



Kansas Title I, Part C Program

2023-2024 Evaluation

Prepared by



May 2025

2023-2024 Evaluation of the Kansas Title I, Part C Program

Prepared for:

Kansas State Department of Education

Title I, Part C Program

Landon State Office Building

900 SW Jackson Street, Suite 620

Topeka, KS 66612-1212

(785) 296-2600

[KSDE Title IC Website](#)

Prepared by:



Littleton, Colorado

(720) 339-5349

www.metaassociates.com

Cari Semivan

External Evaluator

cari@metaassociates.com

TABLE OF CONTENTS

1. Executive Summary	1
2. Evaluation Methodology	4
3. Program Context	8
4. Implementation Evaluation Results	14
Title IC Services	14
Parent and Family Engagement	17
Professional Development.....	19
Strategy Implementation	21
5. Outcome Evaluation Results	35
State Performance Goal Results	35
National Title IC Performance Measure Results	39
Kansas Title IC MPO Results.....	41
School Readiness	41
English Language Arts and Mathematics	43
Graduation/Completion of a High School Diploma	47
Non-Instructional Support Services	51
Staff Comments about the Impact of the Program	53
Parent Comments about the Impact of the Program	56
6. Implications	60
Summary and Implications	60
Progress on Previous Recommendations	63
Evaluator Recommendations.....	63
 Appendix A: Parent Involvement Activities in 2023-24	
Appendix B: Staff Professional Development in 2023-24	

TABLE OF EXHIBITS

Exhibit 1	Map of Kansas Showing the Title IC Regions	8
Exhibit 2	Eligible Migratory Children/Youth by Grade Level and Program Year	10
Exhibit 3	Graphic Display of Eligible Migratory Children Over the Years by Age/Grade	11
Exhibit 4	2023-24 Demographics of Migratory Children/Youth by Grade Level	12
Exhibit 5	Graphic Display of Migratory Student Demographics by Age/Grade in 2023-24.....	12
Exhibit 6	2023-24 Migratory Child Counts for Funded Projects/Service Centers	13
Exhibit 7	Migratory Children/Youth Served during the 2023-24 Performance Period and Summer.....	14
Exhibit 8	Migratory Children/Youth Receiving Instructional Services and Support Services	14
Exhibit 9	Instructional Services Received by Migratory Students in 2023-24	15
Exhibit 10	Support Services Received by Migratory Students in 2023-24.....	16
Exhibit 11	Longitudinal Display of Migratory Children Served by the Kansas Title IC Program	16
Exhibit 12	2023-24 Funded Project Migratory Child Counts and Students Served	17
Exhibit 13	Summary of Parent Involvement Activities Provided in 2023-24.....	17
Exhibit 14	Advocate/Recruiter Training Provided by Title IC in 2023-24	19
Exhibit 15	Summary of Professional Development Provided to Title IC Staff in 2023-24	20
Exhibit 16	CIG Training in Which Kansas Title IC Staff Participated in 2023-24	20
Exhibit 17	Mean Ratings on the Quality of Strategy Implementation (QSI).....	21
Exhibit 18	Mean Ratings of Strategy Implementation by Goal Area	22
Exhibit 19	Migratory Students Scoring Proficient on 2023-24 KS Summative ELA Assessments	35
Exhibit 20	Graphic Display of Proficiency Rates on 2023-24 KS Summative ELA Assessments.....	36
Exhibit 21	Proficiency Rates on Kansas Summative ELA Assessments Over Time	37
Exhibit 22	Migratory Students Scoring Proficient on 2023-24 KS Summative Math Assessments	37
Exhibit 23	Graphic Display of Proficiency Rates on 2023-24 KS Summative Math Assessments	38
Exhibit 24	Proficiency Rates on Kansas Summative Math Assessments Over Time	38
Exhibit 25	Graduation Rates for Non-Migratory and Migratory Students	39
Exhibit 26	2023-24 Dropout Rates for Non-Migratory and Migratory Students.....	39
Exhibit 27	Migratory Students in Grades 7-12 that Graduated in 2023-24 or Were Promoted to the Next Grade Level from 2023-24 to 2024-25	40
Exhibit 28	Tenth Grade Migratory Students Completing Algebra 1 in 2023-24 or Before.....	41
Exhibit 29	Migratory Children Ages 3-4 Demonstrating Age-Appropriate Skills on Local School Readiness Assessments.....	41
Exhibit 30	Staff Ratings of the Impact of Title IC on Children's School Readiness	42
Exhibit 31	Migratory Children Ages 3-5 Receiving Instructional Services in 2023-24	42
Exhibit 32	Percentage of Migratory Children Ages 3-5 Receiving Instructional Services, by Age	42
Exhibit 33	Migratory Student Gains on Local Reading Assessments.....	43
Exhibit 34	Percentage of Migratory Students Improving Reading Skills by Grade Level	43

Exhibit 35	Staff Ratings of the Impact of Title IC on Students’ Reading/Language Arts Skills.....	44
Exhibit 36	Migratory Students Served in Summer 2024 Receiving ELA Instruction.....	44
Exhibit 37	Percentage of Migratory Students Served in Summer 2024 Receiving ELA Instruction, by Age/Grade	44
Exhibit 38	Migratory Student Gains on Local Math Assessments	45
Exhibit 39	Percentage of Migratory Students Improving Math Skills by Grade Level.....	45
Exhibit 40	Staff Ratings of the Impact of Title IC on Students’ Math Skills	46
Exhibit 41	Migratory Students Served in Summer 2024 Receiving Math Instruction	46
Exhibit 42	Percentage of Migratory Students Served in Summer 2024 Receiving Math Instruction, by Age/Grade	46
Exhibit 43	Percentage of Projects Rating their Implementation of Strategy 3.1 Succeeding or Exceeding on the QSI	47
Exhibit 44	Migratory Students/OSY Obtaining Credits toward HS Graduation.....	48
Exhibit 45	Percentage of Credits Received by Migratory Students, by Grade Level	48
Exhibit 46	Secondary Courses for which Migratory Students Earned Credits.....	48
Exhibit 47	Staff Ratings of the Impact of Title IC on High School Students and OSY.....	49
Exhibit 48	Migratory OSY Ratings of the Impact of Title IC Services on their Knowledge of HSED Preparation, Post-Secondary Education, and Career Readiness	49
Exhibit 49	Staff Ratings of the Impact of Title IC PD on their Capacity to Provide Needs-Based Services to Migratory Children/Youth	51
Exhibit 50	Percentage of Projects Rating their Implementation of Strategy 4.2 Succeeding or Exceeding on the QSI	52
Exhibit 51	Parent Ratings of the Impact of Title IC on their Children’s Knowledge/Access to Services	53
Exhibit 52	Parent Ratings of the Impact of Parent Training on their Skills for Supporting their Child’s Education.....	53

ABBREVIATIONS/ACRONYMS

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
EPT	Evaluation Planning Team
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
HS	High School
HSED	High School Equivalency Diploma
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IDRC	Identification and Recruitment Consortium
IPS	Individual Plan of Study
iSOSY	Innovative Strategies Out-of-School and At-Risk Secondary Youth
KELPA2	Kansas English Proficiency Assessment
KS	Kansas
KSDE	Kansas State Department of Education
LOA	Local Operating Agency
MPAC	Migratory Parent Advisory Council
MPO	Measurable Program Outcome
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
PLG	Peer Learning Group
PreK	Pre-Kindergarten
QAD	Qualifying Arrival Date
QSI	Quality of Strategy Implementation
SDP	Service Delivery Plan
SEA	State Education Agency
SEL	Social-Emotional Learning
SST	State Steering Team
TRI	Targeted Response to ID&R
TST	Technical Support Team
UG	Ungraded
USD	Unified School District

1. Executive Summary

This report presents the results of the evaluation of the Kansas State Department of Education (KSDE) Title I, Part C Program (Education of Migratory Children) that includes a review of 2023-24 programs and services (first year of implementation of the 2023 Kansas Title IC 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 Title IC performance measures, and the Kansas Title IC 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 Title IC SDP.

This program 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 Title IC 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 is to design programs that 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)].

Following is a summary of migratory student demographics and Title IC services provided during the 2023-24 performance period (9/1/23-8/30/24), compared to the 2022-23 performance period.

Age Group	Demographics/Title IC Services	2022-23	2023-24	Diff
Birth to age 21	Eligible migratory children/youth	4,084	4,202	+3%
	Migratory children identified as having a disability through the Individuals with Disabilities Education Act (IDEA)	9%	8%	-1 pp*
	Migratory children with a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period	28%	31%	+3 pp
Ages 3-21	Eligible migratory children/youth	3,911	4,020	+3%
	Migratory children with priority for services (PFS)	32%	32%	0 pp
	Migratory children identified as being English learners (ELs)	56%	54%	-2 pp
	Migratory children who received services during the performance period	90%	92%	+2 pp
	Migratory children who received services during the school year	67%	92%	+25 pp
	Migratory children who received services during the summer	70%	70%	0 pp
	Migratory children who received instructional services	81%	80%	-1 pp
	Migratory children who received non-instructional support services	86%	87%	+1 pp

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

*pp=percentage point(s)

Local projects and service centers receive allocations to deliver instructional and support services aligned with the 2023 Kansas Title IC SDP, which was developed based on the needs identified in the 2022 Kansas Title IC Comprehensive Needs Assessment (CNA). The 2023-24 performance period was the first year in which the new strategies and MPOs from the 2023 SDP were implemented by the state. Title IC services aim to address the academic and non-academic needs of migratory children, youth, and their families. Key services provided include the following.

- **Academic Support:** Supplemental instruction in reading, mathematics, and other core content areas to help students bridge learning gaps.
- **Enrichment Activities:** Experiential learning opportunities that enhance student engagement and build real-world skills.
- **Support Services:** Resources such as interpretation, transportation, counseling, and advocacy to remove barriers to academic success.
- **Graduation and Career Readiness:** Targeted support to help migratory students stay on track for graduation and explore career pathways.
- **Parent Engagement:** Training sessions and Migratory Parent Advisory Committee (MPAC) meetings to involve parents in their children's education.

By offering these comprehensive services, the Kansas Title IC Program works to ensure that migratory students receive the necessary support to succeed academically and beyond.

Findings of the 2023-24 evaluation show that the Kansas Title IC Program 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 **nine of the 13 MPOs (69%) were met** showing the benefit of Title IC services for migratory children/youth, their families, and staff.

MPO	MPO Met?	Evidence
School Readiness		
MPO 1A: By the end of the 2023-24 performance period, 70% of 3- and 4-year-old migratory children participating in early learning services fully or partially funded by Title IC will demonstrate age-appropriate skills leading toward kindergarten readiness on local school readiness post-test assessments.	Yes	90% of the 194 three- and four-year-olds assessed demonstrated age-appropriate skills on local school readiness post-test assessments
MPO 1B: By the end of the 2023-24 performance period, 70% of eligible migratory children ages 3-5 (not attending kindergarten) will receive Title IC instructional services.	Yes	70% of the 585 eligible migratory children ages 3-5 received Title IC instructional services
English Language Arts and Mathematics		
MPO 2A.1: By the end of the 2023-24 performance period, 70% of migratory students receiving Title IC-funded reading instruction will demonstrate a 2% gain on local reading assessments.	No	64% of the 1,851 students assessed gained by 2% on local reading assessments
MPO 2A.2: By the end of the 2023-24 performance period, 55% of the migratory students served during the summer will receive needs-based ELA instruction.	Yes	61% of the 2,795 migratory students ages 3-21 served in summer 2024 received ELA instruction
MPO 2B.1: By the end of the 2023-24 performance period, 70% of migratory students receiving Title IC-funded math instruction will demonstrate a 2% gain on local math assessments.	No	62% of the 1,799 students assessed gained by 2% on local math assessments
MPO 2B.2: By the end of the 2023-24 performance period, 40% of the migratory students served during the summer will receive needs-based math instruction.	No	36% of the 2,795 migratory students ages 3-21 served in summer 2024 received math instruction
Graduation/Completion of a High School Diploma		
MPO 3A: By the end of the 2023-24 performance period, 70% of projects will rate their implementation of Strategy 3.1 (services to address social-emotional learning [SEL]) as "succeeding" or "exceeding" on the Quality of Strategy Implementation (QSI).	Yes	100% of 20 projects/centers responding rated implementation of Strategy 3.1 as succeeding or exceeding

MPO	MPO Met?	Evidence
MPO 3B: By the end of the 2023-24 performance period, 80% of secondary aged migratory students/OSY enrolled in supplemental credit accrual opportunities and instruction will earn at least one-half credit toward graduation.	No	65% of the 78 students enrolled in credit accrual opportunities earned 77 semester credits
MPO 3C: By the end of the 2023-24 performance period, 80% of OSY responding to the OSY Survey who participated in Title IC high school equivalency diploma (HSED) preparation, post-secondary education, and career readiness services will report increased knowledge in those areas.	Yes	99% of the 74 OSY responding reported that Title IC services helped them learn about HSED preparation, post-secondary education, and careers
Non-Instructional Support Services		
MPO 4A: By the end of the 2023-24 performance period, 80% of staff responding to the Staff Survey will report that Title IC PD increased their capacity to provide needs-based services to migratory children and youth.	Yes	99% of the 71 staff responding reported that Title IC PD increased their capacity to provide needs-based services
MPO 4B: By the end of the 2023-24 performance period, 80% of projects will rate their implementation of Strategy 4.2 (counseling and advocacy) as “succeeding” or “exceeding” on the QSI.	Yes	100% of 17 projects/centers responding rated implementation of Strategy 4.2 as succeeding or exceeding
MPO 4C: By the end of the 2023-24 performance period, 80% of migratory parents responding to the Parent Survey will report that Title IC helped their children increase their knowledge of and access to services for which they are eligible.	Yes	98% of the 424 parents responding reported that Title IC helped their children increase knowledge/access
MPO 4D: By the end of the 2023-24 performance period, 80% of migratory parents responding to the Parent Survey will report that Title IC parent activities increased their skills for supporting their children’s education.	Yes	99% of the 316 parents responding reported that Title IC parent activities helped increase their skills

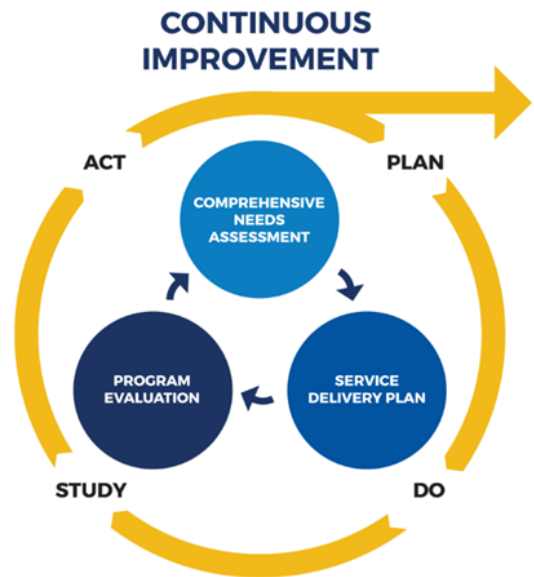
Other key findings/trends revealed in the 2023-24 evaluation follow.

- Implementation of the strategies in the Kansas SDP was evaluated using the QSI rubric. The mean rating for all 11 strategies was 4.3 out of 5.0, with mean ratings for each strategy ranging from 4.2 to 4.4. All (100%) 11 strategies 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 more migratory students scored proficient in English language arts (ELA) (two percentage point more) in 2023-24 than in 2022-23, and the same percentage scored proficient in math (one percentage point less). Fewer migratory students scored proficient than non-migratory students in both ELA and math.
- National Title IC performance measure results show that Kansas migratory students in grades 3-8 were short of the national target (33% proficient) in both ELA (by 25 percentage points) and math (by 24 percentage points). Ninety-nine percent (99%) of migratory students in grades 7-12 graduated or were promoted to the next grade level which exceeds the national target of 67% by 32 percentage points. Finally, 29% of migratory 10th grade students completed Algebra I prior to entering 11th grade in 2023-24 which was 10 percentage points short of the national target.
- The Kansas Title IC Program has a strong focus on graduation. High school students and OSY are provided with services and resources designed to support their efforts to graduate from high school/ obtain an HSED. Title IC services provided in 2023-24 resulted in 48 high school students and three OSY obtaining 77 semester credits.

2. Evaluation Methodology

The evaluation of the Kansas Title IC Program is part of the Title IC 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 Title IC 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 (LEAs) 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 Title IC services.

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

- The state Title IC program 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 Title IC program collects performance results data on MPOs established in the SDP for all program activities and services, disaggregated for PFS and non-PFS migratory students [34 CFR Section 200.83].

- The state Title IC program collects performance results data on national performance measures and reports it annually to OME, to be used in the evaluation of the federal program [34 CFR Section 80.40].
- The state Title IC program documents the evaluation in a written report [34 CFR Section 200.84].
- The state Title IC program 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 Title IC program 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 Title IC program provides implications and recommendations for improvement of services, based upon implementation results and performance results data [34 CFR Section 200.85].
- The state Title IC program provides a full evaluation report every two to three years and progress on MPOs annually.
- The state Title IC program 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 Title IC Program, to examine the effectiveness of services, and to make recommendations to help the program improve the quality of the services provided to migratory children and youth. To evaluate the services, the external evaluator and/or Title IC 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 Title IC and summarizing field notes about project implementation and/or participating in evaluation planning team 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 Title IC Program 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 Title IC Program. In evaluating program implementation, the evaluation answers the following questions.

- ✓ What worked in the implementation of Title IC projects and programs?
- ✓ What problems did the program encounter? What improvements should be made?
- ✓ What types of instruction did 3- and 4-year-old migratory children receive?
- ✓ How many migratory children ages 3-5 received Title IC instruction?
- ✓ How did the program collaborate with other preschool service providers?
- ✓ What types of ELA and math instruction were provided to migratory students?
- ✓ How many migratory students, by grade, received Title IC ELA and math instruction?
- ✓ In what ways did projects/service centers implement Strategy 3.1?
- ✓ What types of credit accrual opportunities and instruction were provided to secondary aged migratory students/OSY?

- ✓ What types of HSED preparation, post-secondary education, and career readiness services were provided to OSY?
- ✓ What types of professional development were provided to Title IC staff?
- ✓ In what ways did projects/service centers implement Strategy 4.2?
- ✓ What types of support services were provided to migratory children?
- ✓ What types of activities/services were provided to parents/families of migratory children?

In looking at performance results, OME requires that a program's actual performance be compared to *"measurable outcomes established by the program 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) participating in early learning services fully or partially funded by Title IC demonstrated age-appropriate skills on local school readiness post-test assessments?
- ✓ What percentage of eligible migratory children ages 3-5 (PFS and non-PFS) not attending kindergarten received Title IC instructional services?
- ✓ What percentage of migratory students (PFS & non-PFS) receiving Title IC reading instruction gained by 2% or more on local reading assessments?
- ✓ What percentage of migratory students (PFS & non-PFS) received Title IC ELA instruction during the summer?
- ✓ What percentage of migratory students (PFS & non-PFS) receiving Title IC math instruction gained by 2% or more on local math assessments?
- ✓ What percentage of migratory students (PFS & non-PFS) received Title IC math instruction during the summer?
- ✓ What percentage of projects rated their implementation of Strategy 3.1 as "succeeding" or "exceeding" on the QSI?
- ✓ What percentage of secondary aged migratory students/OSY (PFS & non-PFS) enrolled in supplemental credit accrual opportunities and instruction earned one-half credit toward graduation?
- ✓ What percentage of OSY responding to the OSY Survey who participated in Title IC HSED preparation, post-secondary education, and career readiness services reported increased knowledge in those areas?
- ✓ What percentage of staff responding reported that Title IC PD increased their capacity to provide needs-based services to migratory children and youth?
- ✓ What percentage of projects rated their implementation of Strategy 4.2 as "succeeding" or "exceeding" on the QSI?
- ✓ What percentage of migratory parents responding reported that Title IC helped their children increase their knowledge of and access to services for which they are eligible?
- ✓ What percentage of migratory parents responding reported that Title IC parent activities increased their skills for supporting their children's education.

In order to gather information about the outcomes and effectiveness of the Title IC services provided to migratory children, 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; the national Title IC performance measures; and the Kansas Title IC MPOs listed below.

School Readiness

MPO 1A: By the end of the 2023-24 performance period, 70% of 3- and 4-year-old migratory children participating in early learning services fully or partially funded by Title IC will demonstrate age-appropriate skills leading toward kindergarten readiness on local school readiness post-test assessments.

MPO 1B: By the end of the 2023-24 performance period, 70% of eligible migratory children ages 3-5 (not attending kindergarten) will receive Title IC instructional services.

English Language Arts and Mathematics

MPO 2A.1: By the end of the 2023-24 performance period, 70% of migratory students receiving Title IC-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.

MPO 2A.2: By the end of the 2023-24 performance period, 55% of the migratory students served during the summer will receive needs-based ELA instruction.

MPO 2B.1: By the end of the 2023-24 performance period, 70% of migratory students receiving Title IC-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.

MPO 2B.2: By the end of the 2023-24 performance period, 40% of the migratory students served during the summer will receive needs-based math instruction.

Graduation/Completion of a High School Diploma

MPO 3A: By the end of the 2023-24 performance period, 70% of projects will rate their implementation of Strategy 3.1 (services to address SEL) as “succeeding” or “exceeding” on the QSI.

MPO 3B: By the end of the 2023-24 performance period, 80% of secondary aged migratory students/OSY enrolled in supplemental credit accrual opportunities and instruction will earn at least one-half credit toward graduation.

MPO 3C: By the end of the 2023-24 performance period, 80% of OSY responding to the OSY Survey who participated in Title IC HSED preparation, post-secondary education, and career readiness services will report increased knowledge in those areas.

Non-Instructional Support Services

MPO 4A: By the end of the 2023-24 performance period, 80% of staff responding to the Staff Survey will report that Title IC PD increased their capacity to provide needs-based services to migratory children and youth.

MPO 4B: By the end of the 2023-24 performance period, 80% of projects will rate their implementation of Strategy 4.2 (counseling and advocacy) as “succeeding” or “exceeding” on the QSI.

MPO 4C: By the end of the 2023-24 performance period, 80% of migratory parents responding to the Parent Survey will report that Title IC helped their children increase their knowledge of and access to services for which they are eligible.

MPO 4D: By the end of the 2023-24 performance period, 80% of migratory parents responding to the Parent Survey will report that Title IC parent activities increased their skills for supporting their children’s education.

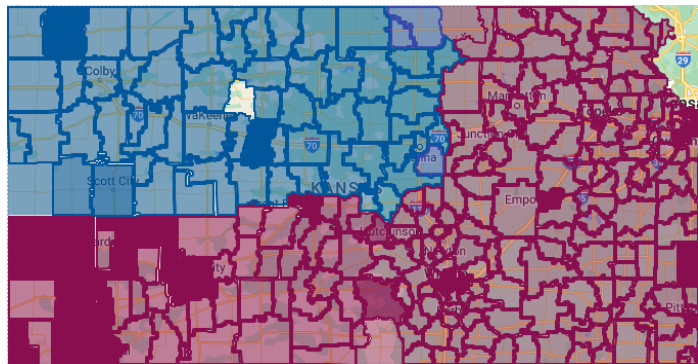
Data analysis procedures used in this evaluation include descriptive and inferential statistics, trend analysis noting trends in the data summarized according to notable themes, and analysis of representative self-reported anecdotes about successful program features and aspects of the program needing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

3. Program Context

Title IC 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 Title IC funds must be used to meet the identified needs of migratory children as well as the intent and purpose of the Title IC, 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 Title IC regions and local projects serving migratory students.

Exhibit 1
Map of Kansas Showing the Title IC Regions



In 2023-24, 21 local projects/service centers across the state received Title IC 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 projects have Title IC-funded staff onsite to deliver services whereas non-project sites receive advocacy and academic services through the Title IC 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 Title IC is to reduce the effects of educational disruption by removing barriers to their academic achievement. Title IC has been, and continues to be, a leader in coordinating resources and providing integrated services to migratory children and their families. Title IC 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) Title IC Consortium Incentive Grant (CIG) and 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 meetings addressing topics relevant to Title IC.

The goal of IDRC is to improve the proper and timely ID&R of eligible migratory children whose education is interrupted and assist SEAs and LOAs to develop, promote, and adopt enrollment, placement, and credit accrual policies to meet the unique needs of migratory children. It is a consortium of 32 states with Kansas serving as the lead state. The goal of iSOSY is to increase state and staff capability to provide instruction that will improve the educational attainment of OSY and secondary students at-risk of dropping out. iSOSY is a consortium of 18 states with Kansas serving as the lead state.

IDENTIFICATION AND RECRUITMENT - The Kansas Title IC Program 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's responsibility to implement procedures to ensure that migratory children/youth are both identified and determined as eligible for the program.

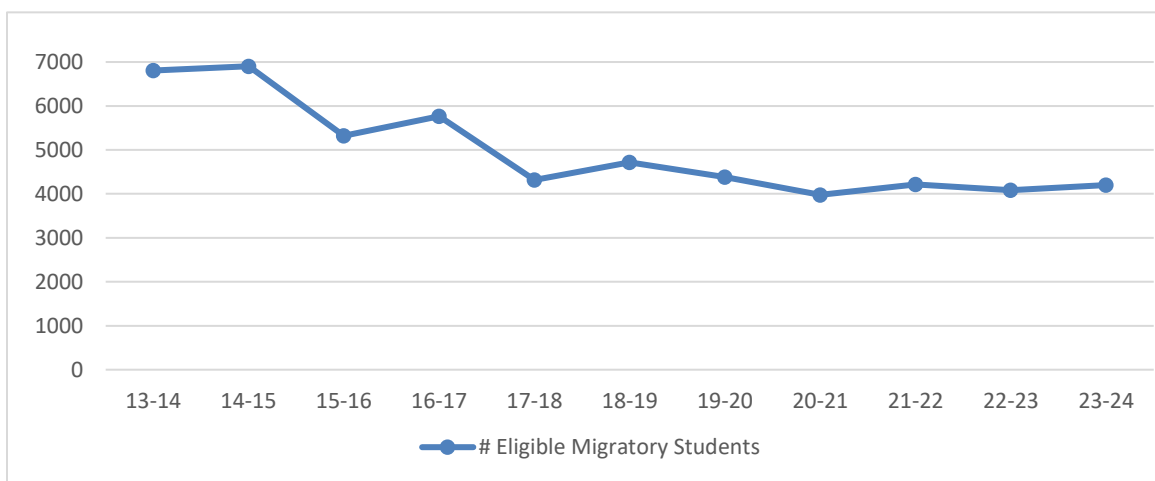
It is the goal of the Kansas Title IC Program to identify all eligible children, birth through age 21, who reside in Kansas. To achieve this goal, and to ensure high quality eligibility determinations, Kansas has a system of statewide recruitment carried out by state-level recruiters from the service centers. The two ID&R offices operate under the direction of the State Title IC Director 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 11 years. The table shows that in 2023-24, 4,202 migratory children/youth were identified as eligible for Title IC. This is a 3% increase over 2022-23.

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	23-24
0-2	19	22	13	57	261	251	273	209	209	173	182
3-5	370	380	273	349	479	654	632	580	612	585	583
K	426	434	336	362	321	344	335	326	336	306	304
1	386	394	322	361	283	331	302	289	310	310	300
2	371	377	286	346	300	345	309	283	292	298	304
3	350	354	294	344	288	312	313	276	290	281	286
4	316	320	308	326	319	297	269	289	311	258	270
5	319	322	266	326	259	313	272	221	264	262	247
6	286	290	220	298	275	258	261	254	234	244	282
7	288	295	226	259	249	292	225	230	257	234	239
8	291	297	212	251	225	274	276	200	218	247	217
9	307	315	274	304	257	238	245	232	220	240	302
10	256	262	216	260	215	217	188	207	238	200	223
11	216	217	160	179	195	179	137	131	156	173	161
12	128	128	130	144	139	126	130	97	104	117	125
UG*	60	60	18	20	23	21	20	5	20	5	0
OSY	2,416	2,437	1,771	1,583	226	266	196	149	143	151	177
Total	6,805	6,904	5,325	5,769	4,314	4,718	4,383	3,978	4,214	4,084	4,202

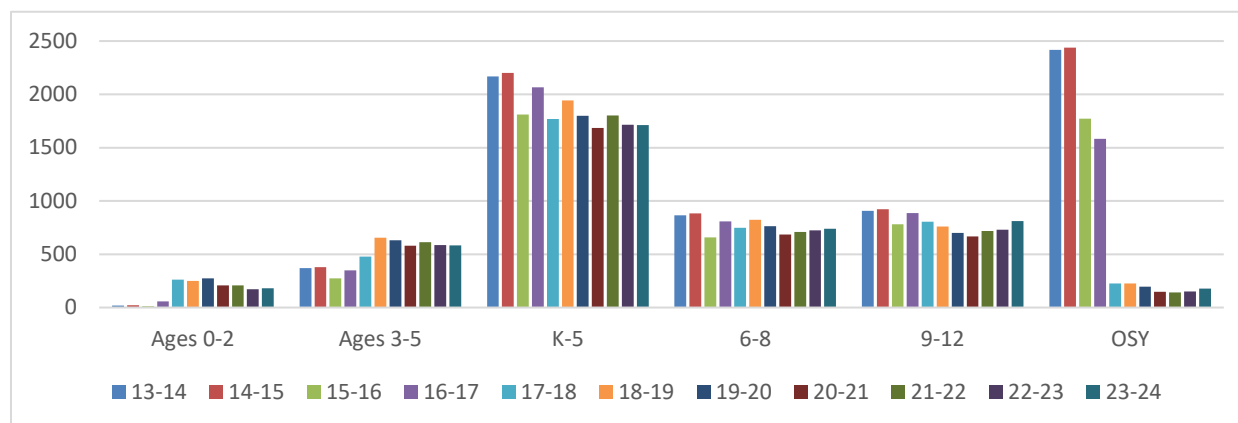


Source: Kansas Title IC CSPR Data and MIS2000

*UG=Ungraded

Exhibit 3 presents a graphic display of the number of eligible migratory children and youth over the years by age and grade spans. The graph shows a steady decline in the number of eligible migratory OSY and children from birth to age two (with slight increases in 2023-24), and students in grades K-5. However, the number of middle and high school students has increased in recent 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 Title IC CSPR Data and MIS2000

In making decisions about sub-allocations to local Title IC 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 Title IC Program 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) or (3) 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 4,020 eligible migratory children/youth ages 3-21 in 2023-24, 32% were categorized as having PFS and 54% were identified as being ELs. In addition, 8% of all 4,202 migratory

children/youth birth to age 21 were identified as having a disability through the IDEA and 31% had a QAD occurring during the performance period (8/31/24).

Exhibit 4
2023-24 Demographics of Migratory Children/Youth by Grade Level

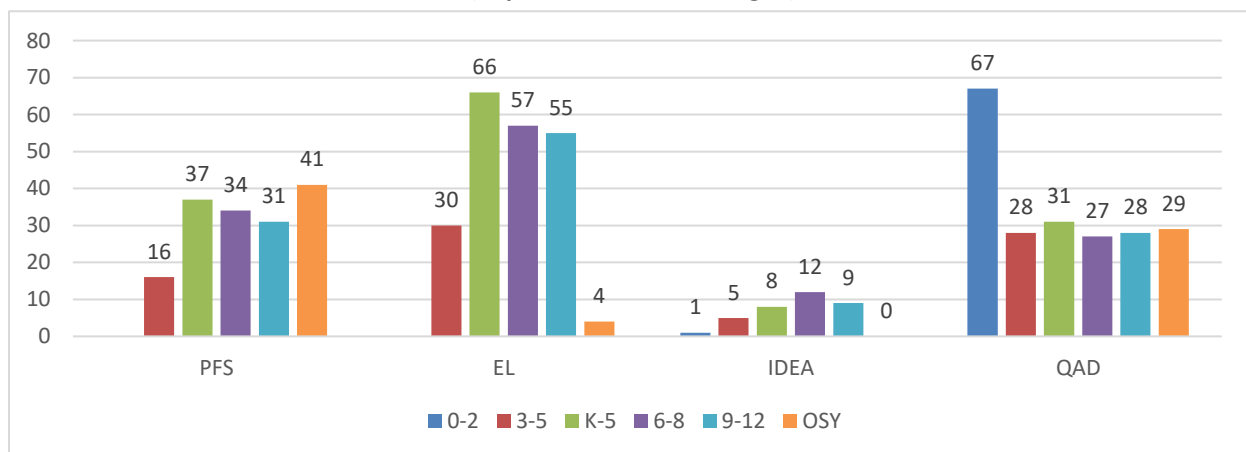
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months	
		#	%	#	%	#	%	#	%
Birth-2	182	--	--	--	--	1	1%	122	67%
Age 3-5	583	96	16%	173	30%	32	5%	166	28%
K	304	114	38%	207	68%	20	7%	107	35%
1	300	124	41%	205	68%	21	7%	95	32%
2	304	101	33%	215	71%	17	6%	74	24%
3	286	112	39%	185	65%	23	8%	82	29%
4	270	86	32%	168	62%	25	9%	87	32%
5	247	94	38%	156	63%	33	13%	82	33%
6	282	104	37%	167	59%	39	14%	88	31%
7	239	77	32%	127	53%	29	12%	68	28%
8	217	71	33%	125	58%	23	11%	46	21%
9	302	97	32%	177	59%	28	9%	118	39%
10	223	81	36%	123	55%	20	9%	52	23%
11	161	50	31%	94	58%	18	11%	41	25%
12	125	25	20%	52	42%	10	8%	17	14%
OSY	177	73	41%	7	4%	0	0%	51	29%
Total	4,202	1,305	32%	2,181	54%	339	8%	1,296	31%

Source: Kansas Title IC 2023-24 CSPR Data

*Percentage of eligible migratory students/youth ages 3-21 (N=4,020)

Exhibit 5 provides a graphic display of the 2023-24 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 2023-24
(Expressed as Percentages)

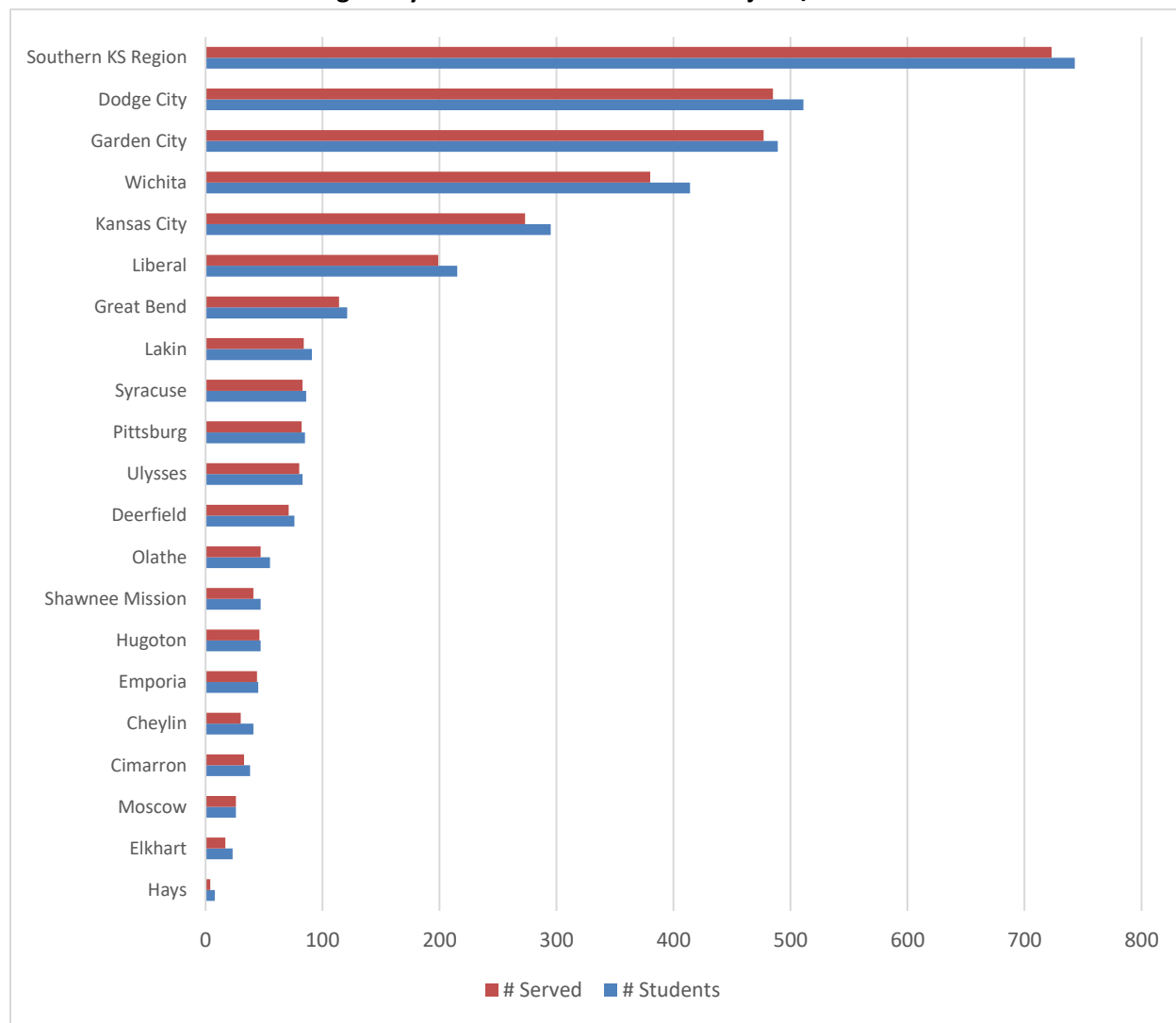


Source: Kansas Title IC 2023-24 CSPR Data

Exhibit 6 shows the number of eligible migratory students and the number of migratory students served at each of the 20 funded districts and the Southern Kansas Region during 2023-24. The Southern Kansas

Region had the largest number of eligible migratory students, followed by Dodge City, Garden City, and Wichita. The graph also shows that most projects served nearly all eligible migratory children and youth.. Actual numbers can be found in Exhibit 12 on page 17.

Exhibit 6
2023-24 Migratory Child Counts for Funded Projects/Service Centers



Source: MIS2000

4. Implementation Evaluation Results

TITLE IC SERVICES - Exhibit 7 displays that 90% of the 4,202 migratory children/youth birth to age 21 (92% ages 3-21) were served during the 2023-24 performance period. Thirty-three percent (33%) of the 4,020 migratory children/youth ages 3-21 served during the performance period had PFS (95% of *all* PFS students). In addition, 68% of migratory children/youth birth to age 21 (70% ages 3-21) were served during summer 2024.

Exhibit 7
Migratory Children/Youth Served during the 2023-24 Performance Period and Summer

Grade	Performance Period						Summer	
	All Migratory students			PFS			Migratory Students	
	Eligible	Served		Total # PFS	Served		Served	
		#	%		#	%	#	%
Birth-2	182	90	49%	--	--	--	67	37%
Age 3-5	583	522	90%	96	86	90%	407	70%
K	304	277	91%	114	109	96%	214	70%
1	300	278	93%	124	117	94%	224	75%
2	304	285	94%	101	100	99%	204	67%
3	286	263	92%	112	110	98%	209	73%
4	270	255	94%	86	82	95%	190	70%
5	247	226	91%	94	89	95%	172	70%
6	282	258	91%	104	100	96%	219	78%
7	239	212	89%	77	69	90%	167	70%
8	217	202	93%	71	68	96%	162	75%
9	302	277	92%	97	92	95%	216	72%
10	223	207	93%	81	79	98%	156	70%
11	161	148	92%	50	46	92%	126	78%
12	125	111	89%	25	25	100%	16	13%
OSY	177	169	95%	73	73	100%	113	64%
Total	4,202	3,780	90%	1,305	1,245	95%	2,862	68%

Source: Kansas Title IC 2023-24 CSPR Data

Exhibit 8 shows that 78% of Kansas' migratory children/youth birth to age 21 received Title IC instructional services (80% ages 3-21), 86% received support services (87% ages 3-21), and 74% received counseling (76% ages 3-21). In addition, 5% of students in grades 9-12 received Title IC credit accrual support.

Exhibit 8
Migratory Children/Youth Receiving Instructional and Support Services during the 2023-24 Performance Period

Grade	# Eligible	Instructional Services								Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%	#	%
Birth-2	182	48	26%	10	5%	4	2%			84	46%	32	18%
Age 3-5	583	407	70%	254	44%	158	27%			492	84%	409	70%
K	304	240	79%	214	70%	190	63%			262	86%	226	74%
1	300	263	88%	231	77%	214	71%			268	89%	224	75%
2	304	244	80%	210	69%	178	59%			274	90%	241	79%
3	286	244	85%	219	77%	199	70%			254	89%	218	76%
4	270	227	84%	203	75%	184	68%			246	91%	214	79%
5	247	206	83%	179	72%	157	64%			211	85%	176	71%

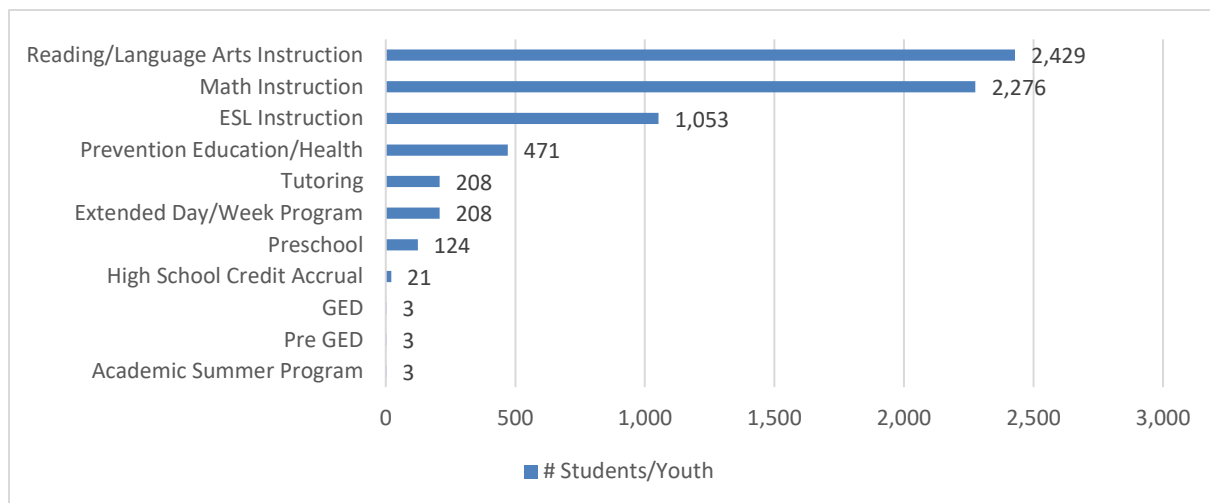
Grade	# Eligible	Instructional Services								Support Services			
		Any Instruction		Reading Instruction		Math Instruction		Credit Accrual		Support Services		Counseling	
		#	%	#	%	#	%	#	%	#	%	#	%
6	282	233	83%	211	75%	186	66%			251	89%	227	80%
7	239	191	80%	171	72%	145	61%			199	83%	166	69%
8	217	188	87%	174	80%	155	71%	--	--	194	89%	180	83%
9	302	242	80%	220	73%	182	60%	14	5%	269	89%	235	78%
10	223	184	83%	169	76%	143	64%	13	6%	194	87%	172	77%
11	161	138	86%	120	75%	108	67%	10	6%	143	89%	125	78%
12	125	72	58%	59	47%	57	46%	1	1%	110	88%	100	80%
OSY	177	148	84%	97	55%	87	49%	--	--	150	85%	147	83%
Total	4,202	3,275	78%	2,741	65%	2,347	56%	38	5%*	3,601	86%	3,092	74%

Source: Kansas Title IC 2023-24 CSPP Data

*Percentage of eligible migratory students in grades 9-12 (N=811)

Exhibit 9 shows the specific instructional services received by migratory students and youth during 2023-24. The largest number of migratory students and youth received reading/language arts instruction (57% of the 4,202 eligible migratory students), followed by math instruction (54%).

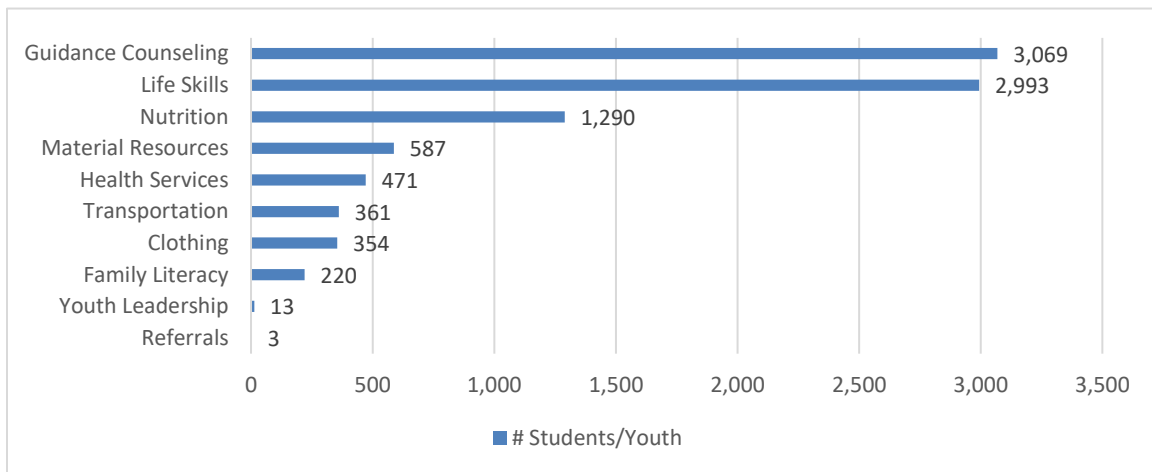
Exhibit 9
Instructional Services Received by Migratory Students in 2023-24



Source: MIS2000

Exhibit 10 shows the specific support services received by migratory students and youth during 2023-24. The largest number of students receiving support services received guidance counseling (73%), followed by life skills (71%).

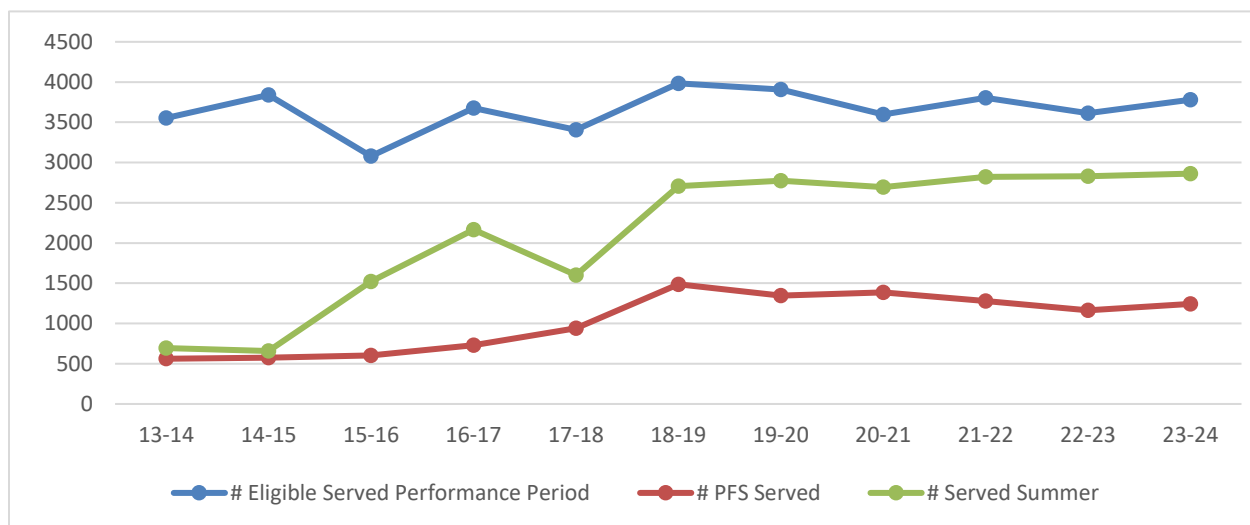
Exhibit 10
Support Services Received by Migratory Students in 2023-24



Source: MIS2000

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

Exhibit 11
Longitudinal Display of Migratory Children Served by the Kansas Title IC Program



Source: Kansas Title IC CSPR Data and MIS2000

Exhibit 12 displays the migratory children/youth eligible and served at each of the funded projects/ service centers during 2023-24. A total of 3,539 migratory children/youth were eligible to receive Title I-C services in the funded projects, with 40% having PFS. Ninety-one percent (94%) of the eligible migratory children/youth in the funded projects received Title I-C services (99% of PFS students). Moscow served the highest percentage of migratory students (100%), followed by Emporia, Garden City, and Hugoton (98% each).

Exhibit 12
2023-24 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	41	30	73%	16	39%	16	100%	25	61%	14	56%
Cimarron	38	33	87%	10	26%	9	90%	28	74%	24	86%
Deerfield	76	71	93%	51	67%	51	100%	25	33%	20	80%
Dodge City	511	485	95%	221	43%	221	100%	290	57%	264	91%
Elkhart	23	17	74%	6	26%	5	83%	17	74%	12	71%
Emporia	45	44	98%	0	--	--	--	45	100%	44	98%
Garden City	489	477	98%	201	41%	201	100%	288	59%	276	96%
Great Bend	121	114	94%	11	9%	11	100%	110	91%	103	94%
Hays	8	4	50%	3	38%	3	100%	5	63%	1	20%
Hugoton	47	46	98%	20	43%	20	100%	27	57%	26	96%
Kansas City	295	273	93%	71	24%	62	87%	224	76%	211	94%
Lakin	91	84	92%	69	76%	69	100%	22	24%	15	68%
Liberal	215	199	93%	91	42%	91	100%	124	58%	108	87%
Moscow	26	26	100%	12	46%	12	100%	14	54%	14	100%
Olathe	55	47	85%	13	24%	13	100%	42	76%	34	81%
Pittsburg	85	82	96%	51	60%	51	100%	34	40%	31	91%
Shawnee Mission	47	41	87%	8	17%	8	100%	39	83%	33	85%
Syracuse	86	83	97%	57	66%	57	100%	29	34%	26	90%
Ulysses	83	80	96%	62	75%	62	100%	21	25%	18	86%
Wichita	414	380	92%	201	49%	199	99%	213	51%	181	85%
Southern KS Region	743	723	97%	230	31%	230	100%	513	69%	493	96%
Total	3,539	3,339	94%	1,404	40%	1,391	99%	2,135	60%	1,937	91%

Source: MIS2000

PARENT AND FAMILY ENGAGEMENT - The Kansas Title IC Program values parents as partners in the education of their children. In order to receive Title IC 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 Title IC in a manner that provides for the same parental involvement as is required in section 1118.

During 2023-24, 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 2023-24. A total of 156 activities were provided to nearly 2,300 migratory parents and family members (duplicated count). A full list of the parent involvement opportunities provided during 2023-24 can be found in Appendix A.

Exhibit 13
Summary of Parent Involvement Activities Provided in 2023-24

Month	# Parent Sessions	# Projects/ Regions	# Parents
August 2023	11	10	236
September 2023	8	7	108
October 2023	16	10	187
November 2023	12	8	120
December 2023	10	8	126

Month	# Parent Sessions	# Projects/ Regions	# Parents
January 2024	8	8	67
February 2024	17	8	234
March 2024	15	8	209
April 2024	28	9	601
May 2024	14	11	202
June 2024	10	5	156
July 2024	3	2	15
August 2024	4	4	30
Total/Average	156	7.5 Avg	2,291

Source: Kansas Title IC QSI's

On parent surveys, parents were asked to indicate the ways in which Title IC 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 Title IC provided to families. Following are representative examples of parent comments.

Impact of Title IC on Parent Education/Skills

- *Answered all my questions.*
- *Helped me be a better parent.*
- *I have learned to read English and Spanish better.*
- *It helped me a lot, it helped me financially and at night it helped me to know more about the program. To continue studying*
- *Life skills and health talks helped us.*
- *The program has helped me understand processes, assist me with information, and with events. I am grateful for the supplies and uniforms.*
- *The program helped me a lot!*
- *Very good because they have guided me with everything at school and have helped me to be a good father.*
- *We learned new methods.*

Impact of Title IC on Parent Support of their Children's Education

- *A lot of help with supplies and information at parent meetings.*
- *Helped keep me as a parent be involved and informed.*
- *I like it a lot. I like the free lunch and also that advocates help me with things that I need for my children.*
- *It helped me learn about my sons and daughter.*
- *It helped me with the registrations and school supplies. It helped us a lot. It is a very good program.*
- *It helped us to obtain the supplies and uniforms and they answer any questions we have, they give us a lot of information.*
- *It helped us with all kinds of needs at school.*
- *Keeping us informed of what was happening at school and how we can help our children at home.*
- *Participate in their education more.*
- *The conversation starters that we had helped start new conversations at home.*
- *The program taught us how to take part in education with the teachers and feel part of the school and community.*
- *They give us information about what is happening in the district.*

- They help me learn how to help my children and with communicating with teachers at school.
- They helped me learn about all the summer activities.
- They helped me learn about the districts and with supplies.
- They helped me with everything I need for my son.
- To learn about the options for our son, in order to better plan for his future taking into account his potential and the operations of the environment and the community.
- Very much. Whenever I call, they attend to me well and answer my questions. Communication with me about my children helps me a lot.

Impact of Title IC on Migratory Families

- A lot since I don't work and my husband's income is little.
- Excellent program for those of us who are new to this country.
- Helped my family be part of the community and answer questions about the USA.
- Helped with finding a medical provider in my area.
- It has opened many opportunities for our family.
- It helped me a lot especially with school supplies. I have 5 children.
- It helped me a lot, it's a very good program.
- It helped me with food and school supplies and I am very grateful to them.
- It helped us become part of the new society and culture in the USA.
- It is a program that helps my family a lot.
- They help me with appointments and everything at school. Thank you.
- They help me with everything with my daughter.
- They help support the family in all ways.
- They helped us financially with the supplies.

PROFESSIONAL DEVELOPMENT - Professional development supports staff that provide instructional and support services to migratory students. Title IC 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 list of the advocate and recruiter training that occurred during 2023-24 which included a book study, community of practice, and team building and leadership activities.

Exhibit 14 **Advocate/Recruiter Training Provided by the Kansas Title IC Program in 2023-24**

Date	Topic	# Participants
7/31-8/1/34	Team Building, Leadership Groups, SDP/QSI Discussion	20
10/17/23	Introduction to Book Study, Advocate/Recruiter Sharing of Strategies, Follow-up to Engagement Session	21
10/20/23	Community of Practice – Project Schools	14
12/06/23	Holiday Event: Engagement Building Follow-up, Book Study, Other Events	20
01/19/24	Community of Practice – Project Schools	14
02/13/24	Book Study, Board of Regents Presentation	22
04/09/24	Identification and Recruitment	19
04/19/24	Community of Practice – Project Schools	16
05/07/24	Summer Planning	22
Total		168

Source: Kansas Title IC Training Records

Following is a summary of the local professional development that occurred during 2023-24. Title IC staff across the state participated in 221 professional development opportunities. A total of 103 sessions

addressed reading, 66 addressed math, 54 addressed school readiness, 52 addressed graduation, 48 addressed OSY, and 141 addressed other topics such as ID&R, data management, data security, and program planning. A full list of the PD provided during 2023-24 can be found in Appendix B.

Exhibit 15
Summary of Professional Development Provided to Title IC Staff in 2023-24

Month	# Training Sessions	Title IC Goal Areas Addressed						# Staff
		Reading	Math	School Readiness	Graduation	OSY	Other	
August 2023	10	7	5	7	3	3	5	72
September 2023	16	5	4	4	4	4	11	140
October 2023	29	16	5	6	5	2	16	884
November 2023	19	10	6	4	5	8	12	265
December 2023	16	7	4	3	3	4	10	180
January 2024	31	13	11	8	11	10	19	268
February 2024	14	5	2	1	2	2	9	196
March 2024	21	13	7	4	5	5	13	188
April 2024	35	15	12	8	6	5	23	184
May 2024	16	5	3	3	3	3	12	247
June 2024	6	4	5	3	2	1	4	165
Monthly/No Date	8	3	2	3	3	1	7	14
Total	221	103	66	54	52	48	141	2,803

Source: Kansas Title IC Director Tacking Forms

Exhibit 16 lists the IDRC and iSOSY CIG professional development and meetings in which Kansas Title IC staff participated during 2023-24. Staff participated in State Steering Team (SST) and Technical Support Team (TST) meetings, Targeted Response to ID&R (TRI) activities, peer learning groups (PLGs), webinars, and training events held by the CIGs including the Data Summit, Summer Recruitment Institute, Recruiter Invitational, and national book study.

Exhibit 16
CIG Training in Which Kansas Title IC Staff Participated in 2023-24

Date(s)	Type of Training/Webinar	# Staff
10/2/23	IDRC/iSOSY CIG Planning Meeting	3
October	IDRC TRI Support with Power BI Dashboard	3
10/4/23	IDRC Data meeting	2
10/5/23	IDRC-2 Orientation Meeting	2
10/12 & 17	iSOSY SST Meeting	1
10/19/23	IDRC SST Meeting	1
10/24/23	IDRC New Recruiter Training	2
10/24-25/23	iSOSY TST Meeting	3
11/6/23	iSOSY Onboarding Session 1	1
11/7/23	IDRC Monthly Webinar: Data Visualization Tools	6
11/9/23	IDRC Connecteam Training	3
11/14-15/23	IDRC TST Meeting	2
12/5/23	IDRC Monthly Webinar: Updates to the COE	20
1/8/24	IDRC TST Agribusiness Workgroup Meeting	1
1/11/24	iSOSY Onboarding Session 2	1
1/12/24	IDRC MSIX PLG Kickoff Meeting	1
1/16/24	IDRC SST Meeting	1
1/26/24	IDRC Monthly Web: New Digital Learning Res	12
1/30/24	iSOSY National Book Study Session 1	6
2/6/24	IDRC Monthly Web: Working w/Farms/Agribusiness	8
2/8/24	IDRC TST Agribusiness Workgroup Meeting	1
2/20/24	iSOSY National Book Study Session 2	6

Date(s)	Type of Training/Webinar	# Staff
2/20-21/24	IDRC TST Meeting	1
2/27/24	IDRC PLG MSIX	1
3/4/24	iSOSY SST Meeting	2
3/12/24	iSOSY National Book Study Session 3	6
3/18-19/24	iSOSY TST Meeting	3
3/20-21/24	IDRC Data Summit	8
3/27/24	iSOSY Onboarding Session 3	1
3/27/24	IDRC TST Agribusiness Workgroup Meeting	2
4/16/24	IDRC Monthly Webinar: Scenarios	6
4/16/24	iSOSY National Book Study Session 4	6
5/2/24	IDRC PLG on MSIX	1
5/6-7/24	IDRC TST Meeting	2
5/14/24	IDRC Monthly Webinar: Summer Resources	9
5/15/24	iSOSY Disaster Preparedness Training	4
5/20-22/24	IDRC Summer Recruitment Institute	39
7/17/24	IDRC CIG Evaluation Webinar	1
9/11-12/24	IDRC Recruiter Invitational	13
9/24/24	IDRC Monthly Webinar: Level All	7
Total		198

Source: iSOSY and IDRC Training Records

STRATEGY IMPLEMENTATION - During the 2023-24 program year, each local Title IC project and service center completed the QSI rubric to assess the implementation of the Kansas Title IC strategies outlined in the 2023 SDP. This marked the first year that these strategies were put into practice by the projects and service centers. To ensure a comprehensive evaluation, each project convened a small group of stakeholders to reach a consensus on the ratings for the implementation of the strategies. This collaborative approach allowed for a well-rounded assessment of how effectively the strategies were being executed and identified areas for improvement. The results from the QSI rubric provide valuable insights into the strengths of the current implementation efforts and highlight opportunities for refining service delivery to better meet the needs of migratory students and their families.

Ratings on the QSI 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 Title IC could improve strategy implementation.

Exhibit 17 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 17
Mean Ratings on the Quality of Strategy Implementation (QSI)

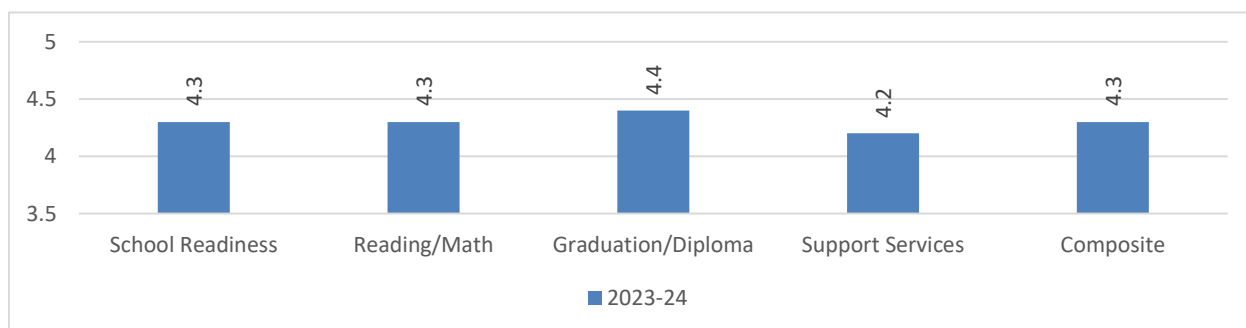
Strategies	# Projects Rating 4.0 or Higher	Mean Rating
School Readiness		
Strategy 1.1: Coordinate/provide high quality early learning instruction during the regular year and summer that is fully or partially funded by Title IC to 3- and 4-year-old migratory children who are not yet in school.	21 of 21 (100%)	4.2
Strategy 1.2: Coordinate with local preschool service providers and families to ensure that migratory children receive school readiness services.	21 of 21 (100%)	4.3

Strategies	# Projects Rating 4.0 or Higher	Mean Rating
ELA and Mathematics		
Strategy 2.1: Coordinate/provide evidence-based, supplemental academic interventions/ tutoring in ELA for migratory students according to individual student needs in reading during the school day, extended day, and in summer programs.	21 of 21 (100%)	4.3
Strategy 2.2: Coordinate/provide evidence-based, supplemental academic interventions/ tutoring in math for migratory students according to individual student needs in math during the school day, extended day, and in summer programs.	20 of 20 (100%)	4.3
Graduation/Completion of a High School Diploma		
Strategy 3.1: Coordinate/provide secondary aged migratory students with evidence-based support and services to address SEL factors that impact their learning and motivation.	20 of 20 (100%)	4.4
Strategy 3.2: Coordinate/provide secondary aged migratory students with supplemental credit accrual options, instruction leading toward graduation or a high school equivalency diploma, and post-secondary education and careers.	20 of 20 (100%)	4.4
Strategy 3.3: Coordinate/provide support to migratory OSY on re-engagement/HSED preparation, and post-secondary education and career readiness.	7 of 7 (100%)	4.3
Non-Instructional Support Services		
Strategy 4.1: Coordinate/provide professional development (PD) to Title IC staff, school staff, programs, and community organizations to provide a culturally responsive and supportive academic environment for migratory children/youth.	15 of 15 (100%)	4.3
Strategy 4.2: Coordinate/provide counseling and advocacy for all migratory students/ OSY/families (e.g., college and career readiness, information on students' Individual Plan of Study [IPS]).	17 of 17 (100%)	4.2
Strategy 4.3: Coordinate/provide needs-based support services to migratory children and youth (e.g., information on health, mental health, and social-emotional programs; advocacy to receive services for which they are eligible).	19 of 19 (100%)	4.3
Strategy 4.4: Provide flexible parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, post-secondary/career readiness.	17 of 17 (100%)	4.2

Source: Kansas Title IC QSIs

The mean rating for all 11 strategies was 4.3 out of 5.0, with mean ratings for each strategy ranging from 4.2 (Strategy 1.1, Strategy 4.2, Strategy 4.4) to 4.4 (Strategy 3.1 and Strategy 3.2). All 11 strategies (100%) were rated at the level considered to be implemented with fidelity to the SDP (ratings of succeeding or exceeding). Exhibit 18 compares the mean ratings for the four goal areas addressed by the QSI. The combined mean rating for the graduation/OSY strategies was the highest of all goal areas.

Exhibit 18
Mean Ratings of Strategy Implementation by Goal Area



Source: Kansas Title IC 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 high quality early learning instruction to 3-4-year-old children.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Folders, backpacks, and books
- ✓ Collaborating with local preschools and district pre-kindergarten programs.
- ✓ Family resource centers
- ✓ Home-based support
- ✓ Facebook pages
- ✓ Kindergarten readiness activities
- ✓ Learn-and-play programs
- ✓ Library initiatives
- ✓ School readiness instruction provided during the regular year and/or summer (e.g., community/school venues, homes, libraries, apartments, camps).

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

- *Family events. Toddler Teeth—engaging parent/toddler activities featuring a dental hygienist from Wichita State. Literacy with Love—interactive parent/toddler activities including a visit to the city library. Summer Fun—enjoyable parent/toddler activities held in the park.*
- *Our Advocate communicates with parents, makes home visits, and provides activities during the summer.*
- *Our PreK/Elementary Liaison visits with families in their homes and brings resources to help families see and feel the difference early learning makes for children. She regularly visits with families and provides new resources while building relationships with families to help them continue to see the benefits of early educational opportunities.*
- *Our program has a strong relationship with the district early childhood centers and is able to collaborate effectively. Our district offers many resources for preschool-age children. We also collaborate with outside organizations to support 3- and 4-year-olds.*
- *Parent feedback to improve the program.*
- *Reading Family Day with vocabulary and bilingual books, coordination with local districts and daycare centers, assisting parents with preschool enrollment, explaining Ages and Stages Questionnaire (ASQ) results and developing learning plans together with parents, and coordinating with preschool directors.*
- *The Title IC Family Liaison establishes partnerships with all schools and community organizations to effectively facilitate and distribute important information to MPAC families.*
- *The Title IC Liaison coordinates with the families by conducting home visits and providing information and contact information for services that are provided in the community, and coordinating with the preschool program and district administration to inform them of the services that are needed to help support the families.*
- *We collaborate with preschool programs, utilize Creative Curriculum, and provide school readiness instruction.*
- *We collaborate with the local early learning center.*
- *We coordinate and work closely with internal and external Pre-K programs and staff.*
- *We coordinate with the district preschool to ensure 3- and 4-year-old migratory children receive school readiness services.*
- *We have ongoing communication with early childhood providers.*
- *We provide children bilingual story time with learning activities.*

Strategy 1.2: Coordinate with local preschool service providers and families.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Coordination with district PreK programs.
- ✓ Coordination with local preschool service providers to ensure migratory children receive school readiness services.
- ✓ Coordination with migratory families about school readiness services.
- ✓ Family resource centers
- ✓ Identify and partner with programs in the community (e.g., preschools, public libraries, camps).
- ✓ Identify barriers to participation in school readiness programs and provide needed support.
- ✓ Identify the services preschoolers are receiving.
- ✓ Provide parents with lists of resources, information, and support available in the community.
- ✓ Referrals to early learning providers.
- ✓ Provide transportation to ensure access to programming.

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

- *Our advocate communicates with parents and provides all the necessary resources.*
- *Our program has a strong relationship with the district early childhood centers and is able to collaborate effectively. Our district offers many resources for preschool-age children. We also collaborate with outside organizations to support 3- and 4-year-old students.*
- *Our Title IC team regularly meets with our district EL instructional team to discuss how learning opportunities can be more tailored to migratory families. EL teachers share strategies and learning tools with liaisons to help coordinate services.*
- *The Title IC Family Liaison creates partnerships with all schools, community organizations, and higher ed institutions to help facilitate and filter important information to MPAC families locally and around the state.*
- *Throughout the year, learning activities, books, and manipulatives are provided during home visits. Summer learning kits are distributed to children aged 3-5. Pre-K and kindergarten students who attended the district during the school year are eligible to participate in the summer school program. Welcome to School bags are given to all new students.*
- *We accompany families to preschool enrollments and initial testing, keep parents aware of their children's preschool needs, conduct preschool activities in the home, communicate migratory children's needs to the preschool director, and communicate with staff, parents, and students.*
- *We conduct regular MPAC meetings that have an intentional focus that supports families to be successful in the community. The Title IC Liaison coordinates with families by conducting home visits and providing the information and contact information with the services that are provided in the community.*
- *We coordinate with the district Pre-K programs.*
- *We have consistent communication between our teachers, principal, and Title IC staff.*
- *We have consistent coordination with families to ensure access to school readiness services.*
- *We provide transportation, provide families with resources, and provide a summer reading program.*

Strategy 2.1: Coordinate/provide academic interventions/tutoring in ELA.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Academic improvement plans
- ✓ Attendance checks
- ✓ Books/leveled reading
- ✓ Coordination with the general education program.
- ✓ Curricular modifications/accommodations

- ✓ EL supports
- ✓ Family reading nights
- ✓ Growth/progress monitoring/grade checks
- ✓ Home visits
- ✓ Identify specific skill gaps utilizing district data and classroom teacher feedback to target Title IC interventions.
- ✓ Identify students with PFS to inform staff of hierarchy of needs.
- ✓ Parent contacts
- ✓ Parent/teacher conferences
- ✓ Prioritize students scoring below proficient in reading to receive ELA instruction during the summer.
- ✓ Provide summer ELA instruction.
- ✓ Reading pre/post-testing
- ✓ Reading resources for parents
- ✓ SIT referrals
- ✓ Student meetings
- ✓ Transportation
- ✓ Tutoring/interventions

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

- *At the grade school level, our tiered system of support is fantastic.*
- *By creating partnerships with different local agencies, organizations, and school departments to ensure that services are rendered and implemented in a manner that creates student success (e.g., presentations by age/grade level to ensure literacy and post-secondary opportunities).*
- *Title IC liaisons build relationships with students and families. Each liaison builds a daily/weekly schedule that allows them to visit with all migratory students in their home school and often within their classrooms. Liaisons observe students, are present for students who have questions, advocate for students with classroom teachers and other school staff, and help families celebrate and/or problem solve with school staff. Liaisons help connect students to the many different support systems located in each attendance center, throughout the district, and the community.*
- *Our program finds that working directly with schools, classroom teachers, and ESL staff is the best way to support this strategy. We also couple that with home visits and often attend parent meetings to ensure the communication is well-rounded.*
- *We collaborate with school staff at all levels.*
- *We communicate with teachers and academic coaches, provide after-school tutoring and family learning packets/reading resources, read with students during visits, consult with teachers, and involve parents in discussions about student strengths and weaknesses.*
- *We conduct weekly grade checks and provide classroom interventions.*
- *We conduct weekly grade checks and provide tutoring as needed.*
- *We continually monitor student progress.*
- *We have consistent communication with staff/teachers.*
- *We offer students extended learning options after school and through summer camps.*
- *We provide classroom tutoring/interventions and progress checks.*
- *We provide engaging opportunities for learning and exploration. We have a two-week summer school program for K-5 students that offers targeted interventions with a significant focus on language acquisition. Additionally, there is a three-week summer school program tailored for high school students. We have a family night that is themed around friendship and literacy for K-5 students, and a middle school STEM night featuring activities like creating pneumatic lifts.*
- *We provide evidence-based ELA instruction, tutoring, and interventions for all migratory students. Acadience and MAP results are used to determine student learning needs and progress.*

- *We work with the counselors and ESOL teachers to plan services based on individual student learning needs.*

Strategy 2.2: Coordinate/provide academic interventions/ tutoring in math.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Academic improvement plans
- ✓ Attendance checks
- ✓ Behavior improvement plans
- ✓ Coordination with the general education program.
- ✓ Curricular modifications/accommodations
- ✓ EL supports
- ✓ Family math nights
- ✓ Growth/progress monitoring/grade checks
- ✓ Home visits
- ✓ Identify instructional strategies and hands-on resources in math and provide training to Title IC staff for implementation.
- ✓ Identify specific skill gaps utilizing district data and classroom teacher feedback to target Title IC Title IC interventions.
- ✓ Identify students with PFS to inform staff of hierarchy of needs.
- ✓ Math pre/post-testing
- ✓ Math resources for parents
- ✓ Parent contacts
- ✓ Parent/teacher conferences
- ✓ Prioritize students scoring below proficient in reading to receive math instruction during the summer.
- ✓ Provide summer math instruction.
- ✓ SIT referrals
- ✓ Student meetings
- ✓ Technology/connectivity
- ✓ Transportation
- ✓ Tutoring/interventions

Most effective ways the projects/service centers reported implementing Strategy 2.2:

- *Title IC liaisons build relationships with students and families. Each liaison builds a daily/weekly schedule that allows them to visit with all migratory students in their home school and often within their classrooms. Liaisons observe students, are present for students who have questions, advocate for students with classroom teachers and other school staff, and help families celebrate and/or problem solve with school staff. Liaisons help connect students to the many different support systems located in each attendance center, throughout the district, and the community.*
- *Our program finds that working directly with schools, classroom teachers, and ESL staff is the best way to support this strategy. We also couple that with home visits and often attend parent meetings to ensure the communication is well-rounded.*
- *We collaborate with school staff at all levels.*
- *We conduct weekly grade checks and provide classroom interventions.*
- *We coordinate with all staff on student needs.*
- *We create partnerships with different local agencies, organizations, and school departments to ensure that services are rendered and implemented in a manner that creates student success (e.g., created presentations by age/grade level to ensure literacy, and post-secondary opportunities).*

- *We have consistent communication with staff/teachers.*
- *We identify skill gaps and address them in the general education classroom.*
- *We offer students extended learning options after school and through summer camps.*
- *We provide engaging opportunities for learning and exploration. We have a two-week summer school program for K-5 students that offers targeted interventions with a significant focus on language acquisition. Additionally, there is a three-week summer school program tailored for high school students. We have a family night that is themed around friendship and literacy for K-5 students, and a middle school STEM night featuring activities like creating pneumatic lifts.*
- *We provide evidence-based math instruction, tutoring, and interventions for all students. Acadience and MAP results are used to identify needs and assess outcomes.*
- *We provide paraprofessional support in the classroom.*
- *We utilize Eudora Virtual Learning, communicate with academic coaches/teachers and the schools/parents for better tutoring, provide home-based tutoring and provide math instruction in the home, and provide tablets with math games/activities/problems.*
- *We utilize paraprofessionals to aide and support students to provide one-on-one instructional support. We also utilize various interventions – IXL and Dreambox.*

Strategy 3.1: Coordinate/provide students with support and services to address SEL factors.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Advocacy
- ✓ Behavior improvement plans
- ✓ Coordinate with counselors.
- ✓ Coordinate with other programs/service providers to support students' SEL needs.
- ✓ Coordinate with teachers/educators.
- ✓ Family events/activities addressing SEL
- ✓ Home visits/home-based services
- ✓ Identify and share community resources to support SEL needs.
- ✓ Mental health referrals and support
- ✓ Parent/family communication
- ✓ Student meetings/support
- ✓ Translating/interpreting
- ✓ Transportation
- ✓ Provide parents with resources to address SEL needs (e.g., at MPAC meetings).
- ✓ Review the district's ESSER plan and how SEL strategies are incorporated into services, and provide input as appropriate.
- ✓ Utilize evidence-based SEL practices to support 21st century skills and SEL during the regular year and summer.

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

- *Individual parent meetings have been most effective. This allows the team to meet and determine the best referral process or support the parent in using district resources such as HelpMe App.*
- *It is always nice for students to know that there are safe places for them in our building. Counselors do an amazing job when it comes to SEL and always support our students.*
- *The counselor checks in with student throughout the year.*
- *The Title IC Liaison coordinates services with counselors and administrators, and meets with students and uses the SABERS survey to identify students with potential SEL needs. These individuals collaborate to provide support, refer students and families to outside agencies, and support classroom teachers in working with students.*

- *The Title IC liaison coordinates with school counselors and administrators to determine student and family needs.*
- *The Title IC liaisons engage in meetings with middle and high school students to tackle concerns and issues, enhance behavior, provide attendance support, and identify and distribute community resources to address the SEL needs of students and families. When necessary, wrap-around services for health, mental health, clothing, and food banks are also provided.*
- *The SEL needs of migratory students are considered by all school staff who collaborate to provide in-school support as well as refer students and families to local services when needed. Because the Title IC liaisons have cultivated meaningful relationships with students and families, they are often the first school staff members to learn of SEL needs being experienced by migratory students and/or their families. Liaisons collaborate with school counselors, student and family advocates, and administrators to ensure that needs are met.*
- *We communicate with high school counselors, provide home visits for advocacy and encouragement, select mini-lessons on specific needs, provide iSOSE lessons, refer families to services, and contact SEL counselors about SEL resources.*
- *We coordinate with local agencies to identify and support students' SEL needs.*
- *We coordinate with school administration.*
- *We have consistent communication with staff and teachers.*
- *We keep an open door policy where families and students are comfortable communicating about any needs or concerns they might have, and where they know that their needs will be met to ensure academic success.*
- *We provide SEL support for all migratory students and coordinate with external programs and service providers as needed.*
- *We provide transportation, translating/interpreting, and communicate with parents/families.*
- *We work with our district counselors and teachers to better support students.*

Strategy 3.2: Coordinate/provide students with credit accrual options, instruction, and post-secondary education and careers.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ 21st Century Learning Academy
- ✓ ACT/SAT preparation
- ✓ Career assessments, courses, cruising, counseling
- ✓ College and career advisement
- ✓ College and career readiness activities and events, college visits
- ✓ Coordinate with other programs and service providers to connect migratory students to credit accrual options, enrichment activities, and instructional services, including virtual possibilities.
- ✓ Credit checks
- ✓ Dual credit opportunities
- ✓ ESL core foundation classes
- ✓ FAFSA support/workshops
- ✓ Graduation plans/IPS
- ✓ Home visits/home-based services
- ✓ Increase motivation by providing college visits, college/career exploration, job shadowing.
- ✓ Online credit accrual options
- ✓ Provide opportunities to help middle school students to explore/plan for secondary and post-secondary education and careers.
- ✓ Provide secondary aged migratory students with credit accrual options, home visits, enrichment activities, resources, counseling, and instruction.
- ✓ Summer credit accrual options, instruction, services

- ✓ Tutoring (extended day, Saturdays, summer, in-school, home-based, virtual)

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

- *Regular meetings with school team leads and students are held monthly to review student progress. Home visits are conducted with parents and students. Future Ready High School Events are organized to prepare students for their future endeavors.*
- *Students have access to PASS courses and Eudora Virtual Learning, receive home visits, meet frequently with school counselors, and explore different post-secondary options. Parents are involved in discussions about their children's future.*
- *The Title IC liaison consistently tracks student grades, credit accrual, and works on Individual Plans of Study through regular meetings with students to discuss their academic progress and future goals. These on-on-one sessions allow liaisons to advocate with and for students to find ways to overcome challenge and barriers to learning.*
- *We communicate and establish/maintain relationships with school staff.*
- *We conduct frequent grade checks. We couple this with home visits and help families use the district's SIS system to check attendance and grades.*
- *We consistently communicate with staff and teachers.*
- *We coordinate with other agencies to provide students with opportunities to explore college and career readiness.*
- *We facilitate study groups, host career fairs, and provide weekly grade checks.*
- *We have FAFSA nights for parents. Student work on Individual Plans of Study every week.*
- *We provide students with college visits and FAFSA assistance.*
- *We provide summer school, math tutoring, and one-on-one help with studies*
- *We regularly communicate graduation requirements and provide ongoing student and family support to ensure requirements are met and opportunities explored.*
- *We use career cluster data from XELLO to align and provide CTE courses for students. We utilize our community learning center and credit recovery to provide students the opportunity to complete high school credits. We offer summer school for credit advancement or credit recovery. Middle school students visit the three local community colleges for trade schools and traditional post-secondary opportunities. High school students participate in monthly meetings where local colleges discuss post-secondary options, FAFSA completion nights, and college visit nights. Students can earn dual credit with several ELA, math, science, and social science courses. Students complete several community service activities throughout the year to make connections with local companies and attend a field trip at the end of the year that connects to a certain academic area.*
- *We utilize our learning center to provide structure and a framework for students to complete their credits and earn their high school diploma. We also offer after-school tutoring and enrichment at all school-buildings.*

Strategy 3.3: Coordinate/provide support to OSY on re-engagement/HSED and post-secondary education and career readiness.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Academic enrichment
- ✓ Career assessments, courses, cruising, counseling
- ✓ College night/fair/visits
- ✓ Coordinate with counselors.
- ✓ Coordinate with employers to inform them of available educational opportunities for OSY.
- ✓ FAFSA support/workshops
- ✓ Coordinate with other programs and service providers on behalf of migratory OSY to address learning goals.

- ✓ FBLA
- ✓ Field trips
- ✓ Graduation plans/IPS
- ✓ Home visits
- ✓ Job shadowing
- ✓ Provide support and instruction to OSY to address learning goals.
- ✓ Scholarship support/assistance
- ✓ Student leadership programs
- ✓ Vocational education classes

Most effective ways the projects/service centers reported implementing Strategy 3.3:

- The experiences were put together with both parents and students in mind working or attending presentations/events together, which created a solid base of knowledge where families can work on specific needs together, and get better outcomes.
- To communicate effectively with other programs, we start by understanding our community services, develop relationships, and regularly communicate with other programs to provide transparency to our families.
- We provide home visits, individual support based on their career goals English classes, and lessons and materials to improve employment opportunities. We try to keep OSY motivated by working with high school counselors and providing services they most want – English and life skills instruction. We coordinate with counselors to help OSY obtain their high school diploma and credits via PASS.
- We regularly communicate, support, and coordinate with OSY and their families.
- We use career cluster data from XELLO to align and provide CTE courses for students. We utilize our community learning center and credit recovery to provide OSY the opportunity to complete high school credits. We offer summer school for credit advancement or credit-recovery. Adults can attend our community learning center to complete their high school diploma.

Strategy 4.1: Coordinate/provide PD to Title IC staff, school staff, programs, community organizations.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- Communicate district PD opportunities to Title IC staff.
- Coordinate between Title IC and the PD Plan to ensure there is an emphasis on the needs of migratory students.
- Coordinate parent activities to address the multicultural structure of Title IC for staff, schools, community resources, and parents from diverse backgrounds.
- Coordinate with other programs/service providers to provide/participate in training.
- Include Title IC project school staff in non-project PD and vice versa.
- Increase PD opportunities on social-emotional learning for Title IC staff.
- Provide EL training to Title IC staff.

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

- *EL training during the summer.*
- *Instructional staff participate in district professional development.*
- *Our administration is responsive to requests for any PD. No additional PD was requested because our district-provided PD is more than sufficient.*
- *The mix of district and state professional development has been the most effective. We have also requested and hosted professional learning with other programs in our area.*
- *The most effect strategy was for the Title IC team to attend the National Conference together. This provided time for the team to gather ideas and formulate the beginning of an improvement plan for 2024-25. There were new members to the team, including the director and a newly hired recruiter/liaison. Prior to the conference, the team had not had time for sharing, discussion, and*

planning. The team came back from the conference in a much better position to put together several ideas into a cohesive plan for the next school year.

- We conduct monthly staff meetings to review service logs. We conduct paraprofessional meetings to provide PD on instructional strategies for reading and math, small group instruction strategies, and language acquisition. We also provide online PD for paraprofessionals through the Master Teacher Platform.*
- We provide extensive and ongoing PD to all staff working with migratory students and families.*
- We provide Title IC staff support.*

Strategy 4.2: Coordinate/provide counseling and advocacy for students/OSY/families.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Advisor period
- ✓ Advocate support during P/T conferences.
- ✓ College and career readiness activities
- ✓ Coordinate with counselors.
- ✓ Home visits
- ✓ Information on students' IPS
- ✓ IPS format (e.g., Career Cruising, KIPS)
- ✓ Meetings with parents and student
- ✓ Title IC staff included in development
- ✓ Plans are translated
- ✓ Provide parent activities to migratory parents addressing post-secondary exploration, technical training schools, graduation requirements, eligibility, HEP/CAMP, Title IC Virtual HS, and transitions.

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

- Advisor period*
- Home visits, phone calls, Remind, mail, and office hours to provide support to families.*
- Keeping up with ePortfolios, and career fairs for both middle school and high school.*
- Presentations and college tours or community tours are always provided with both parents and students in mind to attend so that together they can have better outcomes on post-secondary education decisions. With the ultimate result to encourage our students to pursue higher education.*
- The middle school and high school both provide advisory periods that work on post-secondary, careers, SEL, and academic interventions. In the spring, the middle and high schools conduct student-led conferences that focus on career, post-secondary, and course selection. The elementary parent/teacher conferences focus on student data and progress toward academic goals. The high school meet with CAMP counselors in the spring. MPAC meetings focus on academic supports that can be done at home as well as community resources that are available.*
- The most effective ways that we supported migratory students with their IPS plans is the one-on-one discussion between students, families, the liaison, and other school staff. Once students have explored throughout middle school and early high school, school staff work to provide students with experiences in those areas including coursework, job experiences, and visits to post-secondary learning institutions. Many students are involved in JAG-K which supports these efforts on a daily basis and has provided many migratory students a window into several career options.*
- Various post-secondary exploration opportunities.*
- We actively participate in family advocacy meetings coupled with follow-up home visits.*
- We coordinate with counselors and facilitate meetings with staff, students, and parents.*

- *We coordinate with parents, school, and staff; provide information on CAMP; talk to counselors about pathways offered at tech schools that partner with the school district; and we communicate with parents to ensure they are away if their child is on track to graduate.*
- *We have consistent communication with staff and teachers.*
- *We introduced the IPS to the parents during student-led conferences. A para translates the information for parents during conferences.*
- *We provide needs-based counseling and advocacy for students and families.*

Strategy 4.3: Coordinate/provide needs-based support services to migratory children/youth.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Coordinate with other funding sources and community service providers to include migratory students in supportive programs.
- ✓ Coordinate with other school programs, community resource providers (food pantries, school supplies, etc.), and Title IC recruiters/advocates to advocate enrollment/receipt of needs-based services and supportive programs for migratory students and families.
- ✓ Develop and/or update local lists of available services for which migratory families and students are eligible.
- ✓ Distribute age-appropriate and developmentally appropriate books.
- ✓ Medical/dental/vision/mental health
- ✓ Nutrition
- ✓ Provide information about programs, parenting, and available community resources during MPAC meetings.
- ✓ Provide information on available services for which migratory students are eligible including health, mental health, and SEL programs.
- ✓ Provide needs-based supplemental support services to migratory children and youth (e.g., resource distributions, school supplies).
- ✓ Provide referrals to mental health providers.
- ✓ Provide regular and timely referrals for all attendance centers (within 4 days) to local/regional recruiters when potential migratory students arrive in the district to ensure that they receive needed services.
- ✓ Provide training to Title IC staff on the available resources and programs in the community that can support migratory students and families.
- ✓ Summer meal program

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

- *Our program communicates and coordinates with several health, mental health, and SEL support programs to support the unique needs of migratory students and families.*
- *The district liaison has been a great benefit to ensure that all families that are needing services are identified. We conduct monthly staff meetings to review service logs. We conduct MPAC meetings that provide information about community services and local community resource leaders present information at the MPAC meetings.*
- *The relations that have been built with both families, the schools, and community agencies facilitates communication and services.*
- *We conduct frequent home visits and communicate with parents about needs. We coordinate with counselors and parents.*
- *We coordinate with community service providers.*
- *We coordinate with community resources.*
- *We have consistent communication with staff and teachers.*
- *We help families by providing translation and transportation for appointments.*
- *We provide access to a mental health professional on campus.*

- *We provide home visits; communicate via phone calls, Remind App notices, mail; and offer office hours to support families.*

Strategy 4.4: Provide parent engagement activities to migratory parents.

Following are implementation methods employed more often in projects assigning ratings of succeeding or exceeding.

- ✓ Coordinate with other programs/service providers for parent engagement services/activities.
- ✓ Coordinate/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 develop their children's school readiness skills.
- ✓ Hold MPAC meetings specifically to address reading, math, school readiness, graduation, and post-secondary options.
- ✓ Home visits
- ✓ Provide innovative strategies for parents to assist their high school-age children in post-secondary and career readiness.
- ✓ Provide parents with parent engagement activities on needs-based topics.
- ✓ Provide parents with training and information on available health, mental health, and social-emotional programs
- ✓ Provide resources and support to parents to increase their children's academic skills at home.
- ✓ Provide resources, opportunities, and training for parents to empower them to provide support for their high school-age child's academic development and post-secondary options.
- ✓ Transportation provided, as needed

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

- *A counselor presented during MPAC meetings to help our parents understand SEL help.*
- *Home visits are key to the success of our program. This shows parents and students how valuable they are, and they learn how important it is to work on important decisions together. To have the opportunity to educate families on what is available both in school, and in the community, and seeing how they use the new found information and experiences, is priceless.*
- *Individual parent meetings have been most effective. This allows the team to meet and determine the best referral process or support parents in using district resources such as HelpMe App.*
- *Leveraging MPAC meeting feedback to determine what type of programming parents wanted and frequency was very productive in supporting this strategy. We intend to continue using this as a method and implement a Facebook page to support sharing information about family engagement through our program, district, and community.*
- *Literacy nights provided activities and suggestions for parents to work at home with their children.*
- *MPAC meetings have been the most effective way to implement this strategy in our district.*
- *MPAC, parent conferences, home visits, and Remind App.*
- *Our program develops, hosts, and facilitates parent engagement programs and opportunities for families of migratory children.*
- *Resources are provided during MPAC meetings.*
- *The Title I, Part C, partnered with building level family engagement coordinators to develop MPAC meetings addressing the SEL concerns that parents identified through a survey. This collaboration produced sessions that taught parents how to advocate for their children in the school setting, the dangers of vaping and substance abuse, anti-bully programming, and the importance of family activities disconnected from technology. These events were well attended and provided families the local information needed to support their children.*
- *We conduct MPAC meetings that provide information about community services where local community resource leaders present information. MPAC meetings also provide strategies that*

families can use to support their student at home with academics. The district liaison conducts home visits with families to determine or provide needed resources and connects families with local community resources or contacts within the community.

- *We encourage families to attend school meetings/conferences and work together as a team with open communication and learn from each other.*
- *We had a parent night, visited the library, shared online resources, scheduled visits outside the home during special programs in libraries or schools, provided home visits with parent information, and shared with parents all the possibilities and opportunities for their child in high school and after graduation.*
- *We provide parent engagement activities on needs-based topics.*
- *We provide parent information events on needs-based topics including post-secondary/career readiness.*

5. Outcome Evaluation Results

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

State Performance Goal Results

Academic Achievement

During 2023-24, 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 2023-24 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 (updated February 2024), 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 (considered proficient or above) on 2023-24 ELA and math assessments, the state performance targets for 2023-24, the difference in the percentage of migratory students scoring proficient or above compared to the state performance targets, and non-migratory student proficiency rates.

Exhibit 19
Migratory Students Scoring Proficient on 2023-24 Kansas Summative ELA Assessments

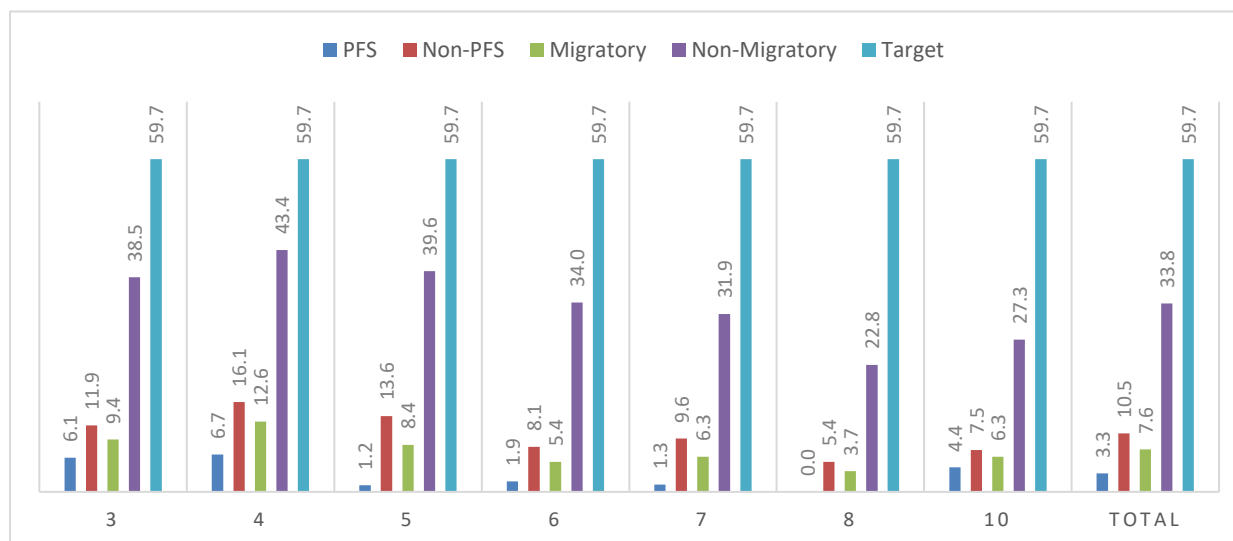
Grade Levels	PFS Status	# Migratory Students Tested	% Migratory Students Scoring Proficient	2023-24 State Performance Target	Percentage Point Difference (+/-)	% Non-Migratory Students Scoring Proficient
3	PFS	93	6.1%	59.7%	-53.6	38.5%
	Non-PFS	119	11.9%		-47.8	
	All Migratory	212	9.4%		-50.3	
4	PFS	84	6.7%	59.7%	-53.0	43.4%
	Non-PFS	125	16.1%		-43.6	
	All Migratory	209	12.6%		-47.1	
5	PFS	84	1.2%	59.7%	-58.5	39.6%
	Non-PFS	102	13.6%		-46.1	
	All Migratory	186	8.4%		-51.3	
6	PFS	104	1.9%	59.7%	-57.8	34.0%
	Non-PFS	125	8.1%		-51.6	
	All Migratory	229	5.4%		-54.3	

Grade Levels	PFS Status	# Migratory Students Tested	% Migratory Students Scoring Proficient	2023-24 State Performance Target	Percentage Point Difference (+/-)	% Non-Migratory Students Scoring Proficient
7	PFS	74	1.3%	59.7%	-58.4	31.9%
	Non-PFS	103	9.6%		-50.1	
	All Migratory	177	6.3%		-53.4	
8	PFS	60	0.0%	59.7%	-59.7	22.8%
	Non-PFS	123	5.4%		-54.3	
	All Migratory	183	3.7%		-56.0	
10	PFS	65	4.4%	59.7%	-55.3	27.3%
	Non-PFS	98	7.5%		-52.2	
	All Migratory	163	6.3%		-53.4	
All	PFS	564	3.3%	59.7%	-56.4	33.8%
	Non-PFS	795	10.5%		-49.2	
	All Migratory	1,359	7.6%		-52.1	

Source: KSDE

Kansas migratory students assessed were 52.1 percentage points short of the 2023-24 Kansas state performance target (59.7%) for ELA proficiency, and 26.2 percentage points short of the non-migratory student proficiency rate. Migratory students with PFS were 56.4 percentage points short of the target and non-PFS students were 49.2 percentage points short of the target. Exhibit 20 is a graphic display of the differences in the proficiency rates by grade level. For all seven grade levels assessed, the 2023-24 state target was not met by migratory students and fewer migratory students scored proficient or above than non-migratory students. Largest gaps between migratory and non-migratory students were seen for students in grades four and five. Smallest gaps were seen in grades eight and ten.

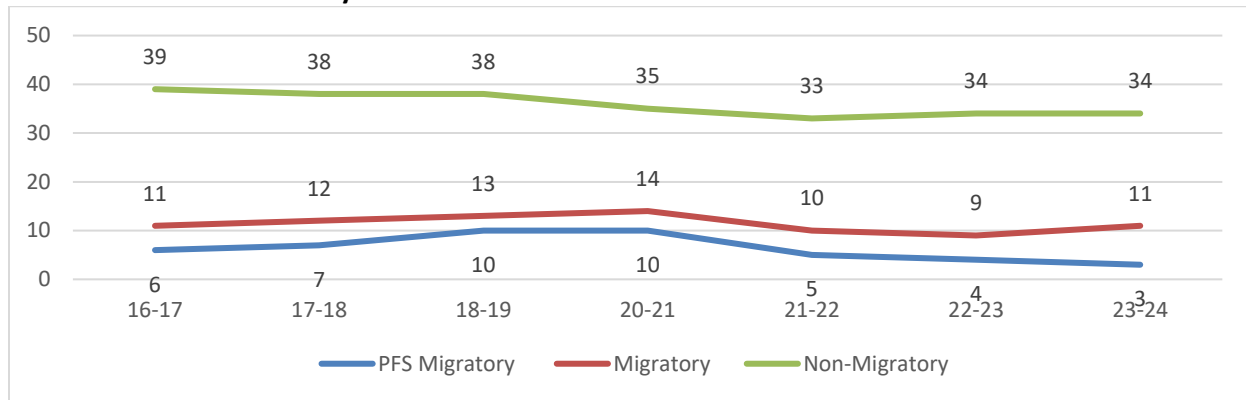
Exhibit 20
Graphic Display of Proficiency Rates on 2023-24 Summative ELA Assessments



Source: KSDE

Exhibit 21 provides a comparison of Kansas ELA Summative Assessment results for the past seven years (except 2019-20 when state assessments were cancelled due to school closures resulting from the global pandemic). The graph shows that from 2022-23 to 2023-24, there was a two percentage point increase in the migratory student proficiency rate (one percentage point decrease for PFS migratory students). Non-migratory students had the same proficiency rate both years.

Exhibit 21
Proficiency Rates on Kansas Summative ELA Assessments Over Time



Source: KSDE

Exhibit 22 show that Kansas migratory students assessed were 46.9 percentage points short of the 2023-24 Kansas state performance target (55.6%) for math proficiency, and 23.2 percentage points short of the non-migratory student proficiency rate. Migratory students with PFS were 51.6 percentage points short of the target and non-PFS students were 44.1 percentage points short of the target.

Exhibit 22
Migratory Students Scoring Proficient on 2023-24 Kansas Summative Math Assessments

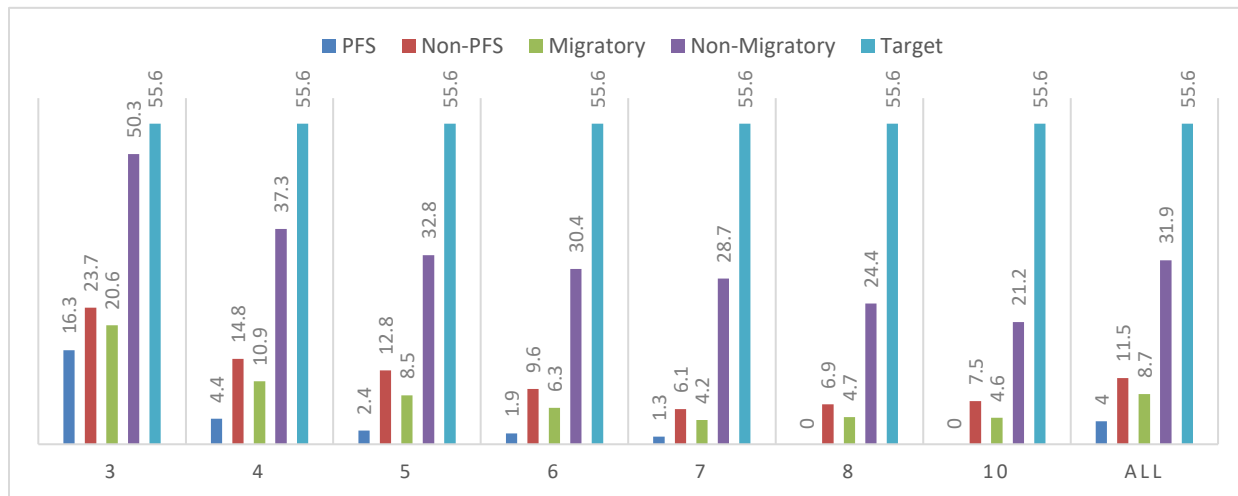
Grade Levels	PFS Status	# Migratory Students Tested	% Migratory Students Scoring Proficient	2023-24 State Performance Target	Percentage Point Difference (+/-)	% Non-Migratory Students Scoring Proficient
3	PFS	82	16.3%	55.6%	-39.3	50.3%
	Non-PFS	103	23.7%		-31.9	
	All Migratory	185	20.6%		-35.0	
4	PFS	86	4.4%	55.6%	-51.2	37.3%
	Non-PFS	127	14.8%		-40.8	
	All Migratory	213	10.9%		-44.7	
5	PFS	81	2.4%	55.6%	-53.2	32.8%
	Non-PFS	102	12.8%		-42.8	
	All Migratory	183	8.5%		-47.1	
6	PFS	102	1.9%	55.6%	-53.7	30.4%
	Non-PFS	123	9.6%		-46.0	
	All Migratory	225	6.3%		-49.3	
7	PFS	74	1.3%	55.6%	-54.3	28.7%
	Non-PFS	107	6.1%		-49.5	
	All Migratory	181	4.2%		-51.4	
8	PFS	60	0.0%	55.6%	-55.6	24.4%
	Non-PFS	121	6.9%		-48.7	
	All Migratory	181	4.7%		-50.9	
10	PFS	68	0.0%	55.6%	-55.6	21.2%
	Non-PFS	98	7.5%		-48.1	
	All Migratory	166	4.6%		-51.0	
All	PFS	553	4.0%	55.6%	-51.6	31.9%
	Non-PFS	781	11.5%		-44.1	
	All Migratory	1,334	8.7%		-46.9	

Source: KSDE

Exhibit 23 is a graphic display of the differences in the proficiency rates by grade level. For all seven grade levels assessed, the 2023-24 target was not met by migratory students and fewer migratory

students scored proficient or above than non-migratory students. Largest gaps between migratory and non-migratory students were seen for students in grades three and four. The smallest gap was in grade ten.

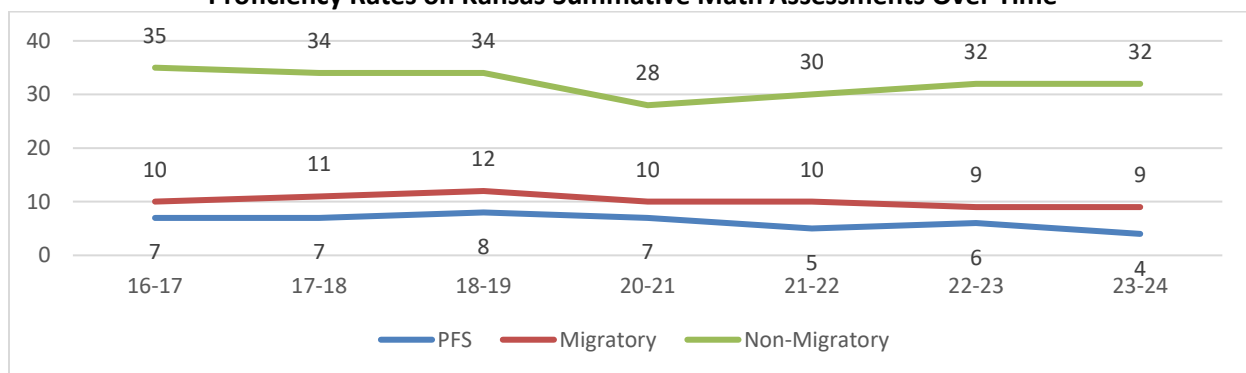
Exhibit 23
Graphic Display of Proficiency Rates on 2023-24 Kansas Summative Math Assessments



Source: KSDE

Exhibit 24 provides a comparison of Kansas Math Summative Assessment results for the past seven years (except 2019-20 when state assessments were cancelled due to school closures). The graph shows that from 2022-23 to 2023-24, the proficiency rates of migratory and non-migratory students remained the same. There was a two percentage point decrease for PFS migratory students.

Exhibit 24
Proficiency Rates on Kansas Summative Math Assessments Over Time

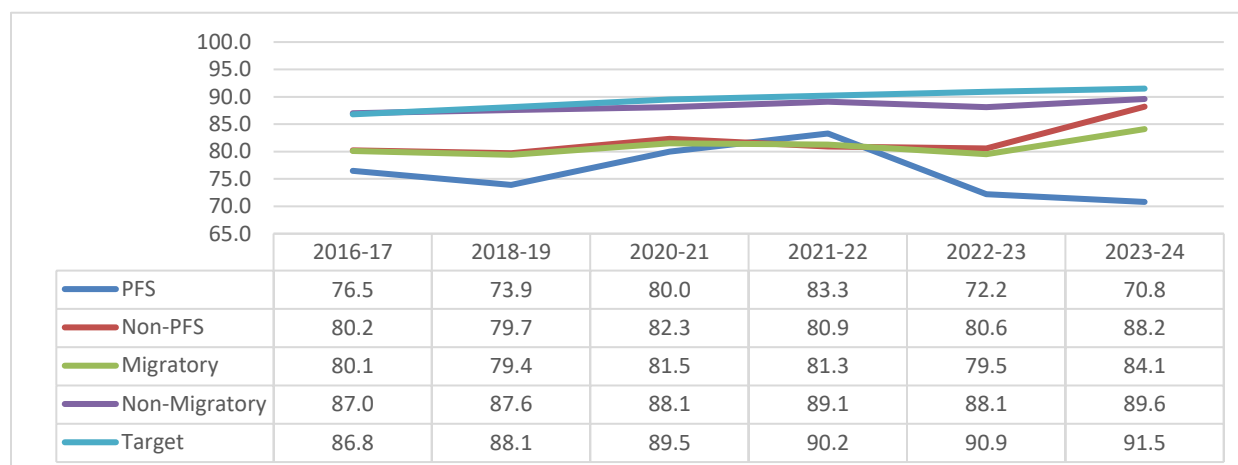


Source: KSDE

High School Graduation

The 2023-24 state performance target for high school graduation was 91.5%. Exhibit 25 shows that in 2023-24, the graduation rate for migratory students was 84.1% (7.4 percentage points short of the target), compared to the non-migratory student graduation rate of 89.6% (1.9 percentage points short of the target). The graduation rate for non-PFS migratory students was 17.4 percentage points higher than the graduation rate of PFS migratory students. The 2023-24 migratory and non-migratory student graduation rates were higher than they were the previous year.

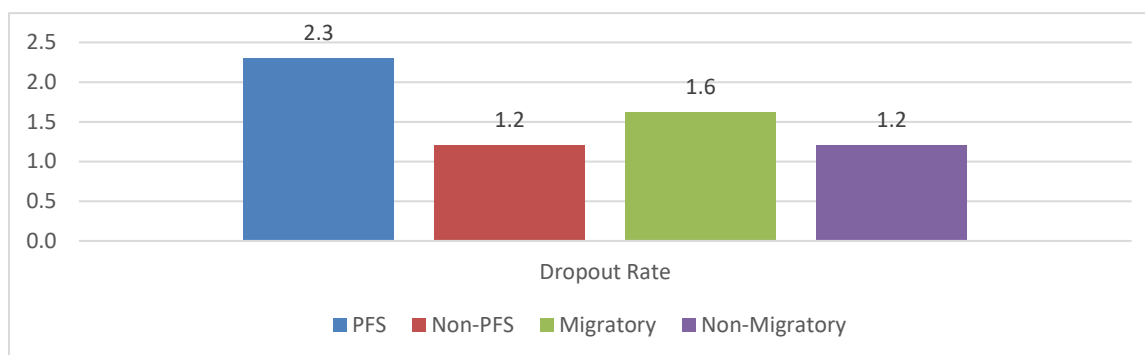
Exhibit 25
Graduation Rates for Non-Migratory and Migratory Students



Source: KSDE and MIS2000

The dropout rate for migratory students was 1.6% which was slightly more than the dropout rate for non-migratory students and non-PFS migratory students. PFS migratory students had the highest dropout rate.

Exhibit 26
2023-24 Dropout Rates for Non-Migratory and Migratory Students



Source: KSDE and MIS2000

Results reported toward state performance goals should be interpreted with caution. While proficiency and graduation rates among migratory students provide insight into their overall educational progress, these metrics do not discreetly measure the impact of Title IC instructional services. As a supplemental program, Title IC cannot replace instruction funded by state and federal sources. Therefore, it is not possible to determine the extent to which proficiency on state assessments or graduation rates is attributable to Title IC instruction versus other educational services provided to migratory students.

National Title IC Performance Measure Results

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

Performance Measure 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 2023-24 Kansas Summative ELA assessments (8%) were 25 percentage points short of the national target (33%) for this performance measure.

Performance Measure 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 2023-24 Kansas Summative math assessments (9%) were 24 percentage points short of the national target (33%) for this performance measure.

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

Exhibit 27 shows that 99% of Kansas’ migratory students in grades 7-12 graduated or were promoted to the next grade level upon completion of the 2023-24 school year (99% PFS students, 99% non-PFS students), exceeding the national target of 67% by 32 percentage points.

Exhibit 27
Migratory Students in Grades 7-12 that Graduated in 2023-24 or were Promoted to the Next Grade Level from 2023-24 to 2024-25

Grade Levels 2023-24	PFS Status	# Eligible Migratory Students in 2023-24	# Students for Whom Data Is Available	Students Promoted from 2023-24 to 2024-25		Students Graduated in 2023-24		# (%) Students Graduated or Promoted
				N	%	N	%	
7	PFS	96	84	83	99%	--	--	
	Non-PFS	161	134	134	100%	--	--	
	Total	257	218	217	100%	--	--	
8	PFS	72	57	57	100%	--	--	
	Non-PFS	111	89	88	99%	--	--	
	Total	183	146	145	99%	--	--	
9	PFS	87	65	61	94%	--	--	
	Non-PFS	178	140	135	96%	--	--	
	Total	265	205	196	96%	--	--	
10	PFS	110	92	92	100%	1	1%	
	Non-PFS	144	120	120	100%	0	0%	
	Total	254	212	212	100%	1	1%	
11	PFS	75	59	58	98%	1	2%	
	Non-PFS	97	86	84	98%	2	2%	
	Total	172	145	142	98%	3	2%	
Total Grades 7-11	PFS	440	357	351	98%	2	1%	
	Non-PFS	691	569	561	99%	2	<1%	
	Total	1,131	926	912	98%	4	<1%	
12	PFS	42	20	--	--	20	100%	
	Non-PFS	143	58	--	--	55	95%	
	Total	185	78	--	--	75	96%	
All	PFS	482	377	--	--	--	--	373 (99%)
	Non-PFS	834	627	--	--	--	--	618 (99%)
	Total	1,316	1,004	--	--	--	--	991 (99%)

Source: MIS2000

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

Twenty-nine percent (29%) of migratory students completed Algebra I prior to entering 11th grade, which was 10 percentage points short of the national target of 39%.

Exhibit 28
Tenth Grade Migratory Students Completing Algebra I in 2023-24 or Before

PFS Status	# Eligible Migratory 10 th Grade Students in 2023-24	# Students for Whom Data is Available	# 2023-24 10 th Grade Migratory Students that Received Full Credit for Algebra I or a Higher Math Course in 2023-24 or Before
PFS	117	250	69 (28%)
Non-PFS	162	110	35 (32%)
Total	279	360	104 (29%)

Source: MIS2000

Kansas Title IC MPO Results

This section provides a summary of progress toward the Kansas Title IC MPOs. Sources of data include local ELA/math/school readiness assessment results and information on secondary credit accrual/credits (Director Tracking Form), ratings of strategy implementation (QSI), Title IC services data (CSPR and MIS2000), and survey ratings and responses (staff survey, OSY survey, parent survey).

SCHOOL READINESS

MPO 1A: By the end of the 2023-24 performance period, **70%** of 3- and 4-year-old migratory children participating in early learning services fully or partially funded by Title IC will demonstrate age-appropriate skills leading toward kindergarten readiness on local school readiness post-test assessments.

Exhibit 29 shows that the Kansas Title IC Program **met MPO 1A** with **90%** of the 194 three- and four-year-old migratory preschool children assessed with local school readiness assessments demonstrating age-appropriate skills as reported by the projects/service centers. Both PFS and non-PFS children met the MPO.

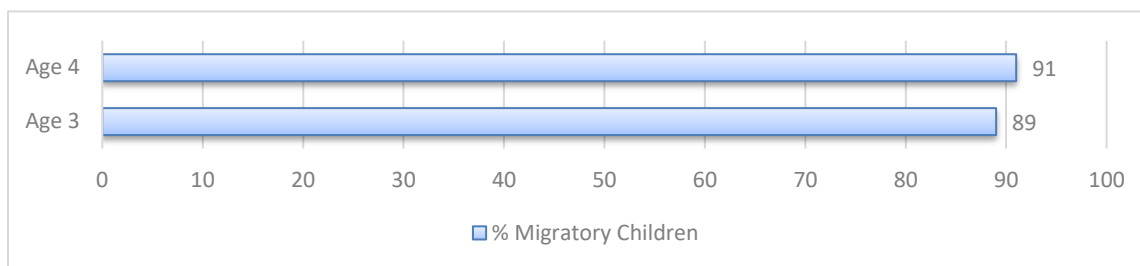
Exhibit 29
Migratory Children Ages 3-4 Demonstrating Age-Appropriate Skills on Local School Readiness Assessments

PFS Status	# (%) Assessed	# (%) w/Age-Appropriate Skills	MPO Met?
PFS	42	38 (91%)	Yes
Non-PFS	152	137 (90%)	Yes
Total	194	175 (90%)	Yes

Source: Kansas Title IC Director Tracking Forms

Exhibit 30 is a graphic display of the percentage of migratory children scoring age-appropriately on local school readiness assessments by age. A slightly larger percentage of four-year-olds demonstrated age-appropriate skills than three-year-olds.

Exhibit 30
Percentage of Migratory Children Ages 3-4 Demonstrating Age-Appropriate Skills on Local School Readiness Assessments, by Age



Source: Kansas Title IC Director Tracking Forms

On the Kansas Title IC Staff Survey, 55 staff rated the extent to which Title IC 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 three of the 55 staff responding (94%) reported that Title IC impacted children's school readiness (40% very much, 36% a lot, 11% somewhat, 7% a little).

Exhibit 31
Staff Ratings of the Impact of Title IC on Children's School Readiness

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
55	3 (6%)	4 (7%)	6 (11%)	20 (36%)	22 (40%)	4.0

Source: Kansas Title IC Staff Survey

MPO 1B: By the end of the 2023-24 performance period, **70%** of eligible migratory children ages 3-5 (not attending kindergarten) will receive Title IC instructional services.

Exhibit 32 shows that the Kansas Title IC Program met MPO 1B with **70%** of the 583 eligible migratory preschool children ages 3-5 (not attending kindergarten) receiving Title IC instructional services in 2023-24. Eighty-two percent (82%) of the 96 children ages 3-5 with PFS received instructional services (meeting the MPO); however, 57% of non-PFS children received instruction services which was 13 percentage points short of the target.

Exhibit 32
Migratory Children Ages 3-5 Receiving Title IC Instructional Services in 2023-24

PFS Status	# Eligible Children Ages 3-5	# (%) Received Title IC Instructional Services in 2023-24	MPO Met?
PFS	96	79 (82%)	Yes
Non-PFS	487	278 (57%)	No
Total	583	407 (70%)	Yes

Source: 2023-24 Kansas Title IC CSPR Data and MIS2000

ENGLISH LANGUAGE ARTS AND MATHEMATICS

MPO 2A.1: By the end of the 2023-24 performance period, **70%** of migratory students receiving Title IC-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.

Exhibit 33 shows that the Kansas Title IC Program **did not meet MPO 2A.1** with **64%** of the 1,851 migratory students in grades K-12 with matched pre/post-test scores gaining by 2% or more on local reading assessments (six percentage points short of the target). Seventy-five percent (75%) of the students assessed gained by at least one point ($p < .001$). Students with PFS met the MPO; however, non-PFS students were nine percentage points short of the target. A total of 2,095 migratory students had either a pretest score or a post-test score, with 1,851 (88%) having both.

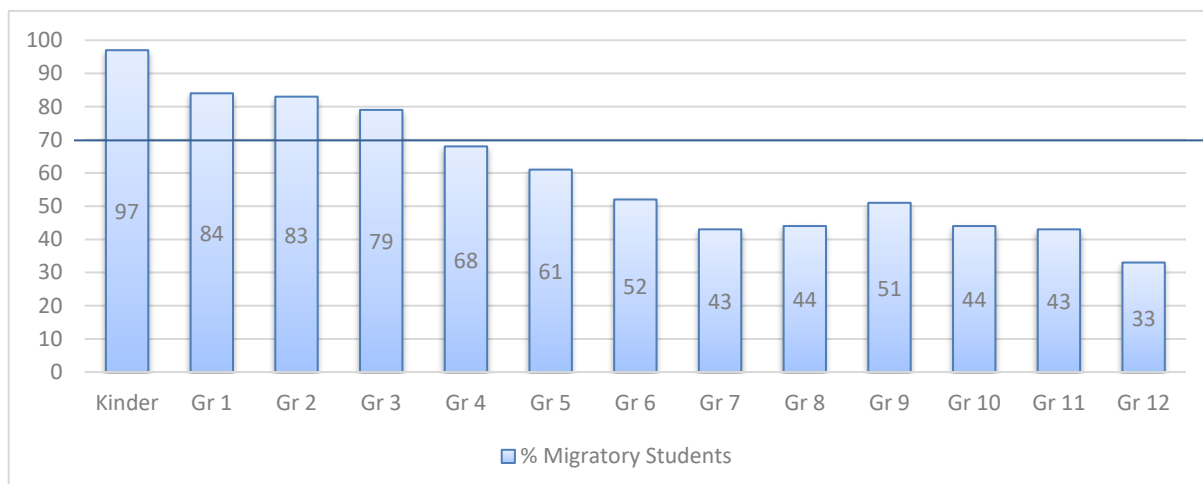
Exhibit 33
Migratory Student Gains on Local Reading Assessments

PFS Status	# Students Tested	# (%) Gaining	P-Value	# (%) Gaining 2% or More	MPO Met?
PFS	702	559 (80%)	<.001	494 (70%)	Yes
Non-PFS	1,149	837 (73%)	<.001	697 (61%)	No
Total	1,851	1,396 (75%)	<.001	1,191 (64%)	No

Source: Kansas Title IC Director Tracking Forms

Exhibit 34 is a graphic display of these results by grade level (# students assessed: K=156, 1=189, 2=192, 3=187, 4=165, 5=137, 6=160, 7=142, 8=129, 9=144, 10=119, 11=86, 12=45). Students in grades K-3 met or exceeded the 70% target, with kindergarten students having the highest percentage gaining by 2% or more (97%), followed by first grade students (84%), second grade students (83%), and third grade students (79%). Twelfth grade students had the lowest percentage gaining by 2% (33%).

Exhibit 34
Percentage of Migratory Students Improving Reading Skills by Grade Level



Source: Kansas Title IC Director Tracking Forms

On the Kansas Title IC Staff Survey, staff rated the extent to which Title IC impacted students' reading/language arts skills. Following are their ratings which are based on a 5-point scale. Ninety-two percent (92%) of the 77 staff responding reported that Title IC impacted students' reading/language arts skills (31% very much, 36% a lot, 21% somewhat, 4% a little).

Exhibit 35
Staff Ratings of the Impact of Title IC on Students' Reading/Language Arts Skills

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
77	6 (8%)	3 (4%)	16 (21%)	28 (36%)	24 (31%)	3.8

Source: Kansas Title IC Staff Survey

MPO 2A.2: By the end of the 2023-24 performance period, **55%** of the migratory students served during the summer will receive needs-based ELA instruction.

Exhibit 36 shows that the Kansas Title IC Program **met MPO 2A.2** with 61% of the 2,795 eligible migratory students ages 3-21 served during summer 2024 receiving ELA instruction. Forty-nine percent (49%) of PFS and 62% of non-PFS migratory students received ELA instruction during summer 2024. The MPO was met for non-PFS students but not PFS students.

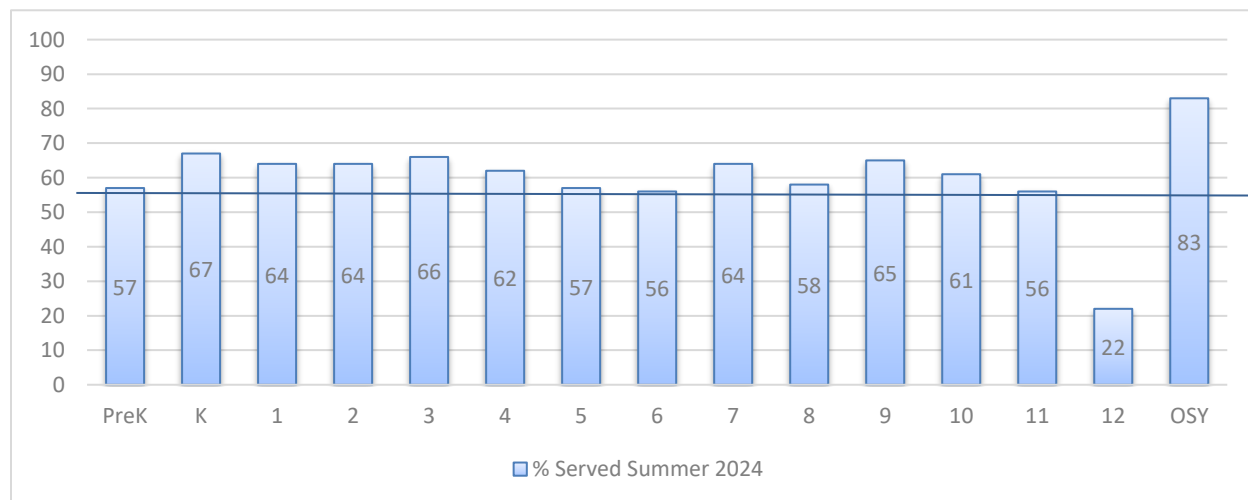
Exhibit 36
Migratory Students Served in Summer 2024 Receiving ELA Instruction

PFS Status	# Served Summer 2024 (Ages 3-21)	# (%) Received ELA Instruction in Summer 2024	MPO Met?
PFS	244	120 (49%)	No
Non-PFS	2,551	1,589 (62%)	Yes
Total	2,795	1,709 (61%)	Yes

Source: 2023-24 Kansas Title IC CSPR Data and MIS2000

Exhibit 37 is a graphic display of the percentage of students served in summer 2024 receiving ELA instruction (total # students served: PreK=401, K=210, 1=220, 2=207, 3=204, 4=190, 5=170, 6=216, 7=163, 8=161, 9=220, 10=157, 11=120, 12=9, OSY=114). The percentage of students served in summer 2024 receiving ELA instruction ranged from 22% of 12th grade students (most 12th grade students graduated and were no longer eligible for Title IC services) to 83% of OSY. All grades (except grade 12) and OSY met the MPO.

Exhibit 37
Percentage of Migratory Students Served in Summer 2024 Receiving ELA Instruction, by Age/Grade



Source: MIS2000

MPO 2B.1: By the end of the 2023-24 performance period, **70%** of migratory students receiving Title IC-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.

Exhibit 38 shows that the Kansas Title IC Program **did not meet MPO 2B.1** with **62%** of the 1,799 migratory students in grades K-12 with matched pre/post-test scores gaining by 2% or more on local math assessments (eight 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 nine percentage points short of the target. A total of 2,039 migratory students had either a pretest or a post-test score, with 1,799 (88%) having both.

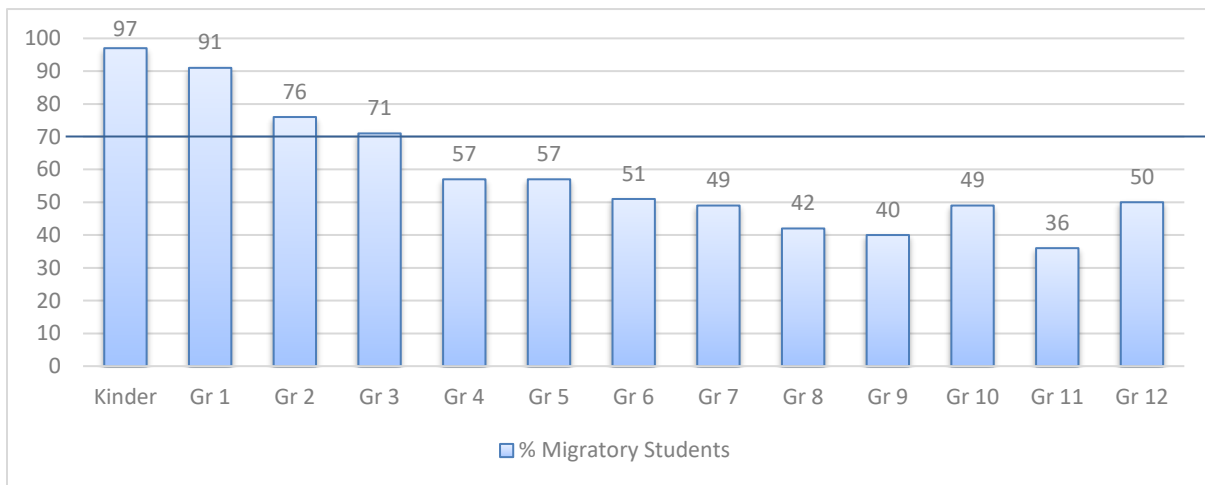
Exhibit 38
Migratory Student Gains on Local Math Assessments

PFS Status	# Students Tested	# (%) Gaining	P-Value	# (%) Gaining 2% or More	MPO Met?
PFS	672	537 (80%)	<.001	431 (64%)	No
Non-PFS	1,127	865 (77%)	<.001	685 (61%)	No
Total	1,799	1,402 (78%)	<.001	1,116 (62%)	No

Source: Kansas Title IC Director Tracking Forms

Exhibit 39 is a graphic display of these results by grade level (# students assessed: K=148, 1=190, 2=178, 3=189, 4=166, 5=130, 6=158, 7=142, 8=130, 9=146, 10=109, 11=81, 12=32). Students in grades K-3 exceeded the target for the MPO, with kindergarten students having the highest percentage gaining by 2% or more (97%), followed by first grade students (91%), second grade students (76%), and third grade students (71%). Eleventh grade students had the lowest percentage gaining by 2% or more (36%).

Exhibit 39
Percentage of Migratory Students Improving Math Skills by Grade Level



Source: Kansas Title IC Director Tracking Forms

On the Kansas Title IC Staff Survey, staff rated the extent to which Title IC impacted students' math skills. Following are their ratings which are based on a 5-point scale. Eighty-nine percent (89%) of the 77 staff responding reported that Title IC impacted students' math skills (29% very much, 32% a lot, 24% somewhat, 4% a little). This item was rated slightly lower by staff than the item addressing impact of Title IC on students' reading/language arts skills.

Exhibit 40
Staff Ratings of the Impact of Title IC on Students' Math Skills

# Staff Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
75	8 (11%)	3 (4%)	18 (24%)	24 (32%)	22 (29%)	3.7

Source: Kansas Title IC Staff Survey

MPO 2B.2: By the end of the 2023-24 performance period, **40%** of the migratory students served during the summer will receive needs-based math instruction.

Exhibit 41 shows that the Kansas Title IC Program **did not meet MPO 2B.2** with **36%** of the 2,795 eligible migratory students ages 3-21 served during summer 2024 receiving math instruction (four percentage points short of the target). Twenty percent (20%) of PFS and 37% of non-PFS migratory students received math instruction during summer 2024. Neither PFS nor non-PFS students met the MPO.

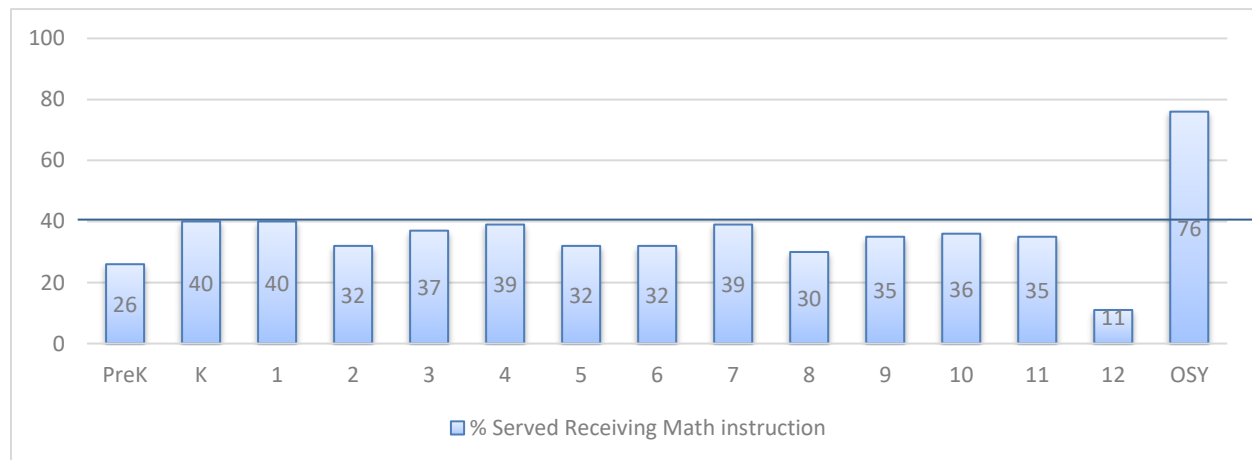
Exhibit 41
Migratory Students Served in Summer 2024 Receiving Math Instruction

PFS Status	# Served Summer 2024 (Ages 3-21)	# (%) Received Math Instruction in Summer 2024	MPO Met?
PFS	244	49 (20%)	No
Non-PFS	2,551	944 (37%)	No
Total	2,795	993 (36%)	No

Source: 2023-24 Kansas Title IC CSPR Data and MIS2000

Exhibit 42 is a graphic display of the percentage of students served in summer 2024 receiving math instruction (total # students served: PreK=401, K=210, 1=220, 2=207, 3=204, 4=190, 5=170, 6=216, 7=163, 8=161, 9=220, 10=157, 11=120, 12=9, OSY=114). The percent of students served during summer 2024 receiving math instruction ranged from 11% of 12th grade students (most 12th grade students graduated and were no longer eligible for Title IC services) to 76% of OSY. Grades K-1 and OSY met the MPO.

Exhibit 42
Percentage of Migratory Students Served in Summer 2024 Receiving Math instruction, by Age/Grade



Source: MIS2000

GRADUATION/COMPLETION OF A HS DIPLOMA

MPO 3A: By the end of the 2023-24 performance period, **70%** of projects will rate their implementation of Strategy 3.1 (services to address SEL) as “succeeding” or “exceeding” on the QSI.

Exhibit 43 shows that the Kansas Title IC Program **met MPO 3A** with **100%** of the 20 projects/service centers submitting a QSI rating their implementation of Strategy 3.1 (services to address SEL) as succeeding or exceeding. The overall mean rating for Strategy 3.1 was 4.4 out of 5.0.

Exhibit 43
Percentage of Projects Rating their Implementation of Strategy 3.1
Succeeding or Exceeding on the QSI

Strategy	# Projects Rated 4.0 or Higher	MPO Met?
Strategy 3.1: Coordinate/provide secondary aged migratory students with evidence-based support and services to address SEL factors that impact their learning and motivation.	20 of 20 (100%)	Yes

Source: Kansas Title IC QSIs

Projects and service centers responding to the QSI reported effective practices for implementing Strategy 3.1. Following is a summary of their responses.

- Building trust with families, identifying SEL needs early, coordinating referrals and support, and addressing attendance and behavior.
- Collaborating to ensure SEL concerns are shared and acted upon across roles (counseling, teaching, administration).
- Creating “safe spaces” with counselor involvement to help students feel secure and supported.
- Encouraging open, ongoing dialogue with families to build a strong support network around each student.
- Personalized, one-on-one meetings and assistance to help guide students and families to relevant resources and foster trust.
- Providing access to community resources and basic needs (health, food, clothing) to strengthen SEL outcomes.
- Regular check-ins and SEL surveys to help identify and respond to SEL needs early.

MPO 3B: By the end of the 2023-24 performance period, **80%** of secondary aged migratory students/OSY enrolled in supplemental credit accrual opportunities and instruction will earn at least one-half credit toward graduation.

Exhibit 44 shows that the Kansas Title IC Program **did not meet MPO 3B** with **65%** of the 78 migratory students/OSY enrolled in Title IC-funded credit accrual opportunities receiving one-half credit toward high school graduation (15 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 (78% versus 57%).

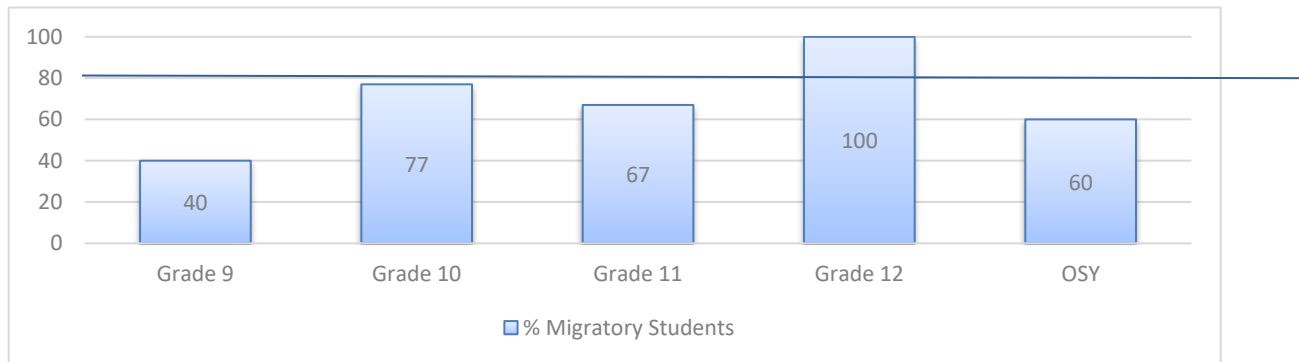
Exhibit 44
Migratory Students/OSY Obtaining Credits toward High School Graduation

PFS Status	# Enrolled in Classes	# (%) Earning HS Credit	MPO Met?
PFS	46	26 (57%)	No
Non-PFS	32	25 (78%)	No
Total	78	51 (65%)	No

Source: Kansas Title IC Director Tracking Forms

Exhibit 45 is a graphic display of these results by grade level expressed as percentage of migratory students obtaining credits (total # students enrolled in courses: grade 9=20, 10=30, 11=18, 12=5, OSY=5). Twelfth grade students exceeded the target (100%); however, all other grades were below the target. Ninth grade had the lowest percentage of students obtaining credits.

Exhibit 45
Percentage of Credits Received by Migratory Students, by Grade Level



Source: Kansas Title IC Director Tracking Forms

Exhibit 46 shows the courses for which migratory students earned credits. Students completed 16 different courses and earned 77 semester credits.

Exhibit 46: Secondary Courses for which Migratory Students Earned Credits

Course(s) Enrolled	# Credits Earned
Algebra I	7
Algebra II	1
Biology	1
Design	1
Earth Science	3
English	34
ESL Literacy	1
Financial Math	1
Foundations of Algebra	2
Geometry	5
Health	1
Personal Finance	2
Physical Science	4
U.S. Government	4
U.S. History	3
World History	3
Course Name Not Reported	4
Total	77

Source: Kansas Title IC Director Tracking Forms

On the Kansas Title IC Staff Survey, staff rated the extent to which the program impacted migratory high school students and OSY. Following are their ratings which are based on a 5-point scale. Ninety-five percent (95%) of the 59 staff responding reported that the program helped migratory students in grades 9-12 stay on-track to graduate (51% very much, 27% a lot, 12% somewhat, 5% a little), and 86% of the 37 staff responding reported that the program supported migratory OSY (35% very much, 22% a lot, 19% somewhat, 11% a little).

Exhibit 47
Staff Ratings of the Impact of Title IC on High School Students and OSY

To what extent did Title IC...	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?	59	3 (5%)	3 (5%)	7 (12%)	16 (27%)	30 (51%)	4.1
...support migratory OSY?	37	5 (14%)	4 (11%)	7 (19%)	8 (22%)	13 (35%)	3.5

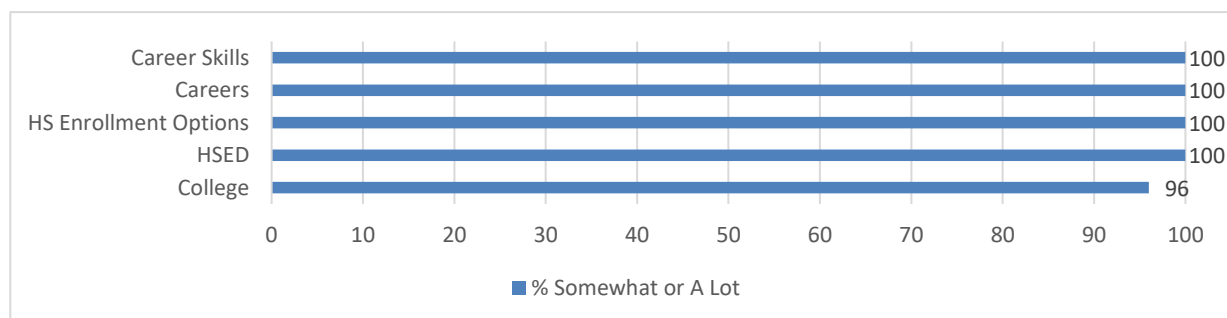
Source: Kansas Title IC Staff Survey

MPO 3C: By the end of the 2023-24 performance period, **80%** of OSY responding to the OSY Survey who participated in Title IC HSED preparation, post-secondary education, and career readiness services will report increased knowledge in those areas.

Exhibit 48 shows that the Kansas Title IC Program **met MPO 3C** with **99%** of the 74 migratory OSY responding to the Kansas Title IC OSY Survey reporting that program services helped them learn about HSED preparation, post-secondary education, and career readiness. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, 3=a lot.

Exhibit 48
Migratory OSY Ratings of the Impact of Title IC Services on their Knowledge of HSED Preparation, Post-Secondary Education, and Career Readiness

To what extent did Title IC...	# OSY Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Some- what or A Lot	MPO Met?
...help you learn about an HSED?	74	0 (0%)	5 (7%)	69 (93%)	2.93	100%	Yes
...help you learn about high school enrollment options?	66	0 (0%)	2 (3%)	64 (97%)	2.97	100%	Yes
...help you learn about college?	53	2 (4%)	2 (4%)	49 (93%)	2.89	96%	Yes
...help you learn about careers?	59	0 (0%)	3 (5%)	56 (95%)	2.95	100%	Yes
...help you learn about skills needed for different careers?	74	0 (0%)	5 (7%)	69 (93%)	2.93	100%	Yes
Total (all 4 questions combined)	326	2 (1%)	17 (5%)	307 (94%)	2.94	99%	Yes



Source: Kansas Title IC OSY Surveys

All OSY responding (100%) reported that the program helped them learn about an HSED, high school enrollment options, careers, and skills needed for different careers; and 96% reported that the program helped them learn about college. Highest rated was the extent to which OSY reported learning about high school enrollment options.

OSY responding to the OSY Survey were asked to indicate the ways in which Title IC helped them. Responses addressed impact on academic, English language, and life skills; and impactful services. Following are examples of OSY comments.

Ways Title IC helped OSY with Academic/English Language/Life Skills

- *All the help from the teacher helps me with English and English to use at work.*
- *All the help is very good. Math, English and the student portal helps me a lot.*
- *English and math*
- *English and money - how to save and use coupons in stores.*
- *English and using coupons in stores to save money and fill out forms.*
- *English and vocabulary that I can use at work helps me a lot.*
- *English classes and how to save money.*
- *English language skills (multiple responses)*
- *Everything helps me at work and in stores with the English that I learned and continue to learn.*
- *Filling out forms and English with the teacher.*
- *Good English classes and learned how to open bank accounts and money orders.*
- *He helped me a lot.*
- *He helped me with lessons that help me develop my English and that I can use when necessary.*
- *He helped me with lessons that I can use in everyday life.*
- *He helped me write in GED classes in Spanish. And he helped me with certain math questions that I didn't understand.*
- *He taught me how to help myself in the community, how to pay bills.*
- *He taught me lessons that I can use to make myself understood in whatever is necessary.*
- *Help bring up grades for missing work.*
- *Help with English (multiple responses)*
- *Help with English and math and save money. Thanks teacher*
- *Help with math and English.*
- *How to ask for help in my community. Taught me how and where to go for help.*
- *I work and study English and save money with discount coupons. It helps me a lot.*
- *Math and English, thank you*
- *Multiplication tables and English. Thank you, teacher*
- *My teacher helps me a lot with English. I have improved a lot with the study.*
- *Save money and English with my teacher. Thanks*
- *Save money and learn how to look things up in the newspaper and in English.*
- *The program has helped me a lot and my teacher has helped me a lot.*
- *The program helped me survive in the community and look for help when needed.*
- *The teacher taught me how to fill out forms and English.*
- *The teacher gave me a lot of help in knowing how to do bank accounts and save money. He helped me a lot and thank you for that.*
- *To learn about different activities for children.*

"My teacher helped me graduate. I left school in grade 10 because I had a baby and later another baby. I had to work. I did the classes, those books and tests, and then I did the classes on the computer and I am so happy, I finished. I have my diploma now thanks to this program."

-OSY

- To support our children.
- Well, thanks to this program, I am enrolled in GED. I received a free iPad and I have free tutoring and I know that one day I will pass the 4 exams. That happened thanks to this program.
- With family talks and skills we have learned a lot. It helps us in the community.

Impactful Title IC Services for OSY

- Academic guidance regarding subjects and content of school programs.
- Because of my work schedule, the teacher gives me classes at home and helps me a lot.
- English because I can't go to school I have to work.
- English class is very good.
- English classes at my home.
- Everything is good with English classes, thank you.
- He helps me with English. I can't go to school because I work and help my parents in my country.
- Help for me and friends in the town.
- Helped with school supplies.
- I can only study English because I have to work.
- I work a lot and I like the schedule that the teacher gives me.
- I work and I can't attend high school or college. The English classes are going very well.
- I work and I learn English with the teacher. I don't have much time left but I like the classes.
- Thank you for the English classes in my home.

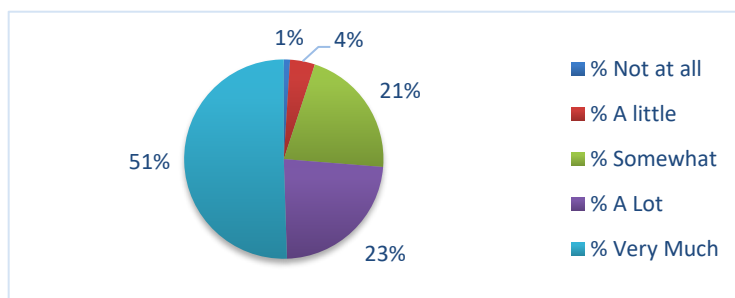
NON-INSTRUCTIONAL SUPPORT SERVICES

MPO 4A: By the end of the 2023-24 performance period, **80%** of staff responding to the Staff Survey will report that Title IC PD increased their capacity to provide needs-based services to migratory children and youth.

Exhibit 49 shows that the Kansas Title IC Program **met MPO 4A** with **99%** of the 71 staff responding who reported that they participated in Title IC professional development indicating that training increased their capacity to provide needs-based services to migratory students (50% very much, 23% a lot, 21% somewhat, 4% a little). Ratings are based on a 5-point scale.

Exhibit 49
Staff Ratings of the Impact of Title IC PD on their Capacity to
Provide Needs-Based Services to Migratory Children/Youth

# 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%)	3 (4%)	15 (21%)	16 (23%)	35 (50%)	4.2	99%	Yes



Source: Kansas Title IC Staff Surveys

Eighty-six percent (86%) of the 83 staff responding reported that they participated in Title IC professional development during 2023-24, and 85% reported that professional development was offered by the program in 2023-24. Fifty-six percent (56%) of the staff responding reported that they were non-instructional staff and 44% reported that they were instructional staff.

MPO 4B: By the end of the 2023-24 performance period, **80%** of projects will rate their implementation of Strategy 4.2 (counseling and advocacy) as “succeeding” or “exceeding” on the QSI.

Exhibit 50 shows that the Kansas Title IC Program **met MPO 4B** with **100%** of the 17 projects/service centers submitting a QSI rating their implementation of Strategy 4.2 (counseling/advocacy opportunities) as succeeding or exceeding. The overall mean rating for Strategy 4.2 was 4.2 out of 5.0.

Exhibit 50
Percentage of Projects Rating their Implementation of Strategy 4.2
Succeeding or Exceeding on the QSI

Strategy	# Projects Rated 4.0 or Higher	MPO Met?
Strategy 4.2: Coordinate/provide counseling and advocacy for all migratory students/OSY/families (e.g., college and career readiness, information on students’ IPS).	17 of 17 (100%)	Yes

Source: Kansas Title IC QSIs

Projects and service centers responding to the QSI reported effective practices for implementing Strategy 4.2. Following is a summary of their responses.

- Advisory periods and student-led conferences addressing career planning, academic progress, and post-secondary pathways.
- College and career fairs, along with tours that include both students and parents to help raise awareness and build motivation.
- Frequent family communication and advocacy, including home visits, to help maintain engagement and identify support needs.
- Integration of community resources and program partnerships to enrich student experiences and expand options.
- One-on-one meetings between students, families, liaisons, and school staff to tailor IPS plans and identify actionable next steps.
- Translation and interpretation support to ensure parents understand their child's academic and career trajectory.

MPO 4C: By the end of the 2023-24 performance period, **80%** of migratory parents responding to the Parent Survey will report that Title IC helped their children increase their knowledge of and access to services for which they are eligible.

Exhibit 51 shows that the Kansas Title IC Program **met MPO 4C** with **98%** of the 424 migratory parents responding to the Kansas Title IC Parent Survey reporting that the program helped their children increase their knowledge of and access to services for which they are eligible. Ratings are based on a 3-point scale.

Exhibit 51

Parent Ratings of the Impact of Title IC on their Children's Knowledge/Access to Services

To what extent did Title IC help your children...	# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Some-what or A Lot	MPO Met?
...receive needed services in the school and community?	424	7 (2%)	41 (10%)	376 (89%)	2.87	98%	Yes
...learn about services/programs in the school and community?	421	7 (2%)	57 (14%)	357 (85%)	2.83	98%	Yes
Total (both questions combined)	845	14 (2%)	98 (12%)	733 (87%)	2.85	98%	Yes

Source: Kansas Title IC Parent Surveys

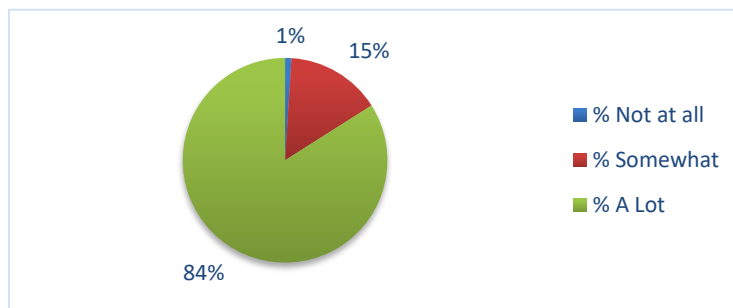
MPO 4D: By the end of the 2023-24 performance period, **80%** of migratory parents responding to the Parent Survey will report that Title IC parent activities increased their skills for supporting their children's education.

Exhibit 52 shows that the Kansas Title IC Program **met MPO 4D** with **99%** of the 316 parents responding to the Kansas Title IC Parent Survey reporting that parent activities helped increase their skills for supporting their child's education (84% a lot, 15% somewhat). Ratings are based on a 3-point scale.

Exhibit 52

Parent Ratings of the Impact of Title IC Parent Training on their Skills for Supporting their Child's Education

# Parents Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	% Some-what or A Lot	MPO Met?
316	4 (1%)	44 (15%)	244 (84%)	2.8	99%	Yes



Source: Kansas Title IC Parent Surveys

STAFF COMMENTS ABOUT THE IMPACT OF THE KANSAS TITLE IC PROGRAM

Title IC staff were asked about the ways in which the program 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 Title IC and ways the program impacted students' academic skills.

Impact of Title IC on Academics

- *Especially for students whose English is not their native language, the program has influenced greatly in the improvement of speaking, reading, and understanding.*
- *It helps them to accommodate in class better and make them feel welcome.*
- *Social-emotional learning*

- *Students felt more inclusive in their classrooms as I worked on motivating and supplementing their needs in their language acquisition journey.*
- *Students gained practice in reading and math skills outside of the school day.*
- *Students try harder when they see that someone cares about their grades and their future.*
- *The biggest way I saw was all of the extra activities we were able to provide for our kids. While they were still instructional, they were more fun for the kids and something they aren't able to do with their families because of funding or transportation. School supplies are a big help for most of our families.*
- *The program has helped my students in many ways. Some key ways were having school visits and home visits. Home visits create a special bond that our families love.*
- *The program helps the students to fill learning gaps experienced due to mobility.*
- *The time that is spent with students helps them be more confident, and everything and every subject that we help them with helps them be successful.*
- *We helped with reading and vocabulary skills.*

Ways Title IC Impacted Students' Academic Skills

- *Access to educational services and awareness of programs available to them.*
- *Being able to offer more resources.*
- *Classroom support and advocacy for students.*
- *Classroom support with paras.*
- *Enrolling three-year-olds in PK, PASS for HS students behind in credits or OSY pursuing HS diploma, helping families with "all things school" - from enrollment, registration, PT conferences, truancy, credit recovery, tutoring, and more.*
- *Helping students during the school year with para support in the classroom, and during the summer, provide teaching materials in math, reading, and thinking games.*
- *Interventions for math and reading skills, and social-emotional skills.*
- *Just knowing that there are advocates that visit them at their schools and home to support them and their parents with any school related issues makes them feel better and also acknowledged. Also knowing that we can provide them with their essential school supplies and many other things.*
- *Keeping the lines of communication with the parents, staff, and students to better work to meet the goals of the student.*
- *Medical life skills lessons, severe weather lessons, reading and math strategies, surrounding area community resources*
- *The program provided literacy support and math support during our events to students. We delivered supplies for students to practice reading and math at home resulting in growth on assessments.*
- *Migratory students received school visits and home visits. Depending on the needs of the student and or family, resources were provided. Those resources included educational supplies/materials, food box or community resources (utility assistance, food pantries, etc.).*
- *Monitor student grades weekly and para support during the school year.*
- *Provide support in class, school supplies, and emotional and educational support.*

"I feel like it's been most impactful with my OSY who are candidates for a HS diploma. One of them completed all her credits with both PASS and our partnership with Eudora Virtual School of Learning and now has her HS diploma, despite the cards stacked against her. Another student is on her way to a HS diploma, who works full time, and that is very meaningful. I think I have also been helpful serving as a resource for families needing information about food banks, clothing closets, legal referrals, healthcare referrals, in addition to the academic services we provide." Title IC Staff

- *Provided extra help and tutoring when needed.*
- *Provided resources to assist in education and health needs.*
- *Provided various resources, help with specific situations.*
- *Regular check-ins to allow for relationship building and needs assessment. We provided vouchers for dental and eye care.*
- *The continuous home and school visits. Working with families individually to target specific needs.*
- *The program provided a personal contact with a school employee to encourage as well as problem solve barriers to learning.*
- *We give them books at every opportunity, we monitor grades and attendance, and we are in contact with parents by phone, text, and in-person. We also provide summer education packets with follow up and summer field trips to museums and other places that focus on science, geology, paleontology, and conservation.*
- *We support students by helping or tutoring them on assignments from classes, also to help guide them in understanding the tech part of their responsibilities as a student using an iPad and different software for each class.*

Impact of Title IC on High School Students and OSY

- *Helping them get ready for college.*
- *Support and scholarships for high school students. College trips and educational trips.*
- *The program provided at-risk students with hands-on support to ensure they would graduate, and advocated for students when they needed it. Resources were provided (such as food assistance, bill paying assistance, free internet, etc.) to ensure familial stability outside of the home as well.*
- *The resources are beyond helpful.*

Impact of Title IC on Families

- *Families were invited to our events where we provide students with educational packets and community resources for families to receive information. We also provided a workshop for parents to be more familiar with navigating Infinite Campus. This gave the parents the opportunity to be more confident in checking grades, attendance, and re-enrollment for their students.*
- *Help parents understand the importance of summer reading.*
- *Parents were given resources to learn along with their students better to help them with language acquisition and school assignments.*
- *Provide resources families don't always know about or are aware could benefit them.*
- *Taking some of the stressors off the family like school supplies and basic needs for school like a jacket or shoes.*
- *The advocate worked with the families to ensure that they had adequate support during the school year.*
- *The MPAC activities that are specifically designed for each age/grade group.*
- *We provided support to parents by teaching them how to work with students at home. Title IC staffing, funds, and programs.*
- *We worked with the parents by teaching them how to encourage their children to read.*

PARENT COMMENTS ABOUT THE IMPACT OF THE KANSAS TITLE IC PROGRAM

Parents were asked about the ways in which the Kansas Title IC Program impacted their children. Responses addressed the impact of Title IC on their children's learning, social-emotional learning/relationships, impactful services, and the impact of program staff. Following are examples of parent comments about the impact of the program and ways it impacted students' academic skills.

Impact of Title IC on Children's Learning

- *A little more interest in reading.*
- *Grades up and change of teacher*
- *Help my children succeed.*
- *Help with their subjects.*
- *Helped the kids in areas of reading and math.*
- *Helped the kids in certain areas of reading and math that they had questions on.*
- *Helped the kids with reading/math homework*
- *Helping my kids go to school.*
- *Helps in their classes and with their homework in addition to school supplies.*
- *I was very happy that you helped my children so much.*
- *In many ways. Learned to read and improved English.*
- *In the English language.*
- *In their performance and in their English language*
- *It has helped my children a lot since they have learned some things for children of their age.*
- *It helped her a lot in her studies.*
- *It helped her develop vocabulary and have better performance at school.*
- *It helped him a lot because they taught him to understand when someone asks him questions.*
- *It helped him grow and get an education.*
- *It helped in many aspects including math skills and translations.*
- *It helped my child in her reading skills and literacy.*
- *It helped them a lot in the areas of reading and vocabulary.*
- *It helped with improving their reading skills and becoming more fluent in English.*
- *It provided support material to improve my son's school performance.*
- *Learn English*
- *Learning with the books and educational material to be better children every day.*
- *Math and homework.*
- *My children like school. Materials/learning are provided and my children like them.*
- *My kids learned how to read and write.*
- *Reading and math*
- *Reading and writing*
- *Receiving the services they need at school.*
- *Studying*
- *The program helped my children a lot. I thank them so much.*
- *The programs helped my children with English and math.*
- *The visits at home help with my children with homework. The Advocate has helped us a lot.*
- *There is always someone from the program to help them with math and reading.*
- *They became better in school, they are eating healthy a lot more.*
- *They encourage reading and help a lot with teaching materials.*
- *They provide them with instruction to improve their English language skills.*
- *Your help is very good. Summer school was very good for my son. He really liked participating.*

Impact of Title IC on Preschool Children

- *He entered school without a problem.*
- *Kindergarten readiness.*
- *My son learned to count, learned the colors, and is prepared for kindergarten.*
- *She received books and other materials, and she enjoys listening to story time. The Advocate brings it to life and keeps her engaged the entire time.*

Impact of Title IC on High School-age Children

- *Helped my child with reading and starting to think about college options.*
- *Helped my daughter prepare for high school.*
- *Helped with tutoring when needed in math/reading. Also with college contacts.*
- *Learning English, higher education*
- *My children received help with homework, college visits, reading and math tutoring.*
- *Provided college information along with contact person, and helped with reading when needed.*
- *Provided resources for their learning and a lot of support at school, especially when they are in high school.*
- *Thanks to this program, my son was able to finish his high school and graduate. He did credit recovery with the teacher and he did it with the support of this program. We are very happy with all this and my son now has more opportunities in his future with this diploma. Thank you.*

Impact of Title IC on Children's Social-Emotional Learning/Relationships

- *A lot for the acceptance and adaptation to school.*
- *Adapt and get to know the school and the community. Socialize more with their peers. Motivated him for future studying and learning.*
- *Changed my child's direction. Helped my child like school and learning.*
- *It help them a lot with the dynamics to be more open with themselves.*
- *It helped a lot with the issue of food and school supplies to integrate the girls to school.*
- *It helped him to socialize more and he meet new friends. He now participates more and develops a lot.*
- *It helps them to feel safer in this country.*
- *It was so helpful and thank you for being the second parent to my child.*
- *My daughter now focuses more on creating ideas to do manual tasks and thus not spend so much time on the phone.*
- *Socialize more and integrate more quickly with their peers.*
- *The program has helped my son to have more activities during the summer and be more social with other children.*
- *The program helped my children by letting them know that there is help out there for anything.*
- *They have more motivation for reading and school.*
- *To have a better quality of life.*
- *To make it much easier to adapt to school and to fit in with more children.*

Impactful Title IC Services

- *A lot because they give a lot of activities for them.*
- *A lot for the books and school supplies.*
- *A lot with school supplies.*
- *A lot, both in terms of breakfast and programs related to my children's education, a very good program*
- *A lot, they give backpacks and supplies to the students.*
- *After school program*

- *At school with their food*
- *Backpacks for children, summer program.*
- *Communication with schools, education and learning for my daughter, therapy at school for my daughter.*
- *Communication, help with materials, help during the summer for reading or programs.*
- *Economically because we didn't buy school supplies and thanks for dinner.*
- *Education, school supplies, motivation*
- *Enjoys the books, art, and school supplies.*
- *Enrollment to summer school, follow-up on my child's school, provide books for my child, and information provided.*
- *Extra help with things they don't understand.*
- *Financial support*
- *Finding the best for my children, communication with schools*
- *Food, books, high school info, school supplies*
- *For everything - personal items, school supplies and kits, summer kits, and calls about resources.*
- *The school supplies are the biggest support to our family*
- *Help with backpacks, home visits, with the library, learning activities, and Operation Holiday.*
- *Help with registration, help calling schools, backpacks*
- *Helped with finding a dentist provider in my area that is covered by KanCare medical card.*
- *It was very helpful both in providing meals and in supporting her learning and materials that she needed for her studies.*
- *It's a good program, especially because it's free. I like the books that are given to my children.*
- *School supplies (multiple responses)*
- *School supplies and resources. Boys and Girls Club and community.*
- *School supplies and summer reading and art activities.*
- *Summer camp to update her subjects.*
- *Summer school, backpacks, books, evening events, home visits, education in general.*
- *Summer school, home visits*
- *Supplies, transportation service, and food*
- *Support at schools with my children.*
- *Thanks to the program, my child is able to receive free meals at school. Due to being a low-income family, my son is receiving free meals and all the help they offer us, we are very grateful. My son also enjoys the field trips they offer during summer. Our family does not own a car so we appreciate the bonus trips.*
- *The program has kept the children safe and occupied during the summer.*
- *They give us school supplies and help the students with homework and classes.*
- *They give/help with uniforms, books, backpacks. The program has helped a lot.*
- *They help him if he has difficulty in any subject, they offer support, they also give him supplies.*
- *With summer school, Boys & Girls Club, Mission Southside, computers, book and art kits. Also employment and community services.*

Impact of Title IC Staff

- *A lot because they are attentive to the children and give them all the materials they need for school and activities.*
- *A lot. My children say that the Liaison always helps them with math and reading during class and also if they need help understanding an assignment.*
- *Always available when needed.*
- *Always encouraging children to continue their studies.*

- *Backpacks, summer school, home visits, help my children at school. They care about my children and family.*
- *Being part of our children's education.*
- *He gave us great help with all the things necessary for our son.*
- *I liked that they support you with supplies and uniforms and pay a lot of attention to you and answer your questions as easily as possible.*
- *Our Liaison has done a wonderful job with our kids, she always offers support and is willing to help out!*
- *The Liaison always offers great information and supports.*
- *The Liaison and the ESL program are very good with our children and help them achieve their goals.*
- *The Liaison has helped us a lot, with the English classes for parents and our children, for everything we need. She is always available and happy to help!*
- *They are always at the school willing to help with whatever we need.*
- *They have been there for me and my son. They take us or show us all the resources we need.*
- *Very friendly staff and with a high capacity to resolve doubts and problems. Very attentive and available for any questions or clarifications.*

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 2023-24 Kansas Title IC Program. Recommendations are summarized based on observations and interviews; responses on staff, parent, and OSY surveys; and results of statewide and local student assessments. Recommendations are provided for program implementation as well as for improving services to achieve the state performance goals, national Title IC performance measures, and Kansas Title IC MPOs.

Summary and Implications

Strategy Implementation

Title IC staff assigned ratings on the implementation of the 11 strategies in the SDP using the QSI. 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 11 strategies was 4.3 out of 5.0, with mean ratings for each strategy ranging from 4.2 (Strategy 1.1, Strategy 4.2, Strategy 4.4) to 4.4 (Strategy 3.1 and Strategy 3.2). All 11 strategies (100%) were rated at the level considered to be implemented with fidelity to the SDP (ratings of succeeding or exceeding). 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 2023-24, both (100%) of the school readiness MPOs were met with 90% of 3-4-year-olds assessed demonstrating age-appropriate skills on local school readiness post-test assessments, and 70% of migratory children ages 3-5 receiving Title IC instructional services.

Both strategies for this goal area were rated as being implemented with fidelity to the SDP (mean ratings of 4.2 and 4.3). Key features of the most effective ways in which projects/service centers implemented the strategy addressing the provision of early learning instruction included the following.

- Bilingual learning activities to promote language development and family engagement.
- Gathering and incorporating parent feedback to refine programming/services.
- Interactive family learning events.
- Parent involvement in developing learning plans for children.
- Regular home visits with resource delivery and modeling/instruction.
- Strong communication and collaboration with school district early childhood programs, daycare centers, and community partners.

Key features of the most effective ways in which projects/service centers implemented the strategy addressing coordination with local preschool providers and families included (1) home visits with learning materials; (2) supporting families with preschool enrollment; (3) providing summer learning kits, programs, and welcome-to-school bags for children; (4) collaborating with school staff and community partners, (5) showcasing information about community service providers during MPAC meetings; and (6) facilitating consistent communication among all stakeholders.

English Language Arts and Math

Local projects and service centers provided extensive supplemental ELA and math instruction to migratory students during both the school year and summer to address their learning needs. Of the four MPOs for the goal area, one was met: 61% of the 2,795 migratory students served during summer 2024 received ELA instruction. Although progress was made toward the remaining three MPOs, the results fell short of their respective targets. Sixty-four percent (64%) of students assessed gained at least 2% on local reading assessments (six percentage points below the target), 62% of students assessed gained at least 2% on local math assessments (eight percentage points below the target), and 36% of migratory students served during summer 2024 received math instruction (four percentage points below the target).

The strategies addressing the provision of supplemental ELA and math instruction both received mean ratings of 4.3 on the five-point scale. Key features of the most effective ways in which the projects/service centers reported the two ELA/math strategies included the following.

- Advocating on behalf of students.
- Collaborating with community service providers and school staff.
- Engaging families in student learning and education.
- Facilitating frequent student monitoring.
- Offering flexible and extended learning opportunities.
- Providing hands-on/experiential learning opportunities.
- Providing individualized instruction and support.
- Using data to inform instruction and interventions.
- Using evidence-based practices.

Graduation/Completion of a High School Diploma

The Kansas Title IC Program places strong emphasis on supporting migratory students to ensure they graduate high school and are prepared for post-secondary education and careers. High school students and OSY receive comprehensive wrap-around services and resources to aid their graduation efforts. In 2023–24, two of the three MPOs for this goal area were met. All 20 projects/service centers completing the QSI rated their implementation of Strategy 3.1 (services addressing SEL) as “succeeding” or “exceeding.” Additionally, 99% of surveyed OSY reported that Title IC services helped them learn about HSED preparation, post-secondary education, and career options. The unmet MPO focused on the percentage of students enrolled in credit accrual opportunities earning credit toward high school graduation, which reached 65%, falling 15 percentage points short of the target.

The three strategies for this goal area received very high mean ratings (4.3 to 4.4). Most effective implementation methods reported by projects for the strategy addressing academic support for high school students included:

- academic support and credit recovery;
- college and career readiness initiatives;
- consistent, personalized academic monitoring;
- family engagement and support;
- post-secondary exploration and dual credit opportunities; and
- regular school and family communication.

Most effective implementation methods reported by projects for the strategy addressing support to OSY included (1) targeted, personalized support for OSY; (2) coordination with other programs and school staff; (3) family-centered and inclusive programming; (4) use of career readiness tools and structured

learning support; and (5) flexible, accessible learning opportunities (e.g., day/evening sessions, home visits, support tailored to schedules and life situations).

Most effective implementation methods reported by projects for the strategy addressing SEL supports included (1) strong coordination and collaboration between staff and with service providers, (2) individualized support and family engagement, (3) integration of community resources and wrap-around services, (4) continuous student check-ins and SEL interventions, (5) creating safe spaces and supportive school environments, and (6) providing access to needs-based support services.

Non-Instructional Support Services

The Kansas Title IC Program offers a range of support services to migratory students, including guidance counseling, health and dental services, educational supplies, and transportation. The program also actively collaborates with other agencies and programs to enhance service delivery. In addition to student support, the program equips parents with training, resources, and support to help them effectively engage in their child's education. To ensure staff are well-prepared to meet the unique needs of migratory students and families, the program provides comprehensive professional development opportunities. These include statewide Title IC trainings and meetings, local workshops, collaborative staff sessions during summer programming, and participation in CIG training initiatives.

In 2023-24, all four MPOs for this goal area were met. Ninety-nine percent (99%) of staff responding to surveys reported that Title IC professional development increased their capacity to provide needs-based services, all (100%) projects/centers completing QSIs rated the implementation of Strategy 4.2 (counseling and advocacy) as "succeeding" or "exceeding", 98% of parents responding to surveys reported that the program helped their children increase knowledge of and access to services for which they are available, and 99% of parents responding reported that Title IC parent activities increased their skills for supporting their children's education.

The four strategies for this goal area received very high mean ratings (4.2 to 4.3). Most effective implementation methods reported by projects for the strategy addressing the provision of counseling and advocacy included advisory periods, collaborative school and community coordination, family engagement in post-secondary planning, individualized post-secondary planning, ongoing communication and outreach, and translations.

Most effective implementation methods reported by projects for the strategy addressing the provision of support services included:

- community education and empowerment;
- consistent family engagement and outreach;
- coordination with community service providers;
- proactive identification of support service needs; and
- translation and transportation.

Most effective implementation methods reported by projects for the strategy addressing parent engagement activities for parents included:

- collaboration with school-based family engagement specialists and other school-level staff;
- community-based events and resources;
- feedback-driven programming;
- home visits and individual parent meetings;

- MPAC meetings to share resources and strategies for academic and SEL support, host guest speakers, and offer needs-based sessions on topics like mental health, substance abuse, anti-bullying, and advocacy; and
- parent education and empowerment.

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 2022-23 evaluation report is on file with KSDE.

2022-23 Recommendations	Status
Continue to increase summer services.	The percentage of migratory children and youth served during summer 2024 was the same as in summer 2023 (70%). While this percentage is very high, it is less than the targets for summer services in the previous SDP's MPOs. Therefore, this will continue to be a recommendation.
Continue to provide training on the new SDP.	Kansas Title IC staff were provided ongoing training and support for implementing the new SDP by Kansas Title IC regional staff.
Review the MPOs during the next Evaluation Planning Team (EPT) meeting.	The MPOs were reviewed during the September 2024 EPT meeting; however, the group decided to hold off on adjusting targets for four of the MPOs that aligned to the new SDP's MPOs until the first year of evaluation data was determined. The team is currently reviewing the possible adjustments.
Increase professional development opportunities for Title IC staff.	During 2023-24, there were more training opportunities provided to Title IC staff than in 2022-23. In addition, training provided reflected staff PD needs. Training was provided on the new SDP, 2024-25 evaluation, iSOSY Student Portal, social-emotional learning, and planning for summer 2025.
Share effective practices in providing summer services to secondary aged migratory students and youth.	Kansas Title IC staff were provided with opportunities to share effective practices and information about summer 2023 services to secondary aged migratory students and youth during 2024-25 meetings and professional development.

Evaluator Recommendations

Continue to focus on summer services to ensure student learning and support needs are met.

Continued focus on summer services remains essential to meeting the learning and support services needs of migratory children and youth. In summer 2024, 70% of migratory students received Title IC services -- the same percentage as in summer 2023. While this level of service is relatively high, it falls short of the 80% target established by the previous SDP Committee. This indicates an ongoing need to expand outreach and service delivery to ensure that as many migratory children and youth present in Kansas during the summer as possible are reached and supported through Title IC programming.

Review the MPOs during the next EPT meeting. During the next EPT meeting, review the current MPOs that are applicable to the 2023-24 MPOs to ensure that the targets reflect the 2023-24 evaluation results.

Increase professional development opportunities for Title IC staff. Many Title IC staff responding to the Staff Survey reported that they would like to receive more professional development from the program. Some identified specific training needs (e.g., new staff training, hands-on activities, tutoring resources, math activities, services to OSY, early childhood service ideas, mandated reporting clarity, sharing of effective practices).

Consider the recommendations made by staff for informing the implementation of the Kansas Title IC Program, professional development for staff, and possibly share the recommendations with the local projects to inform their own program improvement. The following were trends of staff recommendations addressing student services and programming.

- A strong trend across comments is the desire for increased instruction support. Suggestions included more tutors, paras, and instructional support staff; targeted interventions in reading and math; and better alignment with special education needs, including support for students who may qualify but are not evaluated due to frequent moves.
- Several staff noted that transportation is a barrier. Staff explicitly noted the need for transportation to school, events and services, and for families.
- Staff expressed interest in extending summer learning opportunities (e.g., summer school programs, summer camps, enrichment activities to prevent reading loss).
- Several staff suggestions addressed increased graduation and post-secondary preparation including covering graduation expenses; providing students with guidance on job opportunities, college pathways, and financial aid; and providing clearer transition services for high school students.
- Staff frequently made recommendations about services to preschoolers including the need for more hands-on preschool resources, services for pre-K students who are not enrolled in school, and outreach to families with young children.
- Staff reported that students with potential learning disabilities often go unevaluated due to mobility, and that there was a need for support to bridge SPED gaps.

The following were trends of staff recommendations addressing parent/family services and engagement.

- Staff comments address language-accessible communication including accurate translations, culturally relevant communication, and improved language access for parent-school interaction
- Suggestions for parent education and training included literacy/math nights, workshops on helping children at home, ESL classes for parents, and training addressing parenting and parent engagement.
- Staff suggestions for family support needs commonly addressed transportation for families, community support connections, and welcoming spaces or facilities for parent events.

The following are trends in staff suggestions for Title IC in general.

- Across multiple comments, staff made requests addressing Title IC funding including more overall funding, higher pay for paras, funding for more support staff, and resources for recruitment.
- Staff suggestions addressing ID&R included the need for more recruiters, recruitment organized by school board area, clearer identity/authentication for staff during outreach, and better equipped recruiters (e.g., professional email addresses).
- Staff suggestions addressing reduced paperwork and more efficient systems included digitizing data submission, simplifying paperwork, and reducing administrative burden to free up time for direct services.
- Some staff recommend stronger collaboration with school districts. Recommendations included annual KSDE communication to districts, reinforcement of the importance of Home Language Surveys, and better district awareness of Title IC's role.

The following are trends in staff suggestions for professional development.

- Staff recommendations for PD included a state-level Title IC conference, PD at the beginning of the year for new staff, online or hybrid training formats, and statewide training opportunities. Staff recommended more practical, hands-on materials and strategies including hands-on activities, visual tools, math and reading strategies, and classroom-ready resources.
- Training topics addressed included migratory student needs; academic interventions, especially for math; working with OSY; supporting families with low engagement; understanding program boundaries; and community resource navigation.

Consider the recommendations made by migratory parents. Parent feedback centered on the need for expanded services, stronger communication, more staff, and more community visibility. The following were trends of parent recommendations addressing student services and programming.

- Many parents requested expanded summer learning opportunities such as more summer school days, longer summer school schedules, and additional enrichment and learning activities.
- Parent suggestions included increased academic support at home such as help with homework, tutorials at home or after school, reading materials and educational books, and art materials, educational toys, and enrichment resources.
- Some parents requested support during school enrollment including help registering their children for school and guidance navigating school systems and paperwork.
- Parents requested more teacher support - more teachers or aides to support students and additional staff for children struggling with English.

The following were trends of parent recommendations addressing parent and family services.

- Parents requested more family engagement activities including more fun activities for families (walks, park events, sports groups), opportunities for families to share time together, and activities on weekends (especially Saturdays).
- Parents repeatedly asked for English language learning for adults (e.g., English classes, help with English vocabulary, support from certified ESL teachers).
- Parents requested parenting and life skills classes.
- Parents asked for employment and community resource support including help finding jobs, information about free community resources, work programs for parents, childcare while parents work, and legal assistance, including for programs like DACA.
- Parents want childcare during parent programming, accessible scheduling (e.g., events offered in the evenings or on Saturdays), and transportation provided for families to attend.

The following were trends of parent recommendations addressing communication.

- Parents want more communication about their children's progress and more information about school happenings.
- Parents requested increased communication from Title IC staff. Suggestions included better communication about the program's benefits, more direct contact from staff, communication via email or other accessible formats, and stronger follow-up based on concerns and needs.
- Parents suggested increasing the presence of Title IC such as more presence on social media, more availability of program information in the community, and a stronger community footprint.

The following were trends of parent recommendations addressing program operations.

- Parents explicitly requested more staff members including assistants, teachers or aides who speak Spanish, and staff who speak languages besides English and Spanish.
- Parent suggestions address more resources and funding (e.g., more program resources, greater budgets for activities, more reading materials and educational tools).
- There were multiple requests from parents for more home visits.
- Parents asked for support with basic needs (e.g., help with clothes and food, assistance with Wi-Fi).

In conclusion, during 2023-24, the Kansas Title IC Program 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 over 4,200 migratory children and youth. 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; Title IC 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 Title IC Program.

- *Everything is excellent.*
- *Everything is very good and very organized. Everyone is excellent.*
- *Excellent work. It is a very helpful program for our children.*
- *I absolutely love our advocate. Her communication with me and the whole family has been amazing!*
- *I have had a great experience with my advocate. She is helpful and very attentive to our needs.*
- *I think the program is great. They do all they can to meet our goals.*
- *I think they do a lot for the students.*
- *Our family is very pleased with the program.*
- *Thank you for all the help and support with school, summer kits, all the resources, and the calls and encouragement.*
- *Thank you for the summer kits and back-to-school supplies, and for always being willing to help us!*
- *The information and support provided is very good.*
- *The program has been of great help to us.*
- *The staff does an amazing job.*
- *They are doing their jobs perfectly.*
- *They helped us a lot. It is a super important program.*
- *Whenever we have questions or need more help, they help us.*

Appendix A

Parent Involvement Activities in 2023-24

Project	Date(s)	Title/Topics/Venues	# Parents
Emporia	Aug. 2023	"Vamos a Pescar" - "Let's Go Fishing" Event	26
Shawnee Mission	08/09/23	Program Engagement & Back to School Event/School Supply Distribution	23
Liberal	08/10/23	MPAC Mtg	37
Syracuse	08/14/23	Back to School Bash	100
Ulysses	08/15/23	MPAC Meeting, School Supplies & How to Help Student at Home	25
Southern KS	08/22/23	4H Collaboration	8
Moscow	08/24/23	Open House	3
Elkhart	08/29/23	Parent Meeting Welcome to school year, community services information	6
Syracuse	08/29/23	Mexican Consulate	N/R
Cimarron	08/31/23	Parent Trainings: PowerSchool/School Staff Roles	8
Syracuse	09/05/23	Introduction to PTO meeting	15
Shawnee Mission	09/06/23	Back to School Event/Community Resources	17
Garden City	09/13/23	ESL Family Night	20
Southern KS	09/19/23	4H Collaboration	8
Cimarron	09/28/23	School Nurse: When Not to Send Kids to School	6
Great Bend	09/28/23	Learning to be an Educational Advocate for Your Children	21
Garden City	09/30/23	Movie Night – MPAC Family Resources	21
Wichita	Oct. 2023	Parent/Teacher conferences	All
Emporia	Oct. 2023	LEAP! Into Health & Literacy - "Eat, Drink & Be Spooky"	21
Wichita	10/04/23	Creating Pneumatic Lifts: Middle Scholl Math & Science STEM Night	32
Dodge City	10/05/23	Literacy Cafe	14
Satanta	10/09/23	Literacy Night	2
Cheylin	10/10/23	Principal talk: ParentSquare, new school year	8
Elkhart	10/10/23	Family Literacy Night: vocabulary, literacy, math, science parent/child activities	3
Southern KS	10/12/23	501 Bilingual Literacy Night	23
Garden City	10/13/23	Family Resource Fair	50
Southern KS	10/13/23	De la Raza	8
Southern KS	10/17/23	4H Collaboration	8
Southern KS	10/23/23	Family Night @ Public Library	3
Garden City	10/25/23	Parents as Teachers Afghan Event	10
Cimarron	10/26/23	Local Services/GED Information	5
Syracuse	10/28/23	Hamilton county Community Health Fair	
Kansas City	11/01/23	Fall into Education; Overview of Infinite Campus and Diploma+	N/R
Wichita	11/01/23	Future Ready—Southeast HS: College and Career discussion with SE counselor. Topics include FAFSA, WSU Tech, and resources available from College and Careers	24
Southern KS	11/07/23	ESL Reading @ First Methodist Church	3
Syracuse	11/09/23	Math/Literacy Night	24
Southern KS	11/14/23	4H Collaboration	8
Ulysses	11/15/23	MPAC Meeting & Compass Behavior Health	15
Hugoton	11/16/23	MPAC Meeting / Parent Resources	15
Satanta	11/16/23	Family Thanksgiving Dinner	2
Syracuse	11/20/23	MPAC- the Family School Partnership	15
Wichita	11/28/23	Future Ready—North HS. College and Career discussion with North counselor. Topics include FAFSA, WSU Tech, and resources available from College and Careers	8
Cimarron	11/30/23	Compass/Crisis Center Information Night	6
Emporia	12/2023	LEAP Into Health & Literacy - "Holly Jolly & Healthy Christmas"	21
Wichita	12/01/23	MPAC Meeting: Explanation of Title IC, Importance of Reading/Sleeping, City Library Sign-Up	8
Garden City	12/07/23	Haitian Creole Family Orientation	6
Moscow	12/08/23	Movie Night - Christmas Themed movie	7
Southern KS	12/08/23	Linn MPAC	8
Southern KS	12/12/23	Math/Reading Activities with Parents and Students	4

Project	Date(s)	Title/Topics/Venues	# Parents
Shawnee Mission	12/13/23	Family Engagement Night/Holiday Meal Distribution	25
Dodge City	12/18/23	Cookie Decorating & Community Storytime	45
Cimarron	12/28/23	Health Department/Flu and COVID	2
Emporia	Jan. 2024	"FAFSA" Podcast	N/R*
Syracuse	01/22/24	Book Party Program-Just Right Reader	15
Southern KS	01/22/24	Reading/Vocabulary Bilingual Reading	4
Elkhart	01/23/24	Family Literacy Night to engage families with each other via literacy activities	4
Great Bend	01/24/24	Preventing Bullying	26
Ulysses	01/24/24	MPAC Meeting: Genesis Health	13
Cimarron	01/25/24	Police Department/Car Seat Safety	5
Wichita	Feb. 2024	Parent/Teacher conferences	All
Emporia	Feb. 2024	LEAP! Into Health & Literacy "Happy Healthy Hearts"	21
Emporia	Feb. 2024	FHTC Hispanic Family Night "En Esto Juntos"	17
Dodge City	02/02/24	4th grade Parent Activity - Wax Museum	40
Southern KS	02/02/24	ACES	3
Wichita	02/05/24	Friendship & Literacy K-5 Reading/Comprehension/Language Acq/Math Night	46
Dodge City	02/07/24	Project Impact/K-State Event	13
Southern KS	02/10/24	Immigration Lawyer	8
Satanta	02/13/24	Literacy Night	1
Syracuse	02/15/24	Reading Academy Parent Presentation	17
Southern KS	02/17/24	Electronic Cigarette- OSY Student Portal	5
Dodge City	02/20/24	Mental Health & Cognitive Development	16
Wichita	02/20/24	Future Ready—Southeast HS College and Career with WSU Tech staff	22
Southern KS	02/25/24	ITIN Assistance	8
Garden City	02/28/24	Afghan Family Orientation	10
Cimarron	02/29/24	Sharing Cultures	7
Emporia	Mar. 2024	"School Lockdowns" - Podcast	N/R
Emporia	Mar. 2024	ESU "Cesar Chavez Day"	9
Great Bend	03/06/24	The Hazards & Consequences of Vaping	15
Kansas City	03/06/24	Spring into our Community - community based resources/building connections	N/R
Wichita	03/07/24	WSU Tech Visit	12
Wichita	03/08/24	Future Ready—East HS College and Career discussion with East counselor Topics include FAFSA, WSU Tech, and resources available from College and Careers	15
Shawnee Mission	03/19/24	Summer Enrichment Information Night	15
Dodge City	03/20/24	FAFSA Event	20
Dodge City	03/21/24	EXITO Family Day	10
Dodge City	03/22/24	EXITO Board Game Night	30
Dodge City	03/26/24	Community Resource Fair	60
Ulysses	03/27/24	MPAC Meeting: Academic Support at Home	10
Cimarron	03/28/24	Family Math/Reading Night	5
Ulysses	03/28/24	State MPAC Meeting	8
Southern KS	04/01/24	Early Childhood Reading @ public library	4
Dodge City	04/02/24	Engage Dodge	2
Syracuse	04/02/24	MPAC-Supporting your Child's Emotional Well Being	N/R
Dodge City	04/04/24	Primera Cafecito	11
Liberal	4/4-5/24	Statewide MPAC Mtg	5
Great Bend	04/05/24	State MPAC Meeting	7
Syracuse	04/05/24	MPAC- Wichita	3
Wichita	04/05/24	State MPAC Meeting	26
Southern KS	04/05/24	MPAC- Wichita	5
Dodge City	04/09/24	Engage Dodge	2
Moscow	04/11/24	Family Game Night	7
Dodge City	04/16/24	Engage Dodge	2
Southern KS	04/16/24	Reading Around the World at Quinton Heights	17
Great Bend	04/17/24	Family Game Night	51
Dodge City	04/18/24	FAFSA Event	5
Dodge City	04/19/24	FAFSA Event	5

Project	Date(s)	Title/Topics/Venues	# Parents
Wichita	04/19/24	Toddler Teeth P0-5 Presentation for WSU Dental Hygienist---Reading/Math/Fine Motor Activities with Parents	11
Pittsburg	04/23/24	Transition to High School	5
Cimarron	04/25/24	Fire Safety	8
Dodge City	04/25/24	Dia del Nino	150
Dodge City	04/26/24	Exito family nights	13
Dodge City	04/26/24	Parent Breakfast	40
Dodge City	04/28/24	Linn Grill and Chill	60
Syracuse	04/29/24	Migratory/Farmworker Health Programs	33
Dodge City	04/30/24	Engage Dodge	2
Dodge City	04/30/24	Children's Day	123
Pittsburg	04/30/24	High School Credit	4
Emporia	May 2024	LEAP! Into Health & Literacy "Tropical Beach Party"	21
Cheylin	05/02/24	Summer Services, Summer Activities, Summer Packet Info	9
Dodge City	05/02/24	Primera Cafecito	11
Kansas City	05/08/24	Congratulations Grads & Transitioning students	N/R
Cimarron	05/09/24	Summer Services/Library Information	9
Wichita	05/09/24	Literacy with Love P0-5 Parent/Toddler Activities with a visit to the City Library	9
Southern KS	05/11/24	Stress – Student Portal	7
Ulysses	05/14/24	MPAC Meeting: OSY Services & Parent Survey	10
Olathe	05/15/24	Family Night	0
Liberal	05/16/24	MPAC Mtg	28
Ulysses	05/21/24	MPAC to Topeka	8
Dodge City	05/23/24	Parent Breakfast	65
Shawnee Mission	05/23/24	Year-End Event/Meal Distribution/Summer Enrichment Sign-up	25
Emporia	June 2024	Career Curiosities Tours - Summer Academy	N/R
Emporia	June 2024	"FHTC Tour - Technical Career Pathways	11
Emporia	June 2024	The Granada Theater - Job openings and career opportunities in the arts	13
Emporia	June 2024	Fort Hays State University "Hispanic Summer Institute"	7
Cimarron	06/03/24	MPAC/PARK	6
Southern KS	06/03/24	STEM Reading – Students and Parents	10
Garden City	06/08/24	MPAC Summer Fair	100
Southern KS	06/14/24	Summer Night Reading	3
Cimarron	06/15/24	Conscious Discipline	6
Emporia	July 2024	Newman Regional Health Tour - Chat with industry professionals and learn about their career pathways, and Learn what it takes to get started in a Health & Bio Science and adjacent careers!	13
Emporia	July 2024	Emporia Area Chamber & Visit Emporia Tour: See what opportunities are available for you to take advantage of, talk to business management professionals about their career pathways	2
Emporia	Aug. 2024	Norfolk Iron and Metal Tour: Have the opportunity to visit the plant and learn about daily operations and talk to professionals about their career.	13
Lakin	08/01/24	Title IC Enrollment Night	N/A
Hugoton	08/25/24	MPAC Meeting/Stevens County Library	17
Wichita	Monthly	Monthly home visits: Advocates met with middle school students/parents to discuss attendance, academics, set goals, and discuss needs.	All
Total Number of Parents			2,291

Source: Kansas Title IC QSI's

*N/R = Not Reported

Appendix B

Staff Professional Development in 2023-24

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
S KS Region	08/01/23	X	X	X	X	X	X	Kick Off- SEL, iSOSY lessons, recruitment, book study, Eudora Virtual Learning	9
NKESC	8/7-8/23	X		X				Inservice	8
Liberal	08/09/23						X	KSDE SECURITY	1
Ulysses	08/10/23	X	X	X				Reading small group best practices	4
Wichita	08/10/23	X	X	X		X		EC/MES/ESOL In-service	3
Garden City	08/11/23						X	Compliance training	30
Hugoton	08/15/24			X				Paraprofessional Training	6
Satanta	08/17/23	X						Structured Literacy/Dyslexia training	1
Great Bend	08/21/23	X	X	X	X		X	Staff Meeting	5
Wichita	08/31/24	X	X	X	X	X	X	Staff Meeting: COEs, caseloads, school visits, due dates, program review, rec. training, planed elementary reading nights, updated brochures, backpack-supplies	5
Garden City	09/05/23	X	X	X	X		X	MPAC meeting	5
Moscow	09/06/23						X	Emergency Safety Intervention & Intro to De-escalation	1
Moscow	09/06/23						X	Preventing Abuse & Mandated Reporting	1
Moscow	09/06/23						X	Education for the Homeless (Title IX): McKinney-Vento	1
Moscow	09/06/23						X	Suicide Awareness and Prevention	1
Moscow	09/06/23						X	Bullying Awareness and Prevention	1
Moscow	09/06/23						X	FERPA/HIPPA	1
Dodge City	09/12/23						X	Parent Liaison Meeting	19
Shawnee Mission	09/14/23			X	X	X		Mentor Meeting and Training	13
Hugoton	09/16/24			X				MPAC Meeting	2
S KS Region	09/19/23					X	X	Weather Channel, MPAC, Immigration Advocacy Network, GED/HSED, new enrollment	9
Satanta	09/20/23	X	X					EL Student Assistance/Comprehension Resources	1
Dodge City	9/25-26/23	X						MOTIVOS VPD #1 - Miller	74
S KS Region	9/26-28/23	X	X		X	X		Reading resources, math and empowering families-Consortium Incentive Training	5
Garden City	09/26/23						X	KSDE LCP quarterly meeting	1
Wichita	09/27/23	X	X	X	X	X	X	Saff Meeting: Activities, Caseloads, COE Reviews, MPAC, MS Cultural nights, Tutors	5
Dodge City	10/02/23						X	Interventionist Para Training	10
Garden City	10/2-5/23						X	Recruiter training	2
Dodge City	10/03/23	X					X	ILPS w/ DCMS	47
Dodge City	10/3-4/23	X						MOTIVOS VPD #1 - Linn	74
Shawnee Mission	10/05/23	X	X	X	X		X	PFS Overview & Training	14
Wichita	10/06/23			X				DCF/ IRIS TRAINING	3
Dodge City	10/09/23	X	X					EVI w/ New Teachers	54
Dodge City	10/10-11/23	X						MOTIVOS VPD #1 - Central	74
Dodge City	10/10-12/23	X						MOTIVOS VPD #1 - Soule	74
Ulysses	10/11/23						X	Best practice in de-escalation techniques	4
Kansas City	10/12/23						X	Collaboration with SMSD and Olathe	4
NKESC	10/12/23						X	Positive Team Training	6
Pittsburg	10/13/23	X	X	X	X			MIDTESOL - conference	6
Ulysses	10/13/23	X						Best practice in developing reading & writing skills	4
Great Bend	10/16/23	X	X	X	X		X	Staff Meeting	5
S KS Region	10/17/24						X	Cultural Barriers and iSOSY lessons, book study	9
Dodge City	10/19/23	X						Elementary MOTIVOS In-Person #2	197
Dodge City	10/19/23	X						DCHS MOTIVOS In-Person #1	81

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Kansas City	10/19/23						X	Newcomer Orientation	2
Pittsburg	10/19/23						X	Database	1
Dodge City	10/20/23	X						MOTIVOS In-Person PD w/ DCMS	70
Kansas City	10/20/23						X	State Title IC Community of Practice	4
Syracuse	10/20/23						X	State Title IC Community of Practice	1
Wichita	10/20/23	X		X	X	X		Team Planning Meeting	3
Wichita	10/23/23	X	X	X	X	X	X	Staff Meeting: COES expiring, caseloads, ASQ, Elementary reading nights, STEM nights for MS, MPAC planning, Distribution of donations, private school families, COEs with Griselda (State Rec)	5
Wichita	10/27/23						X	Operation Holiday Training	3
Syracuse	10/28/23						X	Community Health	2
Dodge City	10/31/23	X						EVI w/ DCMS - Session 3	51
Dodge City	10/31-11/2/23	X						MOTIVOS VPD #2 - Soule	74
Wichita	11/01/23					X		WPS Travel App - Teams Training	3
NKESC	11/07/23						X	Positive Leadership Training	4
Garden City	11/08/23						X	KSDE Title IC Zoom	3
Kansas City	11/08/23						X	KIDS and Migrant Web support Webinar	4
Ulysses	11/08/23	X	X					Best practice for small group instruction	4
Wichita	11/11/23			X	X	X	X	Policy and Procedures	3
Dodge City	11/14/23	X	X					EVI w/ DCMS - Session 4	40
S KS Region	11/14/23					X	X	iOSY STAT lessons, Team Meeting, data	9
Dodge City	11/14-15/23	X						MOTIVOS VPD #2 - Central	74
Cimmaron	11/15/23						X	State Title IC 2023-24 Evaluation Training	1
Dodge City	11/15/23	X					X	Interventionist Para Training	11
Olathe	11/15/23						X	State Title IC 2023-24 Evaluation Training 2023-24	4
Wichita	11/17/23					X		USD 259 Migratory/Non-Citizen Meeting	3
Shawnee Mission	11/20/23					X	X	QSI Meeting	6
Wichita	11/21/23	X	X	X	X	X	X	Staff Meeting: Logs, MPAC, Caseload, Operation Holiday, Bus issues, tutoring, MS Stem night, students who age out, Scholarship meetings, HS meetings, Expired COEs coming up, home literacy visits	5
Great Bend	11/27/23	X	X	X	X		X	Staff Meeting	5
Dodge City	11/28-29/23	X						MOTIVOS VPD #2 - Linn	74
Syracuse	11/29/23	X						para training-vocabulary	1
NKESC	11/29/23	X	X		X	X		Staff Meeting Recruiting and Services Tactics	6
Wichita	11/30/23	X	X	X	X	X	X	Staff Meeting: Caseloads, program closet, HS nights, COEs, Elem Nights, Operation Holiday, WIGS and Leads	5
Dodge City	12/4-5/23	X						MOTIVOS VPD #2 - Miller	74
Dodge City	12/05/23	X	X					EVI w/ DCMS - Session 5	50
Garden City	12/05/23						X	Title IC national updates	3
Wichita	12/05/23						X	Working Effectively with Interpreters	3
Wichita	12/05/23				X	X		Changes in the National COE	3
Hugoton	12/05/24						X	National COE	1
Kansas City	12/06/23						X	Collaboration with SMSD and Olathe	4
S KS Region	12/06/23					X	X	Book Study, SEL, iOSY, Holiday Event	9
Kansas City	12/07/23						X	Evaluation Technical Assistance Training	4
Syracuse	12/12/23						X	EOY Evaluation and Documentation	2
Dodge City	12/13/23	X						Interventionist Para Training	11
Ulysses	12/13/23	X						Best practice for ELLs	4
Wichita	12/13/23	X	X	X	X	X	X	Staff Meeting: COE work, updates to devise, Semester Print, LOGS, Friendship-Literacy events	5
Cheylin	12/14/23	X	X	X				Evaluation Training with Janet Reynolds	2
NKESC	12/15/23	X	X	X	X	X	X	MPAC MEETING Oakley	4
Kansas City	12/18/23						X	Title IC Director's Meeting	1

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Ulysses	01/03/24	X						Best practice in writing instruction for ELL	4
Wichita	01/03/24			X	X	X	X	Title IC Handbook	3
Wichita	01/03/24	X	X	X	X	X	X	Staff Meeting: COEs expiring, caseloads, ASQ, elem reading nights, MPAC planning, COEs (State Rec)	5
Garden City	01/05/24						X	District Title IC training	15
Moscow	01/07/24		X					Evaluation Training with Moscow and Elkhart	1
Wichita	01/13/24						X	Meeting with DCF	3
Liberal	01/16/24						X	Evaluation Training Program	2
S KS Region	01/16/24	X	X	X	X	X	X	Staff Meeting: update EVL, Resources, iSOSY lessons	9
Dodge City	1/16-18/24	X					X	MOTIVOS VPD #3	74
Moscow	01/17/23		X					Evaluation Training & Technical Assistance	1
NKESC	01/17/24	X	X		X	X		Staff Meeting	6
Pittsburg	01/19/24	X	X	X	X	X		Collaboration	1
Dodge City	01/22/24	X						Interventionist Para Training	11
Great Bend	01/22/24	X	X	X	X		X	Staff Meeting	4
Hugoton	01/23/24						X	Program Evaluation Training	1
Dodge City	1/23-24/24	X						MOTIVOS VPD #3	74
Syracuse	01/24/24	X	X					Para training- math and reading	1
Wichita	01/24/24	X	X	X	X	X	X	Saff Meeting: Caseloads, WIGS/LEADS, reading activities, ASQs, COEs, Kindergarten Readiness books and services, Language support aides, MPAC State meeting, Spring event, summer school, graduation students.	5
Deerfield	01/25/24					X		ID&R Data Training	1
Garden City	01/25/24						X	Data Training	2
Liberal	01/25/24						X	ID&R and Data Training all day in DC	1
Syracuse	01/25/24						X	ID&R	2
Wichita	01/25/24	X	X	X	X	X	X	State Training	2
Olathe	01/26/23						X	Community of Caring/Practice PD	3
Garden City	01/26/24						X	KSDE LCP quarterly meeting	1
Syracuse	01/26/24						X	State Community of Practice-Program design/successes	2
Wichita	01/26/24				X	X		State Community of Practice	3
Wichita	01/26/24				X		X	New Resource Training: The AT&T Achievery and New Digital Learning Resources	3
Hugoton	01/29/24			X				FAFSA/ Parent Night	3
Dodge City	01/30/24						X	Parent Liaison Meeting	19
NKESC	01/31/24	X	X		X	X		Connect Team Meeting Led by Alejandro and Tim	6
Satanta	02/02/24						X	What do we do with all this Data?	1
Cheylin	02/06/24						X	Providing services to migratory students	1
Deerfield	02/06/24		X					ID&R - Data training	1
Hugoton	02/06/24						X	ID&R Training	1
Syracuse	02/06/24						X	Migratory Homeless Cadre	2
Wichita	02/08/24				X	X		New Resource Training: The AT&T Achievery and New Digital Learning Resources	3
Dodge City	2/12-13/24	X						MOTIVOS VPD #3	74
S KS Region	02/13/24						X	Book study, recruitment	9
Dodge City	02/19/24	X					X	Interventionist Para Training	11
Hugoton	02/20/24						X	MSIX Cyber Sec. Training	1
Liberal	02/20/24						X	MSIC Secure Access Training	1
Dodge City	2/20-21/24	X						MOTIVOS VPD #3	74
Dodge City	02/28/24	X						MOTIVOS Para Training - Miller	12
Wichita	02/28/24	X	X	X	X	X	X	Staff Meeting: Parent Surveys, Summer School, HS Lunch meetings, State MPAC, training review, event supports, literacy activities	5
Dodge City	03/01/24	X						MOTIVOS Para Training - Soule	7
Moscow	03/04/24		X					ID&R State Date w/Tino Rosales and Carlos Cardoza	1
Wichita	03/05/24	X	X	X	X	X	X	State Training	2
Dodge City	03/06/24	X						MOTIVOS Para Training - Miller	13

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
NKESC	03/06/24	X	X		X	X		Staff Meeting	5
Ulysses	03/08/24	X						Best practice reading instruction & making connections	4
Emporia	03/22/24						X	Data and ID&R Training	1
Great Bend	03/22/24						X	ID&R Meeting	2
Kansas City	03/22/24						X	MSIX ID&R and MIS2000 Training	4
Pittsburg	03/22/24						X	IDR Training	1
Shawnee Mission	03/22/24	X	X	X	X	X	X	State Title IC Training Event	2
Dodge City	03/25/24	X					X	Interventionist Para Training	11
Great Bend	03/25/24	X	X	X	X		X	Staff Meeting	6
Dodge City	03/26/24	X						MOTIVOS PD @ DCMS	51
S KS Region	03/26/24					X	X	Team Meeting iSOSY lessons, ID&R	9
Dodge City	03/27/24	X						MOTIVOS Para Training - Linn	16
Dodge City	03/27/24	X						MOTIVOS Para Training - Central	18
Elkhart	03/27/24						X	RIF "Designing your Family Literacy Night"	1
Wichita	03/27/24	X	X	X	X	X	X	Staff Meeting: Caseloads, MPAC Meeting, summer school, donations, and planning, Spring Event	5
Dodge City	03/28/24	X	X				X	Translation PD @ Beeson	25
Kansas City	03/28/24						X	MSIX Training via Zoom	4
Dodge City	04/03/24	X						MOTIVOS Para Training - Central	18
Elkhart	04/03/24	X	X				X	Acellus Teacher Training	1
Liberal	04/05/24			X				State MPAC Mtg	1
Syracuse	04/05/24						X	State MPAC meeting	2
Wichita	04/05/24			X			X	State MPAC meeting held in Wichita	3
Elkhart	04/09/24	X						Crayola Education: Read Along, Draw Along	1
Elkhart	04/09/24	X						Crayola Education: Read Along, Draw Along	1
Great Bend	04/09/24						X	ID&R Training - Zoom	2
S KS Region	04/09/24							ID7R, data	9
Dodge City	04/10/24	X	X				X	Para Translation PD - DCMS	19
Dodge City	04/10/24	X	X				X	Para Translation PD - Beeson	20
Garden City	04/10/24						X	KSDE LCP quarterly meeting	1
Great Bend	04/10/24						X	ID&R Training - Zoom	2
NKESC	04/11/24	X	X	X	X	X	X	Hays MPAC Meeting	4
Syracuse	04/15/24						X	Community Recruitment	1
Deerfield	04/16/24		X					Scenarios Refreshers	1
Dodge City	04/16/24	X						MOTIVOS PD @ DCMS	49
Elkhart	04/16/24						X	KS K-12 Cyber Security and Data Privacy Training	1
Elkhart	04/16/24						X	Recruiter Training	1
Liberal	04/16/24						X	Eligibility Scenarios	1
Elkhart	04/17/24						X	Recruiter Training	1
Elkhart	04/18/24						X	Recruiter Training	1
Elkhart	04/19/24						X	Recruiter Training	1
Syracuse	04/19/24						X	State Community of Practice-Summer Services	2
Shawnee Mission	4/21-24/24	X	X	X	X	X	X	National Conference	2
Dodge City	4/21-24/24	X	X	X	X		X	National Conference	16
Great Bend	4/21-24/24	X	X	X	X	X		National Conference	6
Olathe	4/21-24/24						X	National Conference	2
Wichita	04/22/24	X	X	X	X	X	X	Staff Meeting: COE work, Logs, KSDE log ins, MPAC, Play group follow up, ASQ Data	5
Syracuse	04/24/24		X					Para Training math	1
Liberal	04/26/24						X	COP Training	1
Pittsburg	04/26/24	X	X	X	X	X		State Meeting - collaboration	1
Elkhart	04/29/24	X						RIF "Read Aloud Every Day in Every Way"	1
Olathe	04/29/24						X	Community of Caring/Practice PD	2
Ulysses	04/29/24	X	X					Student data & note taking	4
NKESC	05/01/24	X	X				X	Staff Meeting-State decision to move program	6

Project	Date(s)	R	M	SR	G	OSY	O	Title/Topic	# Staff
Lakin	05/01/24						X	ID&R Meeting	1
Lakin	05/01/24					X		Evaluation Tools Training	1
Dodge City	05/03/24	X						Elementary MOTIVOS In-Person #3	106
Dodge City	05/03/24	X						DCHS MOTIVOS In-Person #2	87
Lakin	05/03/24						X	Grade School Meeting with staff about Title 1 Part C summer program	1
Lakin	05/06/24						X	Meeting with Tino Rosales Training	1
S KS Region	05/07/24	X	X	X	X	X		Summer Planning	9
S KS Region	05/14/24						X	ID&R Webinar	3
Wichita	05/20/24	X	X	X	X	X	X	Staff Meeting: Summer School, Summer services, Wrap up events, Upcoming trainings	5
Dodge City	05/21/24						X	Parent Liaison Meeting	18
Cheylin	05/22/24						X	ID&R Training for Recruitment	1
Hugoton	05/22/24						X	Data for Category 2	1
Kansas City	05/22/24						X	Data for Category #2 Summer Sessions	4
Shawnee Mission	05/22/24			X	X		X	KSDE Title IC Summer Meeting	2
Syracuse	05/22/24						X	Data for Category 2	1
Lakin	06/03/24		X	X				Summer School Math	1
Dodge City	6/3-13/24	X	X					MOTIVOS Summer Institute	116
Dodge City	06/04/24	X	X				X	ESOL Para Training - Summer Institute	33
Garden City	06/08/24	X	X	X	X		X	MPAC meeting	6
Kansas City	06/26/24						X	MIS/MSIX Summer Data	4
Wichita	06/26/24	X	X	X	X	X	X	Staff Meeting: High School support follow up, COE work, parent surveys and East High follow up	5
Kansas City	Monthly	X		X	X		X	Department training and data sourcing	4
Kansas City	Monthly	X	X	X	X		X	Team meeting w/embedded PD around strategies	4
Cimmaron	N/R						X	IDR Training Module 1	1
Cimmaron	N/R						X	IDR Training Module 2	1
Cimmaron	N/R						X	IDR Training Module 3&4	1
Cimmaron	N/R						X	2024 ID&R and Data Training KS-West Region	1
Cimmaron	N/R						X	Conscious Discipline	1
Cimmaron	N/R	X	X	X	X	X		EL Para training	1
Total		103	66	54	52	48	141		2,803

Source: Kansas Title IC Director Tacking Forms