



Kansas Migrant Education Program

2022-2023 Evaluation

Prepared by



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2022-2023 Evaluation of the Kansas Migrant Education Program (MEP)

Prepared for:

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Migrant Education Program

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ABBREVIATIONS/ACRONYMS

ASQ	Ages and Stages Questionnaire
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ELA	English Language Arts
EL	English Learner
EPT	Evaluation Planning Team
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
HS	High School
IDEA	Individuals with Disabilities Education Act
IDRC	Identification and Recruitment Consortium CIG
ID&R	Identification and Recruitment
IPS	Individual Plan of Study
iSOSY	Instructional Services for Out-of-School and Secondary Youth CIG
KELPA2	Kansas English Proficiency Assessment
KS	Kansas
KSDE	Kansas State Department of Education
LOA	Local Operating Agency
MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education, U.S. Department of Education
OSY	Out-of-School Youth
PD	Professional Development
PFS	Priority for Services
PreK	Pre-Kindergarten
QAD	Qualifying Arrival Date
QSI	Quality of Strategy Implementation
SDP	Service Delivery Plan
SEA	State Education Agency
UG	Ungraded
USD	Unified School District

1. Executive Summary

The Migrant Education Program (MEP) is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized in 2015 as the Every Student Succeeds Act (ESSA). The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate from high school. Specifically, the goal of state MEPs is to design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting them from doing well in school and making the transition to postsecondary education or employment [Section 1301(5)]. A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

This report presents the results of the evaluation of the Kansas State Department of Education (KSDE) MEP that includes a review of 2022-23 programs and services (third year of implementation of the 2020 Kansas MEP Service Delivery Plan [SDP]) and provides information on the extent to which goals were met as defined by migratory student progress toward Kansas State performance measures, the national MEP Government Performance and Results Act (GPRA) measures, and the Kansas MEP measurable program outcomes (MPOs). In addition, implementation of program services was evaluated through surveys, interviews, and a rubric-based self-assessment tool that examined the level of implementation of the strategies as outlined in the Kansas MEP SDP.

Following is a summary of migratory student demographics and MEP services provided during the 2022-23 performance period (9/1/22-8/30/23), compared to the 2021-22 performance period.

Age Group	Demographics/MEP Services	2021-22	2022-23	Diff
Birth to age 21	Eligible migratory children/youth	4,214	4,084	-3%
	Migratory children/youth identified as having a disability through the Individuals with Disabilities Education Act (IDEA)	6%	9%	+3 pp*
	Migratory children/youth with a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period	30%	28%	-2 pp
Ages 3-21	Eligible migratory children/youth (Category 1 count)	4,005	3,911	-2%
	Migratory children/youth with priority for services (PFS)	34%	32%	-2 pp
	Migratory children/youth identified as being English learners (ELs)	59%	56%	-3 pp
	Migratory children receiving MEP services during the performance period	92%	90%	-2 pp
	Migratory children/youth receiving MEP services during the school year	74%	67%	-7 pp
	Migratory children/youth served during the summer (Category 2 count)	68%	70%	+2 pp
	Migratory children/youth receiving MEP instructional services	79%	81%	+2 pp
Migratory children/youth receiving MEP support services	86%	86%	--	

Source: Kansas MEP Consolidated State Performance Report (CSPR) Data and MIS2000

*Percentage Point(s)

Local migrant projects and service centers provide instructional and support services aligned with Kansas' MEP SDP that was developed based on the needs identified in the Kansas MEP Comprehensive Needs Assessment (CNA). Services provided to migratory children and youth include supplemental instruction in reading, mathematics, and other content areas; enrichment activities to build experiential learning; support services to eliminate barriers to success in school (e.g., interpretation, transportation, counseling, advocacy); and graduation enhancement and career education. Services also are provided to

parents to engage them in the education of their children, including Migrant Parent Advisory Committee (MPAC) meetings and training.

Findings of the 2022-23 evaluation show that the Kansas MEP made substantial progress toward meeting its MPOs and implementing high quality programming designed to ameliorate the effects of mobility on student learning and achievement. The chart below shows that **six of the 13 MPOs (46%) were met** showing the benefit of MEP services for migratory children/youth, their families, and MEP staff. Of note is that the targets for MPOs 1.1B, 2.1C, and 3.2 were purposely set substantially higher than baseline to facilitate increased services during the summer.

MPO	MPO Met?	Evidence
School Readiness		
MPO 1.1A: By the end of the 2022-23 program year, 70% of 3- and 4-year old migratory children assessed with the Ages and Stages Questionnaire (ASQ) will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.	No	64% of the 255 migratory preschool children assessed demonstrated age-appropriate skills
MPO 1.1B: By the end of the 2022-23 program year, 80% of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	No	74% of the 585 migratory children ages 3-5 received MEP services in summer 2023
MPO 1.2: By the end of the 2022-23 program year, 80% of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child's school readiness skills.	Yes	95% of the 81 parents surveyed reported increased capacity to support their child's school readiness skills
English Language Arts and Mathematics		
MPO 2.1A: By the end of the 2022-23 program year, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.	No	63% of the 1,856 migratory students (PreK-12/OSY) assessed improved their reading scores by 2% or more
MPO 2.1B: By the end of the 2022-23 program year, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.	No	61% of the 1,820 migratory students (PreK-12) assessed improved their math scores by 2% or more
MPO 2.1C: By the end of the 2022-23 program year, 80% of eligible migratory students in grades PreK-11 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	No	72% of the 3,638 migratory students in grades PreK-11 received MEP services in summer 2023
Graduation/Services to Out-of-School Youth (OSY)		
MPO 3.1: By the end of the 2022-23 program year, 80% of secondary-aged migratory students/OSY enrolled in MEP-funded credit accrual opportunities and instruction will earn one-half credit toward graduation.	No	67% of the 85 migratory students enrolled in credit accrual opportunities earned credit toward high school graduation
MPO 3.2: By the end of the 2022-23 program year, 80% of eligible migratory students in grades 7-11/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.	No	70% of the 1,245 migratory students in grades 7-11 and OSY received MEP services in summer 2023
Non-Instructional Support Services		
MPO 4.1: By the end of the 2022-23 program year, 80% of projects will rate their implementation of Strategy 4.1 (counseling/	Yes	90% of the 20 projects responding rated their

MPO	MPO Met?	Evidence
advocacy opportunities) as “succeeding” or “exceeding” on the Quality of Strategy Implementation (QSI).		implementation of Strategy 4.1 as succeeding or exceeding
MPO 4.2: By the end of the 2022-23 program year, 80% of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social-emotional programs in the community.	Yes	98% of the 441 parents surveyed reported increased knowledge of health, mental health, and social-emotional programs in the community
MPO 4.3: By the end of the 2022-23 program year, 80% of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as “succeeding” or “exceeding” on the QSI.	Yes	100% of the 21 projects responding rated their implementation of Strategy 4.3 as succeeding or exceeding
MPO 4.4: By the end of the 2022-23 program year, 80% of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child’s education.	Yes	97% of the 333 parents surveyed reported that MEP parent activities increased their skills for supporting their child’s education
MPO 4.5: By the end of the 2022-23 program year, 80% of MEP staff responding to the Staff Survey will report that MEP professional development (PD) increased their capacity to provide needs-based services to migratory students.	Yes	99% of the 71 staff surveyed reported that MEP PD increased their capacity to provide needs-based services to migratory students

Other key findings/trends revealed in the 2022-23 evaluation follow.

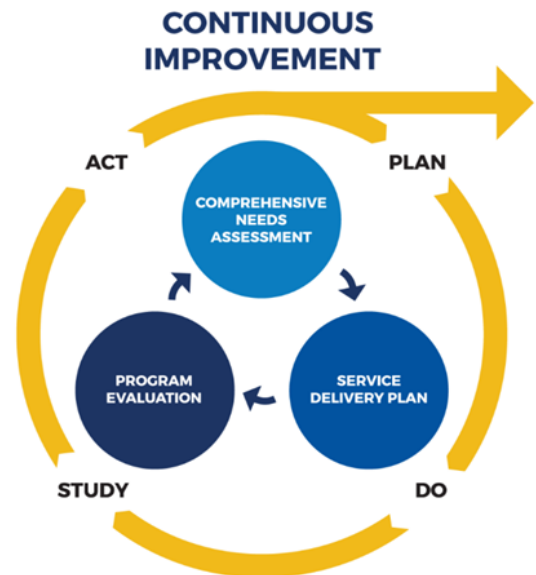
- ✚ Implementation of the strategies in the Kansas SDP was evaluated using the QSI rubric. The mean rating for all 12 strategies was 4.2 out of 5.0, with mean ratings for each strategy ranging from 3.8 to 4.4. Ten of the 12 strategies (83%) were rated at the level considered to be implemented with fidelity to the SDP (mean ratings of succeeding or exceeding).
- ✚ Kansas State assessment results show that fewer migratory students scored proficient in English language arts (ELA) (-1 percentage point) and math (-1 percentage point) in 2022-23 than in 2021-22, and fewer migratory students scored proficient than non-migratory students in both ELA and math.
- ✚ National MEP GPRA measure results show that Kansas migratory students in grades 3-8 were short of the national target (33% proficient) in both ELA (-24 percentage points) and math (-22 percentage points). Ninety-two percent (92%) of migratory students in grades 7-12 graduated or were promoted to the next grade level, exceeding the national target of 67% by 25 percentage points. Finally, 58% of migratory 10th grade students completed Algebra I prior to enter 11th grade in 2023-24 which exceeds the national target of 39% by 19 percentage points.
- ✚ The Kansas MEP has a strong focus on graduation. Secondary students and OSY are provided with services and resources designed to support their efforts to graduate from high school/ obtain a high school equivalency diploma. These services resulted in 85 secondary-aged migratory students/youth obtaining 77 credits toward graduation.

In summary, during 2022-23, the Kansas MEP offered individualized, needs-based, student-centered services to migratory students/youth that improved their learning and academic skills and helped them earn high school credits; parents were provided services to improve their skills and increase their involvement in their child’s education; and MEP staff were prepared to better serve the unique needs of migratory students/youth.

2. Evaluation Methodology

The evaluation of the Kansas MEP is part of the MEP Continuous Improvement Cycle (as shown to the right) recommended by the Office of Migrant Education (OME) at the U.S Department of Education in the [Service Delivery Plan Toolkit](#) that includes:

- **CNA**: a five-step model to identify major concerns, gather data to define needs, and select priority solutions;
- **SDP**: a multi-step process to convene stakeholders to select evidence-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, develop a plan to implement the strategies, and establish measurable goals and targets for accountability;
- **Implementation of SDP**: information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, and data collection for accountability; and
- **Evaluation**: measures to determine the extent to which the strategies were implemented with fidelity and the impact of the implementation of the strategies on migratory student achievement.



States are required to evaluate the effectiveness of the MEP and provide guidance to their local projects on how to conduct local evaluations. In the most recent *Non-Regulatory Guidance* (March 2017), OME indicates that evaluations allow state education agencies (SEAs) and local education agencies (LOAs) to:

1. determine whether the program is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children may need different MEP services.

The Kansas MEP evaluation follows the guidance found in the MEP Evaluation Toolkit (U.S. Department of Education, 2012) with particular emphasis on the revised checklist for state MEP evaluations (2013). The following items from the checklist are included within this report and in the processes of the Kansas MEP evaluation.

- The state MEP collects performance results data on state performance targets related to the percentage of students attaining proficiency in reading/language arts and mathematics for each grade, and the percentage of students who graduate from high school, disaggregated for PFS, other migratory (i.e., non-PFS), and non-migratory students [34 CFR Sections 200.83 and 200.84].
- The state MEP collects performance results data on MPOs established in the SDP for all MEP activities and services, disaggregated for PFS and non-PFS migratory students [34 CFR Section 200.83].

- The state MEP collects performance results data on GPRA measures and reports it annually to OME, to be used in the evaluation of the federal MEP [34 CFR Section 80.40].
- The state MEP documents the evaluation in a written report [34 CFR Section 200.84].
- The state MEP provides specific implementation results that demonstrate the level of fidelity in the implementation of regular year and summer/intersession activities and services contained within the SDP [34 CFR Section 200.84].
- The state MEP provides performance results data for students having PFS and other migratory students compared to all other students and the state’s performance targets [34 CFR Section 200.84].
- The state MEP provides implications and recommendations for improvement of services, based upon implementation results and performance results data [34 CFR Section 200.85].
- The state MEP provides a full evaluation report every two to three years and progress on MPOs annually.
- The state performs an annual performance and results evaluation in order to inform SEA decision-making.
- Upon the results of the full evaluation, the state describes specific changes to the SDP and services that were made based upon the evaluation of implementation results and performance results [34 CFR 200.85].

An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating the Kansas MEP, to examine the effectiveness of services, and to make recommendations to help the Kansas MEP improve the quality of the services provided to migratory children and youth. To evaluate the services, the external evaluator and/or MEP staff had responsibility for:

- ✚ maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- ✚ facilitating evaluation planning team meetings and summarizing results;
- ✚ observing the operation of MEPs and summarizing field notes about project implementation and/or participating in meetings and professional development; and
- ✚ preparing an evaluation report to determine the extent to which progress was made and objectives were met.

As required, the evaluation of the Kansas MEP includes both implementation and results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff, parent, and student stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Kansas MEP. In evaluating program implementation, the Kansas MEP evaluation answers the following questions.

- ✓ What worked in the implementation of Kansas MEP projects and programs?
- ✓ What problems did the program encounter? What improvements should be made?
- ✓ How many 3- and 4-year old migratory children participated in MEP early learning services?
- ✓ What types of MEP services were provided to migratory preschool children during the summer?
- ✓ What types of services were provided to parents to build their capacity to support their children’s school readiness skills?
- ✓ How many migratory students received supplemental reading and math instruction in each project/service center?
- ✓ What types of MEP services were provided to migratory students in grades PreK-12 during the summer?
- ✓ For which courses did migratory students/OSY receive high school credit?

- ✓ What types of MEP services were provided to migratory students in grades 7-12/OSY during the summer?
- ✓ In what ways did projects/service centers implement Strategy 4.1 (advocacy/counseling opportunities)?
- ✓ What services/information was provided to parents to increase their knowledge of health, mental health, and SEL programs in the community?
- ✓ In what ways did projects/service centers implement Strategy 4.3 (regular and timely referrals of migratory students/OSY)?
- ✓ What types of parent activities were offered to migratory parents?
- ✓ What types of professional development opportunities were offered to staff?

In looking at performance results, OME requires that a program's actual performance be compared to *"measurable outcomes established by the MEP and the state's performance targets, particularly for those students who have PFS."* This evaluation addresses the following performance results evaluation questions.

- ✓ What percentage of 3- and 4-year-old migratory children (PFS & non-PFS) that received MEP-funded school readiness instruction demonstrated age-appropriate skills on the ASQ?
- ✓ What percentage of eligible migratory preschool children ages 3-5 (PFS & non-PFS) received MEP services in the summer?
- ✓ What percentage of migratory parents surveyed reported an increased capacity to support their child's school readiness skills?
- ✓ What percentage of migratory students (PFS & non-PFS) that received MEP-funded reading instruction improved their local reading scores by 2%?
- ✓ What percentage of migratory students (PFS & non-PFS) that received MEP-funded math instruction improved their local math scores by 2%?
- ✓ What percentage of eligible migratory students in grades PK-12 (PFS and non-PFS) received MEP services in the summer?
- ✓ What percentage of migratory secondary students/OSY (PFS & non-PFS) obtained one-half credit toward high school graduation?
- ✓ What percentage of migratory students in grades 7-12/OSY received MEP services in the summer?
- ✓ What percentage of projects/service centers rated their implementation of Strategy 4.1 as succeeding or exceeding on the QSI?
- ✓ What percentage of parents responding to surveys reported that the MEP helped them increase their knowledge of available health, mental health, and social-emotional programs in the community?
- ✓ What percentage of projects/service centers rated their implementation of Strategy 4.3 as succeeding or exceeding on the QSI?
- ✓ What percentage of parents responding to surveys reported that they increased their skills for supporting their child's education?
- ✓ What percentage of staff responding to surveys reported increased capacity to provide needs-based services to migratory students?

In order to gather information about the outcomes and effectiveness of the services provided to students by the Kansas MEP, the evaluator collected formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent to which progress was made toward the Kansas State performance goals for reading and math achievement, and graduation and dropout rates; the national MEP GPRA measures; and the Kansas MEP MPOs listed below.

School Readiness

MPO 1.1A: By the end of the 2022-23 program year, 70% of 3- and 4-year old migratory children assessed with the ASQ will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.

MPO 1.1B: By the end of the 2022-23 program year, 80% of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

MPO 1.2: By the end of the 2022-23 program year, 80% of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child's school readiness skills.

English Language Arts and Mathematics

MPO 2.1A: By the end of the 2022-23 program year, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.

MPO 2.1B: By the end of the 2022-23 program year, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.

MPO 2.1C: By the end of the 2022-23 program year, 80% of eligible migratory students in grades PreK-11 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

High School Graduation/Services to OSY

MPO 3.1: By the end of the 2022-23 program year, 80% of secondary-aged migratory students/OSY enrolled in MEP-funded credit accrual opportunities and instruction will earn one-half credit toward graduation.

MPO 3.2: By the end of the 2022-23 program year, 80% of eligible migratory students in grades 7-11/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

Non-Instructional Support Services

MPO 4.1: By the end of the 2022-23 program year, 80% of projects will rate their implementation of Strategy 4.1 (counseling/advocacy opportunities) as "succeeding" or "exceeding" on the QSI.

MPO 4.2: By the end of the 2022-23 program year, 80% of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social-emotional programs in the community.

MPO 4.3: By the end of the 2022-23 program year, 80% of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as "succeeding" or "exceeding" on the QSI.

MPO 4.4: By the end of the 2022-23 program year, 80% of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child's education.

MPO 4.5: By the end of the 2022-23 program year, 80% of MEP staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory students.

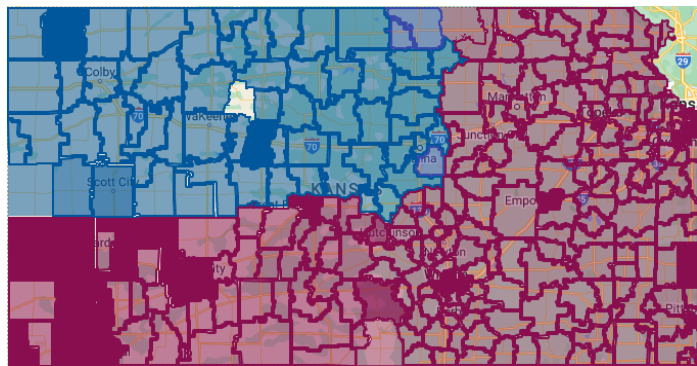
Data analysis procedures used in this evaluation include descriptive and inferential statistics, trend analysis noting trends in the data summarized according to notable themes, and analysis of representative self-reported anecdotes about successful program features and aspects of the program needing improvement.

3. Program Context

MEP funds are allocated to SEAs in 46 of the 50 states in the U.S. These programs must comply with federal mandates as specified in Title I, Part C of the ESEA, Sections 1301-1309. In December 2015, Congress reauthorized ESEA as ESSA. Statute requires LOAs to provide comprehensive services through the coordination of, and collaboration with, local and federal programs. Supplementary MEP funds must be used to meet the identified needs of migratory children as well as the intent and purpose of the MEP, by supplementing and not supplanting other local and state funding to address migratory students’ unique educational needs.

The KSDE employs a sub-granting process with local projects being funded to provide a comprehensive program that includes identification and recruitment (ID&R), instructional and support services during the regular school year and summer, professional development, and the involvement of migratory parents in the education of their children. Funding for local programs is determined based on the needs of eligible migratory students, including those having PFS, as recorded in the local needs assessment. The services projects intend to provide and the staff needed also are included. Exhibit 1 shows the Kansas MEP regions and local projects serving migratory students.

Exhibit 1
Map of Kansas Showing the MEP Regions



In 2022-23, 20 local projects across the state received MEP allocations. Local projects have large concentrations of migratory students and limited access to comprehensive educational and support services. Many are rural and extremely remote. Services are delivered to migratory students and families in “project” and “non-project” areas. The project sites have MEP staff onsite to deliver services whereas non-project sites receive advocacy and academic services through the State’s service centers listed below.

- Northern Kansas State ID&R /K12/OSY Project in Oakley (blue area on the map).
- Southern Kansas Region (State ID&R Service Center in Eudora and Southern Kansas Advocate Center located at Fort Scott Community College) (purple area on the map).

INSTRUCTIONAL SERVICES - Migratory students are provided with a wide range of instructional services during the regular school year and summer that include the following.

Supplementary Instructional Services	
Math Tutoring/Instruction	Preschool/School Readiness
Reading Tutoring/Instruction	High School Equivalency Preparation
Science/Social Studies Instruction	English as a Second Language (ESL) Instruction
Other Instructional Services	Secondary Credit Accrual
Summer School	Extended-day Instruction/Tutoring

SUPPORT SERVICES - Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support focuses on leveraging existing services during both the summer and regular year program. Support services include collaboration with other agencies

and advocacy on behalf of migratory children to programs and community services for which they are eligible. Examples include health (medical and dental screening and referrals), instructional supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, and transportation. Examples of needs-based support services provided to students throughout the year are listed in the chart below.

Support Services		
Referrals	Youth Leadership	Instructional Supplies
Career Counseling	Life Skills	Experiential Learning Opportunities
Academic Guidance	Health Services	Career/Postsecondary Support
Transportation	Student Advocacy	Interpreting/Translating

INTER/INTRASTATE COORDINATION - Because migratory children/youth move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their academic achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. MEP projects have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Kansas, inter/intrastate collaboration is focused on the following activities:

- conducting year-round ID&R;
- coordinating with other states for the ID&R of migratory students;
- serving as the lead state for the Instructional Services for Out-of-school and Secondary Youth (iSOSY) MEP Consortium Incentive Grant (CIG) and participating as a member state in the Identification and Recruitment Consortium (IDRC) CIG;
- coordinating secondary education coursework;
- coordinating secondary credit accrual with counselors and educators in other states;
- participating in the national Migrant Student Information Exchange (MSIX) to transfer education and health data to participating states; and
- attending inter/intrastate MEP meetings.

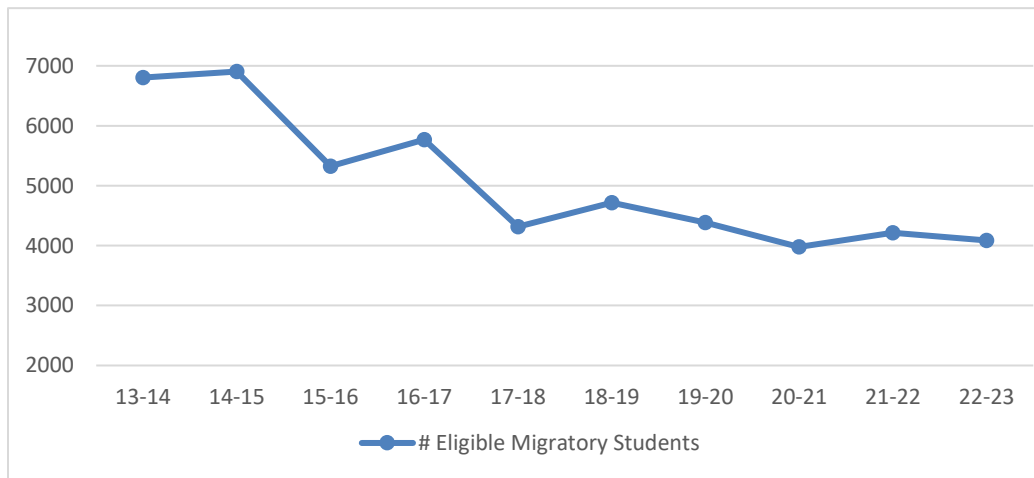
IDENTIFICATION AND RECRUITMENT - The Kansas MEP is responsible for the proper and timely ID&R of all eligible migratory children/youth in the state. This includes securing pertinent information to document the basis of a child’s eligibility. Ultimately, it is the state MEP’s responsibility to implement procedures to ensure that migratory children/youth are both identified and determined as eligible for the program.

The goal of the Kansas MEP is to identify all MEP-qualifying children, birth through age 21, who reside in Kansas. To achieve this goal, and to ensure high quality eligibility determinations, Kansas has a system of statewide recruitment carried out by state-level recruiters from the service centers. The two ID&R offices operate under the direction of the State Director of Migrant Education at KSDE and through the oversight of the Kansas State ID&R Coordinator at the Southern Kansas State ID&R Project. All recruiter eligibility determinations, as recorded on certificates of eligibility (COEs), are reviewed and approved by the Kansas Quality Control Office at the Kansas State ID&R Project.

MIGRATORY STUDENT DEMOGRAPHICS - Exhibit 2 provides a longitudinal snapshot of the migratory children/youth identified from birth through age 21 over the past 10 years. The table shows that in 2022-23, 4,084 migratory children/youth were identified as eligible for the MEP. This is a 3% decrease from 2021-22.

Exhibit 2
Eligible Migratory Children/Youth by Grade Level and Program Year

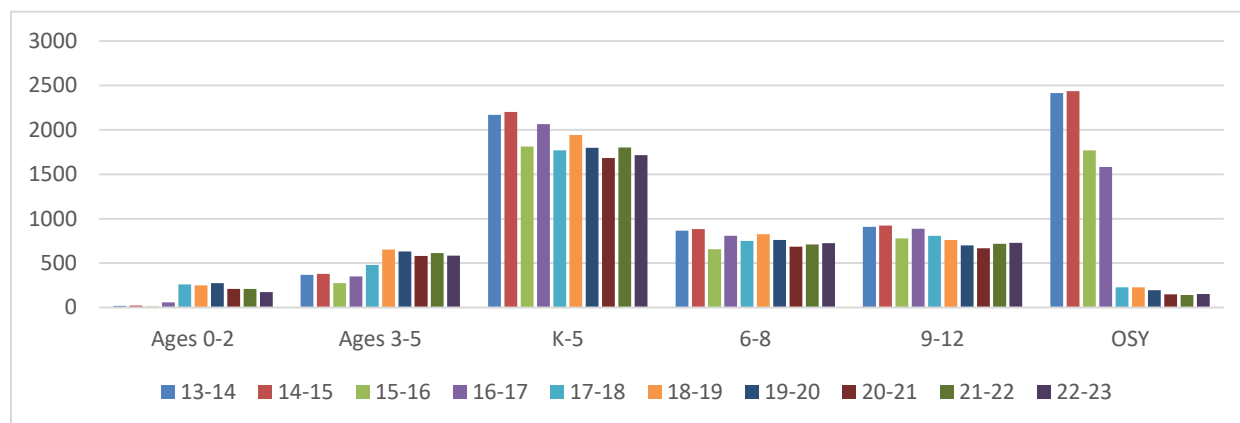
Age/ Grade	Number of Eligible Migratory Students/Youth									
	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
0-2	19	22	13	57	261	251	273	209	209	173
3-5	370	380	273	349	479	654	632	580	612	585
K	426	434	336	362	321	344	335	326	336	306
1	386	394	322	361	283	331	302	289	310	310
2	371	377	286	346	300	345	309	283	292	298
3	350	354	294	344	288	312	313	276	290	281
4	316	320	308	326	319	297	269	289	311	258
5	319	322	266	326	259	313	272	221	264	262
6	286	290	220	298	275	258	261	254	234	244
7	288	295	226	259	249	292	225	230	257	234
8	291	297	212	251	225	274	276	200	218	247
9	307	315	274	304	257	238	245	232	220	240
10	256	262	216	260	215	217	188	207	238	200
11	216	217	160	179	195	179	137	131	156	173
12	128	128	130	144	139	126	130	97	104	117
UG*	60	60	18	20	23	21	20	5	20	5
OSY	2,416	2,437	1,771	1,583	226	266	196	149	143	151
Total	6,805	6,904	5,325	5,769	4,314	4,718	4,383	3,978	4,214	4,084



Source: Kansas MEP CSPR Data and MIS2000
 *UG=Ungraded

Exhibit 3 provides a graphic display of the number of eligible migratory children/youth over the years by age/grade spans. The graph shows steadily declining numbers of eligible migratory OSY, children birth to age two, and students in grades K-5. However, the number of middle and high school students has increased the past few years and the number of children ages 3-5 has remained steady.

Exhibit 3
Graphic Display of Eligible Migratory Children Over the Years by Age/Grade



Source: Kansas MEP CSPR Data and MIS2000

In making decisions about sub-allocations to its MEP projects, the KSDE takes into account several factors including the number of eligible students, the number of students who were designated as having PFS, the needs of migratory students, and the availability of other services. Priority for services is given to migratory children who **(1) have made a qualifying move within the previous 1-year period** and who **(2) are failing, or most at risk of failing, to meet the challenging state academic standards; or have dropped out of school** (applies to USA schools only). The Kansas MEP further defines “failing, or most at risk of failing, to meet the challenging state academic standards” as follows. One item must be met for both (1) and (2) for a student to be considered PFS.

(1) Interruption

- Qualifying move during the previous 1-year period

AND

(2) At Risk of Failing to Meet State Standards Criteria

- Scored at Level 1 on the Kansas Reading Assessment
- Scored at Level 1 on the Kansas Mathematics Assessment
- Scored at Level 1 or Level 2 on the Kansas Science Assessment
- Scored below proficient on other state assessments
- Scored below 50th percentile on a norm-referenced test (reading and/or math)
- Is below grade level on any K-3 reading diagnostic assessment
- Classified as non-English or limited English proficient on LAS, IPT, LPTS, or Kansas English Proficiency Assessment (KELPA2)
- Is behind in accruing credits toward graduation requirements
- Placed in a class that is not age-appropriate
- Has grades indicating below average performance in math, language arts, sciences, or social studies at the middle or high school level
- Repeated a grade level or course

OR

(3) Dropout

Exhibit 4 shows that of the 3,911 eligible migratory children/youth ages 3-21 in 2022-23, 32% were categorized as having PFS and 56% were identified as being ELs. In addition, 9% of all 4,084 migratory

children/youth birth to age 21 were identified as having a disability through the IDEA and 28% had a QAD occurring within 12 months from the last day of the performance period (8/31/23).

Exhibit 4
2022-23 Demographics of Migratory Children/Youth by Grade Level

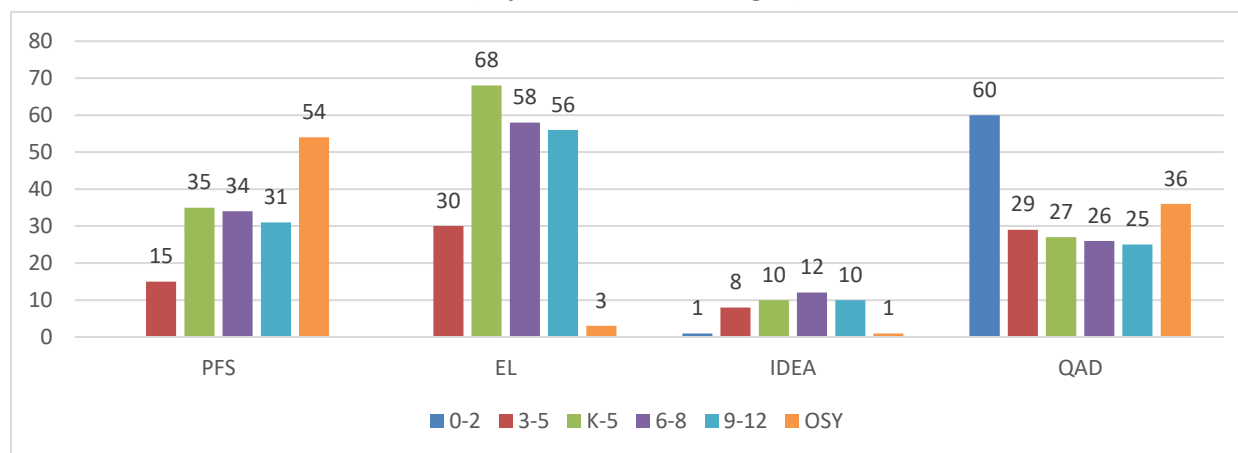
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	173	--	--	--	--	1	1%	104	60%
Age 3-5	585	90	15%	174	30%	45	8%	169	29%
K	306	109	36%	211	69%	25	8%	85	28%
1	310	112	36%	222	72%	20	6%	77	25%
2	298	106	36%	204	68%	19	6%	86	29%
3	281	95	34%	193	69%	35	12%	70	25%
4	258	92	36%	176	68%	34	13%	75	29%
5	262	79	30%	166	63%	34	13%	68	26%
6	244	83	34%	146	60%	36	15%	61	25%
7	234	85	36%	133	57%	27	12%	71	30%
8	247	80	32%	142	57%	23	9%	59	24%
9	240	99	41%	150	63%	22	9%	79	33%
10	200	70	35%	120	60%	18	9%	49	25%
11	173	38	22%	83	48%	20	12%	42	24%
12	117	21	18%	59	50%	13	44%	10	9%
UG	5	0	--	0	--	1	20%	0	--
OSY	151	81	54%	5	3%	1	1%	55	36%
Total	4,084	1,240	32%*	2,184	56%*	374	9%	1,160	28%

Source: Kansas MEP 2022-23 CSPR Data

*Percentage of eligible migratory students/youth ages 3-21 (N=3,911)

Exhibit 5 provides a graphic display of the 2022-23 migratory student demographics by age/grade spans. Migratory OSY had the highest percentage of students with PFS, students in grades K-5 had the highest percentage of ELs, middle school students had the highest percentage of students who qualify for special education services, and children birth to age two had the highest percentage of QADs during the performance period.

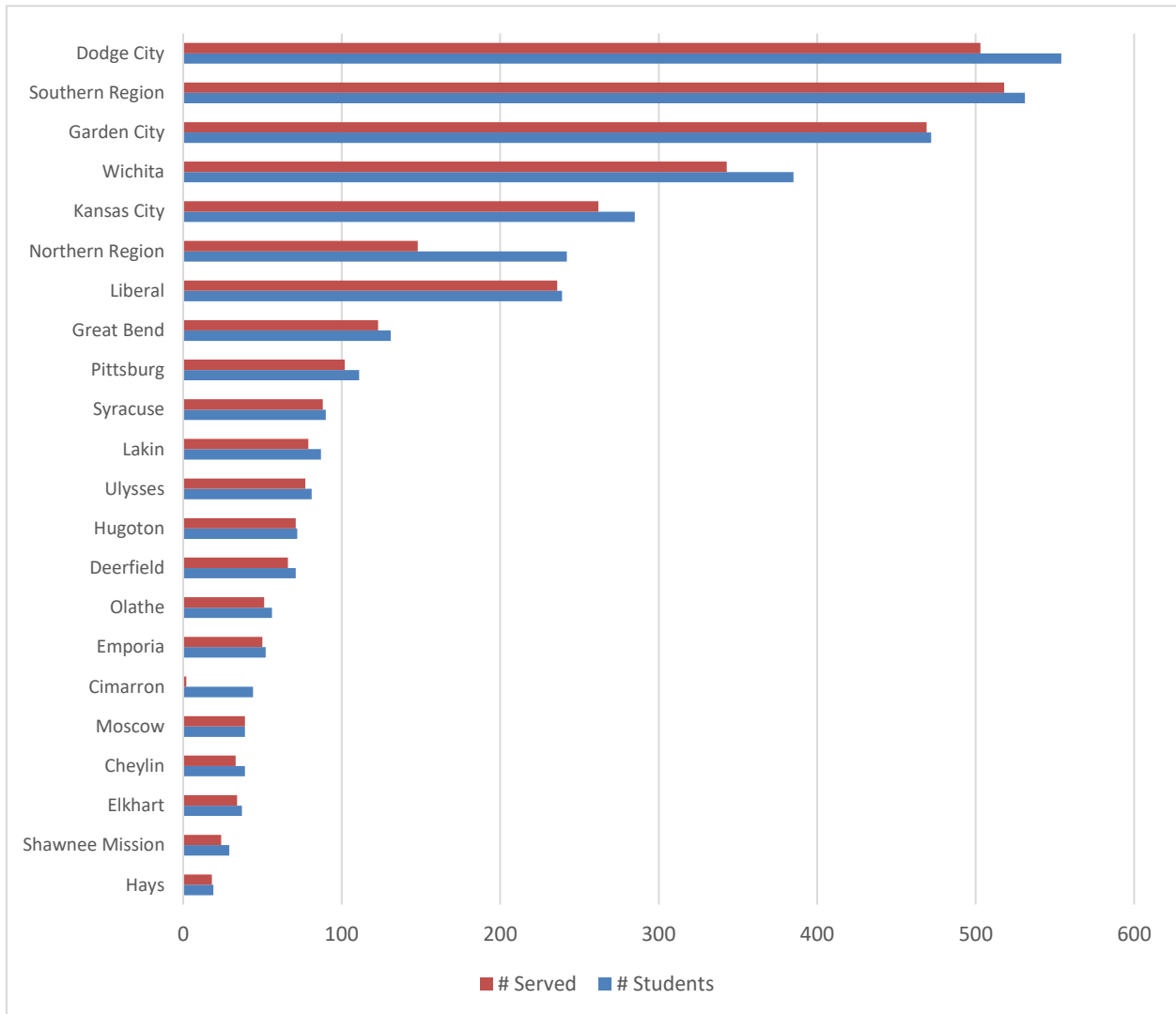
Exhibit 5
Graphic Display of Migratory Student Demographics by Age/Grade in 2022-23
(Expressed as Percentages)



Source: Kansas MEP 2022-23 CSPR Data

Exhibit 6 shows the number of eligible migratory students and the number of migratory students served at each of the 20 funded projects and two service centers during 2022-23. Dodge City had the largest number of eligible migratory students, followed by the Southern Region, Garden City, and Wichita. The graph also shows that most projects/service centers served nearly all eligible migratory children and youth, with the exception of Cimarron and the Northern Region. Actual numbers can be found in Exhibit 12 on page 17.

Exhibit 6
2022-23 Migratory Child Counts for Funded Projects/Service Centers



Source: MIS2000

4. Implementation Evaluation Results

MEP SERVICES - Exhibit 7 shows that 89% of the 4,084 migratory children/youth birth to age 21 (90% ages 3-21) were served during the 2022-23 performance period. Thirty-three percent (33%) of the 3,513 migratory children/youth ages 3-21 served during the performance period had PFS (94% of *all* PFS students). In addition, 69% of migratory children/youth birth to age 21 (70% ages 3-21) were served during summer 2023. Thirty-nine percent (39%) of the 2,831 migratory children/youth ages 3-21 served during the summer had PFS (89% of *all* PFS students).

Exhibit 7

Migratory Children/Youth Served during the 2022-23 Performance Period and Summer

Grade	Performance Period						Summer					
	All Migratory students			PFS			All Students		PFS			
	Eligible	Served		Total # PFS	Served		Served		Total # PFS	Served		
#		%	#		%	#	%	#		%		
Birth-2	173	102	59%	--	--	--	88	51%	--	--	--	
Age 3-5	585	511	87%	90	69	77%	434	74%	90	90	100%	
K	306	283	92%	109	101	93%	232	76%	109	97	89%	
1	310	275	89%	112	103	92%	226	73%	112	96	86%	
2	298	272	91%	106	101	95%	215	72%	106	101	95%	
3	281	259	92%	95	92	97%	220	78%	95	88	93%	
4	258	228	88%	92	82	89%	176	68%	92	80	87%	
5	262	232	89%	79	77	97%	185	71%	79	73	92%	
6	244	228	93%	83	81	98%	178	73%	83	72	87%	
7	234	217	93%	85	82	96%	164	70%	85	78	92%	
8	247	219	89%	80	75	94%	181	73%	80	71	89%	
9	240	226	94%	99	96	97%	177	74%	99	89	90%	
10	200	178	89%	70	65	93%	133	67%	70	61	87%	
11	173	151	87%	38	37	97%	106	61%	38	31	82%	
12	117	96	82%	21	21	100%	10	9%	21	4	19%	
UG	5	1	20%	0	0	--	1	20%	0	--	--	
OSY	151	137	91%	81	80	99%	105	70%	81	70	86%	
Total	4,084	3,615	89%	1,240	1,162	94%	2,831	69%	1,240	1,101	89%	

Source: Kansas MEP 2022-23 CSPR Data and MIS2000

Exhibit 8 shows that 79% of Kansas' migratory children/youth birth to age 21 received MEP instructional services (81% ages 3-21), 85% received support services (86% ages 3-21), and 59% received counseling (61% ages 3-21). In addition, 3% of students in grades 9-12 received MEP credit accrual support.

Exhibit 8

Migratory Children/Youth Receiving Instructional and Support Services during the 2022-23 Performance Period

Grade	# Eligible	Instructional Services								Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%	#	%
Birth-2	173	60	35%	11	6%	8	5%			128	74%	48	28%
Age 3-5	585	409	70%	266	45%	182	31%			515	88%	312	53%
K	306	286	93%	245	80%	213	70%			296	97%	186	61%
1	310	266	86%	229	74%	206	66%			275	89%	174	56%
2	298	253	85%	214	72%	187	63%			248	83%	156	52%
3	281	245	87%	197	70%	173	62%			247	88%	141	50%
4	258	253	98%	222	86%	192	74%			211	82%	186	72%

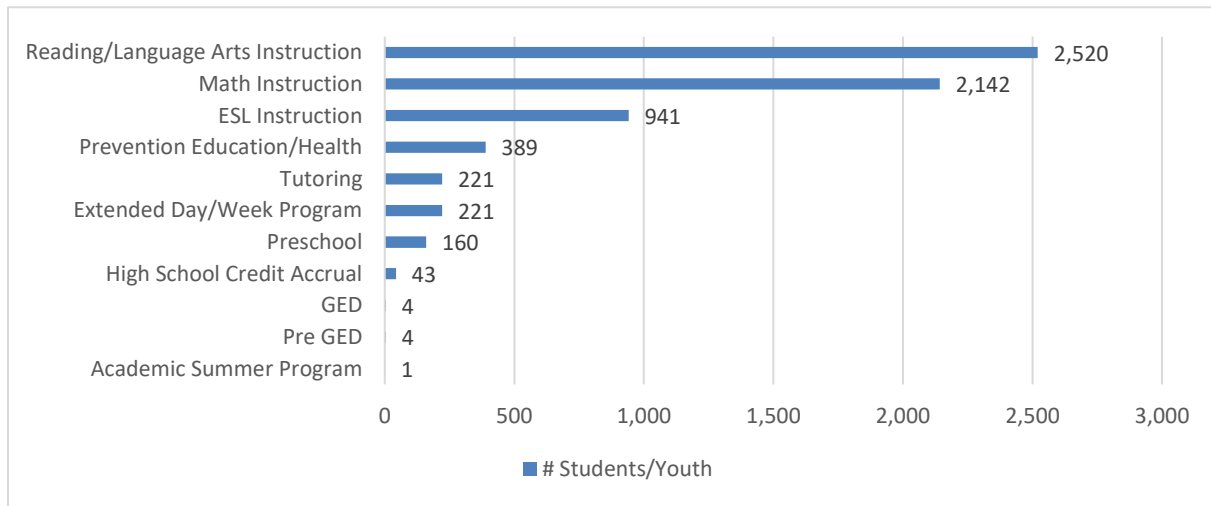
Grade	# Eligible	Instructional Services								Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%	#	%
5	262	225	86%	187	71%	166	63%			233	89%	145	55%
6	244	189	77%	158	65%	148	61%			205	84%	137	56%
7	234	203	87%	176	75%	162	69%			225	96%	162	69%
8	247	168	68%	138	56%	122	49%	0	--	190	77%	142	57%
9	240	174	73%	131	55%	114	48%	3	1%	195	81%	158	66%
10	200	191	96%	148	74%	127	64%	9	5%	167	84%	167	84%
11	173	119	69%	86	50%	64	37%	10	6%	133	77%	119	69%
12	117	66	56%	40	34%	25	21%	2	2%	85	73%	70	60%
UG	5	0	--	--	--	--	--	--	--	1	20%	1	20%
OSY	151	116	77%	72	48%	53	35%	0	--	127	84%	121	80%
Total	4,084	3,223	79%	2,520	62%	2,142	52%	24	3%*	3,481	85%	2,425	59%

Source: Kansas MEP 2022-23 CSPR Data

*Percentage of eligible migratory students in grades 9-12 (N=730)

Exhibit 9 shows the specific instructional services received by migratory students and youth during 2022-23. The largest number of migratory students and youth received reading/language arts instruction (62% of the 4,084 eligible migratory students), followed by math instruction (52%) and ESL instruction (23%).

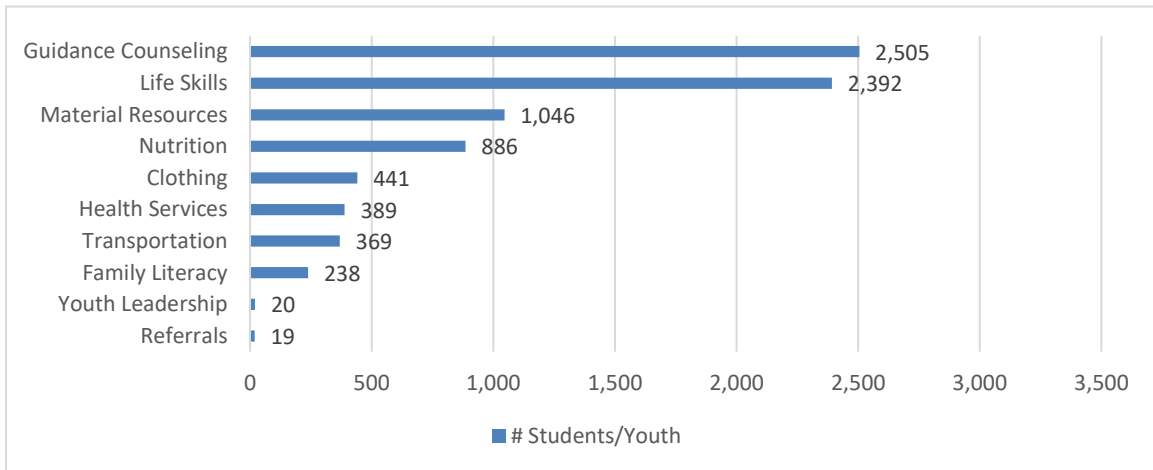
Exhibit 9
Instructional Services Received by Migratory Students in 2022-23



Source: MIS2000

Exhibit 10 shows the specific support services received by migratory students and youth during 2022-23. The largest number of students receiving support services received guidance counseling (61%), followed by life skills (59%) and material resources (26%).

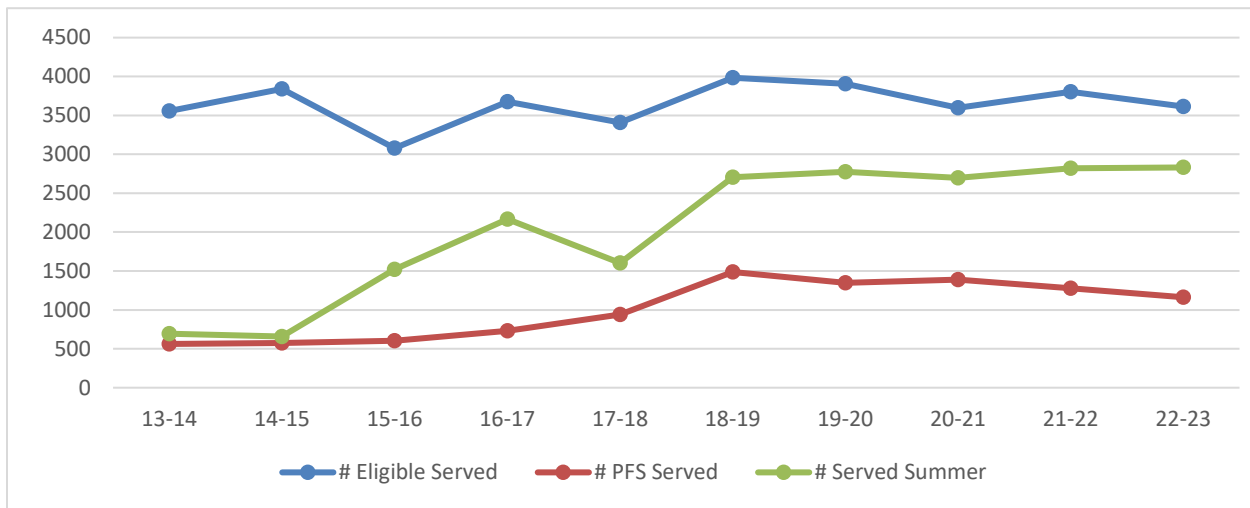
Exhibit 10
Support Services Received by Migratory Students in 2022-23



Source: MIS2000

Exhibit 11 is a longitudinal graphic display of the number of eligible migratory children served by the Kansas MEP during the performance period and summer, and the number of PFS migratory children served. The exhibit shows similar numbers of eligible migratory students served, increasing numbers of migratory students served during the summer, and decreasing numbers of PFS migratory students served.

Exhibit 11
Longitudinal Display of Migratory Children Served by the Kansas MEP



Source: Kansas MEP CSPR Data and MIS2000

Exhibit 12 displays the migratory children/youth eligible and served at each of the funded projects/ service centers during 2022-23. A total of 3,666 migratory children/youth were eligible to receive MEP services in the funded projects/service centers, with 36% having PFS. Ninety-one percent (91%) of the eligible migratory children/youth in the funded projects/service centers received MEP services (97% of PFS students). Moscow served the highest percentage of migratory students (100%), followed by Garden City, Hugoton, and Liberal (99% each).

Exhibit 12
2022-23 Funded Project Migratory Child Counts and Students Served

Districts/ Service Centers	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Cheylin	39	33	85%	12	31%	12	100%	27	69%	21	78%
Cimarron	44	2	5%	15	34%	2	13%	29	66%	0	0%
Deerfield	71	66	93%	45	63%	45	100%	26	37%	21	81%
Dodge City	554	503	91%	134	24%	134	100%	420	76%	369	88%
Elkhart	37	34	92%	8	22%	8	100%	29	78%	26	90%
Emporia	52	50	96%	0	0%	--	--	52	100%	50	96%
Garden City	472	469	99%	209	44%	209	100%	263	56%	260	99%
Great Bend	131	123	94%	1	1%	1	100%	130	99%	122	94%
Hays	19	18	95%	2	11%	2	100%	17	89%	16	94%
Hugoton	72	71	99%	33	46%	33	100%	39	54%	38	97%
Kansas City	285	262	92%	67	24%	59	88%	218	76%	203	93%
Lakin	87	79	91%	22	25%	22	100%	65	75%	57	88%
Liberal	239	236	99%	127	53%	126	99%	112	47%	110	98%
Moscow	39	39	100%	19	49%	19	100%	20	51%	20	100%
Olathe	56	51	91%	11	20%	11	100%	45	80%	40	89%
Pittsburg	111	102	92%	73	66%	68	93%	38	34%	34	89%
Shawnee Mission	29	24	83%	16	55%	15	94%	13	45%	9	69%
Syracuse	90	88	98%	35	39%	35	100%	55	61%	53	96%
Ulysses	81	77	95%	52	64%	52	100%	29	36%	25	86%
Wichita	385	343	89%	180	47%	166	92%	205	53%	177	86%
Southern Region	531	518	98%	214	40%	214	100%	317	60%	304	96%
Northern Region	242	148	61%	33	14%	30	91%	209	86%	118	56%
Total	3,666	3,336	91%	1,308	36%	1,263	97%	2,358	64%	2,073	88%

Source: MIS2000

PARENT INVOLVEMENT - The Kansas MEP values parents as partners in the education of their children. In order to receive MEP funds, SEAs and LOAs must implement programs, activities, and procedures that effectively involve migratory parents. An SEA must: 1) develop its SDP in consultation with parents; 2) consult with PACs regarding programs that are one school year in duration; and 3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118.

During 2022-23, migratory parents participated in parent involvement activities including State MPAC meetings, local PAC/parent meetings, open houses, and family nights. Following is a summary of the parent involvement opportunities that occurred during 2022-23. A total of 141 activities were provided to nearly 2,800 migratory parents and family members (duplicated count). A full list of the parent involvement opportunities provided during 2022-23 can be found in Appendix A.

Exhibit 13
Summary of Parent Involvement Activities Provided in 2022-23

Month	# Parent Sessions	# Projects/ Regions	# Parents
August 2022	8	8	302
September 2022	14	10	187
October 2022	14	11	320
November 2022	12	10	156
December 2022	7	6	132

Month	# Parent Sessions	# Projects/ Regions	# Parents
January 2023	11	9	116
February 2023	9	7	114
March 2023	19	11	432
April 2023	18	10	168
May 2023	16	11	397
June 2023	7	4	97
July 2023	0	0	0
August 2023	1	1	43
Year-round	5	4	316
Total/Average	141	7.3 Avg	2,780

Source: Kansas MEP QSI's

On parent surveys, parents were asked to indicate the ways in which the MEP impacted their families or themselves. Most parents mentioned the services provided to help them support their children's learning, the services provided to help parents learn English and get a high school equivalency diploma, and the support the MEP provided to families. Following are representative examples of parent comments.

Impact of the MEP on Parent Education/Skills

- *A lot of support in terms of information from schools and help with supplies and food and even what the process is like to care for and plant and grow our own vegetable plants.*
- *Bank accounts and save money with the teacher.*
- *Helping me learn English and helps me with my daily life.*
- *Helps me a lot in taking courses so that I can finish high school. I'm taking courses like US Government and US History and one day I'm going to graduate.*
- *Helps me learn English. (multiple responses)*
- *How to learn English and lessons that help me to use within my community.*
- *I am able to adapt more quickly to the environment thanks to the information they provide us.*
- *I learned how to handle myself in the town offices.*
- *I took English classes at home. I learned a lot from the teacher and I appreciate it.*
- *It helped me understand things we don't know and explains stuff.*
- *The lessons they give us on how to save money.*
- *The program has helped me to learn English. I'm able to communicate with others.*
- *The program is helping me with life skills, reading, and math lessons.*

Impact of the MEP on Parent Support of their Children's Education

- *Gave me information on how to help my children be prepared for kindergarten.*
- *Helped me a lot on how to help my son more. He doesn't like studying and "M" helped us with credit recovery and other things.*
- *Helped me communicate with school staff. Provided books, supplies, summer school, and helped my child with grades.*
- *Helped me understand grades and homework.*
- *Helps us with our kids, lets us know what they need to learn.*
- *Helps me to understand my child's progress at school.*
- *Home visits to teach my preschooler. Helps me understand how to teach her at home.*
- *It helped me learn about Parents as Teachers and also the online reader, free resources like Unite For Literacy - which is available in Spanish. I like that.*
- *It helps me a lot, since they give me a lot of information for the children and how to help them from home.*

- Know and understand the district.
- Provided information about other programs and they have helped me in the development of my children.
- Provided information on how to support our child's learning.
- Provided us with all the necessary information to be able to help our children at each stage of school.
- The program has helped me have more communication and understanding of my daughter's education.
- The program provided me with information in Spanish.
- The teacher helped us at home with math practice and activities on how we as parents can help my daughters.
- They helped me understand my children and their summer school grades. Provided a lot of supplies
- To have more confidence and learn more about myself and my son.
- To improve our knowledge of the program.
- To know how to help my children succeed in their studies and to know that I have a lot of help from the program. I thank you very much.

Impact of the MEP on Migratory Families

- A lot, always helps us with the tasks or questions we have.
- I consider the program to be 100% good. They help us with community resources, my children's school arrangements, and useful clothing. A great help!
- It helps when I have to contact the school. Connects us with resources.
- Keeps us informed about school events, community, and health!
- Learn about resources offered by the program.
- Thanks to this program it has given me great support and helps my children.
- The MEP has helped me and my children find resources that will help us improve our future. Love how we get the support. I feel our family is working in one direction.
- Welcomed us, gave us resources, made us feel comfortable, and helped my child excel in school.
- When we arrived in this country, the information and support they provided to our children and the guidance they gave us has been helpful.

PROFESSIONAL DEVELOPMENT - Professional development supports staff that provide instructional and support services to migratory students. MEP staff participate in professional learning opportunities, allowing them to serve migratory students more effectively and efficiently. Professional development takes many forms including national/state conferences, regional training, site-based workshops, webinars, coaching and mentoring, and CIG training. Following is a summary of the state and local professional development that occurred during 2022-23. A total of 193 training opportunities were provided to MEP staff. Sixty-eight sessions addressed reading, 61 addressed math, 67 addressed school readiness, 59 addressed graduation, 43 addressed OSY, and 138 addressed other topics such as ID&R, data management, data security, and program planning. A full list of the PD provided to MEP staff during 2022-23 can be found in Appendix B.

Exhibit 14
Summary of Professional Development Provided to MEP Staff in 2022-23

Month	# Training Sessions	MEP Goal Areas Addressed						# Staff
		Reading	Math	School Readiness	Graduation	OSY	Other	
September 2022	27	9	7	12	8	7	14	157
October 2022	22	7	4	7	7	2	17	97

Month	# Training Sessions	MEP Goal Areas Addressed						# Staff
		Reading	Math	School Readiness	Graduation	OSY	Other	
November 2022	19	8	8	6	7	6	12	102
December 2022	8	3	3	2	2	1	7	60
January 2023	24	9	9	7	8	5	17	143
February 2023	19	3	3	5	3	3	16	95
March 2023	16	5	6	5	5	5	10	78
April 2023	19	10	9	7	7	5	13	525
May 2023	21	7	8	9	8	6	18	131
June 2023	7	4	2	4	1	1	7	17
July 2023	9	3	2	3	3	2	6	30
August 2023	2	0	0	0	0	0	1	8
Total	193	68	61	67	59	43	138	1,443

Source: Kansas MEP Director Tacking Forms

Exhibit 15 lists the IDRC and iSOSY CIG professional development and meetings in which Kansas MEP staff participated during 2022-23. Kansas MEP staff participated in State Steering Team (SST) and Technical Support Team (TST) meetings, webinars, and training events held by the CIGs including the Data Summit, Summer Recruitment Institute, and Recruiter Invitational.

Exhibit 15
CIG Training in Which Kansas MEP Participated in 2022-23

Date(s)	Type of Training/Webinar	# Staff
9/12/22	IDRC SST Meeting (Clearwater)	2
9/13/22	iSOSY SST Meeting	3
10/11/22	IDRC Monthly Webinar: Eligibility Refresher	6
10/18-19/22	IDRC TST Meeting	2
11/2-3/22	iSOSY TST Meeting	3
11/9/22	IDRC Monthly Webinar: U.S. Forestry	6
11/15-16/22	IDRC Invitational Meeting in San Diego, CA	2
12/6/22	IDRC Monthly Webinar: Hemp Update	5
12/14/22	IDRC Leadership Team Meeting	1
1/10/23	IDRC Monthly Webinar: Scenarios Refresher	4
1/13/23	IDRC TST Recruiter Toolkit/Services Workgroup	1
1/25/23	IDRC TST Recruiter Assessment Workgroup	1
1/26/23	IDRC TST Meeting (Virtual)	2
2/9/23	IDRC SST Meeting (Virtual)	1
2/21/23	IDRC Monthly Webinar: Farmworker Health Network	1
2/28/23	iSOSY SST Meeting	3
3/1-2/2023	IDRC Session at the OME Annual Directors' Meeting	2
3/20-21/23	IDRC Data Summit	5
3/22/23	IDRC TST Meeting (Virtual)	2
3/28-29/23	iSOSY TST Meeting	3
4/11/23	IDRC Monthly Webinar - Google Maps	4
5/16-17/23	IDRC TST Meeting (Nashville, TN)	2
5/22-25/23	IDRC Summer Recruitment Institute (Virtual)	30
7/11/23	IDRC Monthly Webinar: Recruiting New Populations	5
8/15/23	IDRC Monthly Webinar: New IDRC Resources	2
8/22/23	IDRC New Recruiter Training	1
9/13-14/23	IDRC Recruiter Invitational (Clearwater)	13
9/26-28/23	IDRC CIG Dissemination Event (Virtual)	21
Total		133

Source: iSOSY and IDRC Training Records

STRATEGY IMPLEMENTATION - During 2022-23, the QSI rubric was completed by each local project and service center. The projects gathered a small group of people to come to consensus on the ratings of the implementation of the Kansas MEP strategies. Ratings are based on a 5-point rubric with “1” indicating a strategy that was applicable, but not implemented, a “2” indicating limited implementation, a “3” indicating some implementation with room for improvement, a “4” indicating sufficient implementation aligned with what was described in the SDP, and a “5” indicating implementation that exceeds expectations described in the SDP. Ratings of “3” or below indicate areas where the MEP could improve strategy implementation. Exhibit 16 shows the mean ratings assigned by the projects/service centers for the level of implementation of each strategy and the number of projects assigning ratings of four or higher (considered implemented with fidelity to the SDP).

Exhibit 16
Mean Ratings on the Quality of Strategy Implementation (QSI)

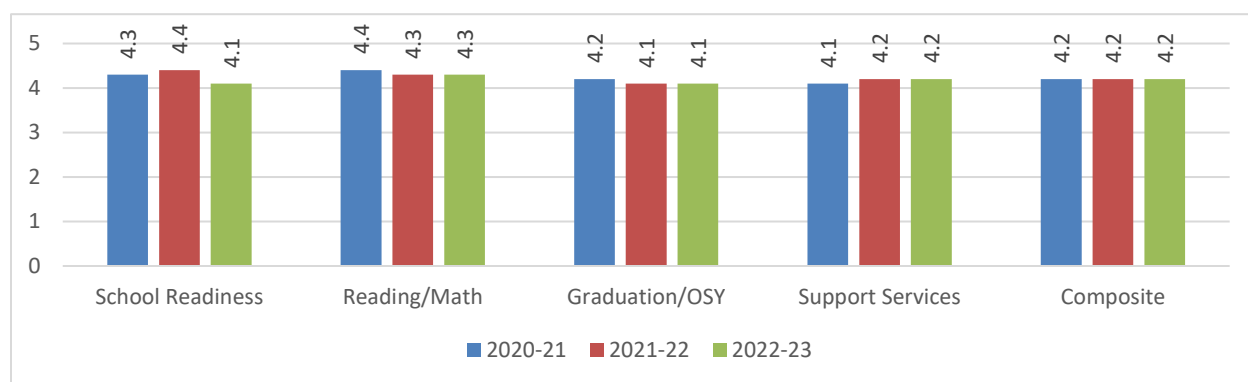
Strategies	# Projects Rating 4.0 or Higher	Mean Rating
School Readiness		
Strategy 1.1: During the school year and summer, coordinate/provide high quality early learning instruction that is fully or partially funded by the MEP to 3- and 4-year old migratory children who are not yet in school.	18 of 22 (82%)	4.2
Strategy 1.2: During the school year and summer, provide parent education events and educational resources aligned with the Kansas Early Learning Standards that incorporate ASQ assessments and materials to increase parent capacity to increase their children’s school readiness skills.	19 of 21 (91%)	4.1
ELA and Mathematics		
Strategy 2.1A: During the school year and summer, coordinate/provide migratory students (students with PFS first) with supplemental needs-based, evidence-based reading instruction with appropriate progress monitoring and instructional adjustments.	22 of 22 (100%)	4.4
Strategy 2.1B: During the school year and summer, coordinate/provide migratory students (students with PFS first) with supplemental needs-based, evidence-based math instruction with appropriate progress monitoring and instructional adjustments.	20 of 21 (95%)	4.2
Graduation/Services to OSY		
Strategy 3.1: During the school year and summer, coordinate/provide secondary-aged migratory students and OSY with supplemental credit accrual options and instruction leading to graduation or a high school equivalency diploma.	19 of 21 (91%)	4.3
Strategy 3.2A: During the school year and summer, provide educational opportunities to help middle and high school-aged migratory students and OSY plan for postsecondary education and careers.	18 of 20 (90%)	4.3
Strategy 3.2B: During the school year and summer, promote migratory student/OSY participation in learning opportunities for graduation, postsecondary education, and career exploration/readiness (e.g., Kansas Academy of Mathematics and Science [KAMS], leadership institutes/camps).	13 of 20 (65%)	3.9
Support Services		
Strategy 4.1: During the school year and summer, provide counseling/advocacy opportunities for all migratory students/OSY/families (e.g., college and career readiness, information on students’ Individual Plan of Study [IPS]).	18 of 20 (90%)	4.1
Strategy 4.2: During the school year and summer, coordinate/provide services to increase awareness of available health, mental health, and social-emotional programs, and advocate for migratory student/parent enrollment based on their identified needs.	18 of 19 (95%)	4.3
Strategy 4.3: Provide regular and timely referrals for all attendance centers (within 4 days) to local/regional recruiters when potential migratory students arrive in the district.	21 of 21 (100%)	4.4

Strategies	# Projects Rating 4.0 or Higher	Mean Rating
Strategy 4.4: During the school year and summer, provide parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, postsecondary/career readiness.	18 of 21 (86%)	4.2
Strategy 4.5: Provide professional development to MEP staff to build their capacity to address the needs of migratory students (e.g., content areas, school readiness, Migrant 101, graduation).	12 of 20 (60%)	3.8

Source: Kansas MEP QSIs

The mean rating for all 12 strategies was 4.2 out of 5.0, with mean ratings for each strategy ranging from 3.8 (Strategy 4.5) to 4.4 (Strategy 2.1A and Strategy 4.3). Ten of the 12 strategies (83%) were rated at the level considered to be implemented with fidelity to the SDP (mean ratings of succeeding or exceeding). Exhibit 17 compares the mean ratings for the four goal areas addressed by the QSI for the past three years. The 2021-22 and 2022-23 mean scores were the same for all goal areas except school readiness and the composite. The mean rating for all goal areas combined has been the same for the past three years.

Exhibit 17
Comparison of Strategy Mean Ratings from 2020-21 to 2022-23



Source: Kansas MEP QSIs

In addition to assigning ratings for the implementation of the strategies, projects indicated the ways in which each strategy was implemented by their project as shown below and on the following pages. The narrative to follow displays the implementation methods that were more often employed by projects/service centers rating the strategy as succeeding or exceeding. Understanding the methods of implementation employed by successful projects informs program implementation across the state. Also listed are staff opinions of the most effective ways in which their project implemented each strategy.

Strategy 1.1: Coordinate/provide early learning instruction that is fully or partially funded by the MEP.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Activity folders/backpacks/books
- Coordination with district pre-kindergarten programs
- Coordination with local agencies
- Home-based services
- Kindergarten readiness activities
- Library programs
- Pre-kindergarten packets
- Referrals to early learning providers
- Summer reading program

Most effective ways the projects/service centers reported implementing Strategy 1.1:

- *Children receive multiple home visits where MEP staff review ASQ results and help parents make connections with other programs/agencies.*
- *Collaboration between early childhood paraprofessional and parents.*
- *Creating partnerships with all schools, community organizations, and higher education institutions to help facilitate and filter important information to families.*
- *Home and school visits. Our families respond positively to the engagement that they receive from migrant advocates.*
- *Migrant liaison working with families and children.*
- *Online portal resources, home visits, home-based lessons according to student needs, connecting with existing resources to streamline services based on needs.*
- *Parent/toddler activities with a story time by the city library and coordinating with preschool programs to enroll children.*
- *Parents as Teachers has been an amazing program for helping our families.*
- *Summer programming, staying in contact with parents, and in-school tutoring.*
- *We collaborate with a child development center, Parents as Teachers, and other programs to offer services to families and their children.*
- *We currently offer preschool within the school day. This has allowed our at-risk students the ability to gain the background knowledge necessary for kindergarten readiness.*
- *We have an early childhood liaison.*

Strategy 1.2: Provide parent education events and educational resources.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Backpacks
- Enrollment stations
- Family nights
- Home visits
- Meetings with parents
- MPAC
- Parenting and family support
- Parents as Teachers resources
- Summer packets
- Summer reading program
- Summer visits

Most effective ways the projects/service centers reported implementing Strategy 1.2:

- *Communication in Spanish with parents, and text messaging parents.*
- *Home and school visits. Visits during the summer to provide hands-on learning experiences.*
- *Home visits with learning activities, books, manipulatives throughout the year, summer learning kits, and kindergarten welcome to school bags.*
- *In collaboration with district preschool and other agencies, we host multiple parent events where we provide information and resources.*
- *MPAC meetings at the local level. Kept family lists and stayed in contact.*
- *Parent night and district preschool pre-enrollment.*
- *Providing regular meetings and classes for parents with reminders.*
- *We conduct regular MPAC meetings that have an intentional focus that supports migratory families to be successful in the community.*
- *We have ASQ nights with bilingual assistance to assist parents in completing the ASQ forms. We use social media to reach our migratory families effectively.*

- *We provide a migrant parent night that includes dinner, photos with Santa, and mariachi music. Each family receives books, community resources, and MEP swag. All of this contributes to excellent parent attendance and deeper connections with our MEP families. We teach the parents how they can help their children learn so they feel part of the learning process.*

Strategy 2.1A: Coordinate/provide migratory students with reading instruction.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Attendance checks
- Before/after school and Saturday tutoring
- Books
- Collaboration with teachers/school staff
- Curricular modifications/accommodations
- EL supports
- Fluency monitoring
- Grade checks
- Growth measure/progress checks
- In-class/push-in interventions
- Migrant liaisons
- Parent contacts
- Parent/teacher conferences
- SIT referrals
- Summer services

Most effective ways the projects/service centers reported implementing Strategy 2.1A:

- *A strong connection with school personnel like principals, classroom teachers, and ESL staff. This allows migrant advocates to monitor and offer additional supports and advocacy.*
- *Communication among staff and expectations in regard to accommodations.*
- *In-school tutoring with guidance from the teacher, regular pathways testing, credit tracking, PASS courses.*
- *Migrant liaison coordinated with students, teachers, and families.*
- *Monthly home visits PK-1 with books/activities, a full summer school program for K-12 with targeted interventions and a strong emphasis on language acquisition, and family reading nights.*
- *Our MEP collaborated with district staff to help everyone become familiar with migratory student needs and progress.*
- *Progress monitoring and interventions put in place for readers who needed additional support to improve their reading ability/level.*
- *Showing parents how to use Unite for Literacy with their children, home-based lessons based on student needs with hands-on activities, and determining reading needs (communication with school staff and for OSY, informal reading assessments) in order to build reading skills.*
- *Streamlined communication with the high school to help facilitate services to migratory students.*
- *Summer school programming for migratory children.*
- *This is the first year that we were successful at districtwide assessments with progress monitoring.*

Strategy 2.1B: Coordinate/provide migratory students with math instruction.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Attendance checks
- Collaboration with teachers/school staff
- Computerized instruction
- Curricular modifications/accommodations
- EL supports
- Grade checks
- Growth measure/progress checks
- In-class/push-in interventions
- Parent contacts
- Parent/teacher conferences
- Summer services

Most effective ways the projects/service centers reported implementing Strategy 2.1B:

- *A strong connection with school personnel like principals, classroom teachers, and ESL staff. This allows migrant advocates to monitor and offer additional supports and advocacy.*
- *Collaboration with district staff to help everyone become familiar with student needs and progress.*
- *Communication with schools and school staff to ensure services are provided and the academic needs of students are met.*
- *In-school tutoring support in homeroom, credit tracking, and PASS support.*
- *Modifications and using resources provided by the service center.*
- *Monthly home visits PK-1 with books/activities, a full summer school program for K-12 with targeted interventions and a strong emphasis on language acquisition, summer school science/math classes that revolved around STEAM kits for middle school students, and middle school STEM night.*
- *Show parents “cool math games” online, how to play various math skill-building games with cards and dice, identifying math needs from school and conduct informal math assessment with OSY, and close communication with homeroom teachers and counselors.*
- *Summer school programming that is math-focused.*
- *The interventions put in place for Tier 2 and Tier 3 students have had the greatest impact.*
- *Use of migrant paraprofessionals to aid and support students to provide one-on-one instructional support.*

Strategy 3.1: Coordinate/provide secondary-aged migratory students and OSY with credit accrual options and instruction.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Career advisement
- Credit checks
- District credit recovery
- ESL core foundation class
- Summer school
- Tutoring

Most effective ways the projects/service centers reported implementing Strategy 3.1:

- *Communication and partnerships between the MEP, district staff, and community organizations.*
- *Enroll some students who drop out of high school and help with credit recovery with Eudora Virtual School, qualify students for 21 credit diploma, enroll more students in PASS and evaluate*

credit needs, put together a PASS plan with increased coordination with follow-up options to increase student participation.

- *Home visits, in-school tutoring, keeping track of credits, PASS, and helping students in school get into college classes during their senior year.*
- *Keeping track of our students going through the PASS program.*
- *MEP staff were available at the adult learning center until 8:00 pm.*
- *Migrant liaison served as an advocate for the students identified as migrant.*
- *Monthly meetings with school team leads and students to discuss progress, and home visits with parents and students.*
- *Progress monitoring students and having 1:1 with students and follow-up with parents, and building strong connections with school personnel and career coordinators.*
- *Regular credit checks have been beneficial for students to continue to see their progress.*
- *Support for Odysseyware and summer credit recovery.*
- *We continue to work and collaborate with the counselor in providing resources and opportunities for our students. This year, our migrant students registered for the Kansas Library Card that gives them excellent career resources and GED preparation in both languages.*
- *We utilized our learning center to provide structure and a framework for students to complete their credits to earn their high school diploma.*

Strategy 3.2A: Provide middle and high school students with educational opportunities to help plan for postsecondary education and careers.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Career pathway participation
- College visits
- Counselor collaboration
- FAFSA support/workshops
- Field trips
- Graduation plans/IPS
- Parent/student meetings
- Scholarship support/assistance

Most effective ways the projects/service centers reported implementing Strategy 3.2A:

- *Chew and Chat meetings were scheduled for middle and high school migratory students where a counselor discussed different educational opportunities. Also took students on college visits and career field trips.*
- *Follow-ups with pathways coordinator.*
- *Having a good presence in the schools, having open communication with parents, and maintaining relationships with colleges.*
- *MEP staff collaborate with middle and high school counselors.*
- *Our project hosts multiple FAFSA nights each year and we team up with state universities to take students to campus or bring staff to our district.*
- *The migrant advocates collaborate with Diploma+ and success centers. We are also engaging in creating partnerships with colleges and universities.*
- *The migrant liaison communicated with students and families.*
- *We use career cluster data from XELLO to align and provide CTE courses for students.*
- *We work in coordination with Heartland CAMP and KANCO (KSU) programs and actively recruit students. Also, sharing with parents about the technical schools in their area is helpful. When eligible, we help students participate in dual credit options whereby they attend the technical school and receive an industry credential while also taking courses. MEP staff and CAMP*

coordinators met with high school counselors, parents, and students to educate them about the CAMP programs. CAMP hosted visits with eligible/interested students. Using the new iSOSY career course is also helpful.

Strategy 3.2B: Promote student/OSY participation in learning opportunities for graduation, postsecondary education, and career exploration/readiness.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- District credit recovery
- Local/district summer academy
- Transportation

Most effective ways the projects/service centers reported implementing Strategy 3.2B:

- *One-on-one time with students making sure their needs are met.*
- *Our efforts are increasing to create connections with colleges and outside organizations to provide students a wide range of opportunities.*
- *Our project collaborates with the local community college to provide a summer leadership camp.*
- *PASS – educating the high school counselors about PASS and introducing PASS to students who can't attend in-person school due to work schedules and/or parenting responsibilities.*
- *Summer school STEAM kits for middle school students.*
- *The migrant liaisons advocate for students and communicate with all stakeholders.*
- *Through credit recovery, PASS, in-school tutoring, and summer programming.*
- *We offer summer school and many summer enrichment programs for students at no charge (e.g., STEM, drones, CSI, art camp) and we provide transportation to these events.*
- *We provided students with a learning center.*

Strategy 4.1: Provide counseling/advocacy opportunities for all migratory students/OSY/families.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Advocate support during parent/teacher conferences
- Coordination with counselors
- Home visits
- Meetings with parents and students
- Parent/teacher conferences
- Graduation/IPS plans are translated

Most effective ways the projects/service centers reported implementing Strategy 4.1:

- *Increase participation at school meetings.*
- *In-school tutoring, communication with parents, communication with schools, and OSY home visits (STAT lessons).*
- *Maintaining close relationships with the school staff, our parents, and students. We model for parents how to ask questions to encourage their child to continue their education. We also inform families of assistance with legal needs, referrals for utilities/housing assistance and assistance from the Social Security Administration. We connect with schools to know teachers, counselors, social workers, and bilingual staff to streamline services.*
- *Making sure we are keeping up with our staff in order to better service/meet students' needs.*
- *MEP staff coordinate with district counseling staff.*
- *Student-led conferences are done annually in the spring. Students cover career interest, student data, student work, and goals.*
- *Student-led conferences have been effective.*

- *We began Parent University for parents to attend several times each school year with a variety of topics related to advocacy and future success.*
- *We have teamed up with a mental health provider to offer services to our students at the high school (onsite).*

Strategy 4.2: Coordinate/provide services to increase awareness of available health, mental health, and social-emotional programs, and advocate for student/family enrollment.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Coats for Kids
- Community resource lists
- Cooking classes
- Coordination with community agencies
- McKinney-Vento Homeless Program
- Medical/dental/vision/mental health
- Referrals to mental health providers
- Social-emotional learning programming
- Summer meal program

Most effective ways the projects/service centers reported implementing Strategy 4.2:

- *Liaisons and their relationships with families.*
- *Maintaining contact with school counselors and social workers to ensure referrals are made and needed services are received. We are in constant communication with students/parents to ascertain their needs. Unfortunately, some much smaller towns don't have as many services available.*
- *Meeting with parents, sharing important numbers, and advocacy for students and families with school and other organizations.*
- *MEP staff provided parent education on listed topics.*
- *Offering the services and letting our families know about the services.*
- *Our parents feel confident to reach out when they need additional support. We also keep on hand resources that we know families might need such as hygiene kits.*
- *Our project regularly coordinates with local agencies to share resources and information with parents.*
- *Teacher referrals for students who need additional support. The SAEBRS screener was also helpful (tool to identify students who need additional SEL support).*
- *The district liaison works with families to make sure they are getting the resources they need within the community.*
- *The Kansas State Farmworker Health Program came and spoke to our parents at our MPAC meeting.*

Strategy 4.3: Provide regular and timely referrals for all attendance centers to local/regional recruiters.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Collaboration with school staff
- Collaboration with state recruiters
- Communicate student needs identified during recruiting to schools
- Information about eligibility sent to schools/districts
- MEP staff training
- MSIX/MIS2000 training
- Recruiter training

- Review of MIS2000/MSIX records
- Review of student records
- Training provided on referring and recruitment

Most effective ways the projects/service centers reported implementing Strategy 4.3:

- *Collaborating with recruiters to identify possible migratory students.*
- *District liaison has been a great benefit to ensure that all families that are needing services are identified.*
- *MEP staff collaborate with school staff and state recruiters.*
- *Parents complete forms during enrollment, those forms are sent to MEP so that we can evaluate responses and make contact. New hires (any anyone applying for a job) also complete the form at one of our major ag businesses and our recruiters evaluate these as well.*
- *Quickbase is the base tool we've found, move notifications, and meeting with schools.*
- *The family liaison collaborates and has built relationships with the communications department, the enrollment office, and state recruiters.*
- *We constantly meet with support staff to keep track of new arrivals and then refer.*
- *We have a full-time recruiter on our team and a strong collaboration with the state. The state ID&R provides us with ongoing support.*
- *Working closely with state recruiters and school teaching staff, administration, and secretaries.*
- *Working closely with state recruiters.*

Strategy 4.4: Provide parent engagement activities.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Attendance logs
- Bilingual books to check out
- Books
- FAFSA
- Home visits
- Materials provided
- MPAC

Most effective ways the projects/service centers reported implementing Strategy 4.4:

- *Constant communication with parents is a must. The MPAC meetings we hosted all had excellent attendance. We also show parents at home how to utilize iSOSY resources online as well as Student Portal resources to use with their children.*
- *Explaining the importance of some of the events.*
- *Hosting family events in locations that allow parents to have easy access to sessions. Follow-up calls to ensure that families can participate.*
- *Local MPAC meetings, and lots of communication with families and schools.*
- *MEP staff provides parent education with simultaneous child care.*
- *The family liaison has developed good relationships with MEP families which helps facilitate the delivery of much needed and useful information and resources for areas of need.*
- *We collaborate with our schools and local agencies to host events that allow us to share information with parents.*
- *We had a few meetings this year geared toward our migrant parent population. We discuss ways to incorporate their culture into more school events.*

Strategy 4.5: Provide professional development to MEP staff.

Implementation methods employed more often in projects assigning ratings of succeeding or exceeding:

- Collaboration with regular school training
- EL training provided to MEP staff
- School year staff development
- Training provided to MEP staff on reading, math, school readiness, graduation

Most effective ways the projects/service centers reported implementing Strategy 4.5:

- *Collaboration with regular school training.*
- *Due to the fact that our project is in conjunction with the district ESOL program, we are able to provide districtwide trainings multiple times each year.*
- *Needs-based PD for advocates and communication with emails, Zoom, and What's App.*
- *Onsite training and peer training.*
- *Recruitment and state training that is held in person. We had several opportunities to coordinate with the state to ensure that the team was getting just-in-time training.*
- *Regular training and PD focusing on the migrant and ESL population has benefited all staff who work with migratory students on a regular basis.*
- *The district conducts monthly migrant trainings on instructional strategies.*

5. Outcome Evaluation Results

This section provides a summary of Kansas MEP results on the Kansas state performance goals addressing academic achievement and graduation, the Kansas MEP MPOs, and the national MEP GPRA measures. Sources of data include student assessment results, data from MIS2000 and KSDE, survey responses, QSI ratings, and a review of Kansas MEP records.

State Performance Goal Results

Academic Achievement

During 2022-23, ELA and mathematics academic achievement of students attending public school in Kansas was assessed through the Kansas Assessment Program General Summative Assessments in grades 3-8 and 10. The four proficiency levels for the Summative Assessments follow.

- **Level 1:** A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for postsecondary readiness.
- **Level 2:** A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for postsecondary readiness.
- **Level 3:** A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for postsecondary readiness.
- **Level 4:** A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Following are the 2022-23 results in ELA and mathematics for migratory students, disaggregated by PFS, compared to the State performance targets for all students as indicated in the Kansas ESSA State Plan, and compared to non-migratory students. Tables show the number of migratory students assessed, the number and percent of migratory students scoring at Level 3 or Level 4 on 2022-23 ELA and math assessments, the State performance targets for 2022-23, the difference in the percentage of migratory students scoring at Level 3 or Level 4 compared to the State performance targets, and non-migratory student proficiency rates.

Exhibit 18

Migratory Students Scoring at Level 3 or Level 4 on 2022-23 Kansas Summative ELA Assessments

Grade Levels	PFS Status	# Tested	# (%) Migratory Students Scoring at Level 3 or 4	2022-23 State Performance Target	Percentage Point Difference (+/-)	% Non-Migratory Students Scoring at Level 3 or 4
3	PFS	83	5 (6.0%)	57.2%	-51.2	38.6%
	Non-PFS	140	15 (10.7%)		-46.5	
	All Migratory	223	20 (9.0%)		-48.2	
4	PFS	71	7 (9.9%)	57.2%	-47.3	43.4%
	Non-PFS	122	20 (16.4%)		-40.8	
	All Migratory	193	27 (14.0%)		-43.2	
5	PFS	67	3 (4.5%)	57.2%	-52.7	40.0%
	Non-PFS	142	12 (8.5%)		-48.7	
	All Migratory	209	15 (7.2%)		-50.0	
6	PFS	78	4 (5.1%)	57.2%	-52.1	34.3%
	Non-PFS	112	12 (10.7%)		-46.5	
	All Migratory	190	16 (8.4%)		-48.8	
7	PFS	73	0 (0%)		-57.2	

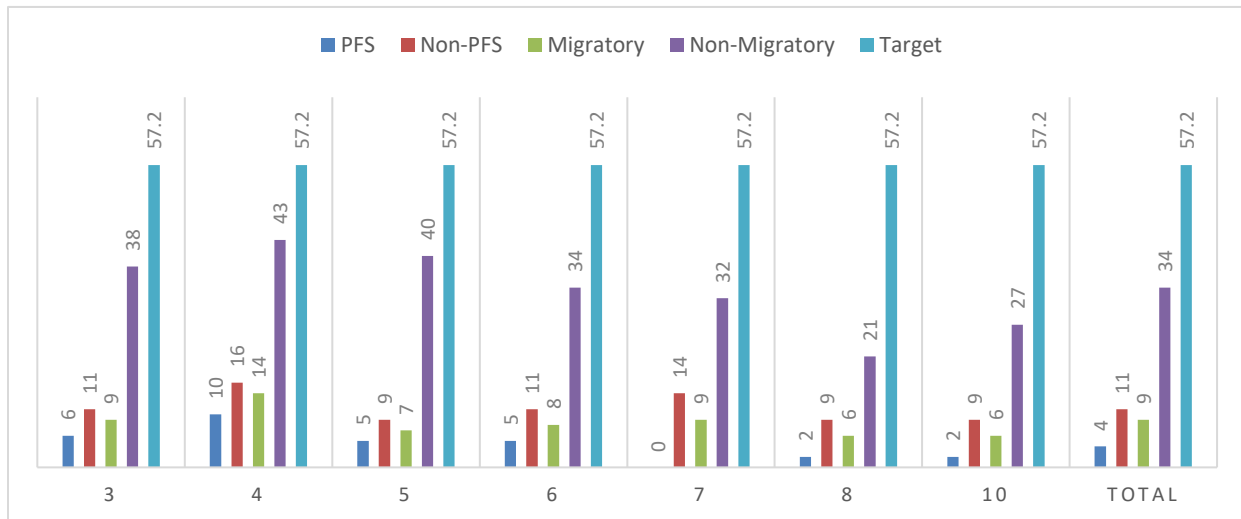
Grade Levels	PFS Status	# Tested	# (%) Migratory Students Scoring at Level 3 or 4	2022-23 State Performance Target	Percentage Point Difference (+/-)	% Non-Migratory Students Scoring at Level 3 or 4
	Non-PFS	113	16 (14.2%)	57.2%	-43.0	32.3%
	All Migratory	186	16 (8.6%)		-48.6	
8	PFS	68	1 (1.5%)	57.2%	-55.7	21.3%
	Non-PFS	129	11 (8.5%)		-48.7	
	All Migratory	197	12 (6.1%)		-51.1	
10	PFS	60	1 (1.7%)	57.2%	-55.5	26.6%
	Non-PFS	90	8 (8.9%)		-48.3	
	All Migratory	150	9 (6.0%)		-51.2	
All	PFS	500	21 (4.2%)	57.2%	-53.0	33.6%
	Non-PFS	848	94 (11.1%)		-46.1	
	All Migratory	1,348	115 (8.5%)		-48.7	

Source: KSDE

Kansas migratory students assessed were 48.7 percentage points (pp) short of the Kansas State performance target (57.2%) for ELA proficiency in 2022-23, and 25.1 percentage points short of the non-migratory student proficiency rate. Migratory students with PFS were 53.0 percentage points short of the target and non-PFS students were 46.1 percentage points short of the target. For all seven grade levels assessed, the 2022-23 target was not met by migratory students and fewer migratory students scored at Level 3 or Level 4 than non-migratory students.

Below is a graphic display of the differences in the percent of PFS, non-PFS, all migratory, and non-migratory students scoring at Level 3 or Level 4 on 2022-23 ELA Summative Assessments. The graph shows large gaps between migratory and non-migratory students, and migratory/non-migratory students and the State performance target.

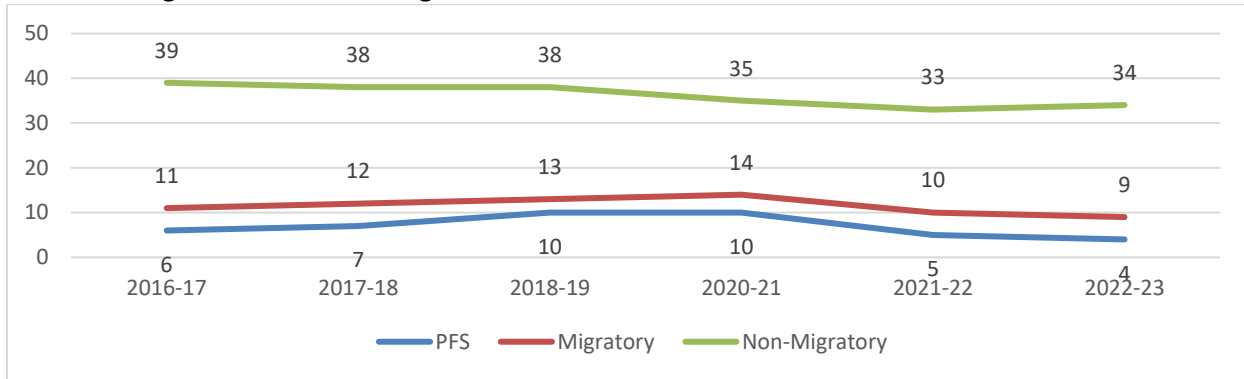
Exhibit 19
Percentage of Students Scoring at Level 3 or Level 4 on 2022-23 Summative ELA Assessments



Source: KSDE

Exhibit 20 provides a comparison of Kansas ELA Summative Assessment results for the past six years (except 2019-20 when State assessments were cancelled due to school closures resulting from the global pandemic). The graph shows that from 2021-22 to 2022-23, there was a one percentage point decrease in migratory students scoring at Level 3 or Level 4 (same percentage point decrease for PFS migratory students); however, non-migratory students had a one percentage point increase.

Exhibit 20
Percentage of Students Scoring at Level 3 or Level 4 on Summative ELA Assessments Over Time



Source: KSDE

Kansas migratory students assessed were 43.9 percentage points short of the Kansas State performance target (52.4%) for math proficiency in 2022-23, and 23.3 percentage points short of the non-migratory student proficiency rate. Migratory students with PFS were 46.7 percentage points short of the target and non-PFS students were 39.7 percentage points short of the target. For all seven grade levels assessed, the 2022-23 target was not met by migratory students and fewer migratory students scored at Level 3 or Level 4 than non-migratory students.

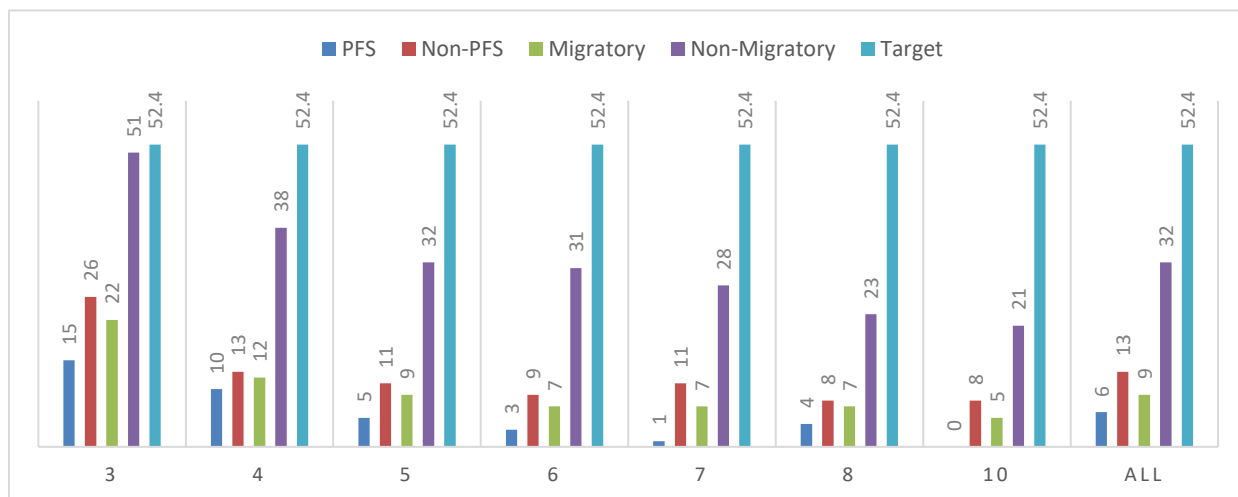
Exhibit 21
Migratory Students Scoring at Level 3 or Level 4 on 2022-23 Kansas Summative Math Assessments

Grade Levels	PFS Status	# Tested	# (%) Migratory Students Scoring at Level 3 or 4	2022-23 State Performance Target	Percentage Point Difference (+/-)	% Non-Migratory Students Scoring at Level 3 or 4
3	PFS	82	12 (14.6%)	52.4%	-37.8	50.6%
	Non-PFS	137	36 (26.3%)		-26.1	
	All Migratory	219	48 (21.9%)		-30.5	
4	PFS	69	7 (10.1%)	52.4%	-42.3	38.1%
	Non-PFS	123	16 (13.0%)		-39.4	
	All Migratory	192	23 (12.0%)		-40.4	
5	PFS	67	3 (4.5%)	52.4%	-47.9	32.0%
	Non-PFS	142	15 (10.6%)		-41.8	
	All Migratory	209	18 (8.6%)		-43.8	
6	PFS	78	2 (2.6%)	52.4%	-49.8	30.8%
	Non-PFS	111	11 (9.9%)		-42.5	
	All Migratory	189	13 (6.9%)		-45.5	
7	PFS	73	1 (1.4%)	52.4%	-51.0	28.2%
	Non-PFS	112	12 (10.7%)		-41.7	
	All Migratory	185	13 (7.0%)		-45.4	
8	PFS	68	3 (4.4%)	52.4%	-48.0	23.3%
	Non-PFS	129	10 (7.8%)		-44.6	
	All Migratory	197	13 (6.6%)		-45.8	
10	PFS	57	0 (0%)	52.4%	-52.4	21.0%
	Non-PFS	90	7 (7.8%)		-44.6	
	All Migratory	147	7 (4.8%)		-47.6	
All	PFS	494	28 (5.7%)	52.4%	-46.7	31.8%
	Non-PFS	844	107 (12.7%)		-39.7	
	All Migratory	1348	115 (8.5%)		-43.9	

Source: KSDE

Below is a graphic display of the differences in the percent of PFS, non-PFS, all migratory, and non-migratory students scoring at Level 3 or Level 4 on 2022-23 Math Summative Assessments. Similar to the ELA results, the graph shows large gaps between migratory and non-migratory students, and migratory/non-migratory students and the State performance target (except for third grade non-migratory students).

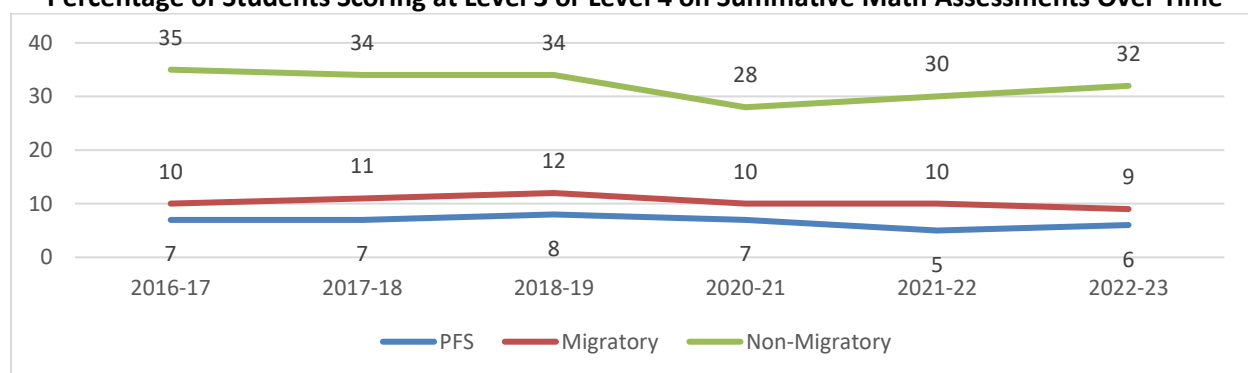
Exhibit 22
Percentage of Students Scoring at Level 3 or Level 4 on 2022-23 Summative Math Assessments



Source: KSDE

Exhibit 23 provides a comparison of Kansas Math Summative Assessment results for the past six years (except 2019-20 when State assessments were cancelled due to school closures).

Exhibit 23
Percentage of Students Scoring at Level 3 or Level 4 on Summative Math Assessments Over Time



Source: KSDE

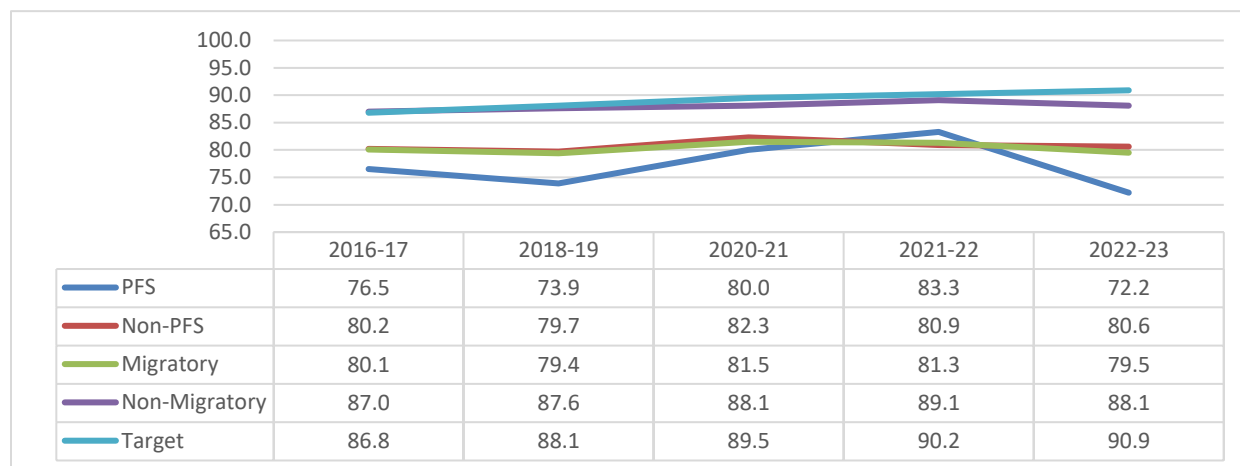
The graph shows that from 2021-22 to 2022-23, there was a one percentage point decrease in migratory students scoring at Level 3 or Level 4, a one percentage point increase for PFS migratory students, and a two percentage point increase for non-migratory students.

High School Graduation

The 2022-23 Kansas State performance target for high school graduation was 90.9%. Exhibit 24 shows that in 2022-23, the graduation rate for migratory students was 79.5% (11.4 percentage points short of the target), compared to the non-migratory student graduation rate which was 88.1% (2.8 percentage points short of the target). The graduation rate for non-PFS migratory students was 8.4 percentage

points higher than the graduation rate of PFS migratory students. Slight decreases from 2021-22 to 2022-23 were seen for both migratory and non-migratory students.

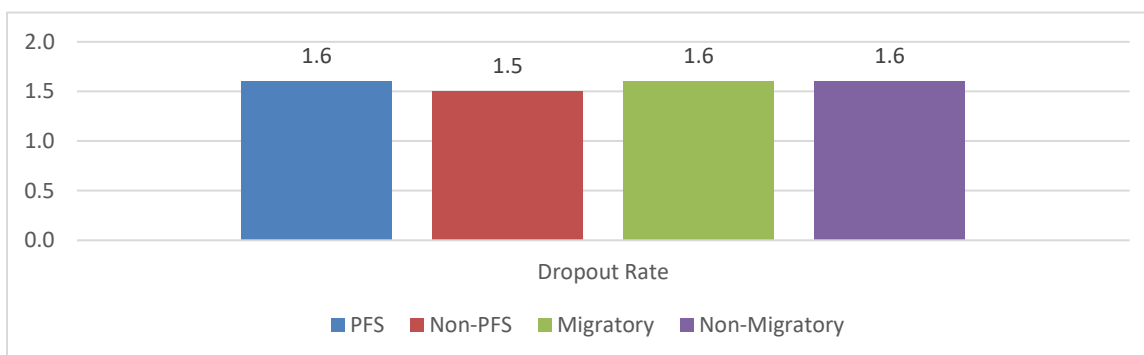
Exhibit 24
Graduation Rates for Non-Migratory and Migratory Students



Source: KSDE and MIS2000

The dropout rate for migratory students was 1.6% which was the same as the dropout rate for PFS migratory students and non-migratory students. The dropout rate for non-PFS migratory students was 1.5%.

Exhibit 25
2022-23 Dropout Rates for Non-Migratory and Migratory Students



Source: KSDE and MIS2000

Note: Data related to state performance goals should be interpreted with caution. While percentages of migratory students that are proficient and graduating from high school provide a useful measure of the overall academic progress of migratory students, there is little that can be said about the impact of MEP supplemental instructional services based on these data. State assessments are designed to measure student attainment of knowledge and skills outlined in state standards that are set for all students. It should be noted that since the MEP is supplemental and cannot supplant the instruction provided by State and federal funds, the services provided by the MEP are aligned with state standards *but* cannot replace what students are provided through other means. It is not possible to isolate the extent to which proficiency and non-proficiency on state assessments are associated with MEP supplemental instruction versus other instruction provided to migratory and non-migratory students. Other assessments that are aligned with the supplemental services offered through the MEP provide the most appropriate accountability measurement of the outcomes and effectiveness of MEP services.

National MEP GPRA Measure Results

This section provides a summary of program results as indicated by the national GPRA measures for the MEP. Sources of data include state assessment results and data entered into MIS2000 on promotion, graduation, and completion of Algebra I.

GPRA 1: The percentage of migratory students that scored at or above proficient on their state’s annual reading/language arts assessments in grades 3-8.

Kansas’ migratory students in grades 3-8 that scored proficient or above on 2022-23 Summative ELA assessments were 24 percentage points short of the national target (33%) for this performance measure.

GPRA 2: The percentage of migratory students that scored at or above proficient on their state’s annual mathematics assessments in grades 3-8.

Kansas’ migratory students in grades 3-8 that scored proficient or above on 2022-23 Summative math assessments were 22 percentage points short of the national target (33%) for this performance measure.

GPRA 3: The percentage of migratory students who were enrolled in grades 7-12 and graduated or were promoted to the next grade level.

Exhibit 26 shows that 92% of Kansas’ migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2022-23 school year (89% PFS students, 93% non-PFS students), exceeding the national target of 67% by 25 percentage points.

Exhibit 26
Migratory Students in Grades 7-12 that Graduated in 2022-23 or were Promoted to the Next Grade Level from 2022-23 to 2023-24

Grade Levels 2022-23	PFS Status	# Eligible Migratory Students in 2022-23	# Students for Whom Data Is Available	Students Promoted from 2022-23 to 2023-24		Students Graduated in 2022-23		# (%) Students Graduated or Promoted
				N	%	N	%	
7	PFS	70	52	44	85%	--	--	
	Non-PFS	123	99	93	94%	--	--	
	Total	193	151	137	91%	--	--	
8	PFS	76	69	58	84%	--	--	
	Non-PFS	130	117	109	93%	--	--	
	Total	206	186	167	90%	--	--	
9	PFS	81	61	55	90%	--	--	
	Non-PFS	107	95	92	97%	--	--	
	Total	188	156	147	94%	--	--	
10	PFS	54	46	46	100%	--	--	
	Non-PFS	105	89	88	99%	--	--	
	Total	159	135	134	99%	--	--	
11	PFS	36	28	26	96%	1	4%	
	Non-PFS	103	99	92	96%	1	1%	
	Total	139	127	118	96%	2	2%	
Total Grades 7-11	PFS	317	256	229	90%	1	<1%	
	Non-PFS	256	499	474	96%	1	<1%	
	Total	885	755	703	94%	2	<1%	

Grade Levels 2022-23	PFS Status	# Eligible Migratory Students in 2022-23	# Students for Whom Data Is Available	Students Promoted from 2022-23 to 2023-24		Students Graduated in 2022-23		# (%) Students Graduated or Promoted
				N	%	N	%	
12	PFS	21	17	--	--	14	82%	
	Non-PFS	98	82	--	--	64	78%	
	Total	119	99	--	--	78	79%	
All	PFS	338	273	--	--	--	--	244 (89%)
	Non-PFS	354	581	--	--	--	--	539 (93%)
	Total	1,004	854	--	--	--	--	783 (92%)

Source: MIS2000

Seventy-nine percent (79%) of the 12th grade migratory students for whom data were available graduated, and 94% of the migratory students in grades 7-11 for whom data were available were promoted to the next grade level.

GPRA 4: The percentage of migratory students who entered 11th grade that had received full credit for Algebra I.

Fifty-eight percent (92 of the 159 10th grade students in 2022-23) completed Algebra I prior to entering 11th grade, exceeding the national target of 39% by 19 percentage points.

Kansas MEP MPO Results

This section provides a summary of program results as indicated by the Kansas MEP MPOs. Sources of data include student reading and math assessment results; QSI ratings; services data; MEP Director Tracking Forms, and MEP staff surveys and migratory parent surveys.

SCHOOL READINESS

MPO 1.1A: By the end of the 2022-23 program year, **70%** of 3- and 4-year old migratory children assessed with the ASQ will demonstrate age-appropriate skills as a result of participating in high quality early learning services fully or partially funded by the MEP.

Exhibit 27 shows that the Kansas MEP **did not meet MPO 1.1A** with **64%** of the 255 three- and four-year-old migratory preschool children assessed with the ASQ demonstrating age-appropriate skills as reported by the projects/service centers (six percentage points short of the target). PFS children exceeded the target by three percentages points; however, non-PFS children were short of the target by eight percentage points.

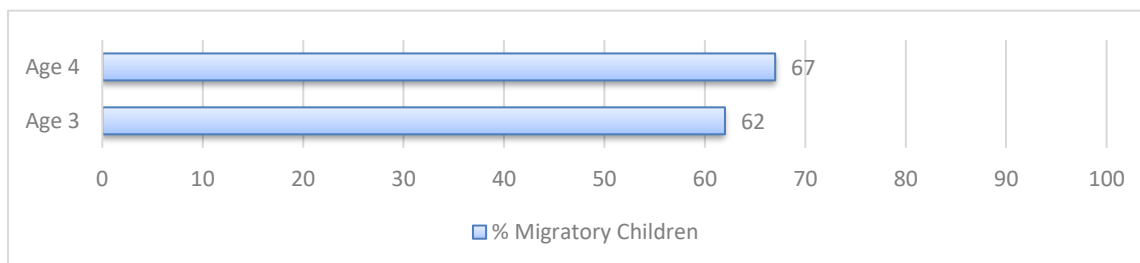
**Exhibit 27
Migratory Preschoolers Demonstrating Age-Appropriate Skills on the ASQ**

PFS Status	# (%) Assessed	# (%) w/Age-Appropriate Skills	MPO Met?
PFS	48	35 (73%)	Yes
Non-PFS	207	128 (62%)	No
Total	255	163 (64%)	No

Source: Kansas MEP Director Tracking Forms

Exhibit 28 is a graphic display of the ASQ results by age. A larger percentage of four-year-old migratory preschool children (+5 percentage points) demonstrated age appropriate skills on the ASQ than three-year-olds.

Exhibit 28
Percentage of Migratory Preschoolers Demonstrating Age-Appropriate Skills on the ASQ, by Age



Source: Kansas MEP Director Tracking Forms

On the Kansas MEP Staff Survey, 57 staff rated the extent to which the MEP impacted children’s school readiness. Following are their ratings which are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All but one of the 57 staff responding (98%) reported that the MEP impacted children’s school readiness (40% very much, 33% a lot, 21% somewhat).

Exhibit 29
Staff Ratings of the Impact of the MEP on Children’s School Readiness

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
57	1 (2%)	2 (4%)	12 (21%)	19 (33%)	23 (40%)	4.1

Source: Kansas MEP Staff Survey

MPO 1.1B: By the end of the 2022-23 program year, **80%** of eligible migratory preschool children ages 3-5 (not in kindergarten) will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

Exhibit 30 shows that the Kansas MEP **did not meet MPO 1.1B** with **74%** of the 585 eligible migratory preschool children ages 3-5 (not attending kindergarten) receiving MEP services (instructional and/or support) during summer 2023 (six percentage points short of the target). All 90 children ages 3-5 with PFS were served in summer 2023 (meeting the MPO) as were 70% of non-PFS children (10 percentage points short of the target).

Exhibit 30
Migratory Children Ages 3-5 Receiving MEP Services During Summer 2023

PFS Status	# Eligible	# (%) Served Summer 2023	MPO Met?
PFS	90	90 (100%)	Yes
Non-PFS	495	344 (70%)	No
Total	585	434 (74%)	No

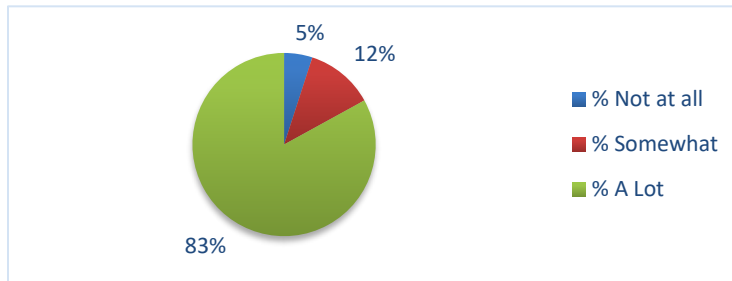
Source: 2022-23 Kansas MEP CSPR Data and MIS2000

MPO 1.2: By the end of the 2022-23 program year, **80%** of migratory parents responding to the Parent Survey who participated in fully or partially MEP-funded parent training on school readiness will report an increased capacity to support their child’s school readiness skills.

Exhibit 31 shows that the Kansas MEP **met MPO 1.2** with **95%** of the 81 parents of preschoolers responding to the Kansas MEP Parent Survey reporting that MEP parent training helped them support their child’s school readiness skills (83% a lot, 12% somewhat). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 31
Parent Ratings of the Impact of MEP Parent Training on their Skills for Supporting their Child’s School Readiness

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Somewhat or A Lot	MPO Met?
81	3 (5%)	8 (12%)	54 (83%)	2.8	95%	Yes



Source: Kansas MEP Parent Surveys

ENGLISH LANGUAGE ARTS AND MATHEMATICS

MPO 2.1A: By the end of the 2022-23 program year, **70%** of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.

Exhibit 32 shows that the Kansas MEP **did not meet MPO 2.1A** with **63%** of the 1,856 migratory students in grades PreK-12 and OSY with matched pre/post-test scores gaining by 2% or more on local reading assessments (seven percentage points short of the target). Seventy-nine percent (79%) of the students assessed gained by at least one point ($p < .001$). Students with PFS were two percentage points short of the target, and non-PFS students were nine percentage points short of the target. A total of 2,125 migratory students had either a pretest score or a post-test score, with 1,856 (87%) having both.

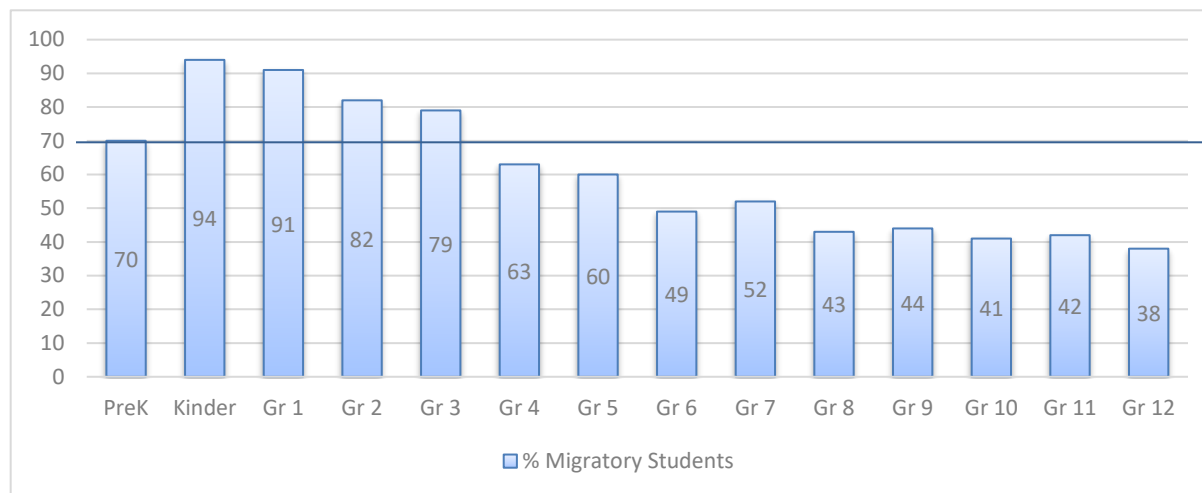
Exhibit 32
Migratory Student Gains on Local Reading Assessments

PFS Status	# Students Tested	# (%) Gaining	P-Value	# (%) Gaining 2% or More	MPO Met?
PFS	606	476 (79%)	<.001	410 (68%)	No
Non-PFS	1,250	987 (79%)	<.001	767 (61%)	No
Total	1,856	1,463 (79%)	<.001	1,177 (63%)	No

Source: Kansas MEP Director Tracking Forms

Exhibit 33 is a graphic display of these results by grade level (# students assessed: PreK=20, K=176, 1=174, 2=179, 3=173, 4=145, 5=154, 6=154, 7=131, 8=167, 9=134, 10=111, 11=92, 12=45). In addition, one OSY was assessed but is not included in Exhibit 33 to ensure confidentiality.

Exhibit 33
Percentage of Migratory Students Improving Reading Skills by Grade Level



Source: Kansas MEP Director Tracking Forms

Students in grades PreK-3 met or exceeded the 70% target, with kindergarten students having the highest percentage gaining by 2% or more (94%), followed by first grade students (91%), second grade students (82%), third grade students (79%), and preschoolers (70%). Twelfth grade students had the lowest percentage gaining by 2% (38%).

On the Kansas MEP Staff Survey, 77 staff rated the extent to which the MEP impacted students' reading/language arts skills. Following are their ratings which are based on a 5-point scale. All but one of the 77 staff responding (99%) reported that the MEP impacted students' reading/language arts skills (42% very much, 35% a lot, 20% somewhat, 2% a little).

Exhibit 34
Staff Ratings of the Impact of the MEP on Students' Reading/Language Arts Skills

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
77	1 (1%)	2 (2%)	15 (20%)	27 (35%)	32 (42%)	4.1

Source: Kansas MEP Staff Survey

MPO 2.1B: By the end of the 2022-23 program year, **70%** of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.

Exhibit 35 shows that the Kansas MEP **did not meet MPO 2.1B** with **61%** of the 1,820 migratory students in grades PreK-12 with matched pre/post-test scores gaining by 2% or more on local math assessments (nine percentage points short of the target). Seventy-eight percent (78%) of the students assessed gained by at least one point ($p < .001$). Migratory students with PFS were six percentage points short of the target and non-PFS students were 11 percentage points short of the target. A total of 2,105 migratory students had either a pretest or a post-test score, with 1,820 (86%) having both.

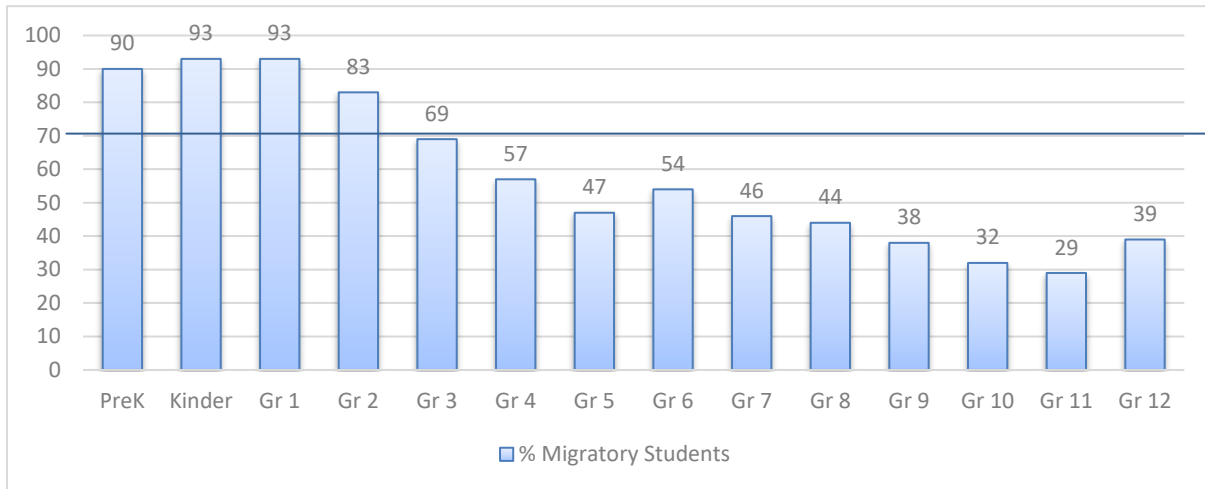
Exhibit 35
Migratory Student Gains on Local Math Assessments

PFS Status	# Students Tested	# (%) Gaining	P-Value	# (%) Gaining 2% or More	MPO Met?
PFS	610	463 (76%)	<.001	389 (64%)	No
Non-PFS	1,210	956 (79%)	<.001	714 (59%)	No
Total	1,820	1,419 (78%)	<.001	1,103 (61%)	No

Source: Kansas MEP Director Tracking Forms

Exhibit 36 is a graphic display of these results by grade level (# students assessed: PreK=21, K=176, 1=174, 2=178, 3=174, 4=146, 5=154, 6=159, 7=128, 8=165, 9=123, 10=106, 11=78, 12=38). Students in grades PreK-2 exceeded the target for the MPO, with kindergarten and first grade students having the highest percentage gaining by 2% or more (92% each), followed by preschoolers (90%), and second grade students (83%). Eleventh grade students had the lowest percentage gaining by 2% or more (29%).

Exhibit 36
Percentage of Migratory Students Improving Math Skills by Grade Level



Source: Kansas MEP Director Tracking Forms

On the Kansas MEP Staff Survey, 77 staff rated the extent to which the MEP impacted students' math skills. Following are their ratings which are based on a 5-point scale. All but one of the 77 staff responding (99%) reported that the MEP impacted students' math skills (40% very much, 30% a lot, 25% somewhat, 4% a little). This item was rated slightly lower by staff than the item addressing impact of the MEP on students' reading/language arts skills.

Exhibit 37
Staff Ratings of the Impact of the MEP on Students' Math Skills

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
77	1 (1%)	3 (4%)	19 (25%)	23 (30%)	31 (40%)	4.0

Source: Kansas MEP Staff Survey

MPO 2.1C: By the end of the 2022-23 program year, **80%** of eligible migratory students in grades PreK-11 will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

Exhibit 38 shows that the Kansas MEP **did not meet MPO 2.1C** with **72%** of the 3,638 eligible migratory students in grades PreK-11 receiving MEP services (instructional and/or support) during summer 2023 (eight percentage points short of the target). Ninety percent (90%) of PFS and 64% of non-PFS migratory students in grades PreK-11 were served by the MEP during summer 2023.

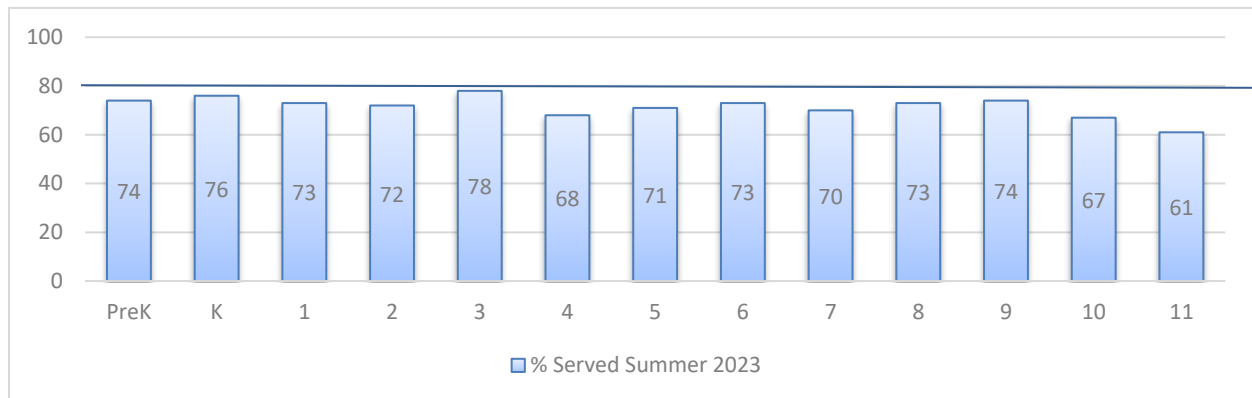
Exhibit 38
Migratory Students in Grades PreK-11 Receiving MEP Services in Summer 2023

PFS Status	# Eligible	# (%) Served Summer 2023	MPO Met?
PFS	1,138	1,027 (90%)	Yes
Non-PFS	2,500	1,600 (64%)	No
Total	3,638	2,627 (72%)	No

Source: 2022-23 Kansas MEP CSPR Data and MIS2000

Exhibit 39 is a graphic display of the percentage of students in grades PreK-11 served during summer 2023 (total # students: PreK=585, K=306, 1=310, 2=298, 3=281, 4=258, 5=262, 6=244, 7=234, 8=247, 9=240, 10=200, 11=173). The percent of students served for all grade levels was lower than the target. The highest percentage of migratory children served were third grade students (78%) and kindergarten students (76%). The lowest percentage of students served during summer 2023 were eleventh grade students (61%).

Exhibit 39
Percentage of Migratory Students in Grades PreK-11 Receiving MEP Services in Summer 2023, by Grade Level



Source: MIS2000

On the Kansas MEP Staff Survey, 74 staff rated the extent to which the MEP supported migratory student learning during the summer, and 75 staff rated the extent to which the MEP supported student support services needs during the summer. Following are their ratings which are based on a 5-point scale. All but one of the 74 staff responding (99%) reported that the MEP supported migratory student learning during the summer (45% very much, 37% a lot, 16% somewhat, 1% a little), and all but one of the 75 staff responding (99%) reported that the MEP supported migratory student support service needs during the summer (45% very much, 33% a lot, 17% somewhat, 3% a little). Both items had the same mean rating.

Exhibit 40
Staff Ratings of the Support Provided to Students during the Summer

To what extent did the MEP...	# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
...support student learning during the summer?	74	1 (1%)	1 (1%)	12 (16%)	27 (37%)	33 (45%)	4.2
...support student support services needs during the summer?	75	1 (1%)	2 (3%)	13 (17%)	25 (33%)	34 (45%)	4.2

Source: Kansas MEP Staff Survey

GRADUATION/SERVICES TO OSY

MPO 3.1: By the end of the 2022-23 program year, **80%** of secondary-aged migratory students/OSY enrolled in MEP-funded credit accrual opportunities and instruction will earn one-half credit toward graduation.

Exhibit 41 shows that the Kansas MEP **did not meet MPO 3.1** with **67%** of the 85 migratory students/OSY enrolled in MEP-funded credit accrual opportunities receiving one-half credit toward high school graduation (13 percentage points below the target). PFS and non-PFS students did not meet the target. There was a larger percentage of non-PFS students earning credits than PFS students (69% versus 65%).

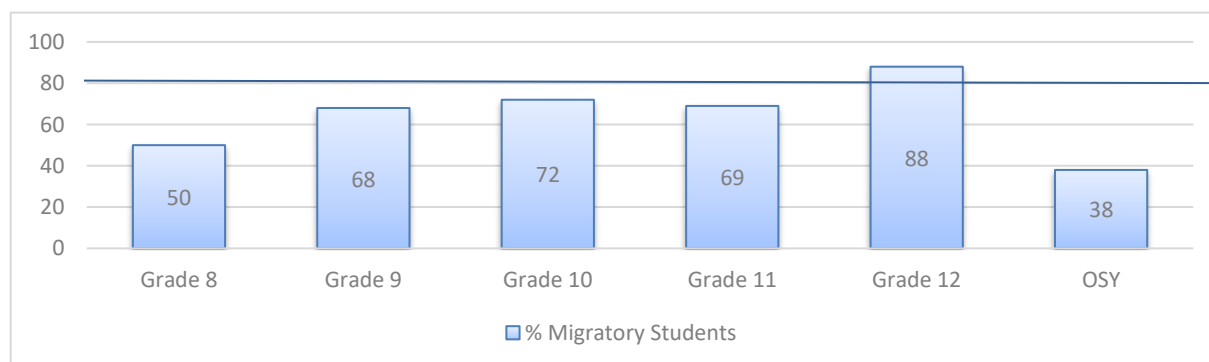
Exhibit 41
Migratory Students/OSY Obtaining Credits toward High School Graduation

PFS Status	# Enrolled in Classes	# (%) Earning HS Credit	MPO Met?
PFS	49	32 (65%)	No
Non-PFS	36	25 (69%)	No
Total	85	57 (67%)	No

Source: Kansas MEP Director Tracking Forms

Exhibit 42 is a graphic display of these results by grade level expressed as percentage of migratory students obtaining credits (total # students enrolled in courses: grade 8=2, grade 9=28, 10=25, 11=13, 12=8, OSY=8). One seventh grade student was enrolled in a course but is not included in this graph to ensure confidentiality. Twelfth grade students exceeded the target (88%); however, all other grades were below the target. OSY had the lowest percentage of students enrolled in courses obtaining credits.

Exhibit 42
Percentage of Credits Received by Migratory Students, by Grade Level



Source: Kansas MEP Director Tracking Forms

Exhibit 43 shows the courses for which migratory students earned credits. Students completed 21 different courses and earned 77 semester credits.

Exhibit 43
Secondary Courses for which Migratory Students Earned Credits

Course(s) Enrolled	# Credits Earned
Academic Strategies	1
Algebra	5
Biology	1
Career Connections	3
Civics	1
Communications	1
English	25
Environmental Science	1
ESL Reading Skills	2
ESL Literacy	9
Financial Literacy	4
Financial Math	1
Geometry	2
Literacy and Comprehension	3
Physical Education	2
Physical Science	2
Science	2
Speech	1
U.S. Government	6
U.S. History	4
World History	1
Total	77

Source: Kansas MEP Director Tracking Forms

On the Kansas MEP Staff Survey, staff rated the extent to which the MEP impacted secondary-aged migratory students and OSY. Following are their ratings which are based on a 5-point scale. All but two of the 67 staff responding (97%) reported that the MEP helped migratory students in grades 9-12 stay on-track to graduate (46% very much, 27% a lot, 22% somewhat, 2%), and all but three of the 41 staff responding (93%) reported that the MEP supported migratory OSY (24% very much, 27% a lot, 29% somewhat, 12% a little).

Exhibit 44
Staff Ratings of the Impact of the MEP on Secondary-aged Students/OSY

To what extent did the MEP...	N	# (%) Not at all	# (%) A Little	# (%) Some- what	# (%) A Lot	# (%) Very Much	Mean Rating
...help migratory students in grades 9-12 stay on-track to graduate?	67	2 (3%)	1 (2%)	15 (22%)	18 (27%)	31 (46%)	4.1
...support migratory OSY?	41	3 (7%)	5 (12%)	12 (29%)	11 (27%)	10 (24%)	3.5

Source: Kansas MEP Staff Survey

MPO 3.2: By the end of the 2022-23 program year, **80%** of eligible migratory students in grades 7-11/OSY will receive MEP services (instructional and/or support) in the summer as reported in Migrant Web/MIS2000.

Exhibit 45 shows that the Kansas MEP **did not meet MPO 3.2** with **70%** of the 1,245 eligible migratory students in grades 7-11 and OSY receiving MEP services (instructional and/or support) during summer 2023 (10 percentage points short of the target). Eighty-eight percent (88%) of PFS and 59% of non-PFS students in grades 7-11 and OSY were served by the MEP during summer 2023.

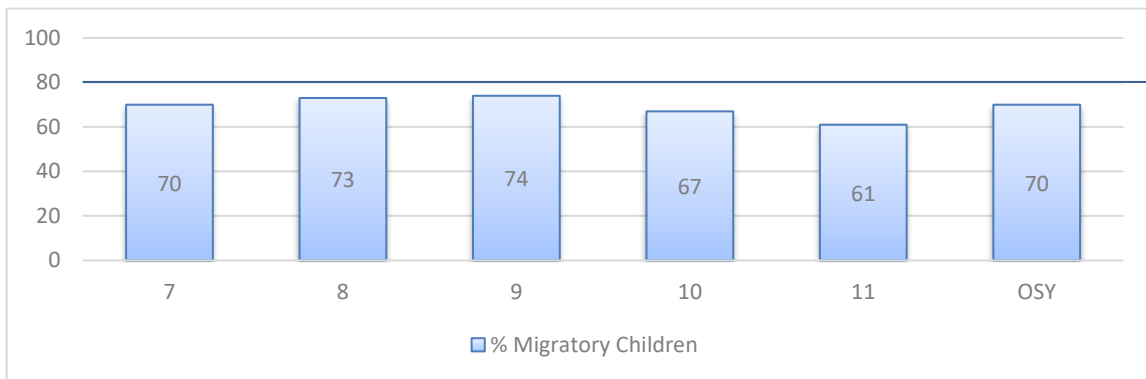
Exhibit 45
Migratory Students in Grades 7-11 and OSY Receiving MEP Services in Summer 2023

PFS Status	# Eligible	# (%) Served Summer 2023	MPO Met?
PFS	453	400 (88%)	Yes
Non-PFS	792	466 (59%)	No
Total	1,245	866 (70%)	No

Source: 2022-23 Kansas MEP CSPR Data and MIS2000

Exhibit 46 is a graphic display of the percentage of students in grades 7-11 and OSY served during summer 2023 (total # students: 7=234, 8=247, 9=240, 10=200, 11=173, OSY=151). None of the grades met the target. The highest percentage of migratory students/youth served were ninth grade students (74%), followed by eighth grade students (73%). The lowest percentage of students served were eleventh grade students (61%).

Exhibit 46
Percentage of Migratory Students in Grades 7-11 and OSY Receiving MEP Services in Summer 2023, by Grade Level



Source: MIS2000

NON-INSTRUCTIONAL SUPPORT SERVICES

MPO 4.1: By the end of the 2022-23 program year, **80%** of projects will rate their implementation of Strategy 4.1 (counseling/advocacy opportunities) as “succeeding” or “exceeding” on the QSI.

Exhibit 47 shows that the Kansas MEP **met MPO 4.1** with **90%** of the 20 projects/service centers submitting a QSI rating their implementation of Strategy 4.1 (counseling/advocacy opportunities) as succeeding or exceeding. The overall mean rating for Strategy 4.1 was 4.1 out of 5.0.

Exhibit 47
Percentage of Projects Rating their Implementation of Strategy 4.1
Succeeding or Exceeding on the QSI

Strategy	# Projects Rated 4.0 or Higher	MPO Met?
Strategy 4.1: During the school year and summer, provide counseling/advocacy opportunities for all migratory students/OSY/families (e.g., college and career readiness, information on students' IPS).	18 of 20 (90%)	Yes

Source: Kansas MEP QSIs

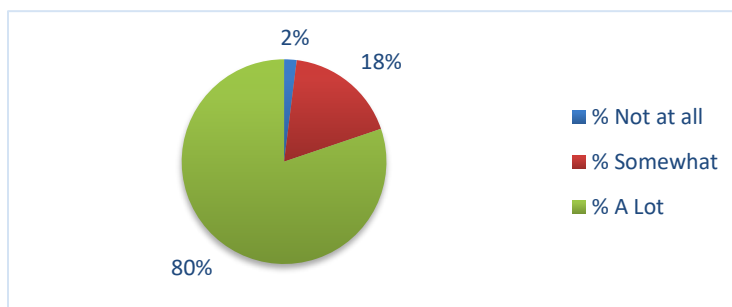
Highlights of the ways in which projects/service centers implemented Strategy 4.1 during 2022-23 included advocate support during parent/teacher conferences, coordinating with counselors, home visits, translating student IPS plans, and participating in meetings with parents and students.

MPO 4.2: By the end of the 2022-23 program year, **80%** of parents responding to the Parent Survey will report that the MEP helped them increase their knowledge of available health, mental health, and social-emotional programs in the community.

Exhibit 48 shows that the Kansas MEP **met MPO 4.2** with **98%** of the 441 migratory parents responding to the Kansas MEP Parent Survey reporting that the MEP helped increase their knowledge of available health, mental health, and social-emotional programs in the community (81% a lot, 18% somewhat). Ratings are based on a 3-point scale.

Exhibit 48
Parent Ratings of the Impact of the MEP on their Knowledge of
Community Health, Mental Health, and Social-Emotional Programs

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Some-what or A Lot	MPO Met?
441	9 (2%)	77 (18%)	355 (81%)	2.8	98%	Yes



Source: Kansas MEP Parent Surveys

MPO 4.3: By the end of the 2022-23 program year, **80%** of projects will rate their implementation of Strategy 4.3 (regular and timely referrals) as “succeeding” or “exceeding” on the QSI.

Exhibit 49 shows that the Kansas MEP **met MPO 4.3** with **100%** of the 21 projects/service centers submitting a QSI rating their implementation of Strategy 4.3 (regular and timely referrals) as succeeding or exceeding. The overall mean rating for Strategy 4.3 was 4.4 out of 5.0.

Exhibit 49
Percentage of Projects Rating their Implementation of Strategy 4.3
Succeeding or Exceeding on the QSI

Strategy	# Projects Rated 4.0 or Higher	MPO Met?
Strategy 4.3: Provide regular and timely referrals for all attendance centers (within 4 days) to local/regional recruiters when potential migratory students arrive in the district.	21 of 21 (100%)	Yes

Source: 2022-23 Kansas MEP QSIs

Highlights of the ways in which projects/service centers implemented Strategy 4.3 during 2022-23 included collaboration with school staff and state recruiters, communicating to schools student needs identified during recruitment, sending information about eligibility to schools/districts, professional development, and reviewing student records.

On the Kansas MEP Staff Survey, staff rated the impact of the MEP on ID&R. Following are their ratings which are based on a 5-point scale. All but three staff responding (95%) reported that MEP PD helped increase their capacity to identify and recruit migratory students (44% very much, 31% a lot, 19% somewhat, 2% a little), and all but one of the 71 staff responding (99%) reported that MEP ID&R efforts were sufficient for finding migratory students in their area (41% very much, 38% a lot, 16% somewhat, 4% a little).

Exhibit 50
Staff Ratings of ID&R and ID&R Professional Development

To what extent...	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
...did MEP PD increase your capacity to identify and recruit migratory students	64	3 (5%)	1 (2%)	12 (19%)	20 (31%)	28 (44%)	4.1
...were MEP ID&R efforts sufficient for finding migratory students in your area?	71	1 (1%)	3 (4%)	11 (16%)	27 (38%)	29 (41%)	4.1

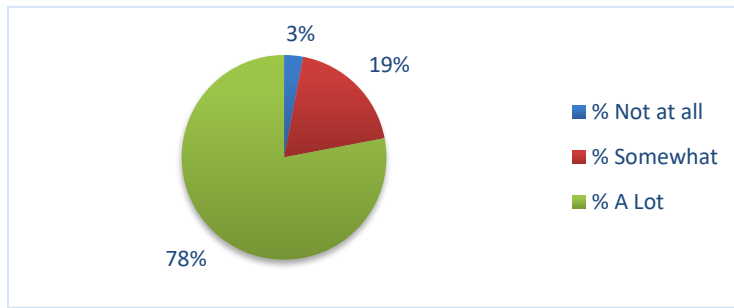
Source: Kansas MEP Staff Survey

MPO 4.4: By the end of the 2022-23 program year, **80%** of parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their child’s education.

Exhibit 51 shows that the Kansas MEP **met MPO 4.4** with **97%** of the 333 parents responding to the Kansas MEP Parent Survey reporting that MEP parent activities helped increase their skills for supporting their child’s education (78% a lot, 19% somewhat). Ratings are based on a 3-point scale.

Exhibit 51
Parent Ratings of the Impact of MEP Parent Training on their
Skills for Supporting their Child’s Education

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Somewhat or A Lot	MPO Met?
333	11 (3%)	63 (19%)	259 (78%)	2.7	97%	Yes



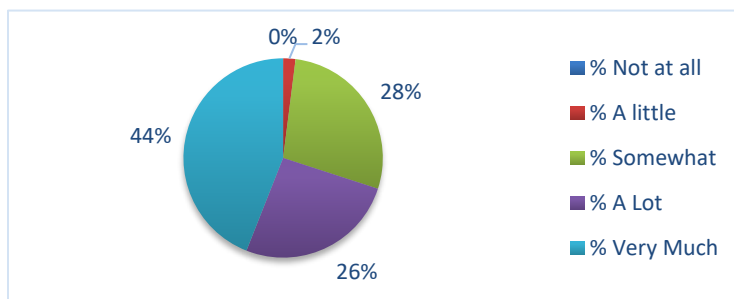
Source: Kansas MEP Parent Surveys

MPO 4.5: By the end of the 2022-23 program year, **80%** of MEP staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory students.

Exhibit 52 shows that the Kansas MEP **met MPO 4.5** with **99%** of the 71 staff responding who reported that they participated in MEP professional development indicating that training increased their capacity to provide needs-based services to migratory students (48% very much, 28% a lot, 20% somewhat, 3% a little). Ratings are based on a 5-point scale.

Exhibit 52
Staff Ratings of the Impact of MEP PD on their Capacity to Provide Needs-Based Services to Migratory Students

# Staff Responding	# (%) Not at all 1	# (%) A Little 2	# (%) Somewhat 3	# (%) A Lot 4	# (%) Very Much 5	Mean Rating	% Rating 2-5	MPO Met?
71	1 (1%)	2 (3%)	14 (20%)	20 (28%)	34 (48%)	4.2	99%	Yes



Source: Kansas MEP Staff Surveys

Eighty-six percent (86%) of the 85 staff responding reported that they participated in MEP professional development during 2022-23, and 89% reported that professional development was offered by the MEP in 2022-23. Fifty-three percent (53%) of the staff responding reported that they were instructional staff and 46% reported that they were non-instructional staff.

MEP STAFF COMMENTS ABOUT THE IMPACT OF THE KANSAS MEP

MEP staff were asked about the ways in which the Kansas MEP impacted migratory students. Responses addressed improved academic skills, and more preparation for school, graduation, and postsecondary education/careers. Following are examples of staff comments about the impact of the MEP and ways the MEP impacted students' academic skills.

Impact of the MEP on Academics

- *Academically and emotionally. Taking care of school and family issues.*
- *Allows students different opportunities to develop skills with several different approaches to learning the same information*
- *I helped with tutoring the students to succeed and reach their goals.*
- *I was able to teach my students simple addition, subtraction, multiplication, and division. Many students showed growth by the end of the year if they started in August.*
- *Identifying migrant students enables teachers to impact student learning for those students who are in Tier 2 or 3 in both reading and math. Interventions increase a student's knowledge base by reteaching areas where lower ability levels currently exist.*
- *It increased the students' math skills and they understood more with reading and learning how to speak English.*
- *MEP helped with the proper supplies in school, in class, and at home. Students were able to focus on their education and knew there was always someone who was willing to help. Students had that one-on-one assistance.*
- *So far, the MEP has helped a student have a better understanding of what's happening in the classroom. At the beginning of the current school year, the migrant student I assist was not sure what was happening in the classroom due to the language barrier. I and other staff members have made sure this student is included in class activities, asks questions when they have one, and is learning about the topics that are discussed in class. The particular student I'm referring to now seems to enjoy class, asks me questions, laughs, and over-all is enjoying learning about the topics they're given.*
- *They helped students' academic readiness.*
- *Very much because we always try to find them the necessary help so they reach grade level as soon as possible.*
- *We did a series of field trips during the summer, with an emphasis on geology, history, science, paleontology, and climate change. The students were very enthusiastic, particularly the middle school group, which slightly surprised and greatly pleased me.*

"I am fairly new to the position, but I have seen the MEP impact the student's confidence within the school and within themselves. This improvement led to better grades and behavior."

-MEP Staff

Ways the MEP Impacted Students' Academic Skills

- *As a district, we have evening events. We also do home visits, check on attendance, grades, and literacy activities for little ones.*
- *Attendance, grades, literacy, education for parents. School system support for students and parents. Classroom support.*
- *By giving students extra support so they can graduate and do credit recovery. PASS is a great program to help students behind in credits and the PASS office is very helpful. Also, helping refer students and advocate for their educational needs at the school and district level is very important for their academic and social success.*
- *By giving them the tools they need.*
- *Collaboration with all members from our paras, parents, teachers, and counselors.*
- *Collaboration with school staff (admin, teachers, SPED, ELL, etc.) as an advocate for the whole student's health (academically, emotionally, etc.).*
- *Continuation of education, resources, constant communication, successful grades*
- *During the summer, the MEP offered a wide variety of educational day camps for students to attend free of charge. Various content was covered during these camps, and they were specifically designed to address multiple age groups of students. Summer literacy resources were*

also delivered to migrant students over the summer with the intention of preventing students from regressing in their literacy skills.

- *ESL, school supplies, tutoring, and adapting to new culture and education.*
- *Every month, our MEP advocates take a book and reading activities to the home of our PK-1st graders. They work with the student and parents while there. Attendance/grade checks are conducted. Staff meet with students and parents if needed. We host reading nights (PreK-2 and 3-5), a STEM night for middle school students, and summer school. Children birth to age four received books and interactive notebooks with activities.*
- *Having someone always check on the students and keep them on track is the best way to help students achieve their goals.*
- *Help them know that are not alone and that they can rely on us for information and educational assistance*
- *Helped connect parents with schools which is the basis for students achievement. Provided tutoring, school supplies, and books.*
- *Migratory students were provided with tutoring.*
- *One-on-one and small group lessons and activities individually tailored to each students' needs and abilities to build self-confidence and grow skills/knowledge.*
- *Our local project goes above and beyond to make sure that services at every level are met. From visiting students at school and having conversations with administrators and teachers to ensure that quality interventions are provided based on each student's needs.*
- *Our MEP implements strategies to support non-instructional and instructional services for our students that help our families and students succeed during the school year and summer. Parent/student guided activities and events, parent guides to help students succeed, community events, schools visits and support, and learning materials to aid students on their learning needs.*
- *Our school is mainly providing reading and math interventions.*
- *Provided support for students in reading and math.*
- *Support services to keep them on track and make them feel part of the community.*
- *The MEP impacted students through advocacy and outreach and hosted family nights and events for parents to attend and glean information about their needs and resources.*
- *The MEP supported student achievement by helping students with their educational needs. The support included educational supplies, student check-in, grade checks, and check in with teachers to ensure if any additional support is needed.*
- *We are in constant communication with parents and students, as well as teachers and counselors. We offer summer activities to keep children from losing progress over the summer. We also provide after school tutoring for those children who need it.*
- *We encourage students to dream big and help meet their goals as much as possible.*
- *We work with students to identify barriers to education and offering resources to students and their families.*
- *With the support of instructional paras, migratory students are able to receive additional services.*

Impact of the MEP on Secondary-aged Students and OSY

- *Keeping them on track to graduation. Also by providing the necessary resources to achieve their academic and personal goals.*
- *Mentorship. Post-secondary preparation/motivation for developing plans and access to a bright future.*
- *MEP impacts migratory students by learning their options when it comes to post-secondary education. It helps them know and constantly be reminded that they can continue to pursue their dream career after graduating regardless of their background. As a secondary education Liaison,*

I make sure we take advantage of all the resources available through the MEP to make migratory families aware of community opportunities of growth.

- *Some high school students stayed in school, others passed credits when previously failing.*
- *STAT lessons are easy to use and show growth.*
- *Students were able to stay on track and know how to get help when they needed it.*
- *The MEP impacted the students by giving them opportunity to have a plan after high school.*
- *The ongoing and regular 1:1 support meetings are helpful in building relationships with the students and families, as well as helping them develop a plan for the future and staying on track with that plan.*

Impact of the MEP on Families

- *Encouraged parent involvement and support. Cultural appreciation and involvement in community activities building pride and confidence. Ensuring all family needs were met through connections with community resources (finances, health, food, supplies, etc.) for stability at home.*
- *It allows them and their families to have access to education and enrichment programs, transportation and living costs that otherwise would affect them negatively. It makes their lives much easier and empowers them with tools to have a better future. By providing all the benefits they receive, the students and their families no longer have to worry about being unable to provide for their basic needs, access and transportation for their education and it goes further to enhance their experience while at school and as part of our district.*
- *We help families connect with different agencies based on their needs (food pantry, help with bills, counseling, etc.).*
- *We provide 'homework dictionaries' for our families each year, which our parents find tremendously helpful in negotiating the pitfalls of helping students at home.*

Impact of MEP PD on Staff Skills for Supporting Students and Families

- *Biography Driven Instruction (BDI) training was a tremendous help to get to figuring where are students are in education!*
- *By providing staff with knowledge of resources available to these students.*
- *I received a great number of ideas to better serve our students not only during the school year but also during the summer. I learned different strategies to encourage families to engage with the schools.*
- *It gave me additional ideas to implement my lessons.*
- *Our district has a lot of training on BDI that helps our staff to be able to connect and understand the needs of our migrant students better so we are able to provide a better learning experience to our students.*
- *Professional development was provided for educators during the school year. This PD gave educators opportunities to learn how to meet the needs of our migrant students. This new learning was implemented in classrooms for the benefit of our students.*
- *They help support us as educators in resources and professional growth.*

6. Implications

This section of the report provides progress on recommendations from the previous evaluation and recommendations for action based on the data collected for the evaluation of the 2022-23 Kansas MEP. Recommendations are summarized based on observations, staff and parent surveys, results of student assessments, and interviews with State and local MEP staff and parents. Recommendations are provided for program implementation as well as for improving services to achieve the State performance goals, national MEP GPRA measures, and Kansas MEP MPOs.

Summary and Implications

Strategy Implementation

MEP staff assigned ratings on the implementation of the 12 strategies in the SDP using the QSI. MEP staff worked in teams to identify ways in which the strategies were implemented and documentation kept onsite to support QSI ratings and came to consensus on the ratings for each strategy. The mean rating for all 12 strategies was 4.2 out of 5.0, with 10 of the 12 strategies (83%) rated at the level considered implemented with fidelity to the SDP (mean ratings of succeeding or exceeding). Strategy 2.1A and Strategy 4.3 were rated highest indicating that the projects felt they were most effective at providing reading instruction and regular and timely referrals to local/regional recruiters when potential migratory students arrive in the district. Lowest rated was Strategy 4.5 addressing staff professional development to build their capacity to address the needs of migratory students. Details about strategy implementation related to the four goal areas can be found below.

School Readiness

Local projects and service centers collaborated with community and district preschool service providers to ensure that migratory children received quality preschool services, and when no other services were available, provided school readiness instruction to migratory preschool children. During 2022-23, one of the three school readiness MPOs was met with 95% of parents surveyed reporting that they increased their capacity to support their child's school readiness skills. The strategy addressing the provision of parent education events and educational resources aligned with the Kansas Early Learning Standards was implemented successfully with a mean rating of 4.1 on the five-point scale. Implementation highlights included coordination with local agencies and district pre-kindergarten programs, and providing educational resources, home-based services, summer reading programs, and referrals to early learning providers.

The other two school readiness MPOs were not met with 64% (six percentage points short of the target) of migratory preschool children assessed demonstrating age-appropriate skills and 74% (six percentage points short of the target) of migratory children ages 3-5 receiving MEP services in summer 2023. While the MPOs were not met, the strategy addressing coordinating/providing high-quality early learning instruction was implemented successfully with a mean rating of 4.2. Implementation highlights included parent meetings/training (e.g., family nights, MPAC), instructional resources to use in the home, home visits, parenting and family support, and summer reading programs.

English Language Arts and Math

Local projects and service centers provided extensive reading and math instruction to migratory students during the regular school year and summer in order to supplement the instruction provided by the schools/districts to address migratory student learning needs. None of the three MPOs for ELA and math were met with 63% (seven percentage points short of the target) of the migratory students in grades PreK-12 and OSY assessed improving their reading scores by 2% or more on local reading

assessments, 61% (nine percentage points short of the target) assessed improving their math scores by 2% or more on local math assessments, and 69% (11 percentage points short of the target) of migratory students in grades PreK-11 receiving MEP services in summer 2023.

The strategy addressing the provision of supplemental reading instruction was one of two strategies rated highest by MEP staff across the state (mean rating of 4.4, with all 22 projects/service centers assigning ratings of succeeding or exceeding). The strategy addressing the provision of supplemental math instruction also was rated highly (mean rating of 4.2) indicating that it was implemented successfully by the projects and service centers. Implementation highlights for both strategies included student monitoring (e.g., attendance checks, grade checks, growth measure/progress checks), collaboration with teachers/school staff, direct reading/math instruction and tutoring, instructional resources, EL supports, in-class/push-in interventions, parent contacts, and summer services.

Graduation and Services to OSY

There is a strong focus on supporting migratory students so they graduate and are prepared for post-secondary education and careers throughout the Kansas MEP. High school students and OSY are provided with a wealth of wrap-around services and resources designed to support their efforts to graduate from high school. In 2022-23, neither MPO for this goal area was met with 67% (13 percentage points short of the target) of migratory students enrolled in credit accrual opportunities earning credit toward high school graduation, and 64% (16 percentage points short of the target) of migratory students in grades 7-11 and OSY receiving MEP services during summer 2023.

Once again, while the MPOs were not met, the strategies addressing coordinating/providing supplemental credit accrual options and instruction and educational opportunities to help students/OSY plan for post-secondary education and careers were successfully implemented with mean ratings of 4.3 each. Highlights of the implementation of these two strategies include credit checks, career advisement and pathway participation, credit recovery, ESL core foundation class, summer school, tutoring, college visits and field trips, collaboration with counselors, FAFSA and scholarship support, graduation plans/IPS, and parent and student meetings.

The strategy addressing the promotion of migratory student/OSY participation in learning opportunities for graduation, post-secondary education, and career exploration/readiness was rated lower than the other two goal area strategies with a mean rating of 3.9 which is not considered successfully implemented with fidelity to the SDP. Highlights of implementation included district credit recovery programming, local/district summer academies, and providing transportation. Ways in which the projects report that they will improve implementation of this strategy include locating better resources, better scheduling, more coordination with school counselors, working with staff serving OSY for referrals, offering more options for students to participate in learning opportunities geared toward graduation and post-secondary success, and providing opportunities for students to participate in work/school programs to gain hands-on work experience at community businesses,

Non-Instructional Support Services

Migratory students were provided with support services in order to reduce barriers to academic success such as guidance counseling, transportation, health and dental services, educational supplies, transportation, and collaboration with other programs and agencies. In addition, the MEP provides parents with training, support, and resources to increase their knowledge and skills for supporting their child's education; and provides staff with professional development to ensure they have the skills needed to address the unique needs of migratory students and families. Professional development included statewide MEP training and meetings, local training and workshops, collaborative staff meetings during summer programming, and participation in CIG training.

In 2022-23, all five MPOs for this goal area were met. For the first MPO, 90% of the projects/service centers rating their implementation of Strategy 4.1 rated their implementation as succeeding or exceeding. Strategy 4.1, addressing the provision of counseling/advocacy opportunities for migratory students and families, was successfully implemented with a mean rating of 4.1. Highlights of the implementation of this strategy include advocate support during parent/teacher conferences, coordinating with counselors, home visits, translating student IPS plans, and participating in meetings with parents and students.

For the second MPO, 98% of parents surveyed reported increased knowledge of health, mental health, and social-emotional programs in the community. The strategy addressing coordinating/providing services to increase awareness of available health, mental health, and social-emotional programs and advocacy for student/parent enrollment was implemented successfully with a mean rating of 4.3. Highlights of implementation include utilizing community resources and programs to address needs, assisting families with accessing medical/dental/vision/mental health services, summer meal programs, and social-emotional learning programming.

For the third MPO, all (100%) 21 projects/service centers responding rated their implementation of Strategy 4.3 as succeeding or exceeding. Strategy 4.3 was one of two strategies rated highest (mean rating of 4.4). Staff reported highlights of implementation including collaboration with school staff and state recruiters, communicating to schools student needs identified during recruitment, sending information about eligibility to schools/districts, professional development, and reviewing student records.

For the fourth MPO, 97% of parents surveyed reported that MEP parent activities increased their skills for supporting their child’s education. The strategy addressing the provision of parent engagement activities addressing reading, math, school readiness, graduation, and post-secondary/career readiness was successfully implemented as evidenced by a mean rating of 4.2. Highlights of implementation include MPAC meetings, home visits, providing parents/families with educational resources, and providing support to families completing the FAFSA.

For the last MPO, 99% of staff surveyed reported that MEP PD increased their capacity to provide needs-based services to migratory students. The strategy addressing the provision of professional development to MEP staff was not rated as being implemented with fidelity to the SDP with a mean rating of 3.8. This was the lowest rated strategy of all 12 strategies. Highlights of implementation include collaboration with regular school training, EL training provided to MEP staff, school year staff development, and training provided to MEP staff on reading, math, school readiness, and graduation. Ways in which the projects report that they will improve implementation of this strategy include providing EL training to new staff resulting from high staff turnover, and participating in more trainings throughout the year.

Progress on Previous Recommendations

Recommendations from the previous evaluation report are summarized below, and progress made is recorded. For additional detail on previous recommendations, the 2021-22 evaluation report is on file with KSDE.

2021-22 Recommendations	Status
Consider reducing the MPO targets for summer participation for the final year in which the current SDP is implemented in Kansas.	The Kansas MEP decided that the MPO targets remain the same to encourage projects/regions to continue to increase services provided to migratory children and youth during the summer.

2021-22 Recommendations	Status
Provide training on the new SDP.	As part of the SDP process facilitated by META Associates, an SDP roll-out presentation and accompanying materials and activities were developed. Kansas MEP staff utilized this presentation to provide training to MEP staff across the state in fall 2023. The training included information on the SDP (contents, MPOs, strategies) as well as the 2023-24 program evaluation.
Increase the number of professional development opportunities for MEP staff.	During 2022-23, there were more training opportunities provided to MEP staff than in 2021-22. In addition, training provided reflected staff PD needs. Training was provided on the new SDP, 2023-24 evaluation, iSOSY Student Portal, social-emotional learning, compassion fatigue and self-care, resiliency and trauma recovery, and planning for summer 2023. MEP staff also participated in a book study on the book "What Happened to You?."
Continue to focus professional development and technical assistance on supplemental reading and math instruction.	During 2022-23, emphasis continued to be placed on providing MEP staff with reading and math professional development as evidenced by 35% of the professional development addressing reading and 32% addressing math; however, these percentages were higher in 2021-22.

Evaluator Recommendations

Continue to increase summer services. For the past three years, the three MPOs addressing services provided during the summer were not met. The SDP Committee purposely set the targets for these MPOs above baseline to encourage projects and service centers to work harder to serve migratory students and families during the summer. While the Kansas MEP did not meet the MPOs, substantial progress was made toward increasing the number of migratory children/youth ages 3-21 served during the summer months (from 58% in 2018-19 to 70% in 2022-23). The Kansas MEP is commended for continuing to implement processes and procedures to ensure more migratory students and families receive needs-based services during the summer. These supplemental services are critical to supporting the educational and educationally related needs resulting from mobility.

Continue to Provide training on the new SDP. The Kansas MEP is currently implementing the new SDP for the first time (2023-24). It would be beneficial, based on comments made by staff on the Staff Survey, to continue to provide training on the strategies and MPOs in the new SDP to ensure that services provided to migratory students and families align with the plan.

Review the MPOs during the next Evaluation Planning Team (EPT) meeting. During the next EPT meeting, review the current MPOs that are applicable to the 2022-23 MPOs to ensure that the targets reflect the 2022-23 evaluation results.

Increase professional development opportunities for MEP staff. Many MEP staff responding to the Staff Survey reported that they would like to receive more professional development from the MEP. Some identified specific training needs (e.g., reading, math, writing, STEM, lesson plans, resources for migratory students/families, Spanish, migratory student needs/culture, strategies for teaching/working with ELs, serving OSY, ID&R).

Increase the scope of summer services to secondary aged migratory students and youth. Several projects and service centers reported that summer camps for secondary aged migratory students was one of the most effective ways of implementing Strategy 3.2A and 3.2B. In addition, several parents responding to Parent Surveys requested more opportunities for their children to participate in camps, activities, and opportunities during the summer. It would be useful for the projects and service centers that implemented camps/activities for secondary aged migratory students and youth during the summer

to share information about the program and lessons learned with those that have not yet implemented these types of activities.

Consider the recommendations made by MEP staff for informing the implementation of the Kansas MEP, professional development for staff, and possibly share the recommendations with the local projects to inform their own program improvement.

Staff Suggestions for Professional Development

- *Additional PD to help cover content areas such as reading and math.*
- *Better trainings.*
- *Cannot stress enough on providing additional professional development so that our program can continue to grow and continue to have the success it has had thus far.*
- *I am always looking for more information on resources and laws in our state/area that pertain to the migratory population.*
- *I appreciate all that has been given to us and I would like it to continue. Ideas on how to implement within the lesson plan.*
- *I don't know, but not speaking Spanish is a real big barrier to me as a MEP mentor.*
- *I enjoy everything that is going on with our students in the MEP. I would suggest more training for every staff member to grow our knowledge with the students that we have.*
- *Inservice that applies to the migrant goals and purpose. Better communication about inservice opportunities. Increase awareness of more cultures represented in the MEP.*
- *Maybe more training with the ESL teachers in what we need to be doing or watching for with these students and what programs are out there in the community to help them.*
- *More info on services for OSY.*
- *More workshops geared toward specific needs of SLIFE students.*
- *Offer training to MEP staff. I haven't had a part of training in a couple of years.*
- *Offer yearly/updated trainings to staff who work directly with families to be able to provide the right services needed once they are identified for the MEP.*
- *Professional development is almost nonexistent and the two MEP trainings provided through Zoom during the 2022-23 academic school year were focused on SEL only. With the work that we are asked and required to do, we need more hands-on professional development in academic areas such as reading, math, writing and STEM, to help us stay in the know of what is new and what additional interventions we can provide academically to achieve student academic success.*
- *Sometimes it would be nice for the PD to focus on the mental health of the staff and not focus on the families. It would be nice to disconnect completely at least one professional development and be about us workers and how we can better help ourselves.*
- *Training on qualifying moves.*
- *We would like to see more training for paras.*

Staff Suggestions for MEP Programming

- *Add more translators.*
- *Help to pay for college credits, especially for vocational classes.*
- *I think we need better business cards that are more professional looking and also show that we are affiliated with the KS Department of Education.*
- *I wish there was a test or screener to determine where the students are placed when coming into the high school level. This screener should determine their level of reading and math and also their level of English. Some students are coming to us with no schooling at all.*
- *I would like more parent resources. I sometimes feel that's something we can improve on.*

- *I would suggest to keep adding personnel that can relate with the migrant experiences of our students and provide training to those that cannot relate.*
- *Implement classroom support with more instructional aides in the classrooms.*
- *Implement with our students what we learn in our MEP trainings.*
- *Just need to keep pushing the diversity!*
- *More activities for the kids over the summer.*
- *More funding.*
- *More funding so we can hire more help.*
- *More meetings for parents.*
- *Open the idea of qualifying students that have parents that work for construction jobs building homes, and road construction since they take their children with them, also oil rig workers travel with their families.*
- *We need help with school districts from our MEP director or someone above our pay grade. Some USDs are reluctant to reply, or they are not aware of the importance of the information we need from them.*
- *We would like a "sweep" done in our area. We believe we have OSY who have not been identified, as well as school-age children who are not enrolled in school. (Elkhart)*
- *We would like to put more emphasis on tutoring for migrant students, but have not been able to find people interested in doing it. We do provide after school programs in all of the elementary schools for students who have a need.*
- *With rising costs of everything and school district staff getting raises based on the salary schedule, I think MEP advocates will be better retained and recruited if they also were on a salary schedule to ensure an annual raise. Thank you.*

Consider the recommendations made by migratory parents. While most parents responding did not feel that the MEP needed to improve or be enhanced, a few parents provided suggestions for the MEP. Consider the recommendations made by parents including more migrant staff, more services and supports to students and families, more information and communication with parents, and more information about the program in the community. Following are examples of parent suggestions.

Parent Suggestions for Services to Children

- *All good. But more summer camps are needed for children apart from summer school.*
- *Have more conferences especially for support for adolescents. (x2)*
- *Help the children with school.*
- *I would like a scholarship for my children.*
- *More activities for teenagers.*
- *More behavior help and sports.*
- *More school supplies.*
- *More staff to support children in school classrooms with the language.*
- *Opportunities to learn art, culture, science.*
- *Providing more support in schools and in counseling for young people who start school in this country. When a person arrives in this country, they have many doubts and fears. The program provides great help for both young people and parents in terms of the guidance they give us.*
- *Resources for sports and study programs for children who are most behind.*

Parent Suggestions Addressing Communication

- *Do more of our part to learn more about the MEP.*
- *I think advertising. A lot of people I have talked to don't know about the program.*
- *I wish there were more people at school who speak Spanish.*

- *Interpreters*
- *Monitor whether the programs offered are being taken advantage and greater publicity among the community.*
- *More communication between staff and parents.*
- *Swahili interpreters*
- *Try to support each other and tell others about the program, which is very good.*
- *Ways to be aware of the activities you do.*

Parent Suggestions for Services to Families

- *Have interpreters who speak the different languages in the children's home.*
- *Have the necessary participation to promote applied learning at home.*
- *Help for parents with English.*
- *Help us with food and health*
- *Maybe some parent-child courses.*
- *Medical assistance*
- *More resources. (x2)*
- *I am very grateful for everything that the program has given us and continues to give us. To improve, the only thing that would be to always inform us and guide us more so that we feel more confident about what we can do.*

Parent Suggestions for MEP Programming

- *If one child qualifies for the MEP, then the rest of the children should as well.*
- *The program is doing great things to help the entire community, but I have seen that the coordinator is being overloaded with many activities. I think it would be good to hire other people to help you continue doing great things.*
- *Try to put more staff as support, especially with classes in which the teachers only speak English.*

In conclusion, during 2022-23, the Kansas MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills and helped them earn high school credits. Effective and efficient ID&R efforts resulted in the identification of nearly 4,100 migratory students. Parents of migratory children were provided services that improved their skills to support their children's learning and increased their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students; and community agencies and programs helped support migratory students by providing direct instructional and support services. Following are a few parent comments showing their positive thoughts about the Kansas MEP.

- *Between the school district and the migrant program, my daughter has thrived in learning and becoming more social.*
- *I am very satisfied with the program and worker-father-son relationships. For me, everything is perfect.*
- *I feel satisfied with what they have done for me and my daughter. We have received excellent care.*
- *I think that the program is working perfectly and has a positive influence on our Hispanic community.*
- *The program is excellent. I don't see that it needs changes! I like the way you serve us!*
- *The program is perfect. They have trained and adequate staff. Good people with a good heart. I am grateful for the results for me and my children in this program and I share with my family and friends.*
- *The program is very good and is of great help to our children*

- *The program is excellent.*
- *The truth is that with the advocate, we have everything very well coordinated.*
- *This is the best program my children are in.*
- *We are thankful for the program which we think is great.*

Finally, following are staff comments that show their positive feelings about the MEP.

- *I am amazed at the support level and kindness of this program to alleviate the needs of the families in the MEP!*
- *I feel that one thing we do exceptionally well is have a personal relationship with our migrant students and families.*
- *I think my district is doing an excellent job with training staff and providing opportunities for our migrant students.*
- *Love our program!*
- *MEP is doing a great job!*
- *Our MEP has done a great job with recruitment this year. Good communication with school staff and MEP staff.*
- *Thank you to the Kansas MEP. I believe that this program is doing nothing but great things for the students who are in it.*

Appendix A

Parent Involvement Activities Provided during 2022-23

Project	Date(s)	Title/Topics/Venues	# Parents
Southern Region	Aug 2022	Assist parents with the enrollment process	25
Dodge City	08/04/22	Migrant Back-to-School Event and School Supply Distribution	142
Lakin	08/09/22	Migrant Student Enrollment Night	30
Liberal	08/09/22	MPAC Meeting	21
Shawnee Mission	08/09/22	Back to School Event/School Supply Distribution/SMSD CAA	26
Ulysses	08/15/22	MPAC Meeting and School Supplies	30
Cimmaron	08/18/22	Power School training	5
Emporia	08/27/22	Let's Go Fishing Event	23
Deerfield	Sept 2022	Parent/Teacher Conferences	26
Hays	09/01/22	Parents helped with distribution of free backpacks/school supplies	11
Shawnee Mission	09/06/22	Migrant Back to School Event/Community Resources/SMSD CAA	50
Southern Region	09/08/22	Your Budget Life Skills Lessons	9
Southern Region	09/10/22	Understanding graduation requirements and credits	2
Cimmaron	09/15/22	Nutrition and cooking class K-State	3
Hays	09/15/22	Family Literacy Night, community-wide	5
Elkhart	09/20/22	Migrant Family Parent Information Meeting / Middle School Library	8
Cimmaron	09/21/22	EL class for adults stated every Wednesday	5
Dodge City	09/22/22	Project Impact College Exploration for HS Families	15
Syracuse	09/22/22	Parent Adult Education/GED Information	10
Cheylin	09/27/22	MPAC Meeting: Meet new supt., Parent Square, health screenings, after-school study hall, parent/teacher conferences	10
Dodge City	09/29/22	Linn Elementary STEAM Family Fun Night	18
Great Bend	09/29/22	Parents As Teachers	15
Southern Region	10/05/22	Sharing CAMP and FAFSA application	2
Cimmaron	10/13/22	Fire Safety/Rex Beemer	5
Wichita	10/13/22	Pumpkins N' Petting Zoo, Family Game Night around reading and math	30
Garden City	10/14/22	Family Resource Fair(services, kindergarten readiness, books)	81
Pittsburg	10/19/22	Family Involvement with Marshallese Parents	5
Emporia	10/20/22	Parent Café – FAFSA, scholarships, loans (<i>additional 781 views on Facebook</i>)	12
Hays	10/24/22	Parent Teacher Conferences	10
Garden City	10/25/22	Achieve Resource Fair (kindergarten readiness, books)	27
Emporia	10/27/22	A Spooktacular Evening – Leap into Health & Literacy	10
Garden City	10/27/22	Trunk or Treat (kindergarten readiness, books)	95
Great Bend	10/27/22	4-H Positive Youth Development and Mentoring	15
Hugoton	10/27/22	FAFSA Parent Night	5
Kansas City	10/27/22	Fall event/ Family engagement activity (Pumpkins)	18
Syracuse	10/27/22	Fall Festival	5
Kansas City	11/02/22	MPAC Meeting	12
Wichita	11/02/22	Migrant MS STEM Night, Math and Science activities	28
Elkhart	11/03/22	Family Literacy Night / Reading activities per grade level / Elementary School	8
Olathe	11/03/22	Migrant Family Night	1
Emporia	11/10/22	Parent Café – Kansas Works, Fall into Cash (<i>additional 293 views on Facebook</i>)	6
Hugoton	11/10/22	Parent MPAC Meeting	20
Syracuse	11/10/22	Math/Literacy Night	5
Wichita	11/16/22	MPAC Meeting: Explanation of Migrant Program, Transportation, Attendance	15
Emporia	11/17/22	Healthy Harvest – Leap into Health & Literacy	9
Hays	11/17/22	Family Literacy Night, Lincoln Elementary	4
Ulysses	11/22/22	MPAC Meeting	8
Great Bend	11/29/22	Dilly & Doc – Arts and Crafts night with families	40
Liberal	12/06/22	MPAC Meeting	9
Emporia	12/08/22	Parent Café – Crosswinds – Centro Hispano (<i>additional 191 views on Facebook</i>)	5

Project	Date(s)	Title/Topics/Venues	# Parents
Southern Region	12/08/22	MPAC in partnership with largest district	30
Shawnee Mission	12/13/22	Migrant Family Engagement Night/Holiday Meal Distribution/SMSD CAA	25
Dodge City	12/15/22	Comanche MS STEAM Night – Gingerbread Housing Building Structure	13
Emporia	12/15/22	A Holly Jolly Christmas – Leap into Health & Literacy	8
Garden City	12/30/22	Attendance, kindergarten readiness, books, learning games	42
Syracuse	01/10/23	Kansas Public Library Resources	6
Southern Region	01/11/23	Handwashing STAT lesson	11
Cimmaron	01/12/23	Library Resources	3
Deerfield	01/12/23	Family Night – Multiculture	12
Emporia	01/12/23	Parent Café – FHTC (College Tech) (<i>additional 221 views on Facebook</i>)	3
Pittsburg	01/14/23	Family Outreach Salvador Consulate Collaboration	15
Kansas City	01/18/23	MPAC Meeting	10
Wichita	01/18/23	Let It Snow K-2 Reading Night: Reading/Comprehension/ Language Acq	26
Southern Region	01/18/23	At Work STAT lesson	6
Great Bend	01/24/23	Attendance, KELPA, Parent-Teacher Conferences	15
Wichita	01/31/23	Getting Ready for the Future! College and Career discussion with the North counselor (FAFSA, scholarships, and resources available from College and Careers). WSU Tech and Trio	9
Deerfield	Feb 2023	Parent/Teacher Conferences	26
Olathe	02/02/23	Migrant Family Night/Get-to-Know Questionnaire	0
Dodge City	02/06/23	Conchas & Café @ Beeson Elem – School Events and Relationships	19
Emporia	02/07/23	Flint Hills Technical College Hispanic Parent Night	23
Emporia	02/09/23	Parent Café – Truancy (<i>additional 137 views on Facebook</i>)	5
Great Bend	02/13/23	Dangers of Vaping	15
Cimmaron	02/16/23	Health Dept. (Flu and COVID shot)	4
Shawnee Mission	02/21/23	Migrant Information Night/Grades, Attendance, Graduation Info/SMSD CAA	15
Emporia	02/26/23	Oh the Things You can Do that are Good for You/Leap into Health & Literacy	7
Southern Region	03/03/23	Student Portal	3
Ulysses	03/06/23	MPAC Meeting	12
Dodge City	03/07/23	Conchas & Café @ Beeson Elem – School Events and Relationships	15
Kansas City	03/08/23	Spring Event with Diploma + & Infinite Campus workshops	20
Wichita	03/08/23	Getting Ready for the Future! College and Career discussion with the East counselor (FAFSA, scholarships, and resources available from College and Careers)	12
Emporia	03/09/23	Parent Café – Bloom House	6
Dodge City	03/20/23	Vaping Prevention and Awareness for MS and 5 th Grade Students/Families	173
Southern Region	03/22/23	Family Math Night	8
Dodge City	03/23/23	Resource Fair and Family Reading in Conjunction with EC Center	27
Elkhart	03/23/23	Family Math & Data Adventure / activities in various math domains / MS	2
Shawnee Mission	03/23/23	Migrant Information Night/Grades, Attendance, Graduation Info/SMSD CAA	15
Southern Region	03/24/23	Social Worker discussed housing and utility assistance	2
Hugoton	03/27/23	Parent MPAC Meeting	14
Moscow	03/27/23	Migrant Family Game Night	6
Dodge City	03/30/23	Miller Elem Math Night – Bingo and math skills	76
Southern Region	03/30/23	Math on the Move	2
Emporia	03/31/23	Cesar Chavez Day at Emporia State University	13
Great Bend	03/31/23	State Migrant Parent Advisory Council meeting	15
Wichita	03/31/23	State Migrant Advisory Council: Immigration Law, Self-Care, Attendance	11
Hays	04/03/23	Student Led Conferences at the middle school and high school	8
Hugoton	04/03/23	VoTech Enrollment Night	15
Dodge City	04/04/23	Conchas & Café @ Beeson Elem – School Events and Relationships	12
Wichita	04/05/23	Slither, Hop, and Crawl 3-5 Reading Night: Reading Comprehension Language Acquisition	37
Southern Region	04/05/23	Greensburg MPAC	4
Southern Region	04/05/23	Reading Night	6
Southern Region	04/07/23	MPAC- ARK City	4
Dodge City	04/11/23	HS Liaisons Assisted with Recruitment for College Exploration Event	22
Emporia	04/13/23	Spring! Leap into Health & Literacy	5

Project	Date(s)	Title/Topics/Venues	# Parents
Emporia	04/13/23	Parent Café – Suicide Prevention	5
Syracuse	04/14/23	ASQ	5
Pittsburg	04/15/23	Transition to HS Information	10
Liberal	04/17/23	CAMP Meeting	18
Southern Region	04/18/23	Starfall and Unite for Literacy training	9
Southern Region	04/25/23	MPAC- Harper, Hiawatha- nutrition, mental health, attendance	5
Hays	04/28/23	Family Literacy Night, Wilson Elementary	2
Olathe	04/28/23	Family Event/Dia Del Nino	0
Syracuse	04/30/23	Migrant Parent Advisory Council Meeting	1
Cheylin	05/01/23	End-of-Year Wrap-up, summer school/rec, free physicals, Seal of Bilingual	7
Shawnee Mission	05/05/23	Migrant Summer Enrichment Information Night/SMSD CAA	20
Dodge City	05/09/23	Conchas & Café @ Beeson Elem – School Events and Relationships	9
Dodge City	05/10/23	Miller Elem Mother’s Day Celebration – Students Read to Parents/Music	192
Olathe	05/10/23	Migrant Family Event/Dia De Las Madres	0
Shawnee Mission	05/10/23	Year-end Event/Meal Distribution, Summer Enrichment Signup/SMSD CAA	20
Deerfield	05/11/23	MPAC Meeting	30
Dodge City	05/11/23	DCMS STEAM Night – Students Created Board Games for Families	16
Emporia	05/11/23	Summer Splash – Leap into Health & Literacy	7
Emporia	05/11/23	Parent Café – LBGTO	9
Ulysses	05/15/23	MPAC Meeting – surveys	22
Great Bend	05/18/23	End of Year – Wrap Up	15
Lakin	05/18/23	Migrant Family Meeting	12
Liberal	05/23/23	MPAC Meeting	32
Cimmaron	05/25/23	Family literacy and crafts	4
Cimmaron	05/26/23	Learn and play	2
Cimmaron	06/01/23	Learn and play	2
Dodge City	06/01/23	Migrant Family Night – Summer Literacy Kick-off Event	48
Wichita	06/07/23	Bubbles and Fun! P0-P5: Storytime with City Library, bubble activities, book, sensory activities	11
Wichita	06/14/23	Bubbles and Fun! P0-P5: Storytime with City Library, bubble activities, book, sensory activities	6
Dodge City	06/15/23	STEAM Summer Field Trip – MS/HS students and families	4
Dodge City	06/22/23	STEAM Summer Field Trip – Elementary/MS students and families	23
Kansas City	06/29/23	Urban Gardening with KS State	3
Liberal	08/10/23	MPAC Meeting	43
Emporia	11/4-5/23	Parent Leadership Conference in Topeka	14
Dodge City	Oct-Nov 22	Engage Dodge: 6-week Class for Families (local resources)	12
Olathe	SY	Parenting Classes 4:30-5:30 pm (every Tuesday)	1
Wichita	Monthly	Each month, the Migrant Advocate Liaisons delivered a book and literacy activities to PK-1 st graders and showed parents how to do the activities/ games with their child.	39
Wichita	2xYear	All families attend Parent/Teacher conferences twice a year	250
Total Number of Parents			2,780

Appendix B

Professional Development Provided to MEP Staff during 2022-23

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Multiple	8/30-31/22	X	X	X	X	X	X	Kick-off (Non-Project Only)	23
Moscow	09/01/22						X	Sexual harassment	2
Liberal	09/02/22			X				ASQs Online Training	1
Liberal	09/02/22			X				Get Set for School	1
Moscow	09/02/22	X						Literacy and Dyslexia Part 1-3	2
Wichita	09/06/22						X	OSSYSY training	3
Syracuse	09/07/22	X	X					Para Training	2
NKESC	09/07/22						X	IDRC State Assessment Training	5
Hays	09/08/22						X	MSIX Child Counts for MEP Allocations Webinar	1
Moscow	09/08/22						X	MSIX Child Counts	1
Syracuse	09/08/22						X	Migrant Cadre- Homeless	2
Elkhart	09/11/22						X	MSIX Training	1
NKESC	09/12/22	X	X	X	X	X	X	Staff Meeting	6
Shawnee Mission	09/14/22			X	X	X		Mentor Meeting and MEP Training	7
Shawnee Mission	09/16/22			X	X	X		Mentor Meeting and MEP Training	4
Great Bend	09/19/22	X	X	X	X	X		Services, Family Engagement, Collab w/ESOL	4
Wichita	09/19/22	X	X	X	X	X	X	MEP Staff Meeting: Activities, Caseloads, COE Reviews, MPAC, MS Cultural nights, Tutors	5
Liberal	09/20/22						X	Migrant/MV Cooperation	1
Dodge City	09/21/22						X	Parent Liaison/Staff Training	19
Hugoton	09/21/22			X	X			Kansas University	2
Ulysses	09/21/22			X				MILP, Logs, Structure, Procedures	8
Moscow	09/22/22	X						Literacy and Dyslexia Part 4-6	1
Pittsburg	9/23-24/22	X	X	X		X	X	MIDTESOL	6
Multiple	9/28/22	X	X	X	X	X	X	Compassion Fatigue and Self-Care	38
Wichita	09/29/22						X	KS MEP Recruitment Training	2
Southern Region	09/29/22						X	ESOL Webinar	1
Southern Region	09/30/22	X	X	X	X			District Presentations	9
Wichita	10/03/22	X	X	X	X	X	X	MEP Staff Meeting: COEs expiring, caseloads, ASQ, elementary reading nights, play group (0-4), EMPAC, donations, private school families, COEs with Griselda (State Rec)	5
NKESC	10/03/22	X	X	X	X	X	X	Staff Meeting	6
Shawnee Mission	10/05/22	X	X	X	X		X	PFS Overview & Training	11
Southern Region	10/05/22						X	IDRC Refresher	1
Hays	10/06/22	X	X		X			MTSS re: student engagement, motivation, achievement	1
Multiple	10/10-12/22						X	Kansas MEP ID&R Training (MEP Modules 1/2)	20
Multiple	10/11/22						X	What Happened to You? Book Study	15
NKESC	10/11/22						X	Scenarios Review	5
Wichita	10/13/22	X	X	X	X		X	Pumpkins and Petting Zoo (Math, Reading, Science)	5
Liberal	10/14/22						X	MSIX Reconciliation	1
Garden City	10/18/22	X		X	X			Title Cadre zoom SWPRCS	1
Syracuse	10/18/22						X	migrant Cadre II -Homeless	2
Garden City	10/19/22	X		X	X		X	Migrant Zoom SWPRCS	3
Liberal	10/19/22						X	Identity Based Bullying	1
Ulysses	10/19/22	X					X	Instructional Strategies to Support Reading	7
Olathe	10/21/22						X	MEP Qualifications Review	1
Wichita	10/24/22	X	X	X	X	X	X	MEP Staff Meeting: Update from KSOR, caseloads, elem. reading night, playgroup discussion, MS math night, HS summer school talk	5

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
NKESC	10/26/22	X	X	X	X	X	X	Staff Meeting	3
Southern Region	10/26/22						X	ESOL Webinar	1
Hugoton	10/27/22			X	X			FAFSA Parent Night	1
Moscow	10/31/22						X	Emergency Safety Intervention	1
Deerfield	10/5/22						X	2022-23 ID&R Training	1
Wichita	11/02/22	X	X				X	MS Migrant STEM night	5
Liberal	11/04/22						X	ESOL	1
Wichita	11/08/22	X	X	X	X	X	X	MEP Staff Meeting: EMPAC, caseload, bussing, tutoring, MS STEM night, scholarship nights, expired COEs, home literacy visits	5
Multiple	11/10/22				X	X		Using the iSOZY Student Portal	14
Garden City	11/10/22	X	X	X	X	X		MPAC local meeting	7
Liberal	11/16/22						X	Preventing Gender Based Violence	1
Wichita	11/16/22	X	X	X	X		X	MPAC local meeting (Transportation, program info, Make it take it for parents, truancy)	5
Hays	11/18-19/22	X	X		X			Kansas LEADS conference - Dodge City	1
Shawnee Mission	11/20/23	X	X	X	X	X	X	QSI Meeting	2
Southern Region	11/23/22						X	ESOL Webinar	1
Wichita	11/28/22	X	X	X	X	X	X	MEP Staff Meeting: Caseloads, migrant closet, MS STEM & elementary nights, COEs	5
NKESC	11/28/22	X	X				X	Eudora Meeting	5
Great Bend	11/28/22	X	X	X	X	X		Services, Parent Engagement	4
Syracuse	11/29/22						X	migrant Cadre III- Homeless	2
NKESC	11/29/22						X	Leadership	5
Southern Region	11/29/22						X	Leadership Training	9
Multiple	11/30/22	X	X	X	X	X	X	Holiday Gathering and Training	22
Garden City	11/30/22	X	X	X	X	X		MPAC for families	7
Syracuse	11/30/22						X	Understanding Doubled Up	1
NKESC	12/06/22						X	IDRC Hemp Industry Webinar	6
Syracuse	12/07/22	X	X					Para Training	2
Syracuse	12/08/22						X	School Selection Rights- McKinney-Vento	2
Wichita	12/08/22	X	X	X	X			In-Service Training District	5
NKESC	12/13/22						X	Connecteam Training	6
Multiple	12/14/22	X	X	X	X	X	X	Social-Emotional Learning Strategies	35
Emporia	12/19/22						X	SEL Strategies for Youth and Adults - Skill Building	1
Syracuse	12/20/22						X	Unaccompanied Students & Exp. Homelessness	2
Garden City	01/03/23						X	district staff training about Migrant programs	20
Wichita	01/03/23	X	X	X	X			In-Service Training District	5
Hugoton	01/05/23			X	X			BLT Meeting	1
Southern Region	01/05/23	X	X			X	X	ISOSY lessons, Recruitment, MPAC	10
Wichita	01/09/23	X	X	X	X	X	X	MEP Staff Meeting: Caseloads, WIGS/LEADS, reading activities, ASQs, COEs, kindergarten readiness, language support aides, EMPAC State meeting, spring event, summer school, graduation students.	5
NKESC	01/10/23						X	ID&R Meeting	3
NKESC	01/10/23						X	Fostering Resilient Workplaces Webinar	7
NKESC	01/10/23						X	Planetarium Training	6
Liberal	01/17/23						X	Fentanyl Training Part 1	2
NKESC	01/17/23						X	MIS2000 Updates	2
Garden City	01/18/23	X	X	X	X	X	X	Title 1 cadre zoom SWPRSC	3
Ulysses	01/18/23		X					Instructional Strategies to support Math/Log Review	8
Wichita	01/18/23	X	X				X	Let it snow Stem night for K-2	5
Garden City	01/23/23						X	KSDE LCP	1
Great Bend	01/23/23	X	X	X	X	X		Services, Family Engagement, Collab w/ESOL	4
Wichita	01/23/23						X	Meeting with Griselda	5
Multiple	01/24/23	X	X	X	X	X	X	What Happened to You? Book Study	19

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Ulysses	01/24/23	X					X	Instructional Best Practice/KELPA & KAP Training	8
Wichita	01/24/23				X		X	Chew and Chat at SE college and career meeting	3
Southern Region	01/25/23						X	ESOL Webinar	1
Garden City	01/27/23	X	X	X	X	X	X	District Migrant staff training -new teachers	20
Syracuse	01/27/23						X	DTC virtual coordinators Training	1
Liberal	01/31/23	X	X	X				Play Based Learning for PreK	1
Wichita	01/31/23				X		X	Chew and Chat at North college and career meeting	3
NKESC	02/02/23						X	Project EVERS Out Of Bounds Event	3
Wichita	02/04/23						X	Eight to Great Training	1
Syracuse	02/06/23						X	Migrant Cadre	2
Liberal	02/08/23						X	Fentanyl Training Part 2	2
Wichita	02/08/23			X				ASQ training	1
Great Bend	02/13/23	X	X	X	X	X		Services, Family Engagement, Collab w/ESOL	4
Multiple	02/15-16/23						X	KS MEP Recruitment Training	18
Dodge City	02/20/23						X	Parent Liaison/Staff Training	19
NKESC	02/20/23	X	X	X	X	X	X	Staff Meeting	6
NKESC	02/21/23						X	Supporting Farmworker Access To Healthcare	6
Liberal	2/22-23/23						X	MEP Recruiter Training	1
Syracuse	02/22/23						X	ID&R Training	2
Wichita	02/22/23			X			X	Emotional Learning Strategies for youth	3
NKESC	02/22/23						X	Social-Emotional Learning Strategies Webinar	4
Southern Region	02/22/23						X	ESOL Webinar	1
Liberal	02/23/23						X	MSIX Cybersecurity Training	1
Southern Region	02/23/23						X	Farmworker Health	10
Wichita	02/27/23	X	X	X	X	X	X	MEP Staff Meeting: Parent surveys, summer school, HS Lunch mtgs, State MPAC, MEP training, event supports, literacy visits	5
NKESC	02/27/23	X	X	X	X	X	X	Staff Meeting	6
NKESC	03/01/23	X	X	X	X	X	X	Staff Meeting	3
NKESC	03/03/23						X	Planetarium Training	5
Wichita	03/06/23	X	X	X	X	X	X	MEP Staff Meeting: Caseloads, EMPAC Meeting, donations, migrant summer school updates and planning, spring event	5
Multiple	03/07/23	X	X	X	X	X	X	What Happened to You? Book Study	19
Pittsburg	03/08/23	X	X	X	X	X	X	SDP	1
Syracuse	03/08/23	X	X					Para Training	2
Wichita	03/08/23				X		X	Chew and Chat at East college and career meeting	3
Ulysses	03/15/23		X					Instructional Best Practice/Update Logs	6
Liberal	3/20-21/23						X	MSIX Data Training	1
Wichita	03/22/23			X			X	Social Emotional Training	5
NKESC	03/22/23						X	Resiliency & Trauma Recovery Webinar	6
Southern Region	03/22/23						X	ESOL Webinar	1
Shawnee Mission	03/23/23			X	X	X		Spring Migrant Director and Data Entry Training	2
Wichita	03/27/23	X	X	X	X	X	X	MEP Staff Meeting: HS student lunch mtgs, MS activities, 3-5 event reviewed, MPAC, COE updates, Migrant Surveys, Summer School	5
Southern Region	03/28/23	X	X				X	OSY TST Meeting in Boston	2
Multiple	03/31/23						X	State MPAC Meeting – Wichita	13
Wichita	04/05/23	X	X	X			X	Slither, Hop and Crawl 3-5 Stem Night	5
Dodge City	04/06/23	X	X					Districtwide Culturally Responsive Teaching	400
Olathe	04/10/23						X	ID&R Training with Alejandro	2
Wichita	04/10/23	X	X	X	X		X	In-Service Training District	5
Multiple	04/11/23	X	X	X	X	X	X	Summer 2023 Planning	22
NKESC	04/11/23						X	MEP Team Meeting	7
Southern Region	04/11/23	X	X	X	X	X		Summer Planning	9
Wichita	04/12/23				X		X	Career Awareness Webinar (CAT Webinar)	3
NKESC	04/12/23	X	X	X	X	X	X	Instructional Services-Career Awareness OSY	7

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Southern Region	04/12/23					X	X	Career Awareness Toolkit Webinar	1
Wichita	4/13/23	X					X	Donuts and more MS parent academic nights	4
Ulysses	04/19/23	X	X					Instructional Best Practice/Update Logs	7
Emporia	04/20/23						X	Resiliency and Trauma Recovery	1
Deerfield	04/22/23						X	ID&R Training	1
Deerfield	04/23/23						X	ID&R Training	1
Dodge City	04/26/23	X	X	X	X			Boosting Achievement for Interrupted Learners	8
Hays	04/26/23	X	X		X			Boosting Achievement for Interrupted Students - Topeka	1
Multiple	4/30-5/3/23	X	X	X	X	X	X	National Migrant Education Conference	41
Kansas City	May 2023						X	Migrant Training in Emporia	7
NKESC	05/01/23	X	X	X	X	X	X	Staff Meeting	7
Southern Region	05/04/23						X	Human Trafficking- Recognizing the CUES	1
NKESC	05/08/23	X	X	X	X	X	X	Staff Meeting	6
Cheylin	05/09/23						X	Planned for summer services	2
Hays	05/09/23						X	State Recruiter Training re: summer services	1
Wichita	05/09/23	X	X	X	X	X	X	MEP Staff Meeting: Summer school, wrap-up events, upcoming training	5
NKESC	05/09/23	X	X	X	X	X	X	KSMEP Summer Services Planning	4
Multiple	05/10/23						X	MEP Resiliency and Trauma Recovery	26
Cheylin	5/15-18/23						X	Migrant Services	1
Southern Region	05/16/23	X	X	X	X	X		QSI	9
Dodge City	05/22/23						X	Parent Liaison/Staff Training	18
Wichita	05/22/23	X	X	X	X	X	X	MEP Staff Meeting: Summer school, wrap-up events, upcoming training	5
Olathe	05/23/23						X	Migrant Summer Services Planning Meeting	4
Pittsburg	05/23/23						X	Migrant Summer services planning	1
Shawnee Mission	05/23/23	X	X	X	X		X	MEP Summer Enrollment training and signup	3
Wichita	05/23/23			X	X	X	X	MEP State Meeting	4
Southern Region	05/23/23	X	X	X	X	X	X	Recruitment, Data, SDP	5
Wichita	05/26/23	X	X	X	X		X	Summer School Training	4
NKESC	05/30/23						X	STAT Lessons Webinar	5
Multiple	05/31/23	X	X	X	X	X	X	2023 KSMEP Summer Services Planning	13
Wichita	06/01/23						X	IDR Changes/Updates for COEs	1
Wichita	06/05/23	X	X	X			X	Sensory Processing Training	5
Wichita	06/07/23	X		X			X	Bubbles and Fun Park Event (0-5) w/library	4
Southern Region	06/08/23	X	X	X	X	X	X	Human Trafficking/Effectively Engaging Students	1
Wichita	06/12/23						X	Youth Mental Health first aide	1
Wichita	06/14/23	X		X			X	Bubbles and Fun Park Event	4
Wichita	06/21/23						X	ID&R Training	1
Kansas City	July 2023						X	Identification and Recruitment	4
Southern Region	07/11/23							Data Training	10
Pittsburg	07/19/23						X	IDR Training	1
Garden City	7/25-27/23	X	X	X	X	X	X	Title conference KSDE	1
Garden City	7/26-28/22	X		X	X			Title Services KSDE conference	1
Pittsburg	07/26/23						X	IDR Training	1
Southern Region	07/27/23						X	Latino Leadership in Wichita	1
Southern Region	07/31/23	X	X	X	X	X		PBS Resources, SDP, Team Building, STAT Lessons, Summer Services	10
Olathe	July/Aug 23						X	ID&R Training (x5)	1
Kansas City	08/02/23						X	MIS2000 AND MSIX	7
Moscow	08/07/23						X	Assessment Recruitment Training	1
		68	61	67	59	43	138	Total Number of Staff	1,443

Source: Kansas MEP Director Tacking Forms