

2019 -2020



NEBRASKA MIGRANT EDUCATION PROGRAM

Service Delivery Plan



NEBRASKA
DEPARTMENT OF EDUCATION

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Abbreviations and Acronyms

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act of 2001
ESSA	Every Student Succeeds Act of 2015
ESU	Educational Service Unit
FACE	Family and Community Engagement
GED	General Educational Development
GPRA	Government Performance and Results Act
ID&R	Identification and Recruitment
IHE	Institutions of Higher Education
IMEC	Interstate Migrant Education Council
LEA	Local Education Agency (also LOA for Local Operating Agency)
MEP	Migrant Education Program
MIS2000	Migrant Information System 2000
MPO	Measurable Program Outcomes
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
NSCAS	Nebraska Student-Centered Assessment System
NDE	Nebraska Department of Education
NeSA-ELA	Nebraska State Accountability English Language Arts Assessment
NeSA-M	Nebraska State Accountability Math Assessment
OME	Office of Migrant Education (of the U.S. Department of Education)
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
SDP	Service Delivery Plan
SEA	State Education Agency (Nebraska Department of Education)

Definitions of Terms Related to the SDP

Areas of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education (OME) has identified **Common Areas of Concern** which are educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Implementation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes (MPOs): Outcomes (i.e., objectives) produced by a State's migrant education program (MEP) to meet the identified unique needs of migratory children and to help these children achieve the State's performance targets.

Management Team: A core group of advisors who may help the State MEP Director to develop the management plan and oversee the CNA process and development of the Service Delivery Plan (SDP).

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth up to 20 (22 with an IEP), 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, guardian, or spouse who is a migratory agricultural worker or migratory fisher.

Priority for Services: ESEA Section 1304(d) establishes a Priority for Services (PFS) requirement. In accordance with this requirement, MEPs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the State's challenging academic standards or who have dropped out of school.

Results Question: An evaluation question that addresses the level of improvement resulting from a program or strategy.

Service Delivery Plan: A comprehensive plan for delivering and evaluating MEP-funded services to migratory children. It is based on the results of an up-to-date statewide CNA and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A strategy that addresses an identified need.

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Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA), reauthorized in 2015 as the Every Student Succeeds Act (ESSA), state education agencies (SEAs) are required to submit to the U.S. Department of Education in their Consolidated State Plan, the long-term goals and measurements of interim progress that are designed to improve the academic achievement of all children in their state. Additionally, states are required by ESEA to develop a migrant-specific service delivery plan (SDP) to help migratory children make progress toward achievement of the state's long-term goals and measurements of interim progress. The SDP outlines the delivery and evaluation of the services provided to migratory children through the migrant education program (MEP). The SDP is developed from the results of an up-to-date statewide comprehensive needs assessment (CNA) and is a comprehensive plan that describes the services the SEA will provide directly or through local operating agencies (LOAs) to meet the unique needs of migratory children.

The MEP is authorized under Title I, Part C of ESEA, as amended. The purpose of the MEP is to meet the unique educational needs of migratory children and their families to ensure that migratory children reach the same challenging academic standards as all students and graduate high school. A migratory child is defined as a child or youth, from birth up 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)].

The Nebraska MEP conducted an update to the SDP during the 2018-19 school year. The purpose for the update was to complete a periodic update of these documents and to reflect changes that have occurred in the migratory student population. Two SDP Committee meetings were held in November 2018 and April 2019 to review the needs from the most recent CNA and develop strategies and measurable program outcomes (MPOs). Following are the key findings from the SDP:

- Federal, State, and local goals and the needs of migratory students were organized within the following three goal areas: 1) School Readiness; 2) English Language Arts (ELA) and Mathematics; and 3) High School Graduation/Services to Out-of-School Youth (OSY).
- There are gaps in achievement on state assessments between students and non-migratory students requiring supplemental services.
- Twelve strategies identified by the SDP Committee will be implemented beginning in 2019-20.
- Progress toward the 13 MPOs aligned to the strategies will be reported in the 2019-20 full evaluation report, which will document the evaluation of program implementation and performance results and provide implications for making decisions about the program.

Introduction

Legislative Mandate for Service Delivery Planning

The MEP is authorized under Title I, Part C of the ESEA of 1965 [Section 1306(a)(1)] which was reauthorized as ESSA. Under ESSA, states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other Federal programs;
- provides that migratory children have an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migratory children from appropriate local, state, and Federal educational programs;
- is the product of joint planning among local, state, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs;
- provides for the integration of available MEP services with other Federal-, state-, or locally operated programs; and
- is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESEA/ESSA.

Section 200.83(b) of the regulations requires the SEA to develop its comprehensive state SDP in consultation with the state Migrant Education Parent Advisory Council (PAC) in a format and language that the parents understand.

The components that are required by statute to be included in a state SDP are:

1. **Performance Targets.** The plan must specify the performance targets that the state has adopted for all migratory children for: ELA; mathematics; high school graduation/the number of school dropouts; school readiness if adopted by the SEA; and any other performance target that the state has identified for migratory children. [34 CFR 200.83(a)(1)]
2. **Needs Assessment.** The plan must include identification and an assessment of: (1) the unique educational needs of migratory children that result from the children's migratory lifestyle; and (2) other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]
3. **Measurable Program Outcomes (MPOs).** The plan must include the MPOs that the MEP will produce statewide through specific educational or educationally related services [1306(a)(1)(D)]. MPOs allow the MEP to determine whether and to what degree the program has met the unique educational needs of migratory children that were identified through the CNA. The MPOs should also help achieve the state's performance targets.

4. **Service Delivery Strategies.** The plan must describe the state’s strategies for achieving the performance targets and MPOs. The state’s service delivery strategy must address: (1) the unique educational needs of migratory children that result from the children’s migratory lifestyle, and (2) other needs of migratory students that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]
5. **Evaluation.** The plan must describe how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. [34 CFR 200.83(a)(4)]

Other information that Nebraska addresses in the SDP per guidance from the Office of Migrant Education (OME) includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- ✓ **Migratory Children Identified to Receive Priority for Services (PFS).** This section should include the state’s process for identifying those migratory children most in need of services, including the criteria the state established for prioritizing these students for services and ways to ensure that services are directed toward meeting their unique needs.
- ✓ **Identification and Recruitment (ID&R) Plan.** This section should include the process and structure for the ID&R plan. State’s should address staffing as well as their training. In addition, State’s should discuss what types of accountability and quality assurance are in place to ensure that sound eligibility determinations are made.
- ✓ **Parental Engagement Plan.** This section should include strategies that the State will implement to ensure that parents of migratory children are involved in the education of their children. The plan should include information on state and local migratory Parent Advisory Councils, supports for migratory parents, and resources.
- ✓ **Exchange of Student Records.** This section should include how the MEP will establish (or review) policies and procedures for sending and receiving records for migratory children through intrastate and interstate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, strategies for cross-state collaboration, and ways the state student information system can assist with record transfer.
- ✓ **Implementation and Accountability in Local Programs.** This section should include ways the MEP will communicate with local programs to keep them informed about the SDP and solicit feedback, a technical assistance plan, strategies for ensuring that the local granting process requires applicants to implement the SDP, and a plan for local monitoring.

In compliance with the guidance provided by OME, Nebraska will update the comprehensive State SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the most recent CNA that was completed in June 2018.

Description of the Nebraska Migrant Education Program

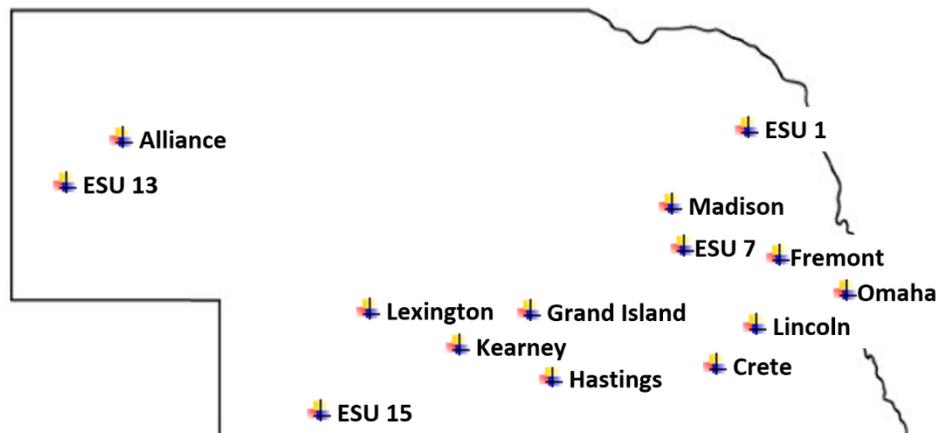
The goal of the Nebraska MEP is to provide leadership to the field regarding programs and services that promote academic excellence and equity for the migratory students and youth of Nebraska. To achieve this goal, the Nebraska MEP strives to create conditions that empower educators working with migratory children to collaborate in designing programs that build upon student strengths, eliminate barriers, provide continuity of education, and produce levels of performance for migratory students that meet or exceed those of the general student population. The Nebraska Department of Education (NDE) in Lincoln provides technical assistance, program development, parent engagement, binational teacher exchange, records transfer systems, graduation, resources to teachers serving migratory students, and assistance with ID&R.

The Nebraska MEP helps migratory children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, so they can succeed in school. Furthermore, the Nebraska MEP must give PFS to migratory children and youth who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

In order to address the needs of the migratory student population, the Nebraska MEP funds regular school year projects and year-round projects. During 2017-18, Nebraska provided services to migratory students at 14 year-round projects (school districts and Educational Services Units [ESUs]) as displayed below.

1. Alliance
2. Crete
3. ESU 1 - Wakefield
4. ESU 7 - Columbus
5. ESU 13 – Scottsbluff
6. ESU 15 – McCook
7. Fremont
8. Grand Island
9. Hastings Head Start
10. Kearney
11. Lexington
12. Lincoln
13. Madison
14. Omaha

Exhibit 1
Map of Nebraska's MEP Sites



Local migrant projects in Nebraska provide instructional and support services aligned with the State SDP and CNA within the three goal areas of: (1) School Readiness, (2) ELA and Mathematics; and (3) High School Graduation/Services to OSY. The primary components of the Nebraska MEP include supplemental instructional services, support services, inter/intrastate

coordination, ID&R, parent involvement, and professional development. These activities are guided by the program applications/sub-granting process, CNA, SDP, and the program evaluation.

In addition to migratory students moving within the State of Nebraska, the majority of Nebraska’s migratory students move from Mexico, Texas, California, Colorado, Iowa, and Florida (in that order). The work encountered by migratory families is varied. Qualifying agricultural and fishing activities cover a broad spectrum of crops and industries. Below are the seasonal and temporary qualifying activities by county in Nebraska. Only the counties with activities are listed. Seasonal/temporary activities occurring the most include corn (21 counties), feed lots (18 counties), fruits/vegetables and dairy (16 counties), and hog farms (15 counties).

Exhibit 2: Nebraska Qualifying Activities by County

County	Seasonal									Temporary								
	Soy Beans	Dry Beans	Corn	Fruits/Vegetables	Sugar Beets	Nursery	Grain	Farm Hand	Vineyard	Poultry Production	Beef Production	Pork Production	Food Processing	Feed Lot	Hog Farm	Dairy	Ranching	Egg
Adams			√		√						√			√				
Antelope			√												√	√		
Box Butte		√	√	√	√	√	√	√										
Brown								√						√	√			
Buffalo			√				√	√			√			√		√		
Butler																√		
Cedar				√												√		
Chase				√	√		√							√	√		√	
Cheyenne														√				
Clay			√				√									√		
Colfax	√										√			√	√			
Cuming																√		
Custer											√				√		√	
Dakota											√							
Dawes							√											
Dawson				√				√	√		√			√	√			
Dixon										√			√		√	√		√
Douglas			√			√					√		√					
Dundy			√	√							√			√			√	
Furnas			√												√	√		
Gage																√		
Gosper															√			
Hall		√	√	√	√						√		√					
Harlan														√				
Hamilton			√															
Hayes			√											√				
Hitchcock			√														√	
Holt				√									√					
Jefferson																√		

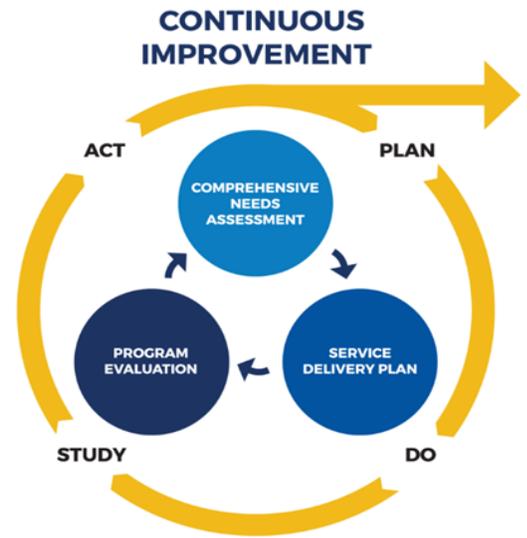
County	Seasonal									Temporary								
	Soy Beans	Dry Beans	Corn	Fruits/Vegetables	Sugar Beets	Nursery	Grain	Farm Hand	Vineyard	Poultry Production	Beef Production	Pork Production	Food Processing	Feed Lot	Hog Farm	Dairy	Ranching	Egg
Johnson										√								
Kearney														√	√	√		
Keith		√		√	√										√			
Lancaster				√		√				√			√					
Lincoln				√									√				√	
Madison			√	√								√				√		
Morill			√	√	√													
Otoe				√									√		√			
Perkins											√			√				
Phelps			√											√	√		√	
Pierce			√	√														
Platte			√	√										√	√	√		
Polk														√		√		
Red Willow																√		
Rock											√							
Saline												√						
Saunders				√														
Scottsbluff		√	√		√													
Seward			√															
Sheridan					√													
Sherman								√									√	
Wayne			√													√		
Webster														√	√		√	
York			√											√				
Total	1	4	21	16	8	3	5	5	1	3	11	2	6	18	15	16	8	1

Because issues of mobility, language, and poverty affect migratory students' opportunities to receive excellence and equity in the classroom, the Nebraska MEP strives to provide an educational experience that can help children reduce the effects of educational disruptions, and other problems that can result from repeated moves. During the regular school year, in areas with high concentrations of migratory children, migrant education projects operate in support of, and in coordination with, the regular school program. During the summer, educational programs are set up exclusively for migratory children when regular school programs are not in operation.

Description of the Nebraska Service Delivery Planning Process

The Nebraska MEP follows the Continuous Improvement Cycle as shown to the right, as recommended by OME that includes:

- **CNA:** A three-phase model to identify major concerns, gather data to define needs, and select priority solutions.
- **SDP:** A multi-step process to convene stakeholders to select research-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.
- **Evaluation:** Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



The Nebraska MEP convened an SDP Committee comprised of key stakeholders from migrant education as well as content area experts; some members also served on the Needs Assessment Committee (NAC) for the CNA process, ensuring continuity from one phase of the Continuous Improvement Cycle to the next. (Refer to beginning of this document for a list of SDP Planning Committee members.) The Committee met twice during 2018-19 to provide input on SDP requirements. Exhibit 3 highlights the process through the meeting objectives and outcomes.

Exhibit 3: SDP Planning Committee Meetings

Dates	Objectives	Outcomes
11/08/18	<ol style="list-style-type: none"> 1) Create strategies for meeting the migratory student needs identified in the CNA 2) Create MPOs that are aligned with the new strategies 3) Prioritize strategies and identify those that are required and optional 4) Review and decide on next steps toward determining the major components of the SDP 	<ul style="list-style-type: none"> • Reviewed the findings from the most recent State assessments and the CNA process • Established workgroups for: School Readiness, ELA and Mathematics, and High School Graduation/Services to OSY • Using recommended solutions from the CNA, workgroups revised language to incorporate into strategies for the SDP; full group discussed workgroup recommendations • Using 2018-19 MPOs, workgroups revised language and targets for new MPOs; full group discussed workgroup recommendations

Dates	Objectives	Outcomes
04/02/19	<ol style="list-style-type: none"> 1) Finalize strategies, MPOs, and resources for meeting migratory student needs 2) Identify resources/ideas for implementing the strategies 3) Develop strategies for communicating the updated SDP to LEAs 4) Understand logic model 5) Discuss next steps in SDP process 	<ul style="list-style-type: none"> • Finalized strategies and MPOs from SDP Meeting #1 • Completed SDP/CNA/Evaluation alignment chart and SDP Planning Chart • Using resources identified during the NAC, workgroups revised and added additional resources needed; full group discuss workgroup recommendations • Completed the evaluation plan for the SDP • Reviewed and revised other components of the SDP • Developed strategies for communicating the updated SDP to the field

Purpose of the SDP Update

The purpose of the SDP update is to ensure that the needs of the **current** migratory student population are being addressed. The demographics of migratory farmworker families changes over time and the Continuous Improvement Cycle facilitates data-driven decision making through routine data collection for up-to-date profiles on migratory students, with services and programs for this population being based on specific research-based solutions. Nebraska’s existing SDP was updated in 2016, with annual updates occurring based on evaluation results, updates needed to comply with the changes resulting from ESSA, and changes to the Nebraska MEP.

The focus at that time was on the Seven Areas of Concern identified by OME, including: educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services. While those concerns still serve as a foundation for inquiry, current practices in CNA and SDP development have shifted to include the core content areas as a framework: school readiness, ELA/mathematics, and high school graduation/services to OSY. The SDP process aligns state performance targets in these three areas (as applicable) for all children with those MPOs established for migratory students in the State. In addition, the SDP Toolkit (2018) developed by OME, guided the SDP process in Nebraska. The 2017-18 Nebraska MEP CNA provided an updated perspective on the State’s migratory student population and needs, and this SDP addresses the current context.

General Framework: SDP Alignment

This section shows the alignment of the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation). Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve the State performance goals and targets.

State Performance Indicators and Targets

The State Performance Targets for migratory students in ELA, mathematics, and graduation work in concert with the priorities and goals established by the State of Nebraska as part of its [ESSA Consolidated State Plan](#). The Plan identifies interim benchmarks and long-term goals for graduation rates and student achievement for grades 3-8 (English language arts [ELA] and Mathematics) and high school (English II and Algebra I) as shown in Exhibit 4

Exhibit 4: Nebraska Interim and Long-Term Goals for Academic Achievement

	2014-15 Baseline	2020-21 Interim	2022-23 Interim	2024-25 Interim	2026-27 Long-Term
Reading/Language Arts	68.0%	76.0%	78.7%	81.3%	84.0%
Mathematics	57.0%	67.3%	70.7%	74.1%	77.5%
Graduation	82.0%	86.4%	87.8%	89.2%	90.7%

The CNA Process in Nebraska

During the 2017-18 school year, the Nebraska NAC worked through the process outlined in the MEP CNA Toolkit (U.S. Department of Education, 2018). Data on migratory student achievement and outcomes were used by the NAC to develop concern statements during the first meeting. The draft concern statements were reviewed based on additional data requested and finalized after they were edited by the State MEP staff.

Over the course of 2017-18, additional data were collected as needed through the Migrant Information System 2000 (MIS2000), Nebraska's MEP data management tool, and via surveys of parents, students, and staff; a data profile was written; possible solutions were identified; and priorities for services based on the data were determined. At the two NAC meetings held in Lincoln, the group reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. At the second NAC meeting, the direction to ensure continuity with the planning process for the SDP was determined. This CNA process resulted in the development of the Nebraska MEP CNA Report which can be found on the NDE/MEP website [Nebraska CNA Report 2018](#).

The Nebraska MEP CNA results provided the State with clear direction for planning services to be delivered to migratory children and youth. An SDP committee was formed by the State with

representatives from various Local Education Agencies (LEA) and ESUs who had content expertise in ELA, mathematics, graduation/dropout prevention, OSY, early childhood education, professional development, ID&R, and parent engagement. The Appendix contains a chart of the decisions made through the SDP process and in accordance with the State Goals.

The needs assessment results described in the Nebraska MEP CNA Report have been used as a foundation for the services described in this SDP. Following is the Nebraska Migratory Student Profile contained in the CNA Report using data from 2016-17 which lists the needs identified in numerous categories.

Nebraska Migratory Student Profile (Data from 2016-17)

Eligible Migratory Students	5,439
Grade Distribution	Ages 0-2 (6%), Ages 3-5 (17%), K-5 (37%), 6-8 (16%), 9-12 (18%), Ungraded <1%), OSY (7%)
Priority for Services	1,596 (29%)
Disrupted Schooling	1,592 (29%) of eligible migratory students had a qualifying arrival date (QAD) within the last 12 months (67% during the regular school year)
English Learners	2,246 (41%)
Migratory students served during the performance period	3,947 (73%)
Migratory students receiving instructional services	1,773 (45%)
Migratory students receiving reading and mathematics instruction provided by a teacher (not para)	Reading Instruction – 1,316 (74%)
Migratory students receiving support services	Mathematics Instruction – 1,357 (77%)
Migratory students receiving counseling services	3,629 (92%)
Migratory students scoring proficient on State ELA and mathematics assessments	ELA - 22% (51% non-migratory students)
OSY identified/served	Mathematics - 45% (72% non-migratory students)
High School Graduation Rate	Eligible: 389 (7%)
Dropout Rate	Served: 235 (60%)

The tables to follow show the final recommendations for concerns, data sources for the concerns, need indicators and statements, prioritized solutions, and resourced identified by the NAC for each of the goal areas. The NAC identified possible solutions which the SDP Committee used for the development of strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. The development of solutions was guided by the following questions.

- What does the research say about effective strategies, programs, or interventions?
- Where has this solution been implemented and was it successful?
- What are the challenges?
- How can solutions be customized for Nebraska?

Goal Area 1: School Readiness

1-1 We are concerned that migratory preschoolers, especially English learners (ELs), do not have access to free, quality early childhood programs and therefore do not have the school readiness skills to be prepared for kindergarten and beyond.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
Teaching Strategies GOLD results from the State; MIS2000 for 2016-17; 2015-16 NE MEP Evaluation Report	<u>Indicator:</u> (1) 34% of eligible migratory children aged 3-5 attended preschool or received MEP preschool services; (2) 26% of migratory preschool children met or exceeded GOLD expectations in literacy, and 0% met or exceeded GOLD expectations in mathematics prior to receiving instruction	1.1a) Use MEP resources to support enrollment in available preschool programs (Head Start, district programs, private programs) 11.1b) Provide migrant-funded preschool programs where there are sufficient numbers	<ul style="list-style-type: none"> • Head Start directors • Enrollment staff • Preschool principals • Private preschool directors • MEP directors of existing programs • NDE Office of Early Childhood • MIS2000 reports
	<u>Statement:</u> The percentage of preschool migratory children participating in preschool programs needs to increase by at least 30%	1.1c) Assist parents in the enrollment process and advocate for migratory children to have priority enrollment in preschool programs	
1-2 We are concerned that while migratory children ages 3-5 who are not enrolled in a preschool program are also not receiving migrant-funded instructional services.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2016-17 MIS 2000 data	<u>Indicator:</u> (1) 16% of migratory children ages 3-5-year old receive MEP-funded school instruction.	1.2a) Identify migratory children aged 3-5 who are not enrolled in a preschool program and address barriers to enrollment	<ul style="list-style-type: none"> • PreK directors/principals • Curriculum specialists • Buffet Early Childhood Initiative (BECI) • NePAT with MEP staff
	<u>Statement:</u> The percentage of migratory children ages 3-5 that receive instruction needs to increase.	1.2b) Provide instructional services to 3-5-year-old children through home-based or center-based services 1.2c) Create preschool curriculum resource guide (aligned to the NePAT assessment) for projects that provide instructional services to preschool children	
1-3 We are concerned that migratory preschool children encounter barriers to school readiness including, but not limited to, lack of educational materials, interpretation/translation services, transportation, basic necessities, and limited space in preschool programs.			
Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
MIS2000 for 2016-17; 2015-16 CSPR; NAC	<u>Indicator:</u> (1) 34% of eligible migratory children aged 3-5 attended preschool or received MEP preschool services; (2) 60%	1.3a) Assist parents with identifying and overcoming barriers that prevent migratory	<ul style="list-style-type: none"> • Migratory parents • Local resource directors • Community programs

Committee Members	of preschool migratory children received support services in 2015-16; (3) NAC committee members indicate that many projects have preschool waiting lists and many communities do not have preschool programs	preschool-aged children from attending preschool 1.3b) Coordinate with CBOs, medical/dental providers, and other agencies to help overcome barriers	<ul style="list-style-type: none"> • Migrant staff • Bilingual liaison
	<u>Statement:</u> The percentage of preschool migratory children receiving support services needs to increase to by at least 15%		

1-4 We are concerned that while migratory families value education, they may not be aware of how to support school readiness or have access to resources to enroll and support their preschool children in a manner consistent with school expectations and academic success.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2016-17 Parent Training Evaluation ratings; MIS2000 for 2016-17	<p><u>Indicators:</u> (1) 46% of the 126 parents attending training on school readiness during 2016-17 reported that they had little or no knowledge of school readiness before participating; (2) 34% of eligible migratory children aged 3-5 were enrolled in a preschool program or received MEP preschool services</p> <p><u>Statement:</u> The percentage of migratory parents that have knowledge of school readiness/importance of school readiness needs to increase by at least 25%</p>	<p>1.4a) Provide home-based and/or center-based family literacy classes or coordinate with other agencies who provide family literacy</p> <p>1.4b) Promote and model school readiness activities and resources with migratory parents</p> <p>1.4c) Include school readiness topics at local PAC meetings</p>	<ul style="list-style-type: none"> • ESUs • Head Start • Advocates • NDE Office of Early Childhood • MEP staff/service providers • Sixpence program • Early Development Network • Preschool Initiative Consortium • Eclkc.gov • Title III • ELL • Home language surveys

Goal Area 2: ELA and Mathematics

2-1 We are concerned that migratory students, especially English learners (ELs) and PFS students, have gaps in their education that lead to skill deficiencies and lower proficiency rates on state ELA and math assessments.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2017 NeSA ELA and Math results	<p><u>Indicator:</u> (1) 22% of migratory students [13% of PFS migratory students, 25% of non-PFS students, 14% of migratory EL] scored proficient or above on the 2017 NeSA ELA compared to 51% of non-migratory students; (2) 45% of migratory students [27% of PFS migratory students, 53% of non-PFS students, 37% of migratory EL] scored proficient or above on the 2017 NeSA Math compared to 72% of non-migratory students.</p>	<p>2.1a) Increase collaboration/ coordination with service providers/ highly trained paraprofessionals/ facilitators with teacher</p> <p>2-1b) Increase the number of service providers/facilitators/tutors/ instructors to help students with ELA and mathematics skills</p> <p>2-1c) Provide targeted research-based academic support</p> <p>2-1d) Use statewide/local assessments to identify learning</p>	<ul style="list-style-type: none"> • Title programs/school reading programs • Access to books • Online resources • Resources to take home • Classroom teachers • ESUs • School districts • Instructional coaches and specialists • Libraries • Parents • Volunteers

	Statement: The percentage of migratory students scoring proficient or above on the NeSA needs to increase by 29% in ELA [38% for PFS students, 26% non-PFS students, 37% for migratory EL], and 27% in math [45% for PFS students, 19% for non-PFS students, 35% for migratory ELs].	needs and create individual instructional plans to increase growth in ELA and math	<ul style="list-style-type: none"> • CBO's libraries • Universities/colleges • Summer schools
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2-2 We are concerned that MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2016-17 Staff Needs Assessment Surveys Expert Committee Opinion	<p><u>Indicator:</u> (1) 53% of MEP staff indicated a need for training on reading/literacy strategies; (2) 50% of MEP staff indicated a need for training on mathematics strategies; and (3) 50% of staff indicated a need for training on involving migratory parents</p> <p><u>Statement:</u> The percentage of MEP and school staff with a need for training in reading/literacy, math, or parent involvement needs to decrease to 25%</p>	<p>2.2a) Train staff about the educational needs; cultural identity; language; effects of poverty, mobility; and life experiences of migratory students</p> <p>2.2b) Establish/maintain a central calendar/list of PD opportunities related to ESL, Migrant, and Refugee Education across the State</p>	<ul style="list-style-type: none"> • PLCs • ESUs • School districts • Rooms/materials/marketing ideas • Time • MEP trainings • EL training opportunities • 4-H • Colleges/Universities

2-3 We are concerned that many migratory families lack knowledge, resources, and/or access to academic support to help their children develop ELA and math skills (i.e., training, materials, literature, technology, community services).

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2016-17 Parent Training Evaluation ratings 2016-17 Parent Needs Assessment Surveys	<p><u>Indicators:</u> (1) 50% of the 231 parents attending training on ELA and mathematics during 2016-17 reported that they had little or no knowledge of ELA and mathematics before participating; (2) 24% of parents indicated a need for training on ways to help their children with reading and math</p> <p><u>Statement:</u> The percentage of migratory parents that have knowledge of ELA and mathematics needs to increase by at least 33%</p>	<p>2.3a) Provide/utilize a family/school liaison to communicate successes or concerns of students with parents</p> <p>2.3b) Continue to provide parent engagement opportunities</p> <p>2.3c) Collaborate with building staff regarding school family math/literacy nights, etc.</p> <p>2.3d) Provide family literacy classes in the homes, schools, or coordinate them with other agencies who provide family literacy</p>	<ul style="list-style-type: none"> • Community Learning Center • Adult education classes • School website • Motivational speakers • Libraries • Online resources • Referrals • Basic parenting classes • Mentors • MEP staff • Tech training • PD on accessing school grades/assignments/attendance

2-4 We are concerned that migratory students have unmet support service needs (i.e., basic necessities, medical/dental, mental health, transportation) that impact attendance and academic achievement in ELA and math.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2015-16 CSPR; 2016-17 Parent and Staff Needs Assessment Surveys	<p>Indicator: (1) 68% of migratory students in grades K-8 received support services during 2015-16; (2) migratory parents indicated a need for transportation [37%] and health referrals [29%]; (3) MEP staff reported that students and parents need health services [64%] and transportation [39%]</p> <p>Statement: The percentage of migratory students/youth with need for support services needs to decrease to less than 10%</p>	<p>2.4a) Coordinate with local agencies to provide migratory students and families with support services</p> <p>2.4b) Provide families with a resource packet and explain contents in their native language</p> <p>2.4c) Follow-up on referrals to identify reasons support services are not being utilized</p> <p>2.4d) Coordinate services to provide transportation, interpreting, and translation services</p>	<ul style="list-style-type: none"> Community agencies Health care providers Medical/dental services Interpreters Transportation Resource handbook

2-5 We are concerned that migratory students are not participating in extended/expanded academic learning opportunities to improve their ELA and math skills.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2016 Profile of the NE MEP	<p>Indicator: (1) 6% of all eligible migratory students participated in extended learning opportunities during 2015-16</p> <p>Statement: The percentage of migratory students participating in extended learning opportunities needs to increase to at least 25%</p>	<p>2.5a) Coordinate/collaborate with extended services (i.e., 21st CCLC)</p> <p>2.5b) Provide extended services including access to curriculum</p> <p>2.5c) Survey parents to identify needs (scheduling, transportation, etc.) in order to take advantage of extended opportunities</p> <p>2.5d) Provide migratory students with extended/expanded academic learning opportunities through home- or center-based instruction</p>	<ul style="list-style-type: none"> Community agencies Campus principals Virtual field trips Online resources Tech apps Content area teachers Summer support Nutritional snacks 21st CCLC program Bilingual liaisons 4-H

Goal Area 3: High School Graduation/Services to OSY

3-1 We are concerned that migratory secondary students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2015-16 CSPR; 2016-17 Secondary Student/OSY Needs Assessment Surveys	<p>Indicator: (1) 71% of migratory secondary students/OSY received support services during 2015-16; (2) 47% of migratory secondary-aged youth responding to a survey indicated a need for support services</p> <p>Statement: The percentage of migratory secondary students and OSY indicating an additional need for support services needs to decrease to less than 10%</p>	<p>3.1a) Provide individualized care through the MEP</p> <p>3.1b) Offer parent nights</p> <p>3.1c) Hire a social worker/counselor to work with secondary-aged migratory students</p> <p>3.1d) Offer support services fairs</p>	<ul style="list-style-type: none"> Counselors Migrant advocates Community health agencies Regional behavioral health programs

		<p>3.1e) Provide referrals for support services</p> <p>3.1f) Utilize the GOSOSY life skills lessons</p> <p>3.1g) Offer mini courses/ programs at a variety of venues</p>	
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3-2 We are concerned that migratory secondary students, especially ELs/PFS students, lack information about credits, grades, services, and academic accomplishments resulting in lower graduation rates than their peers.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2015-16 CSPR; 2015-16 NE MEP Evaluation Report; MIS2000 in 2015-16; 2016-17 Secondary Student/OSY Needs Assessment Surveys	<p><u>Indicator:</u> (1) 9% of the 956 eligible migratory students in grades 9-12 received high school credit accrual services in 2015-16 even though 16% were credit deficient; (2) 80% of migratory students [67% of PFS migratory students] graduated in 2015-16 compared to 89% of non-migratory students; (3) 59% of secondary students/OSY reported needing more help with learning English to do well in school, 60% need more help to earn credits, and 67% need more help to progress in their studies</p> <p><u>Statement:</u> More migratory students in grades 9-12 need to receive credit accrual services and the percentage of migratory students who graduate needs to increase by 9%.</p>	<p>3.2a) Maintain a building-based migrant liaison</p> <p>3.2b) Provide statewide PD for stakeholders (e.g., high school administrators, guidance counselors, migrant "point-person")</p> <p>3.2c) Provide a "Migrant Information Night"</p> <p>3.2d) Send personal letters to students/families who are failing</p> <p>3.2e) Offer summer camps for each grade level focusing on college/career readiness</p>	<ul style="list-style-type: none"> • School counselors/district MEP staff • EL staff • College staff • Home-/center-based tutors • College readiness programs/camps • School databases for grade monitoring

3-3 We are concerned that MEP resources for engaging and supporting secondary students and OSY may not be readily accessible in all communities.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
NAC Goal Group composed of State, regional, and local MEP staff	<p><u>Indicator:</u> (1) The NAC goal group indicated a need for resources to help support secondary students and OSY in all communities, including those communities where resources may not be readily available</p> <p><u>Statement:</u> There needs to be more MEP resources provided and/or better access to all communities with secondary students and OSY</p>	<p>3.3a) Provide home visits to mentor and set goals with students/OSY</p> <p>2.2b) Provide one-on-one meetings with students/OSY</p> <p>2.2c) Provide statewide internet access</p> <p>2.2d) Provide computers/technology/mobile education lab for students/OSY</p> <p>2.2e) Provide program information to secondary students and OSY</p>	<ul style="list-style-type: none"> • College staff/students • Retired teachers • Libraries • MEP staff • GED staff • HEP/CAMP • GOSOSY website • Education Quest • Virtual high schools

3-4 We are concerned that OSY are not aware of and/or their life experiences prevent them from participating in MEP instructional services.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2016-17 OSY Profile	<p><u>Indicator:</u> (1) 17% of the eligible OSY received instructional services during 2016-17; (2) 37% of OSY dropped out of school because they needed to work and 4% dropped out due to lack of credits/missing the state test; 43% of OSY report lack of transportation and 36% report lack of English language skills; (3) 60% of OSY were eligible for ESL, 36% for pre-HSED/HSED, 20% for HS diploma, 21% ABE</p> <p><u>Statement:</u> The percentage of OSY participating in instructional services needs to increase to at least 50%.</p>	<p>3.4a) Provide systematic and frequent contact with OSY to form relationships</p> <p>3.4b) Provide one-on-one services to OSY to include: mentoring, visiting them where they are, goal setting, public relations, education, and training on public transportation</p> <p>3.4c) Utilize MSIX course history/credits to facilitate timely transfer of records</p>	<ul style="list-style-type: none"> • MEP liaisons • Job corps • HEP • Career Skill Agency • Re-entry/re-engagement programs • Alternative high school programs with high school diploma goal

3-5 We are concerned that migratory secondary students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.

Data Sources	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2016-17 Parent, Staff, and Secondary Student/OSY Needs Assessment Surveys	<p><u>Indicators:</u> (1) 65% of secondary students/OSY indicated a need for more information about options after graduation; (2) 30% of migratory parents indicated a need for training on promoting HS graduation, and 22% on options after graduation; (3) 36% of MEP staff reported that migratory parents need training/information about postsecondary education, careers, and workforce readiness</p> <p><u>Statement:</u> The percentage of migratory secondary students/OSY with a need for information about options after graduation needs to decrease to 25%. With so few parents indicating a need for information about options after graduation, there needs to be more information provided so more feel postsecondary education/careers are options for their children.</p>	<p>3.5a) Provide home visits</p> <p>3.5b) Offer information nights to share information about career exploration and postsecondary options</p> <p>3.5c) Offer summer camps and schools for secondary-aged migratory students</p> <p>3.5d) Offer college visits, youth leadership opportunities, mentoring, and advocacy</p>	<ul style="list-style-type: none"> • Vocational rehab • Department of Labor • Education Quest • College readiness program • Dual credit/Career Academy • GED programs • Staffing agencies • Guidance counselor/teachers • Chamber of Commerce • Youth Leadership • 4-H

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are four strategies for School Readiness, four strategies for ELA and Mathematics, and four strategies for Graduation/Services to OSY. The strategies will be used as the target for the implementation of the MEP.

Measurable Program Outcomes (MPOs)

The SDP Committee updated the MPOs from previous years and added new MPOs to reflect the State performance targets, needs identified in the 2018 CNA, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the MEP will make. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for results (that relate to the State performance indicators/targets and MPOs) and for implementation (that relate to the strategies). The Alignment Chart that follows provides a foundation for the MEP evaluation based on the questions identified during the SDP planning process. Please refer to the *Evaluation Plan* located in the next section of this SDP for a detailed description of the Nebraska MEP Evaluation Plan.



Nebraska Migrant Education Program (MEP) 2019-20 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Target: No state performance target for school readiness at this time.

Concern Statement: We are concerned that migratory preschoolers, especially English learners, do not have access to free, quality early childhood programs, and therefore do not have the school readiness skills to be prepared for kindergarten.

Data Summary: In 2017-18, 45% of migratory children ages 3-5 participated in a preschool program (MEP or non-MEP funded).

Need Statement: The percentage of migratory preschool children participating in preschool needs to increase, as does the percent of preschool children scoring proficient on school readiness assessments.

Strategy 1.1: Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, family literacy classes, home-/center-based services, summer programming).

Strategy 1.2: Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool.

Strategy 1.3: Coordinate/promote and model school readiness strategies to enhance migratory parents' capacity to support their child's development of school readiness skills.

Strategy 1.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>1a) By the end of the 2019-20 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.</p>	<p>1a.1 What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)?</p>	<p>1a.2 How many 3-5-year-old migratory children participated in preschool programming? 1a.3 In what preschool programs did migratory children participate?</p>
<p>1b) By the end of the 2019-20 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.</p>	<p>1b.1 What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a 5% increase on the NePAT or Teaching Strategies GOLD?</p>	<p>1b.2 How many children scored proficient or showed a 5% increase on the NePAT or Teaching Strategies GOLD?</p>
<p>1c) By the end of the 2019-20 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP-funded support services that contribute to their development of school readiness skills.</p>	<p>1c.1 What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP-sponsored support services?</p>	<p>1c.2 What types of support services were provided to 3-5-year-old children?</p>
<p>1d) By the end of the 2019-20 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP-sponsored Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills.</p>	<p>1d.1 What percentage of parents reported increased knowledge of school readiness skills?</p>	<p>1d.2 How many parents participated in FACE/PAC opportunities? 1d.3 What types of services were provided?</p>
<p>1e) By the end of the 2019-20 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.</p>	<p>1e.1 What percentage of staff showed a statistically significant gain in their knowledge of evidence-based strategies for providing school readiness instruction?</p>	<p>1e.2 What school readiness professional learning was provided to staff?</p>

GOAL AREA #2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

State Performance Target: In 2019-20, 82.3% of students will score proficient or above on NSCAS ELA Assessments, and 76.7% will score proficient or above on NSCAS Math Assessments.

Concern Statement: We are concerned that as a result of migrancy, migratory students, especially English learners, have gaps in their education that lead to skill deficiencies and lower proficiency rates on State ELA and math assessments.

Data Summary: In 2017-18, 19% of migratory students (8% of PFS students) scored proficient or above in ELA compared to 51% of non-migratory students; and 21% of migratory students (14% of PFS students) scored proficient or above in mathematics compared to 51% of non-migratory students.

Need Statement: The percentage of migratory students scoring proficient or above on the NSCAS needs to increase by 32% (43% for PFS students) in ELA, and 30% (37% for PFS students) in mathematics to eliminate the gap between migratory and non-migratory students.

Strategy 2.1: Coordinate/provide evidence-based supplemental targeted ELA and mathematics support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction).

Strategy 2.2: Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math.

Strategy 2.3: Coordinate/provide FACE opportunities that help families support academic development in ELA and math.

Strategy 2.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and mathematics instruction.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>2a) By the end of the 2019-20 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or mathematics will score proficient or show a gain of at least 5% on district pre/post assessments.</p>	<p>2a.1 What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or showed a 5% increase on district ELA/mathematics assessments?</p>	<p>2a.2 How many migratory students received MEP-sponsored ELA/mathematics instruction? 2a.3 What types of supplemental instructional services in ELA/mathematics were provided?</p>
<p>2b) By the end of the 2019-20 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.</p>	<p>2b.1 What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP-sponsored support services?</p>	<p>2b.2 What type of support services were provided to students?</p>
<p>2c) By the end of the 2019-20 performance period, 90% of parent/family members of migratory students who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.</p>	<p>2c.1 What percentage of parents reported that they gained knowledge of how to support their children in ELA and math?</p>	<p>2c.2 What ELA/mathematics topics were addressed during FACE/PAC opportunities?</p>
<p>2d) By the end of the 2019-20 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/mathematics needs of migratory students.</p>	<p>2d.1 What percentage of staff showed a statistically significant gain on a pre/post assessment?</p>	<p>2d.2 What ELA/mathematics professional learning was provided to staff?</p>

GOAL AREA #3: HIGH SCHOOL GRADUATION/SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

State Performance Target: In 2019-20, 90.7% of all students will graduate from high school.

Concern Statement: We are concerned that as a result of migrancy, migratory secondary students, especially English learners/PFS students, have a lack of information about credits, grades, and academic accomplishments and lack of access to instructional/support services resulting in a lower graduation rate than their peers.

Data Summary: The migratory student graduation rate for 2017-18 was 79.4% (63.8% for PFS students) compared to non-migratory students (88.6%), and the State Performance Target (89.8%).

Need Statement: The migratory student graduation rate needs to increase by 10.4% (24.8% for PFS students) to eliminate the gap between migratory and non-migratory students, and by 10.4% (26% for PFS students) to meet the State Performance Target.

Strategy 3.1: Coordinate/provide secondary migratory students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, General Educational Development (GED), college, career, and/or life readiness goals.

Strategy 3.2: Coordinate/provide appropriate needs-based support services to migratory secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals.

Strategy 3.3: Coordinate/provide needs-based educational services to migratory parents/families to enhance their capacity to support their child's achievement of graduation, GED, college, career, and/or life readiness goals.

Strategy 3.4: Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
<p>3a) By the end of the 2019-20 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.</p>	<p>3a.1 What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP-sponsored instructional services?</p>	<p>3a.2 What types of instructional services were provided to secondary students and OSY?</p>
<p>3b) By the end of the 2019-20 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, college, career, and/or life readiness goals.</p>	<p>3b.1 What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP-sponsored support services?</p>	<p>3b.2 What support services were provided to secondary students/ OSY?</p>
<p>3c) By the end of the 2019-20 performance period, 90% of parents of migratory secondary youth who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.</p>	<p>3c.1 What percentage of parents reported gaining knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and life readiness skills?</p>	<p>3c.2 What topics were addressed during FACE/PAC meetings to support parents of secondary-aged migratory students and youth?</p>
<p>3d) By the end of the 2019-20 performance period, 90% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.</p>	<p>3d.1 What percentage of staff showed a statistically significant gain in their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY?</p>	<p>3d.2 Which professional learning did staff find most useful?</p>

Evaluation Plan

Components of the Nebraska MEP Evaluation

The statewide evaluation measures the effectiveness of the Nebraska MEP, examining the fidelity between the implementation of the State’s strategies as stated in the MEP SDP, determining progress toward the State’s MPOs, as well as progress toward the State performance targets (Performance Goals 1 and 5), and the four Government Performance and Results Act (GPRA) measures adopted by OME. The overall objectives of the Nebraska MEP evaluation are to:

1. Collect, analyze, summarize, and prepare reports that contain MEP progress toward State performance indicators based on the percent proficient in ELA and mathematics in grades 3-8 and high school; high school graduation; and dropouts disaggregated by migratory (PFS and non-PFS) and non-migratory students.
2. Collect, analyze, summarize, and prepare reports that contain MEP MPO data.
3. Collect, analyze, summarize, and prepare reports that contain GPRA data.
4. Prepare and report recommendations to inform SEA decision making for the improvement of MEP services [e.g., data needed to collect in an update to the CNA; updated performance targets updated in the SDP based on overachievement of MPOs].

The evaluation of the Nebraska MEP examines both implementation and outcomes (results) in accordance with Federal reporting requirements as specified in the Migrant Education Program Evaluation Toolkit (U.S. Department of Education, 2012) to determine the extent to which the State performance targets, strategies, and MPOs in school readiness, ELA and mathematics, and high school graduation/services to OSY have been addressed and met.

The CNA/SDP/Evaluation Alignment Chart in the previous section guides the program evaluation. The Alignment Chart lists the required components of the SDP (State performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve State performance goals and targets and guide the evaluation.

Implementation of all strategies identified in the Nebraska SDP is measured using the FSI that is anchored to specific implementation-based best practices in designing and implementing effective programs for migratory children and youth. Ratings on the FSI are self-assigned by MEP staff after reviewing evidence and coming to consensus on their ratings. The FSI’s ratings are based on a 5-point rubric that measures the degree of implementation from “not evident” to “exceeding”. Questions answered by implementation data include these examples:

- ✓ *Was the program implemented as described in the approved project application? If not, what changes were made?*
- ✓ *What worked in the implementation of Nebraska MEP?*

- ✓ *What problems did the project encounter? What improvements should be made?*
- ✓ *What types of supplemental reading and mathematics instruction were provided to students?*
- ✓ *What instructional programs were used to teach reading and math?*
- ✓ *What types of reading and mathematics instructional services were provided to parents?*
- ✓ *What types of instructional services to increase school readiness skills were provided?*
- ✓ *What types of support services were provided to 3-5-year-old children?*
- ✓ *What types of school readiness activities were provided to parents?*
- ✓ *What MEP services did secondary migratory students and OSY receive?*
- ✓ *What information was provided to parents of secondary migratory students?*

As part of the results evaluation, achievement on State performance targets are reported to determine the overall effectiveness of the Nebraska MEP, and results related to MPOs are reported to evaluate the impact of MEP services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Questions answered by outcome data include the examples below.

- ✓ *What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming (migrant and non-migrant funded)?*
- ✓ *What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a 5% increase on the NePAT or Teaching Strategies GOLD?*
- ✓ *What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP-sponsored support services?*
- ✓ *What percentage of parents reported increased knowledge of school readiness skills?*
- ✓ *What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or showed a 5% increase on district ELA/mathematics assessments?*
- ✓ *What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP-sponsored support services?*
- ✓ *What percentage of parents reported that they gained knowledge of how to support their children in ELA and math?*
- ✓ *What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP-sponsored supplemental instructional services?*
- ✓ *What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP-sponsored support services?*
- ✓ *What percentage of parents reported gaining knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and life readiness skills?*

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator in collaboration with Nebraska MEP staff.

These activities help the State determine the degree to which the MEP is effective in relation to the State performance targets, strategies, and MPOs. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible.

In the area of ELA and mathematics, measurement tools used to determine progress include student scores on Nebraska Student-Centered Assessment System (NSCAS) ELA and Math Assessments in grades 3-8 and high school. Additional student results are reported using curriculum-based reading, mathematics, and school readiness assessments for those students receiving MEP-funded instructional services.

Data element	Who collects	How collected	When collected
Number of eligible students recruited	NDE staff	MIS2000	Daily updates
Documentation of Certificate of Eligibility (COE) accuracy	COE approval team; re-interview process	NDE approval team checks COE at submission and at COE data entry. Also during re-interview.	Collected at submission for NDE review. Annual re-interview process.
Number of students, by age/grade, enrolled in school, OSY programs, summer programs	Districts/ESDs and NDE staff	MIS2000	Ongoing
Number of students receiving services through highly qualified teachers and tutors	Districts/ESDs and NDE staff	MIS2000	Ongoing
Number and type of intra/interstate coordination activities	Districts/ESDs and NDE staff	Records kept by NDE	Ongoing
Number of families involved through attendance at parent meetings; participation in workshops, classes, parent training; and school/classroom visits	Districts/ESDs and NDE staff	Records kept by NDE and LEAs	At time of function
Family engagement communication documentation	Districts/ESDs and NDE staff	Records kept by LEAs	Ongoing
Number of regional MEP staff enrolled in professional development and specifics on training	Districts/ESDs and NDE staff	Records kept by NDE and LEAs	At time of function
Documentation on monitoring and technical assistance review findings	NDE staff	Onsite visits Monitoring tool	Ongoing
Number of migratory students in grades K-8 who receive MEP-funded supplemental, content-based instructional services	Districts/ESDs and NDE staff	MIS2000	Ongoing

Data element	Who collects	How collected	When collected
Number of high school migratory students who receive MEP-funded supplemental, content-based instructional services	Districts/ESDs and NDE staff	MIS2000	Ongoing
Number of migratory students who graduate from high school	NDE staff	NDE State Database	Fall/Winter
Number of migratory students who score proficient or above in ELA and math on State assessments	NDE staff	NDE State Database	Fall/Winter
Level of implementation of the strategies	Districts/ESDs and NDE staff	FSI	Ongoing

School Readiness MPOs	Who collects	How collected	When collected
MPO 1a By the end of the 2019-20 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.	Documented by projects, reported by NDE	MIS2000	End of program year
MPO 1b By the end of the 2019-20 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.	Directors, MEP staff, and NDE staff report	Form 5	End of program year
MPO 1c By the end of the 2019-20 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP-funded support services that contribute to their development of school readiness skills.	Documented by projects, reported by NDE	MIS2000	End of program year
MPO 1d By the end of the 2019-20 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP-sponsored Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills.	Parents complete after each parent activity	Form 1	After each activity
MPO 1e By the end of the 2019-20 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.	Directors, MEP staff, and teachers complete after each training	Form 2	After each activity

ELA and Mathematics MPOs	Who collects	How collected	When collected
MPO 2a By the end of the 2019-20 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or mathematics will score proficient or show a gain of at least 5% on district pre/post assessments.	Directors, MEP staff/teachers	Form 6	End of program year
MPO 2b By the end of the 2019-20 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.	Documented by projects, reported by NDE	MIS2000	End of program year

ELA and Mathematics MPOs	Who collects	How collected	When collected
MPO 2c By the end of the 2019-20 performance period, 90% of parent/family members of migratory students who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.	Parents complete after each parent activity	Form 1	After each activity
MPO 2d By the end of the 2019-20 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/mathematics needs of migratory students.	Directors, MEP staff, and teachers complete after each training	Form 2	After each activity

HS Graduation/Services to OSY MPOs	Who collects	How collected	When collected
MPO 3a By the end of the 2019-20 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.	Documented by projects, reported by NDE	MIS2000	End of program year
MPO 3b By the end of the 2019-20 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, college, career, and/or life readiness goals.	Documented by projects, reported by NDE	MIS2000	End of program year
MPO 3c By the end of the 2019-20 performance period, 90% of parents of migratory secondary youth who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.	Parents complete after each parent activity	Form 1	After each activity
MPO 3d By the end of the 2019-20 performance period, 90% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.	Directors, MEP staff, and teachers complete after each training	Form 2	After each activity

Data sources for the evaluation include MEP staff, families, and students and youth. Data analysis procedures to be used will include descriptive statistics (e.g., means, frequencies, t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement. For all services, the progress monitoring plan calls for the collection of data on student participation, coordination activities (including inter/intrastate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement.

Interpreting and Using Evaluation Results

The Nebraska MEP supports local projects in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- ✓ distributing materials to support professional development activities among Nebraska MEP staff during regional meetings and statewide workshops;
- ✓ providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- ✓ reviewing program monitoring results and actions for the use of evaluation results for improvement;
- ✓ sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- ✓ collaborating with Consortium Incentive Grant (CIG) states to obtain best practices and distributing CIG materials statewide;
- ✓ including language in the local MEP application asking sites to discuss how evaluation results will be used for program improvement purposes;
- ✓ coordinating with the external evaluator to review processes, procedures, and supports provided to local MEPs;
- ✓ sharing information among local MEPs from State and national meetings, conferences, and forums that focus on the use of data for improvement; and
- ✓ offering training-of-trainer's sessions for MEP directors to support their efforts in assisting local MEPs to use evaluation results to make mid-course corrections and improve MEP programs and services.

Written Evaluation Report

To comply with Federal guidelines, the Nebraska MEP will perform an annual performance results evaluation in order to inform SEA decision-making and prepare a written evaluation report that contains implementation and performance results data. The written report will include implications and recommendations for improving MEP services to help ensure that the unique educational needs of migratory students are being met.

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating Nebraska's MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators will have responsibility for:

- creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- collecting and analyzing evaluation data; and
- preparing a full evaluation report to determine the extent to which progress was made and objectives were met.

The evaluators will collect 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 State Performance Goals in ELA, mathematics, graduation and dropout rates; the MEP MPOs; and after requested by OME, the GPRA measures.

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to flesh out activities and identify the resources needed for each strategy. All activities are for the local level, and the State is required to ensure that its local projects comply with the comprehensive State plan. Local projects have flexibility to determine activities from within the options provided to implement the strategies in the SDP and to achieve the MPOs. The committee considered the following key questions:

- What options do LEAs/ESDs have for implementing the strategies?
- What other programs and agencies will be involved in the implementation of the SDP?
- What resources are needed for each activity—staffing, funding, or materials?
- What documentation should sites keep onsite about strategy implementation?

School Readiness Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)
1.1) Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, family literacy classes, home-/center-based services, summer programming).	<ul style="list-style-type: none"> • Center-based services • Coordination with preschool providers • Home-based services • Pay for preschool tuition • Reading materials • Referrals • Summer programs 	<ul style="list-style-type: none"> • Bilingual staff • Books/school supplies • Community agencies • Curriculum (research-based) • Educational supplies • Light refreshments • Teachers • Technology
1.2) Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migrant preschool-aged children from attending preschool.	<ul style="list-style-type: none"> • Coordinating transportation • Dental/medical services • List of area preschools for parents • Referrals • Translating/interpreting 	<ul style="list-style-type: none"> • Bilingual staff • Directory/list of area resources • Transportation
1.3) Coordinate/promote and model school readiness strategies to enhance migrant parents' capacity to support their child's development of school readiness skills.	<ul style="list-style-type: none"> • FACE/PAC • Family literacy programs • Field trips to community • Home-based services • List of educational opportunities in the community • Materials and strategies to use at home • Principal's coffee club • School visits to child's classroom • State Parent Conference • Translating/interpreting 	<ul style="list-style-type: none"> • Bilingual books • Bilingual staff • Community agencies • Culturally relevant literature • Curriculum • Directory/list of resources • Materials • Technology • Transportation

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)
1.4) Provide professional learning opportunities to prepare staff to address the unique educational needs of migrant children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.	<ul style="list-style-type: none"> • Classroom coaching • Classroom/student scenarios • Local coalition meetings • Presentations at state/ national conferences • Presentations from former migrant students or staff that have similar backgrounds • Regional training • Technical assistance • Webinars 	<ul style="list-style-type: none"> • Evaluation forms • Newsletters • PD content • Refugees (omaharefugees.com) • Rooms/facilities • Zoom meetings

English Language Arts/Mathematics Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)
2.1) Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction).	<ul style="list-style-type: none"> • Binational teachers • Saturday school • Summer school programs • Strategic tutoring (before/ after school) • Robotics • STEM/STEAM • In-class support • Software (online intervention programs) • Pullout assistance 	<ul style="list-style-type: none"> • Binational teachers • District curriculum (Imagine Learning, Imagine Math, Leveled Readers, Academic Vocabulary Learning Tools, Leveled websites) • Learning continuum • MAP growth data • Teachers • Transportation
2.2) Coordinate/provide migrant students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math.	<ul style="list-style-type: none"> • Advisement • Delivery of learning kits and materials • Enrollment follow-up • Home visits • Referrals • Student tracking/goal activities 	<ul style="list-style-type: none"> • CBO directory • Educational materials • Interpreters • Nutrition services • Technology devices • Transportation
2.3) Coordinate/provide FACE opportunities that help families support academic development in ELA and math.	<ul style="list-style-type: none"> • Educational activities • Home-based services • MEP school orientation • Migrant conferences • Referrals to CBOs • Storytime 	<ul style="list-style-type: none"> • Bilingual staff • CBO directory • Emails • Flyers • Materials • Posters • Public library • Technology
2.4) Provide professional learning opportunities to prepare staff to address the unique educational needs of migrant students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and mathematics instruction.	<ul style="list-style-type: none"> • Classroom coaching • Classroom/student scenarios • Local coalition meetings • Presentations at state/ national conferences • Presentations from former migrant students or staff that have similar backgrounds • Regional training • Technical assistance • Webinars 	<ul style="list-style-type: none"> • Evaluation forms • NDE EL Modules • Newsletters • PD content • Refugees (omaharefugees.com) • Rooms/facilities • Zoom meetings

High School Graduation and Services for OSY Project Plan

Strategy	Examples of strategy implementation	Resources (how to spend MEP funds, collaborators, and sources of materials)
3.1) Coordinate/provide secondary migrant students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, GED, college, career, and/or life readiness goals.	<ul style="list-style-type: none"> • Before/after-school tutoring • Career academies • Extended learning programs • GED classes • High school credit accrual • Home-based services • Job skills training • Online educational services • Summer programs 	<ul style="list-style-type: none"> • Community colleges and agencies (GED classes/ESL) • GOSOSY life skills lessons • Graduation plans • HEP/CAMP programs • PASS courses • School district specific credit accrual and online learning platforms • Transportation/staff/facilities • UNL Big Red Camp
3.2) Coordinate/provide appropriate needs-based support services to migrant secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals.	<ul style="list-style-type: none"> • Access to technology • Career counseling • Career interest survey • Financial literacy • Health & nutrition • Industry and college visits • Interpreters • Learning and graduation plans • Life skills lessons • Migrant youth advocates • Transportation • Youth leadership programs 	<ul style="list-style-type: none"> • Bilingual staff • CAMP • Community organizations and nonprofits • Extension offices • GOSOSY life lessons • Health department • MSIX • Proteus • Technology • WIOA youth
3.3) Coordinate/provide needs-based educational services to migrant parents/families to enhance their capacity to support their child's achievement of graduation, GED, college, career, and/or life readiness goals.	<ul style="list-style-type: none"> • College visits • College/career readiness programs • Family literacy programs • Home visits • Home-based educational programs • Interviewing/applications • Parent education (PAC/FACE) • Progress monitoring (parent portals) • Videoconferencing/online meetings 	<ul style="list-style-type: none"> • College admissions staff • Curriculum materials • Education Quest • GOSOSY life skills lessons • Graduation plans • Labor market information • Native language instruction • Online tutoring • PAC/FACE • Partnerships with colleges • Translating/interpreting • Transportation/staff
3.4) Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction to increase secondary migrant youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.	<ul style="list-style-type: none"> • Binational PD • Guest speakers • National conferences • State conferences (MEP, NDE, State associations) • Zoom meetings/webinars 	<ul style="list-style-type: none"> • College • Education Quest • Job Corps • NDE • Technology devices • WIDA Youth • Zoom

The Logic Model on the following page is a visual representation of the assumptions and theory of action that underlie the structure of an education program. The main components of the Nebraska MEP logic model include inputs, activities, outputs, and outcomes (separated into short-term, mid-term, and long term).

Nebraska Migrant Education Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> -MEP allocation -State MEP staff -Evaluation/data team -Collaborators (e.g., community agencies, institutions of higher education [IHEs], other State/Federal programs) -CNA results -Evaluation data (implementation/ results) 	<ul style="list-style-type: none"> -Supplemental reading and mathematics instruction -Regular year and summer instructional services -Support services -Parent activities -Continuous Improvement Cycle -SEA monitoring/ technical assistance 	<ul style="list-style-type: none"> -State service delivery model -MEP staff provide reading and mathematics instruction to students -Migratory students served during the regular school year and summer -The State MEP and LEAs host parent activities and events -MEP staff attend professional development -Collaborators provide services to migratory students -Migratory children recruited and identified 	<ul style="list-style-type: none"> -Improved student reading and mathematics skills -MEP staff develop relationships with migratory students -Families involved in supporting their children’s education -MEP staff trained -MEP services found effective are sustained 	<ul style="list-style-type: none"> -80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services score proficient or show a gain on local school readiness assessments -70% of migratory students in grades K-12 who receive MEP-sponsored instructional services in ELA and/or mathematics score proficient or show a gain of at least 5% on district pre/post assessments -45% of secondary migratory students and OSY receive MEP instructional services -70% of secondary migratory students and OSY receive MEP support services -Increased MEP parent skills for supporting their children’s learning 	<ul style="list-style-type: none"> -Increased number of migratory students scoring proficient or above on State ELA and mathematics assessments -Decreased dropout rates -Increased high school graduation rates -Increased number of migratory students attending postsecondary education

Migratory Students that Have Priority for Services

As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the SDP as part of the State activity in which Nebraska sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migratory student 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). If any of the factors (A1-A11) have been identified within the *Failing or Most at Risk of Failing, to Meet State Standards* and a *qualifying move* within the previous 1-year period are met, the child/youth is designated as PFS. Both sections (1) and (2) must be met in order for a migratory child/youth to be considered PFS.

Failing, or Most At-Risk of Failing, to Meet State Standards Factors

- A1** Disabled/IEP – Student is identified as having a disability (i.e. IEP, 504 Plan)
- A2** Poor Attendance – Student is not attending school regularly (according to district policy)
- A3** Retention – Student has repeated a grade level or a course
- A4** Modal Grade – Student is placed in a class that is not age appropriate (i.e. 1st grade placement, 8 years old)
- A5** Credit Deficient – Student is behind in accruing credits toward graduation requirements (based on local requirements)
- A6** EL - Student is classified as either non-English proficient or limited English proficient according to local language assessment practice
- A7** Low Performance – Student scores below proficient on State or local reading, writing, or mathematics assessments
- A8** OSY – A migrant youth under the age of 22 who: 1) has not graduated; 2) is not attending school; 3) is classified as having dropped out and/or is here to work
- A9** Prekindergarten Children – Migrant children ages 3–5 that are not served by any other program
- A10** Homeless – Migrant children that meet the definition of the McKinney-Vento Homeless Program

Every local migrant project in Nebraska is required to enter at-risk information on every migratory child/youth into MIS2000. This provides information to determine which migratory children/youth should receive services first, provides other districts/states information should the child/youth move, and assists the State MEP in determining allocations.

Identification and Recruitment Plan

Finding and enrolling eligible migratory children is a cornerstone of the Nebraska MEP and its importance cannot be overemphasized. The Nebraska MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in the State, including 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 and youth are both identified and determined to be eligible for the MEP.

The Statewide ID&R Plan includes five statewide centers divided into regions: Panhandle (ESU 13), Southwest (ESU 15), Central (Hastings HSCFDP, Inc.), Northeast (ESU 1), and East (ESU 7). The centers serve the State with 11 regional recruiters collaborating with eight project recruiters and numerous community and district liaisons. In all five regions, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective toward Nebraska ID&R efforts. A referral network has been established among regional and project recruiters and local liaisons. The referral network increases the likelihood of addressing all MEP needs.

The ID&R plan continues to advocate a statewide perspective in the supervision and staff development of all ID&R personnel within the community, the local districts, and among the regional recruiters. The plan includes a State ID&R Coordinator who is responsible for the coordination of all recruitment efforts.

This statewide recruiting system: a) provides year-round recruitment; b) provides ID&R coverage on a statewide basis with a focus on all aspects of the migratory population and the support services required by the unique demands of the migrant lifestyle; and c) blends local and statewide perspectives into a substantial and resourceful system of migrant support. Not only does the ID&R Plan fulfill Federal regulations, it also ensures all qualifying migratory children are identified and recruited in Nebraska.

Nebraska's ID&R Manual (2016-17) provides the plan for ID&R throughout Nebraska for professional development, statewide ID&R procedures, quality control, and interstate and intrastate coordination. The Manual identifies the mission, goals, measurable program objectives, and strategies for Nebraska ID&R which includes the following:

Mission: Through the implementation of the plan, the Nebraska MEP strives to provide support and resources to strengthen and enhance the ID&R process and to fully comply with all Federal laws and regulations pertaining to the ID&R of migratory children in Nebraska.

Goals: The Nebraska MEP has established the following goals to ensure the proper and timely identification of eligible migratory children through an active statewide ID&R process.

1. Ensure quality and consistency through training recruiters on how to identify and recruit migratory children and make appropriate eligibility determinations.
2. Deploy recruiters to carry out statewide ID&R efforts and monitor their progress.
3. Implement quality control procedures to ensure the reasonable accuracy of eligibility determinations.
4. Promote interstate and intrastate coordination through collaborative efforts.

Parent Involvement Plan

Title I supports parent involvement by enlisting parents to help their children do well in school. In order to receive MEP funds, a local school district must implement programs, activities, and procedures that effectively involve migratory parents. As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migratory parents can play a pivotal role in planning the educational programs in which their children participate.

Involving migratory parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migratory parents also are more likely to become advocates and supporters of the program because they have a personal stake in its success.

Nebraska offers general and specific information for parents to learn about the MEP, and to understand the ID&R process to determine whether their family qualifies for the program. Further, the Nebraska MEP offers ideas for parents to help their children experience success in school. Each local MEP sponsors ongoing family and community engagement (FACE) activities.

The State PAC Coordinator oversees the Nebraska State Parent Advisory Council (PAC). The State PAC serves in an advisory capacity to NDE MEP staff and the State PAC Coordinator. Their advice assists NDE staff in making decisions to improve the program. Face-to-face and online (webinar) PAC meetings provide information as well as FACE activities each year.

The State PAC Coordinator also works with local/regional MEPs to support their migrant PACs which are required by the State to be implemented as part of the application process. Each PAC must hold a minimum of four meetings annually. All local MEPs in Nebraska have PACs, all of which have been active and successful. Local MEPs may use MEP funds to provide transportation, child care, or other reasonable and necessary costs to facilitate attendance. Local MEPs retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Nebraska MEP.

Information useful to parents and families is contained on the NDE website at: <http://www.education.ne.gov/ciptoolkit/familycommunity/resources.html>. The NDE website includes links useful to migratory parents such as the National Standards for Parent/Family Involvement, National Coalition for Parent Involvement in Education, Parent's Right to Know, Helping Your Child with Homework, Community Help, and Action Teams for School/Family/Community Involvement.

Exchange of Student Records

Nebraska State MEP Student Records Exchange

Section 1304(b)(3) requires SEAs to promote inter/intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year. The Nebraska MEP uses MIS2000 to record this information.

MIS2000 is a solution for the information needs of states serving migratory children. MIS2000 provides for the storage, retrieval, and reporting of student information. Records are electronically transferred without a dependency on a national database. The installation process establishes a state database which is served by multiple sub-state installation sites with region, county, or district levels. Each sub-state site communicates directly with the state system. States using MIS2000 can easily transfer student information from state to states.

Information on MIS2000, links to student exchange resources, and information on the State Data Coordinator can be found on the NDE website:

[http://www.education.ne.gov/Migrant/data collection and reporting.html](http://www.education.ne.gov/Migrant/data%20collection%20and%20reporting.html)

The Migrant Student Records Exchange (MSIX)

To achieve the goal of facilitating the transfer of education records between states and districts in those states to which migratory children move, Section 1308(b)(1) of the ESEA, as amended, requires the Secretary to “assist states in the electronic transfer of student records and in determining the number of migratory children in each state”. Furthermore, Section 1308(b)(2) requires the Secretary, in consultation with the states to “ensure the linkage of migratory student record systems for the purpose of electronically exchanging, among the states, health and educational information regarding all migratory students eligible under this part.”

Established and administered by ED contract, the Migrant Student Information Exchange (MSIX) system is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use (MIS2000 in Nebraska) to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide. Nebraska is fully operational in MSIX and the Nebraska Migrant System/MIS2000 interfaces with it successfully to allow the State to complete reports on inter/intrastate student records. Nebraska is able to provide student data, as required, for the State Comprehensive State Performance Report (CSPR) and to meet other Federal and State data requirements.

The NDE and MEP staff involved in school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP have direct access to the MSIX system. MSIX produces a single “consolidated record” for each migratory child that contains information from each state in which the child was ever enrolled. Upon enrollment in the MEP and/or a change of residence to a new district or state, service providers review the consolidated record for relevant information related to school enrollment, grade and course placements, accrual of high school credits, and participation in the MEP. Contacts from previous enrollments can be used if further information is needed.

Implementation and Accountability in Local Programs

Communication with Local MEPs about the SDP

Nebraska's plan for communication about the SDP with local MEPs will occur with and through the local project directors. Each MEP director will be trained on the new SDP, and each will have the responsibility of communicating the SDP with administrators, instructors, recruiters and clerks, other MEP staff, as well as migratory parents. Ongoing local coordination meetings with MEP staff, State/local PAC meetings, and regional meetings and trainings provide opportunities for communication. Further, the State MEP offers professional development for recruiters and instructional staff where training on the SDP will occur. The SDP Committee recommended the following means for rolling-out the SDP to MEP staff, parents, and stakeholders.

- Sessions at the State Migrant Conference
- Webinars covering each goal area posted on the website
- Email to staff informing them about the SDP with the SDP included as an attachment
- A PowerPoint presentation to share with parents

Professional Development and Technical Assistance

Following are examples of national professional development resources that the Nebraska MEP employs for migrant staff and in some cases, regular school staff who work with migratory children:

- The MEP RESULTS Website provides information on legislation and policy, tools and curriculum, a resource library, recent updates about the MEP, information on State MEP Directors, and articles written about the MEP.
- The Interstate Migrant Education Council's (IMEC's) mission is to advocate policies that ensure the highest quality education and other needed services for migratory children. The IMEC Website provides a number of resources on best practices, policy and advocacy, and programs and studies.
- The Geneseo Migrant Center Website houses resources useful in the classroom to understand and teach migratory children and youth, as well as lessons for parents.
- The What Works Clearinghouse (WWC) Website reports on effective educational programs, practices, and products.
- The Migrant Services Directory: Organizations and Resources provides summaries and contact information for major Federal programs and national organizations that serve migratory farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population.

- Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY) is a CIG funded from 2015-2019 by OME at the U.S. Department of Education (USDE) to build capacity in States with the growing secondary-aged migratory OSY youth population.
- The Migrant Literacy NET was created by the Migrant reading achievement: Comprehensive Online Reading Education (MiraCORE) CIG to increase migratory children's literacy skills.
- The Identification and Recruitment Consortium (IRRC) is a CIG designed to assist states in conducting effective ID&R.
- The Preschool Initiative CIG is designed to support states in identifying and serving preschool-age migratory children.
- The National Association of State Directors of Migrant Education (NASDME) offers its annual National Migrant Education Conference held in the spring. Indiana typically sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and program administration.
- The National Center for Family Literacy (NCFL) offers information and materials on migrant family literacy.
- The U.S. Department of Education's Office of English Language Acquisition (OELA) provides a Summit for ELs with a strand and sessions for migrant education.
- Colorín Colorado is a bilingual site for families and educators of ELs.
- The High School Equivalency Program (HEP) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of higher education (IHE). The funding supports completion of the first year of studies.
- The Handbook for Educators Working with Children of Mexican Origin provides support to educators working with children of Mexican origin.
- The Portable Assisted Study Sequence (PASS) Program consists of self-contained, semi-independent study courses which enable students to earn secondary-level academic credits.

At the State level, examples of resources that Nebraska shares among local migrant education programs include:

- The Nebraska MEP website provides web resources, contact information for Nebraska MEP sites, information on various topics of interest, operating procedures for identification and recruitment, upcoming events, and a portal for questions/answers. (<http://www.education.ne.gov/Migrant/index.html>)
- The NDE website provides an A-Z topic list, *State of the Schools* and other reports, an Ask NDE section, and a portal to the MEP. (<http://www.education.ne.gov/>)
- The Latino/Hispanic Summit offers opportunities for students, parents, and staff to work together around issues of education and health. (<https://latinosummitnebraska.org/>)

- The Nebraska Department of Education’s AQuESTT (A Quality Education System Today and Tomorrow) is a next generation accountability system that integrates components of accountability, assessment, accreditation, career education, and data into a system of school improvement and support. For more information, see: <http://aquestt.com/>

Professional learning for local and State MEP staff strive to further staff knowledge, encourage application of learning, and feature impact to support staff professional growth with a focus on migratory student learning and achievement of standards. The Nebraska State MEP and the regional/local MEP sites attend national meetings and training and offer professional development within Nebraska such as meetings for local MEP directors and coordinators two times per year; annual statewide and regional trainings and meetings for recruiters; local and regional data collection training opportunities; regional parent involvement activities; and National MEP conferences, IMEC meetings, ID&R meetings, and MEP CIG meetings and workgroups.

Technical assistance is available through State-initiated follow-up as a result of compliance monitoring, contact initiated by a local or regional director in response to needs identified by an MEP site, or when a new initiative is undertaken (i.e., implementing aspects of the new SDP). Nebraska sponsors activities to encourage collaboration and sharing among regional and local migrant entities. Some examples include the following.

- Hispanic/Latino Summit held annually
- Nebraska MEP meetings held twice each year
- Nebraska State website with a link to the State MEP
- ID&R meetings for recruiters and project administrators
- Statewide and regional migrant PAC meetings/webinars
- State-sponsored meetings around a specific theme or innovation
- Technical assistance and program compliance monitoring visits from NDE MEP staff
- Regular ID&R and data training on MIS2000 and MSIX

Collaboration and resource sharing around the Nebraska MEP SDP continues to be a priority. Full implementation of the updated SDP will begin in the fall of 2019 to incorporate the work that was done by the SDP Committee during 2018-19 to align the updated SDP with other State systems as well as the State MEP application, sub-allocation process, MEP monitoring, and the evaluation systems and tools.

Alignment of the MEP Application to the SDP

Upon completion of the SDP, the Nebraska MEP application will be updated to align with the revised Strategies and MPOs, so that all projects are working toward the same outcomes, and implementing the same Strategies.

State Monitoring Process and Timelines

Monitoring local migrant education programs is the responsibility of NDE. This includes compliance monitoring and follow-up/technical assistance that supports project implementation and student achievement. Resources for MEP staff can be found on the NDE MEP website at:

[http://www.education.ne.gov/Migrant/technical assistance and monitoring.html](http://www.education.ne.gov/Migrant/technical%20assistance%20and%20monitoring.html)

The *Title I, Part C Migrant Education Program Monitoring Guide* provides the requirements of the programs in the ESSA State Plan and other formula grants funded under this legislation, including Title I Part C MEPs. It is presented as a checklist that can be used by grant recipients to ensure programs operate in compliance with the law and guidance. The Monitoring Guide is to be used during onsite, virtual, and desk audit monitoring. All ESSA programs also are monitored through the application and financial reporting approval processes.

Monitoring by NDE MEP staff through onsite visits is required under ESSA-Title I to occur at least once every three years. However, the MEP monitors its programs annually via ongoing “desk monitoring,” telephone and email follow-up, and onsite monitoring. Further, meetings with MEP directors are scheduled bi-annually to discuss issues of importance and share information about project implementation.

Six to eight weeks in advance of a monitoring visit, the district or ESU is contacted by the NDE reviewer to arrange the details of the monitoring visit. The district/ESU completes the Monitoring Checklist and submits it to the reviewer at least one week prior to the scheduled visit. The form is designed to identify areas where technical assistance may be needed as well as options for documentation to support compliance with the requirements.

NDE requires that some pieces of evidence or documentation be submitted prior to or during the monitoring visit. Onsite visits include a review of documentation and a meeting with appropriate program directors or staff members. Following the review, the project has 30 days to submit any documentation or evidence that was not available during the review as requested by the reviewer. The district/ESU will receive a written report within 90 days if additional evidence was submitted. If a review report includes a finding of non-compliance, a plan for correcting the issue is required within 60 days of receipt of the report and may involve a follow-up visit.

In addition to ESSA monitoring, the accuracy of COEs and other quality control processes is verified by NDE as part of its MEP monitoring process. This aspect of monitoring is described in detail in the *Identification and Recruitment Plan*. Further, monitoring budgetary and programmatic aspects is documented through an MEP Onsite Monitoring Tool.

Looking Forward

This SDP will be implemented beginning in the fall of 2019. The strategies and MPOs will be added to the local application language in the summer of 2019, with technical assistance and training delivered as outlined in the Implementation and Accountability Plan section of this SDP.

The Nebraska MEP will continue its annual evaluation during the 2018-19 program year with the current strategies and MPOs, and during the 2019-20 program year incorporating the new strategies and MPOs. Data from that effort will inform program improvement and planning. As specified in the guidance found in OME’s CNA Toolkit (2018), the Nebraska MEP will revisit its CNA in three years (or more frequently if there are substantial changes in student demographics or in program services) to update the data and solution strategies as needed, and will revise the SDP accordingly as part of the Continuous Improvement Cycle. Following is Nebraska’s Continuous Improvement Cycle timeline.

Year	Continuous Improvement Cycle Activity
2017-18	CNA Update and 2016-17 Evaluation
2018-19	SDP Update, inclusion of the new strategies and MPOs in the 2019-20 program application, and 2017-18 Evaluation
2019-20	Implementation of the new strategies and MPOs, and 2018-19 Evaluation
2020-21	CNA Update and 2019-20 Evaluation
2021-22	SDP Update, inclusion of the new strategies and MPOs in the 2022-23 program application, and 2020-21 Evaluation

Beginning in the summer of 2019, the Nebraska MEP will continue its planning by undertaking the following key activities:

- ✓ Review the MEP sub-allocation program application and revise it to align with the new MPOs, strategies, and resources. Ensure that the updated application is distributed to local sites with sufficient time to respond to the SDP updates.
- ✓ Review existing structures for professional development for migrant administrators, parents, advocates, instructional aides, recruiters, clerks, and other stakeholders to ensure that professional development activities include general and specific information about the new SDP as well as professional development content to carry out the activities of the SDP.
- ✓ Revisit the Nebraska MEP monitoring tool to align it with the strategies and MPOs and other facets of the updated SDP.
- ✓ Consider existing program evaluation activities and align the evaluation with the evaluation and data collection plan outlined in the SDP. Ensure that all needed data are collected annually, that a performance results evaluation is conducted annually, and that an implementation evaluation is done at least every two years.

Appendix – Nebraska SDP Decisions and Planning Chart

GOAL 1.0: School Readiness

State Performance Goal: Nebraska does not have a State Performance Target related to school readiness.

Concerns Identified in the 2017-18 CNA:			
<p>1-1 We are concerned that migratory preschoolers, especially English learners (ELs), do not have access to free, quality early childhood programs and therefore do not have the school readiness skills to be prepared for kindergarten and beyond.</p> <p>1-2 We are concerned that while migratory children ages 3-5 who are not enrolled in a preschool program are not receiving migrant-funded instructional services.</p> <p>1-3 We are concerned that migratory preschool children encounter barriers to school readiness including, but not limited to, lack of educational materials, interpretation/translation services, transportation, basic necessities, and limited space in preschool programs.</p> <p>1-4 We are concerned that while migratory families value education, they may not be aware of how to support school readiness or have access to resources to enroll and support their preschool children in a manner consistent with school expectations and academic success.</p>			
Prioritized Solution Strategies Identified in the CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOs)	Resources Needed
<p>1.1a) Use MEP resources to support enrollment in available preschool programs (Head Start, district programs, private programs)</p> <p>1.1b) Provide migrant-funded preschool programs where there are sufficient numbers</p> <p>1.1c) Assist parents in the enrollment process and advocate for migratory students to have priority enrollment in preschool programs</p> <p>1.2a) Identify migratory children aged 3-5 who are not enrolled in a preschool program and address barriers to enrollment</p> <p>1.2b) Provide instructional services to 3-5 year old children wither through home-based or center-based</p> <p>1.2c) Create preschool curriculum resource guide (aligned to NePAT assessment) for projects that provide instructional services to preschool children</p> <p>1.3a) Assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool</p> <p>1.3b) Coordinate with CBOs, medical/dental providers, and other agencies to help overcome barriers</p>	<p>1.1) Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, family literacy classes, home-/center-based services, summer programming).</p> <p>1.2) Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool.</p> <p>1.3) Coordinate/promote and model school readiness strategies to enhance migratory parents' capacity to support their child's development of school readiness skills.</p> <p>1.4) Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.</p>	<p>1a) By the end of the 2019-20 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.</p> <p>1b) By the end of the 2019-20 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.</p> <p>1c) By the end of the 2019-20 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP-funded support services that contribute to their development of school readiness skills.</p> <p>1d) By the end of the 2019-20 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP-sponsored Family and Community</p>	<p>Home-/center-based programming</p> <p>Local PAC meetings</p> <p>FACE video conferences</p> <p>Transportation providers</p> <p>Community-based organizations</p> <p>Medical/ dental providers</p>

<p>1.4a) Provide home-based and/or center-based family literacy classes or coordinate with other agencies who provide family literacy</p> <p>1.4b) Promote and model school readiness activities and resources with migratory parents</p> <p>1.4c) Include school readiness topics at local PAC meetings</p>		<p>Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills.</p> <p>1e) By the end of the 2019-20 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.</p>	
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GOAL 2.0: English Language Arts (ELA) and Mathematics

State Performance Goal: In 2019-20, 82.3% of students will score proficient or above on NSCAS ELA Assessments, and 76.7% will score proficient or above on NSCAS Math Assessments.

Concerns Identified in the 2017-18 CNA:

- 2-1** We are concerned that migratory students, especially English learners/ PFS students, have gaps in their education that lead to skill deficiencies and lower proficiency rates on state ELA and mathematics assessments.
- 2-2** We are concerned that MEP and school staff lack the skills and strategies to support the unique educational needs, cultural identity, language, and life experiences of migratory students and their families
- 2-3** We are concerned that many migratory families lack knowledge, resources, and/or access to academic support to help their children develop ELA and mathematics skills (i.e., training, materials, literature, technology, community services).
- 2-4** We are concerned that migratory students have unmet support service needs (i.e., basic necessities, medical/ dental, mental health, transportation) that impact attendance and academic achievement in ELA and math.
- 2-5** We are concerned that migratory students are not participating in extended/expanded academic learning opportunities to improve their ELA and mathematics skills.

Prioritized Solution Strategies Identified in the CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOs)	Resources Needed
<p>2.1a) Increase collaboration/coordination with service providers/highly-trained para-professionals/facilitators with teacher</p> <p>2-1b) Increase the number of service providers/facilitators/tutors/instructors to help student with ELA and mathematics skills</p> <p>2-1c) Provide targeted research-based academic support</p> <p>2-1d) Use statewide/local assessments to identify learning needs and create individual instructional plans to increase growth in ELA and math</p> <p>2.2a) Train staff about the educational needs, cultural identity, language, poverty, high mobility, and life experiences of migratory students</p> <p>2.2b) Establish/maintain central calendar/list of PD opportunities related to ESL, Migrant, and Refugee Education across the state</p> <p>2.3a) Provide/utilize a family/school liaison to communicate successes or concerns of students with parents</p>	<p>2.1) Coordinate/provide evidence-based supplemental targeted ELA and mathematics support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction).</p> <p>2.2) Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math.</p> <p>2.3) Coordinate/provide FACE opportunities that help families support academic development in ELA and math.</p> <p>2.4) Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and mathematics instruction.</p>	<p>2a) By the end of the 2019-20 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or mathematics will score proficient or show a gain of at least 5% on district pre/post assessments.</p> <p>2b) By the end of the 2019-20 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.</p> <p>2c) By the end of the 2019-20 performance period, 90% of parent/family members of migratory students who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.</p> <p>2d) By the end of the 2019-20 performance period, 85% of staff who</p>	

<p>2.3b) Continue to provide parent engagement opportunities</p> <p>2.3c) Collaborate with building staff regarding school family math/literacy nights, etc.</p> <p>2.3d) Provide family literacy classes in the homes, schools, or coordinate them with other agencies who provide family literacy</p> <p>2.4a) Coordinate with local agencies to provide migratory students and families with support services</p> <p>2.4b) Provide families with a resource packet and explain contents in their native language</p> <p>2.4c) Follow-up on referrals to identify reasons support services are not being utilized</p> <p>2.4d) Coordinate services to provide transportation, interpreting, and translation services</p> <p>2.5a) Coordinate/collaborate with extended services (i.e., 21st CLC)</p> <p>2.5b) Provide extended services including access to curriculum</p> <p>2.5c) Survey parents to identify scheduling, transportation ,etc. in order to take advantage of extended opportunities</p> <p>2.5d) Provide migratory students with extended/expanded academic learning opportunities through home-based or site-based instruction</p>		<p>participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/mathematics needs of migratory students.</p>	
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GOAL 3.0: High School Graduation and Services to OSY

State Performance Goal: In 2019-20, 90.7% of all students will graduate from high school.

Concerns Identified in the 2017-18 CNA:			
<p>3-1 We are concerned that migratory secondary students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services.</p> <p>3-2 We are concerned that migratory secondary students, especially ELs/PFS students, lack information about credits, grades, services, and academic accomplishments resulting in lower graduation rates than their peers.</p> <p>3-3 We are concerned that MEP resources for engaging and supporting secondary students and OSY may not be readily accessible in all communities.</p> <p>3-4 We are concerned that OSY are not aware of and/or their life experiences prevent them from participating in MEP instructional services.</p> <p>3-5 We are concerned that migratory secondary students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.</p>			
Prioritized Solution Strategies Identified in the CNA	Service Delivery Strategies	Measurable Program Outcomes (MPOs)	Resources Needed
<p>3.1a) Provide individualized care through the MEP</p> <p>3.1b) Offer parent nights</p> <p>3.1c) Hire a social worker/counselor to work with secondary-aged migratory students</p> <p>3.1d) Offer support services fairs</p> <p>3.1e) Provide referrals for support services</p> <p>3.1f) Utilize the GOSOSY life skills lessons</p> <p>3.1g) Offer mini-courses/programs at a variety of venues</p> <p>3.2a) Maintain a building-based migrant liaison</p> <p>3.2b) Provide statewide PD for stakeholders (e.g., high school administrators, guidance counselors, migrant “point-person”)</p> <p>3.2c) Provide a “Migrant Night” to provide information</p> <p>3.2d) Send personal letters to students/families who are failing</p> <p>3.2e) Offer summer camps for each grade level focusing on college/career ready</p> <p>3.3a) Provide home visits to mentor and set goals with students/OSY</p> <p>3.2b) Provide one-on-one meetings with students/OSY</p> <p>3.2c) Provide statewide internet access</p>	<p>3.1) Coordinate/provide secondary migratory students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, GED, college, career, and/or life readiness goals.</p> <p>3.2) Coordinate/provide appropriate needs-based support services to migratory secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals.</p> <p>3.3) Coordinate/provide needs-based educational services to migratory parents/families to enhance their capacity to support their child’s achievement of graduation, GED, college, career, and/or life readiness goals.</p> <p>3.4) Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-</p>	<p>3a) By the end of the 2019-20 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.</p> <p>3b) By the end of the 2019-20 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, college, career, and/or life readiness goals.</p> <p>3c) By the end of the 2019-20 performance period, 90% of parents of migratory secondary youth who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, college, career, and/or life readiness goals.</p>	<p>Access to technology</p> <p>At-home educational programs</p> <p>Career counseling</p> <p>Career interest surveys</p> <p>College/career readiness programs</p> <p>EL instruction</p> <p>Extended learning programs</p> <p>FACE video conferencing/online meetings</p> <p>Family literacy programs</p> <p>GED classes</p> <p>Health and nutrition</p> <p>High school credit accrual</p> <p>Home visits</p> <p>Industry and college visits</p> <p>Interpretation</p> <p>Learning/graduation plans</p> <p>Life skills lessons</p> <p>Migratory youth advocates</p> <p>Online educational services</p> <p>Parent education</p> <p>Progress monitoring</p> <p>Transportation</p> <p>Youth leadership programs</p>

<p>3.2d) Provide computers/technology/mobile education lab for students/OSY</p> <p>3.2e) Provide program information to secondary students and OSY</p> <p>3.4a) Provide systematic and frequent contact with OSY to form relationships</p> <p>3.4b) Provide one-on-one services to OSY to include: mentoring, visiting them where they are, goal-setting, public relations, education, and training on public transportation</p> <p>3.4c) Utilize MSIX course history/credits to facilitate timely transfer of records</p> <p>3.5a) Provide home visits</p> <p>3.5b) Offer information nights to share information about career explorations and post-secondary options</p> <p>3.5c) Offer summer camps and schools for secondary-aged migratory students</p> <p>3.5d) Offer college visits, youth leadership opportunities, mentoring, and advocacy</p>	<p>based strategies, promising practices, and culturally-relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.</p>	<p>3d) By the end of the 2019-20 performance period, 90% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.</p>	
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