiving services	34%	45%	45%
# of pre-K migrant students receiving services	918	1,127	1,262

*Note: SY 2015-2016 data provided by 15 school districts, 2016-2017 by 17 school districts, 2017-2018 by 26 districts.*

Districts offer and refer families to a variety of prekindergarten programs, including district Voluntary Pre-Kindergarten (VPK) programs, MEP In Home programs, Head Start, East Coast Migrant Head Start, programs offered by RCMA and other community organizations, and community day care options. Many districts have difficulty enrolling migrant children in prekindergarten programs due to family arrival and departure times. Said one district, "...many do not preregister in the spring and arrive later than August," while another added that "Many leave the area before the program ends," and another remarked that "Some of our PreK students do not travel to our area until late October or November." To combat this, most offer in-home tutorials and support as well as migrant specific programs for prekindergarten age children. Among additional migrant specific solutions, one district provides afternoon programming for migrant children enrolled in a morning VPK program, so that they have all day services while they are in the district.

## Parent Involvement

### Background

Parent involvement is central to achieving the desired program outcomes identified in the 2012 SDP. Increasing educational support in the home was a key concern for stakeholders participating in the CNA process, and parent involvement in early childhood education emerged as a priority in discussions among members of the School Readiness Implementation Committee during the revision of the SDP. The resulting MEP Parent Involvement Plan adapts the framework of FL DOE's Title I Parent Involvement Plan to migrant families, identifying strategies specific to working with migrant parents to support education in the home and share in MEP decision-making.

Parent involvement strategies articulated in the 2012 SDP align with Dr. Joyce Epstein's (2002) six-level framework:

1. *Parenting: Assist families in setting home conditions that support children as students at each age and grade level. Home visits by MEP advocates to disseminate information on*

*services and resources for health, nutrition, etc. are examples of these types of ‘parenting’ activities.*

- 2. Communicating: Develop two-way communication between families and the MEP, and between families and schools. Professional development for school staff related to cultural competency and knowledge of the migratory lifestyle is an example of ‘communicating’; supporting families in understanding U.S. school systems and high school graduation requirements is another MEP example.*
- 3. Volunteering: Improve recruitment and training to involve families as volunteers in programs to support students. Strengthening parent volunteer programs and recognizing contributions through award ceremonies are examples of MEP activities in this area.*
- 4. Learning at home: Involve migrant families in their children’s learning at home. Instruction on the use of age-appropriate hands-on learning in content areas, along with family literacy, are ways the MEP implements programming.*
- 5. Decision-making: Include migrant families as participants in MEP decisions and advocacy. Coordination of PAC meetings and parent outreach in accessible languages are strategies implemented by the MEP.*
- 6. Collaborating with community: Utilize community resources to strengthen MEPs, schools, families, and student learning. Coordination of services with Head Start and other community-based agencies to provide support services to migrant children and families are examples of strategies.*

Measurable Program Outcomes related to parent engagement were established follows.

**Parent Involvement MPOs – Status and Summary**

**MPO: Parent involvement needs to increase by 12 percentage points among parents of migrant students in grades K-5 over the next three to five years.**

***Status: Met.***

*In SY 2017-2018, 88% of migrant K-5 parents participated in targeted activities, up from 71% in SY 2010-2011.*

**MPO: Parent involvement needs to increase by 23 percentage points among parents of migrant middle and high schoolers over the next three to five years.**

***Status: Met.***

*In SY 2017-2018, 88% of migrant middle and high school parents participated, up from 60% in SY 2010-2011.*

**MPO: Parent involvement needs to increase by 24 percentage points among parents of migrant preschool children (aged 3-5) over the next three to five years.**

***Status: Substantially Met.***

*In SY 2017-2018, 90% of migrant preschool parents participated, up from 68% in SY 2010-2011.*

## Implementation

Districts have aggressively sought to increase parent involvement in the migrant education program since adoption of the 2012 SDP. Key strategies pursued to do so include:

- Removing barriers for parents to attend migrant parent meetings (transportation, timing, receipt of information, translation)
- Using district automated messaging apps for telephone, email, and text message reminders and notices in multiple languages
- Holding Migrant Parent Fairs and Summits
- In-home literacy programs that reach out to parents
- Family Literacy Programs
- Use of Migrant Advocate/Recruiter to personally engage with parents
- Guest speakers from local farm worker and migrant advocacy and education organizations
- Focusing on helping parents of secondary students understand graduation requirements, college opportunities, grades and how to assist your child
- Hosting Migrant Parent Resource Centers
- Migrant College Nights
- Collaboration with UnidosNow and Farmworkers Career Development Program
- Hosting Migrant Parent Nights
- Moving activities closer to parent's' homes and schools
- Surveying parents about their specific needs

Districts also reported strategies they used to increase educational support in the home. These included:

- Establishing a family library program
- Home visits
- In-home literacy programs that include a focus on social emotional learning
- Collaborating with community partners
- Periodic family gatherings focused on strategies for helping with their child's success in school
- In-home tutoring for 3-4 year olds who are not attending school or daycare, including sessions that include parents
- Workshops and sessions that address ongoing parent support and available services
- FAFSA, FSA Prep, and graduation requirement assistance
- Family Literacy Nights
- Home Instruction for Parents of Preschool Youngsters (HIPPY) program
- Workshops ranging from district educational resources, Literacy Resources, Technology Resources, Health and Nutrition Services, etc.

One district provided a fairly complete description of their approach to increasing educational support in the home, which while longer than some, contained most of the elements found across the districts:

*“During the 2017-18 academic year, the MEP implemented a new home literacy program. The family library program consists of a selection of books (by age/grade) loaned to families who want to participate. Advocates drop books off during home visits with parents signing a contract stating that they are responsible for making sure their children read the*

*books and discuss the books with them. Once books are read, families contact advocates and return books in order to get new ones. On top of the family library program, the MEP participates in the "Libros de Familia" program with volunteers from the University of Florida who visit migrant homes once/week and read with the children. The PK in home tutorial program works with parent/s to include them as partners in the learning process of the student. Flash cards for vocabulary and math operations practice are provided to parents to reinforce skills learned by students during tutorial. Parents were also provided trainings/information on understanding the students' report card, goal setting with their student and planning/discussing post-secondary education opportunities (college, trade schools, and other skilled careers). Other strategies provided to parents during parent meetings relates to health and hygiene, i.e. the importance of hand washing to prevent disease, and the importance of regular visits to the pediatrician during the first year of life. Activities for healthy development of babies and toddlers are also shared with parents, with examples as well as visual aids. Parents are invited to attend the last day of the summer programs held in various districts and have the opportunity to interact with their kids who present what they learned during the summer, including music acts, short drama plays as well as scientific experiments."*

## Outcomes

Parent participation in MEP activities was substantially similar across grades levels and years from SY 2015-2016 to SY 2017-2018, with approximately 88% of parents participating (see Table 16). However, each grade level gained in parent participation compared to earlier years. In SY 2017-2018, 88% of migrant K-5 parents participated in targeted activities, up from 71% in SY 2010-2011. In SY 2017-2018, 88% of migrant middle and high school parents participated, up from 60% in SY 2010-2011. In SY 2017-2018, 90% of migrant preschool parents participated, up from 68% in SY 2010-2011.

**Table 16. Parents Involved in Activities by Student Grade Level, SYs 2015-2018**

	2015-2016		2016-2017		2017-2018	
	#	%	#	%	#	%
Pre-K	579	91%	391	95%	559	90%
Elementary	1,878	90%	1,631	93%	2,410	88%
Secondary	1,465	88%	1,582	81%	1,923	88%
All	3,922	89%	3,604	87%	4,892	88%

## Partnerships

### Background

Title I, Part C of the ESEA—Sections 1304(b) and 1306(a)—requires SEAs to address the unique educational needs of migrant children by providing a full range of services from local, state and federal educational programs and support services. Coordination with other programs and community organizations/agencies ensures greater access to a wide range of services that address

the Seven Areas of Concern for migrant children and families (e.g., English language development, health, etc.). Coordination also ensures that the use of MEP funds is optimized as supplemental, after leveraging other program funds first.

**Partnerships – Summary and Status**

*For SY 2017-2018, the median district reported 13 partnerships, and overall, MEP districts reported a total of 540 partnerships used to extend and coordinate migrant education services.*

MEP funded districts reported a total of 540 partnerships, with an average of 17 partnerships and a median of 13 partnerships (see Table 17).

**Table 17. District MEP Partnership Summary, SY 2017-2018**

<b>Partnership Measure</b>	<b>Number</b>
<b>Mean</b>	17
<b>Median</b>	13
<b>Total</b>	540

Within those raw numbers, some partnerships were more consequential than others. Districts reported their most consequential partnerships to include:

- County health departments, reported as a consequential partner by most school districts
- Other federal programs, such as Title I Part A, Title III, and the homeless program.
- Community organizations, such as RCMA, United Way, Grass Roots Community Development Corporation, and Chambers of Commerce
- Community health providers
- University of South Florida HEP and CAMP programs
- East Coast Migrant Head Start
- Local food banks and emergency food resources
- Local businesses, including large farms employing migrant workers

Districts report that partnerships allow them to both fulfill the statutory requirements to coordinate with other federal programs, but also to deepen and expand their ability to provide for a broad range of needs among the migrant students and families they serve. Examples of district MEP-reported use of partnerships include:

- Providing immunizations and other medical care necessary to register and attend school
- Providing medical care necessary to remain in school
- Bolstering student mental, emotional and physical well-being
- Preparing migrant youth for kindergarten
- Improving MEP identification and recruitment
- Accessing language services including translation and materials in native languages



- Accessing community resources for learning and well-being
- For smaller districts, enabling provision of services to migrant youth via referral and coordination

Additional detail on partnerships can be found in Table 25 and Table 26 in Appendix D.

## Staff Development

A critical component of the continuous improvement cycle is to ensure effective implementation of evidence-based strategies at the local level and accountability for these services. Professional development for MEP staff, as well as regular classroom teachers and school-based personnel who work with migrant children, supports the implementation of the evidence-based strategies included in the 2012 SDP.

In order to evaluate the implementation of such strategies, the FMEP reporting template includes a section in which districts are asked to describe: the types of staff development activities offered during the year, whether an activity reflects scientific or research-based approaches, targeted staff (MEP and non-MEP), frequency, total duration, and intended focus or purpose, total number of participants, and funding sources. LOAs are also prompted to describe how staff development strategies coincide with program priorities for migrant students and families.

### **Staff Development – Summary and Status**

*In SY 2017-2018, nearly all districts reported that 100% of MEP staff received at least one staff development activity: 29 reported 100%, 1 reported 99%, and 1 reported 29%.*

Staff development is integrated into each district MEP and was described in detail by each. Staff development supports core MEP activities as well as the specific needs of individual districts. Among the leading staff development activities were training on:

- Identification and Recruitment, for both MEP staff and other district staff
- MSIX training for migrant program personnel
- PFS training
- Training on progress monitoring and case management strategies for supporting students
- Coordinating with other federal and local programs
- OSY services, including use of GOSOSY resources
- Provision of education services for migrant youth, including social emotional learning, strategies for student empowerment, resources and strategies for teaching reading, mathematics, and English language development

Additional staff development for MEP leaders and staff included participation in:

- FASFEP conference
- National Association of State Directors of Migrant Education (NASDME) conference
- ESCORT ID&R Forum
- Florida Implementation Strategies Meeting

- Florida Recruiter training sessions

Detailed descriptions of district staff development practices are included in Appendix D.

### Health Support Services

Within the health strategies outlined in the SDP, districts were mostly likely to report emphasizing: building networks with community-based organizations and providers to improve migrant access to services (94%), directly offering health related services and education to migrant families (65%) and creating educational resources for migrant families related to health issues (35%). Each district reported the three strategies they gave most emphasis to for health support, shown in Table 18.

**Table 18. Highest Emphasis Health Support Strategies**

<b>Health Support Strategies</b>	<b>2017-2018 N=31</b>
<b>Build networks with community-based organizations and healthcare providers to help migrant families and OSY access available resources and to share information with providers about the needs of migrant farmworkers (e.g., evening and weekend clinic hours, mobile health units at migrant camps, cultural beliefs, etc.)</b>	94%
<b>Provide health-related services to migrant parents (site and home-based programming) on topics such as nutrition, car seat safety, hygiene, home sanitation, preventative care, mental health, etc.</b>	65%
<b>Create educational resources related to health and hygiene, in accessible language and using pictures to depict information</b>	35%
<b>Utilize existing health curricula for OSY from OSY consortium, the National PASS Center, the National Center for Farmworker Health, etc.</b>	32%
<b>Utilize technology and other tools</b>	26%
<b>Other (school-based nurses; collaboration with local community health care facility)</b>	13%
<b>Use health and nutrition topic (including diet and exercise) for literacy and mathematics-based lessons and summer programming.</b>	12%

Note: Districts were shown the entire list and asked to indicate the three strategies they gave most emphasis during the regular school year. Table shows the percent of districts selecting each strategy.

### Program Implementation

Districts were asked whether they experienced issues with implementation during the 2017-2018 program year. Nearly a quarter of them (DeSoto, Escambia, Lafayette, Lake, Miami Dade, St. Lucie, and Suwanee) reported no particular implementation challenges, and another 4 (13%) declined to answer. Among those districts that did experience issues, staffing challenges were most frequently cited (by 7 districts, or 23%). Often impacting ID&R, these included transition and turnover, where the steep learning curve required of many MEP positions presents a challenge to incoming staff, while migrant student service needs remain consistent. ID&R was more generally cited as challenging to four districts, especially the identification of PFS and OSY. For OSY specifically, scheduling of (English) classes to meet expressed need proved difficult, and it was noted that OSY numbers were down overall due to work crews hiring workers aged 22 and older.

The declining number of migrant students generally was cited as an implementation challenge by four districts, and increased machine harvesting, conversion of farms to housing, and crop changes

to those requiring less manual labor were all given as reasons. Related to this, a reduction or delay in funding was cited by two districts as being an issue in 2017-2018.

Hurricane Irma was a significant factor for three districts. Minutes were added to each remaining school day to make up for lost time, pushing time for tutoring out of the way. Citrus and vegetable crops were wiped out, leaving less work, causing arrival delays, and creating tight competition for worker housing. Immigration fears related to moving around (especially state to state) only added to the difficulties.

Service provision was especially challenging for districts in which migrant populations tended to be remote, such as Marion, where families live near the blueberry harvest where it is difficult to find tutors to serve them. In the same district, the loss of support from a strategic partner meant the loss of childcare services for families, so it was more difficult to engage older children and parents.

Districts did, however, address their implementation challenges in a variety of ways, including:

- Holding PAC meetings in varied locations to encourage attendance
- Actively monitoring the academic performance of migrant students and working with schools, students, and parents to propose appropriate interventions and support services
- More active information sharing among program staff, particularly around PFS designations and OSY identification
- Use of students to help MEP staff communicate and build trust with parents
- Streamlining COE processes
- Holding evening English classes to better fit OSY schedules
- Hiring additional staff (esp. recruiters and tutors for remote areas)
- Developing contingency plans to ensure continuity of services when funding is delayed
- Helping feed and provide water to families affected by Hurricane Irma
- Extending program length to make up for lost time due to hurricane
- Collaborating with crew chiefs and farmers for ID&R, as well as seeking insight into future hiring needs based on planned crop changes
- Offering intensive training/PD to incoming staff in MEP protocols and services
- Providing parents with info on tutoring that is available at community centers and other nearby locations
- Providing parents with preschool-appropriate lessons they can do with their own children
- Raising awareness and encouraging pursuit of post-secondary opportunities for migrant students

District plans for the future to avoid implementation issues and augment their current programs centered on continuing many of the coping strategies they developed in 2017-2018. Respondents also mentioned making evening English classes (scheduled to accommodate OSY) available to migrant parents; increasing community-based recruitment (including evening outreach to better capture OSY and working parents); clarifying staff roles and expectations, including creating a procedural manual and a shared, Year-at-a-Glance calendar of planned activities; offering more professional development and support in an effort to retain MEP staff; obtaining related grants to supplement MEP funding; creating secure, digital ways for staff to share info on services and students (esp. PFS); offering tutoring when students are already on campus to reduce transportation challenges; creating opportunities for local businesses to better understand the value of partnering with migrant communities through the MEP; encouraging schools to help with

ID&R; and building trust with families by leveraging opportunities for communication, such as requiring parent engagement when students take technology home.

## Recommendations

Based on the findings and data reported above, the evaluation team makes the following recommendations:

- *When communicating about the new SDP, seek time for districts to reflect, discuss and share implementation strategies.* Florida districts are committed to implementing the SDP in good faith and would benefit from working through the challenges they face in the new SDP and considering the resources within their districts to address those challenges.
- *Centralize survey administration and reporting.* More detailed reporting and analysis, both for districts and FDOE, could occur if parent and student surveys were available to be completed online and/or for individual surveys to be entered online through a centrally administered system.
- *Encourage collaboration on professional development and staff support.* Districts provide a variety of professional development on both core migrant education staff competencies (ID&R, new regulations, etc.) and knowledge about the specific instructional strategies used by the MEP. Many of these sessions could be organized statewide or regionally, be provided via remote video or online sources, or be supported through centrally development curricula and resources.
- *Share partnership strategies and experiences.* Districts report many unique and valuable partnerships and federal program coordination strategies that would likely be replicable in other districts. Sharing these during previously scheduled forums, or making them part of communication to districts, would be a valuable resource for district MEP coordinators.
- *Consider MEP lessons learned from Hurricane Irma and plan for future coordinated responses.* Hurricane Irma, clearly not the first hurricane to affect migrant work and migrant family well-being, may signal what the impact of future hurricanes may be on Florida's migrant population. We therefore recommend considering what a coordinated MEP response to migrant families in similar crisis may look like and establishing a plan for future similar events.

### Approach

The evaluation process is embedded in the MEP's continuous improvement cycle, including the CNA and SDP processes. Under 34 CFR § 200.83, a state education agency (SEA) that receives MEP funds must develop and update a written comprehensive state plan (based on a current statewide needs assessment) that, at a minimum, has the following components:

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

This evaluation report is framed to measure the implementation and effectiveness of the strategies and MPOs outlined in the 2012 SDP, which updated the prior SDP completed in 2008. The MPOs were based on a gap analysis between migrant and non-migrant student achievement and are reported in the Executive Summary and each section of the report in the areas of Reading, Mathematics, Graduation, School Readiness, OSY, Health, and Parent Involvement.

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

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

### Data Collection

The primary data source for this analysis was a district self-evaluation reporting template. LEAs maintain autonomy in implementing strategies and services that meet their local context and have flexibility in designing their services to address established goals in ways that function optimally for their districts.

Each LEA, however, is required to use the standardized district self-evaluation reporting template (in Excel format) and to submit a report to FDOE annually. Each year, the template, with any revisions from the prior year, is disseminated in the fall; districts send mid-year reports to FDOE in January as a checkpoint on programming implementation, and final program-year reports with outcome data are due in October for summative analysis.

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

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

*Part I. Program Information* (basic contact information)

*Part II. Program Implementation*

- a) MEP Staff Development/Training: type and frequency of professional development
- b) Partnerships: extent to which MEP utilizes federal, state, LEA and other community and business partners in serving migrant children
- c) Parent Involvement Activities: type and frequency of activities, summary of parent surveys (described below)
- d) Identification and Recruitment (ID&R): descriptions of strategies used to recruit migrant students, families and OSY
- e) Additional MEP Information: more in-depth qualitative information regarding district/consortia programming as a whole

*Part III. Student Activities*

- a) Students Served: demographic information provided by FDOE
- b) Reading: type, frequency and participation in student reading-related activities and use of evidence-based strategies
- c) Mathematics: type, frequency and participation in student mathematics-related activities and use of evidence-based strategies
- d) Graduation: type, frequency and participation in student school completion-related activities and use of evidence-based strategies
- e) School Readiness: type, frequency and participation in preschool-related activities and use of evidence-based strategies
- f) OSY: type, frequency and participation in OSY-related activities and use of evidence-based strategies
- g) Health: type, frequency and participation in health-related activities
- h) School Engagement Indicator: Extracurricular Participation: summary of student survey data (described below)

- i) School Engagement Indicator: Encouragement: summary of student survey data

#### *Part IV. Student Outcomes*

- a) Reading and Mathematics Achievement: as measured by the FCAT, FCAT 2.0 or the FSA - number/percentage of migrant students tested; number/percentage of migrant students who scored at or above proficient (disaggregated by PFS, English language learning status, grades 3-10 for reading and grades 3-8 for mathematics); gap in proficiency level between migrant and non-migrant students; growth by scale score
- b) Algebra I, Geometry I and Biology I Achievement: as measured by End-of-Course (EOC) exams - number/percentage of migrant students (entering grades 9-10 for Algebra I, entering grade 9 for Geometry I and entering grades 9-10 for Biology I) tested; number/percentage of migrant students passing the EOC
- c) Reading and Mathematics Gains: percentage of migrant students in grades 3-10 who demonstrate growth as measured by adequate annual learning gains in state's assessment
- d) School Readiness: results from Florida Kindergarten Readiness Screener (FLKRS), provided by FDOE; number of kindergarten children who receive migrant funded or facilitated preschool services; percentage who demonstrate school readiness as measured by state's assessment
- e) English Proficiency: ELL achievement results provided by FDOE
- f) Graduation: rates of migrant 12<sup>th</sup> grade graduation; gap in graduation rates between migrant and non-migrant peers; percentage of migrant students in grades 9-12 who increase their grade point average (GPA); retention rates
- g) FCAT Tutoring: extent to which migrant students who participated in at least three months of MEP-funded or facilitated tutoring and/or academic services passed the FCAT/FCAT2.0/ FSA

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

### Analysis

The FMEP evaluation uses both descriptive statistics on service provision and migrant student outcomes, together with growth modeling and gap analysis of migrant student outcomes compared to non-migrant student outcomes. Each measure is directly aligned to the MPOs as outlined in the 2012 SDP. The model is limited by differential definitions of time spent on various activities, differences in the extent to which program descriptions were standardized and availability of relevant local assessment data.

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

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

Direct comparison of district-determined assessments is not possible due to the variety used by Florida MEPs, although reporting of gains and gap measures is defensible.



## Appendix B – Migrant Parent Involvement Survey Instruments

### Parents of Preschool Children

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

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

## Parents of Elementary Students

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

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

## Parents of Secondary Students

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

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

## Appendix C – Migrant Student Survey Instrument

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

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

- 6<sup>th</sup>     
  7<sup>th</sup>     
  8<sup>th</sup>     
  9<sup>th</sup>     
  10<sup>th</sup>     
  11<sup>th</sup>     
  12<sup>th</sup>

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

- Yes     
  No

If you answered Yes, please select all the activities you participated in this year.

***(Check all that apply.)***

Activity	Participated This year
Academic Club	<input type="checkbox"/>
Business Club	<input type="checkbox"/>
Community Service Club	<input type="checkbox"/>
Religious Club	<input type="checkbox"/>
Computer Club	<input type="checkbox"/>
Dance Club	<input type="checkbox"/>
Drama/Theater Club	<input type="checkbox"/>
Future Farmers of America (FFA)	<input type="checkbox"/>
Other (specify):	<input type="checkbox"/>
Other (specify):	<input type="checkbox"/>

Activity	Participated This year
Foreign Language Club	<input type="checkbox"/>
Honor Society	<input type="checkbox"/>
Leadership (class officer)	<input type="checkbox"/>
Music (Band, Chorus, Orchestra, etc.)	<input type="checkbox"/>
ROTC	<input type="checkbox"/>
School Newspaper	<input type="checkbox"/>
Sports	<input type="checkbox"/>
Yearbook Club	<input type="checkbox"/>

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

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

- Transportation (getting to and from the activity)     
  Friends do not participate

Conflict with days/times the activity is offered/scheduled

Not enough time

Activity not offered at your school

Other (please describe): \_\_\_\_\_

Jobs

Costs

Restricted from participation

5. Have you received encouragement from school staff to participate in extracurricular activities?

Yes       No

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

Migrant Education Program staff

Other school staff

Yes       No

Yes       No

## Appendix D: Supplemental Data Tables

Table 19. Migrant Students at or above Proficient in Reading on FSA, by LOA, SYs 2014-2018

LOA	2014-2015		2015-2016		2016-2017		2017-2018	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Alachua	251	31%	252	26%	279	27%	262	26%
Broward	0	NA	58	24%	63	24%	72	28%
Collier	1897	28%	2069	29%	2158	30%	2051	31%
DeSoto	211	20%	224	19%	228	20%	212	22%
Escambia			86	69%	92	73%	79	71%
Glades	59	36%	53	32%			64	30%
Hardee	459	33%	452	34%	460	35%	412	36%
Hendry	413	26%	424	32%	323	30%	390	31%
Highlands	625	33%	580	34%	560	36%	568	35%
Hillsborough	1430	21%	1469	22%	1524	21%	1492	23%
Indian River					29	28%	11	36%
Lafayette	5	20%	6	33%	6	17%	7	29%
Lake	30	3%	23	22%	22	23%	15	13%
Lake Wales	26	19%	18	11%	17	35%		
Lee	0	NA	231	25%	279	29%	269	27%
Madison	25	44%	31	42%	34	32%	30	33%
Manatee	297	20%	246	20%	272	21%	249	23%
Marion	33	24%	23	35%	10	10%	19	0%
Martin	0	NA	29	24%	30		19	32%
Miami Dade	701	26%	423	29%	602	24%	939	26%
Okeechobee	423	29%	379	31%	441	29%	508	21%
Orange			150	32%	120	30%	163	29%
Osceola	43	47%	29	24%	34	32%	25	40%
PAEC	152	46%	63	16%	46	20%	45	33%
Palm Beach	1821	23%	1950	25%	2094	24%	1372	26%
Pasco	44	18%	57	12%	39	15%	50	14%
Polk	1007	28%	718	28%	515	29%	762	29%
Putnam	24	25%	47	26%	37	8%	0	
Sarasota	13	85%	12	58%	12	58%		
South Tech					4	50%	6	33%
St. Lucie	99	24%	47	36%	52	25%	94	22%
Suwanee	56	25%	70	30%	72	28%	82	37%
Volusia	61	31%	58	36%	47	30%	35	37%

Note: Because of the relatively small sample size for many of the districts, as well as the transient nature of the population, differences among districts should be interpreted with caution; greyed out boxes indicate no data available.

Table 20. Migrant Students at or Above Proficient in Math on FSA, by LOA, SYs 2014-2018

LOA	2014-2015		2015-2016		2016-2017		2017-2018	
	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient	# Tested	% Proficient
Alachua	197	44%	196	41%	234	43%	226	46%
Broward	0	N/A	50	24%	49	31%	77	27%
Collier	1494	41%	1532	40%	1569	39%	1521	48%
DeSoto	165	28%	176	20%	187	34%	154	31%
Escambia			66	82%	74	82%	60	80%
Glades	52	44%	52	31%			60	48%
Hardee	336	43%	353	50%	347	49%	318	49%
Hendry	313	40%	316	40%	266	40%	267	38%
Highlands	471	58%	440	45%	421	48%	428	46%
Hillsborough	1147	35%	1180	34%	1163	36%	1151	40%
Indian River					29	24%	11	55%
Lafayette	5	80%	4	50%	6	17%	6	50%
Lake	26	31%	21	43%	19	47%	14	29%
Lake Wales	19	47%	10	20%	13	62%		
Lee	153	39%	187	36%	199	38%	193	40%
Madison	23	35%	24	63%	31	35%	18	61%
Manatee	236	34%	241	34%	262	42%	240	37%
Marion	26	38%	21	38%	14	36%	19	11%
Martin	0	N/A	13	62%	30		18	50%
Miami Dade	531	36%	311	33%	455	35%	624	40%
Okeechobee	317	42%	290	37%	289	52%	508	27%
Orange			113	41%	79	37%	114	30%
Osceola	35	43%	22	36%	23	48%	19	53%
PAEC	127	60%	52	42%	28	50%	40	38%
Palm Beach	1429	33%	1509	37%	1610	34%	1052	32%
Pasco	40	20%	48	13%	26	19%	41	27%
Polk	780	35%	565	29%	399	39%	607	42%
Putnam	17	41%	48	50%	35	29%	0	Insufficient Data
Sarasota	11	73%	11	73%	5	60%		
South Tech					2	100%	3	67%
St. Lucie	71	24%	32	63%	44	30%	59	36%
Suwanee	45	33%	62	34%	61	31%	62	39%
Volusia	40	38%	37	43%	36	56%	29	45%

*Note: Because of the relatively small sample size for many of the districts, as well as the transient nature of the population, differences among districts should be interpreted with caution; greyed out boxes indicate no data available.*



Table 21. Algebra I EOC Results, SYs 2015-2018

	2015-2016				2016-2017				2017-2018			
	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
<b>Statewide</b>	<b>1,441</b>	<b>30%</b>	<b>49%</b>	<b>19%</b>	<b>1,398</b>	<b>35%</b>	<b>53%</b>	<b>18%</b>	<b>1,158</b>	<b>40%</b>	<b>57%</b>	<b>17%</b>
<b>Statewide PFS</b>	<b>171</b>	<b>27%</b>			<b>358</b>	<b>19%</b>			<b>475</b>	<b>29%</b>		
<b>Alachua</b>	36	19%	47%	28%	30	37%	40%	3%	30	40%	54%	14%
<b>Broward</b>	*	*		*	14	14%	38%	24%	12	17%	60%	44%
<b>Collier</b>	288	36%	58%	22%	304	31%	65%	34%	253	41%	66%	25%
<b>DeSoto</b>	51	14%	18%	4%	60	22%	27%	5%	21	43%	44%	1%
<b>Escambia</b>	10	70%	39%	31%	14	93%	53%	-40%	*	*	53%	*
<b>Glades</b>	*	*	52%	*					*	*	49%	*
<b>Hardee</b>	63	22%	31%	9%	58	36%	40%	3%	27	59%	68%	9%
<b>Hendry</b>	69	35%	36%	1%	32	25%	35%	10%	*	*		*
<b>Highlands</b>	86	42%	41%	-1%	51	59%	68%	9%	64	42%	53%	11%
<b>Hillsborough</b>	197	33%	47%	14%	212	35%	51%	15%	160	42%	51%	9%
<b>Indian River</b>					*	*	67%	*	*	*	34%	*
<b>Lafayette</b>	*	*	63%	37%	*	*	57%	*	1	0%	63%	63%
<b>Lake</b>	*	*	45%	25%	*	*	56%	*	*	*	64%	*
<b>Lake Wales</b>	14	43%	62%	19%	11	55%	62%	8%				
<b>Lee</b>	32	25%	43%	18%	48	31%	45%	14%	41	32%	48%	16%
<b>Madison</b>	*	*			*	*	23%	*	*	*	38%	*
<b>Manatee</b>	36	17%	42%	25%	14	36%	66%	30%	38	45%	64%	19%
<b>Marion</b>	*	*	34%	*	*	*	51%	*	*	*	55%	*
<b>Martin</b>	*	*			*	*		*	*	*		*
<b>Miami Dade</b>	46	9%	52%	43%	61	52%	59%	7%	167	28%	60%	32%
<b>Okeechobee</b>	65	23%	32%	9%	79	25%	30%	4%	34	56%	39%	-17%

	2015-2016				2016-2017				2017-2018			
	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	# Migrant Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
<b>Orange</b>	30	37%		37%	64	30%			24	58%	60%	2%
<b>Osceola</b>	*	*	52%	*	*	*	52%	*	*	*	49%	*
<b>PAEC</b>	*	*	63%	*	13	15%	69%	54%	*	*	71%	*
<b>Palm Beach</b>	271	28%	49%	21%	237	38%	61%	23%	158	37%	63%	26%
<b>Pasco</b>	*	*	55%	*	*	*	62%	*	*	*	55%	*
<b>Polk</b>	77	39%	35%	-4%	41	44%	50%	6%	55	56%	59%	3%
<b>Putnam</b>	*	*		*	*	*						
<b>Sarasota</b>	*	*	69%	*	*	*	71%	*	*	*		
<b>South Tech</b>					*	*	67%	*	13	100%	69%	-31%
<b>St Lucie</b>	*	*	41%	*	*	*	69%	*	16	15%	50%	34%
<b>Suwanee</b>	15	27%	48%	21%	14	21%	40%	18%	*	*	43%	*
<b>Volusia</b>	*	*	52%	*	*	*	56%	*	*	*	57%	*

Note: \* indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality; greyed out boxes indicate no data available

Table 22. Geometry EOC Results, SYs 2015-2018

	2015-2016				2016-2017				2017-2018			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
<b>Statewide</b>	<b>831</b>	<b>30%</b>	<b>50%</b>	<b>20%</b>	<b>923</b>	<b>35%</b>	<b>49%</b>	<b>14%</b>	<b>823</b>	<b>40%</b>	<b>54%</b>	<b>13%</b>
<b>Statewide PFS</b>	<b>180</b>	<b>22%</b>			<b>193</b>	<b>26%</b>			<b>268</b>	<b>28%</b>		
<b>Alachua</b>	16	25%	51%	26%	14	36%	64%	29%	11	18%	30%	12%
<b>Broward</b>					*	*	50%	*	*	*	49%	*
<b>Collier</b>	164	30%	61%	31%	217	39%	67%	27%	166	46%	69%	23%
<b>DeSoto</b>	16	13%	35%	22%	24	17%	34%	17%	26	31%	36%	5%
<b>Escambia</b>	*	*	44%	*	*	*	44%	*	12	83%	50%	-34%
<b>Glades</b>	*	*	18%	*					*	*	47%	*
<b>Hardee</b>	42	24%	26%	2%	43	28%	31%	3%	48	52%	37%	-15%
<b>Hendry</b>	36	14%	40%	26%	43	42%	52%	10%				
<b>Highlands</b>	69	35%	43%	8%	61	49%	44%	-5%	40	53%	61%	8%
<b>Hillsborough</b>	111	39%	56%	17%	112	45%	56%	11%	100	56%	56%	0%
<b>Indian River</b>					*	*	50%	*			51%	
<b>Lafayette</b>					*	*	62%	*			76%	
<b>Lake</b>	*	*	50%	*	*	*	48%	*	*	*	51%	*
<b>Lake Wales</b>	*	*	52%	*	*	*	49%	*				
<b>Lee</b>	17	18%	43%	25%	23	17%	42%	25%	22	32%	54%	22%
<b>Madison</b>	*	*	88%	*	*	*	21%	*	*	*	37%	*
<b>Manatee</b>	17	24%	52%	28%	13	31%	55%	24%	21	33%	56%	23%
<b>Marion</b>	*	*	50%	*	*	*	49%	*	*	*	54%	*
<b>Martin</b>	*	*		*	*	*		*	*	*		
<b>Miami Dade</b>	32	41%	45%	4%	23	43%	48%	5%	89	35%	54%	19%
<b>Okeechobee</b>	42	19%	31%	12%	35	31%	38%	6%	30	20%	47%	27%

	2015-2016				2016-2017				2017-2018			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
<b>Orange</b>	15	47%			64	22%			12	58%	67%	9%
<b>Osceola</b>	*	*	51%	*	*	*	51%	*	*	*	40%	*
<b>PAEC</b>	*	*	57%	*	*	*	57%	*	*	*	41%	*
<b>Palm Beach</b>	156	26%	53%	27%	161	29%	56%	27%	151	30%	57%	28%
<b>Pasco</b>	*	*	57%	*	*	*			*	*	62%	*
<b>Polk</b>	35	23%	35%	12%	49	27%	36%	9%	57	28%	40%	12%
<b>Putnam</b>	*	*	*	*	*	*						
<b>Sarasota</b>	*	*	*	*	*	*	72%	*				
<b>South Tech</b>					*	*	54%	*	*	*	65%	
<b>St Lucie</b>	*	*	41%	*	*	*	62%	*	*	*	49%	*
<b>Suwanee</b>	*	*	45%	*	*	*	50%	*	*	*	44%	*
<b>Volusia</b>	12	67%	62%	-5%	*	*	60%	*	*	*	56%	*

Note: \* indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality; greyed out boxes indicate no data available

Table 23. Biology I EOC Results, SYs 2015-2018

	2015-2016				2016-2017				2017-2018			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
<b>Statewide</b>	<b>1,042</b>	<b>44%</b>	<b>61%</b>	<b>17%</b>	<b>1,088</b>	<b>48%</b>	<b>62%</b>	<b>14%</b>	<b>855</b>	<b>45%</b>	<b>63%</b>	<b>18%</b>
<b>Statewide PFS</b>	<b>238</b>	<b>32%</b>			<b>226</b>	<b>30%</b>			<b>320</b>	<b>28%</b>		
<b>Alachua</b>	19	47%	60%	13%	23	61%	62%	1%	*	*	56%	*
<b>Broward</b>	*	*			*	*	60%	*	*	*	58%	*
<b>Collier</b>	251	51%	68%	17%	282	51%	69%	18%	195	41%	73%	33%
<b>DeSoto</b>	23	43%	51%	8%	28	25%	44%	19%	31	48%	44%	-5%
<b>Escambia</b>	10	90%	29%	-61%	13	92%	59%	-33%	*	*	59%	*
<b>Glades</b>	*	*	43%	*					*	*	31%	*
<b>Hardee</b>	56	45%	60%	15%	49	55%	49%	-6%	35	34%	46%	12%
<b>Hendry</b>	42	33%	48%	15%	34	88%	82%	-7%				
<b>Highlands</b>	66	38%	53%	15%	62	50%	47%	-3%	55	45%	58%	13%
<b>Hillsborough</b>	169	40%	57%	17%	111	38%	58%	20%	94	54%	61%	7%
<b>Indian River</b>	*	*		*					*	*	62%	*
<b>Lafayette</b>	*	*	73%	*	*	*	87%	*	*	*	83%	*
<b>Lake</b>	*	*	61%	*	*	*	61%	*	*	*	63%	*
<b>Lake Wales</b>	13	46%	65%	19%	*	*	63%	*				
<b>Lee</b>	24	25%	52%	27%	23	35%	56%	21%	17	35%	60%	25%
<b>Madison</b>	*	*	47%	*	*	*	50%	*	*	*	65%	*
<b>Manatee</b>	22	36%	66%	30%	16	38%	73%	36%	13	38%	72%	33%
<b>Marion</b>	*	*	62%	*	*	*	61%	*	*	*	61%	*
<b>Martin</b>	11	45%		-45%	*	*		*	*	*		*
<b>Miami Dade</b>	32	53%	60%	7%	24	42%	64%	23%	88	39%	65%	26%
<b>Okeechobee</b>	45	36%	54%	18%	58	55%	52%	-3%	22	59%	63%	3%

	2015-2016				2016-2017				2017-2018			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non-Migrant % Passed EOC	Gap
<b>Orange</b>	12	42%			12	17%			21	62%	63%	1%
<b>Osceola</b>	*	*	69%	*	*	*	69%	*	*	*	67%	*
<b>PAEC</b>	8	38%	66%	28%	*	*	66%	*	*	*	66%	*
<b>Palm Beach</b>	132	54%	67%	13%	254	50%	67%	17%	149	52%	67%	16%
<b>Pasco</b>	*	*	63%	*	*	*	33%	*	*	*	66%	*
<b>Polk</b>	58	28%	50%	22%	54	30%	53%	24%	71	30%	51%	22%
<b>Putnam</b>	*	*			*	*		*	*	*		*
<b>Sarasota</b>	*	*	73%		*	*	70%	*				
<b>South Tech</b>					*	*	45%	*	*	*	65%	*
<b>St Lucie</b>	11	64%	64%	0%	*	*	66%	*	*	*	67%	*
<b>Suwanee</b>	*	*	56%	56%	*	*	65%	*	11	64%	65%	1%
<b>Volusia</b>	13	46%	72%	26%	*	*	74%	*	*	*	68%	*

Note: \* indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality; greyed out boxes indicate no data available

Table 24. US History EOC Results, SYs 2015-2018

	2015-2016				2016-2017				2017-2018			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	Migrant # Require d to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
<b>Statewide</b>	<b>844</b>	<b>47%</b>	<b>65%</b>	<b>18%</b>	<b>824</b>	<b>49%</b>	<b>64%</b>	<b>15%</b>	<b>957</b>	<b>43%</b>	<b>66%</b>	<b>23%</b>
<b>Statewide PFS</b>	<b>193</b>	<b>33%</b>			<b>202</b>	<b>40%</b>			<b>329</b>	<b>34%</b>		
<b>Alachua</b>	20	70%	65%	-5%	15	53%	74%	20%	12	50%	61%	11%
<b>Broward</b>	*	*			*	*	64%	*	157	0%	65%	65%
<b>Collier</b>	172	52%	70%	18%	167	55%	68%	13%	177	50%	73%	23%
<b>DeSoto</b>	*	*	66%	*	24	42%	55%	13%	13	46%	55%	8%
<b>Escambia</b>	*	*	61%	*	*	*	56%	*	*	*	59%	*
<b>Glades</b>	*	*	43%	*					*	*	40%	*
<b>Hardee</b>	36	36%	44%	8%	38	24%	51%	28%	29	55%	47%	-8%
<b>Hendry</b>	39	46%	63%	17%	29	69%	81%	12%	*	*		*
<b>Highlands</b>	42	48%	65%	17%	56	57%	60%	3%	52	67%	66%	-1%
<b>Hillsborough</b>	123	54%	72%	18%	103	56%	72%	15%	126	48%	70%	22%
<b>Indian River</b>	*	*							*	*	70%	*
<b>Lafayette</b>	*	*	70%	*	*	*	71%	*	*	*	66%	*
<b>Lake</b>	*	*	68%	*	*	*	66%	*	*	*	69%	*
<b>Lake Wales</b>	*	*	53%	*	*	*	52%	*				
<b>Lee</b>	13	38%	59%	21%	*	*	59%	*	17	47%	61%	14%
<b>Madison</b>	*	*	39%	*	*	*	56%	*	*	*	54%	*
<b>Manatee</b>	24	54%	67%	13%	15	47%	60%	13%	19	32%	64%	33%
<b>Marion</b>	*	*	66%	*	*	*	72%	*	*	*	69%	*
<b>Martin</b>	*	*		*	*	*		*	*	*		*
<b>Miami Dade</b>	32	50%	60%	10%	48	60%	65%	5%	65	63%	65%	2%

	2015-2016				2016-2017				2017-2018			
	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	Migrant # Required to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap	Migrant # Require d to Take EOC	Migrant % Passed EOC	Non- Migrant % Passed EOC	Gap
<b>Okeechobee</b>	33	27%	49%	22%	43	37%	56%	18%	26	46%	55%	9%
<b>Orange</b>	5	60%			13	38%			20	50%	66%	16%
<b>Osceola</b>	2	*	60%	*	*	*	60%	*	*	*	65%	*
<b>PAEC</b>	*	*	70%	*	*	*	74%	*	*	*	57%	*
<b>Palm Beach</b>	182	47%	68%	21%	184	47%	69%	22%	158	54%	68%	14%
<b>Pasco</b>	*	*	69%	*	*	*		*	*	*	72%	*
<b>Polk</b>	66	30%	58%	28%	39	31%	57%	27%	49	27%	56%	29%
<b>Putnam</b>	*	*		*	*	*		*	*	*		*
<b>Sarasota</b>	*	*	64%	*	*	*	73%	*				
<b>South Tech</b>					*	*	54%	*	*	*	81%	*
<b>St Lucie</b>	*	*	57%	*	*	*	63%	*	*	*	63%	*
<b>Suwanee</b>	*	*	62%	*	*	*	71%	*	*	*	63%	*
<b>Volusia</b>	*	*	66%	*	*	*	66%	*	*	*	64%	*

Note: \* indicates that fewer than 10 students were in the group; data for these groups is masked to protect student confidentiality; greyed out boxes indicate no data available



Table 25. Most Consequential Partnerships Reported by District, SY 2017-2018

County	# Partners	Most Consequential Partnership <sup>6</sup>
<b>Alachua</b>	32	1. Local health departments/ Palm Medical clinics: School vaccinations, physicals, dental and mental health referrals for students, families and OSY. 2. Catholic Charities/ Holy Faith Catholic Church/Gainesville Harvest: Backpack and Christmas donations, emergency food, (families and OSY). 3. University of Florida/FDLRS/Districts' local libraries: Scholarships for summer programs, PK evaluations to detect learning disabilities prior to school enrollment, legal assistance, after school tutorial services, venues for parent involvement meetings and adult education services (K-12 students, families and OSY).
<b>Broward</b>	21	During the 17-18 school year, the MEP coordinated efforts with community partners to assist in supporting the needs of the students and families we serve. 1. Grass Roots Community Development Coalition- they provide Thanksgiving giveaways to our families, back to school initiatives and community education. 2. The quota Club- volunteers to visit our Pre-k class on a regular basis; provide donations, food and clothing that will enhance the quality of life for migrant families and their children. These donations will help to meet student's social and academic needs to ensure that there is no disparity in their education.3. Masonic Lodge- lodge members donate holiday baskets to families at MEP Parent Training Meetings.
<b>Collier</b>	76	Collier County Health Department provides immunizations at no cost to students to assist with school enrolment requirements. They also sponsor a community, Big Bus event that brings together community resources and free health screenings to families each fall. Lipman Family Farms is one of the largest agricultural employers in our area. Each year they provide backpacks with school supplies at a back to school event. They also allow us to visit workers at the work site to share about our program and identify eligible workers and children. Christina Smiles provides free dental services to migrant children including not only exams and cleanings but dental surgery if needed.
<b>DeSoto</b>	8	All Faiths Food Bank partners with the LEA to assist migrant families in need by providing backpacks of food for migrant students to take home over the weekend. Title 1, Part A provides academic coaches, teachers, and paraprofessionals to assist with the instruction of migrant students throughout the district, as well as provides professional development. The DeSoto County Education Foundation partners with the school district to provide grants, scholarships, and supplies to students and staff.
<b>Escambia</b>	7	1. Escambia County Health Department is a local resource that migrant families can access for physicals and immunizations and to obtain replacement birth certificates. 2. Pensacola State College is our local college that offers adult education as well as dual enrollment opportunities. 3 Department of

<sup>6</sup> Text in this column was provided directly by each district through the annual evaluation data template.

County	# Partners	Most Consequential Partnership <sup>6</sup>
		Children and Families is a state agency that provides access to assistance with food and Medicaid.
<b>Glades</b>	4	1. Glades County Health Department provided Migrant Families with immunizations, health care checkups, and referrals to physicians. 2. Title I, Part A was a key partner with the Migrant Program. Title I, A provided services to all students, but with the Migrant Advocate/Recruiter she ensured that Migrant students were also able to attend. 3. RCMA provided childcare to children of Migrant Families. The childcare also gave students support to help them with school readiness. 4. United Way 211 provides resources for advocacy and outreach. They help with taxes, food, homeless, etc.
<b>Hardee</b>	13	The HEP program at the University of South Florida is vital in helping migrant students receive their GED. The CAMP program at the University of South Florida and Michigan State University play an extremely important role in recruiting students. The migrant program's staff works closely with the Homeless Liaison since some migrant families also qualify as homeless. Identified homeless students receive a backpack full of school supplies. Migrant staff members have presented the school board's migrant program to families at parent meetings at both East Coast Migrant Head Start programs in Wauchula and Bowling Green. This opportunity was also utilized as a method to identify and recruit new OSY's and families.
<b>Hendry</b>	10	United Way - provides food pantries through Harry Chapin Food Bank, job opportunities, housing and utility assistance. Family Health Services provides health care for migrant students including immunizations and physicals. First Baptist Church in conjunction with a Teacher Sorority provide backpacks full of food that go home on Fridays, so our students have food over the weekend. This was especially needed after Hurricane Irma where families were so needy. We had families in shelters or doubled or tripled up for months.
<b>Highlands</b>	36	The School Board of Highlands County (SBHC) and its schools, Highlands County Health Department and local churches with food banks. The SBHC's different departments help the migrant students through free breakfasts and lunches without applying, providing classrooms for our PreK students and Migrant K-5 Reading Camp in the summer, schools work with Migrant Department on concerns of students, and at times during the holidays, some of our students are identified for presents and food. The Health Department allows our students to get physicals if needed, shots, and at times doctors are seen for illnesses or dental work. They work with the Migrant Department if we have an urgent need. Several churches in our three town area have food banks that our Migrant Recruiters can take out families there to get food.
<b>Hillsborough</b>	13	1) Redlands Christian Migrant Association (RCMA): for ID& R purposes, they agreed to share their enrollment lists so that we could identify families that may also qualify for MEP. In addition, they also allowed our in-home tutoring support staff to come to the centers to work with the children in their Primeros Pasos list in individual or small group settings. They were also invited to share information with parents of children entering Kindergarten. The information shared was specific to transition into the public school setting. 2) HEP Program (USF): this partnership has allowed OSY students to be tested in preparation to enter the HEP program, or if not ready, provided an opportunity for our OSY advocate to work with these students to help them

County	# Partners	Most Consequential Partnership <sup>6</sup>
		prepare to enter the HEP program. 3) Southshore Chamber of Commerce: this partnership has resulted in the funding of a graduation banquet and celebration for students graduating from a high school in the south part of the county. Through this partnership, there has been additional monies collected to provide scholarships to students attending college/university.
<b>Indian River</b>	10	The SDIRC MEP collaborates with key partners to offer supplemental services to migrant children, maximize impact and reduce duplication of efforts. Key partnerships for the 17-18 school year included the Title I Part A Program and program staff, Title II Part A program and program staff, and the Title III Part A program and program staff.
<b>Lafayette</b>	47	1) Family Resource Center - Provides school supplies; books; workbooks per grade level to take home during breaks from school; food; toiletries; parent resources to help their child(ren) succeed in school. 2) Mayo Women's Club - Provides food; clothing; school supplies; heaters; blankets; classroom academic aides donated such as, dictionaries and in-classroom help, etc.
<b>Lake</b>	28	1) Family School Liaisons, Lake County Schools, Florida. - Liaisons are located at all Title I schools and provided support services, resources, community referrals, translation/interpretation, educational resources, advocacy, and family engagement to MEP students and families. They were also a valuable MEP referral source as they assisted in identifying possible MEP families as well as their specific academic and advocacy needs. 2) F.I.T.-Families in Transition Program Managers for F.I.T. Program in Lake County Schools, Florida. - Collaboration with F.I.T. provided vital support services and resources to MEP families as well as Social Worker Visiting Team home visits by School Social Workers for needs assessment and outreach. Visiting teams and F.I.T. provided MEP families with health and nutrition items including food, clothing, shoes, dental care items, soap, deodorant, shampoo, feminine pads, towels, blankets, and snacks. 3) Leesburg Food Bank. - Local food bank in Lake County provided free items for migrant families including food, furniture, household goods, bedding, school supplies, books, kitchen items, and snacks for MEP recruitment efforts.
<b>Lee</b>	20	Literacy Council Gulf Coast, Family Health Centers of SW Florida, Bridge Foundation, and The Foundation for Lee County Schools - each of these Non-profit, non-governmental, or community-based organizations have been pivotal to our Migrant Educational Program's outreach and social services rendered to our migrant students and families.
<b>Madison</b>	3	For the 2017 2018 school year, the most important partnerships are Title I Part A, Students in Transition, Madison County Health Department, and local civic organizations. The Title I Part A is a key partnership in that it supplements the services for our Migrant Students that the MEP may be unable to provide. Students in Transition, also known as Homeless Program, helps provide tutoring for our migrant students in areas that the MEP is lacking resources or may not be funded to provide. Both of these partnerships fill in a void that may be created by a lack of funding. The County Health Department provides education to the Migrant parents for themselves and their children. Local civic organizations, like the Lions Club and the Junior Auxiliary, as well as churches

County	# Partners	Most Consequential Partnership <sup>6</sup>
		in our community, provide services like health care from the Episcopal Church, clothes and food from other churches, eyeglasses from the Lions Club and scholarship funding from the Junior Auxiliary.
<b>Manatee</b>	0	The most important partnership during the 17-18 school year was with East Coast Migrant Head Start (ECMHS) Myakka which allowed us to serve the migrant population in the community where they live. Migrant elementary and high school extended day tutoring occurred at the ECMHS location in Myakka. In addition, the annual Migrant Fair is held on their campus. The second key partnership event is the Migrant Tea, sponsored by the Church Women United (CWU) of Manatee County. This annual event held in November is where CWU donates blankets, clothes and household items that are then distributed during the Migrant Fair. The third key partner is with Manatee Rural Health (MCR). They have informed parents of medical options at MPAC meetings, as well as, assisted in ID&R events by providing health outreach education to the community. We have referred students and parents directly to MCR when medical needs arise.
<b>Marion</b>	14	Students cannot learn if their basic needs are unmet. Therefore, the most consequential partnerships for the MEP in the 2017-18 school year were the FreeDOM Clinic, Title X - Homeless and StoreRight Self Storage. In the families we served this school year, the poverty level seems to be increasing. When children arrive to our area, they are coming with many health needs and the clothes on their back. We are having to help them find food, clothing and medical care so the children can have a chance at learning.
<b>Martin</b>	10	Whole Child Connection, Lahti Library, East Coast Migrant , Holy Cross Church, Tykes and Teens, 4 Cs (Clothing Children Caring Children) ,Martin County School District, Title I Part A funds, Martin County School District, Title I Part D funds ,Martin County School District, Title X/Homeless grant funds , Martin County School District, Title III/ELL funds
<b>Miami Dade</b>	31	Kids4Kids - Outside agency that provides book bags, school supplies and books for our migrant students throughout the school year. Chapman Partnership (Title X Homeless) - creating networks for information sharing, which includes but not limited to: clothing items, toys, health services, and housing services. Maggard Migrant Ministries, Inc. - an agency where it provides migrant students with college scholarships for post-secondary education.
<b>Okeechobee</b>	8	USF/HEP Program- Increase instructional opportunities and effectiveness in content areas (e.g., reading and language arts, mathematics, science) East Coast Migrant Head Start- Improve school readiness of migrant students. Indian River State College- Plan, promote, and /or fund instructional activities. Post-Secondary opportunities.
<b>Orange</b>	8	1. Partnership with OCPS - Access to guidance department, facilities, recruitment network and family events sponsored by the district 2. Partnerships with Community Based Organizations - referrals for supplemental educational support (Early Learning Coalition, Hope Community Center, and Remnant Christian Center) 3. Partnerships with Local Businesses – access to field trips and donations.
<b>Osceola</b>	13	For the 2017-2018 School Year, there were several important partnerships that the District partnered and collaborated with allowing the School District

County	# Partners	Most Consequential Partnership <sup>6</sup>
		<p>to provide needed resources to our migrant children. Collaborating with other Federal Programs helped us increase Educational Continuity for our Migrant students. Title I schools helped students who were working below grade level or at risk of falling behind academically by providing supplemental instruction and using evidence based programs. Title III provided activities and instructional strategies to support English Language Learners achieved English Language proficiency as well as provide parent engagement activities. Title IX, Part A helped remove any barriers for school enrollment allowing students to register immediately avoiding delays and therefore resulting in school stability. Non-profit, community, and faith-based organizations were able to provide families with information so that they can access services and free resources. The mobile dental lab collaborated with local schools to provide oral health care on school campuses to underserved second grade children in the community. Vision Quest 20/20 is a 501 (c) (3) non-profit organization, which went to Title I schools and used technology for early detection of vision disorders in school age children to promote educational success, vision health, and quality of life. The District also collaborated with the Official Ticket Center. It provided monthly food items so that migrant families in need can have access to nutrition and students can better perform in school. The Central Florida and hotel Lodging Association donated food items and hygiene products for needy families twice a year. An Anonymous Donor monetary contribution was utilized to help migrant children with school field trips. Bella Trae Community Association at Champions Gate provided Back to School Backpacks and supplies, Thanksgiving baskets and Holidays gifts to our migrant students. The Cattleman’s Association provided beef vouchers that were distributed to our Migrant families.</p>
<b>PAEC</b>	24	<p>Our partnership with FSU Medical School, PANCARE, and federal programs in the school districts have proved to be beneficial for our migrant parents.</p> <p>FSU Medical School-Dr. Susan LaJoie provides physicals upon migrant students arriving in the area. Furthermore, she coordinates and trains medical students to assist in our summer school program for six weeks. This group also participates in our health fairs.</p> <p>PANCARE-Our partnership with PANCARE allows for on-site medical and dental services to be provided to our migrant students during the summer. In addition, PANCARE mobile units (medical and dental) participate in our health fair.</p> <p>Federal Programs-MIS personnel as well as Title I personnel assist us in gathering student data. In addition, they alert us about any incoming migrant parents and possible needs. They also include us in meetings held throughout the school district.</p>
<b>Palm Beach</b>	24	<p>Soup Kitchen provided emergency foods for families. Dress Success provide clothing for our parents and students as needed for special events, weather needs, and preparing for job interviews or scholarship events. Caridid Clinic provided medical services as well as partnered with us on parent trainings.</p>

<b>County</b>	<b># Partners</b>	<b>Most Consequential Partnership<sup>6</sup></b>
<b>Pasco</b>	6	The MEP partners with Title III Part A to provide English Language materials for eligible migrant parents and students in grades Pre-K through twelfth. Title III provides additional funding of after school programming and tutorials to migrant English Language Learners. The University of South Florida (USF), collaborates with our MEP program for the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP). The MEP office collaborates with the HEP and CAMP organizations to identify and recruit eligible students for these programs. The MEP office collaborates with the Pasco County libraries to provide families with resources to address reading and parent engagement needs.
<b>Polk</b>	17	One of the most important partners for our MEP is our collaboration with other Federal Programs including Title I, Part A and Title IX (Homeless). This partnership provided many opportunities for each program to leverage resources to meet individual student needs and improve student outcomes. Another very important partnership during the 17-18 school year is the partnership between MEP and the Farmworkers Jobs and Education Program. This partnership focused on providing continued support to migrant students as well as promoting positive parent and family engagement opportunities. A third partnership which was very beneficial to our student involved HEP, Camp, and PASS. These programs provided very important educational options for our students and a positive alternative to traditional coursework as well as a plan for post-secondary success.
<b>Putnam</b>	13	1. Department of Children and Families - Improve school readiness 2. Title I Part A - Plan, promote, and/or fund instructional services 3. Azalea Health - Provide guidance/services on specific issues requiring additional expertise (e.g. immunizations, physicals, discipline, mental health, etc.)
<b>South Tech</b>	1	SouthTech Charter LEA served only seven Migrant Students during 2017-18. However, the LEA has had an ongoing partnership with the Farmworkers Childrens Center, Inc. for several years. SouthTech provides the use of its facility for a summer program conducted by the Center. Farmworker Childrens Center, Inc. exists to serve elementary, middle, and high school children in parts of coastal South Palm Beach County, Florida. They provide free educational, cultural, social and recreational benefits to underserved children. Their parents are laborers primarily for local agricultural farms and nurseries. Most often, the children lack the resources for educational support at home.
<b>St Lucie</b>	12	The three most important partnerships for the 17-18 school year, were East Coast Migrant Head Start Program, SLPS ESOL Programs, Early Learning Coalition.
<b>Suwanee</b>	13	1) The Florida Diagnostic and Learning Resources System (FDLRS) provides early intervention screenings for young children to promote school readiness and identify children who are at risk of learning and physical disabilities. FLDRS also provides support to families through Parent Services, Educational Parent Workshops, and Disability Awareness information and training. 2) Love-Inc- is a nonprofit community organization that assists families in the community who are poverty stricken and need food and clothing assistance. Love Inc works in conjunction with local churches to provide food, shoes, and household items. Through the combined efforts of local churches and

County	# Partners	Most Consequential Partnership <sup>6</sup>
		volunteers, they can provide food, shoes, and household items. 3) Suwannee County Health Department (SCHD) provides various resources for Migrant families including: vital statistics, environmental health, health clinic services, healthy start programs, community outreach, school and public health preparedness. The services provided by SCHD serve Pre-K through OSY in promoting hygiene, safety, and nutrition. The SCHD is funded through Florida's Department of Health Services.
<b>Volusia</b>	18	Daytona State College- Facilitates the TRIO program for students. English classes for adults and GED completion; Rotary Club/Project Share: Provides food distribution and donates uniforms to our migrant students; Title 1 part A: VPK program collaboration to facilitate school readiness, fund FACT Fairs where families receive valuable resources and information.

Table 26. Added Value of Partnerships Reported by District

County	Added Value of Partnerships <sup>7</sup>
<b>Alachua</b>	Above mentioned and described partners provide crucial assistance to migrant students with medical services in order to facilitate school registration, (immunizations, physicals), and school supplies. They also provide assistance with food and clothing, which are important to ensure that students go to school ready to learn, which in turn boosts confidence and self-esteem of migrant students. Summer scholarships provided by U.F. provide unique learning opportunities to migrant students in the science field. All these collaborations have proven critical to the services we provide to our migrant students as they focus their help in the key areas of health, social assistance, education services and subsistence of migrant families. These partnerships complement the services the MEP provides to students and families and ensure a more holistic approach to the education of our students.
<b>Broward</b>	A) Title X Homeless Education Department (HEART) will assist displaced migrant families by referring them to agencies providing temporary housing. Students will be provided school uniforms and backpacks. B) Collaboration occurs with the Title I, Part A Parent Involvement Program. Services include: school/district community workshops, Title I parent Training Academy and Computer Literacy Training. C) The Bilingual/ ESOL program provides training during migrant parent meetings where valuable resources are shared with our migrant families in their native language.
<b>Collier</b>	Collier's partnerships allow for added value to the MEP program in a variety of ways: Without necessary health services, especially school entry physicals, the enrollment of migrant students can be delayed. Migrant students who are absent from school due to medical issues cannot achieve their academic potential if they do not receive needed medical services. Migrant OSY and parents have access to high quality ELL or GED classes and resources due to our partnerships with iTech and Adult and Community Education. The district's partnerships with HEP, CAMP, CROP,

<sup>7</sup> Text in this column was provided directly by each district through the annual evaluation data template.

County	Added Value of Partnerships <sup>7</sup>
	Guadalupe Tutor Corps, area institutions of higher education, Immokalee Foundation, etc. promote graduation and successful transition to post-secondary education and/or permanent employment. Local not-for-profit agencies, businesses, and schools that supervise Earn and Learn migrant student participants promote graduation, reduce drop out and develop employability skills. Various listed partnerships support school readiness for migrant preschool children and family literacy. Partners involved with after school programs at various locations throughout the district support reading, math and general academic skill development and achievement for participating migrant children and youth.
<b>DeSoto</b>	The food backpack program is very valuable as it ensures that migrant families and students in need have food to eat over the weekend. The academic coaches, teachers, and paraprofessionals funded out of Title 1, Part A are valuable and ensure that migrant students receive the instruction and academic assistance that they need.
<b>Escambia</b>	These as well as others have greatly added value to our migrant program families. Many of our families are new to the United States and need assistance with medical services such as immunizations and physicals that are needed to attend school. Our local Health department works with our recruiter who translates for our families that speak Vietnamese to set up appointments as well as at the appointment. Pensacola State College offers opportunities for our most at risk, OSY students as well as our students who excel academically by providing courses in adult basic education as well as the opportunity for those migrant students who can get a head start on their college degree with accelerated courses. The Department of Children and Families also adds value to our priority for service students and families by working with our translator to assist families complete the necessary applications to receive benefits to assist them.
<b>Glades</b>	The RCMA helped students to be better prepared for starting Kindergarten. Many of our Migrant families do not have time or the ability to help their child be successful in school. Title I, Part helped those students performing below grade level get the extra support needed to be successful in school and/or to help reduce the amount of Summer learning loss. The Glades County Health department provided students with additional expertise of mental health, immunizations, discipline and other health related areas. 4. The United Way 411 provides many support services to families in Glades and surrounding counties.
<b>Hardee</b>	The CAMP program was very beneficial to our students since one migrant senior enrolled in the CAMP program at the University of South Florida and two migrant seniors enrolled in the CAMP program at Michigan State University. The migrant program also partnered with Cutting Edge Food Ministry. Through this collaboration, we were able to provide boxes of food to our migrant families at a parent meeting, Saturday community outreach event, and to students in the summer program.
<b>Hendry</b>	One entity cannot do what a whole group of entities can do. Our partners work so collaboratively with us in ensuring that our students were ready for school and for learning. It's hard to learn if your basic needs are not met. The partners that provided the most need were the ones that met the basics - food, utilities, and shelter. It is hard to describe how important this was for most of the school year. The partners we have that look out for families was so important not just during the time of the hurricane, but in the following months as it takes so much time to recover. So many jobs and homes were lost.
<b>Highlands</b>	Our District's partnerships add value to our program's priorities for our migrant students and families because we are meeting their physical needs by helping get food, health services, and providing an education for the students. Our communities are very gracious and donate gentle used clothes and hygiene items when the need is there.
<b>Hillsborough</b>	The partnerships we have help increase ID&R. In addition, they create an opportunity to inform the community about the program. The information that is shared with business, individuals and



County	Added Value of Partnerships <sup>7</sup>
	agencies results in increased services to the families, increased opportunities for the students and increased support to the MEP staff who has direct contact with the students and families. Especially during difficult times, the support from agencies that can help provide services we can't create a safety net for the students and their families.
<b>Indian River</b>	The LEAs MEP leverages other federal programs to offer supplemental academic support, after school and summer programs, parent engagement activities, pre-K programs, and supplemental bilingual paraprofessionals. From this collaboration, staff also receive professional development. The LEA partners with local groups to offer early childhood programs, tutorial programs, professional development, classroom supplies, and family engagement activities. The LEA also partners with a neighboring district, St. Lucie County, to strategize and coordinate recruitment efforts for families who live and/or work in both counties. The LEA strives to maintain partnerships with the University of Florida IFAS Extensions in Indian River County, RCMA and St Lucie County to attend recruitment opportunities at mandated migrant training events and to develop a more comprehensive qualifying activities chart.
<b>Lafayette</b>	The district partnerships add valuable resources to our Migrant students and families by providing a broad range of services. The ranges of services include, but are not limited to: food, medical needs, educational needs, clothing, transportation to receive services, and school supplies. These services have proven to improve academic achievement of our Migrant students.
<b>Lake</b>	Lake MEP partnered with: Non-profit community or faith-based organizations which provided donations of basic need items: food, toiletries, clothing, furniture, household and kitchen items, bedding, books, and referrals. County Health department referrals for bilingual health worker to assist MEP families with applying for SNAP, Medicaid, physician referrals, and other health concerns. McKinney-Vento grantees provided donations of basic needs and social worker home visits to at-risk MEP families to assess their social and health concerns. Title I, Part A, program staff assisted with student engagement, connection to the students' schools, parent involvement activities and events, and assistance with VPK application/enrollment of eligible MEP children. Title III program staff for MEP families to attend bilingual ESOL workshops, events, and activities to educate families about the ESOL program. Lake County Schools Transportation department assisted students needing closer/safer bus stops and fee-based transportation for a VPK MEP student. Umatilla Elementary School provided weekly food home for MEP students via the school's backpack food program. National non-profit programs (Girl Scout Alumnae Silver Trefoil and The Pajama Program) provided new pajamas and books to MEP students. These partnerships added value to Lake MEP by removing educational barriers, serving migrant students and families, and improving the quality of life for MEP students and their families.
<b>Lee</b>	We have said it before and will continue to say it, with over 130 public schools (including charters) in our district, and a small number of MEP students at most schools, it is difficult to provide school based services through the MEP sole funds. MEP program staff heavily rely on each school to utilize their partnerships/resources in providing services to students, with exceptions. MEP staff alerts to students needs are met/provided to school based contacts who look for the availability of services. If services are not available from other sources, MEP program will look for sources or provide services from partners. Our partnership with The Foundation for Lee County Public Schools and its variety of educational support and promote graduation as well as with transition to post-secondary education is huge value to our migrant students/families.
<b>Madison</b>	The programs with the district partners that add value to services for migrant students and families are varied and numerous. For example, Title I A Program staff helps the migrant program during the summer by paying for fuel for summer school door to door transportation. The Title I Part A Program also contributes in instructional opportunities in the effectiveness in content areas of reading, language arts and math. Another important community link is the collaboration with

County	Added Value of Partnerships <sup>7</sup>
	the Madison County Health Department. This creates opportunities for parent involvement when it comes to promoting health. The health fairs in which parents participate help educate them on the necessities for their children. Finally, the local civic organizations and churches are also some of our biggest contributors. They provide guidance in helping us find different resources and services, specifically for the issues that are required for migrant families like food and clothing.
<b>Manatee</b>	East Coast Migrant Head Start (ECMHS) has added value by providing invaluable space that is close the migrant farm and migrant families place of residence. The proximity of the location allows students and parents to literally walk over to receive academic support for students and allows parents to participate in family literacy meetings. Church Women United (CWU) provides blankets, clothing for infants to about 2nd grade and accessories. CWU fills an invaluable void, by providing needed new resources that are distributed at our Migrant Fairs. Manatee Rural Health (MCR) fills another void, which is the health services that we as a district cannot provide. Students with health issues are not academically successful and parents can't work if they are sick. MCR provides an incalculable service to our migrant families by providing the needed health services our population needs.
<b>Marion</b>	Our first priority is to get the students in school so the resources listed above helped us do that quickly and helped the students be ready to learn. The community food banks were also a big help in this area. Our next priority is to educate the parents about ways they can advocate for their children and for themselves. The Rural Women's Health Project, the Ocala Farm Ministry and FL Legal Services were a great help for our families that needed this type of support. Once children are in a safe environment with food, clothing and shelter, then the MEP can provide the educational assistance the children need.
<b>Martin</b>	Whole Child Connection staff meets with the Migrant Program staff to identify community services which can be utilized to support migrant students. The Whole Child Connection lists the Title I Parent Resource Centers as a service to Indiantown families; promotes the Parent Resource Centers which migrant parents utilize by sharing brochures and by providing face to face notifications. Provides continuity of Head Start services to children of migrant farm workers on the east coast of the United States and to help identify school-age migrant children; the Church also supports our Teacher Advocates when they request dental checkups for our migrant students. Upon referral, to support and strengthen the community through quality prevention, education and social-emotional healing services for children and their families through mental health counseling. Caring Children Clothing Children's clothing program provides an opportunity for needy children to gain self-esteem by obtaining and wearing clothing similar to their peers at no charge to their families. Children's clothing is donated to our bins at area schools, then sorted and presented at our store in department store fashion by volunteers. Recipients are referred by schools and charitable agencies that provide the eligible children with vouchers to shop at no cost for three outfits as well as new underwear, sock and shoes, up to three times a year. Collaborative supplemental academic activities to enrich MEP students' learning; Collaborative supplemental academic activities to enrich MEP students' learning, specifically students at risk. Collaborative activities to assist Migrant Students and families with clothing, and sanitary supplies as needed; Collaborative supplemental academic activities to enrich EL MEP students' language acquisition.
<b>Miami Dade</b>	All of our district partnerships add value to our program by addressing the unique needs of migrant students and their families.
<b>Okeechobee</b>	The district's partnerships add value to the Migrant program by involving the community assistance to those enrolled in the Migrant program. The partnerships are focused on enhancing the lives of Migrant students and families through their services.
<b>Orange</b>	1. Partnership with OCPS in SY 2017-18 provided access to the following; A. OCPS Kids' Closet providing school uniforms, clothes & shoes, backpacks and holiday presents B. school counselors

County	Added Value of Partnerships <sup>7</sup>
	<p>and Safe Coordinators providing support with migrant students' schedule changes, tutoring options, access to AP, Honors, or Dual Enrollment classes, assistance with scholarships &amp; FAFSA applications, information on graduations requirements, and post-secondary educational opportunities C. Facilities (school media centers) to host family events for early childhood, and secondary school family events for migrant families D. Facilitating intra-departmental training with the McKinney-Vento Program for district registrars provides the opportunity for migrant recruiters to network directly with district registrars creating rapport and receiving referrals from registrar when new possible migrant families enroll in schools. E. Access to district sponsored events such as OCPS Parent Academy, health fairs providing free dental and free immunization events, and Apopka High School Parent Teachers Student Associations providing Thanksgiving and Christmas Baskets for 15 migrant families.</p> <p>2. Partnerships with Community Based Organizations in SY 2017-18 provided the following: A. Early Learning Coalition providing funding, ongoing resources, and professional development opportunities for two early childhood instructors that work only with migrant students for school readiness purposes. B. Teen Xpress providing health, nutrition, and counseling services for migrant students regardless of access to health insurance. C. Hope Community Center assisting migrant families with After-school tutoring, Citizenship classes, Youth Groups, and parenting and English skills classes. D. Remnant Christian Center provided 20 Thanksgiving and Christmas Baskets,</p> <p>3. Partnerships with local business in SY 2017-18 provided the following: A. Field trips Seminole State College and Holiday Inn Celebration Hotel provided secondary migrant students with information on higher education, admissions requirements, grants, and information on careers in hospitality institutional management (which students expressed interested in). B. Maggiano's Restaurant (OCPS' Partners in Education) provided hot meals for migrant families C. Spice World provided donated products for sale to raise funds for end of the year MEP Senior Scholarships.</p>
<b>Osceola</b>	<p>District's partnerships added great value to our Migrant Program. Partnering and collaborating with other Federal Programs allowed us to build capacity and use information and resources to implement, support, and maintain program. Collaborating with faith-based, different Non-Profit Organizations, and community organizations enabled us to leverage additional resources to benefit our Migrant students. Parents had the opportunity to receive information, free resources and services provided by non-profit community organizations, health/community, and faith-based organizations.</p>
<b>PAEC</b>	<p>These partnerships added value by providing and facilitating services that otherwise would be difficult to offer. The Medical services provided are done so by certified professionals. The relationship and rapport shared with our federal programs allows for the academic needs of our students to be identified allowing us to truly work as a partner with federal programs in closing the achievement gap with our migrant population.</p>
<b>Palm Beach</b>	<p>Without the partnerships, many needs of the students would not be met. Providing food, uniforms, back packs, physical and mental health agency services, etc. have been implemented through the use of the partners we have in the county.</p>
<b>Pasco</b>	<p>Partnership with Title III Part A has assisted the MEP in providing additional support to our migrant ESOL students to address their needs in reading and math. Collaboration with Title III has also assisted the MEP to address our parent engagement goals. Our partnership with USF with the HEP, CAMP, and college tours has added value to the program's priority of closing the gap of graduation rate. Our partnership with the Pasco County libraries has added value to our reading and parent engagement program priorities. Pasco County libraries has shared with our parents</p>

County	Added Value of Partnerships <sup>7</sup>
	the various resources provided free of charge to them. They have made it convenient by attending our parent events to give parents and students an opportunity to acquire library cards. With a library card parents and students have access to resources such as electronic books, reading programs, programs to learn English, bilingual books, grade level books, internet and various events. This partnership added value to the program's reading and parent engagement priorities.
<b>Polk</b>	These partnerships provided opportunities for our programs to offer many more direct and indirect services to our migrant students by leveraging each partner's unique resources and areas of specialization.
<b>Putnam</b>	Mental wellness, along with physical wellness, are very important. With the help of DCF and Azalea Health (referral system), our students have been able to receive timely and prompt medical services needed to begin school and to continue attending school. Title I Part A helps with planning and promoting Parent Involvement with our students regarding mental and physical health. St. Johns River State College promotes high school completion or equivalency and offers post-secondary opportunities for our older student or parents.
<b>South Tech</b>	Campo Alegre is a free summer day camp that runs for seven weeks and is divided into two sessions. In the first session nearly 100 children travel by van or bus from In The Pines and surrounding farming communities to South Tech Academy in Boynton Beach, Florida. Teachers and aides guide the scholars through math, reading and writing based on a summer theme. Daily journals are recorded by each child through artwork and writing. There are a variety of challenging activities and field trips to keep the children interested and involved. Contests, prizes and achievement certificates help reward their hard work. The camp is organized to help students stay current with their academic skills. It also provides children with critical social skills, recreational opportunities, and physical exercise. Over the years, the programs have a proven track record. The children have greater attendance records, higher grades and competitive test scores. They have a better chance of staying in school and going on to college.
<b>St Lucie</b>	The Migrant recruiters collaborate with the East Coast Migrant Head Start program to provide parent involvement and technical support. Staff at this facility provide parents with recruiter information as they find families. In addition, the recruiters attend events hosted by East Coast Migrant Head Start to share information about the MEP program. The SLPS ESOL program help improve the school readiness of migrant students through before/after-school tutoring, academic support, and professional development for teachers. The Early Learning Coalition assist in improving the school readiness of migrant students through parent involvement, workshops and meetings.
<b>Suwanee</b>	The MEP works closely with school personnel, state and federal Agencies, and the community to better serve the migrant families of Suwannee County. Without the support of the well formulated partnership, migrant students would have a difficult time being successful in school. The support and services that are provided through community efforts allow students in need to be able to access health, social, and nutritional services when needed. The MEP personnel collaborate with the Love-Inc. Organization to assist families with food, clothing, shoes and referrals to various resources in the community. Through partnerships with the school district, VPK and FLDRS, migrant families can benefit from vital educational services. Suwannee County School District's MEP and the RiverOak Technical College collaborate to provide migrant families with instructional services and resources to enhance literacy and language acquisition skills. In addition to instructional services, migrant youth and parents have access to high-quality ELL, ABE or GED classes and resources. The Suwannee County Health Department has provided health physicals and immunization support, and as well as overall health information. The Title 1 Part A Program offers professional development opportunities and ongoing support. The Title III Part A

County	Added Value of Partnerships <sup>7</sup>
	Program provides supplemental instructional opportunities for migrant students who are not proficient in the English language.
<b>Volusia</b>	These partnerships allowed the migrant families and students to receive an extension to services that couldn't be funded by MEP funds. These collaborations were key in providing additional school readiness support, resources for parents, valuable information for student support and knowledge on requirements for graduation. Through the TRIO program migrant students were able to participate in tours to colleges and students gained an understanding of the requirements of college admission.

Table 27. District MEP Staff Development Strategies

County	Please describe how the district implemented staff development strategies to coincide with the program's priorities for migrant student/family services.
<b>Alachua</b>	The MEP conducted professional development meetings, (PD), in the areas where migrant students/families have demonstrated the most need. Trainings were implemented in order to improve the way services to migrant families and students are delivered. PD emphasized ID&R techniques; Utilizing the GOSOSY website to serve OSY; Domestic Violence; Family Literacy; Empowerment for young girls; Department of Children and Families; Serving PK students; ACT strategies (for HS students and tutors), among others. The goal of the MEP, during the 2017-18 year was to continue to listen to what families are telling us on areas of most need of migrant students and families and have staff who are informed and with skills in providing services and/or referring migrant families to other community agencies.
<b>Broward</b>	The district implemented staff development that address the needs of our migrant students in all academic areas as well as Social Emotional Learning (SEL).
<b>Collier</b>	Each school has a Reading Coach on-site and available to support and build the capacity of Migrant funded resource teachers as well as classroom teachers of migrant students. Instructional strategies in area of differentiated instruction, vocabulary development, progress monitoring, running records, guided reading, and ELL strategies are especially beneficial for teachers needing to address the unique needs of migrant students who may need interventions due to late enrollment (or other interruption) and language proficiency, as two common examples. The migrant funded In-Home Literacy Teacher participated in the beginning of the year district Pre-Kindergarten workshops. Professional development for MEP staff also includes ongoing Identification and Recruitment Training which focuses on effective recruitment strategies and COE accuracy and compliance.
<b>DeSoto</b>	Staff was provided professional development on Migrant ID & R as well as Migrant PFS procedures which coincide with the program's priorities for migrant student/family services.
<b>Escambia</b>	Staff development was received with a focus on OSY, this training was implemented by Elizabeth Walker and Mr. Le when recruiting. Escambia County also received training on FL PASS that was then implemented with 3 of our county's OSY students. Elizabeth Walker and Mr. Le our recruiter was able to access PowerPoint presentations created by ESCORT to insure COEs were filled out correctly as well as to be familiar with the new regulations under ESSA. The tools and strategies that were shared in these trainings are being used when working with families to determine eligibility. Cang Pham, our Migrant guidance counselor attended 2 professional learning sessions to better assist our High School migrant population.
<b>Glades</b>	Migrant staff attended at least one ID & R training during the 2017-2018 school year. The staff received at the beginning of the school year professional development on completing the updated Certificate of Eligibility. The migrant staff also attend another ID & R training in the spring. This training was a refresher on completing COE's and best practices with Migrant recruiting. The director attended FASFEPa conference in the Fall and Spring. FASFEPa conference discussed implementation of the Title I, Part C application and the spring conference discussed completing the grant application. These trainings coincide with program priorities by providing refreshers on completing COEs and how to recruit more effectively.
<b>Hardee</b>	Due to the new changes under ESSA, several webinars were viewed regarding the correct method to identify and recruit migrant families and out-of-school youth. Migrant staff also attended a "Booster" training and a statewide Identification and Recruitment training. These trainings provided staff the ability to complete the Certificate of Completion accurately and

County	Please describe how the district implemented staff development strategies to coincide with the program's priorities for migrant student/family services.
	consistently of key sections across the state. Two staff members also attended a Family Literacy Meeting: Focus on Early Learning and Meeting the Needs of Out of School Youth. The trainings received will help staff better identify and serve migrant families and out of school youth.
<b>Hendry</b>	All new teachers in the district receive an initial training on the MEP program - what it is, useful terminology, services provided, and contact information for the MEP. Principals also participate in a MEP informational meeting yearly. This is embedded in the Federal Programs consultation with individual principals in the district. Monthly District Leadership Meetings take place as well as monthly principals' meetings where updated information and any additional staff development occurs. Staff Development within the MEP occurs monthly. At each of these meetings, student priorities and family priorities are discussed, as well as recruitment efforts, COE best practices, and advocacy for students. Reading Coaches provide staff development to teachers and admin on best practices for struggling migrant students as well as ELL students.
<b>Highlands</b>	The LEA participated in State led professional development with Dr. Ray Melecio's office. Information on conference calls were also provided and discussed with staff at monthly meetings. The Migrant Academic Advocate also attends professional development in guidance, and the advocate shares to our staff things that may be useful for our students. At times the advocate shares websites that would be useful for our families.
<b>Hillsborough</b>	All MEP staff participates in an orientation at the beginning of the year where we review project application (including but not limited to reading, math, graduation rates, school readiness and OSY strategies, activities and actual outcomes versus anticipated outcomes for the year. Data is shared with all staff, including recruitment data to ensure that everyone knows what the focus will be for the year and how, as a program, we will accomplish the goals. We also review the state goals (Service Delivery Plan and MPO's). In addition, we met, bi-monthly, to provide programmatic updates, to look at current data (academic, recruitment, services) and to collaborate across school and levels (elementary, middle, high, and OSY). We also invited guest speakers (agencies that provide services to families and district guest speaker) to provide opportunities for staff to engage in academic professional development.
<b>Indian River</b>	The LEA provides opportunities for migrant education staff to participate in professional development activities that support and are aligned with MEP services. For example, migrant staff participate in ongoing parent engagement and homeless education PD.
<b>Lafayette</b>	The Migrant Liaison provides training to staff at the beginning of each school year (and more often as needed throughout the school year) on the requirements and goals of the Migrant Program. Staff that participates in the training is teachers, paraprofessionals, school office staff, guidance counselors, principals, assistant principals, custodians, food service workers and bus drivers. The Liaison explains the identification process and criteria of Priority for Services. Lafayette County has a very small number of students each year to qualify for PFS, therefore, all Migrant students receive services and all staff receive training to assist students with academic and physical needs.
<b>Lake</b>	Strategies for reading, math, and ESOL, were offered to staff by Lake County School District. Lake County School district reading and math specialists provided assistance in reviewing Lake MEP's curriculum materials and also offered suggestions for additional curriculum resources and strategies. Discussion regarding specific challenges faced by Lake MEP students and families were conducted by MEP staff on an ongoing basis. These challenges

County	Please describe how the district implemented staff development strategies to coincide with the program's priorities for migrant student/family services.
	were addressed collectively by sharing strategies and resources for removing any educational barriers.
<b>Lee</b>	<p>Every Monday since the beginning of the academic school year, all district personnel receive email notification regarding professional development (PD) course availability in PeopleSoft ELM (online software to register). Each district registered training has Electronic Check-In: The District uses the in-house Attendance Manager system for electronic check-in for all professional development activities. The combination of a unique, trainer provided pass key and the participant's district username and password is used as verification of attendance for each professional development activity. Participants who do not use the Attendance Manager system for check-in at professional development activities will forfeit in-service credit. End-of-Course Evaluation: Evaluation is a required element to award in-service credit for professional development activities. Data gathered from end-of-course evaluations informs future professional development offerings. Department-based courses include a required end-of-course evaluation. The evaluation must be completed within 14 days after the last training date. Participants who do not complete the evaluation within this timeframe will be "dropped" from the course and unable to receive the in-service credit. Some of the trainings thus far have allowed for staff to be trained and oriented towards the following MEP priorities: Graduation MPO1 focuses on the percent of migrant students in grades 9-12 who (a) are identified as at risk of failing or dropping out via district early warning system, Graduation MPO3 which focuses on migrant parent educational advocacy program will report gains in knowledge of graduation requirements and student engagement strategies for promoting graduation, EC MPO 1 focuses on the percent of migrant pre-k children who are served by the migrant education program and complete Florida statewide school readiness assessment that are determined to be ready for school, OSY MPO 1 focuses on the percent of migrant students that drop out of school in grades 9-12 who receive MEP advocacy or academic support who return to school or participate in a high school equivalency program within one year</p>
<b>Madison</b>	<p>For staff development ID&amp;R has training once a year in Orlando. This is a professional development/skill development two-day training for identifying families and students in the fields. Another training is the Florida Migrant Parent Advisory Council (FLMPAC) training. This conference is held four times a year. The president of the district (MPAC) Migrant Parent Advisory Council is invited to take part in leadership skills training that will help them in their community. Once a year we also meet in Tallahassee for the Implementation Strategies Meeting (ISM). This training also is a skill development/professional development that the state put together to better serve families and students. Districts learn from other districts by taking part in mock scenarios which demonstrate what other districts do that are successful in their area.</p>
<b>Manatee</b>	<p>The School District of Manatee County's Migrant Education Program conducted monthly staff meeting to include data disaggregation to drive instruction, ID&amp;R updates, re-interviews, extended year and extended day programs and documentation of services via migrant logs. In addition, Joe Spenser with the PASS program, Rosa Mendez with H.E.P. and Ruby Luis with C.A.M.P. and ESCORT provided onsite professional development on their individual programs to assure migrant staff were cross trained on services available to migrant students and ID&amp;R initiatives. The district's VPK supervisor provided face-to-face facilitation on how to assist parents in enrolling their children to obtain the VPK voucher. The Migrant Coordinator attended the Spring FASFEPA, as well as, the spring ID&amp;R Training in Orlando. The Migrant Coordinator and Migrant Clerk participated in MSIX enrollment webinars, as well as,</p>



County	Please describe how the district implemented staff development strategies to coincide with the program's priorities for migrant student/family services.
	participated in the recorded online ID&R training provided on the ESCORT/Florida ID&R website to be fully aware of updates to the COE.
<b>Marion</b>	Two areas from 2016-17 that the MEP needed to build on were Identification/Recruitment and services to OSY. Each home school liaison was assigned to one of these areas and, as a group, the MEP spent a great deal of time researching and planning how to provide better service in these areas. For Identification and Recruitment, we attended a training by ESCORT in June 2017, a webinar training for the new COE in July 2017, another COE webinar training in January 2018 and the Statewide ID&R training in February. We also worked through case studies provided by the FL ID&R Office and the updated ID&R manual. By doing this together but having one member primarily responsible for recruitment, we learned a lot as a team and saw a lot of growth and leadership from this staff member. For services to OSY, we participated in the OSY Learning Plan online training in June 2017, reviewed the GOSOSY website and materials, researched lessons for specific OSY needs (such as pregnancy), attended an Immigrant Justice Meeting in February and worked with FL Legal Services regarding domestic violence and housing in the spring of 2018. The relationships and bonds we have built with these OSY have been very promising and as several of them are now moms, we are continuing to work on parenting and educational skills for their children.
<b>Martin</b>	All MEP Staff Development activities are focused around Strategic Plan Design, Student Assessment/Achievement, Needs Assessment progress monitoring, and ID & R. All Migrant Education staff participates in an orientation at the beginning of the year where we review project application (including but not limited to reading, math, graduation rates, school readiness and OSY strategies. The activities and actual outcomes versus anticipated outcomes for the year are also addressed on an ongoing basis in order to change any program activities or goals as the needs of the MEP population in the Martin County School District change. All data is shared with all staff, including recruitment data to ensure that everyone knows what the focus will be for the year and how, as a program, we will accomplish the goals. We also review the state goals (Service Delivery Plan and MPO's). In addition, we met, bi-monthly, to provide programmatic updates, to look at current data (academic, recruitment, services) and to collaborate across school and levels (elementary, middle, high, and OSY). We also invited guest speakers (agencies that provide services to families and district guest speaker) to provide opportunities for staff to engage in academic professional development.
<b>Miami Dade</b>	District staff development strategies that address the unique needs of our migrant students and their families and coincide with our program priority for services.
<b>Okeechobee</b>	The MEP staff development training provided to MEP staff focused on targeting identification, recruitment and services provided to MEP students and families. The intent of all activities was to increase knowledge and skills to the MEP staff in these areas.
<b>Orange</b>	<p>Having new administrators and new migrant staff all staff received Identification and Recruitment Training focusing on new migrant eligibility criteria updated by ESSA, provided by the FL ID&amp;R Office at the Orange County Public Schools (OCPS) district offices. In addition, the two new (and only) recruiters participated in additional ID&amp;R professional development provided by the state and at the National ID&amp;R Forum. Accurate and prompt recruitment will continue to be a priority from year to year as the OCPS MEP re-certifies migrant students, recruit new qualifying families/youth, and conducts local quality control efforts (rolling re-interviews).</p> <p>Migrant staff participated and attended professional development directly related to their</p>

County	Please describe how the district implemented staff development strategies to coincide with the program's priorities for migrant student/family services.
	<p>job duties. All migrant staff members participated in MSIX training and received newly established access to the system in effort to expedite services for any student moving from or to Orange County. Secondary school migrant advocates continue to participate in the Professional Learning Communities at their assigned schools receiving staff development and collaboration with other departments (ESE and ELL) related to student specific academic needs. Such development includes updated graduation requirements, specific afterschool tutoring offered by content teachers, etc., thus accurately informing migrant families and students of available educational resources at their schools. OSY advocates (two recruiters) participated in OSY training provided by the ID&amp;R Office focusing on OSY profile, establishing educational/life goals, and educational and life skills resources for OSY. The OCPS MEP has implemented a case management approach to serving OSY identified in Orange County, ensuring each youth's needs are assessed (OSY Profile), and advocacy is provided as the youth identifies and establishes goals. Early Childhood Learning Coalition providing ongoing resources, and professional development opportunities for two early childhood instructors that work only with migrant students for school readiness purposes Early childhood advocate</p> <p>After attending the National Migrant Conference (Portland), tutoring and summer information was immediately connected to implementation staff offering summer learning opportunities for secondary students (PASS credit recovery program for migrant students).</p>
<b>Osceola</b>	<p>All professional development activities are aligned with the MEP needs. The District implemented staff development strategies by ensuring that staff who attended put into practice best practices acquired. Migrant children's educational needs were addressed in order to improve academic achievement. MSIX was utilized as a recruitment tool, submitting student data, as well as responding to move notices. H2A Agricultural information was used to find out if there were any OSYs working in our District in order to recruit them and provide services. Technical assistance meetings provided Migrant staff with updated information and tools to implement program requirements in order to be in compliance.</p>
<b>PAEC</b>	<p>Staff development activities are aligned with Title I Part C priorities. Identification and Recruitment and OSY trainings are accessed throughout the year. These are offered by the ID&amp;R office as well as by FLDOE Migrant State Office through the Implementation Strategies Meetings. Reading, mathematics, graduation, and school readiness trainings are offered as in-service workshops prior to summer school beginning in an effort to have full participation by teachers who will be directly teaching our migrant students. As can be seen, our program's priorities are weaved into staff development strategies to ensure staff impacting the lives of our migrant children are equipped with the necessary tools to help our migrant students not only graduate from high school but seek higher education.</p>
<b>Palm Beach</b>	<p>Staff development opportunities have been provided especially to meet the new ESSA requirements, new COE requirements and strategies for meeting PFS needs. We have participated in many state trainings and some district trainings regarding the ELL population and reading.</p>
<b>Pasco</b>	<p>The Migrant Instructional Aide is part of the PD sessions provided to ESOL Instructional Aides where they are provided PD on reading or math strategies to use when working with students. The program coordinator, social worker and recruiter attended Statewide ID&amp;R training in order to properly recruit migrant families. The Migrant Social Worker attends PD sessions provided by the county's Social Worker supervisor in order to be aware of the resources available to our migrant families.</p>

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<b>Polk</b>	Professional development opportunities were targeted for staff based on individual employee needs relative to student service priorities. Migrant Intervention Teachers were provided professional development opportunities focused on identifying specific areas of academic concerns and completing needs assessments of student academic histories as well as aligning applicable supports to student needs. Migrant Home School Liaisons were provided professional development in the areas of Identification and Recruitment of migrant students with a focus on changes made due to ESSA. Migrant paraeducators were provided training in utilizing specific strategies for migrant student direct academic interventions. Other Migrant staff were provided professional development in their respective areas of concentration.
<b>Putnam</b>	Staff meetings consisted of support services we offer and no longer offer, community resource information for those families and students who need help on weekends as well, and identification and recruitment. We targeted community resources for services we could no longer offer and identification and recruitment tactics that include school personnel to help identify students that are not approached/found immediately.
<b>South Tech</b>	SouthTech Schools are in their second full year of serving Migrant Students. With only seven students identified for the 2017-18 school year, the greater focus for staff development was in understanding ID&R and MEP processes. Therefore, the LEA used a small portion of its MEP funds to support this PD for key MEP staff to gain a better understanding of the identification process and the types of support appropriate for migrant students and their families.
<b>St Lucie</b>	
<b>Suwanee</b>	The Suwanee County School District partners with the Migrant Education Program (MEP) to provide staff development for school personnel regarding State and Federal Educational Programs. During pre-planning, the MEP collaborates with each school site to share information on the Migrant Education Program. Presentations are conducted which outline the purpose and definition of the MEP. Training is provided to administrators, teachers and staff members of the services provided through the MEP. The Coordinator of Student Support ensures that the MEP works diligently with administrators of school sites and other Federal Programs so that an optimal learning environment is provided to all students. The MEP staff work closely with the Coordinator of Student Support in weekly curriculum meetings to monitor attendance, grades, assessment results and grade level promotion requirements. Ongoing, professional development is provided by the MEP staff are as follows: Identification and Recruitment, Training on updated Federal Laws and the Migrant Student Information Exchange (MSIX), Graduation Requirements, Standardized Assessment benchmarks, College and Career Training, and overall academic success. The MEP staff attend SST meetings which include guidance counselors, representatives of the ELL staff, ESE staff and academic coaches.
<b>Volusia</b>	The MEP staff participated in professional learning opportunities that assisted in developing, implementing and facilitating activities/strategies that would result in positive outcomes of the MEP's goals. The plan gives priority to identified PFS students when distributing the migrant funds that provide academic services and other needs provided by the needs assessment survey. The MEP staff learned how to analyze data and progress monitor the migrant student population to make informed decisions about interventions and facilitating academic support for students at risk. Other staff development provided by Volusia County Schools provided MEP staff with the knowledge to align supplemental instruction/materials/support to individual student needs based on student's performance

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	data. The professional development provided to VCS employees and MEP staff is ongoing and it is targeted to achieve the goal of academic success for all students.