

Planning Process and Organization of the Report

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

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

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

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

Table 12. Highest Priority Needs

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

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

Table 13. Early Childhood Priority Concerns and Proposed Solutions

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

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

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

Table 14. Elementary School Priority Concerns and Proposed Solutions

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

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

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

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

Table 16. OSY/Health Priority Concerns & Proposed Solutions

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

IMPLICATIONS AND CONCLUSIONS FROM THE 2017 CNA

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

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

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

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

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

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

SERVICE DELIVERY PLAN

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

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

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