

# **FLORIDA MIGRANT EDUCATION PROGRAM**

## **2018-2019 EVALUATION REPORT**



August 2020

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## Abbreviations

CNA	Comprehensive Needs Assessment
ELL	English Language Learner
EOC	End-of-Course
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FD OE	Florida Department of Education
FMEP	Florida Migrant Education Program
FLKRS	Florida Kindergarten Readiness Screener
FMPAC	Florida Migrant Parent Advisory Council
FRPL	Free or Reduced-Price Lunch
FSA	Florida Standards Assessment
GED	General Education Diploma
GPA	Grade Point Average
ID&R	Identification and Recruitment
LEA	Local Education Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
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
SDP	Service Delivery Plan
SEA	State Education Agency
SES	Supplemental Educational Services
STEAM	Science, Technology, Engineering, Art, Mathematics
SY	School Year
VPK	Voluntary Pre-Kindergarten Education Program

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 2018-2019 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) that was updated in 2017-2018 based on a statewide Comprehensive Needs Assessment (CNA) conducted in 2017 and in consultation with the state's Migrant Parent Advisory Council (MPAC). 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.

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

MPOs are designed to address both implementation and outcomes, seeking to determine the extent to which program implementation, as designed in the SDP, results in interim outcomes that relate to the State Performance Targets.

#### *Reading*

- **ELA MPO 1: By the end of project year 2020-2021, the percent of migrant students in Grades 3-8 receiving at least 12 hours of supplemental academic instruction in ELA who achieve grade-level performance on the state assessment in ELA will increase by 3 percentage points over the 2018-2019 baseline.**

*Status: At baseline.*

In 2018-2019, 1,893 migrant students in Grades 3-8 received at least 12 hours of supplemental academic instruction in ELA. Of those, 32% earned a Level 3 or higher on the FSA in Reading.

- **ELA MPO 2: By the end of project year 2020-2021, 50 percent of migrant parents with children in grades K-8 who participate in a migrant parent educational advocacy program will report pre-post gains in educational engagement with their child.**

*Status: At baseline.*

In 2018-2019, 1,466 parents from 21 LOAs participated in a migrant parent education advocacy program. Of the 1,236 who completed surveys, parents reported average pre-post gains in the engagement of 1.4 on a 5-point scale.

## Mathematics

- **MPO: By the end of project year 2020-2021, the percent of migrant students in Grades 3-8 receiving at least 12 hours of supplemental academic instruction in Mathematics who achieve grade-level performance on the state assessment in Mathematics will increase by 3 percentage points over the 2018-2019 baseline.**

*Status: At baseline.*

In the 2018-2019 baseline year, 1,267 migrant students in Grades 3-8 received 12 or more hours of supplemental academic instruction in mathematics. Of those, the 43% earned a Level 3 or higher on the FSA in Mathematics.

## Graduation

- **GRAD MPO 1: By the end of the project year 2020-2021, 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 systems, AND b) receive migrant education program support who stay in school or graduate will increase by 3 percentage points over the 2018-2019 baseline.<sup>1</sup>**

*Status: At baseline.*

In the 2018-2019 baseline year, 2,247 migrant students in grades 9-12 were identified as at risk of failing or dropping out, and 1,408 received MEP support. Of those who received support, 85% stayed in school or graduated.

- **GRAD MPO 2: By the end of the project year 2020-2021, the percent of migrant students in grades 9-12 served by the migrant education program who successfully complete at least one accelerated course or certification will increase by 4 percentage points over the 2018-2019 baseline.**

*Status: At baseline.*

In the 2018-2019 baseline year, 3,853 migrant students in grades 9-12 were served by the MEP. Of those, 23% successfully completed at least one accelerated course or certification.

- **GRAD MPO 3: By the end of project year 2020-2021, 50 percent of migrant parents with children in grades 9-12 who participate in a migrant parent educational advocacy program will report pre-post gains in knowledge of graduation requirements and student engagement strategies for promoting graduation.**

*Status: At Baseline.*

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



In 2018-2019, 1,184 parents from 19 LOAs participated in a migrant parent education advocacy program. Of the 904 who completed surveys, parents reported average pre-post gains in knowledge of graduation requirements and student engagement strategies of 1.3 on a 5-point scale.

### *Early Childhood*

- **EC MPO 1: By the end of project year 2020-2021, the percent of migrant Pre-K children who are served by the migrant education program and complete the Florida statewide school readiness assessment and who are determined to be ready for school will increase by 3 percentage points over the 2018-2019 baseline.**

*Status: At baseline.*

In the 2018-2019 baseline year, 832 migrant students who were served by the MEP enrolled in Kindergarten; of those, 446 completed the FLKRS, and 45% (201) were determined to be ready for school.

- **EC MPO 2: By the end of project year 2020-2021, at least 50 percent of migrant parents with children ages 3 to 5 not enrolled in Kindergarten who participate in a migrant parent program will report gains in educational engagement with their child.**

*Status: At baseline.*

In 2018-2019, 1,042 parents from 19 LOAs participated in a migrant parent education advocacy program. Of the 850 who completed surveys, parents reported average pre-post gains in educational engagement strategies of 1.3 on a 5-point scale.

### *Out of School Youth (OSY)*

- **MPO: By the end of project year 2020-2021, the percent of migrant students who drop out of school in grades 9-12 and receive MEP advocacy or academic support who return to school or participate in a high school equivalency program within one year will increase by 15% over the 2018-2019 baseline.<sup>2</sup>**

*Status: At baseline.*

In the 2018-2019 baseline year, 809 grade 9-12 migrant students dropped out of school and received MEP advocacy or academic support. Among those 809 students, 42 or 5% returned to school or participated in a high school equivalency program within one year.

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

## End-of-Course Assessments

Both migrant and non-migrant statewide EOC performance improved from 2015-2016 through 2018-2019 across the four subjects monitored by the MEP: Algebra I, Geometry, Biology, and US History. During the same period, the gap between migrant and non-migrant student performance decreased in each EOC: Algebra I (from 19 percentage points to 17 percentage points), Geometry (from 20 to 16), Biology (from 17 to 14), and US History (from 18 to 17).

## **Recommendations**

To improve implementation and service provision, as well as to support future reporting and the Florida MEP's ability to monitor progress, we recommend the following:

- *Provide state-wide guidance, resources and professional learning on specific strategies outlined in the SDP.* While grantees seek to implement the SDP to the best of their knowledge, implementation tends to track closely to prior practice without specific assistance and guidance in changing the expected services. Some support is provided during annual MEP meetings during the Florida Association of Federal Education Program Administrators meeting, but additional guidance, materials, and support would help LOAs understand the expectations embedded in the new SDP.
- *Monitor for evidence of implementing specific strategies suggested in the SDP.* Support for new strategies should be coupled with establishing clear expectations for what this looks like in practice and included in monitoring documents.
- *Expand training on definitions of key MEP data points that support federal reporting and evaluation data collection.* Data provided in the evaluation template surveys are in some cases unreconcilable with data reported by other means, such as the number of OSY who dropped out or the number of students tested who received 12 or more hours of service. While some additional guidance within the template is warranted, some of the inconsistency points to varying understanding of migrant specific terms that need to be well established across the program for a variety of purposes.
- *Expand the data collection template to include additional implementation data, particularly in the areas of partnerships, health care, and secondary student programming.* The evaluation template was streamlined to match the new 2018 SDP and taken online, substantially reducing data errors and focusing on each of the MPOs. However, in the process of streamlining, while most implementation indicators were included, some were not gathered and others need to be clarified and well-defined. We, therefore, recommend reviewing and revising the template prior to use for the 2019-2020 evaluation. No new data collection on the part of grantees is anticipated.
- *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.
- *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.

- *Obtain all FLKRS and FSA performance data from FDOE, rather than requesting this data from grantees.* Most of the asterisks in the report addressed inconsistencies in LOA-reported numbers of students on FSA results, which FDOE should have in its possession already. Any delays in obtaining this data from FDOE would be offset by the improved consistency of the data obtained.
- *Revise the parent involvement MPOs to address the average gains rather than the percent of individual parents who report gains.* Because FDOE did not obtain the individual surveys or ask grantees to compare pre to post results for each individual, we are unable to calculate the parent involvement MPOs as written. One option would be to ask grantees to determine gains for each individual who completes the survey, another would be to have each grantee either return each survey or enter each survey online, and finally, FDOE might consider revising the parent involvement and engagement MPOs to address the summary figures rather than the number of individual parents who report gains.
- *Consider asking LOAs to report the statewide ID numbers of migrant students who receive 12 or more hours of service to FDOE, as well as for migrant students entering Kindergarten who previously received services.* Student proficiency for students with 12 or more hours of service had many errors, including several grantees reporting more proficient students with 12 more hours of service than students who received 12 or more hours of data. Although these could be addressed with additional guidance and training, another solution, tied to FDOE reporting of FSA data above, would be to ask grantees to report the specific students who had 12 or more hours of service, enabling FDOE to calculate the MPO directly from the performance data.

## ANNUAL EVALUATION REPORT

### PURPOSE

The purpose of this report is to assess the extent to which the services provided by the statewide Florida Migrant Education Program (FMEP) are having an impact on migrant children and youth. It covers the 2018-2019 program year and is framed to measure the implementation and effectiveness of the strategies and Measurable Performance Outcomes (MPOs) outlined in the updated 2018 Service Delivery Plan (SDP), which in turn was based on a 2017 statewide Comprehensive Needs Assessment (CNA) and produced in consultation with the Florida Migrant Parent Advisory Council (FMPAC).

The evaluation report also serves to communicate what is known about the impact of services 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 will also be shared with the FMPAC for discussion with and feedback from migrant families about the direction of FMEP service provision. Finally, the report is 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.

### MIGRANT STUDENT ELIGIBILITY

According to Title I, Part C, Education of Migratory Children, Section 1309(2), a child is eligible for the services provided by 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.

### PRIORITY FOR SERVICE

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

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

In Florida, the state applies the following criteria:

- A. Scored at Level 1 or Level 2 on the FSA; or
- B. Is an English language learner (students coded: LY or LN on the data element English Language Learners, Pre-K-12); or

- C. Has an age/grade discrepancy; or
  - D. Was retained; or
  - E. Is at risk of failing to meet state graduation requirements in one of the following areas: 1) an unweighted GPA of 2.0 or below, or 2) insufficient credits for promotion or graduation; or
  - F. Has dropped out of school in the current program year;
- AND who has moved at any point during the prior 12 months.

## THE FLORIDA MIGRANT EDUCATION PROGRAM

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

The FMEP grant application process allows for 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, through the SDP, the FMEP provides guidance in identifying evidence-based Service Delivery Strategies designed to organize LEAs' work toward achieving their goals for migrant students and families. A comprehensive annual evaluation then measures the effectiveness of those services, serving as a status check on progress made toward the attainment of established performance targets and MPOs. This enables 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 and can assist the FMEP in making mid-course corrections to improve impact.

## RESULTS

Thirty-one Florida LOAs received funding and provided data for the evaluation using reporting templates updated for the SY 2018-2019 program year. This evaluation report first reviews overall demographics of the Florida MEP and the migrant students it serves, and then reviews results in each major area of the program as outlined in the SDP.

## 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 total number of eligible migrant students in Florida fell from 27,528 in SY 2014-2015 to 24,834 in SY 2018-2019<sup>4</sup>, a decline of almost 3,000. On the other hand, Florida had 2% more migrant-eligible students in SY2018-2019 than in the previous year.

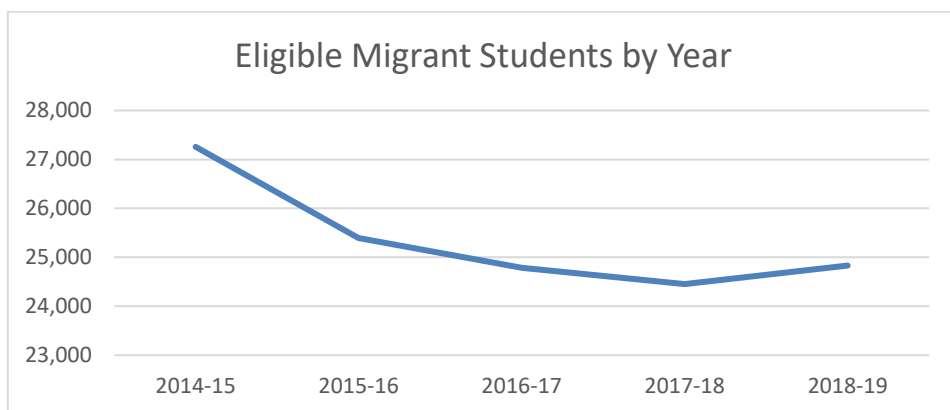


Figure 1. FMEP Eligible Migrant Students by Year, SYs 2014-2019

Numbers and percentages of migrant-eligible students designated as Priority for Service (PFS), the most highly mobile at-risk subgroup, as well as those with disabilities, are shown in Table 1. Eligible students are shown by reported racial and ethnic categories in Table 2.

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<sup>3</sup> 2017-2018 EDFacts, 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.

<sup>4</sup> Source: 2018-2019 EDFacts, File 121 / Category 1

**Table 1. Eligible Migrant Students Demographic Data, SYs 2014-2019**

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>ELL/LEP (LY)</b>	#	8,076	8,169	8,118	7,754	7,671
	%	30%	32%	33%	32%	31%
<b>PFS</b>	#	5,332	5,348	4,816	6,889	7,728
	%	20%	21%	19%	28%	31%
<b>PFS without age 3-5 (not KG)</b>	#	5,264	5,287	4,760	6,816	7,623
	%	19%	21%	19%	28%	31%
<b>Children with Disabilities (IDEA)</b>	#	2,738	2,776	2,653	2,607	2,586
	%	10%	11%	11%	11%	10%
<b>Total</b>	#	<b>27,258</b>	<b>25,396</b>	<b>24,789</b>	<b>24,454</b>	<b>24,834</b>

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.

Source: Annual CSPR; 2016-2019 numbers updated from 2018-2019 FDOE EdFacts, File 054

**Table 2. Eligible Migrant Students Racial/Ethnic Data, SYs 2017-2019**

	# Served: 2018-2019	# Served: 2017-2018	Year-over-Year Change: %
<b>American Indian or Alaska Native</b>	109	149	-27%
<b>Asian</b>	194	233	-17%
<b>Black or African American</b>	1,246	1,206	3%
<b>Hispanic/Latino</b>	22,442	22,082	2%
<b>More than One Race/ Ethnicity</b>	28	26	8%
<b>Native Hawaiian or Pacific Islander</b>	6	4	50%
<b>White</b>	809	754	7%

Source: 2018-2019 ED Facts, File 121 / Category 1

Of those eligible, the FMEP served 3% more migrant students overall in SY 2018-2019 than in SY 2017-2018, and 12% more students designated as PFS (see Table 3), though in both years the percentage of eligible migrant students served was very high.

**Table 3. Migrant Students Served, SYs 2017-2019**

	# Served: 2018-2019	% of Eligible	# Served 2017-2018	% of Eligible
<b>All Migrant Students</b>	24,414	98%	23,720	97%
<b>PFS</b>	7,726	100%	6,886	100%

Source: 2018-2019 ED Facts, File 121 / Category 1 and File 054 / Category 2

Table 4 and Table 5 show the distribution of migrant children served overall by grade level, while Table 6 and Table 7 show migrant students served by grade level during Summer only.

**Table 4. Migrant Students Served by Grade Level, Pre-K through Grade 8, SYs 2014-2019**

	<b>PK</b>	<b>KG</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>
<b>2014-2015</b>	4,120	1,972	1,925	1,939	1,916	1,543	1,439	1,396	1,333	1,322
	15%	7%	7%	7%	7%	6%	5%	5%	5%	5%
<b>2015-2016</b>	3,748	1,642	1,818	1,709	1,807	1,654	1,412	1,348	1,255	1,282
	15%	6%	7%	7%	7%	7%	6%	5%	5%	5%
<b>2016-2017</b>	2,599	1,489	1,537	1,628	1,752	1,385	1,435	1,328	1,251	1,201
	11%	6%	6%	7%	7%	6%	6%	6%	5%	5%
<b>2017-2018</b>	2,698	1,415	1,555	1,548	1,740	1,558	1,410	1,459	1,284	1,273
	11%	6%	7%	7%	7%	7%	6%	6%	5%	5%
<b>2018-2019</b>	2,938	1,438	1,490	1,513	1,696	1,464	1,487	1,452	1,389	1,306
	12%	6%	6%	6%	7%	6%	6%	6%	6%	5%

Source: Annual CSPR; 2016-2019 numbers updated from 2018-2019 FDOE EdFacts, File 054

**Table 5. Migrant Students Served by Grade Level, Grades 9-12 and OSY, SYs 2014-2019**

	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>OSY</b>
<b>2014-2015</b>	1,307	1,139	976	870	4,061
	5%	4%	4%	3%	15%
<b>2015-2016</b>	1,274	1,085	922	828	3,612
	5%	4%	4%	3%	14%
<b>2016-2017</b>	1,240	1,117	902	798	3,246
	5%	5%	4%	3%	14%
<b>2017-2018</b>	1,189	1,168	971	852	2,791
	5%	5%	4%	4%	12%
<b>2018-2019</b>	1,256	1,084	1,038	890	3,121
	5%	4%	4%	4%	13%

Source: Annual CSPR; 2016-2019 numbers updated from 2018-2019 FDOE EdFacts, File 054

**Table 6. Migrant Students Served in Summer by Grade Level, Pre-K-Grade 8, SYs 2015-2019**

	<b># PK</b>	<b># KG</b>	<b># 01</b>	<b># 02</b>	<b># 03</b>	<b># 04</b>	<b># 05</b>	<b># 06</b>	<b># 07</b>	<b># 08</b>
<b>2015-2016</b>	544	354	418	368	376	306	225	143	105	119
<b>2016-2017</b>	348	336	427	445	385	335	303	116	139	100
<b>2017-2018</b>	362	295	370	390	381	366	264	140	102	97
<b>2018-2019</b>	281	283	333	330	328	313	297	92	113	112

Source: 2018-2019 FDOE EdFacts, File 122



Table 7. Migrant Students Served in Summer by Grade Level, Grades 9-12 and OSY, SYs 2015-2019

	# 09	# 10	# 11	# 12	# OSY
2015-2016	110	76	77	11	57
2016-2017	103	91	50	6	69
2017-2018	63	90	74	7	274
2018-2019	88	79	85	6	226

Source: 2018-2019 FDOE EdFacts, File 122

<p><b>State Performance Target: Reading</b></p>	<p>By 2020, increase the percent of migrant students achieving grade-level performance on the statewide assessments in ELA by 6 percentage points over the 2014-2015 baseline.</p> <p><i>Status: Not yet to target date.</i></p> <p>In 2019, 30% of migrant students were proficient on the FSA in ELA, 3 percentage points higher than the 27% who were proficient in 2015.</p>
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**Reading MPOs - Status and Summary**

**ELA MPO 1: By the end of project year 2020-2021, the percent of migrant students in Grades 3-8 receiving at least 12 hours of supplemental academic instruction in ELA who achieve grade-level performance on the state assessment in ELA will increase by 3 percentage points over the 2018-2019 baseline.**

*Status: At baseline.*

In 2018-2019, the percent of migrant students in Grades 3-8 receiving 12 or more hours of supplemental academic instruction in ELA who earned a Level 3 or higher on the FSA in Reading was 32%.

**ELA MPO 2: By the end of project year 2021-2021, 50 percent of migrant parents with children in grades K-8 who participate in a migrant parent educational advocacy program will report pre-post gains in educational engagement with their child.**

*Status: At baseline.*

In 2018-2019, 1,466 parents from 21 LOAs participated in a migrant parent education advocacy program. Of the 1,236 who completed surveys, parents reported average pre-post gains in engagement of 1.4 on a 5-point scale.

**Background**

The top reading-related concern expressed by the 2017 Comprehensive Needs Assessment (CNA) Work Group was that too few migrant students were performing at grade level on state assessments. In 2014-2015, the baseline year for the State Performance Target established in the 2018 SDP, 27% of migrant students achieved grade-level performance on the Florida Standards Assessment in Reading, and 28% did so in 2015-2016. By 2018-2019, the baseline year for ELA MPO 1, the percentage of migrant students

at or above grade-level performance in reading had risen to 30%, though the gap between migrant and non-migrant students had widened from 16% to 24% (detail below).

Broadly, the 2017-2018 CNA SDP Committee proposed that MEP efforts to address priority migrant student reading needs include:

- Identifying and assisting students that are falling behind before the 3<sup>rd</sup> grade Florida Standard Assessment (FSA)
- Building the capacity of both instructional and non-instructional staff to better serve migrant students
- Providing supplemental academic instruction in multiple modes and approaches
- Providing new experiences for migrant children that enhance and expedite language learning
- Creatively connecting with community organizations with resources to serve migrant youth
- Training and informing parents about how best to assist their child(ren) in school
- Identifying and promoting summer learning opportunities

The FMEP strongly encouraged LEAs to use these strategies while allowing districts maximum flexibility in identifying solutions to meet their particular contexts and needs. Using these strategies, 5,925 students received reading instruction from the MEP in 2018-2019, a 4% increase from 2017-2018 and a 31% increase from 2016-2017 (see Table 8).

**Table 8. Number of Students Receiving MEP Services by Service and Year, 2017-2019**

<b>Services Received</b>	<b>Current 2018/19</b>	<b>Prior 2017/18</b>	<b>Prior 2016/17</b>
Counseling Services	23,882	23,411	23,048
High School Credit Accrual	182	155	182
Instructional Services	18,620	21312	22352
Mathematics Instruction	1,539	1422	2245
Reading Instruction	5,925	5698	4513
Support Services	23,955	23,474	23,318

*Source: FDOE EdFACTS submission file 054, 2018-2019.*

*State Performance Target*

The State Performance Target for Reading uses the 2014-2015 school year as its baseline. Table 9 shows that in SY 2018-2019, 30% of migrant students tested achieved grade level proficiency on the state ELA assessment, and Figure 2 illustrates that this is an increase of 3% over FSA ELA proficiency rate of migrant students in SY 2014-2015.

Table 9. FSA ELA: Number Tested and Scoring at Level 3 or Higher, SY 2018-2019

	# Tested	# Scoring at Level 3 or higher	% of those tested scoring at Level 3 or higher
<b>All Migrant Students</b>	10,115	3,042	<b>30%</b>
<b>PFS Migrant Students</b>	4,457	810	<b>18%</b>
<b>All Non-Migrant Students</b>	1,212,947	654,340	<b>54%</b>
<b>Migrant ELL (LY &amp; LF)</b>	4,514	687	<b>15%</b>
<b>Migrant Non-ELL*</b>	5,853	2,393	<b>41%</b>

\*Orange County Migrant Non-ELL was excluded as their submitted data was outside of normal range.

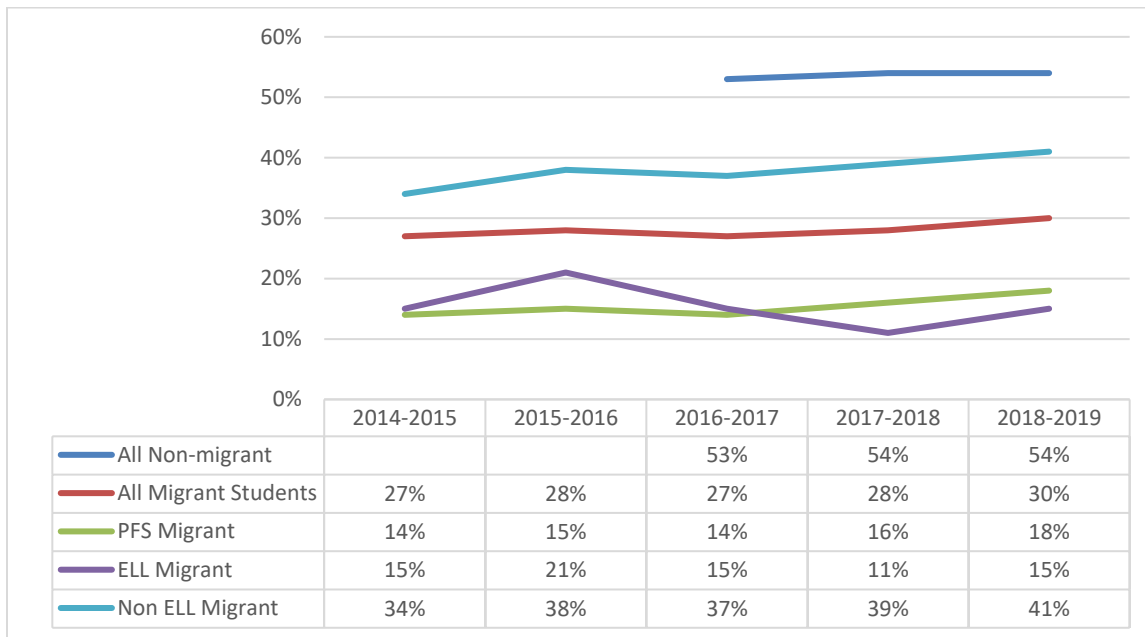


Figure 2. Percentage of Migrant Students at or above Proficiency on FSA ELA, SYs 2014-2019

Table 10 and Figure 3 show the same data in terms of the proficiency gap in reading achievement between migrant and non-migrant students. While the overall percentage of migrant students achieving proficiency in reading increased between SY 2014-2015 and SY 2018-2019, the gap widened substantially across those same years, from 16% to 24%.

Table 10. Reading Proficiency Gaps, SYs 2014-2019 (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
<b>2014-2015</b>	27	43	<b>16</b>
<b>2015-2016</b>	28	47	<b>19</b>
<b>2016-2017</b>	27	53	<b>26</b>
<b>2017-2018</b>	28	54	<b>26</b>
<b>2018-2019</b>	30	54	<b>24</b>

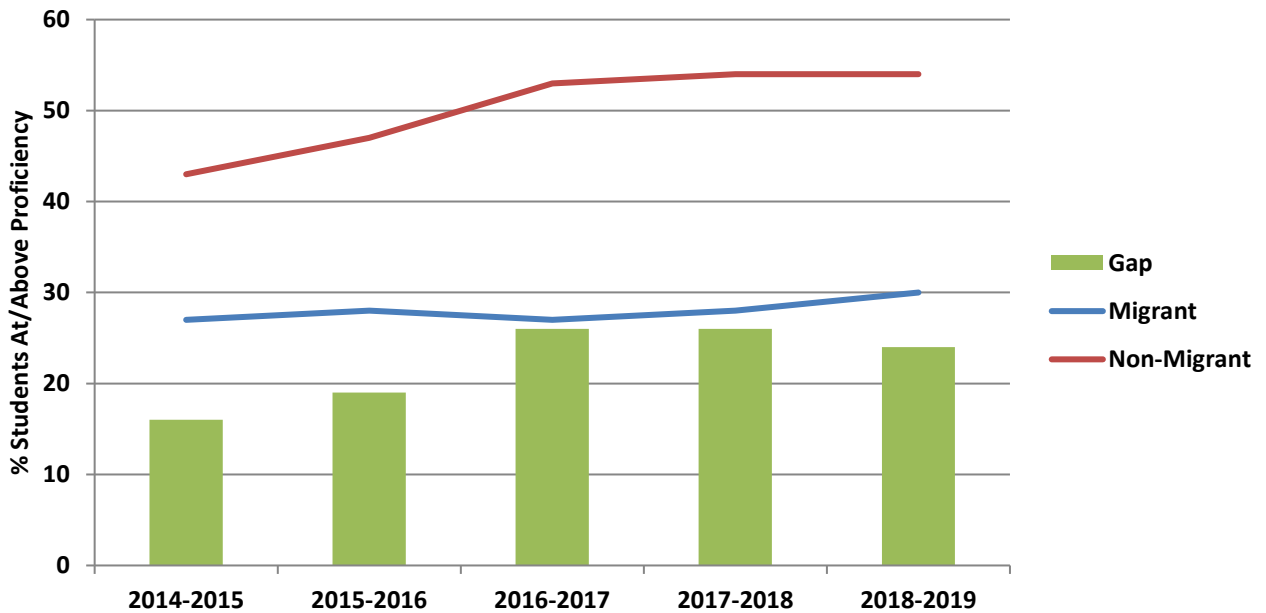


Figure 3. ELA Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2014-2019 (All Grades)

Overall, Florida migrant students in Grades 3-5 tended to perform slightly better on the reading assessment in SY 2018-2019 than did students in Grades 6-8, though encouraging improvement can also be seen between Grades 7 and 8.

Table 11. FSA ELA: Migrant Students Tested & Scoring at Level 3 or Higher by Grade, SYs 2018-2019

	# Tested	# Scoring at Level 3 or higher	% of those tested scoring at Level 3 or higher
<b>Grade 3</b>	1,145	484	42%
<b>Grade 4</b>	1,335	450	34%
<b>Grade 5</b>	1,327	423	32%
<b>Grade 6</b>	1,254	387	31%
<b>Grade 7</b>	1,256	335	27%
<b>Grade 8</b>	1,123	359	32%
<b>TOTAL</b>	<b>7,440</b>	<b>2,438</b>	<b>33%</b>

#### ELA MPO 1

The first Reading MPO examines student proficiency on state assessments in relation to supplemental academic instruction using a baseline determined in SY 2018-2019. Table 12 shows the number of migrant students in Grades 3-8 eligible for and receiving 12 or more hours of supplemental academic instruction in ELA, and of those, how many performed at a Level 3 or higher on the FSA ELA during that year. Table 13 shows the number of Grade 3-8 eligible students and the number and percent of those who received 12 or more hours of supplemental instruction in ELA by LOA.

We note that students in grades 3 through 5 were substantially more likely to receive 12 or more hours of migrant ELA instruction than students in grade 6-8, and that the overall percentage of students in grades 3-8 receiving 12 or more hours of instruction in ELA varied dramatically by LOA. Even among the larger districts, the percent of Grade 3-8 students receiving 12+ hours of ELA instruction was 22% in Collier County, 27% in Hillsborough County, and 10% in Palm Beach County.

**Table 12. Supplemental Academic Services Received & Migrant FSA Reading Performance, SY 2018-2019**

	# Eligible migrant students	# Receiving 12+ hours of supplemental ELA academic services	% Receiving 12+ hours of supplemental ELA academic services	# Receiving services who were tested on FSA Reading	# Tested scoring at Level 3 or higher on FSA Reading	% Tested scoring at Level 3 or higher on FSA Reading
<b>Grade 3</b>	1,593	506	32%	494	161	33%**
<b>Grade 4*</b>	1,318	477	36%	448	148	33%
<b>Grade 5</b>	1,393	490	35%	486	178	37%**
<b>Grade 6*</b>	1,220	164	13%	157	56	36%
<b>Grade 7*</b>	1,165	143	12%	133	19	14%
<b>Grade 8*</b>	1,074	113	11%	106	26	25%
<b>TOTAL</b>	<b>7,763</b>	<b>1,893</b>	<b>24%</b>	<b>1,824</b>	<b>588</b>	<b>32%**</b>

\*Grade 4 and Grade 6 numbers exclude the six (6) districts (Broward, Escambia, Glades, Indian River, Suwanee and Volusia) that submitted incorrect data on these items

Grade 7 numbers exclude the eight (8) districts (Broward, Escambia, Glades, Indian River, Lake, Miami-Dade, Suwanee and Volusia) that submitted incorrect data on these items

Grade 8 numbers exclude the seven (7) districts (Broward, Escambia, Glades, Lake, Miami-Dade, Suwanee and Volusia) that submitted incorrect data on these items

\*\*Note: Percentages shown for grades 3 and 5 are for all districts. Percentages for other grades and the cumulative percentage exclude districts that submitted incorrect data on these items.

**Table 13. Grade 3-8 Migrant Students Receiving 12 or More Hours of ELA Services by LOA**

District/Program	# Eligible Migrant Students	# Receiving 12+ hours of ELA instruction	% Receiving 12+ hours of ELA instruction
Alachua	319	96	30%
Broward	70	12	17%
Collier	2,024	447	22%
DeSoto	190	23	12%
Escambia	71	9	13%
Glades	59	9	15%
Hardee	390	91	23%
Hendry	268	159	59%
Highlands	334	147	44%

District/Program	# Eligible Migrant Students	# Receiving 12+ hours of ELA instruction	% Receiving 12+ hours of ELA instruction
Hillsborough	1,413	375	27%
Indian River	10	0	0%
Lafayette	6	6	100%
Lake	21	1	5%
Lake Wales	25	17	68%
Lee	280	0	0%
Madison	12	12	100%
Manatee	217	92	42%
Marion	22	9	41%
Martin	16	8	50%
Miami Dade	838	253	30%
Okeechobee	377	178	47%
Orange	147	66	45%
Osceola	10	4	40%
PAEC	47	0	0%
Palm Beach	1,480	146	10%
Pasco	39	6	15%
Polk	745	162	22%
Putnam	80	78	98%
South Tech	1	0	0%
Suwanee	94	57	61%
Volusia	39	7	18%
<b>Statewide</b>	<b>9,644</b>	<b>2,470</b>	<b>26%</b>

ELA MPO 2

The second Reading MPO is concerned with increasing migrant parent participation in educational advocacy programs and resulting educational engagement with their children. Parents of migrant children in grades K-8 who participated in parent advocacy training reporting pre and post session knowledge of strategies for engaging their child. In 2018-2019, 1,466 parents from 21 LOAs participated in a migrant parent education advocacy program. Of the 1,236 who completed surveys, parents reported average gains in engagement of 1.4 on a 5-point scale measuring pre-post educational engagement. Results are shown in Table 14 through Table 17. Because only aggregate responses were gathered in the reporting template, we are unable to report the number of parents who reported gains across the four areas of engagement. We recommend that future data collection requests this information. Alternatively, the Florida MEP could choose to modify the MPO to address the extent of average gain in the composite parent engagement score.

Table 14. Parent Understanding of What Their Children Need to Know to Advance to the Next Grade

	<b>1 Very Low</b>	<b>2 Low</b>	<b>3 Medium</b>	<b>4 High</b>	<b>5 Very High</b>	<b>Mean</b>
<b>Before Participating</b>	20%	24%	35%	16%	5%	2.6
<b>After Participating</b>	<1%	3%	20%	41%	36%	4.1

Source: Before Participating: n=723; After Participating: n=763

Table 15. Parent Knowledge of Strategies for Reading with Their Child(ren) and Encouraging a Love of Reading

	<b>1 Very Low</b>	<b>2 Low</b>	<b>3 Medium</b>	<b>4 High</b>	<b>5 Very High</b>	<b>Mean</b>
<b>Before Participating</b>	18%	27%	34%	15%	6%	2.7
<b>After Participating</b>	<1%	2%	19%	39%	39%	4.1

Source: Before Participating: n=628; After Participating: n=701

Table 16. Parent Knowledge of Importance of Reading with Their Child(ren) Daily

	<b>1 Very Low</b>	<b>2 Low</b>	<b>3 Medium</b>	<b>4 High</b>	<b>5 Very High</b>	<b>Mean</b>
<b>Before Participating</b>	13%	15%	33%	23%	17%	3.2
<b>After Participating</b>	<1%	<1%	11%	42%	46%	4.3

Source: Before Participating: n=613; After Participating: n=704

Table 17. Parent Knowledge of Strategies for Building Oral Language and Vocabulary

	<b>1 Very Low</b>	<b>2 Low</b>	<b>3 Medium</b>	<b>4 High</b>	<b>5 Very High</b>	<b>Mean</b>
<b>Before Participating</b>	20%	26%	31%	16%	7%	2.6
<b>After Participating</b>	<1%	4%	19%	37%	41%	4.2

Source: Before Participating: n=632; After Participating: n=707



<p><b>State Performance Target: Mathematics</b></p>	<p>By 2020, increase the percent of migrant students achieving grade-level performance on the statewide assessments in Mathematics by 3 percentage points over the 2014-2015 baseline.</p> <p><b>Status:</b> <i>Met.</i></p> <p>In 2019, 43% of migrant students were proficient on the FSA in Mathematics, 5 percentage points higher than the 38% who were proficient in 2015.</p>
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**Mathematics MPO – Status and Summary**

**By the end of project year 2020-2021, the percent of migrant students in Grades 3-8 receiving at least 12 hours of supplemental academic instruction in Mathematics who achieve grade-level performance on the state assessment in Mathematics will increase by 3 percentage points over the 2018-2019 baseline.**

**Status:** *At baseline.*

In the 2018-2019 baseline year, the percent of migrant students in Grades 3-8 receiving 12 or more hours of supplemental academic instruction in mathematics who earned a Level 3 or higher on the FSA in Mathematics was 43%.

**Background**

The top math-related concern expressed by the 2017 Comprehensive Needs Assessment (CNA) Work Group was that too few migrant students were performing at grade level on state assessments. In 2014-2015, the baseline year for the State Performance Target established in the 2018 SDP, 38% of migrant students achieved grade-level performance on the Florida Standards Assessment in Mathematics, and that percentage stayed the same in 2015-2016. By 2018-2019, the baseline year for the Mathematics MPO, the percentage of migrant students at or above grade-level proficiency in math had risen to 43%, though the gap between migrant and non-migrant students had widened from 8% to 14% (detail below).

To address priority migrant student mathematics needs, the 2017-2018 CNA SDP Committee proposed that MEP efforts include:

- Identifying and assisting students that are falling behind before the 3<sup>rd</sup> grade Florida Standard Assessment (FSA)
- Building the capacity of both instructional and non-instructional staff to better serve migrant students

- Providing supplemental academic instruction in multiple modes and approaches
- Creatively connecting with community organizations with resources to serve migrant youth
- Training and informing parents about how best to assist their child(ren) in school
- Identifying and promoting summer learning opportunities

The FMEP strongly encouraged LEAs to use these strategies while allowing districts maximum flexibility in identifying solutions to meet their particular contexts and needs.

State Performance Target

The State Performance Target for Mathematics uses the 2014-2015 school year as its baseline. Table 18 shows that in SY 2018-2019, 43% of migrant students tested achieved grade level proficiency on the state math assessment, and Figure 4 illustrates that this is an increase of 5% over the mathematics proficiency rate of migrant students in SY 2014-2015.

Table 18. Mathematics FSA: Number Tested and Scoring at Level 3 or Higher, SY 2018-2019

	# Tested	# Scoring at Level 3 or higher	% of those tested scoring at Level 3 or higher
<b>All Migrant Students</b>	7,566	3,224	<b>43%</b>
<b>PFS Migrant Students</b>	3,351	1,081	<b>32%</b>
<b>All Non-Migrant Students</b>	865,359	491,909	<b>57%</b>
<b>Migrant ELL (LY &amp; LF)</b>	3,895	1,318	<b>34%</b>
<b>Migrant Non-ELL*</b>	3,970	2,020	<b>51%</b>

\*Orange County was not included in reporting here, as their submitted data for this item was questionable

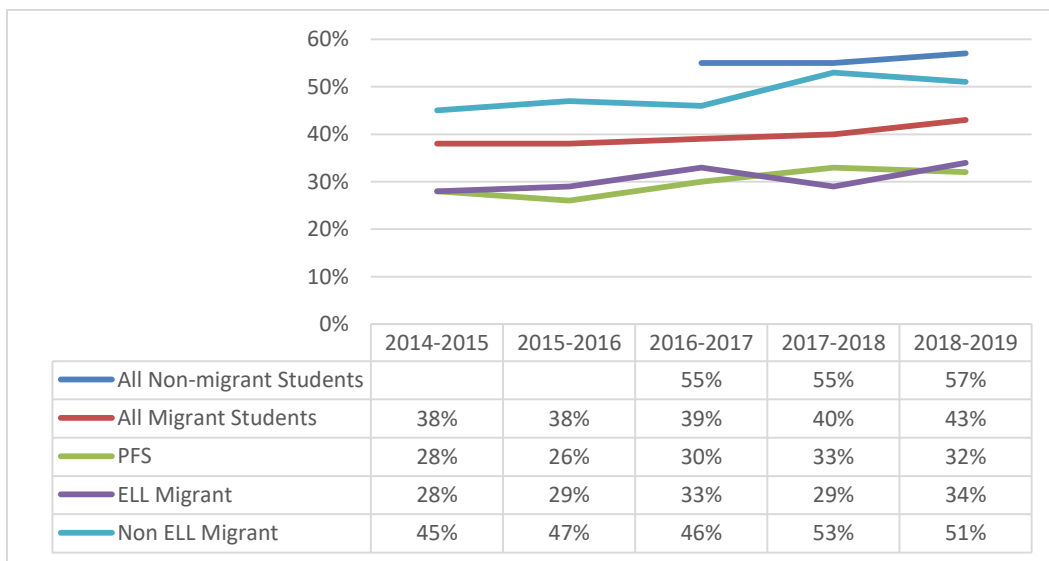


Figure 4. Percentage of Migrant Students at or above Mathematics Proficiency on FSA, SY 2014-2019

Table 19 and Figure 5 show the same data in terms of the proficiency gap in mathematics achievement between migrant and non-migrant students. While the overall percentage of migrant students achieving proficiency in mathematics increased steadily between SY 2014-2015 and SY 2018-2019, the gap widened substantially across those same years.

Table 19. Mathematics Proficiency Gaps, SYs 2014-2019 (All Grades)

	% Migrant Students Proficient	% Non-Migrant Students Proficient	Gap
2014-2015	38	46	8
2015-2016	38	46	8
2016-2017	39	48	9
2017-2018	40	55	15
2018-2019	43	57	14

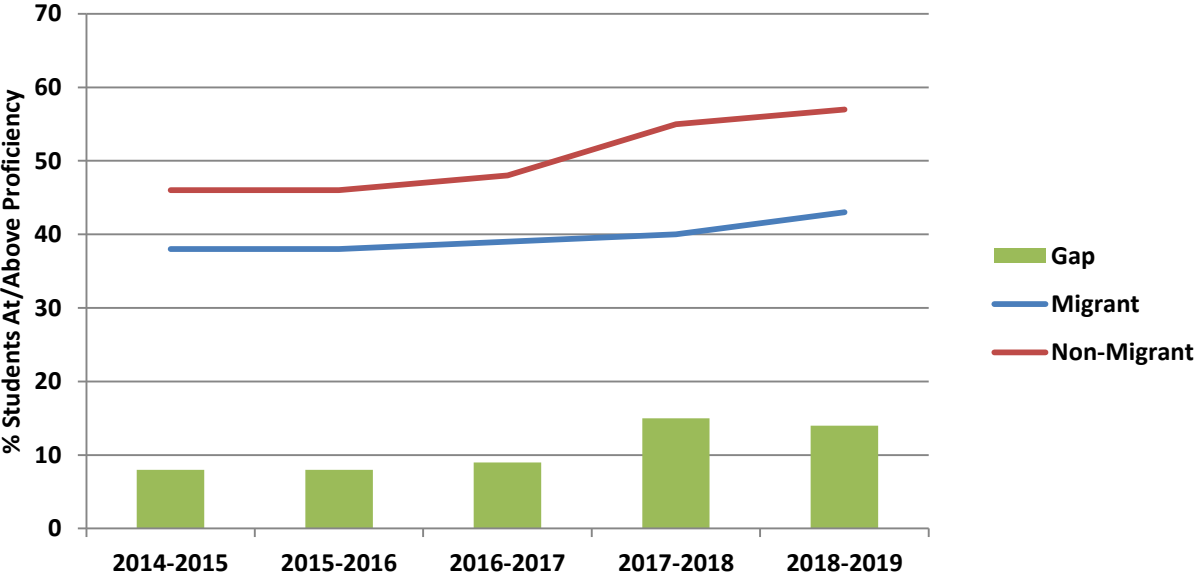


Figure 5. Mathematics Proficiency Gaps: Migrant and Non-Migrant Students, SYs 2014-2019 (All Grades)

Florida migrant students in lower grades tended to perform better on the mathematics assessment in SY 2018-2019 than did students in middle school grades, with just under 50% of students in Grades 3-5 scoring at Level 3 or higher compared to roughly one third of their counterparts in Grades 6-8.

Table 20. Mathematics FSA: Migrant Students Tested & Scoring at Level 3 or Higher by Grade, SY 2018-2019

Grade Level	# Tested	# Scoring at Level 3 or higher	% of those tested scoring at Level 3 or higher
Grade 3	1,485	686	46%
Grade 4	1,316	665	51%
Grade 5	1,351	659	49%
Grade 6	1,272	481	38%
Grade 7	1,209	457	38%
Grade 8	837	240	29%
<b>TOTAL</b>	<b>7,470</b>	<b>3,188</b>	<b>43%</b>

Mathematics MPO

The Mathematics MPO joins student proficiency on state assessments to supplemental academic instruction and established SY 2018-2019 as the baseline. Table 21 shows the number of migrant students in Grades 3-8 eligible for and receiving 12 or more hours of supplemental academic instruction in mathematics, and of those, how many performed at a Level 3 or higher on the math FSA.

As was the case with reading, the percentage of students receiving 12 or more hours of mathematics instruction was much higher for students in grades 3 through 5 than in grades 6 through 8, with 27% of student in Grade 4 and only 9% of students in grade 8 receiving 12 or more hours of supplemental mathematics instruction.

Table 21. Supplemental Academic Services Received & Migrant FSA Math Performance, SY 2018-2019

Grade Level	# Eligible migrant students	# Receiving 12+ hours of supplemental math academic services	% Receiving 12+ hours of supplemental Mathematics academic services	# Receiving services who were tested on FSA Mathematics	# Tested scoring at Level 3 or higher on FSA Mathematics	% Tested scoring at Level 3 or higher on FSA Math**
Grade 3*	1,472	329	22%	302	148	49%
Grade 4*	972	261	27%	247	124	50%
Grade 5*	1,284	306	24%	292	134	46%
Grade 6*	1,181	149	13%	135	44	33%
Grade 7*	1,160	133	11%	123	32	26%
Grade 8*	1,030	89	9%	79	24	30%
<b>TOTAL*</b>	<b>7,099</b>	<b>1,267</b>	<b>18%</b>	<b>1,178</b>	<b>506</b>	<b>43%**</b>

\*Grade 3 numbers exclude the six (6) districts (Broward, Escambia, Glades, Lake Wales, Okeechobee and Volusia) that submitted incorrect data on these items

Grade 4 numbers exclude the nine (9) districts (Broward, Collier, Escambia, Glades, Indian River, Lake Wales, Okeechobee, Suwanee and Volusia) that submitted incorrect data on these items

Grade 5 and 7 numbers exclude the nine (9) districts (Broward, Escambia, Glades, Indian River, Lake Wales, Martin, Okeechobee, Suwanee and Volusia) that submitted incorrect data on these items

Grade 6 numbers exclude the eight (8) districts (Broward, Escambia, Glades, Indian River, Lake Wales, Okeechobee, Suwanee and Volusia) that submitted incorrect data on these items

Grade 8 numbers exclude the eight (8) districts (Escambia, Glades, Indian River, Lake Wales, Martin, Okeechobee, Suwanee and Volusia) that submitted incorrect data on these items

**\*\*Note:** Excludes districts (listed above by grade) that submitted incorrect data on these items.

## GRADUATION

<b>State Performance Targets: Graduation</b>	<p><b>GRAD SPT 1:</b> By 2020, increase the percent of migrant students who graduate from high school with a standard diploma by 7.1 percentage points over the 2014-2015 baseline.</p> <p><b>Status:</b> Not yet to target date.</p> <p><b>GRAD SPT 2:</b> By 2020, increase the percent of migrant students in grades 9-12 successfully completing at least one accelerated course or certification by 4 percentage points over the 2016-2017 baseline.</p> <p><b>Status:</b> Not yet to target date.</p>
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### Graduation MPOs - Status and Summary

**GRAD MPO 1: By end of the project year 2020-2021, 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 systems, AND b) receive migrant education program support who stay in school or graduate will increase by 3 percentage points over the 2018-2019 baseline.<sup>5</sup>**

*Status: At baseline.*

In the 2018-2019 baseline year, the percent of migrant students in grades 9-12 who were identified as at risk of failing or dropping out (2,247), received MEP support (1,408), and stayed in school or graduated (1,190) was 85% (1,190/1,408).

**GRAD MPO 2: By the end of the project year 2020-2021, the percent of migrant students in grades 9-12 served by the migrant education program who successfully complete at least one accelerated course or certification will increase by 4 percentage points over the 2018-2019 baseline.**

*Status: At baseline.*

In the 2018-2019 baseline year, the percent of migrant students in grades 9-12 who were served by the MEP and successfully completed at least one accelerated course or certification was 23%.

**GRAD MPO 3: By the end of project year 2020-2021, 50 percent of migrant parents with children in grades 9-12 who participate in a migrant parent educational advocacy program will report pre-post gains in knowledge of graduation requirements and student engagement strategies for promoting graduation.**

*Status: At baseline.*

In 2018-2019, 1,184 parents from 19 LOAs participated in a migrant parent education advocacy program. Of the 904 who completed surveys, parents reported average pre-post gains in knowledge of graduation requirements and student engagement strategies of 1.3 on a 5-point scale.

### Background

Priority concern statements from the 2017 CNA Work Group indicated that migrant stakeholders in Florida fear migrant students are not on track to graduate from high school in four to five years, that

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<sup>5</sup> Similar to calculating adjusted cohort graduation rates, students who move (rather than fail to advance or who dropout) would be removed from the denominator.

migrant students in grades 9-12 successfully complete accelerated courses at a lower rate than non-migrant peers, and that too few of them were engaged in extracurricular activities.

Broadly, the 2017-2018 CNA SDP Committee proposed that MEP efforts to address priority graduation concerns include:

- Credit accrual through Positive Approach to Student Success (PASS) and other options
- Early monitoring (upon entrance into HS) using early warning system indicators (failing grades, attendance, discipline, GPA, etc.)
- Advocating for migrant students to participate in supplemental school-based tutoring programs
- Linking and providing access to available academic programs
- Educating parents about requirements for grade promotion (e.g., credits needed for promotion, requirements of EOCs, community service hours, attendance requirements, availability of resources such as tutorial sessions)
- Promoting mentoring efforts by academic school clubs (and honor societies) as a community service option to meet service hour requirements
- Enrolling students in online accelerated courses (to enable them to complete a course even if they move mid-course)
- Enrolling students in AP Spanish
- Inviting accelerated programs to speak at parent involvement events
- Providing opportunities for migrant children to take EOC tests for course completion
- Meeting with secondary migrant students to identify specific interests and align them to available clubs and activities at school and in the outside community

GRAD MPO 1

To increase the percentage of migrant secondary students who are on track to graduation, the MEP used SY 2018-2019 to set a baseline for those in grades 9-12 who: a) were identified through district early warning systems as at risk of failing or dropping out, b) received MEP support, and c) stayed in school (or graduated). With data reported by 29 districts, Table 28 sets that baseline at 85%.

Table 22. Migrant At-Risk Students Receiving Support & Staying in School or Graduating, SY 2018-2019

	#	% of previous
<b>Students in grades 9-12 identified as At Risk of Failing or Dropping Out</b>	2,247	n/a
<b>Of those, number who subsequently received MEP support</b>	1,408	63%
<b>Of those, number who remained in school or graduated</b>	1,190	85%

GRAD MPO 2

Further, almost one quarter of secondary students served by the MEP successfully completed at least one accelerated course in SY 2018-2019 (see Table 23).

**Table 23. MEP-served Students Completing Accelerated Courses, SY 2018-2019**

	#	% of previous
<b>Migrant students in Grades 9-12 served by the MEP</b>	3,853	n/a
<b>Of those, number who successfully completed at least one accelerated course or certification</b>	<b>902</b>	<b>23%</b>

GRAD MPO 3

The third Graduation MPO addresses parent knowledge of graduation requirements and strategies for engagement in their child’s education. LOAs addressed this through parent advocacy events and training designed to advance parent’s knowledge of graduation requirements. In 2018-2019, 1,184 parents from 19 LOAs participated in a migrant parent education advocacy program. Of the 904 who completed surveys, parents reported average pre-post gains in knowledge of graduation requirements and student engagement strategies of 1.3 on a 5-point scale. Details are shown in Table 24 through Table 27. Because only aggregate responses were gathered in the reporting template, we are unable to report the number of parents who reported gains across the four areas of engagement, and recommend that future data collection requests this information. Alternatively, the Florida MEP could choose to modify the MPO to address the extent of average gain in the composite parent engagement score.

**Table 24. Parent Understanding of Requirements for Their Child(ren) to Graduate**

	<b>1 Very Low</b>	<b>2 Low</b>	<b>3 Medium</b>	<b>4 High</b>	<b>5 Very High</b>	<b>Mean</b>
<b>Before Participating</b>	23%	26%	29%	14%	8%	2.6
<b>After Participating</b>	<1%	4%	26%	41%	28%	3.9

Source: Before Participating: n=402; After Participating: n=398

**Table 25. Parent Knowledge of Strategies to Promote Graduation**

	<b>1 Very Low</b>	<b>2 Low</b>	<b>3 Medium</b>	<b>4 High</b>	<b>5 Very High</b>	<b>Mean</b>
<b>Before Participating</b>	19%	27%	31%	15%	9%	2.7
<b>After Participating</b>	1%	4%	25%	41%	29%	3.9

Source: Before Participating: n=384; After Participating: n=383



Table 26. Parent Knowledge About Importance of Their Child(ren) Understanding Graduation Requirements

	<b>1 Very Low</b>	<b>2 Low</b>	<b>3 Medium</b>	<b>4 High</b>	<b>5 Very High</b>	<b>Mean</b>
<b>Before Participating</b>	16%	17%	30%	26%	11%	3.0
<b>After Participating</b>	1%	2%	19%	45%	33%	4.1

Source: Before Participating: n=374; After Participating: n=388

Table 27. Parent Knowledge of How to Access Resources for Parents on Graduation Requirements

	<b>1 Very Low</b>	<b>2 Low</b>	<b>3 Medium</b>	<b>4 High</b>	<b>5 Very High</b>	<b>Mean</b>
<b>Before Participating</b>	27%	25%	27%	15%	6%	2.5
<b>After Participating</b>	1%	4%	25%	43%	29%	4.0

Source: Before Participating: n=372; After Participating: n=389

### Implementation Barriers

In addition, just over 2,500 migrant secondary students responded to a survey about the extent to which they were involved in extracurricular activities, their interest in becoming involved, and whether they were encouraged by either MEP or school staff to do so (see Table 28 and Table 29). Activities of greatest reported interest to migrant secondary students include, in order of frequency cited, sports, music/band, academic club, community service club, honor society, and ROTC.

Table 28. Migrant Secondary Student Survey Responses, SY 2018-2019

<b>Grade Level</b>	<b># Student Survey Respondents</b>
<b>Grade 6</b>	395
<b>Grade 7</b>	355
<b>Grade 8</b>	371
<b>Grade 9</b>	421
<b>Grade 10</b>	329
<b>Grade 11</b>	344
<b>Grade 12</b>	289
<b>TOTAL</b>	<b>2,504</b>

Table 29. Migrant Secondary Extracurricular Activity and Participation, SY 2018-2019

<b>Student survey respondents:</b>	<b>#</b>
<b>Involved in extracurricular activities during the school year</b>	928
<b>Who would like to be involved in extracurricular activities</b>	1,007
<b>Receiving encouragement from school staff to participate in extracurricular activities</b>	1,596

Migrant secondary student survey respondents also reported on barriers to participation in extracurricular activities (see Table 30). Chief among these were transportation challenges and lack of time.

Table 30. Barriers to Migrant Secondary Student Extracurricular Participation, SY 2018-2019

	<b># Citing as Barrier</b>
<b>Transportation to/from activity</b>	724
<b>Not enough time</b>	671
<b>Activity not offered at times I can participate</b>	297
<b>Friends do not participate</b>	226
<b>I have (a) job(s)</b>	213
<b>Other (unspecified)</b>	153
<b>Restricted from participation (poor grades, behavior, etc.)</b>	125
<b>Activity not offered at school</b>	119
<b>Costs too much</b>	107

<p><b>State Performance Target: Early Childhood</b></p>	<p>By 2020-2021, the percent of migrant kindergarten students who complete the Florida statewide school readiness assessment (FLKRS) and are determined to be ready for school will increase by 3 percentage points over the 2017-2018 baseline.</p> <p><b>Status:</b> not yet to target date.</p> <p>Baseline data is being determined by FDOE. 2018-2019 performance was 45% proficient for past recipients of migrant services.</p>
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**Early Childhood MPOs - Status and Summary**

**EC MPO 1: By the end of project year 2020-2021, the percent of migrant Pre-K children who are served by the migrant education program and complete the Florida statewide school readiness assessment and who are determined to be ready for school will increase by 3 percentage points over the 2018-2019 baseline.**

*Status: At baseline.*

In the 2018-2019 baseline year, the percent of migrant students aged 3-5 who were served by the MEP and determined to be ready for school on the FLKRS was 45%.

**EC MPO 2: By the end of project year 2020-2021, at least 50 percent of migrant parents with children ages 3 to 5 not enrolled in Kindergarten who participate in a migrant parent program will report gains in educational engagement with their child.**

*Status: At baseline.*

In 2018-2019, 1,042 parents from 19 LOAs participated in a migrant parent education advocacy program. Of the 850 who completed surveys, parents reported average pre-post gains in educational engagement strategies of 1.3 on a 5-point scale.

**Background**

The 2017 CNA, which assessed the current needs of all migrant stakeholders, identified Kindergarten readiness as the highest priority early childhood need in the 2018 SDP. For instance, in 2015-2016, fewer than half of migrant Kindergarten students demonstrated readiness on the Florida Kindergarten Readiness Screener (FLKRS). The committee was further concerned about technology and cultural barriers to school readiness, as well as potential barriers to participation in education activities for Pre-K migrant children.

Broadly, the 2017-2018 CNA-SDP Committee proposed that the MEP address these school readiness concerns by:

- Increasing access to Pre-K programs
- Building the capacity of staff and programs at non-Voluntary Pre-K Education Program (VPK) sites to serve migrant youth
- Providing summer Pre-K transition programs
- Encouraging additional family engagement focused on readiness and child development
- Providing or facilitating transportation, and
- Connecting families to available providers for immunization, health and nutrition services

EC MPO 1

To increase the percentage of migrant Pre-K children who demonstrate Kindergarten readiness, the MEP used SY 2018-2019 to set a baseline for those aged 3-5 who previously received MEP support and were determined by the FLKRS to demonstrate school readiness. In the 2018-2019 baseline year, 832 migrant students who were served by the MEP enrolled in Kindergarten; of those, 446 completed the FLKRS, and 45% (201) were determined to be ready for school (see Table 31).

**Table 31. MEP-served Children Determined by FLKRS to Be Ready for School, SY 2018-2019**

<b>Of migrant children aged 3-5 who previously received MEP services, how many:</b>	<b>#</b>	<b>% of previous</b>
<b>Were enrolled in Kindergarten in the 2018-2019 school year?</b>	832	n/a
<b>Of those, how many completed the Florida Kindergarten Readiness Screener?</b>	446	54%
<b>Of those, how many were determined to be ready for school?</b>	<b>201</b>	<b>45%</b>

Overall in 2018-2019, 60% of eligible migrant children aged 3-5 received MEP services, up from a low of 34% in 2015-2016 and 45% from 2016-2018 (see Table 32 and Table 33).

**Table 32. Migrant Children Aged 3-5 Receiving MEP Services, SY 2018-2019**

	<b>#</b>	<b># Receiving MEP Services</b>	<b>% Receiving MEP Services</b>
<b>Age 3</b>	682	344	50%
<b>Age 4</b>	822	548	67%
<b>Age 5</b>	207	130	63%
<b>Total</b>	<b>1,711</b>	<b>1,022</b>	<b>60%</b>

Table 33. Early Childhood Services Provided, SYs 2015-2019

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Total # of Pre-K (age 3-5) migrant students</b>	1,532	2,739	2,505	2,817	<b>1,711</b>
<b># of pre-K migrant students receiving services</b>	762	918	1,127	1,262	<b>1,022</b>
<b>% of pre-K migrant students receiving services</b>	50%	34%	45%	45%	<b>60%</b>

Note: SY 2014-2015 data provided by 9 school districts, SY 2015-2016 data provided by 15 school districts, 2016-2017 by 17 school districts, 2017-2018 by 26 districts, 2018-2019 by 29 districts.

Table 34. Age 3-5 Eligible Migrant Students Served by LOA, 2018-2019

LOA	# Eligible	# Served	% Served
Alachua	84	24	29%
Broward	62	47	76%
Collier	21	12	57%
DeSoto	30	10	33%
Escambia	37	37	100%
Glades	11	6	55%
Hardee	78	16	21%
Hendry	93	92	99%
Highlands	43	41	95%
Hillsborough	297	291	98%
Indian River	1	1	100%
Lafayette	0	0	n/a
Lake	5	4	80%
Lake Wales	0	0	n/a
Lee	31	31	100%
Madison	24	12	50%
Manatee	24	13	54%
Marion	6	1	17%
Martin	21	13	62%
Miami Dade	149	64	43%
Okeechobee	41	41	100%
Orange	36	36	100%
Osceola	7	7	100%
PAEC	40	13	33%
Palm Beach	320	0	0%
Pasco	11	8	73%
Polk	162	162	100%

LOA	# Eligible	# Served	% Served
Putnam	18	3	17%
South Tech	18	16	89%
Suwanee	22	17	77%
Volusia	213	133	62%
<b>Totals:</b>	<b>1,504</b>	<b>892</b>	<b>59%</b>

EC MPO 2

The second MPO addresses the extent to which LOAs supported parent engagement in their child’s development and education. Local programs did so through a variety of means, including offering parent advocacy and information sessions. In 2018-2019, 1,042 parents of pre-school age children from 19 LOAs participated in a migrant parent education advocacy program. Of the 850 who completed surveys, parents reported average pre-post gains in educational engagement strategies of 1.3 on a 5-point scale. Details are shown in Table 35 through Table 38.

Table 35. Parent Knowledge of Strategies for Reading with Their Child(ren) and Encouraging a Love of Reading, Early Childhood

	1 Very Low	2 Low	3 Medium	4 High	5 Very High	Mean
<b>Before Participating %</b>	19%	21%	33%	20%	6%	2.7
<b>After Participating %</b>	<1%	2%	17%	38%	43%	4.2

Source: Before Participating: n=319; After Participating: n=351

Table 36. Parent Understanding of What Children Need to Know for Kindergarten

	1 Very Low	2 Low	3 Medium	4 High	5 Very High	Mean
<b>Before Participating %</b>	14%	25%	34%	20%	7%	2.8
<b>After Participating %</b>	2%	6%	24%	38%	30%	3.9

Source: Before Participating: n=315; After Participating: n=327

Table 37. Parent Knowledge of Importance of Reading with Their Child(ren) Daily, Early Childhood

	1 Very Low	2 Low	3 Medium	4 High	5 Very High	Mean
<b>Before Participating %</b>	18%	12%	30%	24%	17%	3.1
<b>After Participating %</b>	1%	1%	11%	37%	49%	4.3

Source: Before Participating: n=285; After Participating: n=322

Table 38. Parent Knowledge of Strategies for Building Oral Language and Vocabulary

	1 Very Low	2 Low	3 Medium	4 High	5 Very High	Mean
Before Participating %	21%	20%	30%	20%	9%	2.8
After Participating %	<1%	4%	14%	38%	44%	4.2

Source: Before Participating: n=307; After Participating: n=328

## OUT-OF-SCHOOL YOUTH

<b>State Performance Target: OSY</b>	<p>Increase access to educational and support resources that result in furthering the education of OSY.</p> <p><i>Status: At baseline.</i></p>
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### OSY MPO - Status and Summary

**By the end of project year 2020-2021, the percent of *migrant students who drop out of school in grades 9-12 and receive MEP advocacy or academic support who return to school or participate in a high school equivalency program within one year will increase by 15% over the 2018-2019 baseline.*<sup>6</sup>**

*Status: At baseline.*

In the 2018-2019 baseline year, 809 grade 9-12 migrant students dropped out of school and received MEP advocacy or academic support. Among those 809 students, 42 or 5% returned to school or participated in a high school equivalency program within one year.

### Background

In addition to students just entering the school system, the 2017-2018 CNA SDP Committee also expressed concern that OSY were not being provided with academic resources and services that are relevant to their needs, resulting in limited reengagement before they lose interest in school completely. Early dropout warning signs were being missed, as were opportunities for intervention.

<sup>6</sup> Subgroup will include migrant students coded as having dropped out during the current program year or during the prior program year who are still coded as dropouts at the beginning of the current program year. Students who re-enter within 12 months of their dropout date will count as meeting the indicator.

Additionally, the Committee recognized that OSY have needs beyond academic ones, such as health, dental, mental health, vision, and housing.

To address these concerns, the Committee proposed the MEP consider the following strategies for meeting address priority OSY needs:

- Use of the OSY Profile, GOSOSY Goal Setting Module, and Personal Learning Plans
- Leveraging the new definition of PFS to identify OSY as PFS
- Using a service alignment tool to match OSY to appropriate service types and levels
- Timely identification of recent dropouts and students at risk of dropping out using early warning systems, and establishing intervention teams to work with them
- Organizing health fairs, participating in community events, and maintaining current resource information about health services and providers
- Strong use of the Migrant Student Information Exchange (MSIX) to share information with other districts/states as the OSY travels
- Use of GOSOSY health modules

OSY MPO

To increase the number of migrant secondary dropouts who return to school or participate in a high school equivalency program within one year, the FLMEP used SY 2018-2019 to set a baseline percentage of students who dropped out of school, received services, and subsequently returned to school or participated in a high school equivalency program. As shown in Table 39, with data reported by 21 districts, 809 students who dropped out received MEP services. Of those, 42 or 5% returned to school or participated in a high school equivalency program. An additional four students were enrolled in PASS.

Table 39. OSY Dropout Support Received, SY 2018-2019

How many OSY Dropouts:	#	# (of those) who returned to HS or participated in HS equivalency program	%
Received MEP advocacy or academic support?	809	42	5%
Received non-migrant academic support?	377	3	1%
Enrolled in PASS	4		

Table 40. Supplemental Migrant OSY Counts, SY 2018-2019

	#
PFS	126
Coded as dropout (withdrawn) and re-enrolled in the same semester	0
Coded as dropout (withdrawn) and re-enrolled in the same school year	21



Additional implementation data indicates that among the [this number of OSY], 126 were coded as PFS, 21 who were coded as having dropped out re-enrolled the same school year, and 308 received referrals for educational services (see Table 41). Moreover, OSY profile data indicate that an additional 101 OSY expressed interest in obtaining a GED and 46 expressed interest in completing their HS Diploma. OSY services data, like that for other age groups, would benefit from closer statewide tracking to determine the extent to which offered services match expressed needs and the directions contained in the SDP.

**Table 41. Supplemental Migrant OSY Implementation Data, SY 2018-2019**

	#
<b>PFS</b>	126
<b>Coded as dropout (withdrawn) and re-enrolled in the same semester</b>	0
<b>Coded as dropout (withdrawn) and re-enrolled in the same school year</b>	21
<b>Received referrals for educational services</b>	308
<b>Received referrals related to health, dental, mental, vision, nutrition, and/or housing</b>	276
<b>Received Educational Materials</b>	1,234
<b>Received Support Services</b>	264
<b>Received OSY Welcome Bag</b>	1,615

**Table 42. OSY Profile: Expressed Interests and Needs, 2018-2019**

<b>Expressed interest in:</b>	<b>#</b>	<b>%</b>
<b>Learning English</b>	1,382	67%
<b>Job Training</b>	26	1%
<b>GED</b>	101	5%
<b>Earning a Diploma</b>	46	2%
<b>Technology</b>	16	1%
<b>Medical services</b>	151	7%
<b>Vision Services</b>	24	1%
<b>Dental Services</b>	125	6%
<b>Legal Advocacy</b>	41	2%
<b>Childcare</b>	9	>1%
<b>Translation/Interpretation</b>	393	19%

Source: OSY Profiles, 2018-2019, n=2068

Table 43. OSY Profile: Candidate for Services, 2018-2019

Service	#	%
Adult Basic Education	265	13%
CAMP	3	<1%
Career Exploration	5	5%
ESL	1,155	56%
Health Education	53	3%
HEP	50	2%
HS Diploma	39	2%
Job Training	18	1%
Life Skills	309	15%
MP3 Player	48	2%
PASS	5	<1%
Pre GED/GED	27	1%

Source: OSY Profiles, 2018-2019, n=2068

## PARENT INVOLVEMENT

### Background

Parent involvement is central to achieving the desired program outcomes identified in the 2018 SDP. One of the main strategies for engaging families is through the Florida MPAC. The FMEP consults routinely with its MPAC with the goals of helping families to utilize strategies to strengthen their children’s FSA skills, become more proficient with ESEA parent involvement components, and become more involved in MEP-sponsored events and school activities. Members of MPAC include migrant parents, representatives from the state MEP, staff from district MEPs, and parent involvement technical assistance providers. Communication is in a format and language (typically Spanish, Haitian, and Southeast Asian languages) that parents understand. Interpreters and cultural mediators are used to allow meaningful discussion and feedback about all aspects of the program.

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

### Implementation

As in the prior SDP, parent involvement strategies articulated in the 2018 plan continue to align with Dr. Joyce Epstein’s (2002) six-level framework. These strategies were laid out in the SDP at the state and local levels (see Table 44).

Table 44. Parent Involvement Strategies, SY 2018-2019

Objectives (per Epstein framework):	Strategies	
	SEA	LOAs
<b>Parenting:</b> <i>Assist families in setting home conditions that support children as students at each age and grade level</i>	<ul style="list-style-type: none"> <li>▪ Disseminate information on best practices in family outreach</li> <li>▪ Share information on adult education and English as a Second Language (ESL) classes available statewide</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support home visits by advocates to provide information on parent involvement, nutrition, health, and other services</li> <li>▪ Share information about developmental stages</li> </ul>
<b>Communicating:</b> <i>Develop two-way communication between families and the MEP and between families and schools</i>	<ul style="list-style-type: none"> <li>▪ Compile resources and best practices related to creating migrant family-friendly schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide professional development for school staff on understanding the migratory lifestyle, cultural heritage, and home environment</li> <li>▪ Assist schools in delivering important home information in appropriate languages</li> <li>▪ Provide information and materials to migrant families of secondary students related to graduation requirements and post-secondary opportunities</li> </ul>
<b>Volunteering:</b> <i>Improve recruitment and training to involve families as volunteers in programs to support students</i>	<ul style="list-style-type: none"> <li>▪ Provide training and technical assistance to local MEPs on establishing and/or strengthening parent volunteer programs for academic support to migrant students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disseminate information on volunteering in schools and MEP activities</li> <li>▪ Establish rewards to recognize the contributions of individuals and community organizations (e.g., ceremonies, awards, etc.)</li> </ul>
<b>Learning at Home:</b> <i>Involve migrant families in their children's learning at home</i>	<ul style="list-style-type: none"> <li>▪ Support local MEPs in researching, developing and implementing home learning activities that support migrant student academic success</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer family literacy opportunities focused on mathematics and reading</li> <li>▪ Instruct families on the use of hands-on activities for content area learning, e.g., math manipulatives</li> <li>▪ Provide information to Pre-K families of on building school readiness skills</li> </ul>
<b>Decision-making:</b> <i>Include migrant families as participants in MEP decisions and advocacy</i>	<ul style="list-style-type: none"> <li>▪ Coordinate statewide MPAC meetings</li> <li>▪ Conduct parent outreach in a format and language understandable to parents</li> <li>▪ Consult with migrant parents on SDPs</li> <li>▪ Include migrant parents on ad hoc committees (e.g. CNA)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordinate local MPAC meetings</li> <li>▪ Conduct parent outreach in a format and language understandable to parents</li> </ul>
<b>Collaborating with Community:</b> <i>Utilize community resources to strengthen MEPs, schools, families, and student learning</i>	<ul style="list-style-type: none"> <li>▪ Provide training and technical assistance on establishing effective collaboration between schools, the MEP, community organizations, and businesses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families</li> </ul>

Parents in 25 of 31 LOAs participated in parent advocacy and training sessions focusing primarily on parents of children in grades K-8 (see Table 45). Results from these sessions are shown in the tables that follow. Additional information about the results of these activities are shown in the tables that follow. We note that some inconsistency in the data provided that warrants further future guidance about who to track and report in which categories of activity.

**Table 45. Parent Participation in MEP Activity, Pre-K through Secondary, by LOA, SY 2018-2019**

<b>LOA</b>	<b># of Pre-K Parents Participating</b>	<b># of Elementary Parents Participating</b>	<b># of Secondary Parents Participating</b>
Alachua	25	29	17
Broward	20	70	10
Collier	75	67	0
DeSoto	10	26	15
Escambia	8	12	5
Glades	0	0	0
Hardee	27	27	24
Hendry	7	81	82
Highlands	108	113	113
Hillsborough	9	127	80
Indian River	1	2	0
Lafayette	0	0	0
Lake	0	0	0
Lake Wales	0	22	17
Lee	2	21	3
Madison	1	8	3
Manatee	87	87	87
Marion	2	11	1
Martin	4	12	6
Miami Dade	37	37	11
Okeechobee	12	16	21
Orange	53	53	92
Osceola	0	0	0
PAEC	0	30	0
Palm Beach	538	538	538
Pasco	1	31	25
Polk	0	18	18

LOA	# of Pre-K Parents Participating	# of Elementary Parents Participating	# of Secondary Parents Participating
Putnam	0	0	0
South Tech	0	0	0
Suwanee	12	20	15
Volusia	3	8	1
<b>TOTAL</b>	<b>1,042</b>	<b>1,466</b>	<b>1,184</b>

*Outcomes*

Migrant preschool parents were surveyed regarding their involvement in activities with their child(ren) (see Table 46 as well as barriers to that involvement (see Table 47). Twenty-five districts reported 480 total Pre-K parent survey responses.

Table 46. Migrant Preschool Parent Involvement Activities, SY 2018-2019

How often did parents do the following?	Often	Sometimes	Not at this time
Educational activities at home with their child(ren)	289	167	19
Look over and talk with their child(ren) about things they did at preschool, daycare, or on their own	297	149	27
Take their child(ren) to places in the community for learning experiences	168	189	116
Go to a meeting or training about how children learn	166	184	114
Talk about their child(ren)'s learning or social needs with a care provider	214	182	77
Attend education classes for adults	69	38	362
MPAC meetings, summer MEP in-home tutorial, 21 <sup>st</sup> Century program	5	9	6
Other ("we participate in all classroom activities")	1	0	0

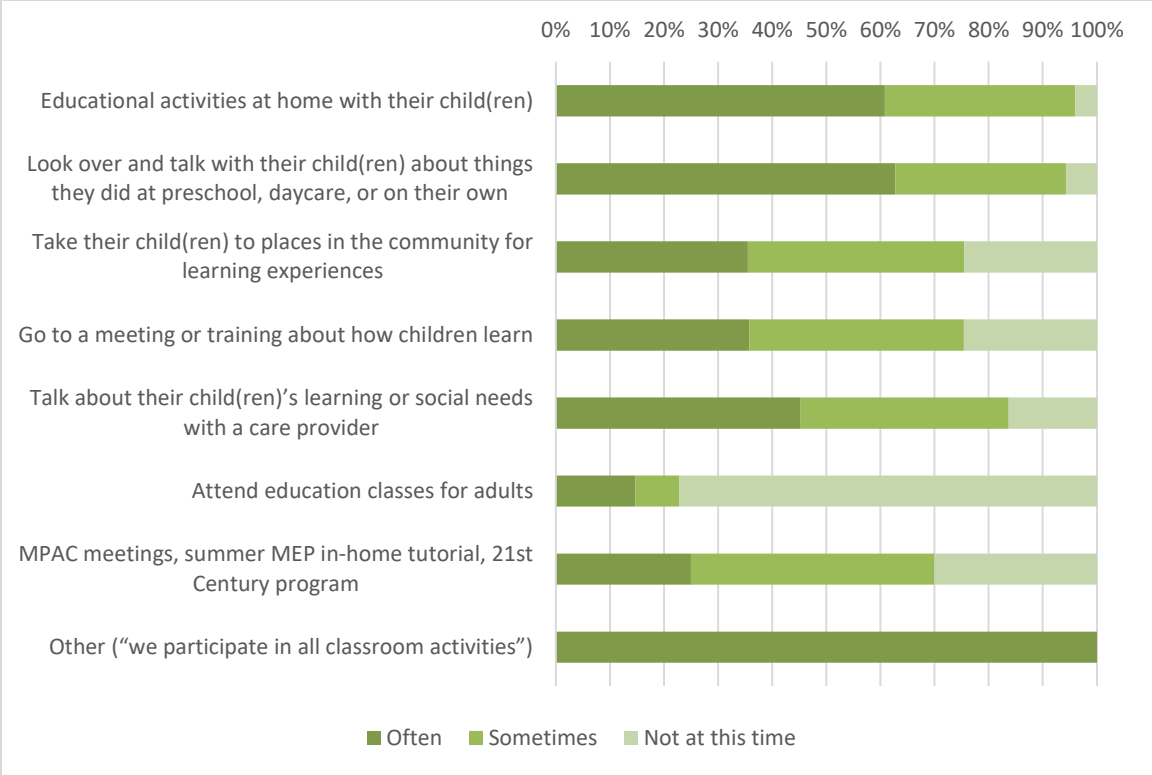


Figure 6. Preschool Parent Reported Frequency of Involvement Activities

Preschool parents are most likely to report that work schedules are a barrier to participating in MEP events, with 64% reporting that work schedules are sometimes or often a barrier.

Table 47. Migrant Preschool Parent Involvement Barriers, SY 2018-2019

How often did parents encounter the following barriers to participation?	Often	Sometimes	Not at this time
School meetings and notes are in English only	30	78	170
Work schedule does not allow time	73	106	100
No transportation for preschool or daycare	32	39	205
No school supplies or books	15	47	215
Lack of affordable childcare or preschool in their area	36	50	190

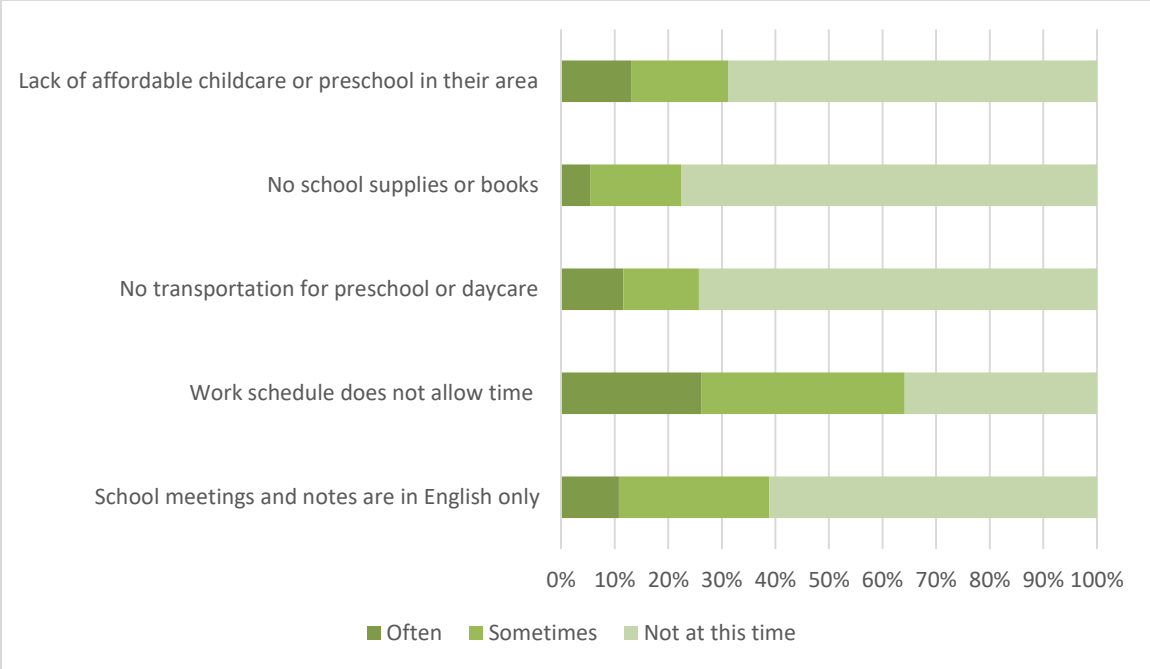


Figure 7. Frequency of Migrant Preschool Parent Involvement Barriers, SY 2018-2019

Migrant elementary parents were also surveyed about their involvement in activities with their child(ren) (see Table 48), as well as barriers to that involvement (see Table 50). Thirty districts reported 2,459 total elementary parent survey responses. Like Pre-K parents, elementary parents were least likely to attend adult education classes as a way to connect with their children’s educational needs.

Table 48. Migrant Elementary Parent Involvement Activities, SY 2018-2019

How often did parents do the following?	Often	Sometimes	Not at this time
Attend a general academic meeting or training at school	654	1,225	563
Attend a meeting to talk about their child(ren)’s learning or social needs	834	1,335	284
Communicate with school by phone or in writing about their child(ren)’s learning or social needs	977	1,106	373
Go to a special event at their child(ren)’s school	625	1,198	614
Take their child(ren) to places in the community for learning experiences	740	1,165	483
Attend education classes for adults	224	417	1,790
Help with and/or look over their child(ren)’s homework	1,493	681	251
Educational activities at home with their child(ren)	1,334	781	358
MPAC meetings, summer MEP in-home tutorial, 21 <sup>st</sup> Century program	4	18	11
Other (unspecified)	6	20	98

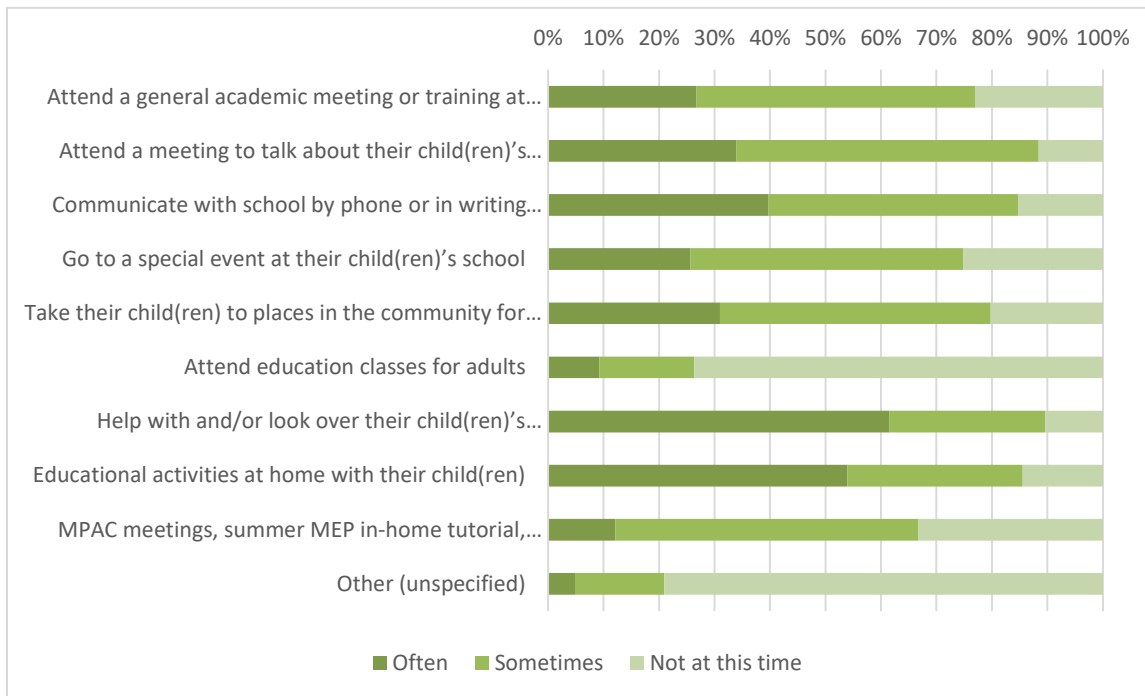


Figure 8. Migrant Elementary Parent Involvement Activities, SY 2018-2019

Table 49. Migrant Elementary Parent Involvement Barriers, SY 2018-2019

How often did parents encounter the following barriers to participation?	Often	Sometimes	Not at this time
Work schedule does not allow time	506	750	477
No transportation	331	568	907
Don't feel welcome at school	162	239	1,263
No school supplies or books	201	405	1,064
Lack of affordable childcare in their area	218	457	1,013
Other (unspecified)	3	3	118



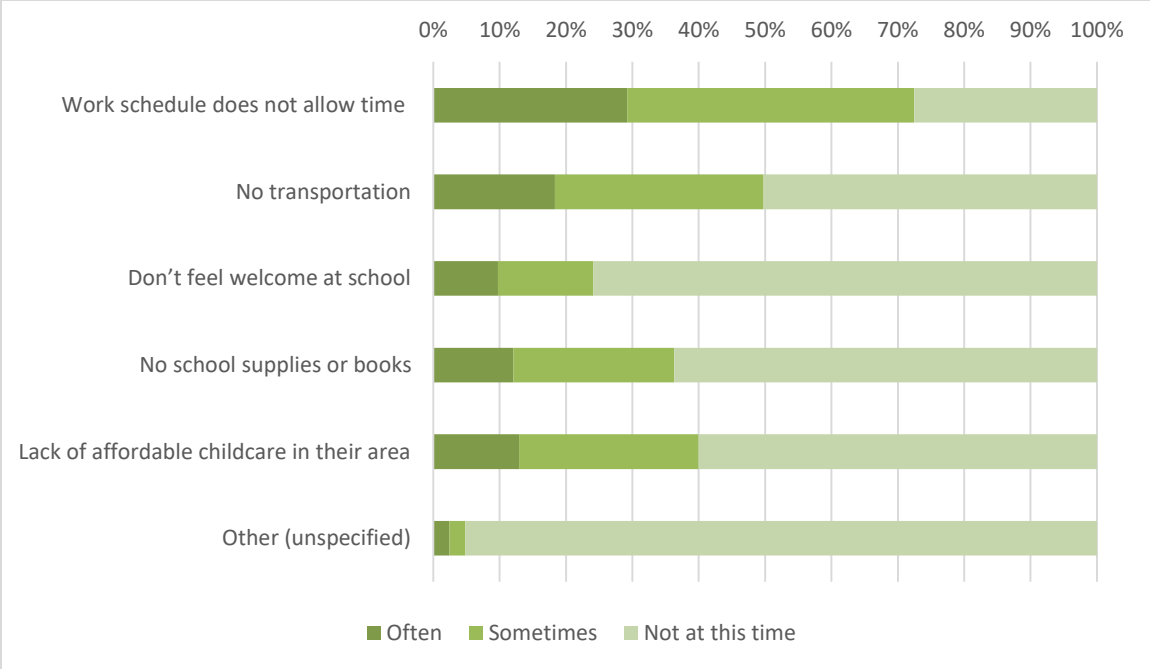


Figure 9. Migrant Elementary Parent Involvement Barriers, SY 2018-2019

Finally, migrant secondary parents were surveyed regarding involvement in activities with their child(ren) (see Table 50). Twenty-nine districts reported 1,909 total secondary parent survey responses: almost half of the parents reported helping their students with homework and/or doing educational activities with them at home. Table 51 outlines barriers to involvement, chief among them being a lack of time in parental work schedules.

Table 50. Migrant Secondary Parent Involvement Activities, SY 2018-2019

How often did parents do the following?	Often	Sometimes	Not at this time
Attend a general academic meeting or training at school	495	885	520
Attend a meeting to talk about their child(ren)'s learning or social needs	583	933	378
Communicate with school by phone or in writing about their child(ren)'s learning or social needs	664	851	383
Go to a special event at their child(ren)'s school	476	733	683
Take their child(ren) to places in the community for learning experiences	606	748	545
Attend education classes for adults	170	292	1,429
Help with and/or look over their child(ren)'s homework	904	614	382
Educational activities at home with their child(ren)	905	615	364

<b>Other (these parents listed activities such as band, honors classes, church, sports/other outdoor activities, cooking)</b>	27	18	105
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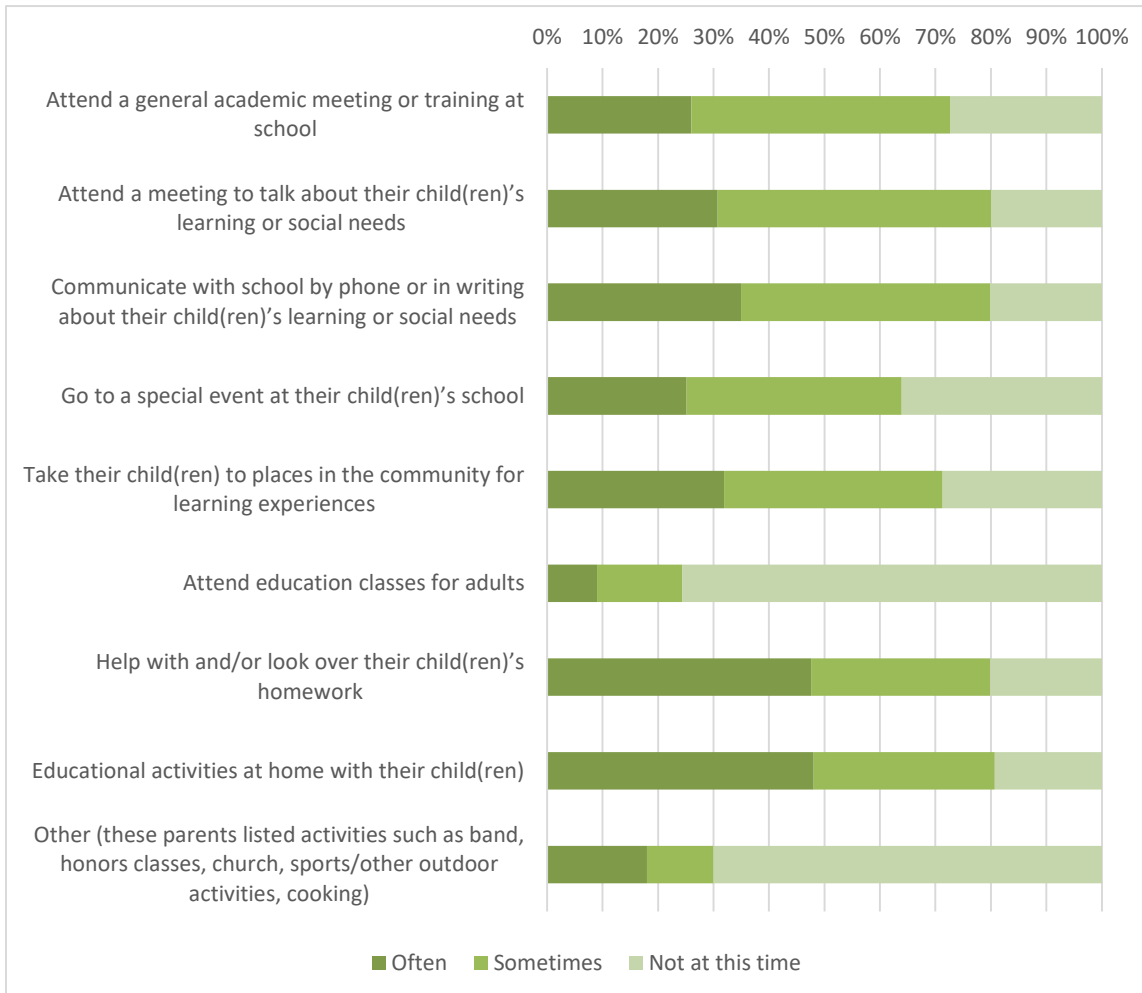


Figure 10. Migrant Secondary Parent Involvement Activities, SY 2018-2019

Table 51. Migrant Secondary Parent Involvement Barriers, SY 2018-2019

How often did parents encounter the following barriers to participation?	Often	Sometimes	Not at this time
<b>Work schedule does not allow time</b>	453	533	380
<b>No transportation</b>	267	300	783
<b>Don't feel welcome at school</b>	84	195	1,055
<b>No school supplies or books</b>	78	271	984
<b>Lack of affordable childcare in their area</b>	66	163	1,098
<b>Other (unspecified)</b>	2	3	128

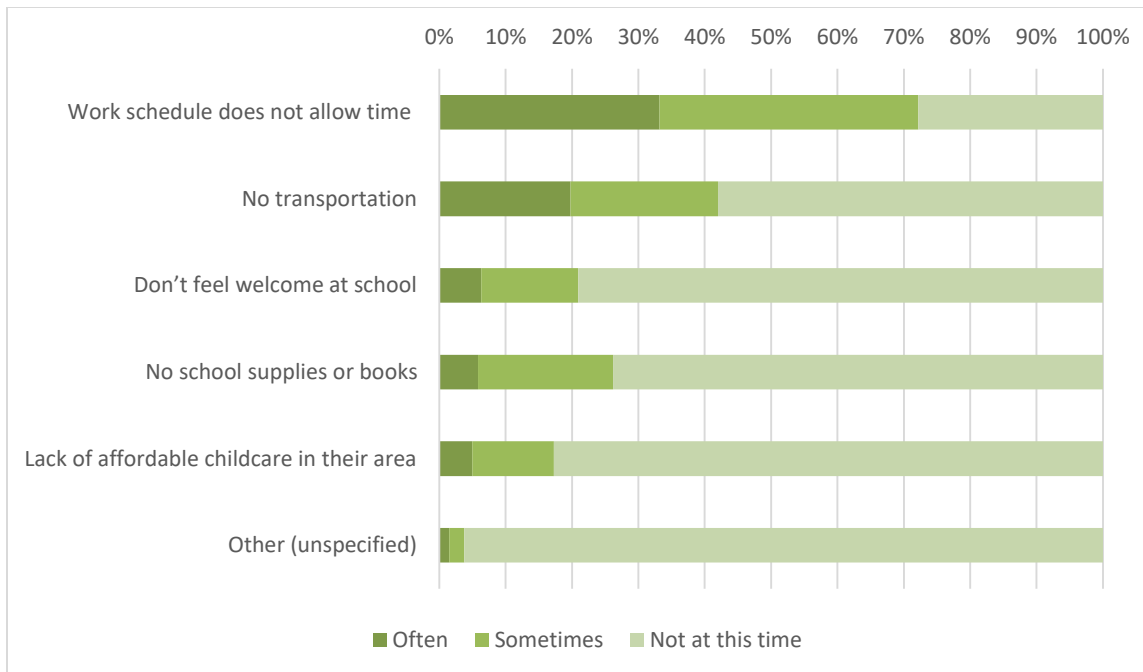


Figure 11. Migrant Secondary Parent Involvement Barriers, SY 2018-2019

Parent Advocacy Surveys, which are intended to demonstrate pre- and post- participation gains in strategies and awareness among migrant parents at all schooling levels, are included in the Reading, Graduation, and Early Childhood sections, above. Overall, parents reported substantial gains.

## END OF COURSE ASSESSMENTS

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. Table 52 shows SY 2018-2019 passing rates and percentages for migrant PFS students, all migrant students, and non-migrant students. Table 53 summarizes outcomes across EOC assessments for SYs 2015-2019, while Figure 12 shows the change gap between migrant and non-migrant student performance across EOCs from 2015 through 2019.

Both migrant and non-migrant statewide EOC performance improved from 2015-2016 through 2018-2019 across the four subjects monitored by the MEP. During the same period, the gap between migrant and non-migrant student performance decreased in each EOC: Algebra I (from 19 percentage points to 17 percentage points), Geometry (from 20 to 16), Biology (from 17 to 14), and US History (from 18 to 17). Where the Algebra I gap steadily declined each year and the Geometry gap increased from 2017-2018 to 2018-2019, the gaps in US History and Biology declined significantly from 2017-2018 (from 23 to 17 and 18 to 14, respectively).

Table 52. Statewide EOC Results and Gaps: Migrant, Migrant PFS, and Non-Migrant, SY 2018-2019

	# Taking EOC: Migrant PFS	% Passing EOC: Migrant PFS	# Taking EOC: All Migrant	% Passing EOC: All Migrant	# Taking EOC: Non-Migrant	% Passing EOC: Non-Migrant
<b>Algebra I</b>	628	29%	1,332	40%	150,910	56%
<b>Geometry</b>	446	28%	984	38%	130,570	54%
<b>Biology</b>	427	37%	935	49%	124,027	63%
<b>US History</b>	430	42%	868	52%	118,006	69%

Table 53. Statewide EOC Results and Gaps: Migrant, Migrant PFS, and Non-Migrant, SYs 2015-2019

		% Passing EOC: Migrant PFS	% Passing EOC: All Migrant	% Passing EOC: Non-Migrant	Gap: % Passing, Migrant v. Non-
<b>Algebra I</b>	2015-2016	27%	30%	49%	<b>19%</b>
	2016-2017	19%	35%	53%	<b>18%</b>
	2017-2018	29%	40%	57%	<b>17%</b>
	<b>2018-2019</b>	<b>29%</b>	<b>40%</b>	<b>56%</b>	<b>16%</b>
<b>Geometry</b>	2015-2016	22%	30%	50%	<b>20%</b>
	2016-2017	26%	35%	49%	<b>14%</b>
	2017-2018	28%	40%	54%	<b>14%</b>
	<b>2018-2019</b>	<b>28%</b>	<b>38%</b>	<b>54%</b>	<b>16%</b>
<b>Biology</b>	2015-2016	32%	44%	61%	<b>17%</b>
	2016-2017	30%	48%	62%	<b>14%</b>
	2017-2018	28%	45%	63%	<b>18%</b>
	<b>2018-2019</b>	<b>37%</b>	<b>49%</b>	<b>63%</b>	<b>14%</b>
<b>US History</b>	2015-2016	33%	47%	65%	<b>18%</b>
	2016-2017	40%	49%	64%	<b>15%</b>
	2017-2018	34%	43%	66%	<b>23%</b>
	<b>2018-2019</b>	<b>42%</b>	<b>52%</b>	<b>69%</b>	<b>17%</b>

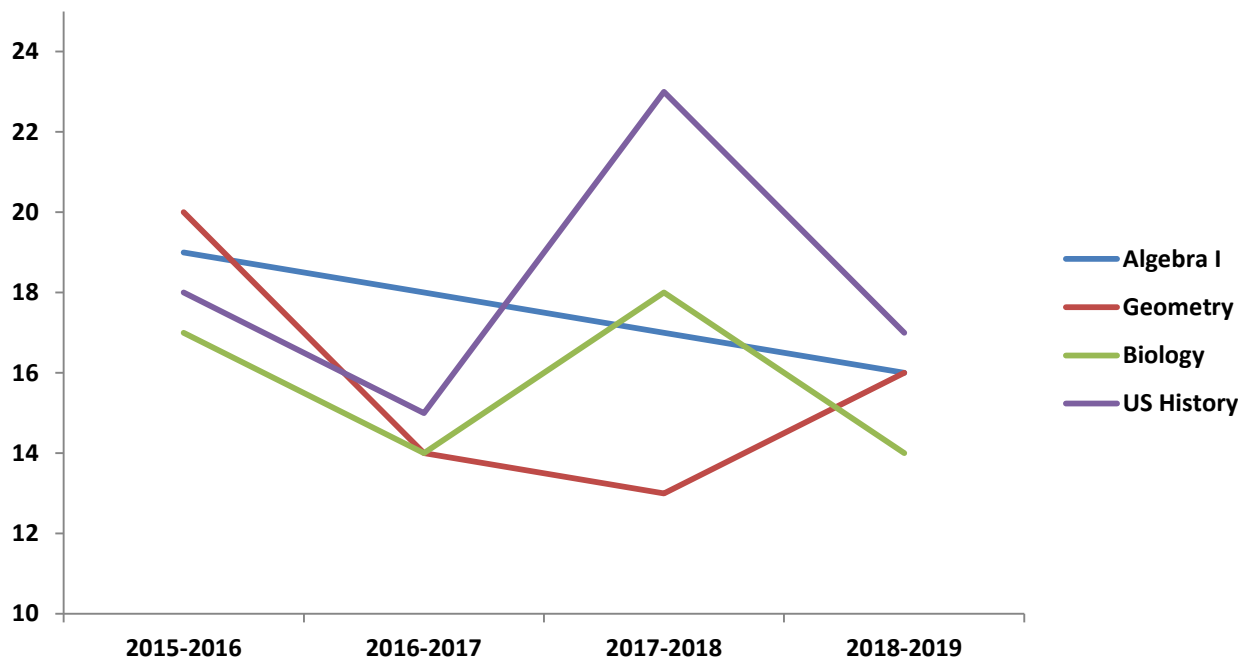


Figure 12. EOC Proficiency Gaps Between Migrant and Non-Migrant Students, SY 2015-2019

### Summer 2019

During the summer of 2019, 23 school districts in Florida offered migrant education services to students and parents. This section seeks to summarize implementation and outcomes related to these efforts based on district responses to a Florida Migrant Education Program (FMEP) template of prompts (see Appendix A). Where data collected was too varied to summarize in a meaningful way, explanations are provided as well.

Table 54, below, summarizes summer program data for all funded districts according to their anticipated summer program costs, amended costs, and actual funds spent, and places this data next to the unduplicated numbers of migrant students and parents served through each grantee summer program. The blue shading in Table 1 is intended to denote the size distinctions evaluators made between districts for the purposes of this summary report. These distinctions were based on ranges of students served (#s): for instance, the 3 largest districts, shaded darkest blue, each served over 350 individuals. The 7 mid-sized districts each served 100-350, while the 13 smallest (lightest blue below) served fewer than 100 individuals each. Where the unduplicated count was not known, summer spending was considered instead, and \$100k was set as the threshold for joining the mid-sized group (thus Panhandle Area Educational Consortium (PAEC) and Palm Beach were considered members, whereas Broward and Polk were grouped with the small districts).

Throughout this report, therefore, the following districts are considered:

Large (3)	Mid-size (7)	Small (13)
<ul style="list-style-type: none"> <li>• Collier</li> <li>• Hendry</li> <li>• Miami-Dade</li> </ul>	<ul style="list-style-type: none"> <li>• AMCC</li> <li>• Highlands</li> <li>• Hillsborough</li> <li>• Manatee</li> <li>• Okeechobee</li> <li>• PAEC</li> <li>• Palm Beach</li> </ul>	<ul style="list-style-type: none"> <li>• Broward</li> <li>• De Soto</li> <li>• Glades</li> <li>• Hardee</li> <li>• Lake Wales Charter</li> <li>• Madison</li> <li>• Marion</li> <li>• Orange</li> <li>• Pasco</li> <li>• Polk</li> <li>• St. Lucie</li> <li>• Suwannee</li> <li>• Volusia</li> </ul>

Table 54. District Summer Program Costs and Unduplicated Numbers Served by Grade

		Anticipated Summer Program Cost:	Requested in Summer Funding Amendment:	Actual Amount Spent:	Pre-K	K to 5	6 to 8	9 to 12	OSY	Parent	Total
Large	Collier	\$371,877.03	\$0	\$338,145.57	105	515	33	55	25	182	915
	Miami-Dade	\$243,643.00	\$243,643.00	\$243,643.00	41	158	86	26	4	120	435
	Hendry				57	173	78	51	0	0	359
Mid	Hillsborough	\$150,413.00	\$0	\$120,282.00	20	212	14	24	6	0	276
	Highlands	\$180,000.00	\$113,322.00	\$144,865.31	0	192	0	0	0	0	192
	AMCC	\$83,330.00	\$28,330.00		13	86	9	10	11	35	164
	Okeechobee	\$135,987.00	\$135,987.00		0	114	35	12	0	0	161
	Manatee	\$148,540.50	\$16,998.00	\$106,690.39	0	74	28	17	0	0	119
	PAEC	\$137,376.48	\$107,656.00	\$127,376.48							0
	Palm Beach	\$180,345.00	\$11,332.00	\$166,646.00							0
Small	Orange	\$29,664.00	\$22,664.00		22	12	17	7	0	22	80
	Suwannee	\$2,400.00	\$24,930.00		11	33	6	1	0	6	57
	Hardee	\$50,000.00	\$0	\$32,207.00	0	40	0	14	0	0	54
	Glades		\$0		3	28	6	8	0	6	51
	Volusia	\$50,995.00	\$50,995.00		2	21	2	1	0	11	37
	Lake Wales Charter	\$20,000.00	\$3,407.15	\$3,407.15	0	29	0	0	0	0	29
	De Soto	\$25,000.00	\$25,000.00	\$23,697.76	0	14	9	0	0	0	23
	Pasco	\$13,847.00	\$4,532.00	\$13,847.00	4	8	0	10	0	0	22
	Madison	\$49,500.00	\$45,329.00	\$42,084.55	0	13	5	0	0	0	18
	Marion	\$4,532.00	\$4,532.00	\$3,385.00	0	12	4	1	0	0	17
	St. Lucie	\$9,065.00	\$9,065.00	\$13,500.00	0	6	0	0	0	0	6
	Broward		\$20,398.00								0
	Polk	\$42,165.00	\$22,664.00	\$46,687.84							0
	<b>Total</b>	\$1,928,680.01	\$890,784.15	\$1,426,465.05							

Note: Grey boxes indicate missing participant answers. Red text indicates districts for which unduplicated numbers served are not known.

## Program Participation

Table 55 represents the number of migrant students, out-of-school youth (OSY) and parents expected to be served by summer activities in large, mid-size, and small districts. Table 56 shows the actual numbers served, as well as numbers of students and parents who completed each activity to the degree expected. Drop off in anticipated versus actual numbers across the board, but especially in areas like Pre-K, is unsurprising. However, the gap between participation and completion is worth further explanation and review, including gathering additional data. While we know that migrant programs can face challenges in providing services to eligible students and families based on the often intensive and transient nature of summer work, it is important to identify other hurdles to completion where they exist and could be addressed.

Table 55. Anticipated Number of Migrant Students and Parents to Be Served, Summer 2019

	Anticipated Number of Participants (by grade or type)					
	Pre-K	K to 5	6 to 8	9 to 12	OSY	Parents
<b>Large Districts</b>	256	1,341	275	135	40	298
<b>Mid-size Districts</b>	376	1,109	221	114	20	285
<b>Small Districts</b>	62	505	147	215	0	87
<b>Total</b>	<b>694</b>	<b>2,955</b>	<b>643</b>	<b>464</b>	<b>60</b>	<b>670</b>

Table 56. Actual Number of Migrant Students and Parents Served and Completing, Summer 2019

	Actual Number of Students or Parents Served (Total # participating)						Actual Number of Students or Parents who Completed Activity (# earning credits/passed assessments)					
	Pre-K	K to 5	6 to 8	9 to 12	OSY	Parents	Pre-K	K to 5	6 to 8	9 to 12	OSY	Parents
<b>Large Districts</b>	286	1241	297	159	29	370	205	913	181	104	25	182
<b>Mid-size Districts</b>	227	1322	158	106	27	119	97	984	84	48	11	35
<b>Small Districts</b>	47	416	87	104	0	72	19	358	63	88	0	41
<b>Total</b>	<b>560</b>	<b>2,979</b>	<b>542</b>	<b>369</b>	<b>56</b>	<b>561</b>	<b>321</b>	<b>2,255</b>	<b>328</b>	<b>240</b>	<b>36</b>	<b>258</b>

Note: Tables represent numbers as reported and may be duplicated.



## Evidence Basis

Except in cases where no instructional services would be provided (e.g., where programs listed Identification and Recruitment (ID&R) as an anticipated summer activity), programs generally reported that proposed activities were supported by evidence. References used to substantiate this, ran a range from solid and directly aligned to weak and vaguely linked.

## Summer Program Plans

Other collected data points that are difficult to summarize in a meaningful way can be found in district reports under the “Summer Program Plan” tab. We note that “Summer Program Plans” represent district pre-planning for accomplishments reported on the “Outcome Report” tab. Districts were asked to report both the number and percent gains they anticipated, but not all districts took these to mean the same things, and not all districts used other reporting columns to explain what they did mean. So, for example, while Highlands used the “Other Outcomes” column to note that the 80% figure they listed in [expected] “Gains %” meant that “80% of students who are pre/post assessed will remain the same or increase their reading scores” other districts offer no such guidance. Alachua Multi-County Consortium (AMCC), for example, expected to see gains from all 10 Pre-K students they intended to serve through one activity, but did not indicate what the 70% figure listed in [expected] “Gains %” meant relative to the EasyCBM assessment measure.

## Program Implementation and Outcomes

In terms of activities completed and reported outcomes, it was most useful to look across programs based on like-sized groupings. For a comparison of all districts side-by-side, a master spreadsheet has been submitted to FDOE together with this report and includes detailed implementation and outcome data.

**Large Districts (Collier, Hendry, Miami-Dade):** The 3 districts with the largest numbers of migrant students and families collectively served over 1,700 individuals (unduplicated count) through between six and seven activities each during Summer 2019 (refer to Table 56, above, for a breakdown of grade levels served). These activities predominantly had a June start and ran between one month and seven weeks, into July, and all districts implemented them as planned.

### Implementation

School site-based and in-home literacy programs dominated the offerings (often Science, Technology, Engineering, Art, Mathematics [STEAM]-themed, these mainly addressed reading, writing, and English language development, but math literacy was targeted as well). Where field trips were included, these were planned for museums and nature areas. Kindergarten readiness, summer preschool, and early childhood literacy were also a focus. Migrant-funded resource

teachers to assist district summer programs were employed, and credit accrual/recovery services and Performance-Based Diploma lab access were typical of secondary activities offered. OSY were offered General Educational Development (GED) and English Language Learner (ELL) instruction, while community schools and local education centers were used for afternoon supplemental service provision and support. A traveling summer reading van was specific to Hendry, whereas Miami-Dade additionally listed summer-long ID&R, student and family engagement, and midday meal provision as ways that district served its summer migrant population.

### Outcomes

In terms of outcomes, program expectations were fully met in Miami-Dade and Hendry but were mixed in Collier. (It is worth noting that Collier's tracking and quantification appeared to be more thorough than the other districts, and that may have helped surface issues the others missed.) Reasons given for programs not meeting expectations in Collier included expectations set too high (e.g., all students were expected to pass an assessment but only a percentage did so); some assessments need to be reconsidered for their fit with what programs are trying to measure; and data was not collected from all students, so an accurate count/percentage gain could not be provided to reviewers.

Measures used to assess the effectiveness of summer activities in large Florida districts included, most often, pre- and post-tests, credit accrual/recovery, and GED attainment, and number of Certificates of Eligibility (COEs) completed. Less directly measurable were the impacts had by family engagement efforts, meal provision, and book lending programs.

### **Mid-size Districts (AMCC, Highlands, Hillsborough, Manatee, Okeechobee, PAEC and Palm Beach):**

The seven mid-sized districts had the widest variability in the number of activities during Summer 2019. Highlands, for instance, served 250 individuals through a single activity, whereas both AMCC and PAEC offering 10 activities each to 135 and 196 individuals, respectively. (By contrast, Collier, Florida's largest MEP district, served 1,161 individuals through seven activities.) In all, mid-sized districts offered 43 summer activities that predominantly ran for three to eight weeks, with two Hillsborough activities as short as 10 days and two 2-day in-service activities offered in PAEC (refer to Table 56, above, for a breakdown of grade levels served).

### Implementation

More than 90% of these activities were implemented as planned. Of those that were not, Manatee reported issues with transportation that were severe enough to cause them to cancel their Pre-K summer camp, and Palm Beach reported the cancellation of a parent-focused Rosetta Stone English due to lack of staff, as well as the cancellation of a Pre-K literacy activity due to the inaccessibility of tablets loaded with software.

As was the case with large districts, site-based and in-home literacy programs dominated the offerings (many of these, too, were STEAM-themed and addressed reading, writing, and English language development, with math literacy targeted as well). Okeechobee offered a unique take on literacy by offering “Reading Through Drama and Theater,” a K-12 activity that culminated in an actual performance. Elsewhere, where field trips were included, they were planned for museums, nature areas, and local colleges (one AMCC activity was based at the Natural History Museum). Credit accrual/recovery services were typical of secondary activities offered, and OSY were offered GED and ELL instruction. Kindergarten readiness, summer preschool, and early childhood literacy were a strong focus across all programs as well. PAEC offered an activity for infants and toddlers, as well as funding for dental exams, nurse practitioner placement, and ID&R. Palm Beach served meals and offered a mobile parent resource center for a month in addition to offering supplemental instructional activities.

### Outcomes

In terms of outcomes, program expectations were fully met in Highlands, Hillsborough, Manatee, PAEC, and Palm Beach. They were not fully met in AMCC and Okeechobee. Reasons given included, in Okeechobee, participant absenteeism that led to fewer credits being earned than expected, and in AMCC, student attrition prior to the end of the program, OSY unable to commit to completion due to work schedule, and fewer than expected students completing PASS credit accrual requirements.

Measures used to assess the effectiveness of summer activities in mid-size Florida districts included, most often, pre- and post-tests, EasyCBM assessments, PASS/credit accrual/recovery and GED attainment, student/parent attendance and participation in activities, and VPK enrollment packet completion.

Small Districts (Broward, DeSoto, Glades, Hardee, Lake Wales Charter, Madison, Marion, Orange, Pasco, Polk, St. Lucie, Suwanee, Volusia). The 13 districts with the smallest numbers of migrant students and families collectively offered 38 summer activities. St. Lucie, with just six individuals to serve, offered one activity; Polk offered five. Summer 2019 activities in these districts mostly ran for two to eight weeks (most on the shorter end), though the “My Story” elementary and secondary activities in Marion had students create comic books over four to six day sessions that included transportation to field trips and meals (refer to Table 56, above, for a breakdown of grade levels served).

### Implementation

As was the case for mid-sized districts, more than 90% of the summer activities small districts planned to provide were implemented as planned. Of those that were not, Polk offered a Pre-K summer program that had no students attend; Volusia anticipated offering a trip to Washington, D.C. that was not approved (and therefore was eliminated from their plan via amendment); and

Suwannee attempted an in-home credit accrual program that was hampered by lack of internet access.

Again, site-based and in-home literacy programs dominated the offerings; these mainly addressed reading, writing, and English language development, but math literacy was targeted as well, and one Pasco activity planned to use non-fiction science materials for literacy development. Where field trips were included, these were planned for colleges, museums, and nature areas. Kindergarten readiness, summer preschool, and early childhood literacy were also areas of focus for about half of these districts. PASS/credit accrual/recovery services were also offered by many.

### Outcomes

In terms of outcomes, program expectations were fully met in Broward, DeSoto, Hardee, Lake Wales Charter, Madison, Marion, Pasco, and St. Lucie. In Orange, where the fewest number of activities met expectations, reasons given included that the district did not approve a Pre-K literacy curriculum purchase; that expectations for in-home literacy training resulting in more passing scores on the Flash Kids Complete Curriculum Assessment went unmet, and that one of two students dropped the credit accrual course offered. Glades had an issue with miscommunicating with a student about credit accrual before he or she moved, and both Polk and Suwannee found their participation in secondary credit accrual activities to be lower than expected, in part due to parents' work schedules.

Measures used to assess the effectiveness of summer activities in small Florida districts included, most often, pre- and post-tests, and districts mentioned using (in no particular order): STAR assessments, the Barton Screener, MAPs Progress Monitoring for Reading, Acaletics, Summer Success for Reading and Math, Ages and Stages, Brigance, and Peabody vocabulary assessments. PASS/credit accrual/recovery and number of credits, as well as the number of participants, number of students developing a post-secondary plan with action steps (Polk), and parent surveys (Volusia) were also used.

## DISCUSSION AND RECOMMENDATIONS

This evaluation report established baseline for the MPOs and indicators established in the new 2018 SDP. Among the observations made in the report, we note the following:

- Migrant student reading performance increased from 2015 to 2019 (from 27% to 30% proficient on the FSA Reading)
- Because statewide non-migrant performance in reading also increased, the gap between migrant and non-migrant student on the FSA in Reading increased from 16 points in 2015 to 24 points in 2019
- Migrant student mathematics performance increased from 2015 to 2019 (from 38% to 43% proficient on the FSA Mathematics)
- The gap between non-migrant and migrant students on the FSA Mathematics increased from 2015 to 2019, from 8 points to 14 points, but fell from 15 in 2018 to 14 in 2019.
- Parents at all levels reported increased knowledge and strategies for engaging with their child, and high school parents reported increased knowledge of graduation requirements
- The gap between migrant and non-migrant students on each monitored EOC declined from 2015-2016 through 2018-2019

To improve implementation and service provision, as well as to support future reporting and the Florida MEP's ability to monitor progress, we recommend the following:

- *Provide state-wide guidance, resources and professional learning on specific strategies outlined in the SDP.* While grantees seek to implement the SDP to the best of their knowledge, implementation tends to track closely to prior practice without specific assistance and guidance in changing the expected services. Some support is provided during annual MEP meetings, during the Florida Association of Federal Education Program Administrators meeting, but additional guidance, materials, and support would help LOAs understand the expectations embedded in the new SDP.
- *Monitor for evidence of implementing specific strategies suggested in the SDP.* Support for new strategies should be coupled with establishing clear expectations for what this looks like in practice and included in monitoring documents.
- *Expand training on definitions of key MEP data points that support federal reporting and evaluation data collection.* Data provided in the evaluation template surveys is in some cases unreconcilable with data reported by other means, such as the number of OSY who dropped out or the number of students tested who received 12 or more hours of service. While some additional guidance within the template is warranted, some of the inconsistency points to varying understanding of migrant specific terms that need to be well established across the program for a variety of purposes.
- *Expand the data collection template to include additional implementation data, particularly in the areas of partnerships, health care, and secondary student programming.* The evaluation template was streamlined to match the new 2018 SDP and taken online, substantially reducing data errors and focusing on each of the MPOs. However, in the process of streamlining, while most

implementation indicators were included, some were not gathered and others need to be clarified and well-defined. We therefore recommend reviewing and revising the template prior to use for the 2019-2020 evaluation. No new data collection on the part of grantees is anticipated.

- *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.
- *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.
- *Obtain all FLKRS and FSA performance data from FDOE, rather than requesting this data from grantees.* Most of the asterisks in the report addressed inconsistencies in LOA-reported numbers of students on FSA results, which FDOE should have in its possession already. Any delays in obtaining this data from FDOE would be offset by the improved consistency of the data obtained.
- *Revise the parent involvement MPOs to address the average gains rather than the percent of individual parents who report gains.* Because FDOE did not obtain the individual surveys or ask grantees to compare pre to post results for each individual, we are unable to calculate the parent involvement MPOs as written. One option would be to ask grantees to determine gains for each individual who completes the survey, another would be to have each grantee either return each survey or enter each survey online, and finally, FDOE might consider revising the parent involvement and engagement MPOs to address the summary figures rather than the number of individual parents who report gains.
- *Consider asking LOAs to report the statewide ID numbers of migrant students who receive 12 or more hours of service to FDOE, as well as for migrant students entering Kindergarten who previously received services.* Student proficiency for students with 12 or more hours of service had many errors, including several grantees reporting more proficient students with 12 more hours of service than students who received 12 or more hours of data. Although these could be addressed with additional guidance and training, another solution, tied to FDOE reporting of FSA data above, would be to ask grantees to report the specific students who had 12 or more hours of service, enabling FDOE to calculate the MPO directly from the performance data.

## APPENDIX A: METHODOLOGY AND EVALUATION PROCESS

### 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 2018 SDP, which updated the prior SDP completed in 2012. 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, Early Childhood, and OSY.

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 reporting template updated to match the new SDP, through which each grantee reported their own data. 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 online reporting template 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 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.

## 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 2018 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

APPENDIX B – MIGRANT PARENT INVOLVEMENT SURVEY INSTRUMENTS

PARENTS OF PRESCHOOL CHILDREN

This school year, have you participated in any of the following parent involvement activities?	Often (3 or more times)	Sometimes (1-2 times)	Not at This Time
1) Do educational activities at home with my child Like: point out colors and name them; talk about alphabet letters; sing songs; make art; count together; read or tell stories together			
2) Look over and talk with my child about things he/she did at preschool, daycare, or on his/her own Like: scribbling; putting a puzzle together; artwork			
3) Take my child to places in the community for learning experiences Like a: trip to the zoo or a museum; visit to the library; day at a cultural festival			
4) Go to a meeting or training about how my child learns Like: visit at my home from a PreK Teacher ; attend Family Reading night			
5) Talk about my child’s learning or social needs with a care provider Like: talking with a migrant tutor; preschool/daycare teacher and/or person; social services person; a doctor			
6) Attend education classes for adults Like: a parenting class; an English class; a computer			
7) Other (please describe activity/event):			

The following problems make it hard for me to spend time on these kinds of activities:	Often	Sometimes	Not at This Time
8) School meetings and notes in English only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) My work schedule does not allow time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) No transportation for preschool or daycare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) No school supplies or books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Lack of affordable childcare or preschool in my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13) Other reason (please describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PARENTS OF ELEMENTARY STUDENTS

This school year, have you participated in any of the following parent involvement activities?	Often (3 or more times)	Sometimes (1-2 times)	Not at This Time
14) Attend a <b>general</b> academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)			
15) Attend a meeting to talk about <b>my child's</b> learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)			
16) Communicate with school by phone call or in writing regarding my child's learning or social needs (write a note asking for tutoring for my child)			
17) Go to a special event at my child's school (school play or musical concert, student awards, sports game)			
18) Take my child to places in the community for learning experiences (trip to library or zoo, cultural festival, church event)			
19) Attend education classes for adults (parenting classes, English or computer classes)			
20) Help with and/or look over my child's homework (look over papers, set up rules and times to do homework, create a space where my child can work)			
21) Do educational activities at home with my children (play games, read stories, talk to my child about school, teach family values)			
22) Other (please describe activity/event):			

The following problems make it hard for me to spend time on these kinds of activities:	Often	Sometimes	Not at This Time
23) My work schedule does not allow time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24) No transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25) I don't feel welcome at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26) No school supplies or books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27) Lack of affordable childcare in my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28) Other reason (please describe):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PARENTS OF SECONDARY STUDENTS

This school year, have you participated in any of the following parent involvement activities?	Often (3 or more times)	Sometimes (1-2 times)	Not at This Time
29) Attend a <b>general</b> academic meeting or training at the school (PTA or MPAC meeting, orientation/open house, Math Night)			
30) Attend a meeting to talk about <b>my child's</b> learning or social needs (Parent/Teacher conference; meeting with migrant tutor/advocate, guidance counselor, school principal)			
31) Communicate with school by phone call or in writing regarding my child's learning or social needs (write a note asking for tutoring for my child)			
32) Go to a special event at my child's school (school play or musical concert, student awards, sports game)			
33) Take my child to places in the community for learning experiences (trip to library or zoo, cultural festival, church event)			
34) Attend education classes for adults (parenting classes, English or computer classes)			
35) Help with and/or look over my child's homework (look over papers, set up rules and times to do homework, create a space where my child can work)			
36) Do educational activities at home with my children (play games, read stories, talk to my child about school, teach family values)			
37) Other (please describe activity/event):			

The following problems make it hard for me to spend time on these kinds of activities:	Often	Sometimes	Not at This Time
38) My work schedule does not allow time			
39) No transportation			
40) I don't feel welcome at school			
41) No school supplies or books			
42) Lack of affordable childcare in my area			
43) Other reason (please describe):			

APPENDIX C – MIGRANT STUDENT SURVEY INSTRUMENT

The purpose of this summary form is to provide a snapshot of how students are reporting their engagement to school and encouragement from migrant and school staff.

District Name:	
Total Number of Respondents:	
Percentage identified as engaged:	
Percentage identified as encouraged:	

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>	
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2. Are/Were you involved in any **extracurricular activities** this year?

(An **extracurricular activity** is any **school**-sponsored activity that takes place before/after school, on the weekends, and/or during school but not part of your regular classroom schedule like clubs, sports, band, etc.)

YES		NO	
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3. Identify if any of the issues below prevents/prevented you from being able to participate in extracurricular activities

**(check all that apply):**

<input type="checkbox"/>	Transportation (getting to and from the activity)	<input type="checkbox"/>	Friends do not participate
<input type="checkbox"/>	Activity not offered at times I can participate	<input type="checkbox"/>	I have (a) job(s)
<input type="checkbox"/>	Not enough time	<input type="checkbox"/>	Costs too much
<input type="checkbox"/>	Restricted from participation (poor grades or behavior, etc.)	<input type="checkbox"/>	Activity not offered at school
<input type="checkbox"/>	Other (please describe):		

4. Would you like to be involved in extracurricular 

YES		NO	
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 activities?

5. If you answered **YES to #2**, please select all the school activities you participated in this year. **(check all that apply)**

Activity	Participated this year
Academic Club	
Business Club	
Community Service Club	
Religious Club	
Computer Club	
Dance Club	
Drama/Theater Club	

Activity	Participated this year
Foreign Language Club	
Honor Society	
Leadership (class officer)	
Music (Band, Chorus, Orchestra, etc.)	
ROTC	
School Newspaper	
Sports	



Future Farmers of America (FFA)		Yearbook Club	
Other (specify):			
Other (specify):			

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

YES		NO	
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7a. Name of person(s) at your school who helps/helped you reach your future goals  
(moving from middle school to high school, graduating, going to college, technical training).

*For the purposes of this data collection, the Florida MEP does not need the names of person(s) identified.*

7b. For Office Use Only: Are any of the above named persons, migrant staff or other school staff?

Migrant Education Program staff	Yes		No	
Other school staff	Yes		No	