Kentucky Migrant Education Program

Service Delivery Plan

May 2025

Acronym	Description
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
CTE	Career and Technical Education
DOE	Department of Education
ECE	Early Childhood Education
ELL/EL	English Language Learner or English Learner
ELP	English Language Proficiency
EOC	End of Course (exam)
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESL	English as a Second Language
FERPA	Family Rights and Privacy Act
GED	General Educational Development
GPA	Grade Point Average
HS	High School
I2MPACT	Inspire and Innovate: The Migratory Parent Action Coalition
IDEA	Individuals with Disabilities Education Act
IDRC	Identification and Recruitment Consortium
ID&R	Identification and Recruitment
IEP	Individual Education Plan
ILP	Individual Learning Plan
K-12	Kindergarten through Grade 12
KDE	Kentucky Department of Education
LEA	Local Education Agency
LEP	Limited English Proficiency
MEP	Migrant Education Program
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education (U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PK	Pre-Kindergarten
QAD	Qualifying Arrival Date
REACTS	Records Exchange Advice Communication and Technical Support
RTI	Response to Intervention
SDP	Service Delivery Plan
SEA	State Education Agency
WIDA	World-Class Instructional Design & Assessment

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OVERVIEW

This report summarizes the Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP) developed by the Kentucky Migrant Education Program (KYMEP) in 2024-2025. It contains state Performance Targets, Measurable Program Outcomes (MPOs), service delivery strategies, definition of Priority for Services (PFS), and plans for parent involvement, identification and recruitment (ID&R), evaluation, and communication across the statewide MEP. Appendices contain meeting agendas and associated working documents used to produce the SDP. This SDP will be in force from September 2025 through August 2028.

THE KENTUCKY MIGRANT EDUCATION PROGRAM

The Education of Migratory Children, Title I, Part C of the Elementary and Secondary Education Act (ESEA), was initially created in 1966, amended in 2001 through No Child Left Behind (NCLB), and amended again through the Every Student Succeeds Act (ESSA), which took effect on Oct. 1, 2016. Funds provided under Title I are intended not only to provide migratory children with appropriate educational services (including supportive services) that address their unique needs but are designed to offer them a chance to meet the same challenges and opportunities of education as their peers.

The KYMEP is funded under the federal MEP, with the following purposes (defined in Section 1301 of ESSA):

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

MIGRANT STUDENT ELIGIBILITY

According to statute, a migratory child in Kentucky is “a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the

preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work, moved from one school district to another" (ESSA Sec. 1309(2)).

The KYMEP provides supplemental educational services to the state's children, youth and families of migratory farmworkers through this same statue. The MEP focuses on alleviating barriers to successful educational achievement due to the migratory lifestyle, including disruption in schooling due to repeated moves, poverty, social isolation and language barriers. The mission of the KYMEP is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant child and the migrant family.

CONTEXT FOR CONTINUOUS IMPROVEMENT

Title I, Part C (Sec. 1306) specifies that state education 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) that contextualizes identified needs based on:

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

This Service Delivery Plan (SDP) and the Comprehensive Needs Assessment (CNA) that informs it were prepared in 2024-25 as part of Kentucky's continuous improvement cycle. It includes an action plan with recommended solutions and interventions that aim to close the gaps between where Kentucky migrant children perform now and where the Needs Assessment Committee (NAC), which was convened to conduct the CNA, believes they should be. This detailed, data-driven action plan drives the comprehensive SDP which will be in force from September 2025 through August 2028.

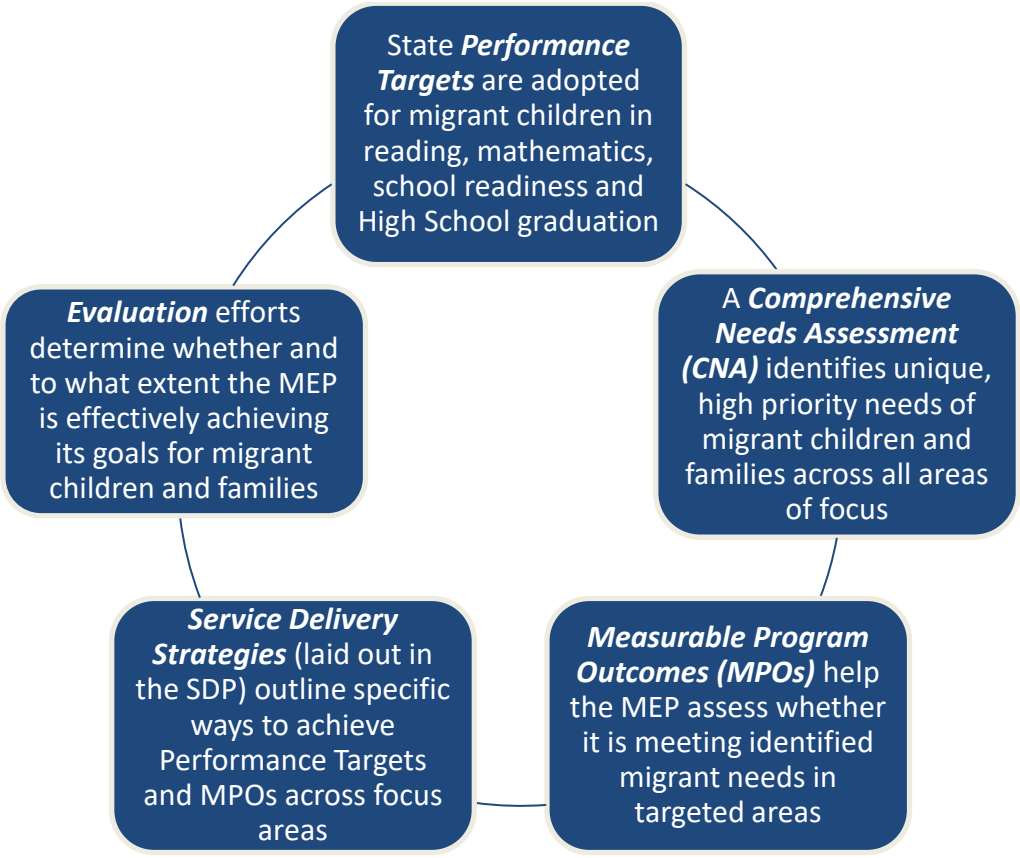


Figure 1. KYMEP Continuous Improvement Cycle

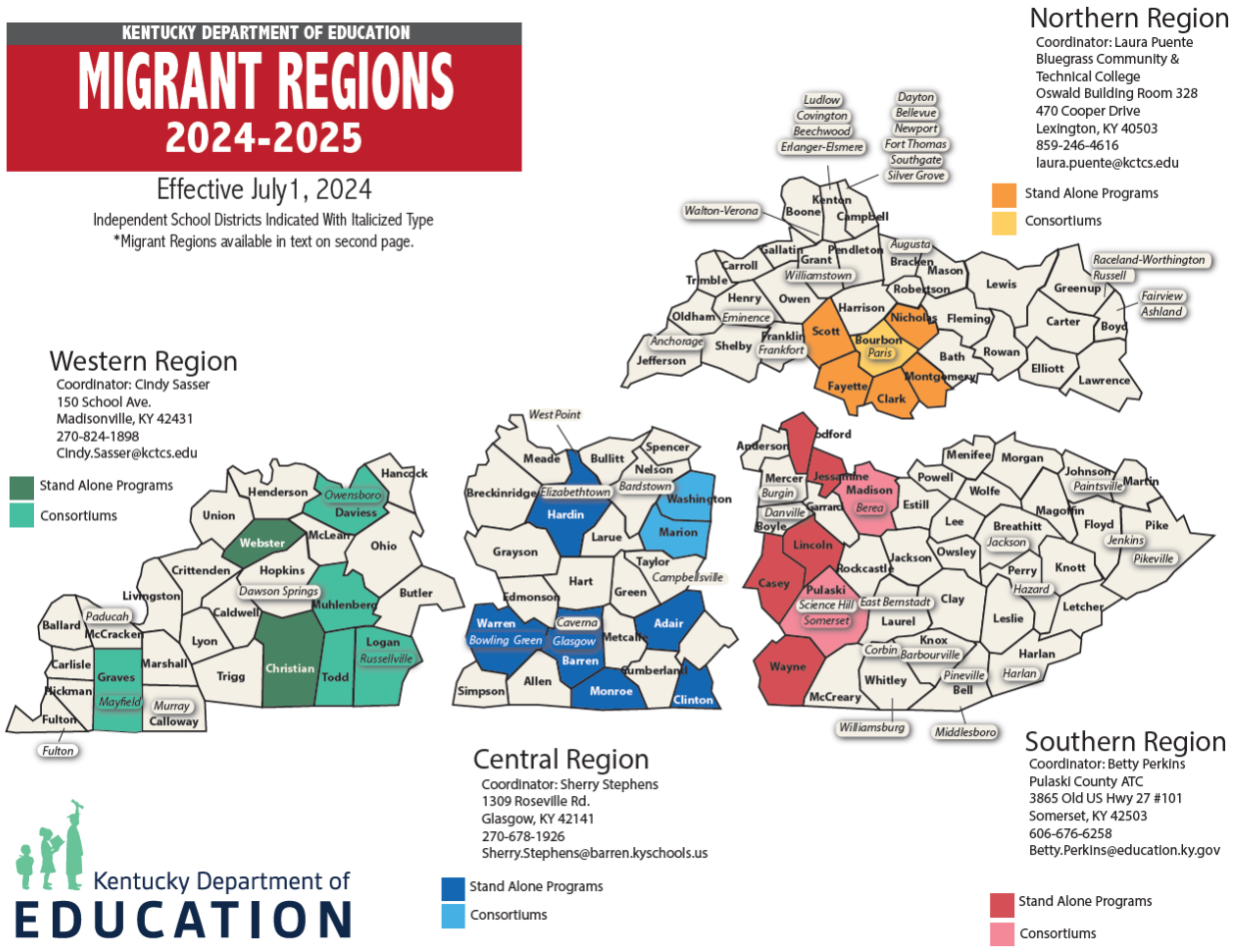
THE KENTUCKY MIGRANT EDUCATION PROGRAM

Each year, thousands of migrant families come to Kentucky to harvest tobacco and to perform the vital tasks necessary to reap the state's agricultural bounty. This highly mobile student population faces unique challenges and often lags their non-migrant peers in academic achievement. Administered by the KDE Division of School and Program Improvement through sub grants to local education agencies (LEAs) and four regional service centers, the KYMEP provides a combination of instructional and support services based on migrant students' assessed needs.

In 2022-2023, there were 4,897 migrant children eligible for the KYMEP. Thirty-five percent of these were English language learners (ELL) and 17% were identified as "Priority for Service" (PFS). All KYMEP projects run year-round: 3,091 students (58% of those eligible) were served during the 2017-18 school year (compared to 2,493 in 2016-17) and 1,604 students (53% of those eligible) were served during the summer term. Services are provided for Pre-K students, K-12 students, and Out-of-School Youth (OSY) who are age 21 and younger and not attending school, and parents.

Currently, the KYMEP consists of 37 school districts administered under the four regional administrative centers (see Figure 2). Over 60% of Kentucky's migrant students are concentrated in the northeastern and central regions. Tobacco is the primary agricultural enterprise in the state and remains a top

qualifying activity for the MEP through all stages of labor-intensive production, from preparing the soil and sowing seeds (February-April) to stripping and bulking (November-January).



Instructional services include, but are not limited to, tutoring, summer school programs and in-school support. Support services include, but are not limited to health, nutrition, counseling and social services for migrant students, necessary educational supplies, and transportation. In 2017-18, 93% of migrant families received MEP-funded support services.

THE KENTUCKY MIGRANT STUDENT PROFILE

To gain a common understanding of the Kentucky migrant student population, the Needs Assessment Committee (NAC) members reviewed a profile of Kentucky migrant students. The charts below are drawn from the Kentucky migrant student profile provided in Appendix B and summarize Kentucky migrant student enrollment, demographics and performance.

Table 1. Number of Migrant-Eligible Students by Enrollment Period and Year

Enrollment Period	2018-2019 #	2019-2020 #	2020-2021 #	2021-2022 #	2022-2023 #
Regular School Year	3,853	3,995	3,731	3,808	**3,773**
Summer	3,707	3,568	3,412	2,943	**3,604**
Residency Only	1,381	1,541	1,265	1,362	**1,065**

Source: MIS2000

Table 2. Migrant-Eligible Students by Enrollment Period, Geographic Region and Year

	Regular SY 2020-21 *(n=3,731)*	Regular SY 2021-22 *(n=3,808)*	Regular SY 2022-23 *(n=3,773)*	Summer 2020-21 *(n=3,412)*	Summer 2021-22 *(n=2,943)*	Summer **2022-23** ***(n=3,604)***
Western	20%	20%	**21%**	21%	25%	**23%**
Central	32%	33%	**32%**	34%	38%	**34%**
Southern	25%	25%	**27%**	20%	19%	**25%**
Northern	23%	22%	**19%**	25%	18%	**19%**

Note: Shown are percentages of total migrant students enrolled, as listed by enrollment period for each year.

Source: MIS2000.

Table 3. Migrant-Eligible Students Enrolled during Regular School Year, by Grade Level and Year

Grade Level	2019-2020 *(n=3,995)*	2020-2021 *(n=3,731)*	2021-2022 *(n=3,808)*	2022-2023 *(n=3,773)*
Age 3-5	6%	6%	7%	**8%**
Elementary (Grades K-5)	49%	48%	46%	**47%**
Middle (Grades 6-8)	22%	23%	22%	**21%**

Grade Level	2019-2020 *(n=3,995)*	2020-2021 *(n=3,731)*	2021-2022 *(n=3,808)*	2022-2023 *(n=3,773)*
High (Grades 9-12)	22%	23%	24%	**25%**
OSY	<1%	<1%	0%	**<1%**

Note: Shown are percentages of total migrant students enrolled during the Regular School Year, as listed under each year.

Source: MIS2000.

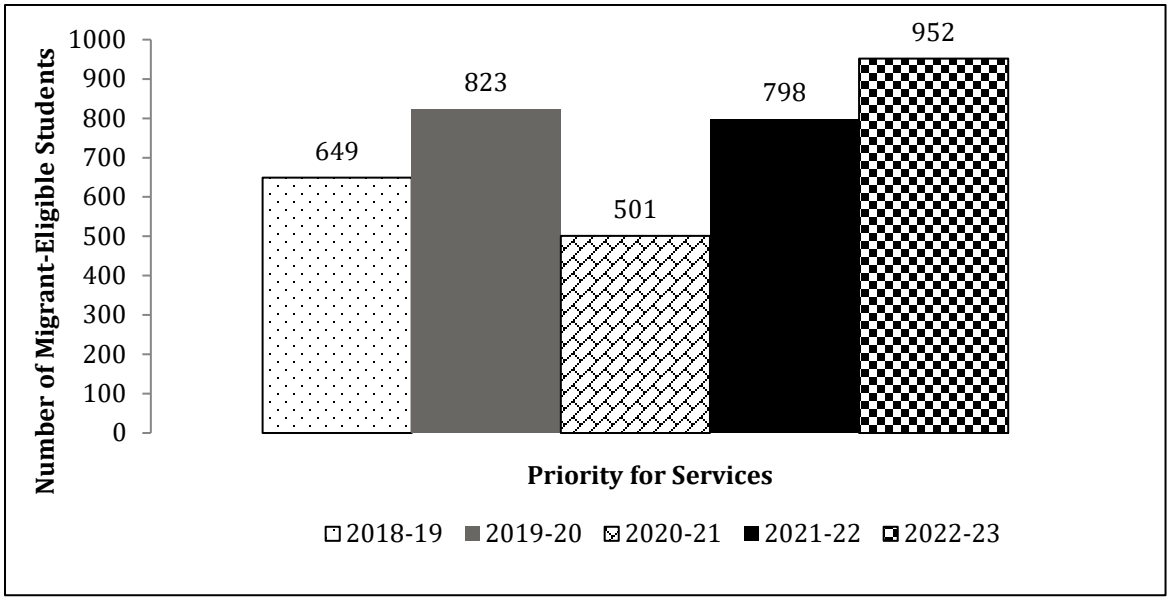
Table 4. Migrant-Eligible Students Enrolled during Summer, by Grade Level and Year

Grade Level	2019-2020 *(n=3,568)*	2020-2021 *(n=3,412)*	2021-2022 *(n=2,944)*	2022-2023 *(n=3,604)*
Age 3-5	11%	11%	12%	**12%**
Elementary (Grades K-5)	40%	39%	41%	**39%**
Middle (Grades 6-8)	21%	20%	19%	**19%**
High (Grades 9-12)	21%	23%	22%	**24%**
OSY	6%	7%	7%	**6%**

Note: Shown are percentages of total migrant students enrolled in Summer by program year.

Source: MIS2000.

Figure 2. Number of Migrant-Eligible Students Identified as PFS, Regular School Year



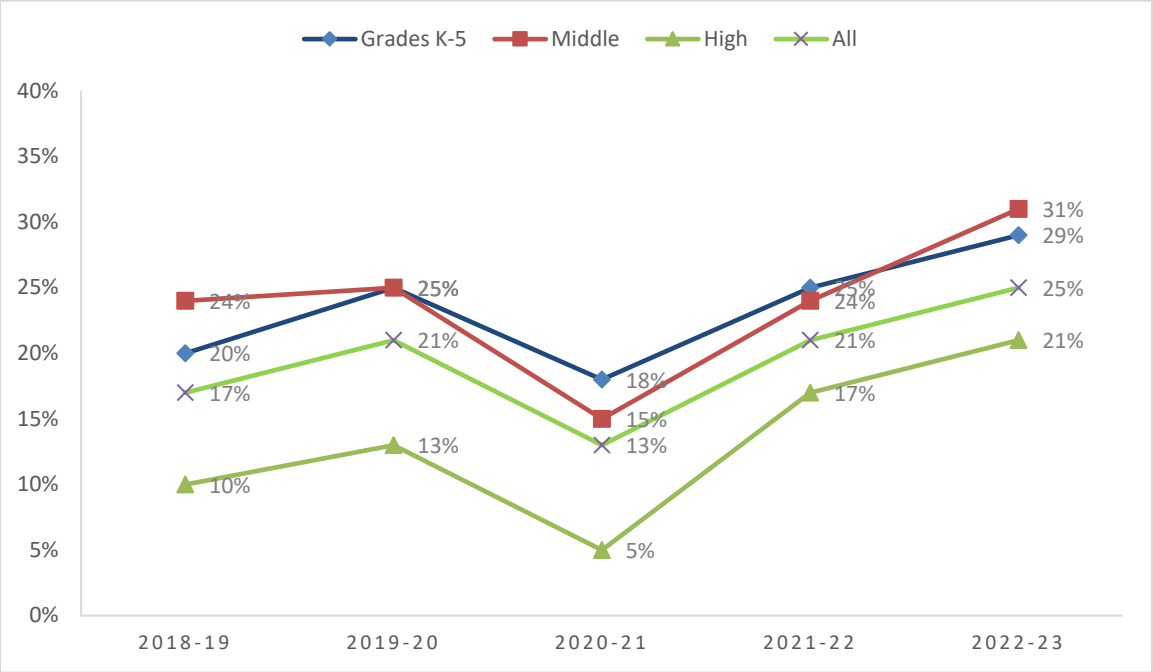
Source: MI2000

Table 5. Migrant-Eligible Students Identified as PFS, by Enrollment Period and Grade Level, 2022-23

	Elementary (K-5)	Middle School (6-8)	High School (9-12)	Total # PFS	Total # All	Total % PFS
Regular School Year	508	243	200	**952**	**3773**	**25%**
Summer	245	127	121	**501**	**3604**	**14%**

Source: MIS2000.

Figure 3. Percent of Regular School Year Migrant Students Identified as PFS by Grade Level and School Year, 2018-2023



Source: MIS2000

Table 6. Percent of Migrant-Eligible Students Receiving Services, Regular and Summer, 2020-2023

Service	Regular School Year 2020-21 *(n=3,731)*	Regular School Year 2021-22 *(n=3,808)*	Regular School Year 2022-23 *(n=3,773)*	Summer 2020-21 *(n=3,412)*	Summer 2021-22 *(n=2,944)*	Summer 2022-23 *(n=3,604)*
Reading Instruction	50%	60%	**64%**	78%	85%	**80%**
Math Instruction	40%	45%	**51%**	63%	63%	**64%**
Other Instruction	21%	25%	**21%**	40%	45%	**26%**
Counseling Service	77%	79%	**70%**	39%	47%	**22%**

Support Service	89%	91%	**72%**	71%	80%	**75%**
Referral	41%	41%	**77%**	15%	19%	**23%**
At least one service	**95%**	**97%**	**98%**	**96%**	**100%**	**100%**

Note: Shown are percentages of total migrant students enrolled, as listed by enrollment period for each year

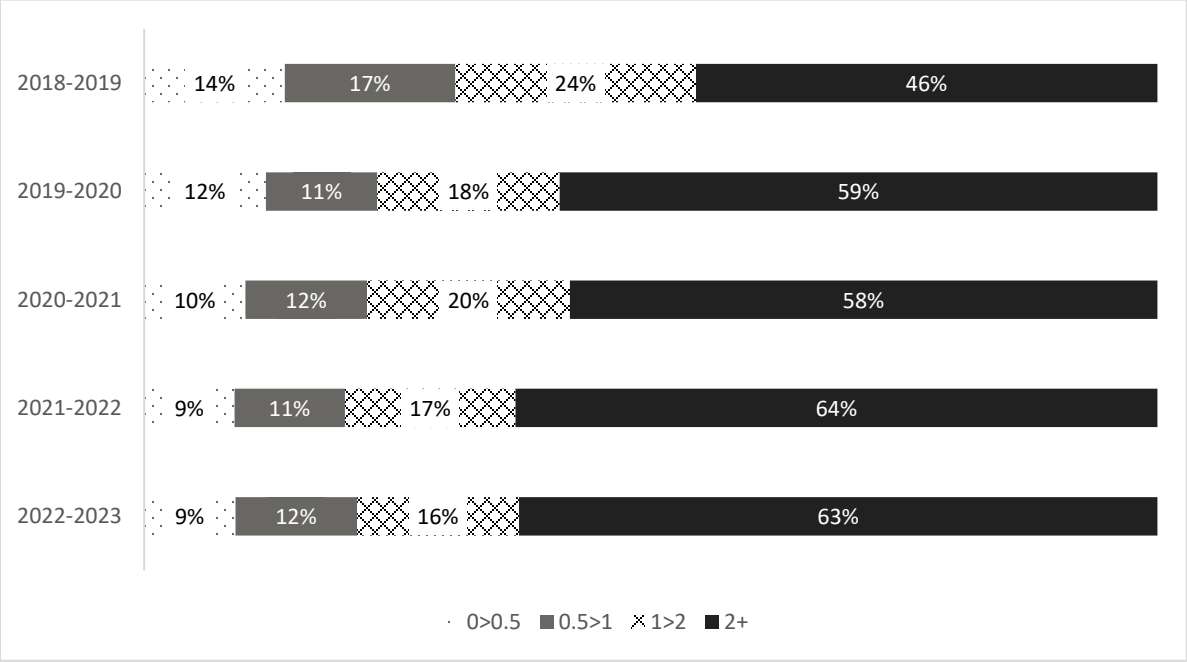
Source: MIS2000.

Table 7. Migrant-Eligible Students Identified as PFS Receiving Services, Regular School Year, 2022-2023

Service	**2022-2023** ***(n=952)***
Reading Instruction	**90%**
Math Instruction	**75%**
Other Instruction	**25%**
Counseling Service	**84%**
Support Service	**84%**
Referral	**85%**
At least one service	**99.9%**

Note: Shown are percentages of total PFS migrant students receiving each service during the Regular School Year. Source: MIS2000.

Figure 4. Average Number of Services Received Per Week for Migrant-Eligible Students Identified as PFS, 2018-2023



Source: MIS2000

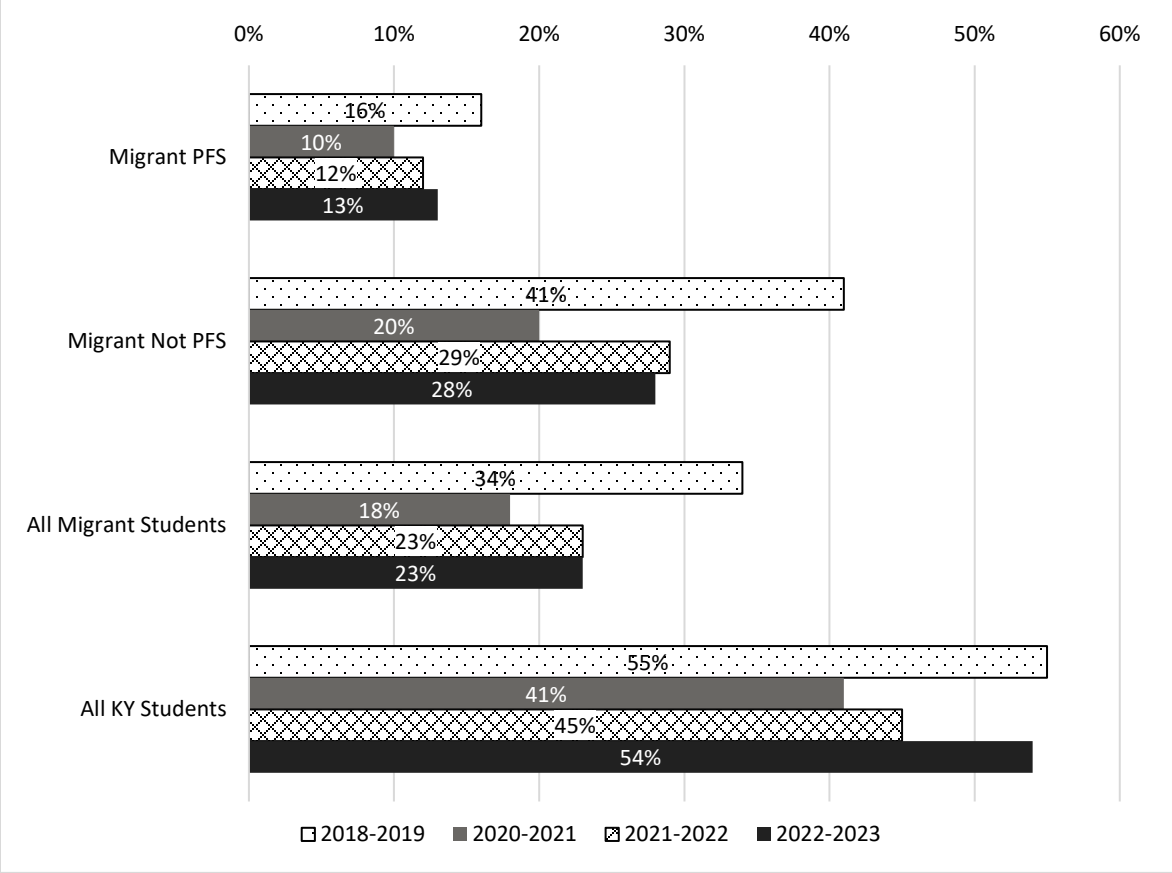
Table 8. Migrant-Eligible Students Receiving Services by Grade Level, Regular School Year 2022-2023

Grade Level	Reading Instruction	Math Instruction	Other Instruction	Counseling Service	Support Service	Referral	If Ever Served
Age 3-5	31%	22%	6%	32%	73%	66%	**96%**
Elementary (K-5)	72%	58%	17%	59%	72%	76%	**99%**
Middle School (6-8)	66%	54%	24%	86%	72%	80%	**99%**
High School (9-12)	60%	46%	30%	87%	71%	80%	**98%**

Source: MIS2000

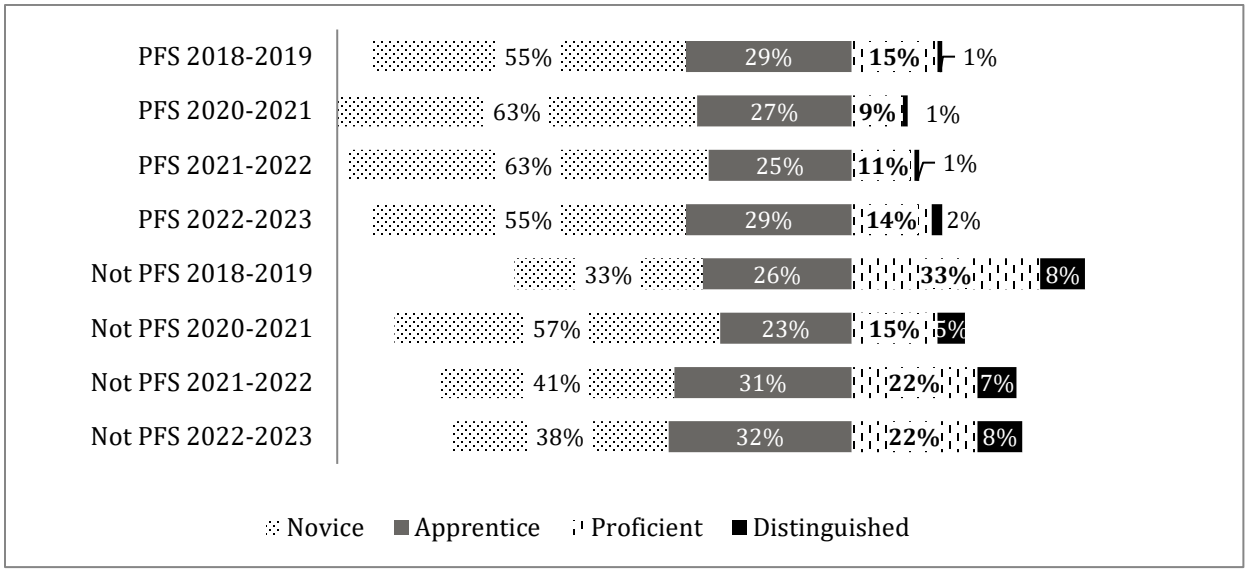
Note: Services include migrant and mixed funded.

Figure 5. Kentucky State Reading Proficiency by Migrant Eligibility and Program Year



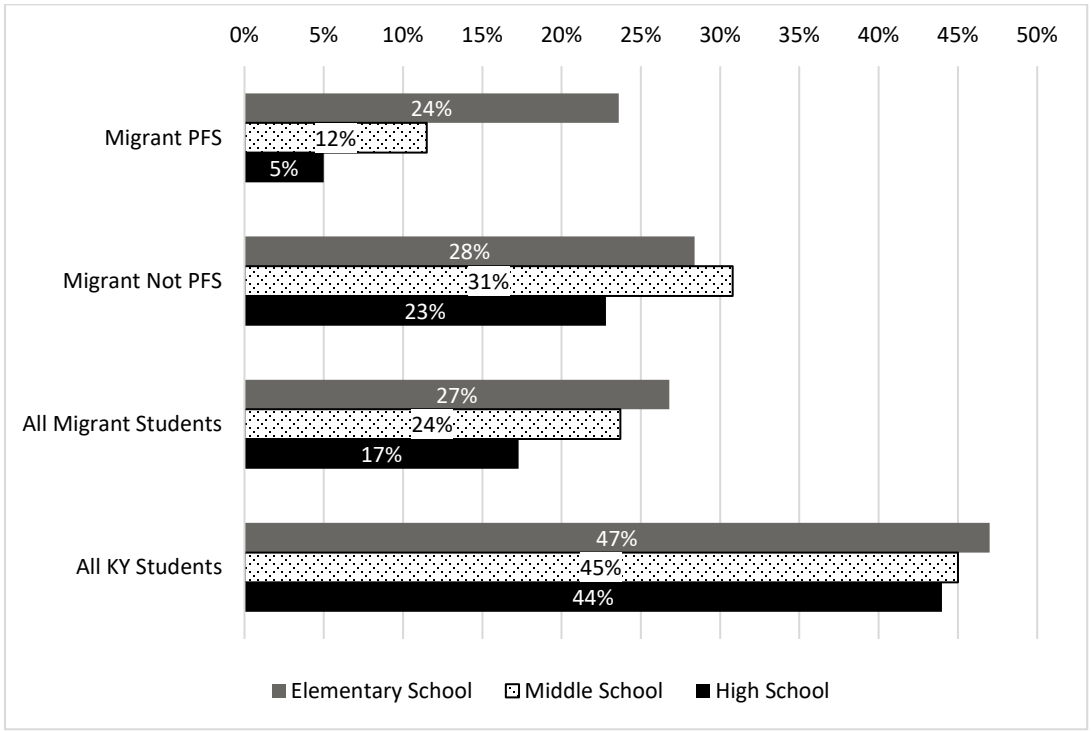
Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Figure 6. K-PREP Reading Performance, Migrant Students by PFS Status, 2018-2023



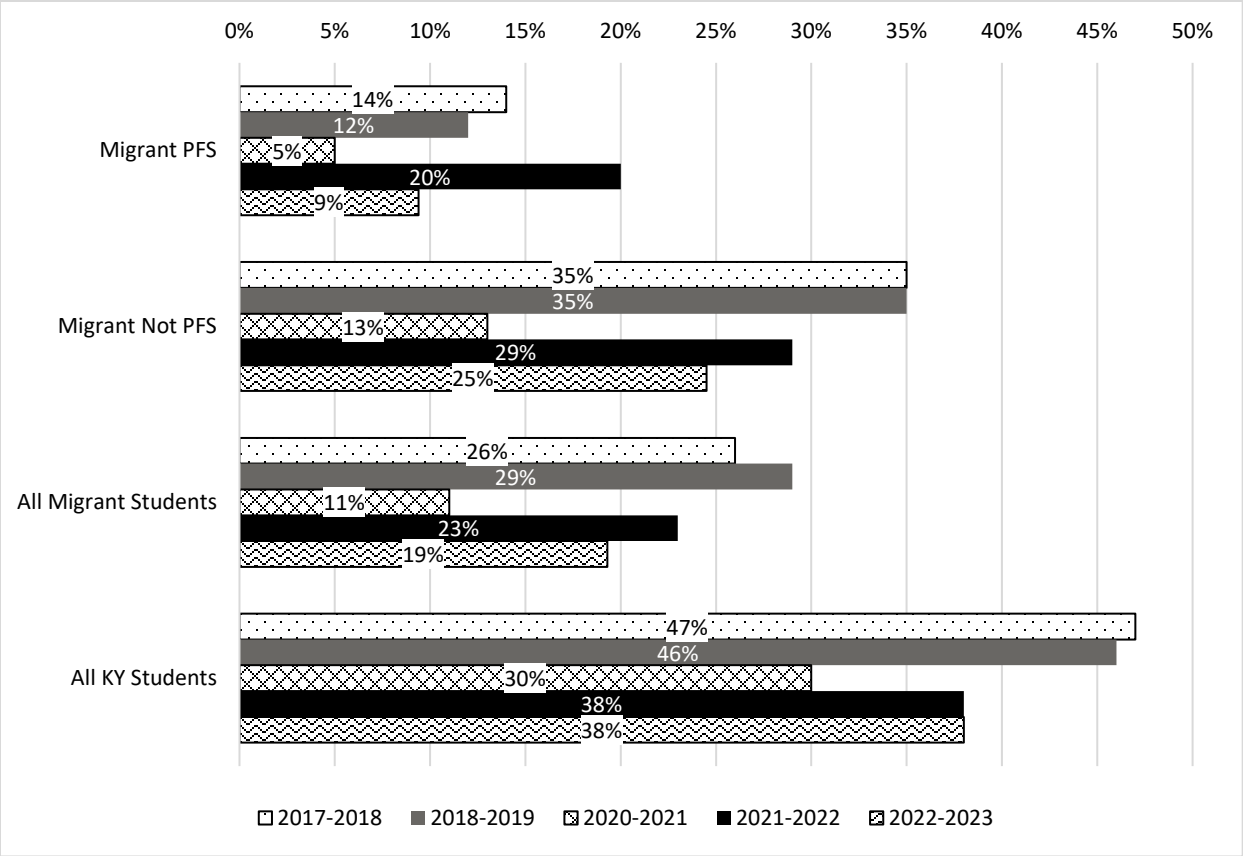
Source: KDE. Note: Results are shown for grades 3-8. Bars are in the same order from left to right as the legend. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Figure 7. 2022-23 Kentucky State Reading Proficiency, Migrant and Other Groups by Age



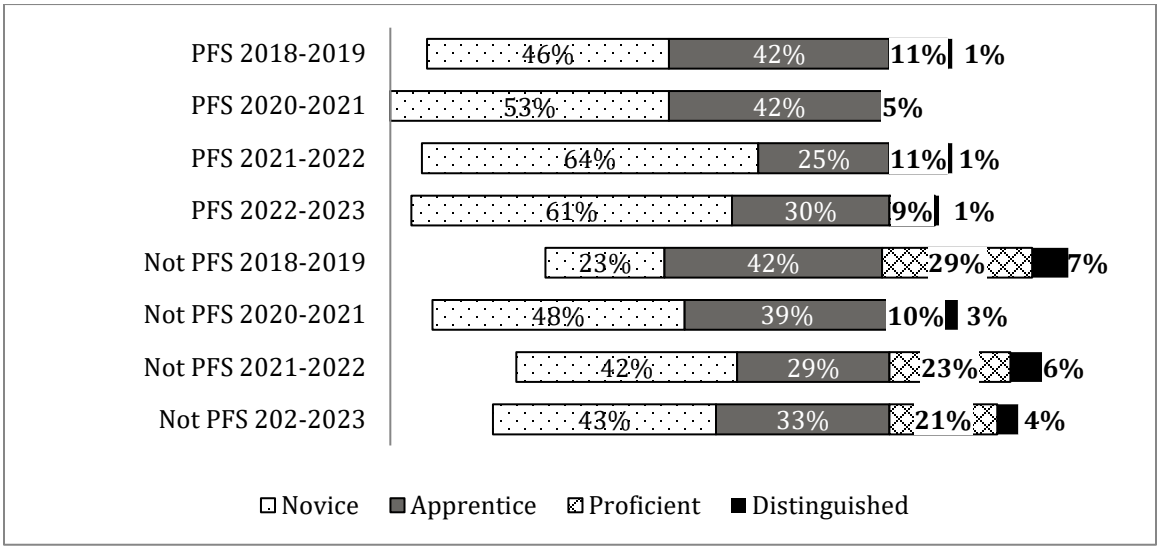
Source: KDE.

Figure 8. K-PREP Mathematics Proficiency, Migrant Compared to Other Groups by Year



Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Figure 9. K-PREP Performance Level Results for Migrant Students, Math, 2018-2023



Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Figure 10. 2022-23 Kentucky State Mathematics Proficiency, Migrant and Other Groups by Age

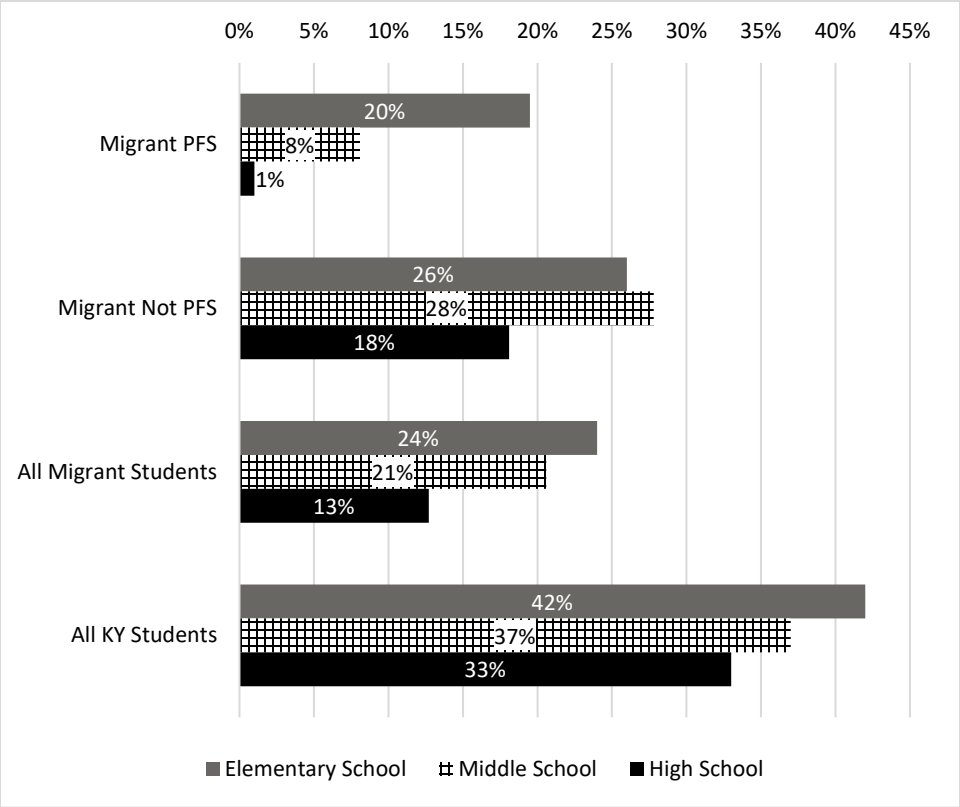
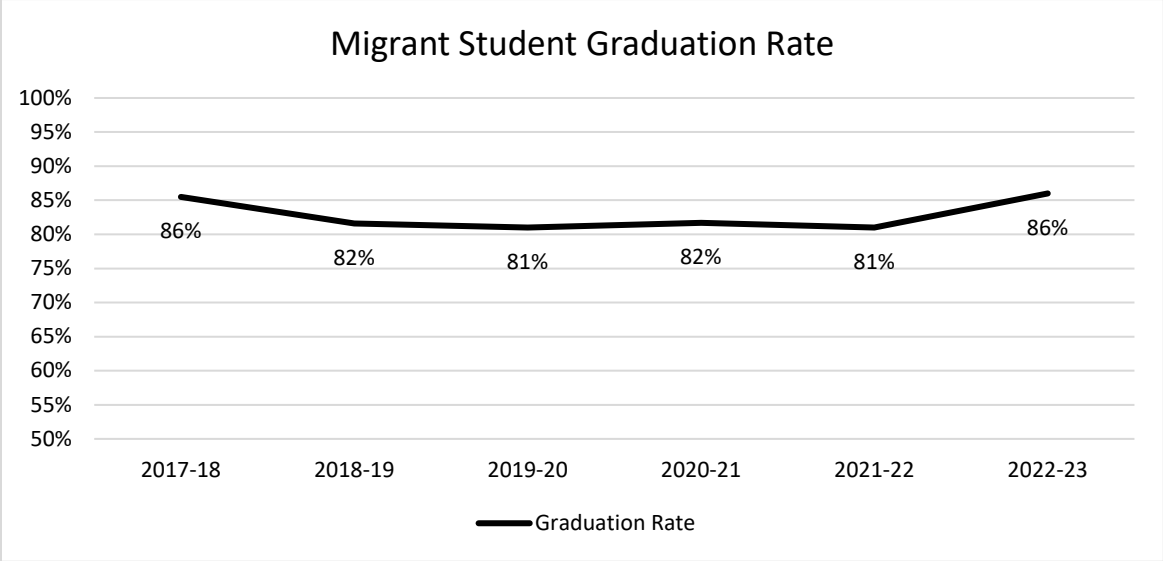


Figure 11. Migrant Student Graduation Rate by Year, 2017-23



Source: KDE School Report Card. Obtained from https://www.kyschoolreportcard.com/datasets?year=2023 on July 16, 2024.

Table 9. MEP High School Students on Track to Graduate by Services Per Week, 2022-2023

2022-2023	#	On Track to Graduate
Fewer than two services per week	675	**93%**
Two or more services per week	1,195	**89%**

Source: KDE. Note: n=1,870.

PRESCHOOL

Table 10. 2023 KSCREEN Results, Migrant Kindergarten Students by Pre-school Services Received

	#	Not Ready	Ready
Enrolled in preschool or receiving 10 or more in home service contacts	21	43%	**57%**
Not enrolled in preschool or receiving 10 or more in home service contacts	133	50%	**50%**
All Migrant Kindergarten Students	154	49%	**51%**

Source: KDE.

Table 11. Preschool Implementation Measures, 2022-2023

Measure	Statewide	Western	Central	South	North
Percentage of migrant preschool age children with preschool assessment results using Brigance, district preschool assessments or the migrant preschool screener.	**46%**	33%	53%	49%	48%
Number/percentage of preschool age migrant youth not enrolled in a preschool who receive preschool readiness skill development once per month	**21%**	12%	40%	28%	3%
Percentage of migrant children enrolled in preschool	**17%**	3%	20%	16%	32%

OSY

Table 12. OSY with Pre-Post ESL Screener Growth, 2022-2023

2022-2023	#	Did not show growth	Showed growth
OSY who received ESL or mini lessons	**71**	**1%**	**99%**

Table 13. OSY Receiving MEP Services who Return to School within One Year*

Program Year	%
2022-2023	0

** The percent of migrant students who a) drop out of a Kentucky school in grades 9-12; b) receive MEP supplemental or academic services; and c) return to school or participate in a high school equivalency program within one year.*

Table 14. OSY Implementation Measures, 2022-2023

Measure	Total # Students	Statewide	Western	Central	South	North
Percent of OSY with a completed OSY profile within two weeks of enrollment	**488**	**34%**	**46%**	**32%**	**33%**	**42%**
Percent of OSY completing at least one life skills lesson	**488**	**31%**	**11%**	**34%**	**53%**	**41%**
Percent of OSY with at least one service/contact per month	**488**	**89%**	**80%**	**98%**	**91%**	**84%**

Table 15. OSY Access to Transportation 2019-2023

	2019	2020	2021	2022	2023
Yes	61%	60%	74%	74%	**75%**
No	39%	40%	26%	26%	**25%**

Source: OSY Profile

Table 16. OSY Languages, 2019-2023

	2019	2020	2021	2022	2023
English Oral Language Proficiency: Yes	7%	7%	7%	7%	**8%**
English Oral Language Proficiency: No	93%	93%	93%	93%	**92%**
Home Language: English	3%	5%	3%	3%	**4%**
Home Language: Spanish	89%	87%	84%	84%	**84%**
Home Language: Other	8%	9%	13%	13%	**12%**

Source: OSY Profile

Table 17. OSY Reason for Leaving School, 2019-2023

	2019	2020	2021	2022	2023
Lacking credits	8%	7%	7%	7%	**6%**
Needed to work	74%	73%	59%	63%	**62%**
Missed state test	<1%	<1%	<1%	<1%	**<1%**
Other	6%	8%	7%	7%	**9%**

Source: OSY Profile

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, designed to meet State Performance Targets as well as the priority needs identified in the CNA.

This plan updates the KYMEP SDP in accordance with the 2024 CNA and in consultation with the Kentucky Migrant Parent Advisory Council (MPAC). The new SDP contains all 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. It also includes plans for:

- Identification and Recruitment
- PFS designation
- Parent involvement
- Exchange of student records

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The KYMEP conducted a CNA from August through December 2024. 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. Steps in the process are summarized in Table 18.

Table 18. The 2024 CNA Process

Event	Timeframe
Planning: KYMEP State Administrative Team identifies NAC members, plans approach, and meeting dates.	May 2024
Construct Migrant Student Profile	July 2024
Regional Directors Data Collection Planning Meeting	July 2024
Initial NAC Meeting, Frankfort, KY	September 2024
Second NAC Meeting, virtual	November 2024
Draft CNA	December 2024

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

EARLY CHILDHOOD/SCHOOL READINESS

State Performance Target: Early Childhood	Increase the overall percentage of migratory Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN/Brigance) to 60% in 2027- 28.

The committee identified priority concerns for early childhood (see Table 12, below), and proposed ways to address them.

Table 12. Early Childhood Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Students and families face barriers to preschool and/or school registration including: ● Obtaining physicals and vaccinations ● Dental exams ● Completing paperwork ● Birth certificates and vaccination records ● Registration information in a language parents can understand	Broadly, the CNA SDP Committee proposed that the MEP efforts to address priority early childhood concerns include: ● Complete a needs Assessment for all P3-12 students. ● Prioritize and provide instruction for preschool age students. ● Support migrant student enrollment in preschool programs. ● Develop a statewide curriculum for three- and four-year-olds, modeling developmentally appropriate services and lessons for parents to provide. ● Assist migrant families with physicals, immunizations, and documents required for school enrollment. ● Provide guidance with screening appointments ● Assist with transportation to school for physical and immunizations. ● Train staff about registration requirements. ● Identify transportation options for individual programs and districts. ● Migrant staff assist with appointments and providing documents to schools. ● Assist with transportation per program and district guidelines to facilitate student attendance. ● Create partnerships with community volunteers who can help transport families to enroll for preschool. ● Advocate with districts to include migratory youth in preschool transportation where available. ● Train MEP staff on developmental milestones. ● Promote the benefits of preschool to migratory families. ● Look for volunteers to assist with watching students before and after school.
Not all children whose families wish to enroll them have access to transportation to attend preschool and usually cannot access preschool mobile buses due to requirements that a parent to attend with the child.	
Migratory families are less likely to enroll three- and four-year-olds in preschool than their non-migratory peers.	
Students are often unable to access half-day preschool when before and after preschool childcare is not available.	
Migratory preschoolers experience inconsistent services due to insufficient numbers of and frequent changes in migratory personnel.	
Families often lack access to preschool and kindergarten enrollment support and information, including due to school and district information sessions held when they cannot attend or are not present in the state.	
Migratory preschoolers are often not ready for kindergarten as evidenced by Brigance screening results due to a lack of access to preschool.	

Priority Concerns	Proposed Solutions
Parents have difficulty using educational materials without modeling or guidance. The overall health of preschool students, especially dental health, hinders their ability to prepare for school.	● Facilitate enrollment in childcare where available. ● Promote mobile preschool bus utilization where piloted. ● Provide continuous migrant staff training and support for preschool services. ● Encourage electronic collection of required documentation for school enrollment to share via secured connection with districts and schools. ● Community collaboration for mobile registration events could increase migratory family access to registration. ● Encourage districts and schools to hold enrollment events during evening and weekend hours. ● Statewide curriculum/suggestion for staff members to follow in order to provide developmentally appropriate services and lessons. ● Use the MEP Preschool screener to develop individual learning plans and to establish Kindergarten readiness needs. ● Model how parents can use preschool materials to assist their children through events and at home. ● Provide dental hygiene items and teach families and preschoolers good dental hygiene habits.

ELEMENTARY

The State Performance Targets for Elementary School students were established following the methodology recognized in the Kentucky State ESSA Plan.

State Performance Target: Reading	Increase the KSA Reading migrant student percent proficient to 42% by SY 2027-28.

State Performance Target: Mathematics	Increase the KSA Mathematics migrant student percent proficient to 39% by SY 2027-28.

Table 13. STEAM Reading and Mathematics Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Students are reading below grade level. Students have trouble with controlling emotions. Both students and parents have challenges accessing education and information due to the lack of English being their native language. Migrant parents do not understand or have resources to help support students with homework completion. Migrant students sometimes do not attend school on a regular basis or participate in the MEP summer or other summer programs. Parents often lack the information and documentation needed for school registration due to language barriers and knowledge gaps. Student participation in after school tutoring or extracurricular activities is limited by a lack of transportation. Migrant students' math scores are low due in part to limited math foundational skills.	Broadly, the CNA SDP Committee proposed that the MEP efforts to address priority STEAM Reading and Mathematics concerns include: ● Complete a needs Assessment for all P3-12 students. ● Prioritize and provide instruction for elementary age students. ● Develop effective relationships with school districts. ● Develop effective relationships with outside agencies. ● Facilitate school enrollment and attendance. ● Locate resources to assist such as: ▪ After school tutoring, RTI classes to assist with homework ▪ Communicate and model with parents ways to help support with homework completion at home. ▪ Parent PD or Parent Involvement Night that addresses homework help. ● Make referrals to: guidance counselors, outside agencies that offer counseling, SEL programs, Big Brothers/Big Sisters, Mentor program, teaching self-coping techniques/breathing techniques. ● Provide mental health training. ● Provide translation by using: bilingual staff, language apps, resources, partner with churches that provide English classes, IDRC resources-TOPs books and audio files. ● Educate parents to self-advocate. ● Work with school districts to ensure that communications are in a language that families can understand. ● Educate parents on sending in parent or doctor notes when students are absent. ● Refer students to RTI, after school tutoring

Priority Concerns	Proposed Solutions
Migratory students experience health related barriers to a strong education such as insufficient dental care, lack of primary healthcare, or vision challenges due to costs, challenges completing forms and scheduling appointments, and poor diet/nutrition.	● Provide parent resources to use at home-i.e. (flashcards, sight words, books on their reading level) Also model how to read with their child/children at home. ● Provide migrant tutoring as needed in class or after school. Provide reading PD-sight words, phonics, struggling readings, etc. ● Migrant staff PD on identifying signs of dyslexia. ● Provide 3 hours of Reading PD per tutoring staff member either online or within their own district. ● Educate parents about: ○ district attendance policies and state truancy law. ○ summer slide and the importance of continued summer learning. ○ completing EHO forms, sending notes for absences, doctor's appointments, etc. ○ required documents needed for preschool, K, and regular elementary registration. ○ Infinite Campus parent and student portals to check grades, attendance, and online registration when available ● Advocate with districts to provide language appropriate materials for families in your area. ● Assist with scheduling appointments for physicals, immunizations, etc. Provide phone numbers and addresses and model appointment scheduling. ● Set dates for parents to come and complete school registration.

SECONDARY AND GRADUATION

State Performance Target: Graduation	Increase the average four-year cohort graduation rate for migrant students to 88.3% by 2028.

Table 14. Secondary Priority Concerns and Proposed Solutions

Priority Concerns	Proposed Solutions
Students are often unable to complete the courses required for graduation because of incorrect course placement, district course sequence differences and previous transcript interpretation.	Broadly, the CNA SDP Committee proposed that MEP efforts to address priority secondary concerns include: ● Complete a migrant needs assessment for all students. ● Prioritize students for instruction and determine content focus area based on student needs. ● Provide data-driven reading instruction to PFS middle and high school students. ● Provide instructional services determined in the needs assessment. ● Collaborate/coordinate with school districts and build relationships with school personnel (e.g., counselors, principals, DPPs). ● Annual Transcript Review: Review high school student schedules and transcripts before each school year. ● Career Planning Meetings: Hold TRC meetings with students early in the school year to set career or college goals. ● Persistence Monitoring: Run persistence-to-graduation and transient population reports to identify at-risk students. ● Coordinate with school staff to include socialization opportunities within migrant students' schedules. ● Parental Education: Inform parents about graduation requirements to support student accountability. ● Coordination for EL Services: Work closely with district EL coordinators to ensure students receive outlined services. ● Language Access: Ensure districts communicate events in families' languages. ● Resource Awareness: Educate families on transportation options and available school resources. ● Parental Resource Training: Model English language development resources for parents and connect them with community resources. ● Digital Access: Identify programs that provide internet and devices to support online language development.
Educators sometimes are unaware of the specific challenges faced by migratory students and families, such as the impact of interrupted education and limited socialization.	
Migrant students face significant challenges in accessing essential language and instructional support they need to succeed, including limited instructional time, conflicting schedules, and lack of access to district instructional support services. Migrant students experience many barriers to learning in the classroom due to lack of EL support in the classroom, having trusted adults/teachers that they can ask questions in their language to understand the foundational knowledge necessary to complete assignments given to them.	
Families often lack knowledge of migrant education program resources, district resources, and policies that affect their children including graduation requirements. Parent school engagement is limited by communication barriers, limited transportation, and lack of information unaware of the resources and policies in place for migrant education.	

Priority Concerns	Proposed Solutions
Migrant students often lack knowledge of extracurricular activities, which limits their school engagement and social connections.	• Community Referrals: Refer families to local organizations such as Adult Ed programs and libraries for additional academic support. • Awareness of Tutoring Programs: Ensure families know about after-school and community tutoring options. • Offer bi-annual workshops for parents on academic standards, curriculum expectations, and tips for supporting homework and studying, with materials available in their native languages. • Income-Based Resources: Provide families with information on income-based health assistance. • Cultural Sensitivity Outreach: Distribute materials in native languages to educate on available culturally responsive mental health services. • Resource Guide: Create and provide a community resource guide in relevant languages. • Service Education: Host workshops to explain local resources and how to access them. • Facilitate school enrollment and attendance.
Students often need additional English language development to succeed academically. ESL teachers sometimes help high school students with core content rather than ESL. Many parents, with limited English proficiency and few resources, are unable to assist their children at home, further hindering language progress and academic achievement.	
Migrant parents may not be familiar with U.S. academic standards, which limits their ability to support their children's progress.	
MEP parents are concerned about accessing affordable, culturally responsive health services, including mental health, in a language they can understand.	
Cultural barriers often prevent high school migrant students from seeking mental health services.	
Migrant families face language and knowledge barriers that hinder their ability to access community services.	
Secondary students who do not have a social security number may have difficulty applying to jobs, applying to college or seeking financial aid.	

OUT-OF-SCHOOL YOUTH

State Performance Target: OSY	Provide and coordinate support services that meet the needs of all students.

The NAC identified priority concerns for OSY, shown in Table 15 below. Proposed ways to address these concerns are also summarized.

Table 15. OSY Priority Concerns & Proposed Solutions

Priority Concerns	Proposed Solutions
Migratory OSY face barriers to receiving instructional services that include time (availability, length of stay), transportation, gaps in education, and language barriers. OSY are not proficient in English, limiting their ability to access and utilize services. OSY face barriers to healthcare, including due to time, transportation, language barriers, lack of resources, and limited finances. OSY require mobile services that are not often available, and timely access to MEP resources on arrival, when they need them most. OSY speaking other than English or Spanish or from non-traditional cultural backgrounds often lack access to services or support.	Broadly, the CNA SDP Committee proposed that MEP efforts to address priority OSY concerns include: • Determine OSY needs and aid them in accessing necessary services. • Support OSY seeking academic services in their academic growth, assisting in plans for both academic and language instruction where needed. • Be flexible for students' work schedules, including nights and weekends. • Provide lessons in the home, workplace or local location. • Check in with OSY on a monthly basis to see if there are new needs. • Inform OSY of educational opportunities based on individual need and OSY profile. • Provide lessons that pertain to health care, life skills and EL, as requested. • Provide lessons in the home or workplace when students are available. • Provide bilingual material. • Provide information about local clinics. • Provide materials (hygiene kit, first aid kit, blankets, sleeping bags, pillows, clothing, gloves, towels) to students that tie into mini lessons regarding being healthy and safe. • Provide hygiene kit during the initial visit and other materials can be provided with mini lessons. • Connect students with available resources (healthcare, instructional, welfare) in the community that offer financial assistance through resource books. • Complete the OSY Profile within 30 days of completing the COE. • Encourage and train staff to complete the OSY Profile when completing the COE. Show exact steps on MIS2000. • Complete OSY Profiles once each school year.

IMPLICATIONS AND CONCLUSIONS FROM THE 2024 CNA

Six themes traced to the unique educational needs of migrant students emerged within the needs assessment process:

Migrant students face barriers to school enrollment and access. In many cases, the combination of limited transportation, language barriers including registration materials in languages they don't understand, limited knowledge of U.S. education system expectations, and general reluctance to engage with institutions, reduces migrant student school enrollment.

Migrant student mental health and wellness remains a critical concern. Across age groups, each subcommittee identified the unique challenges that migrant students face that heightened their needs related to mental health and well-being. The solutions differ by age group and range from more in-person and connective services to increased attention to assisting students and families in accessing school and community based mental health resources and professionals.

Migrant students need strong connection and engagement to succeed. Migrant families and youth often have limited community, school and social connections to support their engagement and resilience both within and outside of school. Kentucky migrant programs therefore strive to provide experiences and services that connect and engage migrant youth and families, including connecting migrant families with schools and school staff.

Migrant student school attendance and engagement is increasingly challenging to sustain. Committee members identified rising challenges to school attendance and overall school engagement that make it difficult to pursue educational services and outcomes. Attention to school connection, working with parents to understand attendance expectations and truancy laws, and facilitating school/family communication are important.

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 age migrant children.

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

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

SERVICE DELIVERY PLAN

Service delivery planning uses the priorities identified in the CNA to provide a framework for the state MEP, building on existing programs while making modifications, expansions and deletions to meet the evolving needs of eligible migrant students and families in Kentucky. The Kentucky SDP Committee met multiple times in fall 2024 through February 2025 to review the SDP process, the MEP structure in Kentucky, and the 2024 CNA. To work toward developing or modifying statewide program strategies, participants were asked to focus on helping the KYMEP develop and articulate a clear vision related to:

1) the needs of Kentucky's migrant children;
2) the MEP's measurable outcomes and how they help achieve Kentucky's state performance targets;
3) the services the KYMEP will provide on a statewide basis; and
4) how to evaluate whether and to what degree the program is effective.

Results are shown in each of the sections that follow, including a description of the process, concern statements and priority solutions, and plans for each major component of the KY MEP.

SDP PROCESS

This SDP is the product of collaboration between KYMEP, content experts and external consultants. They have guided KDE in identifying statewide goals and strategies for raising academic achievement for migrant youth in the state based on the findings and priorities from the 2024 CNA. KDE contracted with Arroyo Research Services (ARS) to facilitate the SDP process. Appendix A lists SDP committee members who contributed their research-based knowledge, experience serving migrant students and their families, and expertise in educational programming to help review and update the KYMEP Service Delivery Plan.

The SDP committee met in December 2024, February 2025 and March 2025 to review the CNA, refine solution strategies, discuss evaluation measures and strategies for communicating the SDP at the regional and local levels, and review and update the existing SDP strategies.

The KYMEP is committed to building the knowledge and capacity of service providers statewide and to assist them in engaging with different elements of the revised SDP. The state MEP plans to conduct information sessions to introduce the revised SDP, explain the concerns that prompted key revisions, and obtain feedback from MEP service providers.

The MEP is also dedicated to increasing migrant parent participation in program decision-making by providing trainings on parent advisory councils (PAC). Parents will be introduced to the various service delivery strategies that the MEP proposes to deliver, and they will be asked to discuss how the needs of their children might best be met. More details are provided in the Parent Involvement Plan section of this SDP.

MEASURABLE PROGRAM OUTCOMES

Where State Performance Targets are designed to establish target performance for all students, 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 State Performance Targets and MPOs across the five goal areas of reading, mathematics, high school graduation, school readiness, and OSY are shown in Table 7.

Focus Area:	State Performance Target[1]:	Measurable Program Outcome (MPO):
Reading	Increase the KSA Reading migrant student percent proficient to 42% by SY 2027-28.	Each year beginning in Fall 2025, 50% of PFS migrant students who receive two or more supplemental migrant services per week will demonstrate growth on the KSA Reading assessment.
Mathematics	Increase the KSA Mathematics migrant student percent proficient to 39% by SY 2027-28.	Each year beginning in Fall 2025, 45% of PFS migrant students who receive two or more supplemental migrant services per week will demonstrate growth on the KSA Mathematics assessment.
Graduation	Increase the average four-year cohort graduation rate for migrant students to 88.3% by 2028.	By fall 2027, 90% of high school migrant students will be on track to graduate as indicated by the MEP Transition Ready Checklist.
		By spring 2028, at least 90% of high school students targeted for supplemental academic services who receive two or more supplemental services per week will be on track to graduate.
Early Childhood	Increase the overall percentage of migratory Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN/Brigance) to 60% in 2027- 28.	By spring 2028, 65% of migrant preschool age children enrolled in preschool or receiving 10 or more in home service contacts in the prior year will demonstrate kindergarten readiness on the Kindergarten Readiness (KR/Brigance) assessment.
OSY	Provide and coordinate support services that meet the needs of all students.	By spring 2028, 85% of OSY who receive English language instruction will demonstrate improved language proficiency based on pre and post testing of lessons used.
		By the end of project year 2027-2028, 50% of migrant students who drop out of school will be contacted by the MEP within 30 days and will complete an OSY Profile.

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 need. 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.

[1] Following the KY State ESSA Plan formula for determining subgroup progress (50% of the gap between 100% proficient and the subgroup baseline by 2030) for reading, mathematics and graduation using the 2022-2023 Migrant Student baselines of 23% proficient for Reading, 19% proficient for Mathematics, 4-year graduation rate of 86.1%, and 5-year graduation rate of 85%, and calculating a 5 years progress (2023 to 2028) toward the 10 year long term goal.

Table 16. Early Childhood Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Prioritize and provide instruction.	**1.1** Complete a migrant needs assessment for all P3-12 students. **1.2** Prioritize and provide instruction for preschool age students following the KY MEP PreK curriculum where applicable. **1.3** Support migrant student enrollment in preschool programs **1.4** Develop effective relationships with school districts. **1.5** Develop effective relationships with outside agencies. **1.6** Administer the migrant preschool screener for each migrant preschool age child if a district screener has not been completed. **1.7** Provide home visits monthly to provide instructional services for students and model for families who do not attend a public preschool. **1.8** Provide parents with strategies, materials and resources to help them understand their role in their child's education and to support their child's learning at home. **1.9** MEP direct service providers must attend training from an annually approved list on evidence-based strategies related to MPOs.	Percentage of migrant preschool age children with preschool assessment results using Brigance, district preschool assessments or the migrant preschool screener. Target: increase the percentage of migrant preschool age children assessed to 60% Number/percentage of preschool age migrant youth not enrolled in a preschool who receive preschool readiness skill development once per month. Target: 40%	● Develop effective relationships with school districts to coordinate and collaborate with services. ● Develop relationships with other preschool programs such as Head Start to encourage more migrant students to attend. ● Establish a working relationship with the refugee centers and international centers in your region to get additional resources to help students.

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Promote preschool attendance for migrant students	**2.1** Facilitate school enrollment and attendance. **2.2** Collect and monitor school attendance.	Percentage of migrant children enrolled in preschool	● Engage and educate parents and students on the importance of school attendance. ● Provide resources and information to parents about preschool screeners, open houses and enrollment options. ● Provide information and resources to parents about enrollment requirements and access to necessary health services such as immunizations. ● Coordinating and collaborating with schools on attendance. ● Assist parents in cultivating a meaningful and trustful relationship with the school.

Table 17. Elementary Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Prioritize and provide instruction based on student needs.	**1.1** Complete a migrant needs assessment for each migrant student when student grades are finalized at school. **1.2** Monitor students throughout the year and determine whether they are meeting indicators. **1.3** Prioritize students for instruction and determine content focus area. **1.4** Supply families with materials and activities that match their children's reading and interest levels – bilingual/in their native language and English if available. **1.5** Prepare differentiated parent resources (graphing tools, homework dictionary, manipulatives, etc.) as appropriate that address the literacy needs of their children (ask teachers for suggestions). **1.6** Provide instruction based on identified student needs using evidence-based instructional resources. **1.7** Identify and share technology resources that can be accessed in the home (e.g., ¡Colorín Colorado!) **1.8** Collect student performance data during every grading cycle. **1.8** Monitor student progress via *Infinite Campus*. **1. 9** During the school year, provide at least two reading or math instructional	Number/percentage of PFS students receiving migrant funded academic services Number/percentage of PFS students receiving two or more instructional services contacts per week Number/percentage of all migrant students receiving two or more instructional services contacts per week Number/percentage of summer school students receiving 25 or more hours of summer instruction Percentage of migrant students participating in summer programs Number of school/district trainings about KYMEP services	● Provide access to transportation if the district allows. ● Provide one-on-one in-school support targeting math and reading. ● Collect student performance data during every grading cycle. Monitor student progress via Infinite Campus. ● Ensure students are enrolled in various programs to help them meet their academic needs (RTI, special education, English Learners, after school tutoring, before school tutoring, etc.). ● Provide computer literacy training for students and families. ● Provide MEP funded supplemental instruction in math and reading via before and after school tutoring. ● Increase frequency of before and after school tutoring, including one-on-one in-school and at-home instruction, either MEP or district funded. ● Provide summer learning programs that offer at least 25 hours of instruction. ● Train MEP staff on the process of language acquisition. ● Provide information through community outreach. ● Ensure MEP staff know age requirements for school enrollment and pass information to families.

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
	services per week for PFS students, at least one of which must be MEP funded. **1.10** Develop effective relationships with school districts. **1.11** Develop effective relationships with outside agencies. **1.13** MEP direct service providers must attend training from an annually approved list on evidence-based strategies related to MPOs.		
Promote school engagement	**2.1** Facilitate school enrollment and attendance. **2.2** Collect and monitor report cards for school attendance. **2.3** Help parents/students to establish and strengthen relationship/ communication with teachers and/or other caring adults at school. **2.4** Promote and encourage student participation in extracurricular activities.	Number of parents assisted with school communication or advocacy Number/percentage of migrant students who participate in extracurricular activities	● Engage and educate parents and students on the importance of school attendance. ● Coordinating and collaborating with schools on attendance. ● Help parents understand when to send notes to school for absences, etc. ● Assist students and parents in cultivating a meaningful and trustful relationship with one or more caring adults within the school building. ● Promote the Kentucky Collaborative for Families and Schools.
Promote parent/student access to school in languages and formats that they understand.	**3.1** Create opportunities to describe the unique needs of migrant students and families to school staff. **3.2** Assist schools in reducing/removing barriers for effective communication.		● Advocate on behalf of families with local school districts to facilitate and promote the distribution of educational information to parents in their (home language) and in a format and level that is easy to understand. ● Facilitate widespread use of approved translation apps to foster communication with students and families. ● Promote access to interpreters, translated materials, bilingual glossaries, basic language instruction for staff. ● Leverage technology to help parents read/understand what is being sent home to them. ● Help parents/families learn to find and access. information from districts (e.g., calendars, sign-ups for notifications, grades, portals, announcements).

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Promote access to health services (physical and mental).	**4.1** Facilitate access to physical and mental health services for migrant students **4.2** Assist parents and students in locating resources.		● Maintain lists of health service providers. ● Provide transportation for parents/students to access health services if district allowed. ● Coordinate with districts/schools to provide services on-campus. ● Facilitate contact with community organizations to help parents access services.
Provide summer learning experiences.	**5.1** Provide at least 25 hours of summer instruction that includes mathematics and reading/language arts through summer programs.	#/% of elementary school age children present in summer receiving summer instructional services that include reading/language arts and mathematics #/% of elementary school age children present in summer receiving 25 or more hours of summer instructional services that include reading/language arts and mathematics	

Table 18. Secondary and Graduation Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Provide supplemental instruction based on student needs.	**1.1** Complete a migrant needs assessment for all students. **1.2** Prioritize students for instruction and determine content focus area based on student needs. **1.3** During the school year, provide at least two reading or math instructional services per week to PFS middle and high school students. **1.4** Provide instructional services determined in the needs assessment **1.5** Review and update grade 9-12 students' transition ready checklist once between August and December, and once between January and May. Update short-term goals twice per year; update long-term goals at least annually. **1.6** Supply families with materials and activities that match their children's reading and interest levels, including bilingual/in their native language and English if available. **1.7** Prepare differentiated parent resources (graphing tools, homework dictionary, manipulatives, etc.) as appropriate that address the literacy needs of their children (ask teachers for suggestions). **1.8** Identify and share technology resources that can be accessed in the home (e.g., ¡Colorín Colorado!). **1.9** Collaborate/coordinate with school districts. **1.10** Collaborate/coordinate with outside agencies. **1.11** MEP direct service providers must attend trainings from an annually approved list on evidence-based strategies related to MPOs.	Percentage of students with completed migrant needs assessment Percentage of high school (9-12) students with updates to their transition ready checklist a) between August and December and b) between January and May Number/percentage of migrant students receiving two or more supplemental services contacts per week by PFS status. Number/percentage of high school students who met a short-term goal identified in their MEP transition ready checklist.	● Develop relationships with local schools and districts. ● Provide training to school staff on migrant students and the challenges faced. ● Facilitate relationships between districts, schools and outside agencies. ● Provide support and information on post-secondary options for migrant students. ● Utilize existing tools to help prioritize at-risk students.

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Promote school engagement	**2.1** Facilitate school enrollment and attendance. **2.2** Collect and monitor report cards for school attendance. **2.3** Help students establish and strengthen relationship/communication with teachers and other caring adults at school. **2.4** Promote and encourage student participation in extracurricular activities. **2.5** Complete the transition ready checklist quarterly for students in grades 9-12 to ensure students are on track and attending extracurricular activities.	Percentage of migrant students in extracurricular activities Number of parents assisted with school communication or advocacy	● Engage and educate parents and students on the importance of school attendance. ● Coordinate and collaborate with schools on attendance. ● Provide information to students about the importance of attendance. ● Assist students in cultivating a meaningful and trustful relationship with one or more caring adults within the school building. ● Assist students in developing extracurricular interests and participate in these activities in school and community. ● Provide transportation to extracurricular activities if district allows.
Promote access to mental health services	**3.1** Facilitate access to mental health services for migrant secondary students	Number of students referred to mental health services.	● Provide transportation for parents/students to access health services if the district allows. ● Participate in KDE training for MEP staff on mental health issues and trauma response. ● Coordinate with districts/schools to provide mental health services, such as counseling, on-campus. ● Provide local trauma informed intervention teams. ● Facilitate contact with community organizations to help parents and students access services.

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Maintain school connection among students who have recently dropped out of school	**4.1** Contact and provide services to students who recently dropped out of a Kentucky school **4.2** Complete an OSY profile to determine needs for students	Number of students who dropped out of school and were contacted within 30 days. Number/percentage of students with an OSY Profile completed after leaving school Number/percentage of students who receive services after dropping out of school by PFS status Number of students who dropped out of school who either return to school or enter a GED/HSE program	● Maintain relationships with local GED programs ● Identify a MEP contact for each student who drops out of school

Table 19. OSY Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Provide OSY services based on their identified needs.	**1.1** Determine OSY needs and aid them in accessing necessary services. **1.2** Complete an OSY Profile within two weeks of enrollment **1.3** Contact each OSY at least once per month **1.4** Support OSY seeking academic services in their academic growth, assisting in plans for both academic and language instruction where needed. **1.5** Collaborate/coordinate with outside agencies as needed. **1.6** Provide life skills lessons and/or language instruction as needed or requested	Percentage of OSY with a completed OSY Profile; percentage who complete the OSY Profile within two weeks of enrollment Percentage of OSY with at least one service/contact per month Percentage of OSY completing at least one life skills lesson	Provide a variety of tools and lessons for OSY to study. Provide OSY information about community education services. Provide OSY with transportation options if the district allows. Provide language instruction and support. Create flexible work schedules for MEP staff. Reach out to student teachers/college interns as volunteers to assist with providing services. Provide training to staff on best practices for providing services to OSY.
Provide OSY access to materials in a language and format they can access.	**2.1** Ensure accessibility of OSY instruction and services **2.2** Provide technical assistance and support to ensure effective access to devices, digital tools and learning/communication platforms.		● Provide OSY students with mini lessons or online lessons. ● Provide additional language instruction and support both through MEP and outside agencies. ● Instruct OSY on technical literacy. ● Identify community volunteers that speak different languages. ● Partner with other agencies with multilingual/ cultural staff. ● Use apps that have translation capabilities when available. ● Work with companies that provide language line services.

Table 20. Parent Services

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Support migrant parents in the education of their children.	**1.1** Provide parents with appropriate information. **1.2** Provide home visits and trainings to parents that focus on literacy development. **1.3** Assist parents and students in locating resources. **1.4** Help students and families identify resources for mental health issues. **1.5** Work with teachers and schools to ensure that migrant student mental health needs are being addressed. **1.6** Collaborate/coordinate with outside agencies as needed.	Number of students supported with referrals to outside agencies	● Survey parents and staff on parental involvement events. ● Conduct a small "impact" study after large events or series of events to see if/how parents have been able to use the information. Determine what changes resulted from participation in the event(s). ● Develop effective relationships with school districts to coordinate and collaborate with migrant services ● Create accessible resources for parents to help support their children at home. ● Develop effective relationships with parents to coordinate their moves and enrollments. ● Tailor topics to the ages and reading levels of children whose parents participate. ● Dedicate at least one PAC/PI meeting to the theme of literacy. ● Engage and educate parents on college and career readiness. Share the transition ready checklist with parents. ● Provide at least one parent involvement meeting per year on the importance of mental health and available community services. ● Engage parents in activities that support development of foundational skills model lessons with parents when we conduct tutoring at home or preschool monthly lessons.
Promote school engagement	**2.1** Collaborate/coordinate with school districts. **2.2** Facilitate school enrollment and attendance. **2.3** Collect and monitor school attendance. **2.4** Help parents/students to establish and strengthen relationship/communication with teachers and/or other caring adults at school.		● Engage and educate parents and students on the importance of school attendance. ● Coordinating and collaborating with schools on attendance. ● Create resources specific to migrant parents on a variety of topics including parental engagement. ● Assist parents in cultivating a meaningful and trustful relationship with the school. ● Provide transportation to parent involvement events if district permits.

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
	2.5 Host parent involvement events.		● Provide parent involvement events to help parents understand Infinite Campus, student grades, graduation requirements, transcripts, district assessments, and MSIX Consolidated Reports, Individual Education Plans, Program Service Plans
Promote parent/student access to school in a language that they understand.	**3.1** Create opportunities to describe the unique needs of migrant students and families with schools and community partners. **3.2** Assist schools in reducing/removing barriers for effective communication, including access to platforms and formats that parents can understand.		● Advocate on behalf of families with local school districts to facilitate and promote the distribution of educational information to parents in their (home language) and in a format and level that is easy to understand. ● Ensure that parents receive support and materials from schools in a format that they can understand. Advocate for parents to understand their civil rights. ● Facilitate widespread use of approved translation apps to foster communication with students and families. ● Promote access to interpreters, translated materials, bilingual glossaries, basic language instruction for staff. ● Leverage technology to help parents read/understand what is being sent home to them. ● Help parents/families learn to find and access information from districts (e.g., calendars, sign-ups for notifications, grades, portals, announcements)

Service	Required Service Strategies	Implementation Indicators	Suggested Implementation Methods
Conduct Parent Advisory Council Meetings	**4.1** Conduct Parent Advisory Council Meetings once between August and December and once between January and May. **4.2** PAC meetings should focus on how to improve the MEP and move it forward.		Sign in sheets, agendas, parent feedback

IDENTIFICATION AND RECRUITMENT

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.

The KYMEP state office administers ID&R efforts in the state, with assistance from the regional migrant offices. Part of each LEA's yearly allocation for their local MEP is designated for ID&R efforts. LEAs use these funds appropriately to hire recruitment staff, attend and/or provide ID&R training, and implement their local quality control plans. The KYMEP ID&R manual, which is revised and disseminated annually, explains the rules and procedures for the state program, including recruitment strategies, proper eligibility determinations, roles and responsibilities of ID&R staff, quality control and effective communication with parents.

When a new recruiter is hired, the regional staff provide training and KDE provides intensive face-to-face training quarterly. Best practice is that this training is held within two to three weeks of the hiring date. KDE provides new recruiters with a link to the google classroom where they will complete modules consisting of each of the following areas:

- Knowledge of the history of the MEP
- Knowledge of all MEP eligibility definitions
- Understanding of the decision-making process of the certificates of eligibility (COEs)
- Knowledge of Kentucky agricultural production and processing activities
- Knowledge of temporary and seasonal employment, Kentucky relies on the assurances of the worker and/or employer to establish a temporary period for the work
- Best practices for finding migrant families and OSY
- Proficiency in accurately, completely, and clearly filling out all sections of the COE
- How to use the MIS2000 web app to accurately record services
- Completion of the Electronic COE (ECOE)
- Knowledge of a variety of scenarios that need additional comments beyond what is normally recorded on the COE to demonstrate that the children are eligible for the MEP

KDE also provides ongoing assistance to regions and districts in the following ways:

- Work with regional coordinators to view counties within the region to survey where potential migrant families or OSY may reside
- Coordinate efforts within KDE and among other state agencies
- Annually review each local and regional program's ID&R plan
- Update the written quality control procedures
- Coordinate state and regional coordinator's meetings
- Assist and provide technical assistance as needed at regional meetings
- Monitor recruiters and provide additional assistance with COEs
- Create re-interview procedures
- Develop practices to ensure the safety of recruitment staff
- Review ECOEs in a timely manner
- Offer Professional Development Training in ID&R

KDE offers new recruiter training for new hires, holds quarterly clerk meetings to review migrant data collection procedures and bi-monthly regional coordinator meetings to discuss overall program operation.

Re-Interviews

Each year KDE conducts internal re-interviews. Currently KDE uses the regional recruiters to conduct these re-interviews. Regional recruiters conduct a minimum of 15 re-interviews throughout their respective regions from a random sample of students provided by KDE. Initial re-interview results are sent to KDE who, in turn, passes the information to a re-interview panel for final review of eligibility. KDE compiles a report based on the re-interview panel findings to send back out to the regions. Districts are given a set time to submit a contesting form for any findings before a final determination of eligibility is made. The final report of eligibility is created by KDE to determine the state defect rate.

PRIORITY FOR SERVICE

Federal law requires that the MEP must provide services first to migrant students who have been identified as PFS. Section 1304(d) of the most recent reauthorization of the ESEA revised the definition of PFS to specifically include students who have dropped out and to include students who moved at any point during the prior year: In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous one-year period and who (1) are failing, or most at risk of failing, to meet challenging state academic standards or (2) have dropped out of school.
In response to OME guidance that state MEPs must identify which migrant students are priority for service, the KYMEP identifies PFS students as follows. The student must have had a QAD within the previous 12 months and must be failing or at risk of failing as verified by state assessments, grades and/or district assessments. The KYMEP uses a numerical rating scale based on a set of criteria; children scoring at a five or higher in at least two areas are considered PFS. The following bullets are the criteria used on the needs assessment form to evaluate PFS designations, with point values assigned to each item ranging in value from zero to four points depending on the criterion. In general, a student is PFS if their Qualifying Activity Date is within the past 12 months and two or more conditions on the list below are true.

Preschool (3-5 years old)

- Student speaks limited English.
- No access to preschool.
- Student qualified for preschool based on disability.

K-12 Students

- QAD within the last 12 months.
- Has a current IEP.
- Has received a score less than 5 on the WAPT/WIDA Access test in speaking, listening, reading, writing.
- Academic Performance:
    - Has demonstrated low academic performance during present academic year and under the current COE (e.g., one or more Fs in two or more different core subject areas or 2 Ds in two or more core subject areas. Core subject areas include reading/language arts, mathematics, science and social studies.)

    - Has scored novice on the Kentucky State Assessment (K-PREP) in these areas: reading, math, science, social studies, other.
- Retained/over age:
    - Student retained any time in the student's academic career.
    - Student is over age for reasons other than grade retention (foreign school system).
- Student has dropped out of school (automatically qualifies).
- Is not on grade level in reading, math and/or science or social studies based on district assessments.
- In the current school year, student has missed 10 plus days.
- Student is enrolled in GED program.

The needs assessment form also references the following items:

- By Kentucky definition, student is considered "homeless"
- Immunizations are up to date for Kentucky requirements for school enrollment.
- Medical alert, chronic, acute or none.

Staff are trained on the needs assessment during their initial training with the migrant program as well as annually at our September paperwork training. We review all the forms and policies at that time.

PARENT INVOLVEMENT PLAN

Parent involvement is a required and integral component of Title I, Part C. The KYMEP conducts and supports parent involvement activities and meetings, including statewide and regional PACs, to empower parents to better advocate for and support their children's academic success. Increasing educational support in the home was a key concern of stakeholders confirmed by the CNA process.

The KYMEP parent involvement plan is based on the statewide objectives identified by the Commissioner's Parents Advisory Council (CPAC) in the Missing Piece of the Proficiency Puzzle[2]:

- Relationship-building: Migrant education staff builds productive, personal relationships with parents of all students.
- Communications: Two-way information in many forms flows regularly between MEP staff and migrant parents about students' academic achievement and individual needs.
- Decision-making: MEP staff encourages, supports and expects migrant parents to be involved in MEP program improvement decisions and to monitor and assist in implementing suggested improvements.
- Advocacy: For each migrant student, the MEP staff identifies and supports a parent or other adult who takes personal responsibility for understanding and speaking for each child's learning needs.
- Learning opportunities: MEP staff ensures that families have multiple learning opportunities to understand how to support children's learning.
- Community partnerships: MEP staff engages and partners with community members to plan and implement substantive work to improve student achievement.

The program continues to build on the services provided at the regional and local levels to engage migrant parents in support of their children's academic success. Integral to each of the content area strategies is parent

[2] Commissioner's Parents Advisory Council. (2007, June). The Missing Piece of the Proficiency Puzzle: Recommendations for Involving Families and Community in Improving Student Achievement. Frankfort, KY: Kentucky Department of Education.

involvement. In order to build and maintain capacity within the district and regional MEPs to involve migrant parents in decision-making, KDE has initiated staff development and ongoing technical assistance. Mentees and mentors are identified through the state's annual program monitoring. Mentee programs are then partnered with programs that have exemplary parent involvement/PAC practices. Figure 12 depicts the relationship between the state, regional, and local PACs.

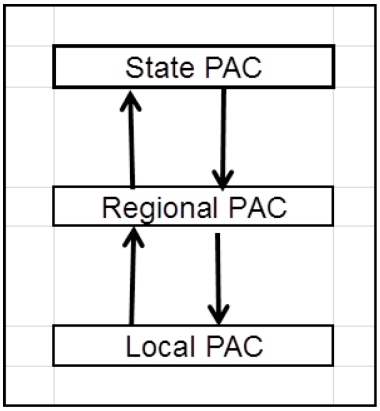


Figure 12. KYMEP PAC Structure

The state holds one PAC meeting annually, typically in the spring, based on parent input. The mission of the KYMEP PAC as established by PAC members is "to improve the educational program that will lead to success within the community." The PAC is responsible for assisting the KYMEP with the Comprehensive Needs Assessment, reviewing and improving the Service Delivery Plan, providing meaningful programmatic feedback and disseminating information gleaned at the state PAC to the regional and local PACs. The state PAC consists of 15-20 parents and OSY solicited from and representing the four regional programs and local MEPs.

During each PAC meeting the members work together in small groups to provide feedback on services and various topics related to the current activities of the program. The PAC provides valuable input as to when and where they would like to meet through evaluations and voting. The PAC meets either face to face in a central location or via remote video depending on the needs of the PAC members and current health conditions.

The KYMEP's priority of parent and OSY input is evident in the SDP, regional and local program plans as well as budgets. Each program is required to budget a minimum of 1% of the allocation to PAC and parent involvement activities. The programs assist parents and OSY in obtaining transportation, childcare and necessary resources to participate in the meetings, as well as wage reimbursement when necessary. Each must also involve parents in the education of their children, form a PAC and convene a minimum of two times per year. Furthermore, the regional service centers are required to establish and convene a regional PAC a minimum of two times per year.

A Local PAC:

- should be comprised of a representative sample of parents or guardians, including OSY, of eligible migrant children and individuals who represent the interests of such parents;
- should meet two times per performance period;
- should provide members the meeting location, time and agenda well in advance;
- should schedule meetings that are convenient for members and accommodate their work schedules;
- should provide meeting agendas, minutes and other materials in a language and format that members understand;
- should establish meeting rules that support open discussion; and

- may use MEP funds to provide transportation, childcare or other reasonable and necessary costs to facilitate attendance.

The local MEP will retain copies of attendance records, meeting agendas, minutes and other relevant materials for auditing purposes by the KYMEP.

EXCHANGE OF STUDENT RECORDS

Transfer of student records is part of the KYMEP's comprehensive services to ensure the proper education of Kentucky's migrant students. The KYMEP manages student records and aids local school districts in records transfer as required in Section 1304(b)(3) of NCLB.

The KYMEP utilizes the MSIX system to ensure timely records transfer of migrant student academic and health records.

The KYMEP follows the OME mandated procedures for exchanging student records through the Migrant Student Information Exchange (MSIX) adopted by OME. SEAs are required to promote interstate and intrastate coordination for the educational continuity of migrant students and youth through the timely transfer of pertinent school records (including health information) when children move from one school to another, regardless of whether the move occurs during the regular school year [ESEA, Title I, Part C, Sections 1304(b)(3) and 1308(b)]. KYMEP uploads student records from its migrant student database to MSIX. In accordance with OME standards, Kentucky has adopted the Records Exchange Advice Communication and Technical Support (REACTS) Policy and Procedures Manual to articulate procedures and responsibilities for records exchange.

Kentucky has at least one MSIX user administrator per region based on its state administrative structure. These regional administrators can create and modify school- or district-level user accounts. MSIX users must read, understand and comply with the rules of behavior outlined in the manual and complete basic security awareness training. Front line educators use the system to make time-sensitive and appropriate decisions regarding enrollment, grade or course placement, and credit accrual. SEA staff members use the system for statistical analyses and quality control oversight.

When a clerk, state consultant, regional coordinator or recruiter receives a move alert from MSIX, he/she notifies the affected district or region of the move in order to sign up the family. Follow-up e-mails or phone calls are sent to the person notifying the state as a form of courtesy. Each of the four regions has its own quality control plan.

Kentucky creates several collaboration opportunities within MEPs and respective school districts and with school staff that serve migrant students. Specifically, SEAs and LEAs develop operational systems that seek to develop and support collaboration with other states on the exchange of migrant student data. MEP staff query MSIX data as part of their daily responsibility and have moved away from seeing it as an "add-on" task. By querying student data in a timely and systemic manner, personnel beyond the SEA will be knowledgeable about records transfer and ensure the continuity of services for children who migrate from one state or school district to another.

Minimum Data Elements (MDEs) are data fields that Kentucky must collect and maintain in its migrant student database in order to transfer that data to other states via MSIX. The MDEs are transmitted on an agreed schedule from MIS2000 to MSIX. The MEP/regional centers upload daily upon completion of the student's enrollment with the school district; immediately after the student has received his/her class assignments; at the end of every grade reporting period; at the end of every school term; and upon the student's withdrawal from school or from the MEP. The state MIS2000 server machine uploads to the MSIX daily. Any new or revised information that has been uploaded to the state MIS2000 server is uploaded to MSIX.

EVALUATION PLAN

As an integral component of the Cycle of Continuous Improvement, the KYMEP 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 programming decisions based on data.

Evaluation questions to be answered may include:

Implementation

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

Outcomes

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

The KYMEP 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.

Communicating the SDP

The SDP will be reviewed with local and regional coordinators during preliminary meetings in April 2022, with follow-up training regarding data collection and implementation at the Spring Academy April 13-14, 2022. KYMEP leaders including KDE officials, regional coordinators, and SDP and evaluation contractors will facilitate sessions to explain the SDP process and priorities. The Spring Academy offers an opportunity for MEP staff (local and regional) to ask for clarifications about solution service delivery strategies and evaluation measures and performance targets. Regional center coordinators will then hold regional meetings to communicate with their local district MEPs about the SDP and expectations about services and evaluation measures. Rollout of the SDP will be accompanied by professional development opportunities that relate to implementing the solution strategies (e.g., training on ways to tailor supplemental instruction to meet individualized student needs, particularly for ELs).

The SDP will be accompanied by an abridged version that will serve as an executive summary. This summary will contain an overview of the SDP legislative mandate and process and will feature the key solution strategies and measures for each content area. This document will be available to share with stakeholders outside of the MEP working in collaboration with the program (e.g., other federal title programs, community-based agencies that work with migrant families and youth, etc.).

Interim progress on implementation indicators and MPOs will be publicly published for review by all KYMEP stakeholders beginning in spring 2023 and updated each year.

Data are drawn from the following sources:

- **MIS2000:** MIS2000 is the KYMEP's student information system. It contains the definitive record of data associated with COEs, student enrollment in schools and MEPs, and services provided to migrant students. MIS2000 also contains some data on student academic performance, restricted primarily to state assessment results for migrant students.
- **KDE Assessment Data (KY School Report Card):** KDE's School Report Cards for the state and individual districts and schools include the authoritative record of state performance targets and actual outcomes for statewide KPREP results, EOC results and graduation.
- **Infinite Campus:** Attendance, grades, state assessment and KSCREEN results, and teacher of record is recorded. Data are available to MEP staff based on Infinite Campus access (e.g., state level has state edition only, districts have more specific access).
- **KYMEP Implementation Reports.** Where the above data sources lack appropriate detail for the purpose of reporting on implementation indicators or MPOs, additional data are collected directly from grantees through KYMEP Implementation Reports gathered twice each year.
    - **KYMEP program monitoring.** Additional information from KYMEP program monitoring also informs the KYMEP evaluation, particularly regarding detailed program implementation.

The evaluation plan uses a mixed methods approach that includes quantitative and qualitative analyses appropriate to the specific evaluation questions and data including descriptive statistics, trend data, gap analysis, performance analysis and enrollment analysis.

- **Descriptive Statistics**: counts, means and percentages to describe student enrollment, student characteristics, services provided and student performance.
- **Trend Data**: where possible, data across multiple years using identical decision rules, cut points and data analytical procedures to show comparable data as it changes over time.
- **Gap Analysis**: primary analyses of differences between migrant students and other Kentucky students will be conducted through a gap analysis and analyses of gap trend data.
- **Performance Analysis**: student outcome data reported by performance level as determined by the Kentucky state assessment system.
- **Enrollment Analysis**: enrollment and withdrawal patterns are shown by date in order to

better understand the migratory patterns of Kentucky migrant students.

On adoption of this SDP, the evaluation team will assist the KYMEP in developing a data collection plan that specifies what data is to be collected and reported, through what means, and on what schedule, to enable interim monitoring of implementation and outcomes by all parties to the KYMEP. The KYMEP leadership team will work with the evaluators quarterly to review interim progress toward implementation and outcome targets, review evaluation findings, and make program and data collection adjustments.

In addition, KYMEP conducts monitoring visits to local MEPs in order to document promising practices to share at the state level and to identify areas in need of improvement.

CONCLUSION AND NEXT STEPS

The KYMEP completed this process through consultation with a broad set of stakeholders including migrant parents, tutors and advocates, state administrators and contractors. As a result of the SDP process, the KYMEP is proceeding with a focus on working with parents across all migrant student age groups, building tools to support that work, and connecting migrant students to advanced course opportunities. At the same time, the KYMEP will be focusing on attending to the mental health of migrant youth and families.

Although tobacco remains the top qualifying activity in the state, the industry has shifted over time from many, small, family-operated businesses to fewer but larger-scale operations.

Since the 2008 SDP, the KYMEP has continued to shift priorities to focus more on academic instructional services (beyond just advocacy services), with a major focus on parent involvement. Recent evaluation data reflect positive gains towards accomplishing these goals and are summarized in Appendix B.

The 2022 SDP reflects the solid foundation established in the two most recent SDPs, which includes:

- Differentiating methods and materials to ensure that supplemental instruction for migrant students matches their reading and math developmental levels.
- Focusing on the summer term as an opportunity to assist migrant students with site-based and home-based instructional support to close the achievement gap and prepare them to cope with transitions.
- Offering coherent and ongoing job-embedded professional development for migrant tutors who are tasked with helping migrant students improve their reading and math proficiencies.
- Selecting parent involvement topics that support the priority SDP elements. To the extent possible, follow-up should be provided to determine if the strategies suggested and information provided to parents are being used and helping them in concrete ways.

The KYMEP is committed to the data-driven continuous improvement cycle process and refines and strengthens its data collection systems on an ongoing basis to ensure that implementation of statewide priorities and their impacts on student achievement are implemented, measured and analyzed. These results are used to continue to inform and improve the scope and quality of service provision to meet the critical and unique needs of Kentucky's migrant population.

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 MEP districts and grantees
- Establishing appropriate data collection processes to support the reporting of MPOs and indicators
- Implementing the plan beginning in fall 2022

APPENDIX A: CNA-SDP COMMITTEE MEMBERS

Name	Organization
Christina Benassi	KDE, Migrant State Director
Bobbi Mayes	KDE, State Migrant Consultant
Duane Kline	KDE, State Migrant Consultant
Tara Rodriguez	KDE, Division Director, School and Program Improvement
Neil Watts	KDE, Branch Manager, Office of Continuous Improvement
Sara Young	Bourbon/Paris MEP, Advocate/Recruiter
Michele Cheney	IMPACT Consortium, Director
Debbie Bourland	Western Region MEP, Advocate/Recruiter
Maria Diaz-Ramirez	Madison MEP, Advocate/Recruiter
Veronica Hicks	Christian MEP, Advocate/Recruiter
Laura Puente	Northern Region MEP, Coordinator
Cynthia Sasser	Western Region MEP, Coordinator
Sherry Stephens	Central Region MEP, Coordinator
Betty England	Lincoln County, Coordinator/ Advocate
Betty Perkins	Southern Kentucky MEP, Coordinator
Christina Sanders	Warren County Public Schools
Connie Granados	Glasgow Preschool Academy, Migrant Advocate
Danielle Hicks	Clinton County School District, Migrant Education Program Director
Debra Young	Montgomery County Schools, Migrant Advocate Health Services,
Elma Simpson	Marion County Schools, Migrant Education Program
Eric Wills	Migrant Advocate Assistant, Bowling Green Independent Schools
Gina Kinslow	Glasgow Independent Schools, Migrant Advocate
Jessica Napier	KDE, Education Administration Program Consultant
Kassandra Benitez	Bourbon County Schools, Migrant Education Program
Kristin Taylor	Barren County Schools, Regional Migrant Recruiter
Leigh Williams	Montgomery County Schools, Migrant Family Service Advocate

Name	Organization
Meadow Majors	Madisonville Community College, Migrant Education
Melissa Jones	Lincoln County Schools
Michelle Salcedo	KDE, Southern Kentucky Migrant Regional Advocate
Milton Meza	Fayette County Schools
Patrick Renfro	KDE, Administrative Specialist
Ruth Booth	KDE, Information Specialist
Sara Kiskaden	Nicholas County Schools, Migrant Education,
Staci Talley	Warren County Schools
Tarsis Hicks	Barren County Schools, Central Regional Recruiter
Taylor Glasscoe	Barren County Schools, Central Regional Recruiter
Veronica Deacon	Marion County Schools, Coordinator of Support Services

APPENDIX B: KENTUCKY MIGRANT STUDENT PROFILE

ENROLLMENT

Table 19. Number of Migrant-Eligible Students by Enrollment Period and Year

Enrollment Period	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	#	#	#	#	#
Regular School Year	3,853	3,995	3,731	3,808	**3,773**
Summer	3,707	3,568	3,412	2,943	**3,604**
Residency Only	1,381	1,541	1,265	1,362	**1,065**

Source: MIS2000

Table 20. Migrant-Eligible Students by Enrollment Period, Geographic Region and Year

	Regular SY	Regular SY	Regular SY	Summer	Summer	Summer
	2020-21 *(n=3,731)*	2021-22 *(n=3,808)*	2022-23 *(n=3,773)*	2020-21 *(n=3,412)*	2021-22 *(n=2,943)*	**2022-23 *(n=3,604)***
Western	20%	20%	**21%**	21%	25%	**23%**
Central	32%	33%	**32%**	34%	38%	**34%**
Southern	25%	25%	**27%**	20%	19%	**25%**
Northern	23%	22%	**19%**	25%	18%	**19%**

Note: Shown are percentages of total migrant students enrolled, as listed by enrollment period for each year.

Source: MIS2000.

Table 21. Migrant-Eligible Students Enrolled during Regular School Year, by Grade Level and Year

Grade Level	2019-2020 *(n=3,995)*	2020-2021 *(n=3,731)*	2021-2022 *(n=3,808)*	2022-2023 *(n=3,773)*
Age 3-5	6%	6%	7%	**8%**
Elementary (Grades K-5)	49%	48%	46%	**47%**
Middle (Grades 6-8)	22%	23%	22%	**21%**
High (Grades 9-12)	22%	23%	24%	**25%**
OSY	<1%	<1%	0%	**<1%**

Note: Shown are percentages of total migrant students enrolled during the Regular School Year, as listed under each year.

Source: MIS2000.

Table 22. Migrant-Eligible Students Enrolled during Summer, by Grade Level and Year

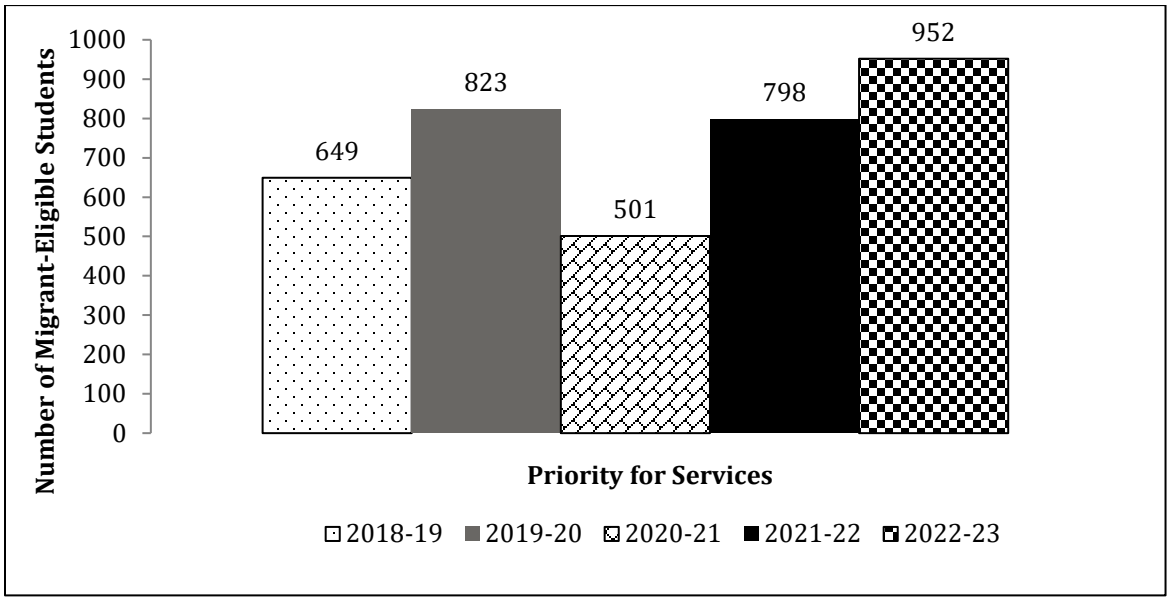
Grade Level	2019-2020 *(n=3,568)*	2020-2021 *(n=3,412)*	2021-2022 *(n=2,944)*	2022-2023 *(n=3,604)*
Age 3-5	11%	11%	12%	**12%**
Elementary (Grades K-5)	40%	39%	41%	**39%**
Middle (Grades 6-8)	21%	20%	19%	**19%**
High (Grades 9-12)	21%	23%	22%	**24%**
OSY	6%	7%	7%	**6%**

Note: Shown are percentages of total migrant students enrolled in Summer by program year.

Source: MIS2000.

PRIORITY FOR SERVICE

Figure 13. Number of Migrant-Eligible Students Identified as PFS, Regular School Year



Source: MI2000

Table 23. Migrant-Eligible Students Identified as PFS, by Enrollment Period and Grade Level, 2022-23

	Elementary (K-5)	Middle School (6-8)	High School (9-12)	Total # PFS	Total # All	Total % PFS
Regular School Year	508	243	200	**952**	**3773**	**25%**
Summer	245	127	121	**501**	**3604**	**14%**

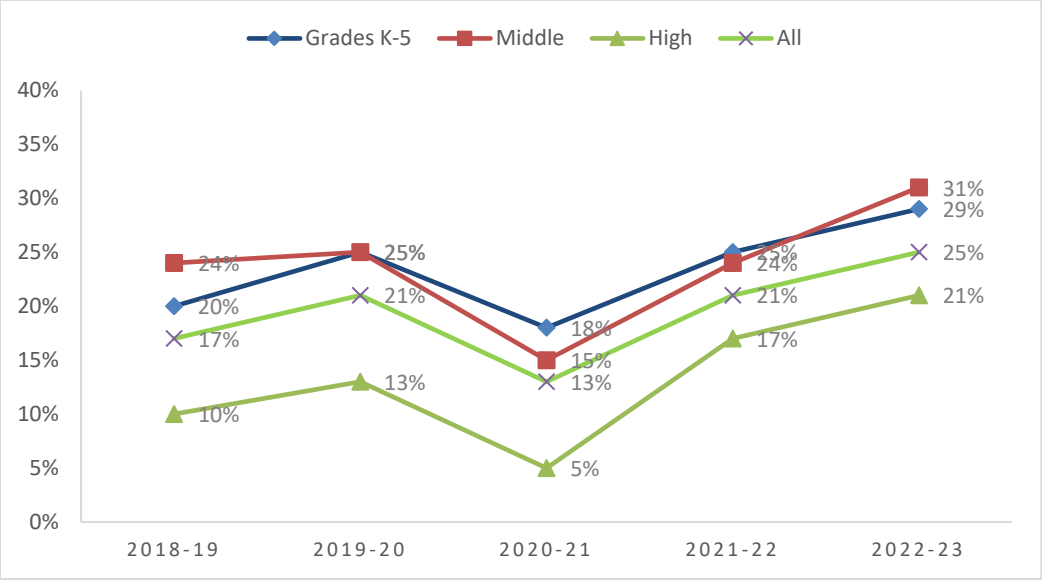
Source: MIS2000.

Table 24. Distribution Across Grade Levels of Migrant-Eligible Students Identified as PFS during Regular School Year, 2019-2023

Grade Level	2019-2020 *(n=823)*	2020-2021 *(n=501)*	2021-2022 *(n=798)*	2022-2023 *(n=952)*
Elementary (Grades K-5)	59%	66%	55%	**53%**
Middle (Grades 6-8)	27%	25%	26%	**26%**
High (Grades 9-12)	14%	8%	19%	**21%**
Total	100%	100%	100%	**100%**

Note: Shown are percentages of total PFS migrant students enrolled at each grade level during the Regular School Year, as listed under each year. Source: MIS2000.

Figure 14. Percent of Regular School Year Migrant Students Identified as PFS by Grade Level and School Year, 2018-2023



Source: MIS2000

SERVICES

Table 25. Percent of Migrant-Eligible Students Receiving Services, Regular and Summer, 2020-2023

Service	Regular School Year 2020-21 *(n=3,731)*	Regular School Year 2021-22 *(n=3,808)*	Regular School Year 2022-23 *(n=3,773)*	Summer 2020-21 *(n=3,412)*	Summer 2021-22 *(n=2,944)*	Summer 2022-23 *(n=3,604)*
Reading Instruction	50%	60%	**64%**	78%	85%	**80%**
Math Instruction	40%	45%	**51%**	63%	63%	**64%**
Other Instruction	21%	25%	**21%**	40%	45%	**26%**
Counseling Service	77%	79%	**70%**	39%	47%	**22%**
Support Service	89%	91%	**72%**	71%	80%	**75%**
Referral	41%	41%	**77%**	15%	19%	**23%**
At least one service	**95%**	**97%**	**98%**	**96%**	**100%**	**100%**

Note: Shown are percentages of total migrant students enrolled, as listed by enrollment period for each year

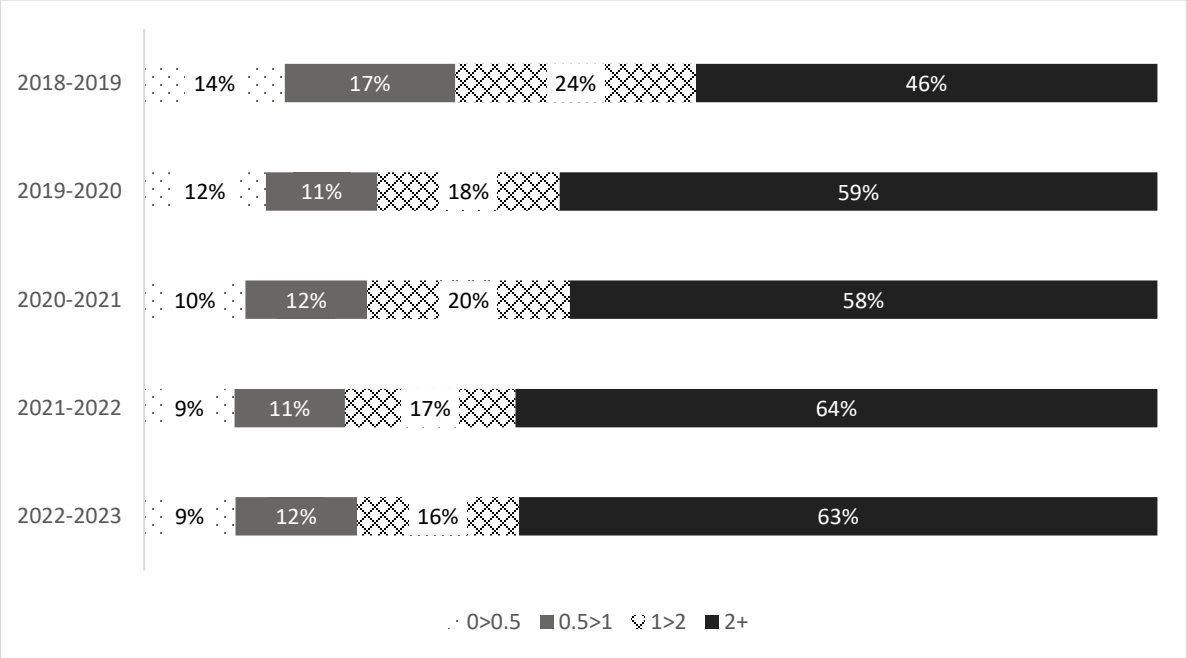
Source: MIS2000.

Table 26. Migrant-Eligible Students Identified as PFS Receiving Services, Regular School Year, 2022-2023

Service	2022-2023 *(n=952)*
Reading Instruction	90%
Math Instruction	75%
Other Instruction	25%
Counseling Service	84%
Support Service	84%
Referral	85%
At least one service	99.9%

Note: Shown are percentages of total PFS migrant students receiving each service during the Regular School Year. Source: MIS2000.

Figure 15. Average Number of Services Received Per Week for Migrant-Eligible Students Identified as PFS, 2018-2023



Source: MIS2000

Table 27. Migrant-Eligible Students Receiving Services by Grade Level, Regular School Year 2022-2023

Grade Level	Reading Instruction	Math Instruction	Other Instruction	Counseling Service	Support Service	Referral	If Ever Served
Age 3-5	31%	22%	6%	32%	73%	66%	**96%**
Elementary (K-5)	72%	58%	17%	59%	72%	76%	**99%**
Middle School (6-8)	66%	54%	24%	86%	72%	80%	**99%**
High School (9-12)	60%	46%	30%	87%	71%	80%	**98%**

Source: MIS2000

Note: Services include migrant and mixed funded.

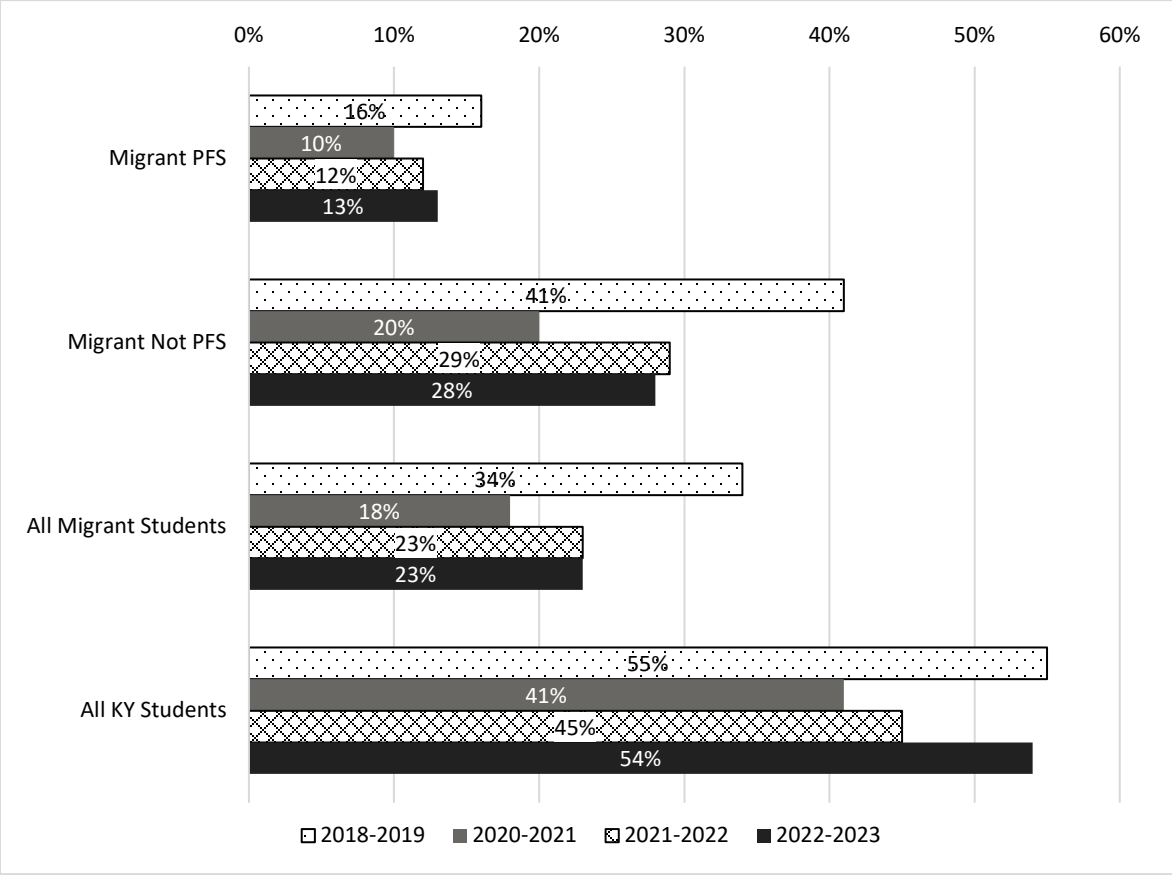
Table 28. Instructional Services Implementation Measures, 2022-2023

Measure	Statewide	Western	Central	Southern	Northern
Number/percentage of PFS students receiving two or more supplemental services contacts per week	**72%**	80%	82%	61%	57%
Number/percentage of all migrant students receiving two or more supplemental services contacts per week	**40%**	51%	45%	31%	31%
Number/percentage of summer students receiving greater than or equal to 25 hours of summer instruction	**42%**	67%	32%	45%	31%

Source: KDE.

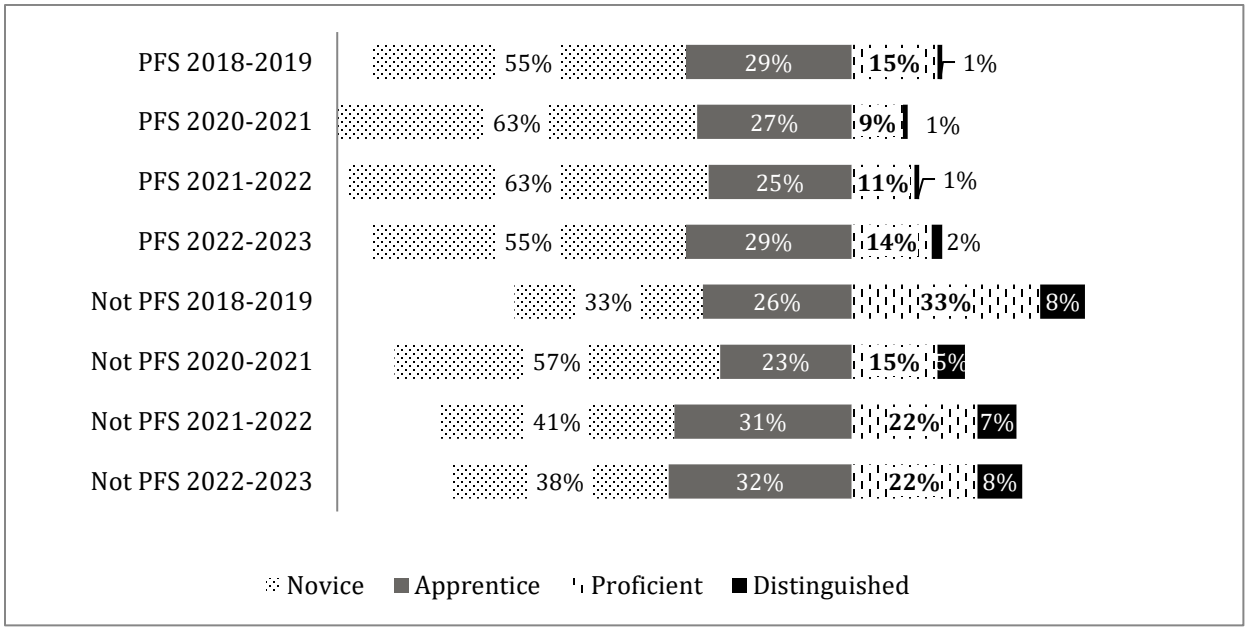
READING LANGUAGE ARTS

Figure 16. Kentucky State Reading Proficiency, Migrant and Other Groups by Program Year



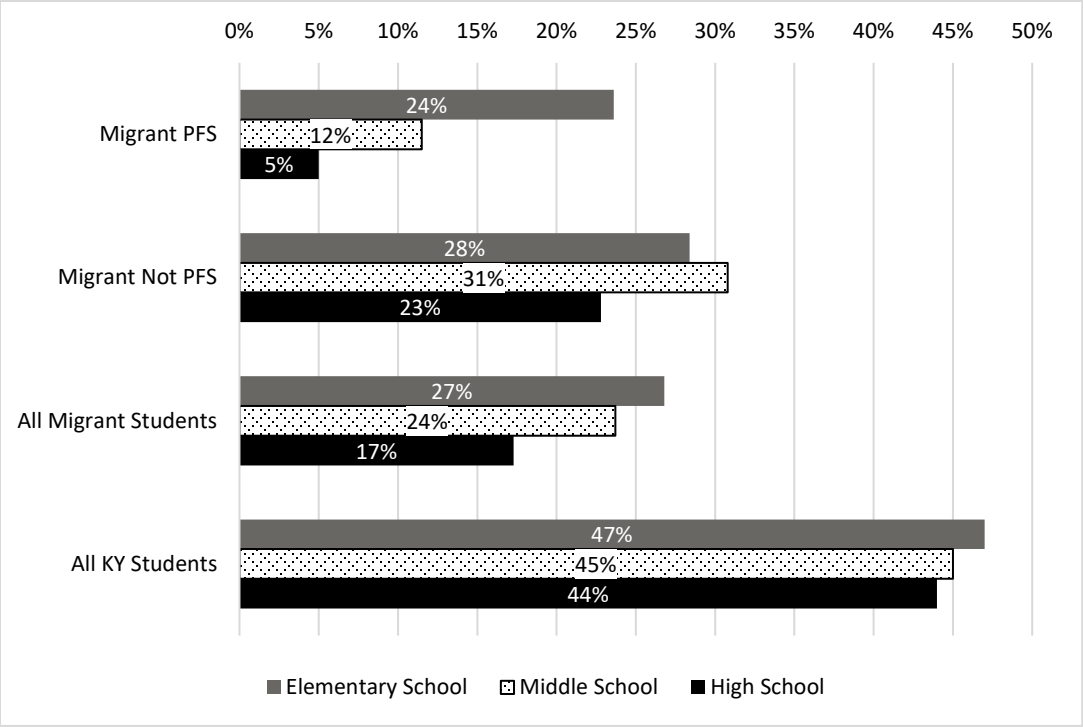
Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Figure 17. K-PREP Performance Level Results for Migrant Students, Reading, 2018-2023



Source: KDE. Note: Results are shown for grades 3-8. Bars are in the same order from left to right as the legend. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Figure 18. 2022-23 Kentucky State Reading Proficiency, Migrant and Other Groups by Age



Source: KDE.

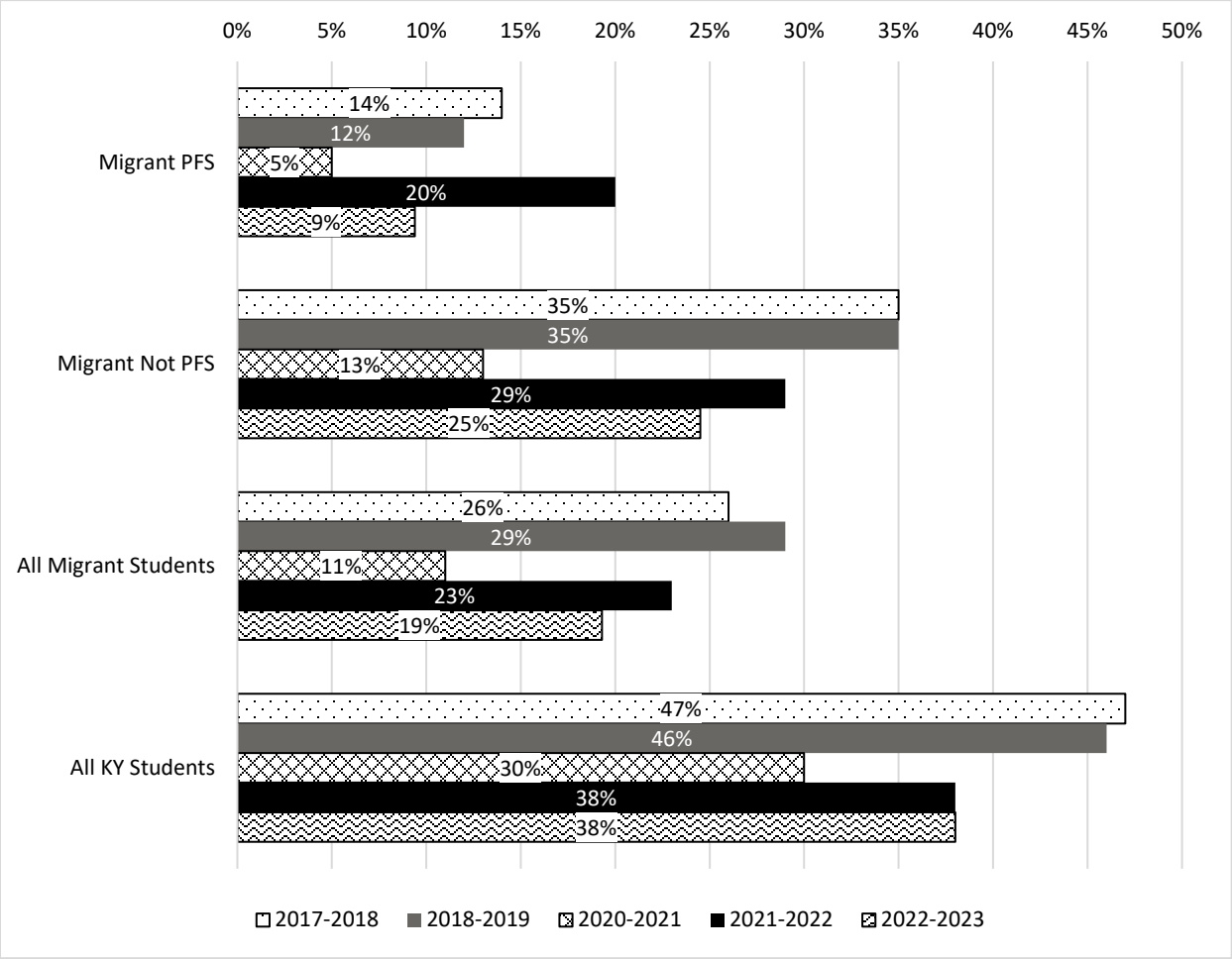
Table 29. KSA Reading Level Gains by Services Per Week, PFS Migrant Students, 2022-23

	Less than 1 reading level gain	1 or more reading level gain
Fewer than two services per week	85%	15%
Two or more services per week	76%	24%

Source: KDE.

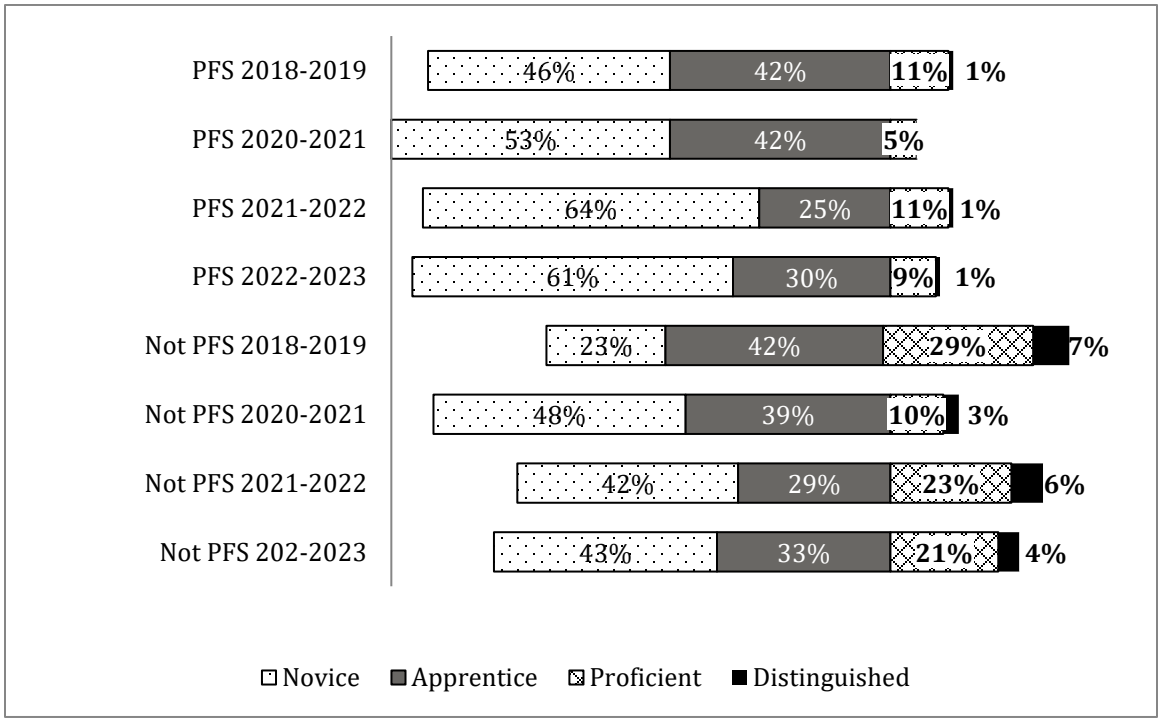
MATHEMATICS

Figure 19. K-PREP Mathematics Proficiency, Migrant Compared to Other Groups by Year



Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Figure 20. K-PREP Performance Level Results for Migrant Students, Math, 2018-2023



Source: KDE. Results from K-PREP in 2017-2021 and KSA in 2021-2023.

Note: Bars are in the same order from left to right as the legend.

Figure 21. 2022-23 Kentucky State Mathematics Proficiency, Migrant and Other Groups by Age

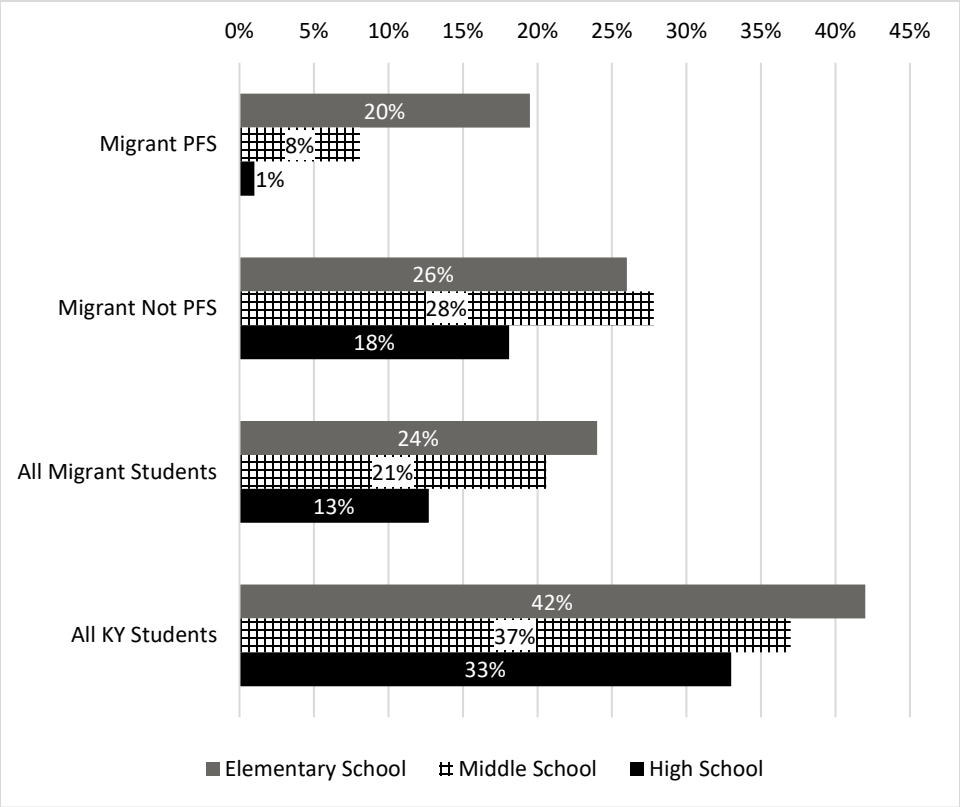


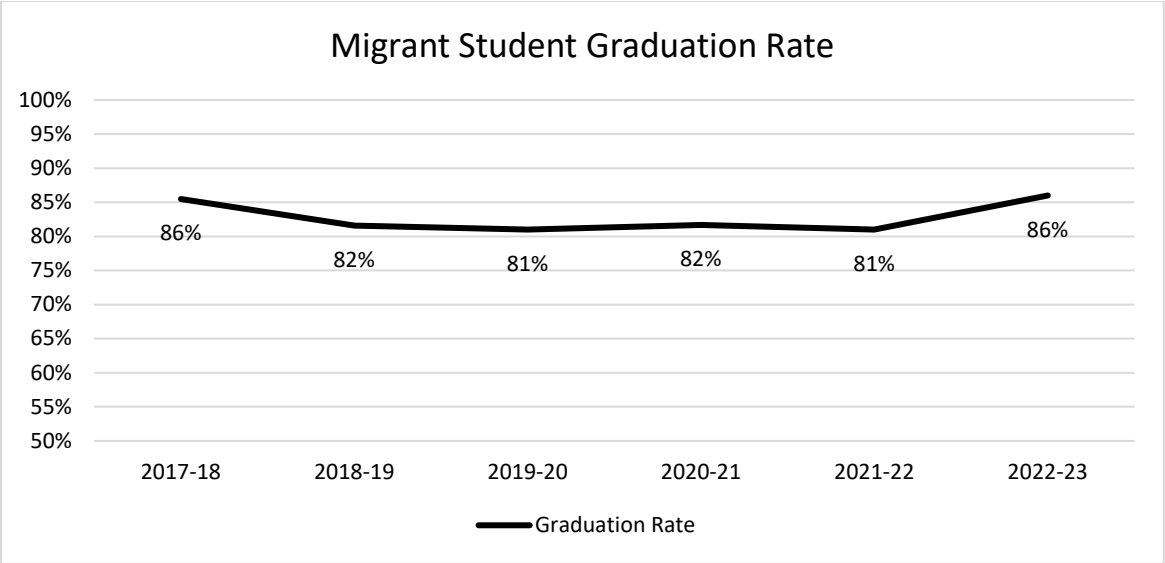
Table 30. K-PREP Math Level Gains by Services Per Week, PFS Students, 2022-23

	Less than 1 math level gain	1 or more math level gain
Fewer than two services per week	83%	17%
Two or more services per week	76%	24%

Source: KDE.

GRADUATION

Figure 22. Migrant Student Graduation Rate by Year, 2017-23



Source: KDE School Report Card. Obtained from https://www.kyschoolreportcard.com/datasets?year=2023 on July 16, 2024.

Table 31. MEP High School Students on Track to Graduate by Services Per Week, 2022-2023

2022-2023	#	On Track to Graduate
Fewer than two services per week	675	**93%**
Two or more services per week	1,195	**89%**

Source: KDE. Note: n=1,870.

PRESCHOOL

Table 32. 2023 KSCREEN Results, Migrant Kindergarten Students by Pre-school Services Received

	#	Not Ready	Ready
Enrolled in preschool or receiving 10 or more in home service contacts	21	43%	**57%**
Not enrolled in preschool or receiving 10 or more in home service contacts	133	50%	**50%**
All Migrant Kindergarten Students	154	49%	**51%**

Source: KDE.

Table 33. Preschool Implementation Measures, 2022-2023

Measure	Statewide	Western	Central	South	North
Percentage of migrant preschool age children with preschool assessment results using Brigance, district preschool assessments or the migrant preschool screener.	**46%**	33%	53%	49%	48%
Number/percentage of preschool age migrant youth not enrolled in a preschool who receive preschool readiness skill development once per month	**21%**	12%	40%	28%	3%
Percentage of migrant children enrolled in preschool	**17%**	3%	20%	16%	32%

OSY

Table 34. OSY with Pre-Post ESL Screener Growth, 2022-2023

2022-2023	#	Did not show growth	Showed growth
OSY who received ESL or mini lessons	**71**	**1%**	**99%**

Table 35. OSY Receiving MEP Services who Return to School within One Year*

Program Year	%
2022-2023	0

** The percent of migrant students who a) drop out of a Kentucky school in grades 9-12; b) receive MEP supplemental or academic services; and c) return to school or participate in a high school equivalency program within one year.*

Table 36. OSY Implementation Measures, 2022-2023

Measure	Total # Students	Statewide	Western	Central	South	North
Percent of OSY with a completed OSY profile within two weeks of enrollment	488	34%	46%	32%	33%	42%
Percent of OSY completing at least one life skills lesson	488	31%	11%	34%	53%	41%
Percent of OSY with at least one service/contact per month	488	89%	80%	98%	91%	84%

Table 37. OSY Instructional and Support Services Received by Year

	2019-20	2020-21	2021-22	2022-23
Instructional Services	**N=776**	**N=768**	**N=726**	**N=599**
Reading Instruction	43%	39%	38%	**47%**
Math Instruction	13%	12%	8%	**10%**
GED Prep	2%	<1%	<1%	**1%**
Secondary Credit Accrual	<1%	<1%	<1%	**<1%**
Life Skills and Related	30%	33%	26%	**26%**
ESL	23%	9%	6%	**3%**
Education/ Career Goal Dev	3%	2%	3%	**5%**
Academic Referral	34%	17%	9%	**8%**
Counseling	43%	17%	17%	**65%**
Support Services				
Material Resources	71%	72%	68%	**76%**
Nutrition/ health	27%	15%	10%	**5%**
Translating/ interpreting	10%	8%	9%	**10%**
Transportation	3%	1%	3%	**5%**
Support Referral	40%	28%	19%	**18%**
Other (e.g., monthly check in or other communication)	21%	56%	59%	**68%**

Source: MIS2000

Table 38. OSY Last Grade Attended and Age, 2019-2023

	2019	2020	2021	2022	2023
Last Grade Attended: **Elementary (Grades K-5)**	7%	6%	5%	5%	**6%**
Last Grade Attended: **Middle (Grades 6-8)**	27%	26%	24%	24%	**24%**
Last Grade Attended: **High (Grades 9-12)**	67%	68%	71%	71%	**70%**
Age: **13**	<1%	<1%	0%	0%	**0%**
Age: **14**	<1%	<1%	<1%	0%	**<1%**
Age: **15**	1%	<1%	<1%	1%	**1%**
Age: **16**	1%	1%	2%	3%	**4%**
Age: **17**	2%	4%	6%	4%	**3%**
Age: **18**	15%	8%	10%	13%	**14%**
Age: **19**	23%	22%	19%	20%	**22%**
Age: **20**	26%	24%	26%	24%	**21%**
Age: **21**	31%	36%	35%	34%	**34%**

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data)

Table 39. OSY Access to Transportation 2019-2023

	2019	2020	2021	2022	2023
Yes	61%	60%	74%	74%	**75%**
No	39%	40%	26%	26%	**25%**

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data).

Table 40. OSY Languages, 2019-2023

	2019	2020	2021	2022	2023
English Oral Language Proficiency: Yes	7%	7%	7%	7%	**8%**
English Oral Language Proficiency: No	93%	93%	93%	93%	**92%**
Home Language: English	3%	5%	3%	3%	**4%**
Home Language: Spanish	89%	87%	84%	84%	**84%**
Home Language: Other	8%	9%	13%	13%	**12%**

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data)

Table 41. OSY Health Needs, 2019-2023

	2019	2020	2021	2022	2023
Medical	5%	2%	5%	5%	**5%**
Vision	1%	<1%	2%	2%	**2%**
Dental	9%	5%	6%	6%	**5%**
Urgent	<1%	0%	0%	0%	**<1%**
Other	2%	2%	2%	2%	**4%**

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data)

Table 42. OSY Advocacy Needs, 2019-2023

	2019	2020	2021	2022	2023
Legal	3%	2%	3%	3%	**6%**
Childcare	1%	1%	1%	1%	**1%**
Translation	43%	44%	34%	36%	**28%**
Other	2%	3%	5%	6%	**7%**

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data)

Table 43. OSY Expressed Service Interests, 2019-2023

	2019	2020	2021	2022	2023
Learning English	73%	75%	66%	70%	**80%**
Job Training	6%	2%	7%	7%	**7%**
GED	28%	21%	10%	11%	**8%**
Earning a Diploma	5%	3%	5%	5%	**7%**
Not Sure	5%	7%	10%	11%	**11%**
No Interests	10%	12%	8%	9%	**10%**
Other	5%	4%	4%	4%	**5%**

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data)

Table 44. OSY Housing, 2019-2023

Youth lives:	2019	2020	2021	2022	2023
With a crew	72%	71%	52%	61%	57%
With friends outside of work	6%	6%	8%	10%	10%
With his/her parents/family	23%	23%	26%	32%	37%
With spouse and kids	4%	6%	6%	7%	4%
With kids	1%	2%	1%	1%	1%
Alone	<1%	<1%	1%	1%	2%

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data); data are not mutually exclusive.

Table 45. OSY Reason for Leaving School, 2019-2023

	2019	2020	2021	2022	2023
Lacking credits	8%	7%	7%	7%	**6%**
Needed to work	74%	73%	59%	63%	**62%**
Missed state test	<1%	<1%	<1%	<1%	**<1%**
Other	6%	8%	7%	7%	**9%**

Source: OSY Profile

Note: Percentage reflects the number of OSY compared to the total OSY population (includes missing data). Data are not mutually exclusive and fields will not add to 100%.

Table 46. OSY Candidate for Services, 2019-2023

Youth is Candidate For:	2019	2020	2021	2022	2023
HS diploma	4%	4%	9%	9%	**6%**
Pre GED/GED	18%	12%	14%	14%	**12%**
HEP	<1%	<1%	0%	0%	**<1%**
Adult Basic Education	24%	28%	29%	29%	**19%**
Health education	10%	19%	16%	16%	**7%**
Job training	8%	7%	8%	8%	**4%**
Career exploration	4%	5%	7%	7%	**7%**
ESL	65%	66%	65%	65%	**60%**
Life skills	56%	56%	60%	60%	**56%**
PASS	0%	0%	0%	0%	**0%**
MP3 players or iPods	45%	34%	25%	25%	**13%**
Other	1%	1%	2%	2%	**2%**

Source: OSY Profile

Note: Percentage reflects OSY with valid responses (excludes OSY with missing data). Rows are not mutually exclusive. 2023 N=599 for the full sample; # shown is the actual number of students with this need; percent shown is the percent of students for whom data is available for that field which varies for each row.