



Bureau of Federal Educational Programs

Title I, Part C Florida Migrant Education Program

2020-2021 Comprehensive Needs Assessment & 2021-2024 Service Delivery Plan

Acronym	Description
CFR	Code of Federal Regulations
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
EOC	End-of-Course
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	Every Student Succeeds Act of 2015
FAFSA	Free Application for Federal Student Aid
FASTER	Florida Automated System for Transferring Educational Records
FDOE	Florida Department of Education
FMEP	Florida Migrant Education Program
FMPAC	Florida Migrant Parent Advisory Council
FSA	Florida Standards Assessment
GED	General Educational Development
HEP	High School Equivalency Program
IDEA	Individuals with Disabilities Education Act
ID&R	Identification and Recruitment
LEA	Local Educational Agency
LOA	Local Operating Agency
MDE	Minimum Data Element
MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	U.S. Department of Education Office of Migrant Education
OSY	Out-of-School Youth
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
SDP	Service Delivery Plan
SEA	State Education Agency
SY	School Year
VPK	Voluntary Prekindergarten Education Program

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FLORIDA MIGRANT EDUCATION PROGRAM COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE DELIVERY PLAN

OVERVIEW

This report describes the Florida Migrant Education Program (FMEP) and presents results of the 2020-2021 Comprehensive Needs Assessment (CNA) along with the 2021-2024 Service Delivery Plan (SDP). The plan includes Performance Targets, Measurable Program Outcomes (MPOs), Service Delivery Strategies, a definition of Priority for Services (PFS), and plans for parent involvement, identification and recruitment (ID&R), records transfer and evaluation.

The Florida Migrant Education Program is established under Title I, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). According to Section 1301 of ESSA, funds provided under Title I, Part C are intended to achieve the following:

- (1) To assist States in supporting high-quality and comprehensive educational programs and services during the school year (SY) and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
- (2) To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards;
- (3) To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;
- (4) To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
- (5) To help migratory children benefit from State and local systemic reforms.

MIGRANT STUDENT ELIGIBILITY

According to Section 1309 of ESSA, a child is eligible for the services provided by MEP funding if a parent, guardian, or the individual youth is a qualifying 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 Florida Migrant Education Program serves migratory children and youth from birth through age 21 who have not graduated from high school or earned an equivalent diploma.

CONTEXT FOR CONTINUOUS IMPROVEMENT

Section 1306 of ESSA specifies that State Educational Agencies (SEAs) must deliver and evaluate MEP-funded services to migratory children based on a statewide SDP that reflects the results of a statewide CNA. A state's SDP must be viewed within a cycle of continuous improvement (see Figure 1, below) that contextualizes identified needs based on the following components identified in 34 CFR Part 200.83:

- Performance Targets
- A CNA
- MPOs
- Service Delivery Strategies
- An Evaluation Plan

Within this continuous improvement cycle, a current CNA forms the basis for drafting MPOs, and Service Delivery Strategies are then developed to organize the MEP's work toward achieving its goals for migrant students and families. Progress toward the attainment of established performance targets and MPOs is assessed via a comprehensive evaluation, and results inform the next round of needs assessment. This cycle is generally repeated every three years. Prior to this document, the FMEP last completed a CNA in 2017 and an SDP in 2018.

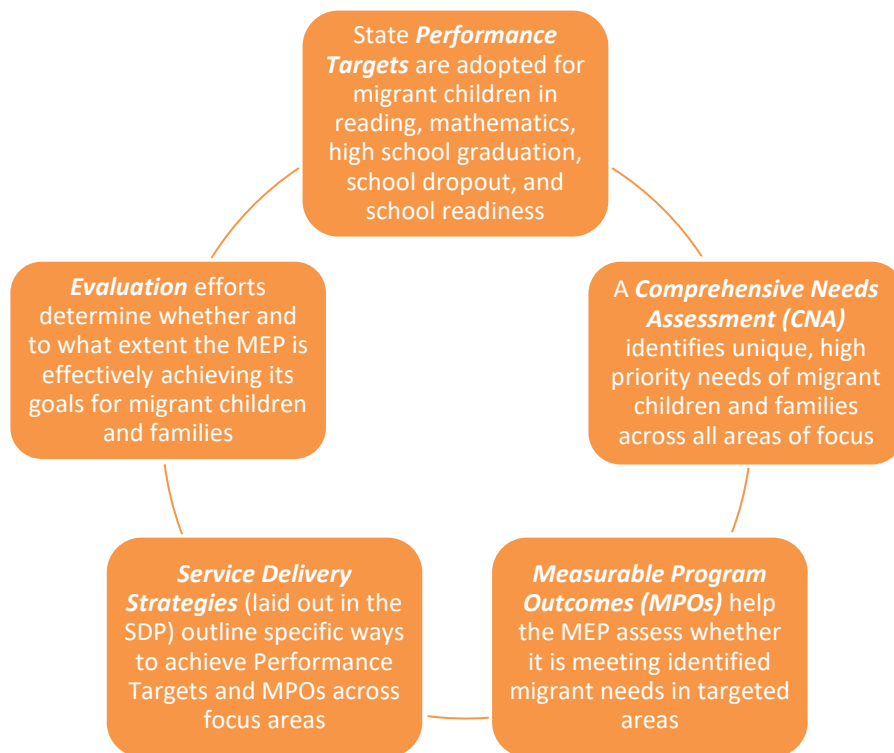


Figure 1. FMEP Continuous Improvement Cycle

THE FLORIDA MIGRANT EDUCATION PROGRAM

The FMEP is a program of the Florida Department of Education (FDOE) that assists LEAs in using Title I, Part C funds to help migratory children meet state standards for academic achievement. 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. FMEP activities are overseen by the state MEP Director.

FLORIDA MIGRANT STUDENT PROFILE

To gain a common understanding of the Florida migrant student population, the 2020-2021 Needs Assessment Committee (NAC) members reviewed a profile of Florida migrant students. The charts below summarize Florida migrant student enrollment, demographics and performance and provided the baseline data which informed the 2020-2021 CNA.

DEMOGRAPHICS AND SERVICES

Table 1. Eligible Migrant Student Demographic Data, School Years 2017-2020

Demographic	2017-2018		2018-2019		2019-20	
	# Eligible	% of Eligible	# Eligible	% of Eligible	# Eligible	% of Eligible
ELL/LEP (LY)	7,754	32%	7,671	31%	7,131	31%
Priority for Services (PFS)	6,889	28%	7,728	31%	7,150	31%
PFS without age 3-5 (not KG)	6,816	28%	7,623	31%	6,761	29%
Children with Disabilities (IDEA)	2,607	11%	2,586	10%	2,507	11%
All Eligible Migrant Students	24,066	*	24,834	*	23,113	*

Source: Annual CSPR; 2016-2019 numbers updated from 2019-2020 FDOE EdFacts, File 054

*Percentages may not add up to 100% due to rounding.

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, IDEA = Individuals with Disabilities Education Act.

Table 2. Migrant Students Served, SYs 2017-2020

	2017-2018 # Served	% of Eligible	2018-2019 # Served:	% of Eligible	2019-2020 #Served	% of Eligible
All Migrant Students	23,720	97%	24,414	98%	22,023	95%
Priority for Services	6,886	100%	7,728	100%	7,150	100%

Source: 2019-2020 ED Facts, File 121 / Category 1 and File 054 / Category 2

Table 3. Migrant Students Served, Racial/Ethnic Data, SYs 2018-20

Race/Ethnicity	2018-2019 # Served	2019-20 # Served
American Indian or Alaska Native	109	93
Asian	194	176
Black or African American	1,246	1,106
Hispanic/Latino	22,442	21,021
More than One Race/ Ethnicity	28	31
Native Hawaiian or Pacific Islander	6	4
White	809	682

Source: 2019-2020 EDFacts, File 121 / Category 1

Table 4. Number of Students Receiving MEP Services by Service Type, SY 2017-2020

Services Received	2017-2018	2018-2019	2019-20
Counseling Services	23,411	23,882	19,438
High School Credit Accrual	155	182	290
Instructional Services	21,312	18,620	19,436
Mathematics Instruction	1,422	1,539	1,587
Reading Instruction	5,698	5,925	7,246
Support Services	23,474	23,955	19,471

Source: FDOE EdFACTS submission file 054, 2019-20

ACADEMIC PERFORMANCE AND EXTRACURRICULAR PARTICIPATION

No 2019-2020 state performance results were available for the 2020-21 CNA due to COVID-related cancellation of the Florida Standards Assessment (FSA). We therefore provide data as it was available for the 2018-2019 school year. The State Performance Target for Reading uses the 2014-2015 school year as its baseline. Table 5 shows that in SY 2018-2019, 30% of migrant students tested achieved grade level proficiency on the state ELA assessment.

Table 5. ELA FSA: Grade 3-8 Students Tested and Scoring Proficient or Higher, SY 2018-2019

	# Tested	# Proficient or higher	% Proficient or higher
All Non-Migrant Students	1,212,947	654,340	54%
All Migrant Students	10,115	3,042	30%
PFS Migrant Students	4,457	810	18%
Migrant ELL (LY & LF)	4,514	687	15%
Migrant Non-ELL*	5,853	2,393	41%

Source: 2019-2020 Evaluation Data Collection Template

*Excludes Orange County Migrant Non-ELL

Note: Proficient = Level 3 or higher.

Table 6. Reading Proficiency Gaps, Grades 3-8, SYs 2017-2019, Grades 3-8

	Migrant Students % Proficient	Non-Migrant Students % Proficient	Gap
2017-2018	28%	54%	26
2018-2019	30%	54%	24

Source: 2019-2020 Evaluation Data Collection Template

Note: Proficient = Level 3 or higher.

Table 7. Supplemental ELA Academic Services Received, SYs 2018-2020

Grade Level	# migrant students	2018-2019		# migrant students	2019-2020	
		# Receiving 12+ hours of supplemental ELA academic services	% Receiving 12+ hours of supplemental ELA academic services		# Receiving 12+ hours of supplemental ELA academic services	% Receiving 12+ hours of supplemental ELA academic services
Grade 3	1,593	506	32%	1,453	567	39%
Grade 4	1,318	477	36%	1,307	488	37%
Grade 5	1,393	490	35%	1,312	449	34%
Grade 6	1,220	164	13%	1,338	426	32%
Grade 7	1,165	143	12%	1,248	421	34%
Grade 8	1,074	113	11%	1,271	453	36%
TOTAL	7,763	1893	24%	7,929	2,804	35%

Source: 2019-2020 Evaluation Data Collection Template

Table 8. Mathematics FSA: Grade 3-8 Students Tested and Scoring Proficient or Higher, SY 2018-2019

	# Tested	# Proficient or higher	% Proficient or higher
All Non-Migrant Students	865,359	491,909	57%
All Migrant Students	7,566	3,224	43%
PFS Migrant Students	3,351	1,081	32%
Migrant ELL (LY & LF)	3,895	1,318	34%
Migrant Non-ELL*	3,970	2,020	51%

Source: 2019-2020 Evaluation Data Collection Template

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

Note: Proficient = Level 3 or higher.

Table 9. Mathematics Proficiency Gaps, SYs 2017-2019, Grades 3-8

	Migrant Students % Proficient	Non-Migrant Students % Proficient	Gap
2017-2018	40%	55%	15
2018-2019	43%	57%	14

Source: 2019-2020 Evaluation Data Collection Template

Table 10. Statewide EOC Results and Gaps: Non-Migrant, Migrant, and Migrant PFS, SY 2018-2019

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

Source: 2019-2020 Evaluation Data Collection Template

Table 11. Statewide EOC Results and Gaps: Migrant, Migrant PFS, and Non-Migrant, SYs 2017-2019

EOC:		Non-Migrant: % Passing	All Migrant: % Passing	Migrant PFS: % Passing	Migrant v. Non- % Passing Gap
Algebra	2017-2018	57%	40%	29%	17
	2018-2019	56%	40%	29%	16
Geometry	2017-2018	54%	40%	28%	14
	2018-2019	54%	38%	28%	16
Biology	2017-2018	63%	45%	28%	18
	2018-2019	63%	49%	37%	14
US History	2017-2018	66%	43%	34%	23
	2018-2019	69%	52%	42%	17

Note: Source 2019-2020 Evaluation Data Collection template

Table 12. Barriers to Migrant Secondary Student Extracurricular Participation, SY 2019-20

Barrier	# Citing
Transportation to/from activity	688
Not enough time	515
Activity not offered at times I can participate	220
Friends do not participate	211
Other (unspecified)	170
Costs too much	149
I have (a) job(s)	140
Activity not offered at school	120
Restricted from participation (poor grades, behavior, etc.)	100

Source: 2020 FL Migrant Secondary Student Survey (n=2,268)

Table 13. Migrant At-Risk Students Receiving Support & Staying in School or Graduating, SY 2018-20

	2018-2019		2019-2020	
	#	% of previous	#	% of previous
Students in grades 9-12 identified as At Risk of Failing or Dropping Out	2,247	n/a	1,485	n/a
Of those, number who subsequently received MEP support	1,408	63%	1,468	99%
Of those, number who remained in school or graduated	1,190	85%	1,399	95%

Source: 2019-2020 Evaluation Data Collection template

Table 14. MEP-served Students Completing Accelerated Courses, SY 2018-2020

	2018-2019		2019-2020	
	#	% of previous	#	% of previous
Migrant students in Grades 9-12 served by the MEP	3,853	n/a	3,796	n/a
Of those, number who successfully completed at least one accelerated course or certification	902	23%	982	26%

Source: 2019-2020 Evaluation Data Collection template

EARLY CHILDHOOD

Table 15. MEP-served Children Determined by FLKRS to Be Ready for School, SYs 2018-2020

Of migrant children aged 3-5 who previously received MEP services, how many:	2018-2019		2019-2020	
	#	% of previous	#	% of previous
Were enrolled in kindergarten in the 2018-2019 school year?	832	n/a	923	n/a
Of those, how many completed the Florida Kindergarten Readiness Screener?	446	54%	688	75%
Of those, how many were determined to be ready for school?	201	45%	261	38%

Note: Source 2019-2020 Evaluation Data Collection template

Table 16. Migrant Children Aged 3-5 Receiving MEP Services, SY 2018-2020

Age	#	2018-2019		#	2019-2020	
		# Receiving MEP Services	% Receiving MEP Services		# Receiving MEP Services	% Receiving MEP Services
Age 3	682	344	50%	784	514	66%
Age 4	822	548	67%	922	798	87%
Age 5	207	130	63%	518	470	91%
Total	1711	1022	60%	2,224	1,782	80%

Note: Source 2019-2020 Evaluation Data Collection template

Table 17. Early Childhood MEP Services Provided, SYs 2017-2020

	2017-2018	2018-2019	2019-2020
Total # of Pre-K (age 3-5) migrant students	2,817	1,711	2,224
# of pre-K migrant students receiving services	1,262	1,022	1,782
% of pre-K migrant students receiving services	45%	60%	80%

Note: SY 2017-2018 data was provided by 26 districts, 2018-2019 & 2019-2020 by 29 districts.

OUT OF SCHOOL YOUTH (OSY)

Table 18. OSY Expressed Interests and Needs, SYs 2018-2020

Expressed interest in:	2018-2019		2019-2020	
	#	%	#	%
Learning English	1,382	67%	935	71%
Translation/Interpretation	393	19%	241	18%
Medical services	151	7%	86	7%
Dental Services	125	6%	94	7%
GED	101	5%	46	4%
Earning a Diploma	46	2%	20	2%
Legal Advocacy	41	2%	13	1%
Job Training	26	1%	19	2%
Technology	16	1%	3	<1%
Vision Services	24	1%	27	2%
Childcare	9	>1%	5	<1%

Source: OSY Profiles, 2018-2019, n=2068, 2019-2020 n=1,310

Table 19. OSY Candidate for Services, SYs 2018-2020

Service	2018-2019		2019-2020	
	#	%	#	%
ESL	1,155	56%	761	58%
Life Skills	309	15%	173	13%
Adult Basic Education	265	13%	148	11%
Career Exploration	5	5%	1	<1%
Health Education	53	3%	53	4%
HEP	50	2%	19	2%
HS Diploma	39	2%	13	1%
MP3 Player	48	2%	14	1%
Job Training	18	1%	14	1%
Pre GED/GED	27	1%	11	1%
CAMP	3	<1%	0	0%
PASS	5	<1%	1	<1%

Source: OSY Profiles, 2018-2019, n=2068, 2019-2020 n=1,310

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 2018 SDP in accordance with the 2021 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
- PFS designation
- Parent involvement
- Exchange of student records

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The FMEP conducted a CNA from November 2020 through April 2021. 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.

Due to the COVID-19 pandemic, all meetings were held using a virtual format. Steps in the process are summarized in Table 20.

Table 20. The 2020-2021 FMEP CNA Process

Event	Timeframe
Planning: FMEP State Administrative Team identifies NAC members, plans approach, and meeting dates.	November 2020
Construct Migrant Student Profile	December 2020
Obtain initial Florida Migrant Parent Advisory Committee (FMPAC) input on needs and concerns	December 2020
Initial NAC Meeting to consider “what is” and generate concerns	February 2, 2021
Second (2nd) NAC meeting to analyze data, and further consider concern statements	March 2, 2021
Third (3rd) NAC meeting to make decisions on priority concerns and proposed solutions	March 29, 2021
FMPAC feedback on CNA; solicit feedback from parents in each funded district	April 2021

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; STEAM (science, technology, engineering, the arts, and mathematics) Reading and Math; Graduation, College and Career Readiness, OSY, and Parents and Health.

STATE PERFORMANCE TARGETS: EARLY CHILDHOOD/SCHOOL READINESS

State Performance Target: Early Childhood

By 2024, 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 2020-2021 baseline.

The committee identified priority concerns for early childhood (see Table 21, below), and proposed ways to address them.

Table 21. Early Childhood Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
1. Migrant children are entering kindergarten without the developmental skills or knowledge they need to be deemed “ready for kindergarten,” placing them at higher risk of not meeting proficiency between K and 3rd grade.	<p>Broadly, the CNA-SDP Committee proposed that the MEP address priority reading concerns by:</p> <ul style="list-style-type: none"> Increasing access to Preschool programs, including additional summer programs and expanding early interventions such as Home Instruction for Parents of Preschool Youngsters (HIPPY) Connecting families to available providers for immunization, health and nutrition services Advocate for consistent early interventions in the primary grades by encouraging more Trauma-Informed Care for students and families and encouraging staff training in infant and early childhood mental health and healthy social/emotional development. Conduct targeted home interventions using data from Voluntary Prekindergarten Education Program (VPK) assessments. Increase parent training to focus on specific home supports/partnerships between home and school. Collaborate with Title I, Part A - Parent & Family Engagement training to reach more parents Adopt a consistent, universal, developmental screener that includes both academic and social-emotional skills to promote early identification and placement in support services and appropriate interventions. Work with other programs to secure preschool slots for migrant children within the first 90 days. Use the Sunshine Portal to identify high-quality programs throughout the state.
2. Migrant preschool students are not identified, referred, placed, and/or served in educational or developmental programs that provide the support they need to be successful in school.	
3. Migrant Preschool students are not progressing at the same rate as non-migrant Preschool students.	
4. Migrant students are not able to enroll in early childhood education programs at the same rate as their peers, often as a result of high mobility, limiting their ability to develop and prepare for kindergarten.	

STATE PERFORMANCE TARGETS: STEAM READING AND MATHEMATICS

The State Performance Targets for STEAM Reading and Mathematics 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 2024, increase the percent of migrant students achieving grade-level performance on the statewide assessments in ELA by 6 percentage points over the 2020-2021 baseline.
State Performance Target: Mathematics	By 2024, increase the percent of migrant students achieving grade-level performance on the statewide assessments in Mathematics by 6 percentage points over the 2020-2021 baseline.

Table 22. STEAM Reading and Mathematics Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
1. ELL migrant students underperform other subgroups of migrant and non-migrant students in core subjects.	<p>Broadly, the CNA SDP Committee proposed that the MEP efforts to address priority STEAM Reading and Mathematics needs include:</p> <ul style="list-style-type: none"> • Coordinate support among available programs. • Encourage immediate remediation of migrant students from classroom teachers. • Using early warning systems that utilize primary grade reading assessment tools to monitor student achievement and ensure that students are ready for 3rd grade standardized assessments (FSA, ELA). • Family literacy training including FMPAC Family Literacy Nights. • Provide additional support through extended days/weekends, push-in tutoring, summer school. • Collaborate with districts to offer training to migrant students and families. • Partner with community agencies outside of the district for additional training. • Coordinate transportation. • Coordinate with districts/schools to provide bussing for activities.
2. A large percentage of migrant students are not proficient in reading between grades 3 and 8.	
3. Migrant primary students are not reading at grade level and 3rd grade students are held back more often than their non-migrant peers because of low reading FSA scores.	
4. A large percentage of migrant students are not proficient in mathematics between grades 3 and 8.	
5. Limited digital literacy hinders migrant student and family ability to access email, online registrations, educational resources, etc.	
6. Limited access to transportation hinders migrant student access to needed academic and social supports.	
7. Migrant students are not participating in extracurricular activities, which promote positive connections to school environment and peers, socialization, and academic engagement.	

STATE PERFORMANCE TARGETS: GRADUATION AND COLLEGE/CAREER READINESS

State Performance Target: Graduation	<p>GRAD State Performance Target 1: By 2024, increase the percent of migrant students who graduate from high school with a standard diploma by 5 percentage points over the 2020-2021 baseline.</p> <p>GRAD State Performance Target 2: By 2024, increase the percent of migrant students in grades 9-12 successfully completing at least one accelerated course or certification by 5 percentage points over the 2020-2021 baseline.</p>
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Table 23. Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
1. Migrant high school students are missing out on federal financial aid because they are not submitting the Free Application for Federal Student Aid (FAFSA).	<p>Broadly, the CNA-SDP Committee proposed that MEP efforts to address priority graduation, college and career readiness concerns include:</p> <ul style="list-style-type: none"> • Educate stakeholders, guidance counselors, school personnel, migrant advocates, graduation coaches, etc. regarding eligibility and procedures for completing FAFSA for students with undocumented parents. • Promote and/or provide multilingual assistance to students and parents during the completion of FAFSA. • Encourage enrollment in and promote access to HEP and other GED programs to steer students to opportunities for completing HS diploma. • Promote Earn and Learn (and similar) programs. • Advocate for MEP student access to rigorous courses (honors, AP, IB, AICE, dual-enrollment, magnet programs), including expansion of these courses/programs in schools with high numbers of migrant students. • Increase migrant student and parent awareness of college prep programs and direct them to assistances with applications (e.g., Pasos al Futuro parent/student workshops for all grade 6-12 students in Hillsborough County). • Prepare students academically for rigorous course placement. • Provide and/or make students aware of opportunities to prepare for and take the SAT/ACT.
2. Migrant students are dropping out in order to assist their families financially and/or because they are falling behind academically.	
3. Migrant high school students are not as prepared as non-migrant high school students to meet college/university admissions criteria.	
4. Migrant students struggle to complete required schoolwork, explore educational programs, and learn on their own due to insufficient technology and/or inadequate internet access at home.	
5. Migrant students are not meeting graduation requirements at the same rate as non-migrant peers.	
6. Migrant youth at risk of dropping out are more likely than non-migrant youth to do so due to limited intervention resources (e.g., support, advocacy, motivation, expectations).	

Priority Concerns	Proposed Solutions
7. Students lack the digital literacy skills to effectively use required technology and virtual platforms.	<ul style="list-style-type: none"> • Offer a supplemental computer device lending program. • Connect migrant students and families to Wi-Fi hotspots/ opportunities.
8. Migrant parents do not have the computer literacy to help children with schoolwork, monitor their computer activities, or communicate with teachers online.	<ul style="list-style-type: none"> • Utilize an early warning system to gauge progress, using EOCs in Algebra, Geometry, US History, and Biology to develop interventions and coordinate supports across programs. • Ensure that migrant students receive immediate remediation from classroom teachers. • Offer migrant/ELL parent training/meetings (facilitated by the district MEP) that focus on graduation requirements.
9. Migrant students are less likely to be promoted than non-migrant students in middle school and high school due to school interruptions, attendance, LEP, academic performance, and/or lack of credits.	<ul style="list-style-type: none"> • Utilize a college and career advocate. • Offer a migrant resource center. • Use summer programming to close academic gaps. • Advocate for migrant student access to district technology training for students.
10. Migrant students that arrive late/leave early may have limited or no access to advanced courses/educational programs such as dual enrollment, advanced placement, magnet schools, etc.	<ul style="list-style-type: none"> • Coordinate alternate technology training for students, especially for late arrival students and ELL students. • Offer multilingual computer literacy training for parents that uses the same technology programs used in districts. • Provide ongoing support for parent access to technology (e.g., via a hotline with user-friendly, multi-language assistance).
11. Migrant student time required for adapting socially limits time/focus on academic subjects, leading to lower academic performance.	<ul style="list-style-type: none"> • Encourage migrant advocate use of graduation checklists to track migrant student progress towards graduation. • Provide access to credit recovery programs through a variety of modes, including online and afterschool. • Provide afterschool academic support. • Reserve places in academic programs/college prep courses for late-arriving migrant students. • Develop peer and adult mentorships for migrant students. • Identify liaisons to work with migrant students and provide social support and strategies to facilitate smooth transitions.

STATE PERFORMANCE TARGETS: OUT-OF-SCHOOL YOUTH (OSY)

State Performance Target: OSY

Increase access to educational and support resources that result in furthering the education of OSY.

The NAC identified priority concerns for OSY, shown in Table 24 below. Proposed ways to address these concerns are also summarized.

Table 24. OSY Priority Concerns & Proposed Solutions

Priority Concerns	Proposed Solutions
1. OSY are often unable to advance toward graduation due to gaps in formal education.	<p>Broadly, the CNA SDP Committee proposed that MEP efforts to address priority OSY concerns include:</p> <ul style="list-style-type: none"> Engage OSY with existing district programs and resources, such as tutorial programs, summer programming, and technology support such as mobile hotspots. Collaborate with other districts for their resources. Emphasize workforce development. Promote Adult Basic Ed. Direct OSY to available English language development resources. Offer referrals and connections to community and mental health resources. Use counselors that are focused on mental health and SEL. Collaborate with Title IX (homeless). Offer iSOSY mental health resources. Conduct HEP entry interviews. Provide mini-lessons on basic English, personal hygiene, and similar topics using “welcome bags” that contain materials related to such lessons.
2. OSY interested in real life and work skills or career/trade/ vocation support services are experiencing barriers in accessing services (e.g., technology, transportation, work schedule, cost, language).	
3. OSY have needs beyond academics, such as mental and physical health, social-emotional learning (SEL), dental, vision, nutrition, housing, etc. that impact their ability to learn.	

IMPLICATIONS AND CONCLUSIONS FROM THE 2021 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.

1. **Advocate for placement into credit accrual and advanced courses.** Migrant students often need to 1) make up for credits missed due to mid-year migratory moves or challenges in mastering course material, and 2) obtain access to advanced courses such as dual enrollment, AP, and technical courses that award certificates.
2. **Advocate for connections to existing programs and services.** Migrant families and youth are often unaware of available community resources that can address their needs, including health-related services. 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.
3. **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. This is also true for preschool-aged migrant children.
4. **Train and engage parents.** Migrant students need strong parent support to navigate the education system, become ready for school and advance to graduation. Providing such support requires parents to obtain additional knowledge or experience with U.S. schools.

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 June 2021 to review the SDP process and the 2021 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 parents to ensure parent understanding of the SDP process and buy-in for strategies proposed by the SDP committee. In December 2020, FMPAC parents provided statements on the needs of migrant students and families. In April 2021, the Florida Migrant Education Program presented concerns from the Needs Assessment Committee to the FMPAC. FMPAC members also provided direct input on the needs statements, proposed targets, and solutions as summarized in Appendix B. FMPAC parent representatives participated in the June 30, 2021 SDP planning meeting.

MEASURABLE PROGRAM OUTCOMES

State Performance Targets are designed to establish target performance for all students, while MPOs indicate the specific growth expected from the migrant services provided. They are intended to tie service delivery to growth and, as such, form a useful basis for developing Service Delivery Strategies that support State Performance Targets.

The Florida SDP committee drafted MPOs for five (5) areas of focus (reading, mathematics, high school graduation, early childhood and OSY) to measure the extent to which the proposed solutions address the State Performance Targets.

Focus Area:	State Performance Target:	Measurable Program Outcome (MPO):
Reading	By 2024, increase the percent of migrant students achieving grade-level performance on the statewide assessments in ELA by six (6) percentage points over the 2020-2021 baseline.	By the end of project year 2023-2024, the percent of migrant students in Grades 3-8 receiving at least 12 hours of fully or partially MEP-funded academic instruction in ELA who achieve grade-level performance on the state assessment in ELA will increase by four (4) percentage points over the 2020-2021 baseline.

Focus Area:	State Performance Target:	Measurable Program Outcome (MPO):
Mathematics	By 2024, increase the percent of migrant students achieving grade-level performance on the statewide assessments in Mathematics by six (6) percentage points over the 2020-2021 baseline.	By the end of project year 2023-2024, the percent of migrant students in Grades 3-8 receiving at least 12 hours of fully or partially MEP-funded academic instruction in Mathematics who achieve grade-level performance on the state assessment in Mathematics will increase by four (4) percentage points over the 2020-2021 baseline.
Graduation	GRAD SPT 1: By 2024, increase the percent of migrant students who graduate from high school with a standard diploma by five (5) percentage points over the 2020-2021 baseline.	GRAD MPO 1: By end of project year 2023-2024, the percent of migrant students in grade 12 who <i>a) received fully or partially MEP-funded academic or support services while in high school and b) graduate from high school with a standard diploma</i> will increase by five (5) percentage points over the 2020-2021 baseline. GRAD MPO 2: By end of project year 2023-2024, the percent of migrant students in grades 9-12 who <i>a) are identified via district early warning systems as at risk of failing or dropping out; b) receive migrant education program services; and c) stay in school</i> will increase by two (2) percentage points over the 2020-2021 baseline.
	GRAD SPT 2: By 2024, increase the percent of migrant students in grades 9-12 successfully completing at least one accelerated course or certification by five (5) percentage points over the 2020-2021 baseline.	GRAD MPO 3: By the end of project year 2023-2024, 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 five (5) percentage points over the 2020-2021 baseline.
Early Childhood	By 2024, 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 three (3) percentage points over the 2020-2021 baseline.	By the end of project year 2023-2024, the percent of migrant Pre-K children who <i>a) are served by the migrant education program; b) complete the Florida statewide school readiness assessment; and c) are determined to be ready for school</i> will increase by three (3) percentage points over the 2020-2021 baseline.
OSY	Increase access to educational and support resources that result in furthering the education of OSY.	By the end of project year 2023-2024, the percent of migrant students who <i>a) drop out of school in grades 9-12; b) receive MEP advocacy or academic services; and c) return to school or participate in a high school equivalency program within one (1) year</i> will increase by eight (8) percentage points over the 2020-2021 baseline.

Florida Migrant Education Program (FMEP)
Key Measurable Program Outcome (MPO) and Service Delivery Terms

- 1. MEP-funded academic instruction:** For the purposes of measuring MEP outcomes, all supplemental academic instruction reported on FMEP annual evaluations must be 1) fully or partially migrant-funded and 2) occur in addition to a migrant student's regularly scheduled instruction. For example, fully or partially MEP-funded academic instruction may include:

- Push-in targeted learning with migrant instructional staff
- Pull-out targeted learning with migrant instructional staff
- Extended day (before or after school) targeted learning with migrant instructional staff
- Weekend targeted learning with migrant instructional staff

In order for an activity to qualify as supplemental academic instruction, LEA and school-level staff must continuously track the services provided and the academic progress made by each student.

- 2. Migrant parent educational advocacy program:** For the purposes of the FMEP, a migrant parent educational advocacy program is any fully or partially MEP-funded program that is designed to support the unique needs of migratory parents related to their involvement in their child's education. A program may occur in a single session or in multiple sessions. For example, a migrant parent educational advocacy program may include fully or partially MEP-funded:

- Family literacy training
- Family technology training
- Targeted support sessions with parents to support their understanding of educational requirements and opportunities (PK-12 and beyond)
- FMPAC meetings
- Parent Nights or Parent Academies with targeted migrant parent sessions

- 3. MEP services:** According to Chapter V, A1 of the USED-OME Non-Regulatory Guidance, MEP services are a subset of all the activities that the MEP provides through its programs and projects. "Services" are those educational or educationally-related activities (instructional or support services) that:
- a. directly benefit a child;
 - b. address a need of a migratory child consistent with the SEA's comprehensive needs assessment and service delivery plan;
 - c. are grounded in scientifically based research; and
 - d. are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets.

- 4. MEP advocacy:** For the purposes of the FMEP, advocacy is defined as developing an appropriate plan to identify and address a migratory child's needs in the areas of educational and supportive services.

Examples of advocacy may include:

- Facilitating identification of the student's educational needs
- Developing a joint plan with the student, parents, and school staff to support the student needs
- Monitoring student academic progress and checking in to assist as needed
- Communicating and collaborating with school counselors, parents, teachers, and other community members to promote the academic achievement of the student
- Connecting the student and family with needed resources and support services

- 5. Successfully complete:** For the purposes of the FMEP, a student has successfully completed a course if they have earned an overall passing grade at the end of the final grading period.

SERVICE DELIVERY STRATEGIES AND IMPLEMENTATION

To achieve State Performance Targets and to facilitate adequate progress toward MPOs, the SDP committee identified Service Delivery Strategies across all areas of focus and identified needs. The group further outlined the activities designed to achieve the Service Delivery Strategy, as well as data points for measuring implementation. Lastly, the committee suggested additional approaches and resources for meeting the unique needs of migrant students and families related to each overall strategy.

Table 25. Service Delivery Solutions and Implementation Measures ¹

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
Area of Concern: STEAM Reading and Mathematics			
1. Migrant primary students (including third grade) are not reading at grade level, and 3rd grade students are held back more often than their non-migrant peers because of low FSA scores in reading.	<ul style="list-style-type: none"> • Provide migrant students who have been identified as performing below grade level with immediate remediation through Multi-Tiered Systems of Support (MTSS). • Implement supplemental tutoring services where funds are available and where a need has been identified. 	<ul style="list-style-type: none"> • Number and percent of migrant students who perform at the proficient level on the Mathematics and English Language Arts state assessments. • Number and percent of migrant students who participate in supplemental academic instruction in reading and math. 	<ul style="list-style-type: none"> • Use district early warning systems to monitor student achievement and ensure that students are ready for 3rd grade state assessments. • Family literacy training. • Implement Parent Institutes and family engagement activities.
2. ELL migrant students do not perform as proficiently as other subgroups of migrant and non-migrant students in core subjects.	<ul style="list-style-type: none"> • Provide coordinated support among the available programs. 	<ul style="list-style-type: none"> • Number and percent of migrant ELL students who perform at the proficient level on the Mathematics and English Language Arts state assessments. 	<ul style="list-style-type: none"> • Partner with community agencies outside of the district for additional training.
3. Limited digital literacy hinders migrant student and family ability to access email, online registrations, educational resources, and the access to devices on which to practice.	<ul style="list-style-type: none"> • Collaborate with districts to offer training to migrant students and families. • Offer FMPAC Family Literacy nights. • Facilitate access to technology devices and advocate for migrant students to have access to similar devices that other students have. 	<ul style="list-style-type: none"> • Number of family literacy events and trainings held. 	

¹ By design, there is not an implementation measure for every strategy or concern; some are left blank where there is no clear measure or where the effort to collect the data outweighs the value of collecting it.

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
4. Limited access to transportation hinders migrant student access to needed academic and social supports.	<ul style="list-style-type: none"> • Coordinate transportation. • Implement community-based activities to reach migrant students where they are. 		<ul style="list-style-type: none"> • In schools/communities where feasible, consider hosting clubs during the school day.
5. Migrant students are not participating in extracurricular activities.	<ul style="list-style-type: none"> • Coordinate with districts/schools to provide transportation for activities. 	<ul style="list-style-type: none"> • Number and percent of migrant secondary students participating in extracurricular activities. 	
Area of Concern: Graduation and College/Career Readiness			
1. Migrant high school students are missing out on federal financial aid because they are not submitting FAFSA.	<ul style="list-style-type: none"> • Educate stakeholders, guidance counselors, school personnel, migrant advocates, graduation coaches, etc. regarding eligibility and procedures for completing FAFSA; provide information for students with undocumented parents. • Promote and/or provide multilingual assistance to students and parents during the completion of FAFSA. 	<ul style="list-style-type: none"> • Number of FAFSA training events held. 	
2. Migrant students are dropping out in order to assist their families financially, and/or because they are falling behind academically.	<ul style="list-style-type: none"> • Offer credit recovery programs. • Promote access to HEP and other GED programs to steer students to opportunities for completing HS diploma. 		<ul style="list-style-type: none"> • Promote Earn and Learn (and similar) programs.
3. Migrant high school students are not as prepared as non-migrant high school students to meet college/university admissions criteria.	<ul style="list-style-type: none"> • Advocate for MEP student access to rigorous courses (honors, AP, IB, AICE, dual-enrollment, magnet programs), including expansion of these courses/programs in schools with high numbers of migrant students. • Provide and/or make students aware of opportunities to prepare for and take the SAT/ACT. 	<ul style="list-style-type: none"> • Number and percent of migrant students enrolled in and successfully completing advanced courses. • Number and percent of migrant students taking SAT or ACT. 	<ul style="list-style-type: none"> • Increase migrant student and parent awareness of college prep programs and direct them to assistances with applications (e.g., Pasos al Futuro parent/student workshops for all grade 6-12 students in Hillsborough County).
4. Migrant students struggle to complete required schoolwork, explore educational programs, and learn on their own due to insufficient technology and/or inadequate internet access at home.	<ul style="list-style-type: none"> • Advocate for migrant student access to district technology training for students. • Coordinate alternate technology training for students, especially for late arrival students and ELL students. 		<ul style="list-style-type: none"> • Work with district technology departments to connect migrant students and families to Wi-Fi hotspots/ opportunities. • Offer/facilitate a supplemental computer device lending program for migrant children.

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
5. Migrant students are not meeting graduation requirements at the same rate as non-migrant peers.	<ul style="list-style-type: none"> • Encourage migrant advocates to use graduation checklists to track migrant student progress towards graduation. • Provide access to credit recovery programs through a variety of modes, including online and afterschool. • Facilitate afterschool academic support. • Utilize an early warning system to gauge progress, using EOCs in Algebra, Geometry, US History, and Biology to develop interventions and coordinate supports across programs. 	<ul style="list-style-type: none"> • Percent of migrant high school students who pass the Algebra EOC before grade 11. • Number/Percent of migrant students who graduate on time. 	<ul style="list-style-type: none"> • Ensure that migrant students receive immediate remediation from classroom teachers.
6. Migrant youth at risk of dropping out are more likely than non-migrant youth to do so due to limited intervention resources (e.g., support, advocacy, motivation, expectations).	<ul style="list-style-type: none"> • Offer migrant/ELL parent training/meetings (facilitated by the district MEP) that focus on graduation requirements. • Promote access to HEP and other GED programs to steer students to opportunities for completing high school diploma. 	<ul style="list-style-type: none"> • Number/percent of migrant OSY who return to school or participate in a High School Equivalency Program. • Number of migrant parent graduation meetings held. 	
7. Migrant parents do not have the computer literacy to help children with schoolwork, monitor their computer activities, or communicate with teachers online.	<ul style="list-style-type: none"> • Offer multilingual computer literacy training for parents that uses the same technology programs used in districts. • Provide ongoing support for parent access to technology (e.g., via a hotline with user-friendly, multi-language assistance). 	<ul style="list-style-type: none"> • Number of parent computer literacy trainings held. 	
8. Migrant students are less likely to be promoted than non-migrant students in middle school and high school due to school interruptions, attendance, LEP, academic performance, and/or lack of credits.	<ul style="list-style-type: none"> • Utilize MSIX to complete the timely transfer of student records from district to district and state to state. • Use resources from the Florida Migrant Interstate Project. 		<ul style="list-style-type: none"> • Use district early warning systems to monitor student achievement.
9. Migrant students that arrive late/leave early may have limited or no access to advanced courses/educational programs such as dual enrollment, advanced placement, magnet schools, etc.	<ul style="list-style-type: none"> • Utilize MSIX to communicate across school districts and other states regarding incoming and outgoing student moves. • Utilize MSIX to request student records in order to advocate for appropriate course placement. 		<ul style="list-style-type: none"> • Reserve places in academic programs/college prep courses for late-arriving migrant students.

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
10. Migratory lifestyle negatively impacts integration into school culture leading to lower academic performance and less participation in extracurricular activities.	<ul style="list-style-type: none"> • Develop peer and adult mentorships for migrant students. • Identify liaisons to work with migrant students and provide social support and strategies to facilitate smooth transitions. 		
Area of Concern: School Readiness			
1. Migrant children are entering kindergarten without the developmental skills or knowledge they need to be deemed “Ready for kindergarten,” placing them at higher risk of not meeting proficiency between Kindergarten and 3rd grade.	<ul style="list-style-type: none"> • Advocate for consistent early interventions for preschool-age migrant children by: <ul style="list-style-type: none"> • adding more summer programming; and • expanding early interventions programs such as Home Instruction for Parents of Preschool Youngsters (HIPPPY). 	<ul style="list-style-type: none"> • Number of preschool-age migrant children placed in early intervention programs. 	<ul style="list-style-type: none"> • Encourage more Trauma-Informed Care for students and families. • Encourage staff training in infant and early childhood mental health and healthy social/emotional development.
2. Migrant preschool students are not identified, referred, placed, and/or served in settings that provide the support they need to be successful in school.	<ul style="list-style-type: none"> • Adopt a consistent, universal, developmental screener that includes all skills (academic and social-emotional) so that Pre-K migrant children are identified early, placed, and provided access to support services and appropriate interventions. 		
3. Migrant Pre-K students are not progressing at the same rate as non-migrant Pre-K students.	<ul style="list-style-type: none"> • Conduct targeted home interventions using data from Voluntary Prekindergarten Education Program (VPK) assessments. • Increase parent training to focus on specific home supports/partnerships between home and school. • Collaborate with Title I, Part A - Parent & Family Engagement training to reach more parents. 	<ul style="list-style-type: none"> • Number of preschool parent trainings held. 	
4. Migrant students are not able to enroll in early childhood education programs at the same rate as their peers, often as a result of high mobility, limiting their ability to develop and prepare for kindergarten.	<ul style="list-style-type: none"> • Work with other programs to secure spots for migrant children within the first 90 days of the school year. • Use the Sunshine Portal to identify high-quality programs throughout the state. 	<ul style="list-style-type: none"> • Number of # migrant preschool- aged students enrolled in formal early childhood education programs. 	

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
Area of Concern: Out of School Youth/Health			
1. OSY are often unable to advance toward graduation due to gaps in formal education.	<ul style="list-style-type: none"> • Complete OSY Profile. • Connect to school counseling/resource teacher. • Identify as PFS if applicable. • Strong use of MSIX to share information with other districts/states as the OSY travels. <p>As appropriate, use:</p> <ul style="list-style-type: none"> • Before/after school tutorial programs • Khan Academy • Read Theory • Summer programming • HEP (USF) • ACT/SAT prep support • iReady math support 	<ul style="list-style-type: none"> • Number of OSY who engage in strategies for returning to school or obtaining high school equivalency. 	<ul style="list-style-type: none"> • Mobile hotspots to overcome technology barriers.
2. OSY interested in real life and work skills or career/trade/ vocation support services are experiencing barriers in accessing services (e.g., technology, transportation, work schedule, cost, language).	<ul style="list-style-type: none"> • Make use of existing district resources including alternative education programs and Adult Basic Education. • Direct OSY to available English language development resources. 	<ul style="list-style-type: none"> • Number of OSY participating in non-migrant funded educational opportunities. 	<ul style="list-style-type: none"> • Collaborate with other districts for resources.
3. OSY have needs beyond academics, such as mental and physical health, social-emotional learning (SEL), dental, vision, nutrition, housing, etc. that impact their ability to learn.	<ul style="list-style-type: none"> • Offer referrals and connections to community and mental health resources. • Use counselors that are focused on mental health and SEL . • Collaborate with Title IX (homeless). • Offer iOSY mental health resources. • Conduct HEP entry interviews. 	<ul style="list-style-type: none"> • Number of migrant students receiving support services. • Number of migrant students receiving referred services. 	<ul style="list-style-type: none"> • Organize health fairs, participating in community events, and maintaining current resource information about health services and providers.

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
4. The migratory lifestyle (i.e., high mobility, lack of continuity of care, cultural stigmas, language barriers, and financial hardships) limits access to physical and mental health services, affecting migrant children's ability to thrive academically.	<ul style="list-style-type: none"> • Create awareness of cultural stigmas regarding mental health, providing opportunities for parents to share concerns and experiences and ask questions. • Build school district personnel knowledge of community health and mental health resources. • Promote mental health awareness as an ongoing focus through community partnerships; integrate mental health awareness into all meetings. • Offer professional development to school staff to increase awareness of the importance of mental health and its connection to academic achievement for migrant students in particular. 	<ul style="list-style-type: none"> • Number and description of district community partnerships. 	<ul style="list-style-type: none"> • Advocate for accessible approaches such as bilingual telehealth. • Encourage school staff to become trauma-informed, specifically to better support migrant students and families.
5. Migrant students and families have limited access to community resources (e.g., community giveaways such as food and masks, school meals, vaccines) due to the nature of their work, negatively affecting student learning and overall physical and mental health.	<ul style="list-style-type: none"> • Increase regular communication with community partners to address lack of resources. • Increase awareness of school staff so that they can help meet the needs of their migrant populations. • Work with parents to promote empowerment/self-advocacy. • Offer professional development to school staff to increase awareness of the importance of support services and their connection to academic achievement, for migrant students in particular. 		
Area of Concern: Parent Engagement			
1. Migrant students are less likely than non-migrant students to register, access education platforms, attend classes, and utilize educational resources due to parents' limited knowledge of how to navigate school systems.	<ul style="list-style-type: none"> • Demonstrate to parents how programs/systems work. • Provide concrete instructions in a language parents can understand. • Designate a liaison or other school professional who can assist with parent needs in a culturally sensitive manner. • Encourage parents to call migrant offices for assistance. 		

Concern Statement	Solutions	Implementation Measures	Other Approaches & Resources
2. Migrant parents and students have limited access to technology, limited connectivity (Wi-Fi), and limited computer literacy skills, resulting in high rates of migrant student absenteeism and lower performance in core academic subject areas.	<ul style="list-style-type: none"> • Include technology literacy in parent workshops. • Designate a liaison to support migrant students and families with computer literacy needs. 	<ul style="list-style-type: none"> • Number of migrant parent workshops held that include technology support or training. 	<ul style="list-style-type: none"> • Encourage districts to provide instructions to parents on how to navigate school-based data portals in a language they understand. • Encourage districts to give parents strategies for working with students at home to improve computer literacy and overall academic performance.
3. Disruptions in educational continuity due to additional migrant student household responsibilities related to parents' work increases absenteeism and dropout rates, decreasing academic performance and school engagement.	<ul style="list-style-type: none"> • Implement before and after school programs that are accessible and available to migrant students, particularly secondary students. • Assist students in enrolling in virtual programs for credit accrual/retrieval. 		<ul style="list-style-type: none"> • Facilitate ongoing discussions to increase parent awareness of student responsibilities in school (e.g., school hours, workload, homework and projects, graduation requirements).

IDENTIFICATION AND RECRUITMENT (ID&R)

An ID&R plan defines the procedures in place to identify and recruit migrant children in a timely and proper manner. The plan addresses administration and logistics, training and staff development, and quality assurance.

Florida has two performance indicators related to ID&R quality assurance:

1. The percentage of students found to be ineligible after re-interviewing will decrease.
2. The percentage of districts conducting annual re-interviews will increase.

The state's ID&R activities are conducted through its ID&R Office, led by a State Coordinator with guidance from a Quality Control Team. The team discusses issues affecting ID&R and provides general input on the direction of ID&R in the state. The team also assists district MEP coordinators in reviewing new policies, understanding regulations from OME, and providing overall feedback on new and unusual qualifying activities.

The ID&R Office is responsible for the design and implementation of the following:

- Training of all LEA staff responsible for the proper and timely ID&R of migratory children;
- Training of all LEA staff responsible for reviewing and monitoring the staff conducting ID&R efforts in the state;
- Overseeing the strategies used by LEAs to actively identify and recruit migratory children;
- Monitoring the presence of potentially eligible children in non-MEP funded districts;
- Developing tools to assist districts in identifying potentially eligible migrant children and youth (e.g., home school surveys, mapping of migrant families and qualifying activities, daily and weekly schedules for recruiters, etc.);
- Reviewing existing tools and methods to ensure the proper and timely identification of migrant children and/or youth (e.g., COE annual review and update, qualifying activities by county and state);
- Assisting in the coordination and networking among districts and other agencies that may serve migrant children and/or youth (e.g., early childhood providers, Departments of Agriculture and Labor, health clinics, employers);
- Suggesting safe and effective strategies to deploy recruiters in program and non-program areas;
- Designing strategies and tools for effective and reliable monitoring of COE completions and eligibility determinations (e.g., COE checklists and rolling and annual re-interviews);
- Providing opportunities for the ongoing networking and information dissemination among Florida recruiters (e.g., electronic newsletter, recruiter-specific website); and
- Conducting visits to districts to review local ID&R practices and ascertain training needs of recruitment staff.

The ID&R efforts for the state include three main activities described below.

- 1.) **Policy Guidance.** Florida's ID&R manual, developed by the ID&R Office, includes all policy guidance related to ID&R to be followed in the state. Migrant staff responsible for the proper and timely eligibility determination of migrant children and/or youth should follow the procedures and guidelines delineated in the ID&R manual.
- 2.) **Training.** The ID&R Office provides ongoing training to recruitment staff in the state. Efforts are made to conduct yearly statewide training and quarterly online training webinars. Training topics include, but are not limited to:

- New Recruiter Training
- Eligibility Basics
- Eligibility and Guidance Updates
- COE Completion
- Quality Control

The ID&R Office also provides training to districts upon request and on a case-by-case basis, depending on the availability of staff and the identified needs of districts: for instance, new coordinators, a significant number of new recruitment staff, etc.

- 3.) **Quality Assurance.** The ID&R Office is responsible for the design and implementation of quality control measures as well as a quality control system related to the proper and timely identification of migrant children and/or youth in the state. Florida's quality control efforts include:
- Training of recruiters to ensure the proper and timely identification of migrant students;
 - Training of reviewers to properly corroborate the eligibility determinations made by recruiters (by corroborating the accuracy and completeness of COEs);
 - Reviewing and updating Florida's COE as an effective tool to document eligibility of Florida's migrant children and/or youth;
 - Validating eligibility determinations by district and state-led re-interviews of randomly selected families; and
 - Facilitating the process of resolving eligibility conflicts at the district and state level.

PRIORITY FOR SERVICES

Federal law requires that the MEP must provide services first to migrant students who have been identified as meeting the Priority for Services (PFS) criteria. 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 made a qualifying move in the previous 1-year period:

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.

The State has determined that the following indicators shall be used to identify the students who should receive PFS:

A migratory child who:

- Has made a qualifying move within the previous 1-year period;
- AND**
- Is Scored at Level 1 or Level 2 on the State Assessment (SA); **or**
- Is an English Language Learner (ELL); **or**
- Has an age/grade discrepancy; **or**
- Was retained; **or**
- Is at risk of failing to meet the State graduation requirements in one of the following areas:
 - Has an unweighted grade point average of 2.0 or below, **or**
 - Has insufficient credits for promotion or graduation; **OR**
- Has dropped out of school.

PARENT INVOLVEMENT PLAN

Parent involvement is a required and integral component of Title I, Part C. The FMEP conducts and supports parent involvement activities and meetings, including statewide and regional MPACs, to empower parents to better advocate for and support their children's academic success.

Increasing educational support in the home is a key concern of stakeholders, as confirmed by the CNA process. The FMEP recognizes that parent involvement is critical in achieving the established MPOs. In previous evaluations, the FMEP collected and analyzed data from parent surveys to evaluate gains in migrant parent educational engagement. For the 2021 SDP Cycle, the FMEP will adopt new implementation measures in order to obtain useful and practical information regarding migrant parent and family engagement activities in each district. Specifically, additional data will be collected within each project year to analyze the frequency and participation rate of district migrant parent educational advocacy programs.

The objectives and strategies identified for reaching the broad goals of increasing parent involvement follow Joyce Epstein's six levels of parent involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community². 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 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 Creole, 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.

The MPAC provided an opportunity for migrant parents to review this SDP and to provide recommendations for planned services throughout the CNA and SDP process. Their suggestions were incorporated into the solutions and strategies detailed in Table 24.

² *Six types of Involvement: Keys to successful partnerships*. National Network of Partnership Schools | Johns Hopkins University School of Education. <http://nnps.jhu.edu/sos.com/nnps-model/school-model/six-types-of-involvement-keys-to-successful-partnerships/>. Accessed September 8, 2021.

Table 26. Parent Involvement Strategies and Implementation Measures

Objective	SEA Strategies	LEA Strategies	Implementation Measures
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 (ESL) 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. Facilitate ongoing discussions to increase parent awareness of student responsibilities in school (e.g., school hours, workload, homework and projects, graduation requirements). 	<ul style="list-style-type: none"> Listing of district migrant parent educational advocacy programs offered. Number and percentage of migrant families who participated in at least one district migrant parent educational advocacy program.
Communicating: Develop two-way communication between families and the MEP and between families and schools.	<ul style="list-style-type: none"> Compile resources and best practices related to creating migrant family friendly schools. 	<ul style="list-style-type: none"> Provide professional development for school staff on understanding the migratory lifestyle, cultural heritage and home environment. Assist schools in delivering important home information in appropriate languages. Provide information and materials to migrant families of secondary students related to graduation requirements and post-secondary opportunities. Create awareness of cultural stigmas regarding mental health, providing opportunities for parents to share concerns and experiences and ask questions. 	<ul style="list-style-type: none"> Listing of district migrant parent educational advocacy programs offered. Number and percentage of migrant families who participated in at least one migrant parent educational advocacy program.
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.) 	<ul style="list-style-type: none"> Listing of district migrant parent educational advocacy programs offered Number and percentage of migrant families who participated in at least one migrant parent educational advocacy program

Objective	SEA Strategies	LEA Strategies	Implementation Measures
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 Provide instructions to parents on how to navigate school-based data portals in a language they understand Designate a liaison to support migrant families with access to technology and computer literacy needs 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 	<ul style="list-style-type: none"> Listing of district migrant parent educational advocacy programs offered Number and percentage of migrant families who participated in at least one migrant parent educational advocacy program
Decision-making: Include migrant families as participants in MEP decisions and advocacy	<ul style="list-style-type: none"> Coordinate statewide MPAC meetings Conduct parent outreach in a format and language understandable to parents Consult with migrant parents on SDPs Include migrant parents on ad hoc committees, e.g., the needs assessment committee 	<ul style="list-style-type: none"> Coordinate local MPAC meetings Conduct parent outreach in a format and language understandable to parents 	<ul style="list-style-type: none"> Listing of district migrant parent educational advocacy programs offered Number and percentage of migrant families who participated in at least one migrant parent educational advocacy program
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, the MEP, 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 Promote mental health awareness as an ongoing focus through community partnerships, integrated into all meetings 	<ul style="list-style-type: none"> Listing of district migrant parent educational advocacy programs offered Number and percentage of migrant families who participated in at least one migrant parent educational advocacy program

EXCHANGE OF MIGRANT STUDENT RECORDS

FDOE facilitates the exchange of migrant student records to ensure the proper education of Florida's migrant students. The FMEP provides assistance to local school districts in records transfer as required in Section 1304(b)(3) of ESSA.

The FMEP utilizes the MSIX system to ensure timely transfer of migrant student academic and health records between school districts. Only staff identified by each district MEP coordinator have access to MSIX to ensure the protection of student information in accordance with the Privacy Act of 1974, the Family Educational Rights and Privacy Act (FERPA), and the Federal Information Security Modernization Act (FISMA). To further ensure security, account passwords are changed every 90 days. Each district MEP has a continuous collaboration with its information services department to ensure that migrant student records are being exchanged in a timely manner.

The following is a summary of policies and procedures the FMEP has in place for the intrastate and interstate exchange of migrant student records:

- **Records Exchange Format:** Florida school districts enter and update student data in MSIX by submitting files from their local student databases to the Florida Automated System for Transferring Educational Records (FASTER). These files need to be uploaded in the format required by FASTER.
 1. For the exchange of specific student records that are not available in MSIX, Florida school districts must send and/or request such records in a format that secures students' Personally Identifiable Information. Such a format may include encrypted emails, password-protected file attachments, secure file transfer systems such as Microsoft ShareFile, or fax transmittals.
- **Migrant Children with New COEs:** Within 10 working days of approving a new COE for a migratory child, the district must collect and submit to MSIX all minimum data elements (MDEs) applicable to the child's age and grade level.
- **End of Term Data Submittal:** Within 30 calendar days of the end of the district's fall, spring, summer, or intersession terms, the district must collect and submit to MSIX all MDE updates and newly available MDEs for migratory children who were eligible for the MEP during the term.
- **Data Requests:** The district must respond to a migrant student data request within four (4) working days of receiving the request.
- **Change of Residence:** If the district learns that a migratory child has moved to another school district or another state, the district must enter any updated or new MDEs obtained for the child within four (4) working days of notification that the child has moved.
- **Documentation:** The district will maintain documentation at the local level of interstate communication with other MEPs and/or LEAs regarding exchange of student records.

EVALUATION PLAN

As an integral component of the Continuous Improvement Cycle, the FMEP will evaluate the execution of this SDP with the assistance of an external evaluator with MEP experience. The evaluation will systematically collect information to improve the program and to help the state make decisions about program improvement and success. The evaluation will report both implementation and outcome data to determine the extent to which the MPOs identified herein have been addressed and met. It will also seek to build capacity within the program to examine results and make programmatic decisions based on data.

Evaluation questions to be answered may include:

Implementation

- Were local migrant education projects implemented as planned? What worked or did not work and why?
- What challenges were encountered by the MEP and how were they addressed?
- What adjustments can be made by the MEP to improve instruction, student and family support, and the involvement of migrant parents?

Outcomes

- To what extent did the FMEP meet the Performance Targets and MPOs established in this plan?

Data on migrant students and services will be collected by the state from each of its local operating agencies and FDOE data sources. Data sources include: the Florida student information system, district and LOA student information systems, migrant parents, migrant secondary students, migrant OSY, recruiters, migrant program contractors, and other staff as appropriate.

Data will be collected using grantee data collection protocols, surveys and record reviews (including assessment results reported through the state data collection and reporting system). Data analysis procedures will include descriptive statistics based on Florida migrant student demographics, program implementation, and student and program outcomes. Analyses will include means, frequencies, tests of statistical significance and trend analyses as appropriate to each MPO and indicator.

The FMEP will annually collect and examine implementation indicators and progress toward Performance Targets and MPOs in order to make mid-course corrections as needed. A full evaluation report will be prepared every three years by an external evaluator. The evaluation report will include review of progress toward each Performance Target and MPO, as well as recommendations for improving MEP services.

CONCLUSION AND NEXT STEPS

The FMEP completed this process through consultation with a broad set of stakeholders including migrant parents, tutors and advocates; university researchers and community organizations; and state administrators and contractors. As a result of the SDP process, the FMEP is proceeding with a new focus on working with parents across all migrant student age groups, preparing to build tools to support that work, preparing a new focus on using and responding to early warning systems for migrant students, and connecting migrant students to advanced course opportunities. At the same time, the FMEP will be streamlining its data collection and reporting procedures while also developing tools to support the evaluation of statewide initiatives in parent education.

Next steps in the process of continuous improvement are expected to include:

- Reviewing the plan with all MEP staff and contractors
- Reviewing the plan with all districts and LOAs that operate MEPs
- Establishing appropriate data collection processes to support the reporting of MPOs and indicators

APPENDIX A: 2021 NEEDS ASSESSMENT AND SERVICE DELIVERY PLAN COMMITTEE PARTICIPANTS

Florida Migrant Education Program Statewide Evaluation Team (Spring 2021)	
Dinh H. Nguyen, Ph.D.	Senior Federal Director
Henry Miller	Federal Director, FMEP
September Gant	FMEP Evaluation Team Lead
Paulina Lewis	Federal Specialist, FMEP
Margot DiSalvo	Florida ID & R Coordinator
Dr. Ray Melecio	Director of ESCORT
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Area of Focus: School Readiness	
Name	District / Agency
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Katie Dufford	Office of Early Learning
Loretta Jones (East)	East Coast Migrant Head Start Project
Carol Mayo	Hillsborough County
Henry Miller (Recorder)	FMEP State Administrative Team
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Rosa (Rosie) Mendez	USF HEP
Area of Focus: Parent Engagement / Health Services / Outreach	
Dr. Maria Pouncey	FMPAC
Dr. Natalia Falcon	FSU Center for Child Stress and Health
Lucia Valdivia-Sanchez	Director of FMIP
Paulina Lewis (Recorder)	FMEP State Administrative Team

APPENDIX B: PARENT SDP FEEDBACK

The committee asked districts to reach out to parents to provide feedback about priority needs and concerns, and gathered input from 224 parents, including 183 responses in Spanish and 41 in English. The following is a summary of the survey responses.

Concerns

- English Language Learner students are not being provided with adequate help.
- COVID-related disruptions, including moves, caused economic stress and challenges for children.
- Access to Wi-Fi has been a barrier, due to both limited connectivity and lack of money to purchase it.
- Families are struggling economically and cannot afford to have their own housing. Their children sometimes must be placed with different people to take care of them throughout the day because parents must go to work.
- Because school schedules do not adjust to the parents' work schedule, parents send their children to other places to be taken care of instead.
- Inadequate transportation prevents students from getting to school on time.
- Lack of personal documents is a barrier to school and program registration.
- Language barriers result in relying on children for translation, and the children often end up having to make final decisions.
- Parents' limited language and education sometimes prevents them from helping their children with schoolwork.
- Parents expressed a lack of access to tutoring.
- Parents were concerned about their immigration status and feared deportation.

Solutions

- Hire more personnel to serve migrant families and help with recruitment.
- Keep families informed.
- Hold parenting workshops.
- Provide workshops on how to help children with schoolwork.
- Expand outreach to parents because many times they are afraid to seek help.
- Help families find jobs in their localities to reduce mobility.
- Provide Wi-Fi to those who do not have it.
- Provide support with school materials.
- Access to computers for parents to help their children.
- Provide resources to help students with schoolwork.
- Have teachers or tutors that speak their language.
- Encourage teachers to be more flexible when it comes to homework due dates.
- Focus on math and reading with which students are struggling.
- The migrant program has been of great help; teachers and schools should know more about it so they can refer parents to the program.