



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

Abridged Version

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The above Table of Contents is a preview of the full SDP and does not reflect this abridged version.

EXECUTIVE SUMMARY

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

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

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

The measurable program outcomes (MPOs) include the following:

School Readiness

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

K-12 English Language Development and Mathematics

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

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

K-12 Graduation

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

Health

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

OSY

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

Parental Involvement

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

Pages 6 - 12 highlight the suggested strategies, progress indicators on implementation, and outcome measures for each content area. These strategies are based on research and input from experts in the CNA₂ process. District MEPs have flexibility in designing their services to address the established goals outlined in this SDP based on local context. All districts are held accountable to the MPOs regardless of strategies. The evaluation framework and district reporting template guide the state in evaluating the FL MEP's effectiveness in closing the achievement gap between migrant students and their non-migrant youth and in supporting OSY in educational pursuits. The evaluation framework focuses on two main evaluation questions:

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

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

DEFINITION OF MIGRANT-ELIGIBILITY

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

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

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

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

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

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

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

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

PRIORITY FOR SERVICES

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

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

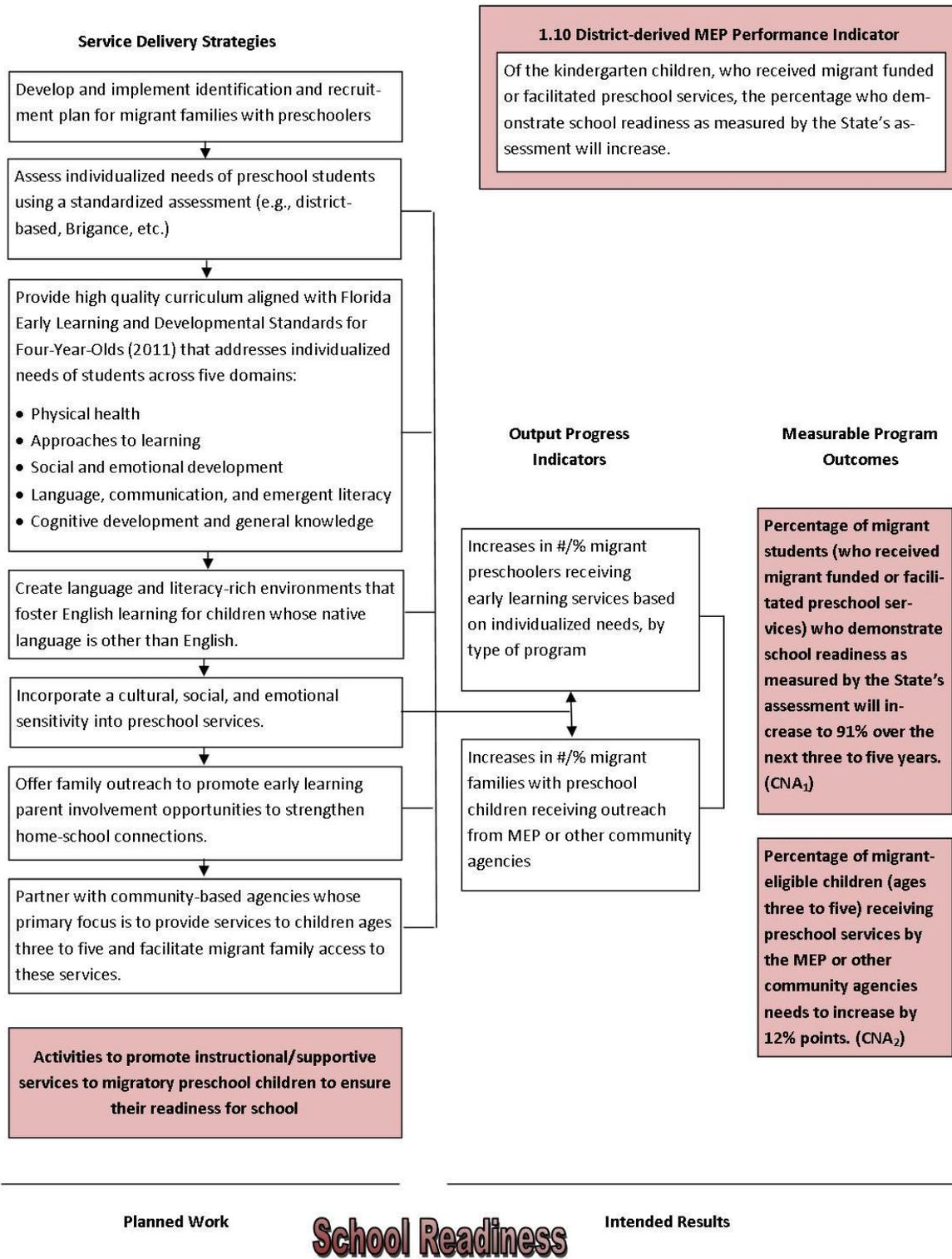
- A. scored at Level 1 or Level 2 on the FCAT2; **or**
- B. is an English language learner (*Students coded: LY, LN or LP on the data element English Language Learners, Pre-K-12*); **or**
- C. has an age/grade discrepancy; **or**
- D. was retained; **or**
- E. is at risk of failing to meet state graduation requirements in one of the following areas:
 - i. an un-weighted GPA of 2.0 or below, **or**
 - ii. insufficient credits for promotion or graduation.

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

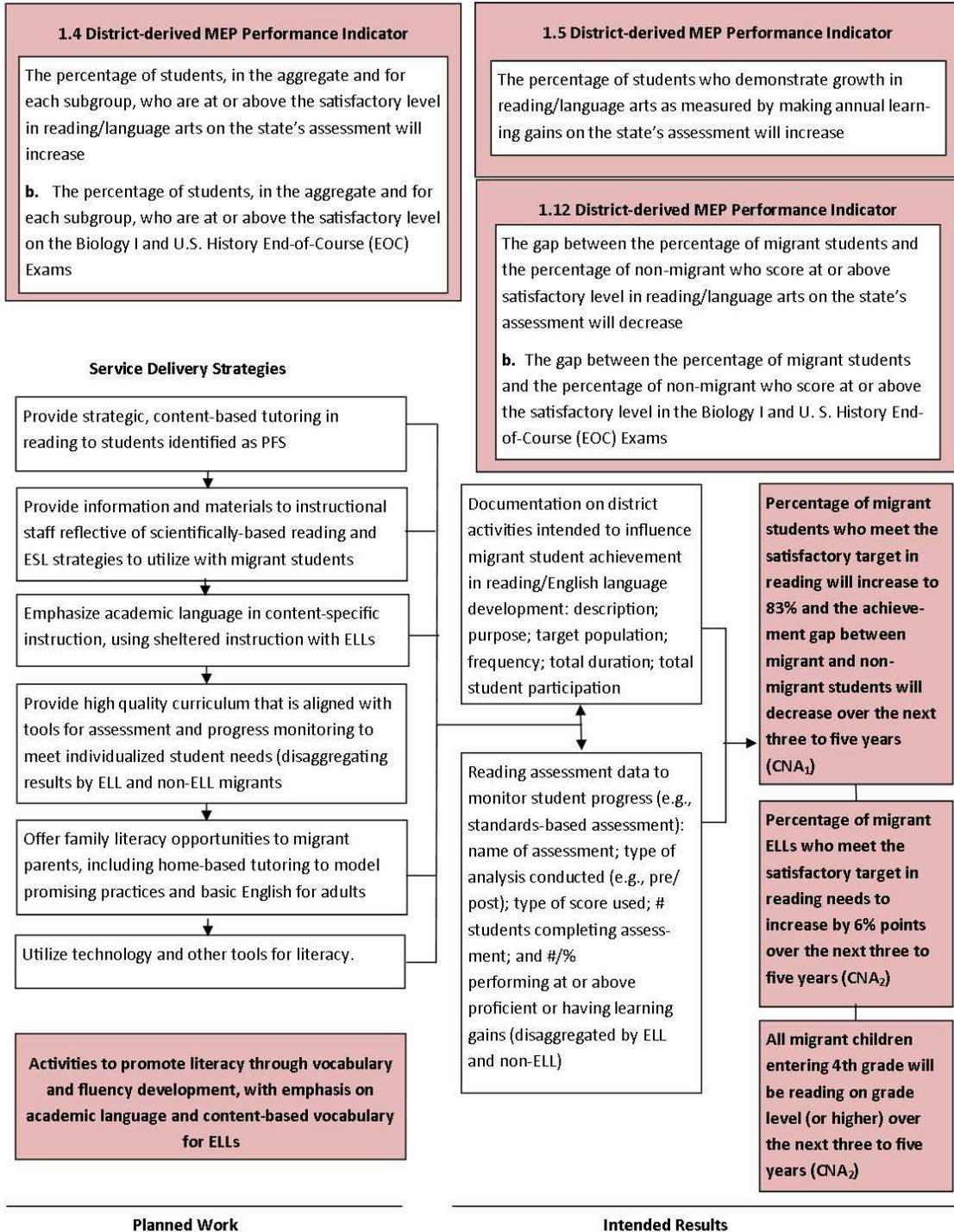
The state MEP has included a performance indicator in its evaluation plan to measure the extent to which programs are targeting PFS students. The RFA requires districts to create a PFS Action Plan that identifies which migratory children must receive services first, before migrant funds are used for other migrant children. The plan requires districts to detail how MEP funds will be used to address the unique educational needs of children who meet the PFS definition and to document the services that these children receive. The state MEP evaluates this measure—the

percentage of PFS students receiving services matched with their needs—from individual student needs assessment results and student service provision/activity participation data provided by the districts. The SDP identifies solution strategies in mathematics and reading addressing PFS students and the state MEP monitors service provision in part by examining FCAT 2.0 scores in these content areas by disaggregating data by PFS. The next section provides an overview of the strategies in place to work closely with migrant families to support education in the home and to share MEP decision making.

School Readiness

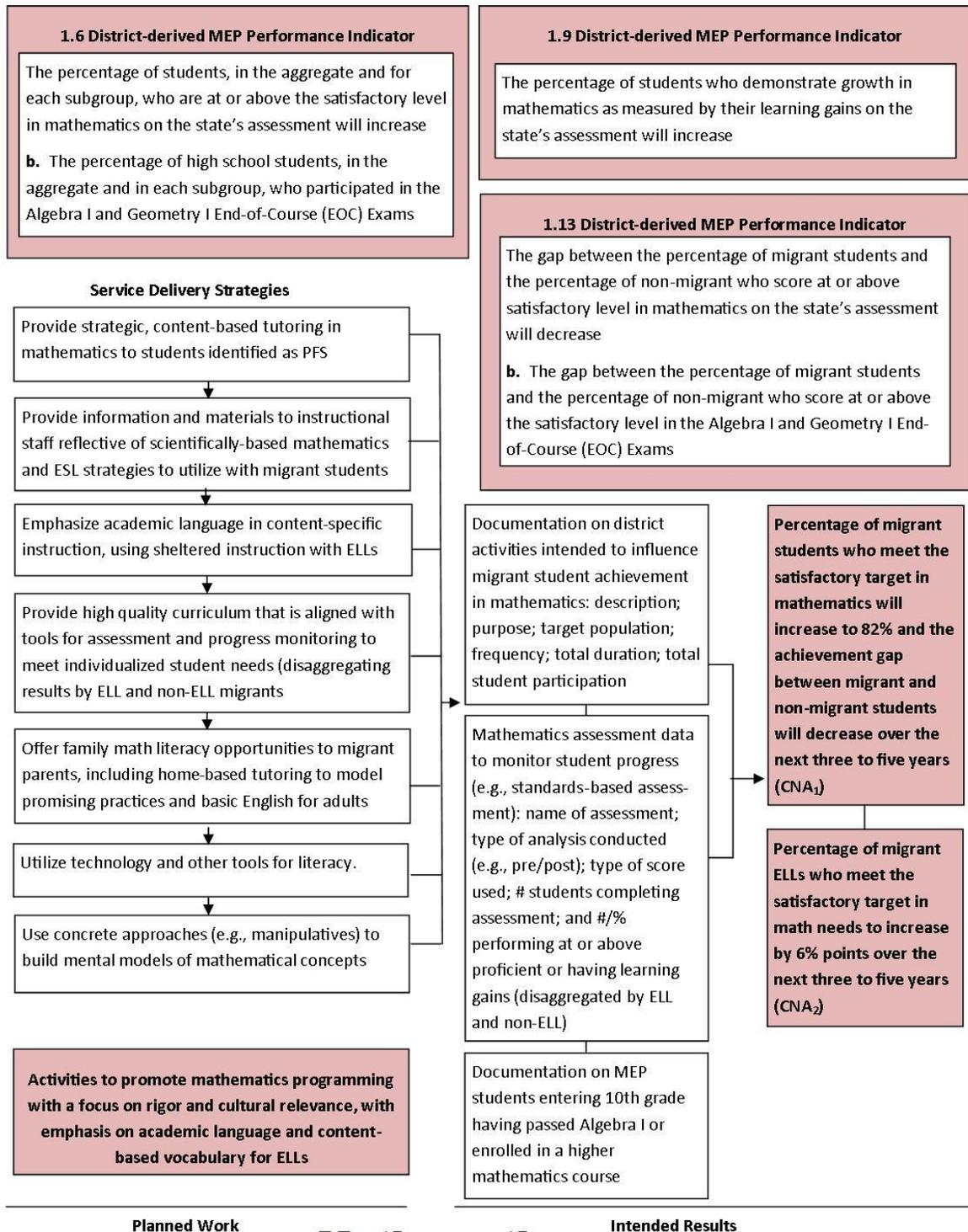


Reading/English Language Development



Reading/English Language Development

Mathematics



Mathematics

Graduation



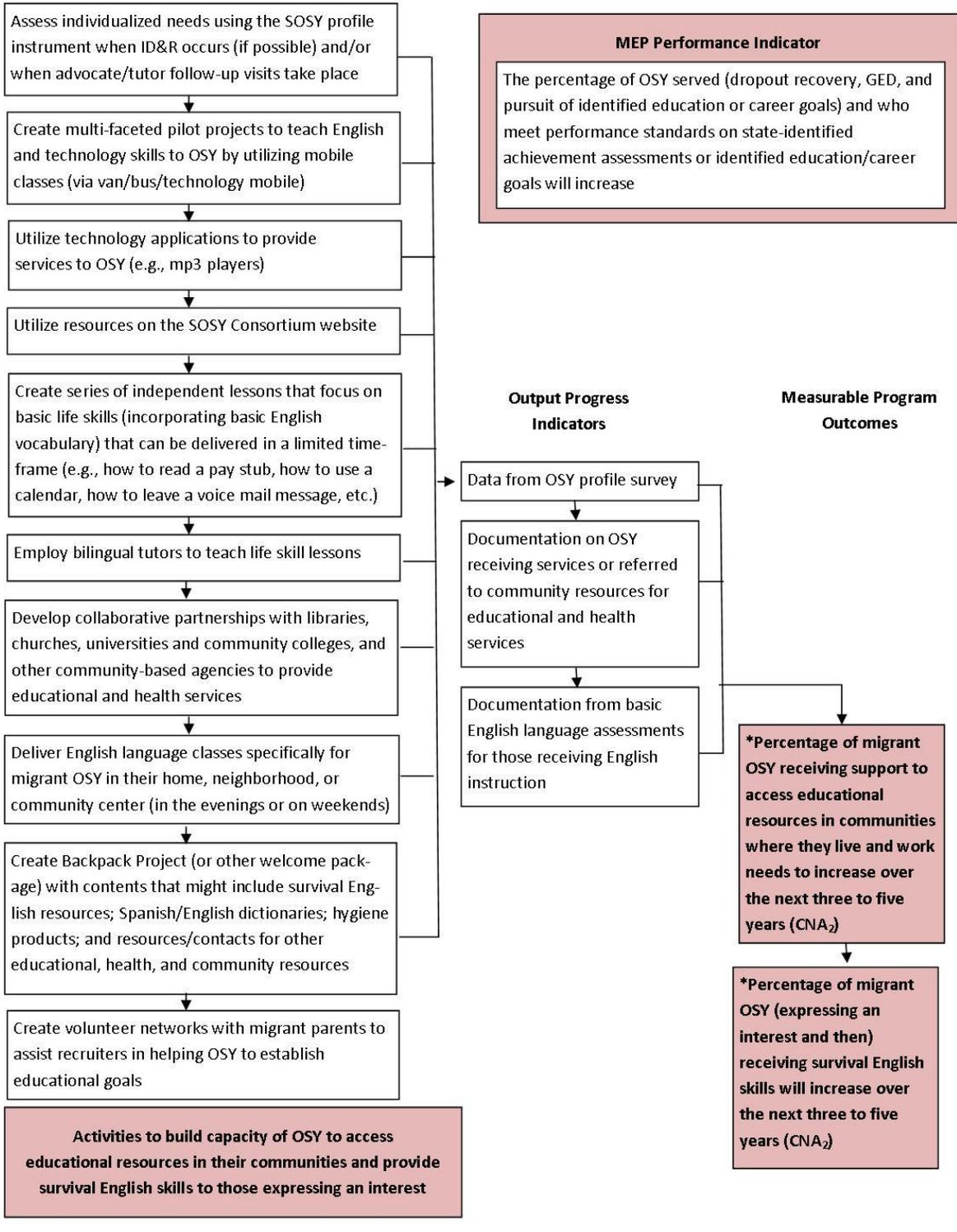
Planned Work

Graduation

Intended Results

OSY

Service Delivery Strategies



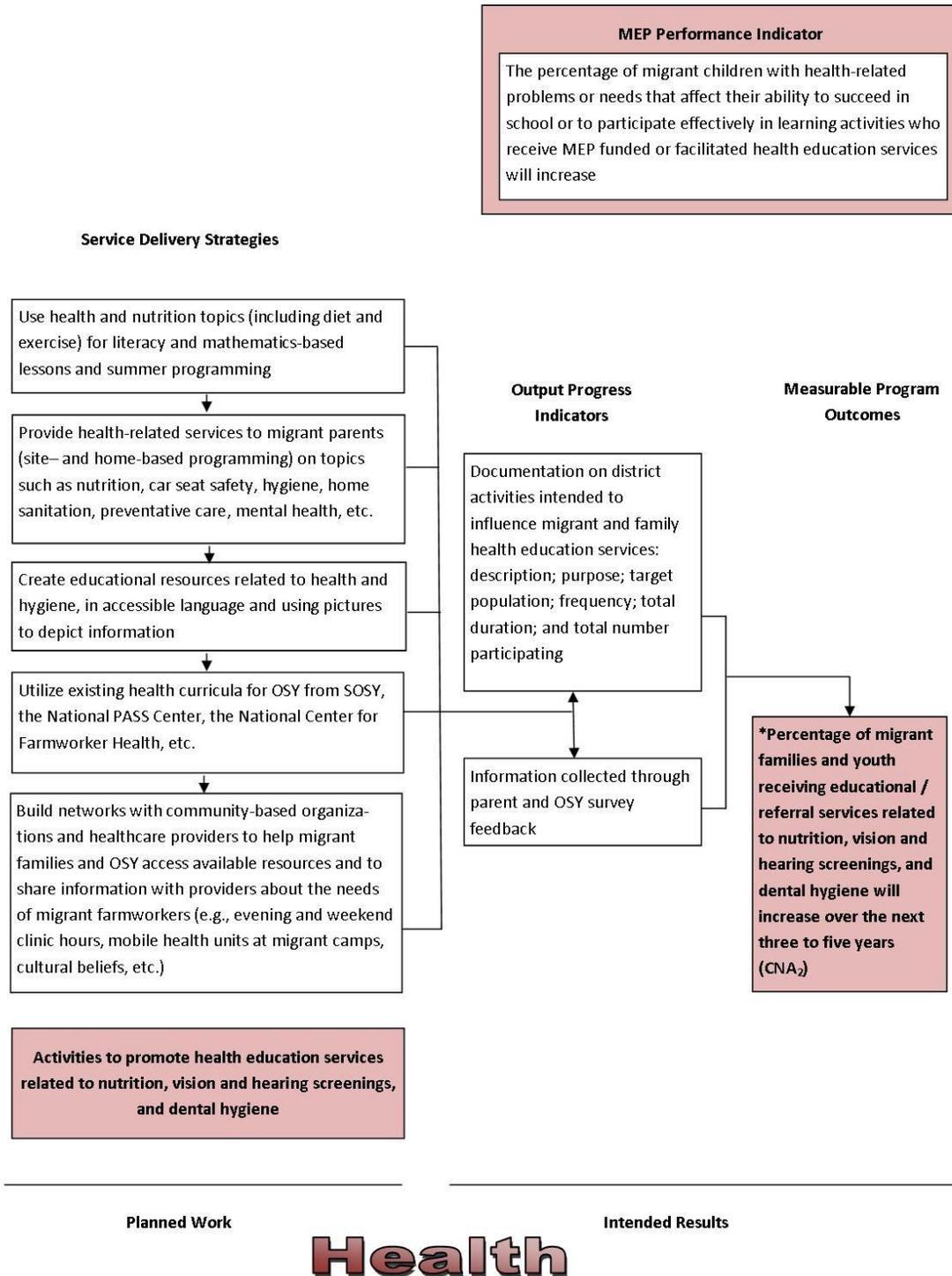
Planned Work

Intended Results



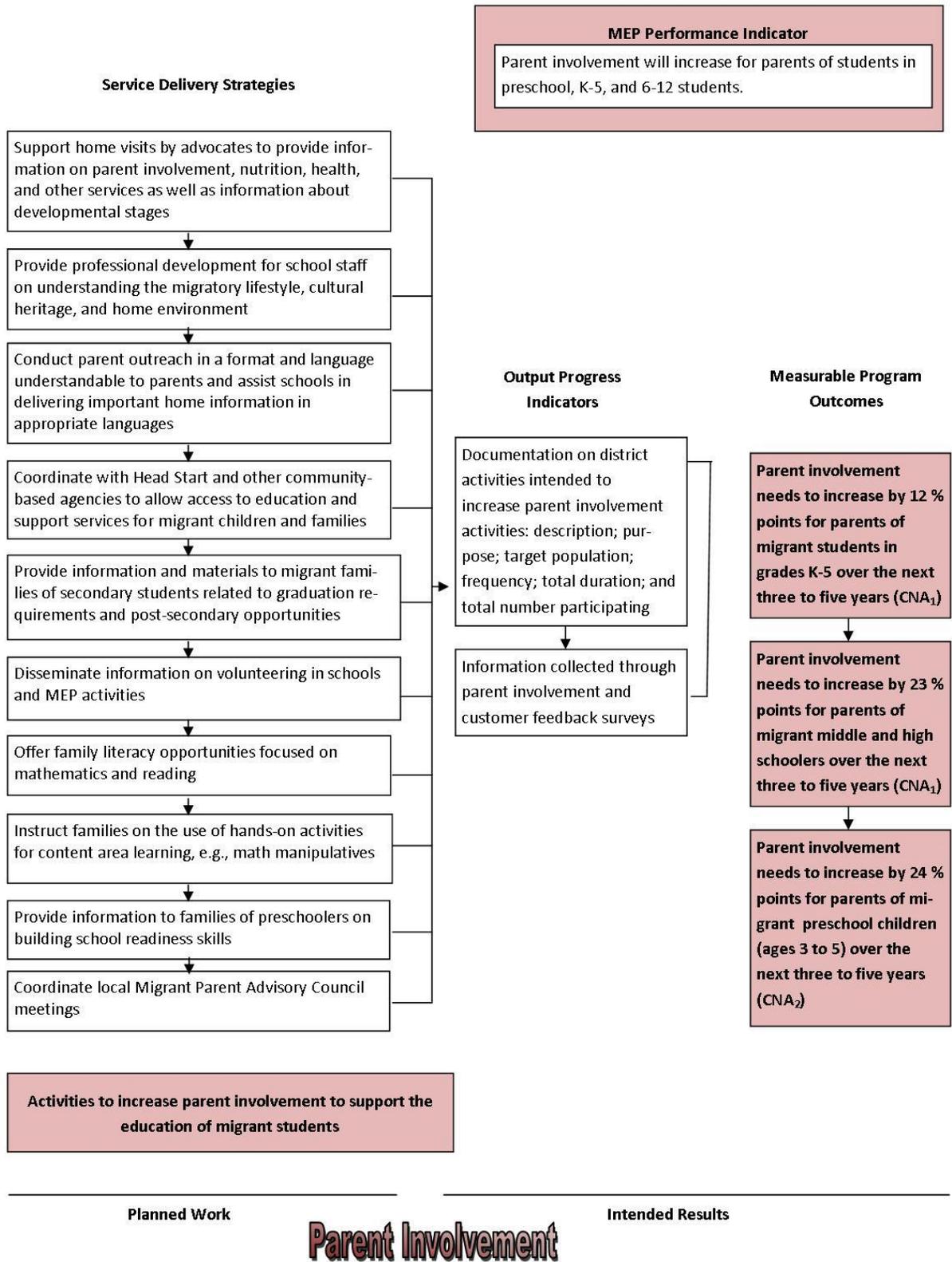
*Note: This is baseline year for OSY goals.

Health



*Note: This is baseline year for health goals.

Parent Involvement



PARENT INVOLVEMENT PLAN

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

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

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

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

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

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

Parent Involvement Strategies

Objective	Strategies	
	SEA	Locals
Parenting: Assist families in setting home conditions that support children as students at each age and grade level.	<ul style="list-style-type: none"> ▪ Disseminate information on best practices in family outreach. ▪ Share information on adult education and English as a second language classes available statewide. 	<ul style="list-style-type: none"> ▪ Support home visits by advocates to provide information on parent involvement, nutrition, health, and other services. ▪ Share information about developmental stages.
Communicating: Develop two-way communication between families and the MEP and	<ul style="list-style-type: none"> ▪ Compile resources and best practices related to creating migrant-family friendly 	<ul style="list-style-type: none"> ▪ Provide professional development for school staff on understanding the migratory lifestyle, cultural heritage,

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

Objective	Strategies	
	SEA	Locals
between families and schools.	schools.	and home environment. <ul style="list-style-type: none"> ▪ Assist schools in delivering important home information in appropriate languages. ▪ Provide information and materials to migrant families of secondary students related to graduation requirements and post-secondary opportunities.
Volunteering: Improve recruitment and training to involve families as volunteers in programs to support students.	<ul style="list-style-type: none"> ▪ Provide training and technical assistance to local MEPs on establishing and/or strengthening parent volunteer programs for academic support to migrant students. 	<ul style="list-style-type: none"> ▪ Disseminate information on volunteering in schools and MEP activities. ▪ Establish rewards to recognize the contributions of individuals and community organizations (e.g., ceremonies, awards, etc.).
Learning at Home: Involve migrant families in their children’s learning at home.	<ul style="list-style-type: none"> ▪ Support local MEPs in researching, developing, and implementing home learning activities that support migrant student academic success. 	<ul style="list-style-type: none"> ▪ Offer family literacy opportunities focused on mathematics and reading. ▪ Instruct families on the use of hands-on activities for content area learning, e.g., math manipulatives. ▪ Provide information to families of preschoolers on building school readiness skills.
Decision-making: Include migrant families as participants in MEP decisions and advocacy.	<ul style="list-style-type: none"> ▪ Coordinate statewide Migrant Parent Advisory Council meetings. ▪ Conduct parent outreach in a format and language understandable to parents. ▪ Consult with migrant parents on service delivery plans. ▪ Include migrant parents on ad hoc committees, e.g., needs assessment committee. 	<ul style="list-style-type: none"> ▪ Coordinate local Migrant Parent Advisory Council meetings. ▪ Conduct parent outreach in a format and language understandable to parents.
Collaborating with Community: Utilize community resources to strengthen MEPs, schools, families, and student learning.	<ul style="list-style-type: none"> ▪ Provide training and technical assistance on establishing effective collaboration between schools, MEPs, community organizations, and businesses. 	<ul style="list-style-type: none"> ▪ Coordinate with Head Start and other community-based agencies to allow access to education and support services for migrant children and families.

One of the main strategies for engaging families is through the Florida MPAC. The Florida MEP consults routinely with its MPAC with the goals of helping families to utilize strategies to strengthen their children’s FCAT skills, become more proficient with ESEA parent involvement components, and become more involved in MEP-sponsored events and school activities. Members of MPAC include migrant parents, representatives from the state MEP, staff from district MEPs, and parent involvement technical assistance providers. Communication is in a format and language (typically Spanish, Haitian, and Southeast Asian languages) that parents

understand. Interpreters and cultural mediators are used to allow meaningful discussion and feedback about all aspects of the program. The MPAC provided an opportunity for migrant parents to review this SDP and to provide recommendations for planned services in September 2011. Parent feedback included the following:

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

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

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

PROFESSIONAL DEVELOPMENT PLAN

State, Regional, and National Resources/Opportunities

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

State-sponsored opportunities include the following activities:

- self-monitoring and mentoring activities discussed in the evaluation section of this SDP;
- statewide workshops in which MEP educators choose topics of interest/need (e.g., instructional strategies, ID&R, evaluation, etc.);
- informal desk, phone, or onsite monitoring provided by the FL MEP in which local MEPs receive technical assistance and consultation related to their areas of need; and

- participation in committees and work groups focusing on a single topic (e.g., SDP Implementation Committee; Evaluation Work Group; ID&R Quality Control Workgroup; CNA Teams, etc.).

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

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

Nationally-sponsored opportunities include participation in the following activities:

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