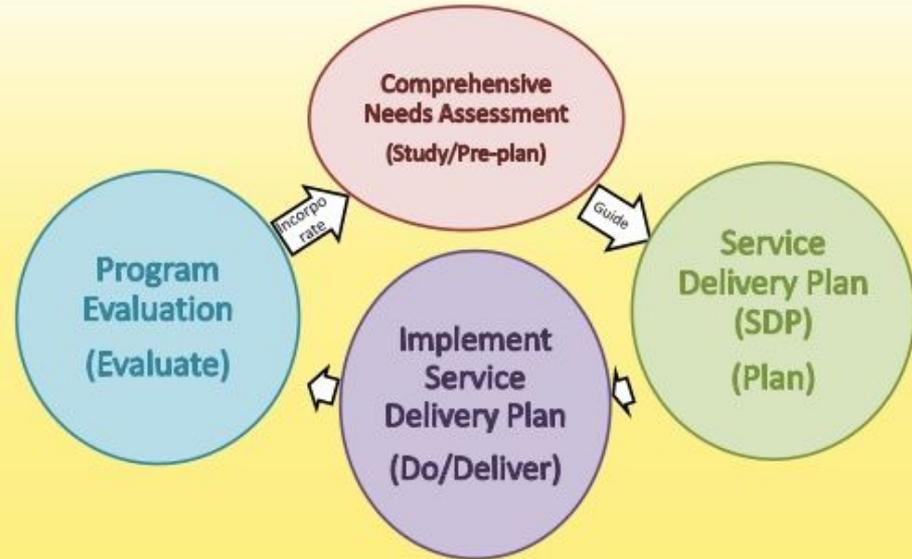


CONTINUOUS IMPROVEMENT CYCLE

**Migrant Education Program
MEP Directors' Focus Group
December 9, 2016**

CONTINUOUS IMPROVEMENT CYCLE

Migrant Education Program Continuous Improvement Cycle



OVERVIEW	COMPREHENSIVE NEEDS ASSESSMENT [CNA]	SERVICE DELIVERY PLAN [SDP]	EVALUATION
DEFINITION	A systematic decision making process that determines the needs, examines their nature and causes, and sets priorities for further action. CNA focuses on the outcomes to be achieved, rather than the process.	The SDP helps develop a clear vision of 1)needs of migrant children, 2)services MEP would provide, 3)the MPOs and how they achieve state performance targets, and 4)how to evaluate to what degree the program is effective	Evaluate the effectiveness of the MEP and provide Local MEPs guidance on how to conduct local evaluations. Measures outcomes and State Performance targets to understand the effectiveness of MEP programs.
PURPOSE	<ul style="list-style-type: none"> ● Gather and review data ● Determine how to best allocate funds, staff, and resources ● Sets priorities for programs and students ● Leads to SDP 	<ul style="list-style-type: none"> ● Guide the implementation of the program ● Focus strategies on Target Areas: School Readiness, Reading/Writing and Math, and Graduation/Services to OSY ● Leads to Evaluation 	<ul style="list-style-type: none"> ● Determine and document whether the program is effective ● Improve program planning ● Identify areas in which MEP students need services ● Leads to CNA ● Looks at implementation and results
MATERIALS & RESOURCES	CNA Toolkit Local CNA Templates State CNA Report 2015	Step 5 of Local CNA State Service Delivery Plan 2016 Migrant Application-GMS	Evaluation Toolkit State Evaluation Report 2014-15
TIMELINE	Spring-Summer	Summer-Fall	Collect data throughout the year
DEADLINE	Fall (before submitting application)	Early Winter (application deadline in GMS)	Data collection and surveys due August 31 of each year.



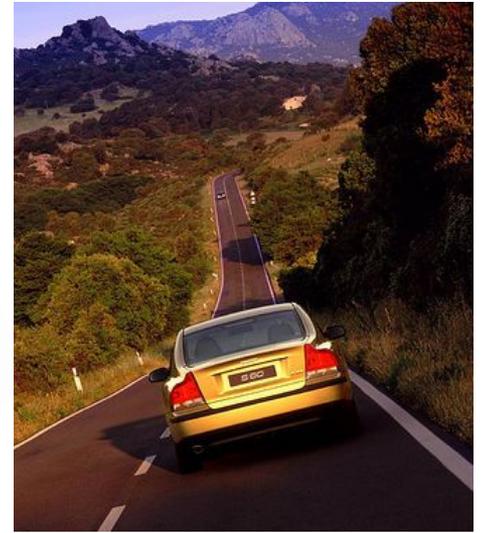
CNA

- What are the needs?
- What outcomes would we like to see?



SDP

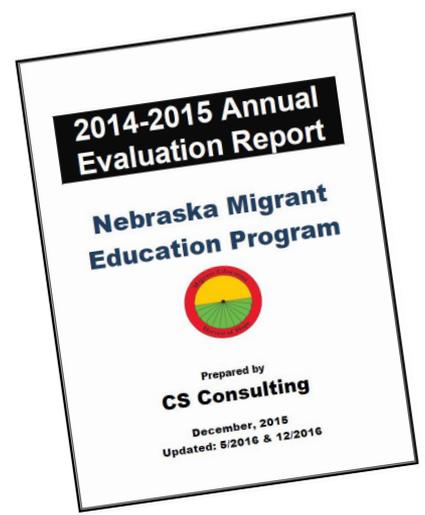
- What programs/solutions will meet the needs?
- What will be our priorities?
- What does funding allow?



Evaluation

- What are the results of our programs/solutions?
- How effective were they?
- What do we need to change?

PROGRAM EVALUATION RESULTS 2014-15



In the areas of School Readiness, Reading/Writing/Math, and Graduation/Services to OSY we met **14** of our 15 Measurable Program Outcomes.

SCHOOL READINESS-EVALUATION RESULTS

Nebraska MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
School Readiness		
<p>MPO 1.1 During the 2014-15 performance period, 70% of 3-5 year old migrant children, participating in at least 50 hours of MEP-sponsored PK instruction, will show a 20% increase on a pre/post assessment measuring readiness skills on designated district assessments.</p>	Yes	98% increased in language and literacy, 82% in math
<p>MPO 1.2 During the 2014-15 performance period, 70% of parents of PK-aged migrant children who participated in MEP-sponsored parent/family educational services will show a 0.5 point increase on a pre/post growth assessment (on a 5-point scale) measuring their ability to help their young children be ready for school.</p>	Yes	100% gained by 0.5 or more
<p>MPO 1.3 During the 2014-15 performance period, 70% of MEP staff who participated in professional learning will show a .5 point increase on a pre/post growth assessment (on a 5-point scale) measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in school readiness to benefit PK migrant children.</p>	Yes	93% had a 0.5 point increase
<p>MPO 1.4-1.5 During the 2014-15 performance period, the number of 3-5 year old children receiving MEP-sponsored support services contributing to the development of school readiness skills will increase by 5%.</p>	Yes	9% increase from 13-14 to 14-15

MIGRANT MEASURABLE PROGRAM OUTCOMES

How did we measure against our MEP MPOs?

MPO 1.1 During the 2014-15 performance period, 70% of 3-5 year old migrant children, participating in at least 50 hours of MEP-sponsored PK instruction, will show a 20% increase on a pre/post assessment measuring readiness skills on designated district assessments.

Exhibit 24

Preschool Migrant Children's School Readiness Assessment Results (2014-15)

	PFS Status	# Students with Pre/Post Scores	# (%) Students Gaining 20% or More	# (%) Students Scoring Proficient	Total # (%) Gaining/ Scoring Proficient	MPO Met?
Language	PFS	4	1 (25%)	3 (75%)	4 (100%)	Yes
	Non-PFS	42	16 (38%)	25 (60%)	41 (98%)	Yes
	All Migrant	46	17 (37%)	28 (61%)	45 (98%)	Yes
Literacy	PFS	4	0 (0%)	4 (100%)	4 (100%)	Yes
	Non-PFS	42	4 (10%)	37 (88%)	41 (98%)	Yes
	All Migrant	46	4 (9%)	41 (89%)	45 (98%)	Yes
Math	PFS	12	5 (42%)	7 (58%)	12 (100%)	Yes
	Non-PFS	62	17 (27%)	32 (52%)	49 (79%)	Yes
	All Migrant	74	22 (30%)	39 (53%)	61 (82%)	Yes

Exhibit 25

Preschool Migrant Children's School Readiness Assessment Results (2015-16)

PFS Status	# Students with Pre/Post Scores	# (%) Students Gaining	# (%) Students Gaining 20% or More	# (%) Students Scoring Proficient	Total # (%) Gaining/ Scoring Proficient	MPO Met?
PFS	18	18 (100%)	7 (39%)	9 (50%)	16 (89%)	Yes
Non-PFS	95	81 (85%)	27 (28%)	45 (47%)	72 (76%)	Yes
All Migrant	113	99 (88%)	34 (30%)	54 (48%)	88 (78%)	Yes

PARENT & STAFF FEEDBACK

Exhibit 27

Parent Ratings of the Impact of the MEP on their Child's School Readiness

Extent to which the MEP taught your preschooler skills to prepare them for school				
N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
119	19 (16%)	15 (13%)	85 (71%)	2.6

Exhibit 26

MEP Staff Ratings of the Impact of the MEP on School Readiness

Extent to which the MEP helped prepare preschool migrant students for school						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
75	3 (4%)	4 (5%)	10 (13%)	27 (36%)	31 (41%)	4.1

PARENT & STAFF FEEDBACK-EDUCATIONAL GROWTH

Exhibit 28

Parent Growth in Ability to Help their Young Children Prepare for School

Number Parents Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Parents with .5 Point Increase	MPO Met?
16	1.9	4.5	+2.6	<.001	16 (100%)	Yes



Exhibit 29

Staff Growth from Professional Learning on School Readiness

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff with .5 Point Increase	MPO Met?
57	2.7	4.3	+1.6	<.001	53 (93%)	Yes

SUPPORT SERVICES-PRESCHOOL

Exhibit 30

Children Ages 3-5 Receiving Support Services Contributing to School Readiness

PFS Status	2013-14		2014-15		Diff	MPO Met?
	# Eligible Migrant Children Ages 3-5	# (%) Children Receiving Support Services	# Eligible Migrant Children Ages 3-5	# (%) Children Receiving Support Services		
PFS	169	161 (95%)	200	141 (71%)	-24%	No
Non-PFS	780	367 (47%)	732	461 (63%)	+16%	Yes
All Migrant	949	528 (56%)	932	602 (65%)	+9%	Yes

MPOS FOR 2016-17: PRESCHOOL

NEW

MPO 1.1a During 2016-17 and each year thereafter, 38% of eligible 3-5 year old migrant children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.

REVISED

MPO 1.1b During 2016-17 and each year thereafter, **75%** of 3-5 year old migrant children participating in MEP-sponsored preschool instruction, will **score proficient or show a 5% increase** on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.

%

MPO 1.2 & MPO 1.3-->Survey results will show 80% of staff and parents show a significant gain on pre/post assessment

REVISED

MPO 1.4 During 2016-17 and each year thereafter, at least **65%** of all eligible 3-5 year old migrant children (same or more than the 2014-15 baseline) will receive MEP-sponsored support services that contribute to their development of school readiness skills.



Thoughts?
Comments?
Take-Aways?

READING/WRITING AND MATH-EVALUATION RESULTS

Nebraska MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
Reading/Writing and Mathematics		
<p>MPO 2.1a During the 2014-15 performance period, 60% of K-12 migrant students who receive MEP-sponsored supplemental educational services aimed at increasing student achievement in reading/writing and/or mathematics, will show a 20% increase on pre/post district assessments measuring literacy and/or mathematics skills.</p>	Yes	81% gained by 20% or more in reading and math
<p>MPO 2.1b During the 2014-15 performance period, the percentage of secondary migrant students entering 11th grade who have received full credit for Algebra 1 or a higher mathematics course will increase by 1%.</p>	Yes	4% increase from 13-14 to 14-15
<p>MPO 2.2 During the 2014-15 performance period, 70% of parents of migrant students who participated in MEP-sponsored parent/family educational services will show a 0.5 point increase on a pre/post growth assessment (on a 5-point scale) measuring their ability to support their child's success in reading/writing and math.</p>	Yes	87% gained by 0.5 or more
<p>MPO 2.3 During the 2014-15 performance period, 70% of MEP staff who participated in professional learning will show a 0.5 point increase on a pre/post growth assessment (on a 5-point scale) measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in reading/writing and math to benefit migrant students.</p>	Yes	94% had a 0.5 point increase
<p>MPO 2.4-2.5 During the 2014-15 performance period, the number of migrant students receiving MEP-sponsored support services relating to student achievement in reading/writing and math will increase by 5%.</p>	Yes	6% increase from 13-14 to 14-15

STATE PERFORMANCE TARGETS

How did we measure against the State Performance Target (100%) for the Nebraska State Assessments?

READING

Exhibit 18
Number/Percent of Migrant Students Scoring Proficient/Above on the 2015 NeSA-R Compared to the State Performance Targets

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	14-15 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
3	PFS	69	55%	100%	-45%	82%
	Non-PFS	190	72%		-28%	
	All Migrant	259	68%		-32%	
4	PFS	52	38%	100%	-62%	81%
	Non-PFS	173	62%		-38%	
	All Migrant	225	56%		-44%	
5	PFS	53	51%	100%	-49%	83%
	Non-PFS	180	59%		-41%	
	All Migrant	233	58%		-42%	
6	PFS	49	39%	100%	-61%	81%
	Non-PFS	153	59%		-41%	
	All Migrant	202	54%		-46%	
7	PFS	47	32%	100%	-68%	82%
	Non-PFS	146	45%		-55%	
	All Migrant	193	42%		-58%	
8	PFS	35	20%	100%	-80%	79%
	Non-PFS	147	54%		-46%	
	All Migrant	182	48%		-52%	
11	PFS	34	24%	100%	-76%	70%
	Non-PFS	110	35%		-65%	
	All Migrant	144	33%		-67%	
All	PFS	339	40%	100%	-60%	80%
	Non-PFS	1,099	57%		-43%	
	All Migrant	1,438	53%		-47%	

STATE PERFORMANCE TARGETS

Exhibit 20
Number/Percent of Migrant Students Scoring Proficient/Above
on the 2015 NeSA-M Compared to the State Performance Targets

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	14-15 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
3	PFS	77	47%	100%	-53%	78%
	Non-PFS	190	67%		-33%	
	All Migrant	267	60%		-40%	
4	PFS	58	48%	100%	-52%	77%
	Non-PFS	174	64%		-36%	
	All Migrant	232	60%		-40%	
5	PFS	56	46%	100%	-54%	76%
	Non-PFS	183	52%		-48%	
	All Migrant	239	51%		-49%	
6	PFS	53	32%	100%	-68%	72%
	Non-PFS	156	56%		-44%	
	All Migrant	209	50%		-50%	
7	PFS	52	23%	100%	-77%	73%
	Non-PFS	149	40%		-60%	
	All Migrant	201	35%		-65%	
8	PFS	38	26%	100%	-74%	68%
	Non-PFS	148	49%		-51%	
	All Migrant	186	44%		-56%	
11	PFS	35	14%	100%	-86%	61%
	Non-PFS	108	31%		-69%	
	All Migrant	143	27%		-73%	
All	PFS	369	36%	100%	-64%	72%
	Non-PFS	1,108	53%		-47%	
	All Migrant	1,477	49%		-51%	

How did we measure against the State Performance Target (100%) for the Nebraska State Assessments?

MATH

MIGRANT MEASURABLE PROGRAM OUTCOMES

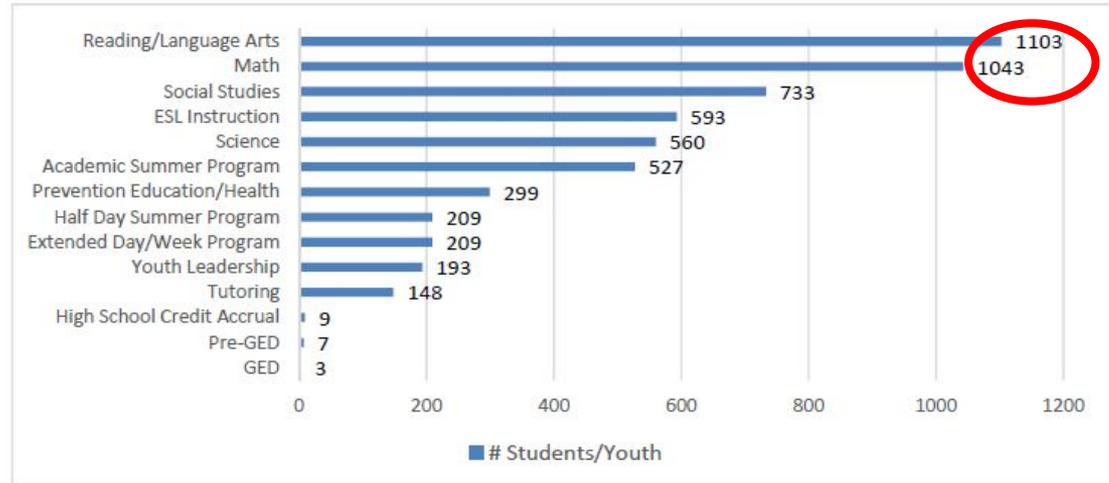
How did we measure against our MPO for Reading/Writing/Math?

During the 2014-15 performance period, 60% of migrant students who receive MEP-sponsored supplemental educational services aimed at increasing student achievement in reading/writing/math, will show a 20% increase on pre/post district assessments measuring literacy/math skills

Exhibit 31
Migrant Student Gains on District Reading and Math Assessments (2014-15)

PFS Status	Reading				Math			
	# Students with Pre/Post Scores	# (%) Students Gaining	# (%) Gaining 20% or More	MPO Met?	# Students with Pre/Post Scores	# (%) Students Gaining	# (%) Gaining 20% or More	MPO Met?
PFS	35	34 (97%)	34 (97%)	Yes	23	21 (91%)	19 (83%)	Yes
Non-PFS	148	126 (85%)	115 (78%)	Yes	145	122 (84%)	117 (81%)	Yes
All Migrant	183	160 (87%)	149 (81%)	Yes	168	143 (85%)	136 (81%)	Yes

Exhibit 9
Instructional Services Received by Migrant Students/Youth during 2014-15



MIGRANT MEASURABLE PROGRAM OUTCOMES

How did we measure against our MPO for Reading/Writing/Math?

During the 2014-15 performance period, 60% of migrant students who receive MEP-sponsored supplemental educational services aimed at increasing student achievement in reading/writing/math, will show a 20% increase on pre/post district assessments measuring literacy/math skills

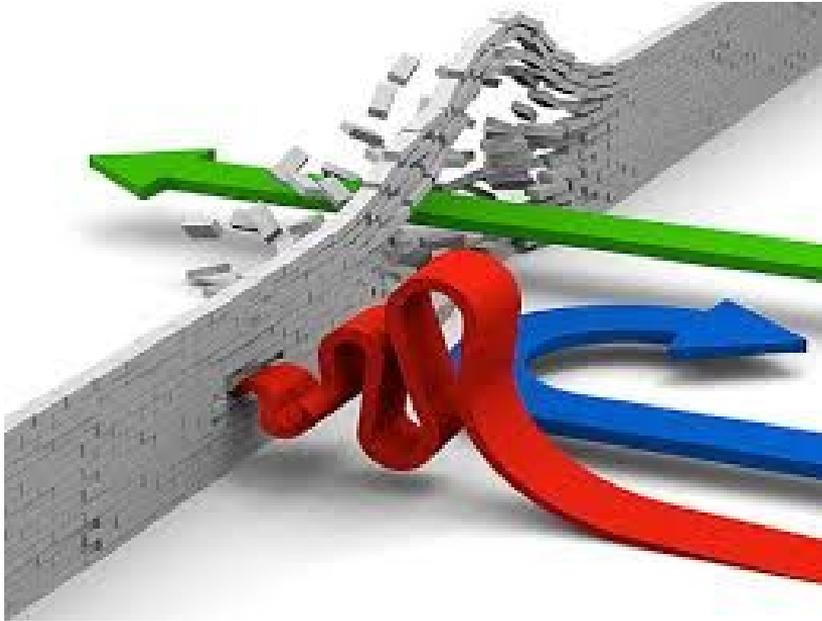
Exhibit 32
Migrant Student Gains on District Reading Assessments (2015-16)

PFS Status	# Students with Pre/Post Scores	# (%) Students Gaining	# (%) Gaining 20% or More	# (%) Students Scoring Proficient	Total # (%) Gaining/ Scoring Proficient	MPO Met?
PFS	103	68 (66%)	35 (34%)	19 (18%)	54 (52%)	No
Non-PFS	381	280 (73%)	134 (35%)	140 (37%)	274 (72%)	Yes
All Migrant	484	348 (72%)	169 (35%)	159 (33%)	328 (68%)	Yes

Exhibit 33
Migrant Student Gains on District Math Assessments (2015-16)

PFS Status	# Students with Pre/Post Scores	# (%) Students Gaining	# (%) Gaining 20% or More	# (%) Students Scoring Proficient	Total # (%) Gaining/ Scoring Proficient	MPO Met?
PFS	100	78 (78%)	43 (43%)	17 (17%)	60 (60%)	Yes
Non-PFS	447	382 (85%)	246 (55%)	126 (28%)	372 (83%)	Yes
All Migrant	547	460 (84%)	292 (53%)	143 (26%)	435 (80%)	Yes

WHAT ARE SOME OBSTACLES WE ARE FACING?



HOW CAN WE CONTINUE TO IMPROVE?

MIGRANT MEASURABLE PROGRAM OUTCOMES

How did we measure against our MEP Goal/GPRA for Algebra I?

MPO 2.1b During the 2014-15 performance period, the percentage of secondary migrant students entering 11th grade who have received full credit for Algebra 1 or a higher mathematics course will increase by 1%.

Exhibit 36
Number of 10th Grade Migrant Students Completing Algebra I or A Higher Math Course during 2014-15 or Before

PFS Status	# 13-14 10 th Grade Migrant Students	# (%) 13-14 10 th graders Receiving Full Credit	# 14-15 10 th Grade Migrant Students	# (%) 14-15 10 th graders Receiving Full Credit	Diff	MPO Met?
PFS	57	27 (47%)	59	27 (46%)	-1%	No
Non-PFS	135	91 (67%)	174	127 (73%)	+6%	Yes
All Migrant	192	118 (62%)	233	154 (66%)	+4%	Yes

PARENT & STAFF FEEDBACK

Exhibit 35

Parent Ratings of the Impact of the MEP on their Children's Reading and Math Skills

Extent to which the MEP helped...	N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
Your child improve his/her reading skills	224	37 (17%)	43 (19%)	144 (64%)	2.5
Your child improve his/her math skills	202	44 (22%)	43 (21%)	115 (57%)	2.4

Exhibit 34

MEP Staff Ratings of the Impact of the MEP on Reading and Math Skills

Extent to which the MEP helped...	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
Migrant students improve their reading skills	103	1 (1%)	4 (4%)	22 (21%)	46 (45%)	30 (29%)	4.0
Migrant students improve their math skills	97	0	2 (2%)	27 (28%)	41 (42%)	27 (28%)	4.0

PARENT & STAFF FEEDBACK-EDUCATIONAL GROWTH

Exhibit 37

Parent Growth in Ability to Support their Child's Success in Reading/Writing and Math

Number Parents Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Parents with .5 Point Increase	MPO Met?
86	2.4	4.2	+1.8	<.001	75 (87%)	Yes



Exhibit 38

Staff Growth from Professional Learning on Reading/Writing and Math

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff with .5 Point Increase	MPO Met?
200	2.1	4.1	+2.0	<.001	188 (94%)	Yes

SUPPORT SERVICES-READING/WRITING/MATH

Exhibit 39

Migrant Students in Grades K-8 Receiving Support Services Contributing to Reading/Writing and Math Achievement

PFS Status	2013-14		2014-15		Diff	MPO Met?
	# Eligible Migrant Children	# Children Receiving Support	# Eligible Migrant Children	# Children Receiving Support		
PFS	712	680 (96%)	694	547 (79%)	-17%	No
Non-PFS	1,971	1,183 (60%)	1,814	1,332 (73%)	+13%	Yes
All Migrant	2,683	1,863 (69%)	2,508	1,879 (75%)	+6%	No

MPOS FOR 2016-17: R/W/M



MPO 2.1a During 2016- 17 and each year thereafter, 60% of K- 12 migrant students who receive MEP-sponsored supplemental instructional services aimed at increasing student achievement in reading/writing and/or mathematics, will score proficient or above, or show a 20% increase on pre/post district assessments.



MPO 2.1b During 2016- 17 and each year thereafter, 60% of secondary migrant students entering 11th grade will have received full credit (equivalent to one year) for Algebra 1 or a higher mathematics course.



MPO 2.2 & MPO 2.3-->Survey results will show 80% of staff and parents show a significant gain on pre/post assessment



MPO 2.4 During 2016- 17 and each year thereafter, at least 75% of all eligible migrant students in grades K-8 (same or more than the 2014- 15 baseline) will receive MEP-sponsored support services that contribute to their achievement in reading/writing and/or math.

GRADUATION AND SERVICES TO OSY-EVALUATION RESULTS

Graduation/Services to OSY		
MPO 3.1a During the 2014-15 performance period, the migrant student dropout rate will be reduced by 1%.	No	0.1% decrease in the dropout rate
MPO 3.1b During the 2014-15 performance period, OSY that participated in SOSOSY instructional services will demonstrate an average gain of 25% between pre/post content-based assessments documented on the SOSOSY Director/Coordinator Survey.	Yes	Average gain of 44% on 41 OSY Mini Lessons
MPO 3.2 During the 2014-15 performance period, 70% of parents of secondary migrant youth who participated in MEP-sponsored parent/family educational services will show a 0.5 point increase on a pre/post growth assessment (on a 5-point scale) measuring their ability to support their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.	Yes	83% gained by 0.5 or more
MPO 3.3 During the 2014-15 performance period, 70% of MEP staff who participated in professional learning will show a 0.5 point increase on a pre/post growth assessment (on a 5-point scale) measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction contributing to student achievement of secondary migrant youth and OSY.	Yes	93% had a 0.5 point increase
MPO 3.4-3.5a During the 2014-15 performance period, the number of secondary migrant youth and OSY receiving MEP-sponsored support services contributing to graduation, GED, life skills, and/or career readiness goals will increase by 5%.	Yes	6% increase from 13-14 to 14-15
MPO 3.4-3.5b During the 2014-15 performance period, OSY that participated in SOSOSY instructional services will demonstrate an average gain of 25% between pre/post content-based assessments documented on the SOSOSY Director/Coordinator Survey.	Yes	Average gain of 44% on 41 OSY Mini Lessons

STATE PERFORMANCE TARGETS

How did we measure against the State Performance Target (90%) for Graduation Rate?

Exhibit 22 Graduation Rates for Non-Migrant and Migrant Students

Years	State Performance Target	Graduation Rates (4-year Cohort)			
		Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2011-12	90%	87.6%	59.2%	45.0%	65.7%
2012-13		88.6%	61.9%	42.0%	64.2%
2013-14		89.7%	73.9%	51.7%	73.3%
2014-15		88.9%	73.1%	61.3%	73.5%

MIGRANT MEASURABLE PROGRAM OUTCOMES

How did we measure against the MEP MPO for dropout rates?

3.1a During the 2014-15 performance period, the migrant dropout rate will be reduced by 1%

Exhibit 23
Dropout Rates for Non-Migrant and Migrant Students

Years	State Performance Target	Dropout Rates			
		Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2011-12	N/A	1.46%	2.97%	3.79%	3.14%
2012-13		1.05%	2.48%	3.18%	2.76%
2013-14		1.11%	2.49%	1.38%	2.04%
2014-15		1.09%	0.84%	2.58%	1.94%

Exhibit 40
Change in the Migrant Student Dropout Rate

	2013-14	2014-15	Difference	MPO met?
PFS	1.38%	2.58%	+1.20%	No
Non-PFS	2.49%	0.84%	-1.65%	Yes
All Migrant	2.04%	1.94%	-0.1%	No

MIGRANT MEASURABLE PROGRAM OUTCOMES

How did we measure against the MEP MPO for OSY instruction?

MPO 3.1b OSY that participated in SOSOSY instructional services during the 2014-15 performance period will demonstrate an average gain of 25% between pre/post content-based assessments documented on the SOSOSY Director/Coordinator Survey.

Exhibit 43 OSY Gains on SOSOSY Mini Lessons

PFS Status	Number OSY with Pre/Post Scores	Number Pre/Post Scores on Mini Lessons	# (%) Gaining on Mini Lessons	Average Percentage Gain	MPO Met?
PFS	5	31	31 (100%)	45%	Yes
Non-PFS	5	10	10 (100%)	40%	Yes
All Migrant	10	41	41 (100%)	44%	Yes

- **Finanza Toolbox** (Using Banks in the United States; Your Budget; Savings Accounts; Checking Accounts; Money Orders; Bank Loans; Credit Cards, Debit Cards, & ATM Cards; Pros and Cons of “Home Furnishings to Rent” Stores)
- **Math for Living** (Payroll Deductions and Earnings Statements; Withholding Allowances)
- **Healthy House** (Keeping Your Home Clean)

PARENT & STAFF FEEDBACK

Exhibit 42

Parent Ratings of the Impact of the MEP on their High School Students

Extent to which the MEP helped your child be successful in high school				
N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
120	12 (10%)	20 (17%)	88 (73%)	2.6

Exhibit 44

MEP Staff Ratings of the Impact of the MEP on OSY

Extent to which the MEP helped re-engage OSY in school/GED preparation, and other offerings						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
54	1 (2%)	7 (13%)	16 (30%)	15 (28%)	15 (28%)	3.7

Exhibit 41

MEP Staff Ratings of the Impact of the MEP on High School Students

Extent to which the MEP helped migrant high school students be more prepared for graduation						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
72	0	3 (4%)	15 (21%)	31 (43%)	23 (32%)	4.0

PARENT & STAFF FEEDBACK-EDUCATIONAL GROWTH

Exhibit 45

Parent Growth in Ability to Support Secondary-Aged Children

Number Parents Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Parents with .5 Point Increase	MPO Met?
23	2.5	4.4	+1.9	<.001	19 (83%)	Yes



Exhibit 46

Staff Growth from Professional Learning on Instruction for Secondary Students/OSY

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff with .5 Point Increase	MPO Met?
71	2.6	4.4	+1.8	<.001	66 (93%)	Yes

SUPPORT SERVICES-READING/WRITING/MATH

Exhibit 47

Migrant Secondary Students (Grades 9-12) and OSY Receiving Support Services Contributing to Graduation, GED, Life Skills, Career Readiness Goals

PFS Status	2013-14		2014-15		Diff	MPO Met?
	# Eligible Migrant Children	# (%) Students/ Youth Receiving Support	# Eligible Migrant Children	# (%) Students/ Youth Receiving Support		
PFS	345	291 (84%)	343	254 (74%)	-10%	No
Non-PFS	867	540 (62%)	846	635 (75%)	+13%	Yes
All Migrant	1,212	831 (69%)	1,189	889 (75%)	+6%	Yes

MPOS FOR 2016-17: GRADUATION & OSY



MPO 3.1a During 2016-17 and each year thereafter, 5% of the OSY population will be re-engaged in an educational recovery program (e.g., re-enroll in school, secondary credit accrual, GED, HEP, alternative education program).



MPO 3.1b During 2016-17 and each year thereafter, OSY utilizing OSY Lessons will demonstrate an average gain of 20% on OSY Lesson Assessments.



MPO 3.1c During 2016-17 and each year thereafter, an increasing percentage (5% increase per year over the 2014-15 baseline of 22%) of eligible secondary migrant students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services that contribute to their graduation, GED, life skills, and/or career readiness goals.



MPO 3.2 & MPO 3.3-->Survey results will show 80% of staff and parents show a significant gain on pre/post assessment



MPO 3.4 During 2016-17 and each year thereafter, at least 75% of all eligible secondary migrant students (grades 9-12) and OSY (same or more than the 2014-15 baseline) will receive MEP-sponsored support services that contribute to their graduation, GED, life skills, and/or career readiness goals.



OTHER SUGGESTIONS AND CHANGES

IDENTIFICATION & RECRUITMENT



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RECRUITER SURVEY RESULTS

Exhibit 2
MEP Recruiter Ratings of ID&R Activities

To what extent...	N	# (%) Not at all	# (%) A little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
1. Do you feel you were able to identify all eligible migrant students in your area over the last year?	21	1 (5%)	0	5 (24%)	12 (57%)	3 (14%)	3.8
2. Did MEP training help you become more knowledgeable about ID&R?	21	0	1 (5%)	5 (24%)	7 (33%)	8 (38%)	4.1
3. Do you feel that quality control procedures were effective in ensuring only eligible migrants were recruited?	21	0	0	1 (5%)	10 (48%)	10 (48%)	4.4
4. Did you have the tools and resources you needed to identify and recruit migrant students (such as maps, forms, questionnaires, etc.)?	21	0	0	3 (14%)	9 (43%)	9 (43%)	4.3

RECRUITER SURVEY-COMMENTS ON OUTSTANDING ASPECTS OF ID&R

- *Finding families*
- *We work as a team*
- *Networking created by regional recruiters with employers in farms, etc.*
- *Helpfulness*
- *Quality control (2 responses)*
- *The recruiters :)*
- *As a recruiter, I feel we have been able to find and qualify more families.*
- *We recruit in all regions of the State and are building a strong team of knowledgeable recruiters.*
- *I think everybody has their own recruiting methods and creative ways to do things that are all outstanding. That is why I like getting everybody together in person.*
- *Visiting schools has resulted in increased referrals; door-to-door outreach is very effective; surveying families at local community fairs is effective; word of mouth - families referring other families has been effective (which is why it's important for recruiters to maintain connections with their families); and partnering with agencies has resulted in increased referrals.*
- *Teamwork*
- *I believe that we as recruiters have a great network between other projects in our State!*
- *It looks like to me that areas in Nebraska are well covered.*

MEASURABLE PROGRAM OUTCOMES: ID&R



PROFESSIONAL DEVELOPMENT:

- 1.1a Nebraska will provide at least **4 professional development opportunities** for recruitment staff during the 2016-17 year.
- 1.1b By the end of the 2016-17 year, **90% of recruiters** will score proficient or above on a competency based ID&R skills test.

ID&R PROCEDURES:

- 2.1 During the 2016-17 year, the identification and recruitment of eligible children will be completed within 90 days of their arrival in **70% of the cases**.

QUALITY CONTROL:

- 3.1 The Migrant Education Program roster integrity will be measured through a quality control process with a discrepancy rate within a **95% confidence level** during the 2016-17 year.

INTER/INTRASTATE COORDINATION:

- 4.1 During the 2016-17 year, **80% of MEP staff** who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to utilize the Migrant Student Information Exchange [MSIX] program.

INDIVIDUAL ID&R PLAN

Below is a template for individual recruiter action plans.

ACTION PLAN					
Checklist of Activities to Support the ID&R Plan					
GOAL AREA	PERSONAL GOAL	ACTIVITY/STRATEGY TO ACHIEVE GOAL	STAFF RESPONSIBLE	TIMELINE	MONITORING & DOCUMENTATION
QUALITY CONTROL					
PROFESSIONAL DEVELOPMENT					
IDENTIFICATION & RECRUITMENT					
INTERSTATE & INTRASTATE COORDINATION					

THINK ABOUT HOW
FAR YOU'VE COME

TODAY

AND HOW MUCH
FARTHER YOU'LL GO

TOMORROW