



**U.S. Department of Education
Contracts and Purchasing Operation, Group A
400 Maryland Avenue, SW
Washington, DC 20202**

**Records Exchange Advice,
Communication, and Technical Support
(REACTS)**

Kentucky Trip Report

June 13, 2013

Version 1.0

June 13, 2013
Prepared for:
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Prepared by:
Novel Management Group LLC.
241 Peachtree Street NE
Suite 400
Atlanta, GA 30303

Document History

Description	Author	Version	Date
Initial Draft	Keith Scott	V0.1	May 10, 2013
Content Edits	Andrea Carter	V0.2	May 21, 2013
Additional Edits	Alejandra Vélez-Shafi	V0.3	May 22, 2013
Additional Edits	Andrea Carter	V0.4	May 31, 2013
Incorporated KY Team edits	Andrea Carter	V1.0	June 13, 2013

Table of Contents

1	EXECUTIVE SUMMARY	3
2	MEETING MINUTES	5
2.1	ATTENDEES.....	5
2.2	DISCUSSION SUMMARY.....	6
2.3	ACTION ITEMS	8
3	STATE PROFILE RESULTS	9
4	ASSESSMENT TOOL RESULTS	11
4.1	STATE SELF-ASSESSMENT TOOL (SSAT) OVERVIEW	11
4.2	STATE SELF-ASSESSMENT TOOL (SSAT) RESULTS	11
5	STRATEGIES.....	17
5.1	STRATEGY OVERVIEW	17
5.2	STRATEGIES IDENTIFIED	17
6	KEY PERFORMANCE MEASURE	20
7	GLOSSARY OF TERMS.....	25

1 Executive Summary

The Records Exchange Advice, Communication and Technical Support (REACTS) Team met with representatives from the Kentucky Migrant Education Program (KYMED) on May 9 - 10, 2013 in Frankfort, Kentucky. Prior to the site visit, on April 4, 2013, the REACTS Team reviewed the State Self-Assessment Tool (SSAT) with the Kentucky (KY) Team via conference call to explain the objective of the SSAT and how it would be used during the on-site working session. As a result, prior to the working session the KY Team answered 15 of the priority indicators set by the Office of Migrant Education (OME), along with 45 additional secondary indicators. In a second site visit preparation conference call, on April 17, 2013, both teams had the opportunity to ask clarifying and follow-up questions regarding the information contained in the completed KY SSAT.

With the participation of 14 KY staff members and 2 REACTS consultants, the agenda included:

- an explanation of the objective of the state site visit and a request for participant's input on what they expected to accomplish during the 2-day working session (day 1);
- a high-level overview of the Records Exchange Initiative (REI), the Migrant Student Information Exchange (MSIX), and the REACTS project (day 1);
- a review of the Minimum Data Elements (MDEs) required for MSIX (day 1);
- an informational session on MSIX basics aimed at leveling the knowledge level of the participants. It included an overall review of MSIX, resources available on the sign-in page, tips/suggestions for better student search results, the components and possible uses of the consolidated record, how to access/view/utilize all MSIX reports and a quick explanation of the Web services optional MSIX feature (day 1);
- an explanation and a sample of the approach the group would be following to identify issues, gaps and resolution strategies during the working session (day 1).

For the remainder of the session, the REACTS moderators led the meeting by going through each priority and state-selected SSAT indicator, capturing its cause-effect relationship, gaps in available resources and mitigation strategies to achieve issue resolution. Each identified strategy was mapped with short-term, mid-term, or long-term goals and timelines. The REACTS Team assisted the KY Team to identify specific resolutions for each strategy and quantified expected success scenarios. In addition, the REACTS Team reviewed with the KY Team the State-Strategic plan template authored by REACTS and discussed how to enter KY-specific information into the template.

During the recap session from Day 1, KY site visit participants commented that overall they now have a better understanding of the system and its capabilities. Specifically, the recruiters who were present were excited to use it to aid in their eligibility determinations and other recruiter-specific functions. The advocates commented that they plan to use the system to better plan

services for students, especially to plan summer programming. The data clerks mentioned that they really like the reports available and using them to help reconcile data. The state level participants added that they feel more comfortable overall using the system and have a better understanding of how everything comes together.

The KY Team agreed to participate in a follow-up meeting to review the REACTS KY Trip Report and provide feedback on omitted details or misrepresentations of the site visit discussion, if any.

The following key observations were made during the collaborative site visit:

1. The KY MEP has a varying level of MSIX expertise. The visit proved timely, as there are several new staff members throughout the state who have minimal expertise with MSIX and others who need a refresher of what MSIX has to offer.
2. The KY MEP is extremely interested in the MSIX system, especially the reports functionality. Many participants were able to discuss how the reports could be used to help improve their programming and be used to help the students.
3. The KY MEP is in the process of creating a state strategic plan. The REACTS visit proved timely, as everyone was able to work together to piece together a plan.
4. The site visit participants represent a variety of positions within the KY MEP. Having such a mix of stakeholders is advantageous, as all participants were able to reflect on and share how MSIX can be useful to their position.
5. The KY MEP is designed with a regional structure, in which the regional offices oversee the local district programs. Many of the strategies discussed will be implemented at the regional level for a trickle-down effect.
6. Several participants had participated in the train-the-trainer sessions previously held in Washington, D.C. They expressed frustration in that the training did not help them feel more comfortable on how to train others, but that, instead, it simply showed them the basics of the system, such as how to search for students, and how to access the system. They expressed that the informational session during day 1 of the REACTS site visit was extremely helpful in that it helped them connect the “how” to use the system with “why” they should use the system.

7. The KY MEP has a large number of MSIX accounts, but has found that around 25% of them are inactive. The REACTS visit proved timely, as strategies were developed to help mitigate this issue.

2 Meeting Minutes

Date	May 9-10, 2013
Location	Frankfort, KY
Materials / Handouts	<ol style="list-style-type: none"> 1. Attendee Sign-in Sheet 2. Site Visit Presentation 3. REACTS Quick Fact Sheet 4. MSIX Quick Reference Guide 5. MSIX Brochures 6. Minimum Data Elements (MDE) Guide 7. State Self-Assessment Tool 8. Site Visit Feedback Survey

2.1 Attendees

Attendee	Title	Email	Phone
Judy Littleton	KY MEP Director	Judith.littleton@education.ky.gov	502-564-3791
Bill Thompson	Northeastern KY Regional Center Coordinator	Bill.thompson@fleming.kyschools.us	606-849-1907
Christina Benassi	KY MEP ID&R Coordinator	Christina.benassi@education.ky.gov	502-564-3791
Kelsey Chadwick	Western Regional Center Recruiter	Kchadwick0004@kctcs.edu	270-227-5885
Karla Brasher	Western Regional Center Records Clerk	Karla.brasher@kctcs.edu	270-824-1897
Cindy Sasser	Western Regional Center Director	Cindy.sasser@kctcs.edu	270-824-1898
Shamarie Claibourne	Adair Co Recruiter	Shamarie.claibourne@adair.kyschools.us	270-250-3809
Laney Deckard	Central Region Recruiter	Lane.deckard@barren.kyschools.us	270-590-0240
Bobbi Mayes	Central Regional Center Clerk	Bobbi.mayes@barren.kyschools.us	270-590-2467
Laura Puente	Northeastern Regional	Laura.puente@fleming.kyschools.us	606-849-1907

	Center Recruiter and Records Clerk Back-Up		Ext 223
Becky White	Northeastern Regional Center Records Clerk	Rebecca.white@fleming.kyschools.us	606-849-1907 ext 221
Andrea Carter	REACTS Subject Matter Expert	andrea.carter@novelmg.com	1-888-REACTS-0 502-345-9537
Jeff Vincent	Southeastern Region Center Assistant Director	Jeffrey.vincente@eku.edu	502-221-0040
Keith Scott	REACTS Project Manager	keith@novelmg.com	1-888-REACTS-0 678-360-4354
Sara Haney	Southeastern Regional Center Data Clerk	Sara.haney@eku.edu	859-622-8447
Frank Crossman	KY MEP Consultant	Frank.crossman@education.ky.gov	502-564-3791

2.2 Discussion Summary

Topic	Description
MSIX Reports	The KY MEP participants were very excited about the variety of reports available and their usefulness. However, KY operates on a regional and Local Education Agency (LEA) structure and discussed the need to be able to filter to a regional and district level.
MSIX Searching	During the MSIX overview session, tips for searching students were shared. Participants, even the more “seasoned” users, were excited and interested in the wild card (%) searching option. Other tips for successful searches were shared, as was the importance of keeping up with worklist items, as those students in a worklist are not searchable.
Views in the Consolidated Record	The REACTS team shared with the KY MEP core group various screen shots of the data in MSIX, including the consolidated and historical views, as well as screen shots of the enrollment, demographic, course history and assessment data. This flowed into a discussion of how the various stakeholders can use the information available to further assist students.
What’s in it for me	The core groups, which represented various stakeholders in the KY MEP, took some time to reflect on how they could use the MSIX system in their work with migrant students or with the migrant data. This allowed for everyone to reflect on what they had learned thus far about MSIX and how to apply it to their everyday job duties in working with students.
Outreach to non-MEP staff	The KY MEP discussed as a group how they envision non-MEP staff (mainly counselors) using MSIX. The group came to the conclusion that they want

Topic	Description
	<p>non-MEP staff to be aware of MSIX and its uses, but want to limit their use of the system. This was determined because the counselors wear many hats and the group felt they would not utilize the system due to this. It was established that an outreach effort would be made to counselors and to have non-MEP staff reach out to the MEP staff when the need to access the system arises.</p>
Training	<p>Several members of the KY MEP core group attended the train-the-trainer session previously held in Washington, D.C., but felt that the training did not prepare them for how to train staff in their own state. Rather, participants felt the training simply showed them how to use the system. Upon return, they did not feel comfortable training new users in the state and, as a result, several MSIX efforts fell apart.</p>
Disabled accounts reminders	<p>While KY has created many user accounts, many of them are inactive. REACTS shared with the core group strategies for how to monitor accounts. Specifically, a recommendation was made to use the account list report to see upcoming accounts that are about to expire and then send email reminders.</p>
Data security	<p>When covering the strategies for parent outreach, some participants expressed concern about telling parents about MSIX in regards to data security or the fact it might scare them from the program. This led to a discussion on how other states in heated political climates handle this outreach effort and the overall importance of informing parents in general, especially in regards to Family Educational Rights and Protection Act (FERPA) laws.</p>
Assessment Interpretation	<p>The 71 MDEs were covered with the core group, with time to answer any questions regarding their origins and uses. One participant wondered what the ranges for assessment interpretations are; specifically, what range makes up proficient. This then led to a discussion about how KY collects and interprets their assessment data and the best match to the MSIX interpretation.</p>
Out of School Youth (OSY) data	<p>The KY MEP is a member of the Strategies, Opportunities, and Services for Out of School Youth (SOSOSY). Since course history data is only collected for secondary students, the question was asked on how to report what OSYs in the state have been doing. This led to a discussion of the use of the enrollment comment and how that could be utilized to indicate what the youth had been working on while in the state.</p>
Data Quality	<p>During the reports overview section, several reports showed “no data submitted.” This led to a discussion on why this is occurring and the best way to collect the data and mark it in MIS2000 so the data transmission is complete and valid. There was also a discussion on which data elements can be expected to have high percentages in the Data Completeness Report (e.g. facility address 3) and KY was advised to look through the data</p>

Topic	Description
	elements to determine which may show as “incomplete” for their state.

2.3 Action Items

ID	Action Item	Description	Owner	Due Date
1	Data Element Collection Review	KY needs to go back and look at some of the data elements being collected (birth location and immunization flag), as these elements are showing up as “no data submitted” in the MSIX reports.	KY MEP	Pending
2	Request to filter reports to MSIX Help Desk	The KY MEP expressed an interest in the ability to filter reports at the district / regional level.	KY MEP	Pending
3	Copy of Presentation	KY would like an electronic copy of the presentation.	REACTS	Complete
4	NC’s training webinar	The KY MEP is interested in how North Carolina uses webinars for MSIX training and what they look like.	REACTS	Pending
5	Med Alert Flag	Can states use this flag for psychological or mental issues?	REACTS	Pending
6	Assessment Interpretation Range	Is there a range for the interpretations for assessments in MSIX? For example, what makes it proficient?	REACTS	Complete

3 State Profile Results

Element	State Information
SEA:	Kentucky Department of Education
MSIX Status:	Completely Live
State Director [yrs. in position]:	<p>Donna Tackett Director of the Division of Consolidated Plans and Audits Kentucky Department of Education (502) 564-3791 or Donna.tackett@education.ky.gov 1 year</p> <p>Judith Littleton Planning Branch Manager Kentucky Department of Education (502) 564-3791 or Judith.littleton@education.ky.gov As of November 2012</p>
MSIX Contact Person(s) [yrs. in position]:	<p>Christina Benassi ID&R Coordinator Kentucky Department of Education (502)564-3791 ext. 4025 or Christina.benassi@education.ky.gov April 2011 was first year (27 months)</p>
MSIX Staff:	<p>Funded for MSIX tasks: <u> 2 </u> staff member(s), <u> 2 </u> hrs. per week (each) Staff involved in MSIX tasks but not directly funded for them: Claude Christian- He also has MSIX access. Frank Crossman and Christina Benassi are both being paid from migrant funds</p>
MSIX Users:	<p>3 State User Administrators <u>3</u> State Data Administrators <u>1</u> State Regional Administrator 3 District Data Administrators 13 Regional Data Administrators 12 Regional User Administrators 110 Primary Users 1 Secondary User</p>
Personnel in the State:	<p>Funded by MEP: 4 school/ 2 summer Certified Counselors 51 school/ 95 summer paraprofessionals</p> <p>Not funded by MEP: <u> </u> School Counselors <u> </u> School Nurses</p>

Element	State Information
	<p>_____ School Psychologists 45,224 School Teachers in Kentucky _____ School Registrars</p>
<p>State MEP Structure:</p>	<p>Kentucky is divided into four regions. Each region has certain districts with programs and without programs of their own. Those districts without their own programs are served out of the regional office. Some districts that do not generate \$55,500 can form a consortium in order to meet the amount.</p>
<p>Funding type(s):</p>	<p>The Kentucky Department of Education’s MEP sub grants the SEA allocation to Regional Service Centers and Local Education Agencies (LEAs): standalone and Fiscal Agents of consortiums.</p>
<p>Breakdown of Count (most recent):</p>	<p>A1: 4048 students <i>*all counts for the 9/1/11-8/31/12 year as of 3/14/13*</i></p>
<p>Population Grade Make-Up:</p>	<p>_____ % 0-2 year olds [_____ students] 14% Preschool Age (3-5 year olds) [572 students] 42.5% K-6 [1,720 students] 7% 7-8 [283students] 10.5% 9-12 [422 students] .29% Ungraded [12 students] 25.5% Non-attending / Out of School Youth [1033students]</p>
<p>PFS Population:</p>	<p>8.7% of total state migrant population</p>
<p>COS Population:</p>	<p>.024% of total state migrant population</p>
<p>Common Core Standards:</p>	<p>The Migrant program current doesn’t use common core standards. We are working towards adding them.</p>
<p>Inter-state Student Transfer:</p>	<p>To: Georgia:29.28%[152 students] Florida: 19.07% [99 students] Indiana:8.09% [42students] From: Georgia: 25.8% [96 students] Florida: 20.43% [76 students] Tennessee: 9.4% [35 students]</p>
<p>Other Pertinent Information:</p>	<ul style="list-style-type: none"> • State-wide data collection system: MIS2000 • Number of School Year Recruiters funded by MEP: _____ • The MEP state program is Year Round

4 Assessment Tool Results

4.1 State Self-Assessment Tool (SSAT) Overview

The following table provides a description of the assessment tool collection metrics.

Column Name	Description
Indicator	Unique identifier from the States' Self-Assessment Tool
Description	The indicator description from the States' Self-Assessment Tool
Early Stage Start-up	Stage 1 in the assessment progress level process. States that are in this stage have not started or are just starting an initiative or activity.
Intermediate Stage Awareness	Stage 2 in the assessment progress level process. States that are in this stage have successfully launched an initiative or process but needs to improve efficiency.
Advanced Stage Widespread	Stage 3 in the assessment progress level process. States that are in this stage are experts and have the capability of providing guidance to peer states.

4.2 State Self-Assessment Tool (SSAT) Results

Note: Indicators in **red** are OME's priority indicators. Indicators in **bold** text are priority indicators selected by KY (some OME and KY's priority indicators **overlap**).

Indicator #	Description	Early Stage Start-up	Intermediate Stage Awareness	Advanced Stage Widespread
1	Is the state collecting the MDEs?			✓
2	Is the state submitting the MDEs?			✓
3	Is the state submitting correct/complete/invalid data?			✓
4	Does the state understand and closely following its records exchange Interconnection Agreement (IA) and Interconnection Security Agreement (ISA)?		✓	
5	Is the state mapping its data according to the MSIX interface specifications?		✓	
6	Is the state transmitting the MDEs on a regular basis?			✓

Indicator #	Description	Early Stage Start-up	Intermediate Stage Awareness	Advanced Stage Widespread
7	Is the state adding the assigned MSIX IDs to its state system?	✓		
8	Is the state exporting data from MSIX and importing it into the state system?	✓		
9	Is the state adequately staffed to handle the responsibilities/tasks associated with MSIX/records exchange?			✓
10	Is the state providing a state-staffed MEP/MSIX Help Desk?	✓		
11	Is the state managing the MSIX worklist regularly and efficiently?		✓	
12	Is the state working in conjunction with other states to resolve its worklist items (i.e., validate or reject merges/splits)?		✓	
13	Is the state making a conscientious effort to compare state and MSIX data for data quality activities?		✓	
14	Is the state promoting the creation of MSIX user accounts?			✓
15	Is the state making a conscientious effort to create MSIX accounts beyond MEP staff (i.e., counselors, registrars, other school personnel)?		✓	
16	Is the state using/following/enforcing a systematic method to verify and control the issuing of MSIX accounts in order to maintain data security?		✓	
17	Is the state providing a responsive and reliable system to reset passwords for users, and to support them when they encounter access problems?		✓	

Indicator #	Description	Early Stage Start-up	Intermediate Stage Awareness	Advanced Stage Widespread
18	Is the state confident about the level of understanding of the 71 MDEs among its core group of users (i.e., state/regional data/user administrators)?		✓	
19	Is the state confident about the level of MSIX expertise among its core group of users (i.e., state/regional data/user administrators)?		✓	
20	Is the state confident about the level of MSIX expertise among its end users (i.e., primary and secondary users)?		✓	
21	Is the state providing functionality training for its MSIX users?		✓	
22	Is the state making sure that users participate in these MSIX functionality trainings?		✓	
23	Is the state planning to implement web services?		✓	
24	Is the state utilizing MSIX features and reports to the fullest?	✓		
25	Is the state extensively and frequently communicating the benefits of MSIX to its users?		✓	
26	Are users consistently accessing MSIX?		✓	
27	Are users frequently correcting data errors that have been identified?		✓	
28	Once data errors are discovered, is the state sending updated data to MSIX in a timely manner?			✓
29	Does the state have MSIX policies and procedures?			✓
30	Are the state's policies and procedures well publicized to users?			✓

Indicator #	Description	Early Stage Start-up	Intermediate Stage Awareness	Advanced Stage Widespread
31	Does the state routinely collect information/feedback from users to improve state policies and procedures?	✓		
32	Are MSIX state policies and procedures frequently reviewed and updated/enhanced?			✓
33	Is the state consistently working with users to build an MSIX knowledge base?		✓	
34	Do users in the state understand Records Exchange, its purpose and goals?		✓	
35	Have users been trained on the Consolidated Record and its possible uses?	✓		
36	Do users frequently take into consideration MSIX records when making decisions that directly impact the education of migrant students?	✓		
37	Is academic support/guidance being provided by MEP and/or school districts to migrant students based on MSIX data?	✓		
38	Are school counselors in the state aware of MSIX/Records Exchange?	✓		
39	Are MEP recruiters in the state aware of MSIX/Records Exchange?			✓
40	Are counselors and registrars in the state using MSIX?	✓		
41	Are parents in the state aware of MSIX/Records Exchange?		✓	
42	Did the state utilize its previous Data Quality Grant?			✓
43	Does the state have a plan and a timeline to utilize its new Data Quality Grant?	✓		

Indicator #	Description	Early Stage Start-up	Intermediate Stage Awareness	Advanced Stage Widespread
44	Is documentation (e.g., organization chart, job description, etc.) of the state management plan for the MSIX project available?	✓		
45	Is the state collaborating with other states to create/modify/improve its services in order to better assist the students they mutually serve?		✓	
46	Is the state targeting its inter-state networking to include the states it shares the most migrant students with?	✓		
47	Does the state have any success stories with Records Exchange?	✓		
48	Does the state have a way to evaluate Records Exchange success/progress quantitatively?	✓		
49	Are primary and secondary users (i.e., school personnel) using the consolidated records as an unofficial or official student transcript?	✓		
50	Are primary and secondary users (i.e., school personnel) using MSIX data to build comprehensive student transcripts that can be used in the state?	✓		
51	Are the state's course descriptions uniform?	✓		
52	Are users in the state utilizing MSIX to clarify/understand/interpret course descriptions reported by other states?	✓		
53	Is MSIX and/or Records Exchange information part of the standard set of information given to parents and out-of-school youth upon enrollment into the MEP?	✓		

Indicator #	Description	Early Stage Start-up	Intermediate Stage Awareness	Advanced Stage Widespread
54	Is MSIX and/or Records Exchange information part of the standard set of information given to parents and out-of-school youth when they notify the school and/or the MEP that they are moving to another state?	✓		
55	Are MSIX records normally discussed with parents/guardians/out-of-school youth?	✓		
56	Do the key stakeholders in the implementation of MSIX and the advancement of records exchange in the state understand/know the resources/support available to them?			✓
57	Does the state have a system in place to counteract the negative impact of school/MEP staff attrition on MSIX/Records Exchange efforts?	✓		
58	Have other agencies/programs that also serve migrant students/families (i.e., Migrant Head Start, HEP, CAMP) been informed about MSIX and its potential benefits?	✓		
59	How much of a priority is MSIX/Records Exchange throughout the state at this time?		✓	
60	Do the state director and/or his/her designee(s) support the work and efforts of the MSIX users?			✓

5 Strategies

5.1 Strategy Overview

The following table provides a description of the Strategy & Issue Identification tool.

Column Name	Description
Indicator Number	Unique identifier from the States' Self-Assessment Tool
Issue	The indicator description from the States' Self-Assessment Tool
Strategy	Implementation strategies identified that is aimed at resolving the issue
Short-term / Mid-term /Long-term / Ongoing	Time estimate for the state to implement the identified strategy

5.2 Strategies Identified

Issue	Strategy Short-term/ Mid-term/ Long-term	Resolution
#15,38, 40 Non-MEP staff in KY are not using MSIX and are not aware of it	<ul style="list-style-type: none"> • Require informational MSIX training at the district level (L) Attach Effective Instructional Leadership Act (EILA) credit as an incentive <ul style="list-style-type: none"> ○ Present at board meetings, district meetings, or tie into existing MEP informational sessions to district staff • Build more personal (one-on-one) relationships with non-MEP staff (S) <ul style="list-style-type: none"> ○ Build non-MEP staff contacts with whom to build relationships in database/excel spreadsheets • Create an MEP contact list (regional and district) and share it with other programs, like homeless does at Title I Part A meeting(S) • Share MSIX information with counselors as migrant staff work with 	<ul style="list-style-type: none"> • Non-MEP staff will work with MEP staff to access MSIX to view students records and place students appropriately

Issue	Strategy Short-term/ Mid-term/ Long-term	Resolution
	<p>them (L)</p> <ul style="list-style-type: none"> Use existing resources (REACTS – What’s in it for me, existing district-specific presentations) (L) <p>OUTREACH STRATEGY (LONG TERM) At the regional level:</p> <ul style="list-style-type: none"> Year 1: Each region will target one district where there is a good relationship; tie into an existing visit and / or presentation Year 2: region will spread the word to 2 districts Year 3: spread the word to 3 districts 	
<p>#26,33 MEP staff in KY, while aware of MSIX, do not fully understand its benefits and are therefore not using the system</p>	<ul style="list-style-type: none"> Establish a training program targeted for user type <ul style="list-style-type: none"> RECRUITERS / ADVOCATES (S) <ul style="list-style-type: none"> take time at regional meeting to have recruiter share how MSIX can help recruiting annual ID&R training; incorporate MSIX into recruiter tools ALL USERS <ul style="list-style-type: none"> Fall academy Build more web content (S/O) <ul style="list-style-type: none"> FAQ MSIX Links Use existing documents and add to page Existing migrant newsletter – include MSIX blurb in each edition (S) Other newsletters – look into building relationships to get an article (S) 	<ul style="list-style-type: none"> By May 2014, all regions will present MSIX to recruiters/advocates at least once at the regional meetings for a total of 4 meetings throughout the state The 2013 Fall Academy will have an MSIX for Recruiters and All Users sessions 75% of users will have active

Issue	Strategy Short-term/ Mid-term/ Long-term	Resolution
		accounts in the first year, with a goal of increasing in 5% increments each year thereafter
#41,53,54,55 Parents / OSYs in KY are not aware of MSIX and how it may help them	<ul style="list-style-type: none"> • Creating and distributing MSIX ID cards to students (S) • Create a state level Parent Advisory Council (PAC) (M) and regional PAC (S) • Explain MSIX and the MSIX ID card during a home visit (S/O) • Explore ideas on how to present to parents at the PAC meeting (presentation, copies of the consolidated record, screen shots of MSIX, access to the training site, etc.) 	<ul style="list-style-type: none"> • Parents make MEP aware of moves (send/receive) • Parents self-advocate • Parents teach other parents
#21,22,36 No new training sessions have taken place in KY since the initial Train-the-Trainer sessions	<ul style="list-style-type: none"> • Complete a training policy/program (M) • Making someone accountable for training program (explore classes vs. hours) (M) • Add MSIX component to new recruiter on-boarding process • Include MSIX component in the new advocate training (S/O) 	<ul style="list-style-type: none"> • High usage • Meeting goals and objectives • Parents aware

6 Key Performance Measure

Task ID	Goal / Strategy / Task	Short Term (<1 year)			Mid Term (1-3 years)			Long Term (3+ years)		
		Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance
15 38 40	Require informational MSIX training at the district level; attach EILA credit as an incentive <ul style="list-style-type: none"> Present at board meetings, district meetings, or tie into existing MEP informational sessions to district staff 							✓		
	Comments:									
15 38 40	Build more personal (one-on-one) relationships with non-MEP staff <ul style="list-style-type: none"> Build non-MEP staff contacts with whom to build relationships in database/excel spreadsheets 	✓								
	Comments:									
15	Create an MEP contact list	✓								

Records Exchange Advice, Communication, and Technical Support (REACTS)

Task ID	Goal / Strategy / Task	Short Term (<1 year)			Mid Term (1-3 years)			Long Term (3+ years)		
		Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance
38 40	(regional and district) and share it with other programs, like homeless does at Title I Part A meeting									
Comments:										
15 38 40	Share MSIX information with counselors as migrant staff work with them							✓		
Comments:										
15 38 40	Use existing resources (REACTS – What’s in it for me, existing district-specific presentations)							✓		
Comments:										
15 38 40	Implement outreach strategy							Year 1 = 1 district Year 2 = 2 districts Year 3 = 3 districts		
Comments:										
26 33	Annual ID&R training at Fall Academy; incorporate MSIX into recruiter tools	✓								
Comments:										

Records Exchange Advice, Communication, and Technical Support (REACTS)

Task ID	Goal / Strategy / Task	Short Term (<1 year)			Mid Term (1-3 years)			Long Term (3+ years)		
		Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance
36 33	Discuss MSIX at regional meetings	4								
	Comments:									
26 33	MSIX for all users training session at Fall Academy	✓								
	Comments:									
26 33	Build more web content; add to migrant web page <ul style="list-style-type: none"> • FAQ • MSIX Links • Use existing documents and add to page 	✓								
	Comments:									
26 33	Existing migrant newsletter – include MSIX blurb in each edition	✓								
	Comments: May 2013 newsletter mentions tips on remembering your password and purpose of site visit.									
26 33	Other newsletters – look into building relationships to get an article (S)	✓								
	Comments:									
26 33	Users will have active accounts	75%			80%			90%		

Records Exchange Advice, Communication, and Technical Support (REACTS)

Task ID	Goal / Strategy / Task	Short Term (<1 year)			Mid Term (1-3 years)			Long Term (3+ years)		
		Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance
	Comments:									
41 53 54 55	Creating and distributing MSIX ID cards to students	✓								
	Comments:									
41 53 54 55	Explain MSIX and the ID cards during a home visit	✓			✓			✓		
	Comments:									
41 53 54 55	Create regional PAC; share MSIX	✓								
	Comments:									
41 53 54 55	Create a state-level PAC; share MSIX				✓					
	Comments:									
41 53 54 55	Explore ideas on how to present to parents at the PAC meeting	✓			✓					
	Comments:									
21 22 36	Complete a training policy/program				✓					
	Comments:									
21 22 36	Identify someone to be accountable for training				✓					

Records Exchange Advice, Communication, and Technical Support (REACTS)

		Short Term (<1 year)			Mid Term (1-3 years)			Long Term (3+ years)		
Task ID	Goal / Strategy / Task	Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance	Target Goal	Actual Result	Variance
	program (explore classes vs. hours)									
Comments:										
21 22 36	Add MSIX component to new recruiter on-boarding process	✓								
Comments:										
21 22 36	Include MSIX component in the new advocate training	✓			✓			✓		
Comments:										

7 Glossary of Terms

Term	Definition
COS	Continuation of Services
CR	Consolidated Record
EILA	Effective Instructional Leadership Act
FERPA	Family Educational Rights and Protection Act
ID&R	Identification and Recruitment
ISA	Interconnection Security Agreement
KY	Kentucky
LEA	Local Education Agency
LEP	Limited English Proficient
MDE	Minimum Data Elements
MEP	Migrant Education Program
MSIS	Migrant Student Information System
MSIX	Migrant Student Information Exchange
OME	Office of Migrant Education
OSY	Out-of-School-Youth
PAC	Parent Advisory Council
PFS	Priority For Services
P&P	Policies and Procedures
REACTS	Records Exchange Advice, Communication, and Technical Support
REI	Records Exchange Initiative
SOSOSY	Strategies, Opportunities, and Services for Out of School Youth
SSAT	State Self-Assessment Tool