

Migrant Education Program Comprehensive Needs Assessment



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ABBREVIATIONS/ACRONYMS

CNA	Comprehensive Needs Assessment	MEP	Migrant Education Program
CSPR	Consolidated State Performance Report	NAC	Needs Assessment Committee
EL	English Learner	NDE	Nebraska Department of Education
ELA	English Language Arts	NeSA	Nebraska State Accountability
ELD	English Language Development	OME	Office of Migrant Education, U.S. Department of Education
ESEA	Elementary and Secondary Education Act	OSY	Out-of-School Youth
ESSA	Every Student Succeeds Act	PFS	Priority for Services
ESL	English as a Second Language	QAD	Qualifying Arrival Date
GED	General Education Diploma	SDP	Service Delivery Plan
ID&R	Identification and Recruitment	SEA	State Education Agency
LEA	Local Education Agency	STEM	Science, Technology, Engineering, and Math
LOA	Local Operating Agency		

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INTRODUCTION

The Comprehensive Needs Assessment Process in Nebraska

The Nebraska Department of Education (NDE) Migrant Education Program (MEP) provides leadership to the field regarding programs and services that promote academic excellence and equity for the migrant students of Nebraska. The term ‘migratory child’ means a child or youth ages birth through age 21 who made a qualifying move in the preceding 36 months (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher. [ESEA/ESSA Section 1309 (3)] The MEP works to provide supports to educators working with migrant children and provide structures for intrastate and interstate collaboration in designing programs that are based on student needs and built on student strengths. The Nebraska MEP helps ensure continuity of education despite the educational disruption students experience due to their migratory lifestyle.

The Nebraska MEP aims to assist migrant children and youth to achieve their academic goals and overcome challenges resulting from mobility, frequent absences, late enrollment into school, social isolation, and other difficulties. With this in mind, priority for services (PFS) must be given to migrant children and youth who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Criteria for failing, or most at risk of failing is determined by the state.

The State of Nebraska receives MEP funds from the U.S. Department of Education, Office of Migrant Education (OME) to address the unmet needs of migratory children and youth to permit them to participate effectively in school. This makes it necessary to understand the unique needs of the migrant population as distinct from other populations and design services (through a service delivery planning process) that meet those identified needs.

In order to better understand and articulate the specific services that the Nebraska MEP should offer to migrant children and youth and their families statewide, the required comprehensive needs assessment (CNA) process that is described in this report was facilitated by META Associates and guided by OME’s *Comprehensive Needs Assessment Toolkit* (2012). Statutory law, regulations, and guidance under the Elementary and Secondary Education Act (ESEA) was originally signed into law in 1965 and amended as the Every Student Succeeds Act (ESSA) of 2015.

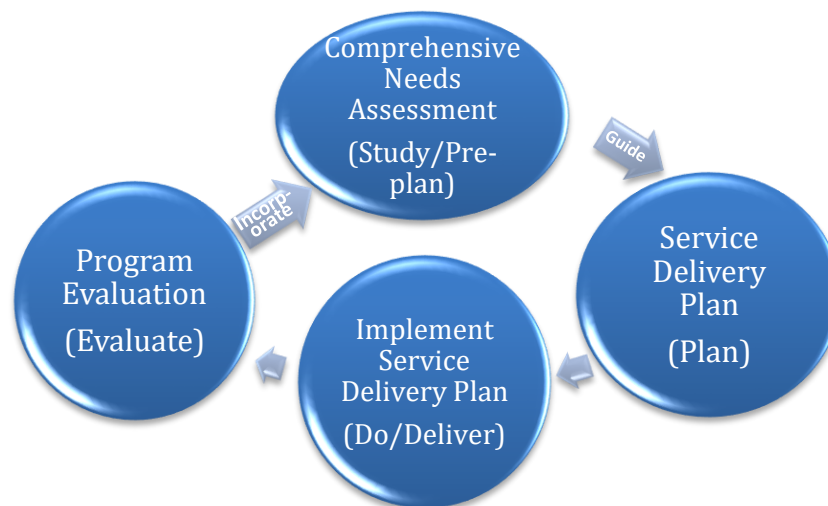
The Nebraska MEP CNA aims to:

- Identify and assess “the unique educational needs of migratory children that result from the children’s migratory lifestyle” and other needs that must be met in order for migratory children to participate effectively in school (*ESEA, Section 1304, 34 CFR 200.83 (a)(2)(i,ii)*);
- Guide the overall design of the MEP on a statewide basis;
- Help local operating agencies and the State Education Agency (SEA) prioritize needs of migrant children; and
- Provide the basis for the SEA to subgrant MEP funds.

The Nebraska CNA guides future programs, services, and policy decisions to ensure that the State’s MEP resources are directed at the most needed and most effective services for migrant

children and youth and their families. The process followed for the CNA is directed by the Continuous Improvement Cycle proposed by OME. This framework illustrates the relationship between the CNA, the service delivery plan (SDP) process, the implementation of services through a defined process for applications for funds and the implementation of programs through local sub-grantees, and the evaluation of services. The diagram below shows the Continuous Improvement Cycle suggested by OME.

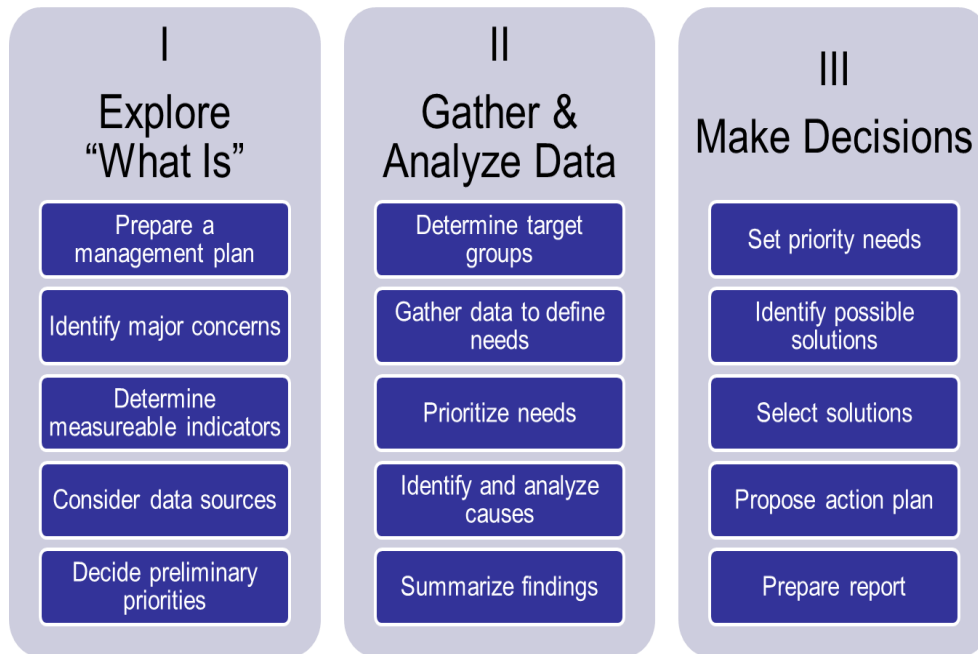
Exhibit 1
Continuous Improvement Cycle (OME CNA Toolkit, 2012)



The CNA committee followed a systematic three-phase implementation model suggested by OME that is illustrated on the next page. This model was modified to fit the specific needs of the Nebraska CNA process, which included both the assessment of needs and the identification of potential solutions at three levels.

- Level #1:** *Service Receivers* (migrant students, migrant out-of-school youth [OSY], and parents of migrant children and youth)
- Level #2:** *Service Providers and Policymakers* (state and local MEP instructional and support staff and administrators of programs and services aimed at migrant children and youth)
- Level #3:** *Systemic Resources* (the system in which MEP services are facilitated or impeded)

Exhibit 2
Three-phase Model for the CNA



Data Collection Procedures

A variety of data collection methods were employed to assess needs and identify solutions. These methods included:

- reports on migrant students with non-migrant student comparative demographics, child counts, and enrollment status; attendance, graduation, and dropout rates; and credit accrual toward high school graduation that were generated through various databases;
- reviews of State assessment results in English language arts (ELA) and mathematics available through MIS2000 and on the NDE website with comparisons made between migrant student achievement results and those of non-migrant peers;
- surveys conducted of MEP service providers;
- surveys conducted of migrant parents;
- surveys conducted of migrant secondary students and youth; and
- reviews of the Nebraska MEP State Plan and other relevant State data.

To ensure that all requirements of OME were met and to conduct an accurate assessment of the needs of Nebraska's migrant student population, the Nebraska Needs Assessment Committee (NAC) set the following timelines as shown in Exhibit 3.

Exhibit 3 Timelines for the CNA

Activity	Timelines
Data Collection	11/08/17
CNA Meeting #1: Review data, identify concerns and develop concern statements, identify need indicators and develop need statements	11/08/17
CNA Meeting #2: Finalize concern statements, data sources, need indicators, and need statements; develop possible solutions; and identify experts and resources	03/13/18
Draft the CNA report	06/15/18
Finalize the CNA report	06/30/18

The Nebraska NAC was involved during the entire three phases of the CNA process and was instrumental in formulating the recommendations for program implementation contained in this report. This valid CNA process lays the groundwork for designing a needs-based program of services that will address the complex challenges faced by migrant children and youth and their families.

Organization of the CNA Report

In addition to this CNA report that summarizes the Nebraska CNA process, an action plan with recommended solutions and interventions is included to provide informed suggestions to help close the gap between where Nebraska migrant children are now and where the NAC believes they should be in order to be successful in school. The action plan will be the determining factor in the subsequent Comprehensive State SDP as part of the Continuous Improvement Cycle that is described by OME in the *MEP CNA Toolkit* (2012).

The SDP describes the services the Nebraska MEP will provide on a statewide basis to address the unique educational needs of migrant children and youth, and will provide the basis for the statewide use of MEP funds. Furthermore, the SDP will help the Nebraska MEP develop and articulate a clear vision of:

- the needs of migrant children on a statewide basis;
- the MEP's measurable program outcomes (MPOs) and how they will help achieve the State's performance targets;
- the services the MEP will provide on a statewide basis; and
- how to evaluate whether and to what degree the MEP is effective.

This section of the report is followed by the *Phase I*, *Phase II*, and *Phase III* activities of the CNA, which includes the State migrant student and program profile; the process for gathering and analyzing data; and the process for decision-making based on migrant student needs. This section is followed by the *Conclusions*.

Finally, the *Appendices* contain the complete list of the committee members' concern statements, solutions, and rankings as to the magnitude of migrant student needs; needs assessment survey instruments; data summaries; and meeting agendas and notes.

AUTHORIZING STATUTE AND GUIDANCE FOR CONDUCTING THE CNA

Purpose of the CNA

A MEP CNA is required by OME of the U.S. Department of Education under Section 1306 of the ESEA Act, reauthorized as ESSA of 2015, Title I Part C, Section 1304(1) and (2). States must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- is integrated with other programs under ESEA/ESSA and may be submitted as part of the state consolidated application;
- provides that migratory children will have an opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet;
- specifies measurable program goals and outcomes;
- encompasses the full range of services that are available for migrant children from appropriate local, state, and Federal educational programs;
- is the product of joint planning among such 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.

The state MEP has flexibility in implementing the CNA through its local education agencies (LEAs), except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migrant children with PFS to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides the basis for allocation of funds to LEAs that serve migrant children and youth. The CNA undertaken by Nebraska takes a systematic approach that progressed through a defined series of phases, involving key stakeholders such as migrant parents and students (as appropriate), educators and administrators of programs that serve migrant students, state data specialists, content area experts, and others.

The Migrant Education Program Seven Areas of Concern

Seven areas of concern emerged from a CNA initiative conducted 15 years ago as important for all states to consider as they conduct CNAs. These seven themes helped guide the Nebraska NAC toward specific areas that define populations whose migratory lifestyles result in significant challenges to success in school. After reviewing migrant student data, the NAC developed concern statements that provide a foundation for the Nebraska MEP service delivery planning process. The seven areas of concern are described below.

Educational Continuity—Because migrant students often need to move during the regular school year and experience interruptions due to absences, they tend to encounter a lack of educational continuity, often needing to learn and adapt to different methods of instruction, behavioral expectations, and classroom rituals and routines with every move. Ensuring continuity of education and seamless credit accrual opportunities is a priority due to this pattern.

Time for Instruction—Mobility also impacts the amount of time students spend in class and their attendance patterns. Decreases in the time students spend engaged in learning leads to lower levels of achievement. These factors are particularly present for preschool children and OSY, who either do not have access to free public education or are unable to take advantage of available programs due to mobility and/or the need to work. Ways to counter the impact of family mobility and delays in enrollment procedures are essential.

School Engagement—Various factors relating to migrancy patterns impact student engagement in school. Students miss summer programs and extracurricular activities that help foster school engagement. They feel unwelcome and/or disconnected from schools where they may only be spending a few weeks. There is little time for students to establish and develop meaningful friendships within their peer group at school.

English Language Development—English language development (ELD) is critical for academic success. In the school setting, ELD comprises literacy skills that are applicable to content area learning. Since many migrant students have a home language other than English, MEPs must find ways to supplement the ELD difficulties faced by migrant students due to their unique lifestyle, while not supplanting Title III program activities.

Education Support in the Home—Home environment is associated with a child's success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and activities. Such resources reflect parent educational background and socio-economic status. While migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally-rich home environment. Efforts to inform families in a manner that fits cultural and economic circumstances are crucial.

Health—Good health is a basic need that migrant students have difficulty maintaining. The compromised dental and nutritional status of migrant children is well documented, as are high rates of obesity. Higher proportions of acute and chronic health problems are experienced along with higher childhood and infant mortality rates than those experienced by their non-migrant peers. Migrant children are at greater risk than other children due to pesticide exposure, farm injuries, heat-related illness, and poverty. They are more likely to be uninsured or under-insured and have difficulties with health care access. Families often need assistance to address health problems that interfere with the student's ability to learn.

Access to Services—Being a newcomer in school, having a home language other than English, and lacking literacy are known to decrease access to educational and educationally-related services to which migrant children and their families are entitled. Since they are not viewed as members of the community because of their mobility, services become more difficult to obtain.

PHASE I: EXPLORING “WHAT IS”

Context, Student Demographics, and Indicators of Need

Prior to the first NAC meeting, a profile of migrant students was compiled by META Associates that included demographics, achievement data, and outcome data. This information was obtained from MIS2000 and the NDE website; local, regional, and State reports; Nebraska MEP Annual Evaluation Reports for the past few years; and Consolidated State Performance Reports (CSPRs) for the past few years. The profile helped the NAC gain an understanding of the characteristics and unique challenges experienced by the migrant student population in Nebraska. The NAC also was provided information about the context of migratory work in the State of Nebraska as displayed below.

In addition to migrant students migrating within the State of Nebraska, the majority of Nebraska’s migrant students migrate from Texas, California, Colorado, Iowa, and Florida (in that order). The work encountered by migrant families is varied. Qualifying temporary and seasonal work includes beef, pork, and poultry processing; feed lots; corn; dry beans; potatoes; sugar beets; and hay. Exhibit 4 provides a graphic to illustrate the distribution of temporary and seasonal qualifying activities.

Exhibit 4
Temporary and Seasonal Qualifying Activities in the State of Nebraska

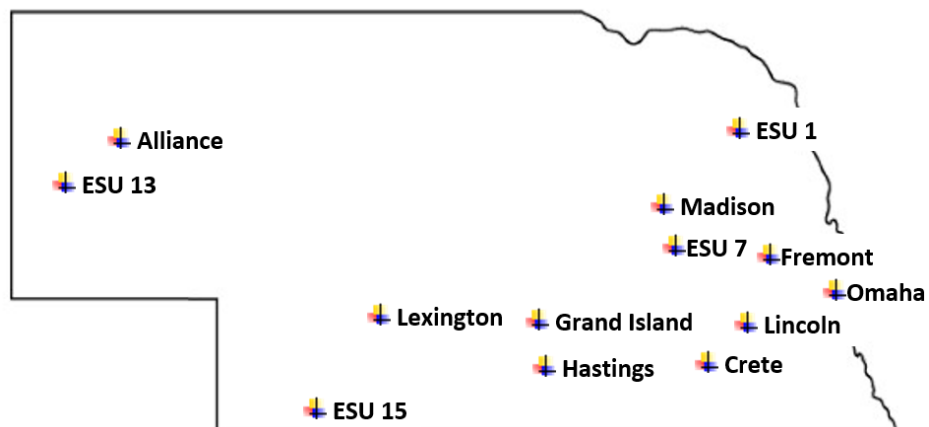


Source: MEP Profile Booklet, 2016

Supplemental education services are provided in Nebraska that can help migrant children and youth overcome the effects of educational disruptions and other problems resulting from repeated moves. As stated previously regarding the Seven Areas of Concern, issues of mobility, language, and poverty affect migrant students’ opportunities to receive excellence and equity in instruction. During 2016-17, Nebraska provided services to migrant students at 13 year-round projects as displayed below in Exhibit 5.

Exhibit 5 – Map of Nebraska’s MEP Sites

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 – Lexington
11 – Lincoln
12 – Madison
13 - Omaha



The Nebraska MEP strives to provide migrant students with individualized, needs-based supplemental instructional and support services that positively impact their learning and academic achievement. Parents are provided services to improve their skills and increase their engagement in their child’s education; MEP staff are trained to better serve the unique needs of migrant students and their parents; community resources and programs help support migrant students and their families; and local projects expand their capacity to provide needs-based services to Nebraska’s migratory population.

The Nebraska MEP offers a wide range of high quality instructional and support services that are provided both during the regular school year and summer. During the regular school year, the Nebraska MEP provides tutoring in math and reading, preschool services, pre-General Education Diploma (GED)/GED preparation, opportunities for secondary credit accrual and distance learning, English as a Second Language (ESL) instruction, science/social studies instruction, and Science, Technology, Engineering, and Math (STEM)/Robotics. In addition to the afore-mentioned instructional services, during the summer the Nebraska MEP also provides summer school, services to OSY, and services to binational Students.

The primary focus of the Nebraska MEP is the identification and recruitment (ID&R) of migratory students and ensuring that its supplemental programs and advocacy align with the State’s efforts to transition to the rigorous research-based reforms set forth by the NDE. The Nebraska MEP focuses services in the areas of ID&R, inter/intrastate coordination, and migrant student enrollment; instructional, health, and support services; staff professional learning, and family and community engagement. The Nebraska MEP Team reviews, monitors, and evaluates school district MEP plans, program applications, program implementation, and fiscal expenditures.

Planning Phase of the Nebraska CNA

Developing an understanding of the unique educational and support services needs of Nebraska migrant students was the goal of the statewide CNA. An analysis of these needs provided a foundation for the future direction of the Nebraska MEP through the service delivery planning process. It also supported the continuous improvement and quality assurance

processes of the Nebraska MEP and the overall ESSA Plan. The needs analysis was adapted to the resources and structures available in State, regional, and local MEPs.

The Preparation Phase of the Nebraska CNA involved two major objectives:

- to develop a **sense of understanding and commitment** to the assessment of needs in all levels of the Nebraska MEP; and
- to gain an assurance that decision makers will **follow-up** by using the findings in an appropriate and timely manner.

The Nebraska State MEP director, Mrs. Sue Henry, is an employee of NDE. The State MEP management plan defined the structure for the NAC, delineated various roles and responsibilities, and contained a calendar of meeting dates and timelines for tasks to be completed. This group was charged with: 1) guiding the needs assessment process; 2) setting priorities; and 3) making policy recommendations and internal process decisions that affect planning and implementation. The State MEP contact and the NAC were assisted with these tasks by experienced and informed META Associates staff that facilitated the NAC meetings and summarized the results for the committee to aid in their decision-making during the process.

NAC members reflected a broad range of stakeholders that included State MEP staff, site directors, teachers/instructional staff, content area experts, recruiters, data specialists, program administrators, community agencies, Federal program staff representatives, and migrant parent representatives. After NAC membership was determined, the MEP Director implemented the final step in management planning, the logistical plan. In preparation for the meetings, agendas specified the requirements for the meetings, project goals, and activities to be completed by the NAC.

Overview of Phase I: Exploring “What Is”

The purpose of Phase I is to: 1) investigate what already is known about the unique educational needs of migrant children and youth, especially those that result from a migratory lifestyle; 2) determine the focus and scope of the CNA process in Nebraska; and 3) gain commitment for all stages of the needs assessment including use of the findings and recommendations of the NAC for program planning and implementation. The CNA process:

- includes both needs identification and the determination and prioritization of potential solution strategies;
- addresses all relevant goals established for migrant children to ensure that they have the opportunity to meet the same challenging standards as their non-migrant peers;
- identifies the needs of migrant children at a level useful for program design purposes;
- collects data from appropriate target groups; and
- examines needs data disaggregated by key subgroups.

Phase I guides the overall design of the Nebraska MEP on a statewide basis as well as assures that the findings of the CNA are folded into the planning of needs-based services and programs. With the CNA as a foundation, the SDP strives to guide the Nebraska MEP to develop and articulate a clear vision of (1) the services the State MEP will provide, (2) the State’s MPOs and how they help achieve the State’s performance targets; and (3) how to evaluate whether and to what degree the program is effective.

CNA Goal Areas and the Nebraska Standards

During the first NAC meeting held in Lincoln, Nebraska in the fall of 2017, the group addressed the following:

- the CNA planning cycle and the roles/responsibilities of the NAC;
- summaries of existing and new data on the needs of migrant students and any additional data needed;
- reviewing and revising concern statements and need indicators; and
- identifying data sources and additional data needed for concern statements.

The NAC reviewed the goal areas from the previous CNA and SDP and considered how the needs of Nebraska migrant students fit within these broad categories. In consideration of State standards and OME guidance that reading, mathematics, and graduation be considered as a minimum, the three goal areas established by the NAC include the following:

Goal 1: School Readiness

Goal 2: English Language Arts (ELA) and Mathematics

Goal 3: High School Graduation and Services to OSY

Upon agreeing to these three goals for improving Nebraska migrant student achievement, each goal was explored in relation to the Seven Areas of Concern established by OME to ensure that the NAC's concerns and solutions aligned both with the Nebraska Standards and the concerns typically associated with frequent mobility.

Nebraska Concern Statements

During the first NAC meeting, the committee developed concern statements that are listed in Exhibit 6 for each of the goal areas. At the subsequent meeting, the committee refined concerns based on additional data and input. The complete Nebraska CNA Decisions and Planning Chart is found in Appendix A. This chart was used as a management tool to ensure that the concern statements, data sources, need indicators, and solution strategies were aligned.

Exhibit 6 – Nebraska Concern Statements

Goal 1: School Readiness		Area of Concern
1.1) We are concerned that migrant 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.		Educational continuity Instructional time English language development Access to services
1.2) We are concerned that migrant children ages 3-5 who are not enrolled in a preschool program also are not receiving migrant-funded instructional services.		Access to services Educational continuity Instructional time
1.3) We are concerned that migrant 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.		Education support in the home Health Access to services Instructional time

1.4) We are concerned that while migrant 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.	Educational continuity Instructional time Education support in the home Access to services
Goal 2: ELA/Mathematics	Area of Concern
2.1) We are concerned that migrant students, especially ELs and PFS students, have gaps in their education that lead to skill deficiencies and lower proficiency rates on state ELA and math assessments.	Educational continuity Instructional time English language development
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 migrant students and their families.	School engagement English language development
2.3) We are concerned that many migrant 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).	Access to services Education support in the home
2.4) We are concerned that migrant 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.	Health Access to services Instructional time
2.5) We are concerned that migrant students are not participating in extended/expanded academic learning opportunities to improve their ELA and math skills.	Access to services Educational continuity Instructional time
Goal 3: High School Graduation/Services to OSY	Area of Concern
3.1) We are concerned that migrant secondary students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services.	School engagement
3.2) We are concerned that migrant secondary students, especially ELs/PFS students, lack information about credits, grades, services, and academic accomplishments resulting in lower graduation rates than their peers.	Educational continuity Instructional time School engagement English language development
3.3) We are concerned that MEP resources for engaging and supporting secondary students and OSY may not be readily accessible in all communities.	School engagement
3.4) We are concerned that OSY are not aware of and/or their life experiences prevent them from participating in MEP instructional services.	Access to services School engagement
3.5) We are concerned that migrant secondary students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.	School engagement Access to services Education support in the home

PHASE II: GATHERING AND ANALYZING DATA

In the second phase of the CNA process, the key objectives were to examine the achievement and outcome gaps between Nebraska migrant students and all other students in the State to help the NAC determine data-driven solutions. During the meeting for Phase II, the committee worked toward the following objectives:

1. Revise and arrive at consensus on concern statements;
2. Develop need statements describing the magnitude of the needs exhibited by Nebraska's migrant students;
3. Develop solutions for the concern statements; and
4. Rank solutions for focus during service delivery planning.

Three broad categories of Nebraska migrant student data were targeted: 1) demographic data; 2) achievement and outcome data; and 3) stakeholder perception data.

Demographic data were drawn from the 2016-17 CSPR. Achievement data for migrant (disaggregated by PFS and non-PFS) and non-migrant students were drawn from the 2017 State assessment contained in the State database and also found on the NDE website. Perception data were gathered from migrant staff, parents, and students/youth through surveys developed specifically for the Nebraska CNA process. This data summary, as articulated in the Nebraska MEP profile, can be found on the following page.

Migrant student PFS status is determined according to a Federal definition and guidance. Under the most recent guidance, Section 1304(d) PRIORITY FOR SERVICES states, "In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children 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. The Nebraska MEP further describes "failing, or most at-risk of failing to meet State standards" by the following identifying 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** Reading Deficient – Student is not at grade level based on the diagnostic reading assessment
- A7** LEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice
- A8** Low Performance – Student scores below proficient on State or local reading, writing, or mathematics assessments
- A9** 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
- A10** Prekindergarten Children – Migrant children ages 3–5 that are not served by any other program
- A11** 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 migrant child/youth into MIS2000. This provides information to determine which migrant children/youth should receive services first, provides other districts/States information should the child/youth move, and assists the State MEP in determining allocations.

The following is the Nebraska MEP Student Profile which reflects summary data.

Nebraska Migrant Student Profile (Most recent data from SY 2016-17)

Eligible Migrant Students	5,439 (see table on following page)
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 migrant students had a qualifying arrival date (QAD) within the last 12 months (67% during the regular school year)
English Learners (ELs)	2,246 (41%)
Migrant students served during the performance period	3,947 (73%)
Migrant students receiving instructional services	1,773 (45%)
Migrant students receiving reading and math instruction	Reading Instruction – 1,316 (74%) Math Instruction – 1,357 (77%)
Migrant students receiving support services	3,629 (92%)
Migrant students receiving counseling services	793 (22%)

Migrant students scoring proficient on state ELA and math assessments	ELA - 22% (51% non-migrant students) Math - 45% (72% non-migrant students)
OSY Eligible/Served	Eligible: 389 (7%) Served: 235 (60%)
High School Graduation Rate	Migrant students– 79.4% All students – 89.1%
Dropout Rate	Migrant students – 3.84% All students – 1.26%

Needs assessment data were collected from the LEA sub-grantees; MEP staff, student, and parent needs assessment surveys; the NDE website; and MIS2000. Needs assessment data included: (1) demographic data; (2) State standards-based assessment results; (3) MEP support services; (4) professional development; and (5) parent/family needs.

Migrant Student Demographics

The number of eligible migrant students across a nine-year span is found in Exhibit 7. Overall, the number of migrant students has increased slightly. Exhibit 8 illustrates the changes over the nine-year span.

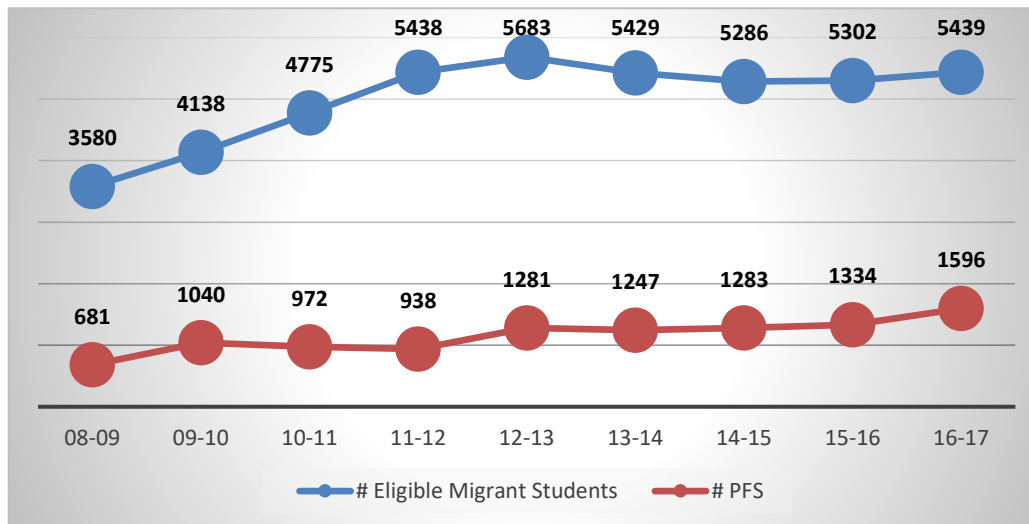
Exhibit 7 – Number of Eligible Migrant Students by Grade Level and Program Year

Age/ Grade	Number of Eligible Migrant Students								
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
0-2	194	238	270	334	343	295	276	286	316
3-5	561	699	809	960	1,157	949	930	882	901
K	233	237	246	323	166	343	314	359	354
1	255	260	302	341	338	300	311	377	367
2	207	244	296	307	355	360	297	347	370
3	210	248	282	318	288	327	308	318	322
4	215	212	272	304	303	314	287	325	324
5	203	210	255	290	278	263	268	286	289
6	155	217	218	259	287	265	246	280	272
7	154	154	218	249	262	249	237	285	275
8	147	172	198	209	224	262	237	269	297
9	173	214	228	258	218	291	262	293	311
10	146	139	196	220	243	218	270	255	247
11	99	123	155	207	195	227	187	234	223
12	75	85	142	108	176	163	200	174	181
UG	0	0	2	1	10	9	0	1	1
OSY	553	686	686	750	840	313	269	331	389
RE*	--	--	--	--	--	281	387	--	--
Total	3,580	4,138	4,775	5,438	5,683	5,429	5,286	5,302	5,439

Source: CSPR Part II School Years 2008-09 through 2016-17

*RE=Resident only students that arrive/depart during the summer months, not enrolled in a NE school district

Exhibit 8 – Eligible Migrant Students in Nebraska across a 9-Year Span



Mobility and English language development are both factors that are closely related to school failure. Exhibit 9 illustrates the percentage of PFS and EL migrant students, as well as the number and percentage of students who had a Qualifying Arrival Date (QAD) within the performance period and during the regular school year.

Exhibit 9 – Demographics of Nebraska Migrant Students (2016-17)

Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months		QAD During Reg Year	
		#	%	#	%	#	%	#	%	#	%*
Birth-2	316	--	--	--	--	1	<1%	168	53%	116	69%
Age 3-5	901	261	29%	241	27%	27	3%	261	29%	203	78%
K	354	100	28%	199	56%	12	3%	94	27%	73	78%
1	367	110	30%	226	62%	10	3%	98	27%	66	67%
2	370	137	37%	233	63%	13	4%	91	25%	69	76%
3	322	102	32%	172	53%	13	4%	92	29%	60	65%
4	324	105	32%	176	54%	18	6%	82	25%	59	72%
5	289	83	29%	139	48%	19	7%	63	22%	41	65%
6	272	78	29%	116	43%	8	3%	61	22%	40	66%
7	275	80	29%	112	41%	30	11%	86	31%	61	71%
8	297	69	23%	121	41%	20	7%	76	26%	45	59%
9	311	125	40%	161	52%	16	5%	113	36%	81	72%
10	247	65	26%	119	48%	16	6%	52	21%	29	56%
11	223	48	22%	89	40%	10	4%	51	23%	24	47%
12	181	48	27%	80	44%	5	3%	29	16%	18	62%
UG	1	0	0%	1	100%	1	100%	0	0%	0	0%
OSY	389	185	48%	61	16%	4	1%	175	45%	76	43%
Total	5,439	1,596	29%	2,246	41%	223	4%	1,592	29%	1,061	67%

Exhibit 10 shows that 3,947 migrant students (73% of all eligible migrant students) were served during the performance period – 32% of which were PFS (80% of all eligible PFS migrant students).

Exhibit 10 - Migrant Students Served during the 2016-17 Performance Period

Grade	All Migrant Students			PFS Migrant Students		
	# Eligible	Served		# PFS	Served	
		#	%		#	%
Birth-2	316	138	44%	--	--	--
Age 3-5	901	628	70%	261	203	78%
K	354	271	77%	100	81	81%
1	367	284	77%	110	93	85%
2	370	295	80%	137	109	80%
3	322	248	77%	102	82	80%
4	324	241	74%	105	79	75%
5	289	218	75%	83	66	80%
6	272	209	77%	78	57	73%
7	275	213	77%	80	60	75%
8	297	211	71%	69	57	83%
9	311	243	78%	125	109	87%
10	247	197	80%	65	57	88%
11	223	171	77%	48	42	88%
12	181	144	80%	48	39	81%
UG	1	1	100%	0	--	--
OSY	389	235	60%	185	138	75%
Total	5,439	3,947	73%	1,596	1,272	80%

Exhibit 11 shows that 3,092 migrant students (57%) were served during the regular school year and 2,036 migrant students (37%) were served during the summer (duplicated count as students could participate in both the regular school year and summer). Of the migrant students served during the regular school year, 28% were identified as having PFS (55% of all eligible PFS). Of the migrant students served during the summer, 23% were identified as having PFS (29% of all eligible PFS).

Exhibit 11 - Migrant Students Served during the Regular School Year and Summer (2016-17)

Grade	Regular School Year						Summer					
	All Migrant Students			PFS			All Migrant Students			PFS		
	# Eligible	Served		# PFS	Served		# Eligible	Served		# PFS	Served	
		#	%		#	%		#	%		#	%
Birth-2	316	125	40%	--	--	--	316	52	16%	--	--	--
Age 3-5	901	466	52%	261	130	50%	901	336	37%	261	80	31%
K	354	218	62%	100	53	53%	354	153	43%	100	30	30%
1	367	220	60%	110	61	55%	367	161	44%	110	38	35%
2	370	234	63%	137	84	61%	370	158	43%	137	29	21%
3	322	190	59%	102	52	51%	322	138	43%	102	31	30%
4	324	197	61%	105	57	54%	324	145	45%	105	34	32%
5	289	170	59%	83	49	59%	289	124	43%	83	23	28%
6	272	159	58%	78	37	47%	272	106	39%	78	19	24%
7	275	179	65%	80	51	64%	275	104	38%	80	16	20%
8	297	165	56%	69	38	55%	297	114	38%	69	19	28%
9	311	189	61%	125	80	64%	311	125	40%	125	49	39%
10	247	161	65%	65	49	75%	247	104	42%	65	16	25%
11	223	133	60%	48	34	71%	223	93	42%	48	10	21%
12	181	134	74%	48	35	73%	181	21	12%	48	6	13%
UG	1	1	100%	0	--	--	1	0	0%	0	--	--
OSY	389	151	39%	185	67	36%	389	102	26%	185	68	37%
Total	5,439	3,092	57%	1,596	877	55%	5,439	2,036	37%	1,596	468	29%

Exhibit 12 demonstrates that 45% of all eligible migrant children and youth received MEP-funded instructional services including supplementary reading instruction (74% of students receiving instructional services) and math instruction (77% of students receiving instructional services).

Exhibit 12 – Instructional Services Received

Grade	All Migrant Students			Received Instructional Services					
	Eligible	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%	#	%*	#	%**	#	%**
Birth-2	316	138	44%	8	6%	1	13%	2	25%
Age 3-5	901	628	70%	318	51%	227	71%	252	79%
K	354	271	77%	159	59%	141	89%	125	79%
1	367	284	77%	150	53%	123	82%	106	71%
2	370	295	80%	178	60%	150	84%	149	84%
3	322	248	77%	143	58%	124	87%	122	85%
4	324	241	74%	139	58%	113	81%	112	81%
5	289	218	75%	123	56%	103	84%	110	89%
6	272	209	77%	89	43%	72	81%	81	91%
7	275	213	77%	99	46%	74	75%	75	76%
8	297	211	71%	88	42%	71	81%	81	92%
9	311	243	78%	84	35%	37	44%	52	62%
10	247	197	80%	53	27%	32	60%	29	55%
11	223	171	77%	55	32%	28	51%	29	53%
12	181	144	80%	21	15%	13	62%	15	71%
UG	1	1	100%	0	0%	--	--	--	--
OSY	389	235	60%	66	28%	7	11%	17	26%
Total	5,439	3,947	73%	1,773	45%	1,316	74%	1,357	77%

Exhibit 14 illustrates the number and percentage of eligible migrant students in Nebraska that received support services and counseling and/or referrals. Ninety-two percent (92%) of migrant students served in Nebraska received support services during the performance period. Twenty-two percent (22%) of migrant students receiving support services received counseling services and 31% received referrals.

Exhibit 13 – Support Services Provided to Migrant Students

Grade	# Eligible	# Served	Received Support Services		Received Counseling		Received Referral	
			N	%*	N	%**	N	%**
0-2	316	138	122	88%	1	1%	42	34%
Age 3-5	901	628	575	92%	30	5%	159	28%
K	354	271	242	89%	39	16%	66	27%
1	367	284	265	93%	40	15%	71	27%
2	370	295	255	86%	31	12%	68	27%
3	322	248	216	87%	36	17%	61	28%
4	324	241	223	93%	35	16%	69	31%
5	289	218	197	90%	30	15%	52	26%
6	272	209	197	94%	44	22%	41	21%
7	275	213	195	92%	57	29%	61	31%
8	297	211	199	94%	55	28%	35	18%
9	311	243	231	95%	110	48%	79	34%
10	247	197	194	98%	103	53%	75	39%
11	223	171	165	96%	81	49%	64	39%
12	181	144	137	95%	82	60%	59	43%

Grade	# Eligible	# Served	Received Support Services		Received Counseling		Received Referral	
			N	%*	N	%**	N	%**
UG	1	1	1	100%	0	0%	0	0%
OSY	389	235	215	91%	19	9%	110	51%
Total	5,439	3,947	3,629	92%	793	22%	1,112	31%

Reading and Math Achievement

During 2016-17, academic achievement of students attending public school in Nebraska was assessed through the Nebraska State Accountability (NeSA) English Language Arts (NeSA-ELA) assessment and Math (NeSA-M) assessment in grades 3-8. This was the first year for the NeSA ELA Assessment. The three proficiency levels for the NeSA-ELA & M include the following: “Below the Standards”, “Meets the Standards”; and “Exceeds the Standards”. Exhibits 14 and 15 display the NeSA-ELA assessment results for migrant and non-migrant students and Exhibits 16 and 17 display the NeSA-M assessment results for both groups.

Results show that the percentage of migrant students scoring proficient or above in ELA in 2017 is 22% compared to 51% for non-migrant students—a difference of 29%. Similarly, results show that the percentage of migrant students scoring proficient or above in math in 2017 is 45% compared to 72% for non-migrant students—a difference of 27%.

Exhibit 14
Percent of Migrant Students Scoring Proficient/Above on the 2017 NeSA-ELA Compared to the State Performance Targets

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	16-17 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
3	PFS	63	14%	81%	-67%	54%
	Non-PFS	158	22%		-59%	
	All Migrant	221	20%		-61%	
4	PFS	60	23%	81%	-58%	57%
	Non-PFS	159	24%		-57%	
	All Migrant	219	24%		-57%	
5	PFS	57	12%	81%	-69%	51%
	Non-PFS	167	28%		-53%	
	All Migrant	224	24%		-57%	
6	PFS	43	5%	81%	-76%	47%
	Non-PFS	150	28%		-53%	
	All Migrant	193	23%		-58%	
7	PFS	53	6%	81%	-75%	48%
	Non-PFS	134	22%		-59%	
	All Migrant	187	18%		-63%	
8	PFS	41	12%	81%	-69%	51%
	Non-PFS	163	26%		-55%	
	All Migrant	204	24%		-57%	
All	PFS	317	13%	81%	-68%	51%
	Non-PFS	931	25%		-56%	
	All Migrant	1,248	22%		59%	

Exhibit 15
Comparison of 2017 NeSA ELA Results

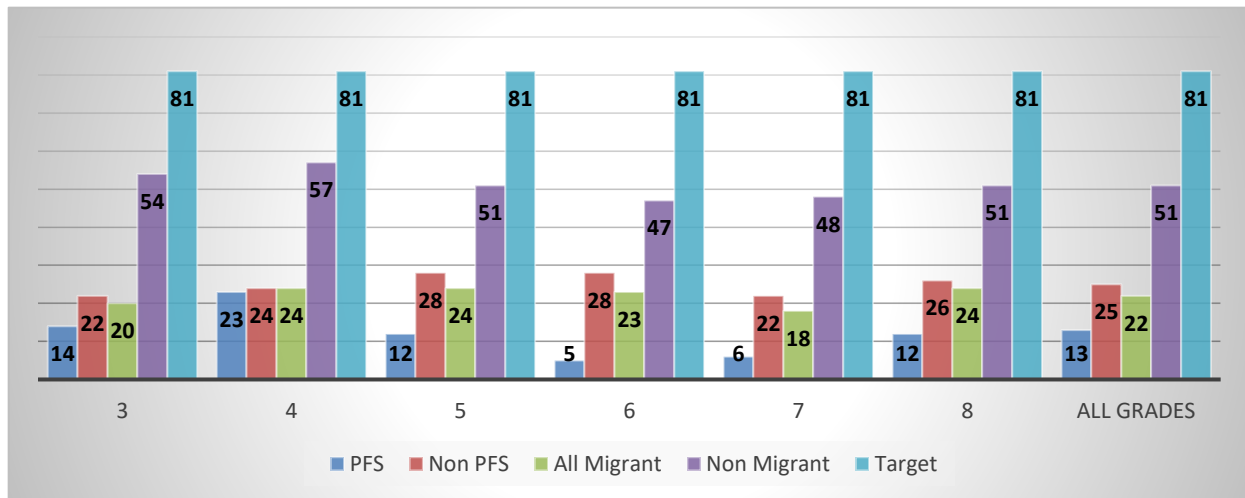
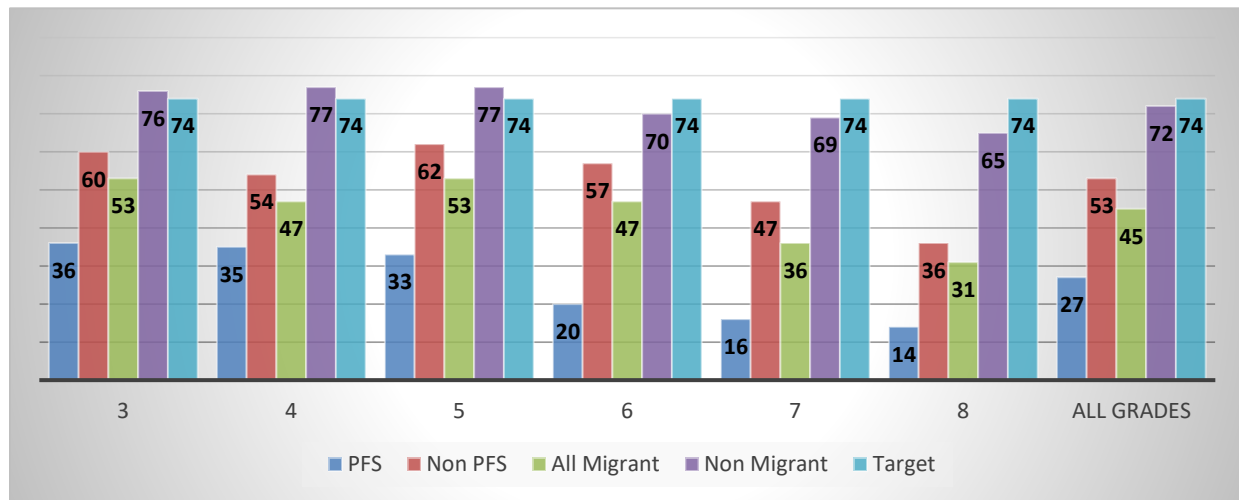


Exhibit 16
Percent of Migrant Students Scoring Proficient/Above on the
2017 NeSA-M Compared to the State Performance Targets

Grade Levels	PFS Status	# Tested	% Migrant Students Scoring P/A	16-17 State Performance Target	Diff (+/-%)	% Non-Migrant Students Scoring P/A
3	PFS	77	36%	74%	-38%	76%
	Non-PFS	164	60%		-14%	
	All Migrant	241	53%		-21%	
4	PFS	87	35%	74%	-39%	77%
	Non-PFS	169	54%		-20%	
	All Migrant	256	47%		-27%	
5	PFS	75	33%	74%	-41%	77%
	Non-PFS	172	62%		-12%	
	All Migrant	247	53%		-21%	
6	PFS	59	20%	74%	-54%	70%
	Non-PFS	154	57%		-17%	
	All Migrant	213	47%		-27%	
7	PFS	73	16%	74%	-58%	69%
	Non-PFS	144	47%		-27%	
	All Migrant	217	36%		-38%	
8	PFS	56	14%	74%	-60%	65%
	Non-PFS	166	36%		-38%	
	All Migrant	222	31%		-43%	
All	PFS	427	27%	74%	-47%	72%
	Non-PFS	969	53%		-21%	
	All Migrant	1,396	45%		-29%	

**Exhibit 17
Comparison of 2017 NeSA Math Results**



School Readiness

The Nebraska MEP tracks the number of migrant children ages 3-5 receiving instructional services in mathematics and/or reading, the number receiving general support services, and the number receiving counseling services. Exhibit 18 illustrates that the four-year comparison of identified migrant children ages 3-5 has remained consistent; however, the number of children ages 3-5 that were served through the Nebraska MEP has increased from 53% in 2013-2014 to 70% in 2016-2017.

Exhibit 18 – 4-Year Comparison: Eligible Migrant Children Ages 3-5 Served

Year	# Eligible Migrant Children (ages 3-5 not in K)	# Children (ages 3-5) Served	% Children (ages 3-5) Served
2013-2014	949	506	53%
2014-2015	930	587	63%
2015-2016	882	549	62%
2016-2017	901	628	70%

Exhibit 19 below illustrates the number and percentage of children ages 3-5 served during 2016-17 based on the type of services. Fifty-one percent (51%) of children ages 3-5 received instructional services and 92% received support services.

Exhibit 19 – Services Received by Migrant Children Ages 3-5 (2016-17)

# Migrant Children Served	# Receiving Instructional Services	# Receiving Support Services
N=628	318	575
Percentage	51%	92%

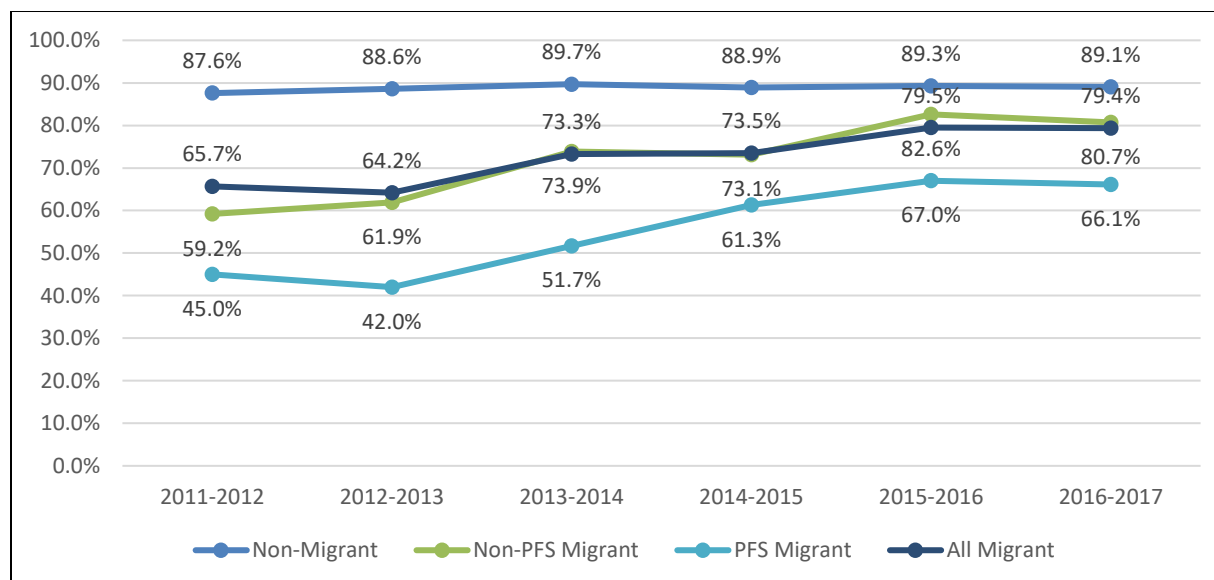
High School Graduation

The high school graduation rate for migrant students in Nebraska during 2016-2017 was 79.4%, compared to 89.1% for all students a difference of -9.4%. Exhibits 20 and 21 provide a six-year comparison of migrant student graduation rates compared to all students. From 2011-2012 to 2016-2017, there has been a significant increase in the graduation rate for all sub-categories of migrant students: non-PFS migrant, PFS migrant, and all migrant.

Exhibit 20
Graduation Rates for Non-Migrant and Migrant Students

Years	State Performance Target	Graduation Rates (4-year Cohort)			
		Non-Migrant Students	Non-PFS Migrant Students	PFS Migrant Students	All Migrant Students
2011-12	90%	87.6%	59.2%	45.0%	65.7%
2012-13		88.6%	61.9%	42.0%	64.2%
2013-14		89.7%	73.9%	51.7%	73.3%
2014-15		88.9%	73.1%	61.3%	73.5%
2015-16		89.3%	82.6%	67.0%	79.5%
2016-17	89.8%	89.1%	80.7%	66.1%	79.4%

Exhibit 21
Six-Year Comparison: 4-Yr Graduation Rates



Out-of-School Youth (OSY)

About 7% of the eligible youth in Nebraska are OSY. There were 389 students during the 2016-17 school year that were reported as an OSY. The needs of OSY are challenging as they are likely to live away from parents and many are parents themselves; most have health needs that may interfere with participating in school (e.g., medical, dental, vision, nutrition); and re-engaging OSY in MEP services and keeping them engaged is perhaps the most difficult work in migrant education due to age and circumstances. Despite the challenges staff face in serving the OSY population, the Nebraska MEP served 60% (235) of their OSY population during the

2016-17 performance period. This has been a consistent trend for the Nebraska MEP, as evidenced by Exhibit 22 below.

Exhibit 22 – 4-Year Comparison: Eligible OSY Served

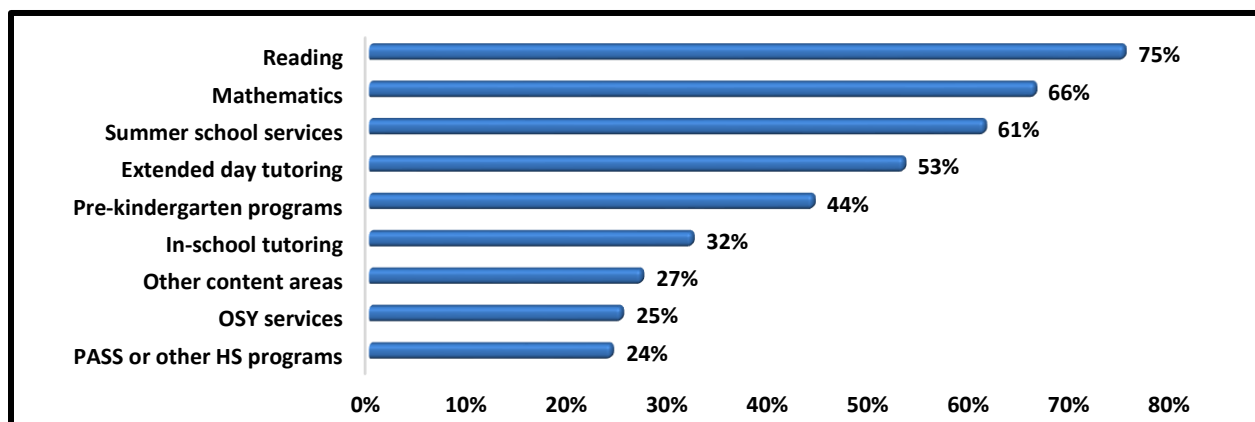
Year	Total Eligible OSY	# OSY Served During the Performance Period	% OSY Served
2013-2014	313	241	77%
2014-2015	656	343	52%
2015-2016	331	213	64%
2016-2017	389	235	60%

Needs Assessment Survey Results

Through the surveys that were conducted as part of Nebraska's local CNA, the NAC had access to detailed input from a wide variety of stakeholders that helped to inform their decision making. The key stakeholders that were queried about their opinions and ideas regarding the most critical needs of migrant students and families included: State MEP staff, local MEP staff, secondary-aged migrant students, and migrant parents. An analysis of the responses to the survey questions and the conclusions follow. The surveys are found in Appendix B.

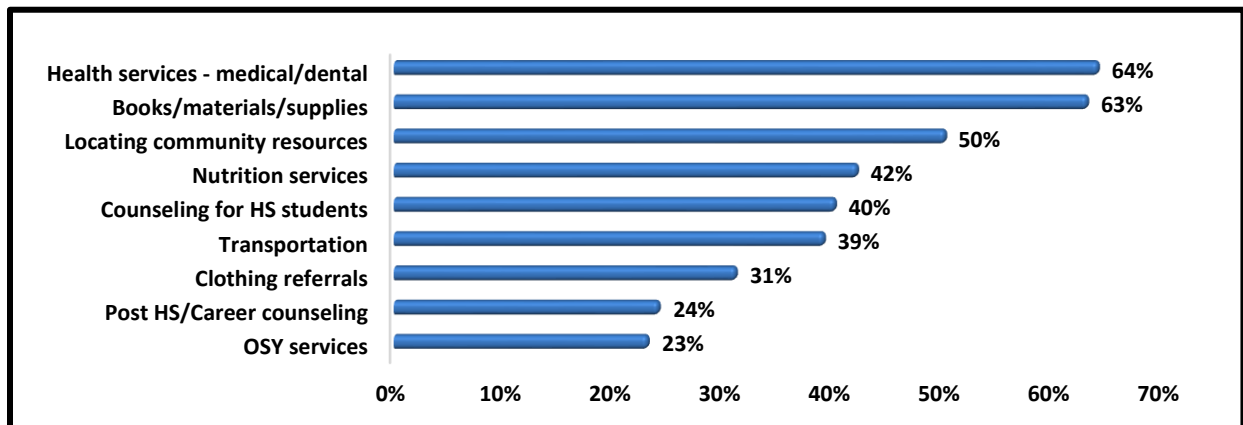
Staff Needs Assessment Survey Responses - Migrant staff surveyed were asked to identify their biggest concerns relating to the achievement and graduation of migrant students with respect to instructional needs, services needed, support services needed, parent involvement activities needed, and professional development needed. Seventy-five percent (75%) of staff surveyed indicated that the greatest instructional service need was in the area of reading, followed by math (66%) and summer school services (61%). Exhibit 23 illustrates the rankings of the instructional needs.

Exhibit 23 – Staff Survey Responses for Instructional Needs of Migrant Students (N=404)



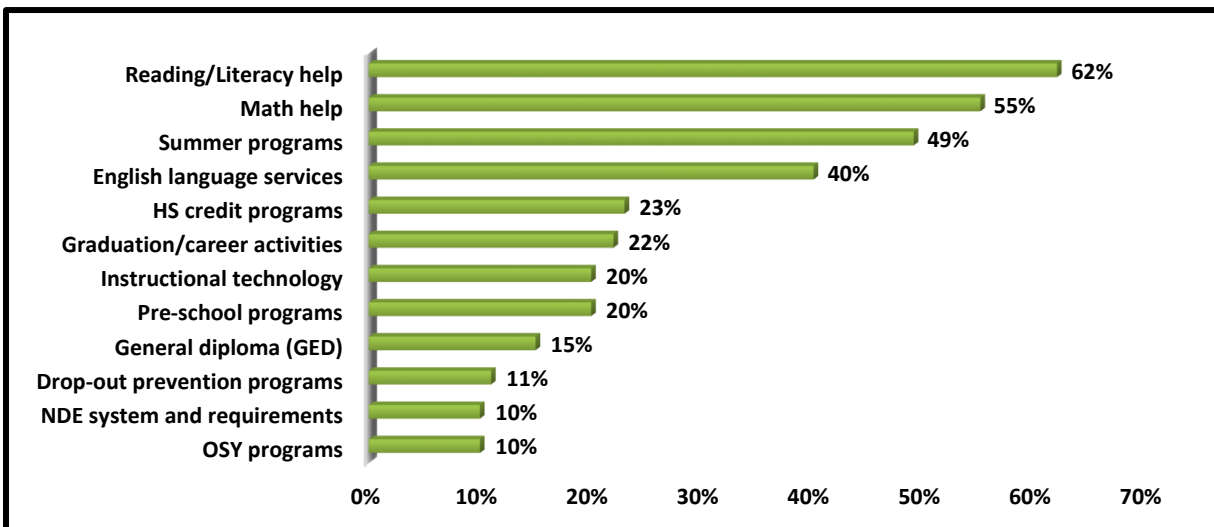
Staff responding to the needs assessment surveys also indicated the support services needed most by migrant students. Sixty-four percent (64%) of staff surveyed indicated that the greatest support need was health services (medical/dental), followed by books/materials/supplies (63%). Exhibit 24 illustrates the rankings of the support services needed.

Exhibit 24 – Staff Survey Responses for Support Needs of Migrant Students (N=404)



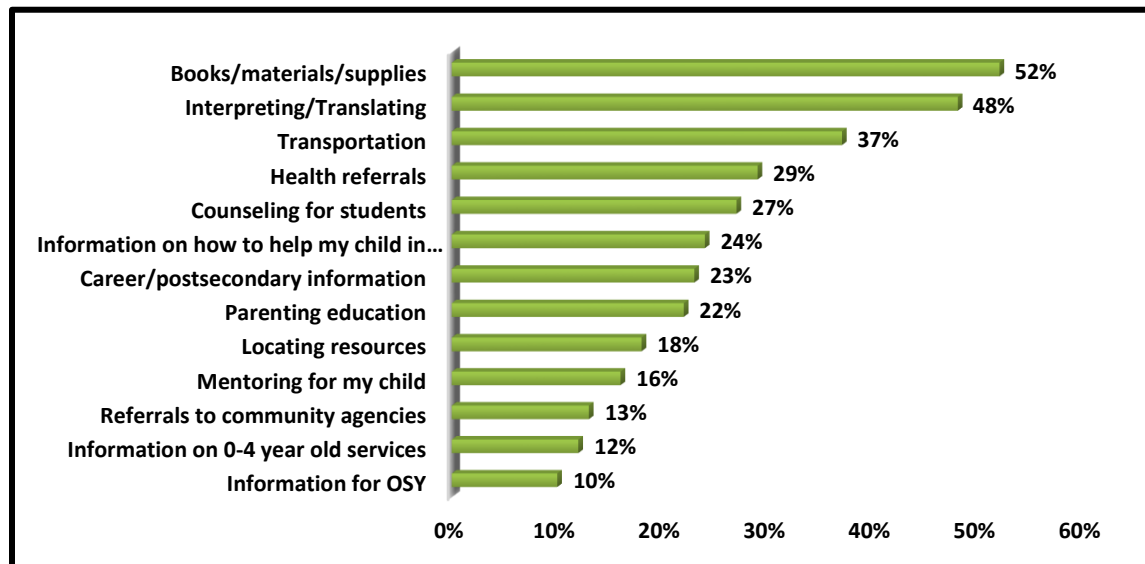
Parent Needs Assessment Survey Results - Migrant parents also were surveyed about their greatest concerns relating to the achievement and graduation of their children with respect to instructional needs, types of services needed, support services needed, and parent involvement assistance needed. Sixty-two percent (62%) of parents responding indicated that the greatest instructional need is in reading/literacy followed by math (55%). Summer programming also was identified as being a strong need with 49% of parents identifying that area. Exhibit 25 illustrates the rankings of the instructional needs.

Exhibit 25 – Parent Survey Response for Instructional Needs of Migrant Students (N=595)



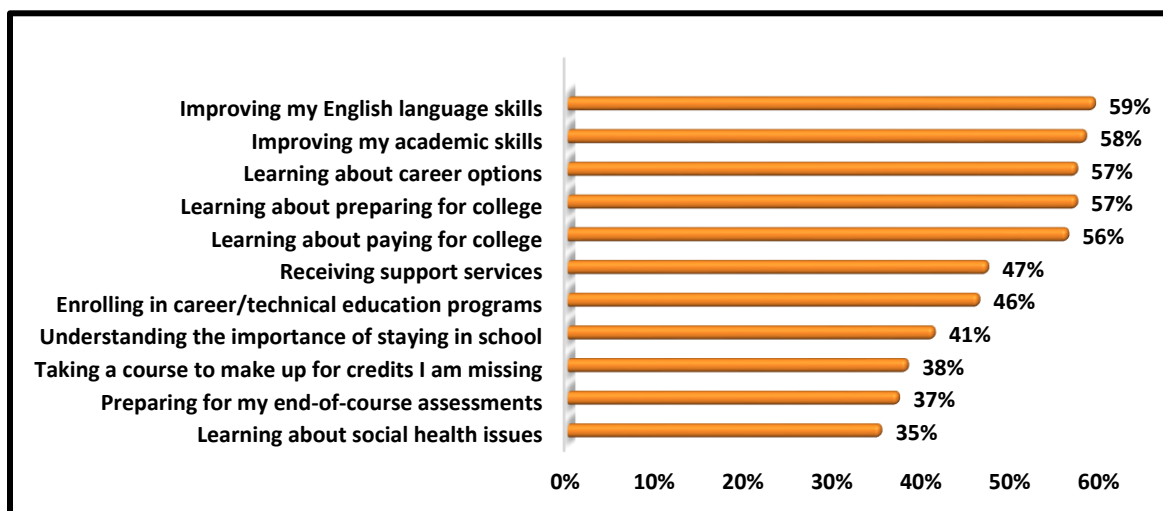
Parents responding to the needs assessment surveys also indicated the support services that are needed most. Fifty-two percent (52%) of parents surveyed indicated that the greatest support need was books/materials/supplies (63%), followed by interpreting/translation assistance (48%). Exhibit 26 illustrates the rankings of the support services needed.

Exhibit 26 – Parent Survey Response for Support Services Needed (N=595)



Student Needs Assessment Survey Results - Secondary migrant students also were surveyed about their learning experiences and the areas in which they would like help. The highest ranking instructional area needs included: improving English language skills (59%); improving academic skills (58%); learning about career options (57%); learning about preparing for college (57%); and learning about paying for college (56%). Exhibit 27 illustrates their rankings.

Exhibit 27 – Student Survey Response for Services Needed (N=269)



PHASE III: MAKING DECISIONS

In the third phase of the CNA process, the key objectives were to finalize solutions and identify possible resources and experts to help focus the development of the SDP. The objectives of the second NAC meeting were to:

- Finalize concerns, need indicators, need statements, and solutions for the CNA report;
- Identify possible resources to meet migrant student needs;
- Identify experts, expert practitioners, and experts in other areas;
- Revise and approve the draft CNA table of contents; and
- Decide on next steps for completion of the CNA and service delivery planning

This section offers the final recommendations for concerns, data sources for the concerns, need indicators and statements, solutions determined by the NAC, and resources and experts needed to address the concern statements. A complete list of the Concerns and Solution Strategies is found in the CNA Decisions and Planning Chart in Appendix A. The NAC used the following criteria to rank concerns in terms of the magnitude in the gaps between “what is” and “what should be”.

- Critical nature of the need
- Special needs of PFS students
- Degree of difficulty in addressing the need
- Risks/consequences of ignoring the need
- External factors such as state and district priorities and goals

The committee identified possible solutions, which the SDP committee will use during the SDP update process for the development of strategies. The solutions are general guidelines based on the examination of migrant 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 the State of Nebraska?

After refining and prioritizing recommended solutions, the NAC brainstormed a list of knowledgeable experts and helpful resources/partners that can be valuable in assisting to implement the MEP in the goal areas. During the SDP process, these recommended experts and resources will benefit the local SDP teams as they strive to implement specific strategies. Identifying related resources to assist MEP service providers statewide will assist them to engage in implementing the priority solutions.

Goal Area 1: School Readiness

1-1 We are concerned that migrant 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	<p><u>Indicator:</u> (1) 34% of eligible migrant children aged 3-5 attended preschool or received MEP preschool services; (2) 26% of migrant preschool children met or exceeded GOLD expectations in literacy, and 0% met or exceeded GOLD expectations in math prior to receiving instruction</p> <p><u>Statement:</u> The percentage of preschool migrant children participating in preschool programs needs to increase by at least 30%</p>	<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 migrant children to have priority enrollment in preschool programs</p>	<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

1-2 We are concerned that while migrant 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	<p><u>Indicator:</u> (1) 16% of migrant children ages 3-5 year olds receive MEP-funded school instruction.</p> <p><u>Statement:</u> The percentage of migrant children ages 3-5 that receive instruction needs to increase.</p>	<p>1.2a) Identify migrant 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 through home-based or center-based services</p> <p>1.2c) Create preschool curriculum resource guide (aligned to the NePAT assessment) for projects that provide instructional services to preschool children</p>	<ul style="list-style-type: none"> • PreK directors/principals • Curriculum specialists • Buffet Early Childhood Initiative (BECI) • NePAT with MEP staff •

1-3 We are concerned that migrant 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 Committee Members	<p><u>Indicator:</u> (1) 34% of eligible migrant children aged 3-5 attended preschool or received MEP preschool services; (2) 60% of preschool migrant 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</p>	<p>1.3a) Assist parents with identifying and overcoming barriers that prevent migrant preschool-aged children from attending preschool</p> <p>1.3b) Coordinate with CBOs, medical/dental providers, and other agencies to help overcome barriers</p>	<ul style="list-style-type: none"> • Migrant parents • Local resource directors • Community programs • Migrant staff • Bilingual liaison

	<u>Statement:</u> The percentage of preschool migrant children receiving support services needs to increase to by at least 15%		
1-4 We are concerned that while migrant 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
2015-16 Parent Training Evaluation ratings; MIS2000 for 2016-17	<u>Indicators:</u> (1) 51% of the 61 parents attending training on school readiness during 2015-16 reported that they had little or no knowledge of school readiness before participating; (2) 34% of eligible migrant children aged 3-5 were enrolled in a preschool program or received MEP preschool services	1.4a) Provide home-based and/or center-based family literacy classes or coordinate with other agencies who provide family literacy 1.4b) Promote and model school readiness activities and resources with migrant parents	<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
	<u>Statement:</u> The percentage of migrant parents that have knowledge of school readiness/importance of school readiness needs to increase by at least 25%	1.4c) Include school readiness topics at local PAC meetings	

Goal Area 2: ELA and Mathematics

2-1 We are concerned that migrant 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	<u>Indicator:</u> (1) 22% of migrant students [13% of PFS migrant students, 25% of non-PFS students, 14% of migrant EL] scored proficient or above on the 2017 NeSA ELA compared to 51% of non-migrant students; (2) 45% of migrant students [27% of PFS migrant students, 53% of non-PFS students, 37% of migrant EL] scored proficient or above on the 2017 NeSA Math compared to 72% of non-migrant students.	2.1a) Increase collaboration/coordination with service providers/highly-trained paraprofessionals/facilitators with teacher 2-1b) Increase the number of service providers/facilitators/tutors/instructors to help students with ELA and math skills 2-1c) Provide targeted research-based academic support	<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 • CBO's libraries • Universities/colleges • Summer schools
	<u>Statement:</u> The percentage of migrant 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 migrant EL], and 27% in math [45% for PFS students, 19% for non-PFS students, 35% for migrant ELs].	2-1d) Use statewide/local assessments to identify learning needs and create individual instructional plans to increase growth in ELA and math	

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 migrant 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	<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 math strategies; and (3) 50% of staff indicated a need for training on involving migrant parents <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%	2.2a) Train staff about the educational needs; cultural identity; language; effects of poverty, mobility; and life experiences of migrant students 2.2b) Establish/maintain a central calendar/list of PD opportunities related to ESL, Migrant, and Refugee Education across the State	<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 migrant 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
2015-16 Parent Training Evaluation ratings 2016-17 Parent Needs Assessment Surveys	<u>Indicators:</u> (1) 66% of the 154 parents attending training on ELA and math during 2015-16 reported that they had little or no knowledge of ELA and math before participating; (2) 24% of parents indicated a need for training on ways to help their children with reading and math <u>Statement:</u> The percentage of migrant parents that have knowledge of ELA and math needs to increase by at least 33%	2.3a) Provide/utilize a family/school liaison to communicate successes or concerns of students with parents 2.3b) Continue to provide parent engagement opportunities 2.3c) Collaborate with building staff regarding school family math/literacy nights, etc. 2.3d) Provide family literacy classes in the homes, schools, or coordinate them with other agencies who provide family literacy	<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 migrant 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	<u>Indicator:</u> (1) 68% of migrant students in grades K-8 received support services during 2015-16; (2) migrant 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%] <u>Statement:</u> The percentage of migrant students/youth with need for support services needs to decrease to less than 10%	2.4a) Coordinate with local agencies to provide migrant students and families with support services 2.4b) Provide families with a resource packet and explain contents in their native language 2.4c) Follow-up on referrals to identify reasons support services are not being utilized 2.4d) Coordinate services to provide transportation, interpreting, and translation services	<ul style="list-style-type: none"> • Community agencies • Health care providers • Medical/dental services • Interpreters • Transportation • Resource handbook

2-5 We are concerned that migrant 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	<u>Indicator:</u> (1) 6% of all eligible migrant students participated in extended learning opportunities during 2015-16	2.5a) Coordinate/collaborate with extended services (i.e., 21 st CCLC)	<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
	<u>Statement:</u> The percentage of migrant students participating in extended learning opportunities needs to increase to at least 25%	2.5b) Provide extended services including access to curriculum 2.5c) Survey parents to identify needs (scheduling, transportation, etc.) in order to take advantage of extended opportunities 2.5d) Provide migrant students with extended/expanded academic learning opportunities through home- or center-based instruction	

Goal Area 3: High School Graduation/Services to OSY

3-1 We are concerned that migrant 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	<u>Indicator:</u> (1) 71% of migrant secondary students/OSY received support services during 2015-16; (2) 47% of migrant secondary-aged youth responding to a survey indicated a need for support services	3.1a) Provide individualized care through the MEP 3.1b) Offer parent nights 3.1c) Hire a social worker/counselor to work with secondary-aged migrant students 3.1d) Offer support services fairs 3.1e) Provide referrals for support services 3.1f) Utilize the GOSOSY life skills lessons 3.1g) Offer mini-courses/programs at a variety of venues	<ul style="list-style-type: none">• Counselors• Migrant advocates• Community health agencies• Regional behavioral health programs
	<u>Statement:</u> The percentage of migrant secondary students and OSY indicating an additional need for support services needs to decrease to less than 10%		
3-2 We are concerned that migrant 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	<u>Indicator:</u> (1) 9% of the 956 eligible migrant students in grades 9-12 received high school credit accrual services in 2015-16 even though 16% were credit deficient; (2) 80% of migrant students [67% of PFS migrant students] graduated in 2015-16 compared to 89% of non-migrant students; (3) 59% of	3.2a) Maintain a building-based migrant liaison 3.2b) Provide statewide PD for stakeholders (e.g., high school administrators, guidance counselors, migrant “point-person”)	<ul style="list-style-type: none">• School counselors/district MEP staff• EL staff• College staff• Home-/center-based tutors

Secondary Student/OSY Needs Assessment Surveys	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	3.2c) Provide a "Migrant Information Night"	<ul style="list-style-type: none"> College readiness programs/camps School databases for grade monitoring
	<u>Statement:</u> More migrant students in grades 9-12 need to receive credit accrual services and the percentage of migrant students who graduate needs to increase by 9%.	3.2d) Send personal letters to students/families who are failing 3.2e) Offer summer camps for each grade level focusing on college/career readiness	

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	<u>Indicator: (1)</u> 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 <u>Statement:</u> There needs to be more MEP resources provided and/or better access to all communities with secondary students and OSY	3.3a) Provide home visits to mentor and set goals with students/OSY 2.2b) Provide one-on-one meetings with students/OSY 2.2c) Provide statewide internet access 2.2d) Provide computers/technology/mobile education lab for students/OSY 2.2e) Provide program information to secondary students and OSY	<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	<u>Indicator: (1)</u> 17% of the eligible OSY received instructional services during 2016-17; <u>(2)</u> 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; <u>(3)</u> 60% of OSY were eligible for ESL, 36% for pre-HSED/HSED, 20% for HS diploma, 21% ABE <u>Statement:</u> The percentage of OSY participating in instructional services needs to increase to at least 50%.	3.4a) Provide systematic and frequent contact with OSY to form relationships 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 3.4c) Utilize MSIX course history/credits to facilitate timely transfer of records	<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 migrant 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 migrant parents indicated a need for training on promoting HS graduation, and 22% on options after graduation; (3) 36% of MEP staff reported that migrant parents need training/information about postsecondary education, careers, and workforce readiness</p> <p><u>Statement:</u> The percentage of migrant 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 migrant 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

CONCLUSIONS

Evidenced-based Conclusions and Recommendations

For State and local decision-makers charged with determining needs-based services for migrant children and youth, the body of assessment data and other outcomes provides a rich source of information. Members of the NAC who are experts, knowledgeable about migrant student needs and services, are in the best position to discuss and decide on available programs and sources of assistance.

Conclusions reached by the NAC point to the need for supplementary instruction in reading and mathematics to assist migrant students to pass State assessments, graduate, and be successful in postsecondary education and the workplace. Data indicate a need for direct services in reading and mathematics along with programs and collaborations that directly support instruction including health and dental services, counseling, and advocacy services.

To support these conclusions, the following summary is presented based on the comprehensive assessment of Nebraska migratory students' needs. The conclusions are sorted by key themes that emerged during the CNA process.

High Mobility/ Interrupted Schooling	High mobility is a factor related to school failure. There is a great need for instructional services to provide for continuity of instruction with nearly one-third of migrant students in Nebraska migrating in the past 12 months. Special attention should be provided to those students/youth with the greatest percentage of new arrivals – children 0-5 not in kindergarten and OSY.
Reading and Math Needs	<p>Results from Nebraska ELA and mathematics assessments show that migrant students continue to have a need for intensive supplemental reading and mathematics instruction during the regular school year and summer months to bring them up to grade level. Results show that students in all grades are not performing at their expected levels as their scores lag well below those of their non-migrant peers.</p> <p>Based on CNA data, statewide priority should concentrate on direct supplemental instructional services for migrant students to help them improve their reading and math skills. The MEP should place emphasis on providing intensive reading and math instructional programs and services during the regular school year and the summer to build student proficiency in these two key content areas.</p>
Supportive Services	Survey results show that a need exists to provide books/materials/supplies, health services, and interpreting/translating services. Support services should continue to be provided and even enhanced to ensure that barriers to school success are eliminated or reduced for migrant students.
ESL Instruction	Forty-one percent of Nebraska's migrant students are ELs. This demonstrates the need for increased collaboration with Title I Part A and Title III to provide intensive English as a second language (ESL) instruction during both the regular school year and the summer.

Professional Development Needs	There is a continuing need to build the capacity of MEP staff to serve the instructional needs of migrant students in Nebraska. Staff surveyed/ interviewed expressed professional development needs in reading/literacy and math instructional strategies; supplemental ESL strategies; and strategies for the involvement of migrant parents in the education of their children.
Parent/Family Needs	The majority of staff responding to the needs assessment survey felt that parents need training on increasing family literacy skills and learning strategies for helping their child with math and reading and homework. This indicates a strong need expressed by staff and parents to provide training to parents to help them prepare their children for school and support them in learning reading and math.
Summer Instruction	Thirty-seven percent (37%) of eligible migrant students were served by the MEP during the summer. Increasing services (instructional or support) during the summer would be beneficial in meeting the needs of students throughout the entire year, and help the State increase their allocation from the Feds as the number of migrant students served during the summer/intersession is included in the MEP funding formula for States.

Next Steps in Applying the Results of the CNA to Planning Services

As part of the comprehensive service delivery planning process, NDE collaborates with migrant directors and the PAC to update its MPOs each year after determining progress made. The MPOs are aligned with statewide performance targets and research-based strategies and promising practices to meet the MPOs.

The Nebraska MEP created a Toolkit to help sub-grantees conduct local needs assessments; identified local, State, and Federal resources to help with the delivery of appropriate services; and monitors the progress of migrant students. Using the data as a guide, NDE will continue to work with all sub-grantees, especially those that have not made substantial progress toward meeting the MPOs, to identify options and institute research- and evidence-based improvements, as appropriate.

The next step for the Nebraska MEP is to use the information contained in this CNA report to inform the comprehensive state service delivery planning process. Therefore, Nebraska will:

- 1) update the CNA as needed to reflect changing demographics and needs;
- 2) change its performance targets and measurable outcomes to reflect changing needs;
- 3) change the services that the MEP will provide statewide to match the CNA data; and
- 4) modify the evaluation design found in the SDP to align with all changes.

The CNA report will be distributed statewide to MEP directors and training will be provided. NDE MEP staff will help provide guidance on the CNA process and how the results will be used as a foundation for the service delivery planning process.

Next steps will include guidance from the SEA based on NAC recommendations, documentation at the local level to determine if the unique educational needs of migratory students are being

met (in consultation with migrant parents), and communication of the decisions to the SEA with accompanying documentation.

The Nebraska plan for the delivery of services to meet the unique educational needs of its migrant students will serve as the basis for the use of MEP funds in the State. This plan will be included as a part of the Nebraska MEP SDP which will articulate a clear vision of:

- performance goals and targets, especially as they relate to the provision of services for PFS students;
- the MEP's MPOs and how they will help achieve the State's performance targets;
- the services that the MEP will provide on a statewide basis;
- plans for technical assistance, professional development, parent involvement, and identification and recruitment; and
- how to evaluate whether and to what degree the Nebraska MEP is effective.

In the Nebraska MEP State SDP, the program will ensure that all components align with the unique needs of migrant students as outlined in the CNA and include the following components:

Performance Targets. The plan will specify the performance targets that the State has adopted for all migrant children for proficiency on State ELA and mathematics assessments and high school graduation rates.

Needs Assessment. The plan will contain a summary of this CNA, including identification and assessment of: (1) the unique educational needs of migrant children that result from the children's migratory lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school.

Measurable Program Outcomes. The plan will include the MPOs that the MEP will produce statewide through specific educational or educationally-related services. MPOs allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the CNA. The MPOs also should help achieve the State's performance targets.

Service Delivery. The plan will describe the MEP's strategies for achieving the performance targets and MPOs described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from migrancy, and (2) other needs of migrant students that must be met in order for them to participate effectively in school.

Evaluation. The plan will describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. The Nebraska MEP *may* also include the policies and procedures it will implement to address other administrative activities and program functions.

Priority for Services. The plan will describe how, on a statewide basis, the MEP will give priority to migrant children 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.

Student Records. A description of the plan for requesting and using migrant student records and transferring migrant student records to schools and other migrant sites in which migrant students enroll.

In response to the requirements put forth by OME, Nebraska will: 1) update the CNA as needed to reflect changing demographics and needs (typically every 3 years); 2) change performance targets and/or MPOs to reflect changing needs and changes made by the State of Nebraska in its state performance targets; and 3) use evaluation data to change improve MEP services (as needed) and update the evaluation design to reflect changes in needs.

As part of the Nebraska MEP continuous improvement cycle, the next step for the MEP is to use the information contained in this CNA report to inform the comprehensive state SDP process. The state has begun planning for this activity during 2018 and will use the OME toolkit, *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (August 2012)

Plan for Communication and Broad Dissemination and Use of the Updated CNA

NAC members discussed ways to disseminate the CNA to ensure its understanding and use including the following:

- Presentations at the Nebraska State Migrant Conference (7 responses)
- Via webinar or Zoom meeting (7 responses)
- Share at data/recruiter/director meetings (5 responses)
- Websites – local and State (4 responses)
- Emails with link to the report on the NDE website (4 responses)
- Social media (2 responses)
- Share modified version with parents at PAC meetings
- Provide bullet points for school staff/MEP staff
- Brief synopsis in newsletter
- Superintendent and Curriculum and Instruction meetings
- Short commercial on NPR/PBS – What is the MEP and why does it matter in Nebraska?
- Turnkey presentations for all Nebraska programs to use with different audiences

APPENDICES

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Appendix A – Nebraska CNA Decisions and Planning Chart

Nebraska MEP 2017-18 CNA Decisions and Planning Chart

GOAL 1.0: School Readiness

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
1-1 We are concerned that migrant 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.	Teaching Strategies GOLD results from the State; MIS2000 for 2016-17; 2015-16 NE MEP Evaluation Report	<p><u>Indicator:</u> (1) 34% of eligible migrant children aged 3-5 attended preschool or received MEP preschool services; (2) 26% of migrant preschool children met or exceeded GOLD expectations in literacy, and 0% met or exceeded GOLD expectations in math prior to receiving instruction</p> <p><u>Statement:</u> The percentage of preschool migrant children participating in preschool programs needs to increase by at least 30%</p>	<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 migrant students to have priority enrollment in preschool programs</p>	<ul style="list-style-type: none"> • Head Start directors • Enrollment staff • Preschool principals • Private preschool directors • MEP directors of existing programs • NDS Office of Early Childhood • MIS 2000 reports
1-2 We are concerned that while migrant children ages 3-5 who are not enrolled in a preschool program are not receiving migrant-funded instructional services.	2016-17 MIS 2000 data	<p><u>Indicator:</u> (1) 16% of migrant children ages 3-5 year olds receive MEP-funded school instruction.</p> <p><u>Statement:</u> The percentage of migrant children ages 3-5 that receive instruction needs to increase.</p>	<p>1.2a) Identify migrant 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>	<ul style="list-style-type: none"> • PreK directors/principals • Curriculum specialists • Buffet Early Childhood Initiative (BECI) • NePAT with MEP staff
1-3 We are concerned that migrant preschool children encounter barriers to school readiness including, but not limited to, lack of educational materials, interpretation/translation	MIS2000 for 2016-17; 2015-16 CSPR; NAC Committee Members	<p><u>Indicator:</u> (1) 34% of eligible migrant children aged 3-5 attended preschool or received MEP preschool services; (2) 60% of preschool migrant children received support services in 2015-16; (3) NAC committee members indicate that many projects have preschool</p>	<p>1.3a) Assist parents with identifying and overcoming barriers that prevent migrant preschool-aged children from attending preschool</p> <p>1.3b) Coordinate with CBOs, medical/dental providers, and other agencies to help overcome barriers</p>	<ul style="list-style-type: none"> • Migrant parents • Local resource directors • Community programs • Migrant staff • Bilingual liaison

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
services, transportation, basic necessities, and limited space in preschool programs.		waiting lists and many communities do not have preschool programs <u>Statement:</u> The percentage of preschool migrant children receiving support services needs to increase to by at least 15%		
1-4 We are concerned that while migrant 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.	2015-16 Parent Training Evaluation ratings; MIS2000 for 2016-17	<u>Indicators:</u> (1) 51% of the 61 parents attending training on school readiness during 2015-16 reported that they had little or no knowledge of school readiness before participating; (2) 34% of eligible migrant children aged 3-5 were enrolled in a preschool program or received MEP preschool services <u>Statement:</u> The percentage of migrant parents that have knowledge of school readiness/importance of school readiness needs to increase by at least 25%	1.4a) Provide home-based and/or center-based family literacy classes or coordinate with other agencies who provide family literacy 1.4b) Promote and model school readiness activities and resources with migrant parents 1.4c) Include school readiness topics at local PAC meetings	<ul style="list-style-type: none"> • ESUs • Head Start program • 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 2.0: English Language Arts (ELA) and Mathematics

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
2-1 We are concerned that migrant 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.	2017 NeSA ELA and Math results	<u>Indicator:</u> (1) 22% of migrant students [13% of PFS migrant students, 25% of non-PFS students, 14% of migrant EL] scored proficient or above on the 2017 NeSA ELA compared to 51% of non-migrant students; (2) 45% of migrant students [27% of PFS migrant students, 53% of non-PFS students, 37% of migrant EL] scored proficient or above on the 2017 NeSA Math compared to 72% of non-migrant students.	<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 math 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>	<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 • CBO's libraries • Universities/colleges • Summer schools
		<u>Statement:</u> The percentage of migrant 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 migrant EL], and 27% in math [45% for PFS students, 19% for non-PFS students, 35% for migrant ELs].		
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 migrant students and their families.	2016-17 Staff Needs Assessment Surveys Expert Committee Opinion	<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 math strategies; and (3) 50% of staff indicated a need for training on involving migrant parents	<p>2.2a) Train staff about the educational needs, cultural identity, language, poverty, high mobility, and life experiences of migrant students</p> <p>2.2b) Establish/maintain central calendar/list of PD opportunities related to ESL, Migrant, and Refugee Education across the state</p>	<ul style="list-style-type: none"> • PLC • ESUs • School districts • Rooms/materials/marketing ideas • Time • MEP trainings • EL training opportunities • 4-H • Colleges/Universities
		<u>Statement:</u> The percentage of MEP and school staff with a need for training in reading/literacy, math or		

Concern Statement	Data Source	Need Indicator/Need Statement	Prioritized Solution Strategies for the SDP	Resources/Experts
		parent involvement needs to decrease to 25%		

2-3 We are concerned that many migrant 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).	2015-16 Parent Training Evaluation ratings	Indicators: (1) 66% of the 154 parents attending training on ELA and math during 2015-16 reported that they had little or no knowledge of ELA and math before participating; (2) 24% of parents indicated a need for training on ways to help their children with reading and math	2.3a) Provide/utilize a family/school liaison to communicate successes or concerns of students with parents 2.3b) Continue to provide parent engagement opportunities 2.3c) Collaborate with building staff regarding school family math/literacy nights, etc. 2.3d) Provide family literacy classes in the homes, schools, or coordinate them with other agencies who provide family literacy	<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
	2016-17 Parent Needs Assessment Surveys	Statement: The percentage of migrant parents that have knowledge of ELA and math needs to increase by at least 33%		
2-4 We are concerned that migrant 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.	2015-16 CSPR; 2016-17 Parent and Staff Needs Assessment Surveys	Indicator: (1) 68% of migrant students in grades K-8 received support services during 2015-16; (2) migrant 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%]	2.4a) Coordinate with local agencies to provide migrant student and families with support services 2.4b) Provide families with a resource packet and explain contents in their native language 2.4c) Follow-up on referrals to identify reasons support services are not being utilized	<ul style="list-style-type: none"> • Community agencies • Health care • Medical/dental • Interpreters • Transportation • Resource handbook
		Statement: The percentage of migrant students/youth with need for support services needs to decrease to less than 10%	2.4d) Coordinate services to provide transportation, interpreting, and translation services	
2-5 We are concerned that migrant students are not participating in extended/expanded academic learning opportunities to improve their ELA and math skills.	2016 Profile of the NE MEP	Indicator: (1) 6% of all eligible migrant students participated in extended learning opportunities during 2015-16	2.5a) Coordinate/collaborate with extended services (i.e., 21 st CLC)	<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 Century • Bilingual liaisons
		Statement: The percentage of migrant students participating in extended learning opportunities needs to increase to at least 25%	2.5b) Provide extended services including access to curriculum 2.5c) Survey parents to identify scheduling, transportation ,etc. in order to take advantage of extended opportunities	

			2.5d) Provide migrant students with extended/expanded academic learning opportunities through home-based or site-based instruction	<ul style="list-style-type: none"> • 4H Program
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GOAL 3.0: High School Graduation and Services to OSY

Concern Statement	Data Source	Need Indicator/Need Statement	Possible Solution Strategies for the SDP	Resources/Experts
3-1 We are concerned that migrant secondary students and OSY have unmet support service needs such as functional life skills, counseling, health care (teen pregnancy), and mental health services.	2015-16 CSPR; 2016-17 Secondary Student/OSY Needs Assessment Surveys	<p><u>Indicator:</u> (1) 71% of migrant secondary students/OSY received support services during 2015-16; (2) 47% of migrant secondary-aged youth responding to a survey indicated a need for support services</p> <p><u>Statement:</u> The percentage of migrant 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 with secondary-aged migrant 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 cat a variety of venues</p>	<ul style="list-style-type: none"> • Counselors • Migrant advocates • Community health agencies • Regional behavioral health programs
3-2 We are concerned that migrant secondary students, especially ELs/PFS students, lack information about credits, grades, services, and academic accomplishments resulting in lower graduation rates than their peers.	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 migrant students in grades 9-12 received high school credit accrual services in 2015-16 even though 16% were credit deficient; (2) 80% of migrant students [67% of PFS migrant students] graduated in 2015-16 compared to 89% of non-migrant 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> The percentage of migrant students graduating from high school needs to increase by 9% [22% for PFS students]; and the percentage of secondary migrant students participating in credit-bearing coursework needs to increase to 16%</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>	<ul style="list-style-type: none"> • School counselors/district MEP staff • EL staff • College staff • Home-based/center-based tutors • College readiness programs/camps • Access to school database for grade monitoring

Concern Statement	Data Source	Need Indicator/Need Statement	Possible Solution Strategies for the SDP	Resources/Experts
3-3 We are concerned that MEP resources for engaging and supporting secondary students and OSY may not be readily accessible in all communities.	NAC Goal Group composed of State, regional, and local MEP staff	<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	3.3a) Provide home visits to mentor and set goals with students/OSY	<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
		<u>Statement:</u> There needs to be more MEP resources provided and/or better access to all communities with secondary students and OSY	3.2b) Provide one-on-one meetings with students/OSY 3.2c) Provide statewide internet access 2.2d) Provide computers/technology/mobile education lab for students/OSY 3.2e) Provide program information to secondary students and OSY	
3-4 We are concerned that OSY are not aware of and/or their life experiences prevent them from participating in MEP instructional services.	2015-16 CSPR; 2015-16 OSY Profile	<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	3.4a) Provide systematic and frequent contact with OSY to form relationships	<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
		<u>Statement:</u> The percentage of OSY participating in instructional services needs to increase to at least 50%.	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 3.4c) Utilize MSIX course history/credits to facilitate timely transfer of records	
3-5 We are concerned that migrant secondary students, OSY, and families lack knowledge of options after high school including postsecondary education, employment skills, and career opportunities.	2016-17 Parent, Staff, and Secondary Student/OSY Needs Assessment Surveys	<u>Indicators:</u> (1) 65% of secondary students/OSY indicated a need for more information about options after graduation; (2) 30% of migrant parents indicated a need for training on promoting HS graduation, and 22% on options after graduation; (3) 36% of MEP staff reported that migrant parents need training/information about postsecondary education, careers, and workforce readiness	3.5a) Provide home visits	<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
		<u>Statement:</u> The percentage of migrant secondary students/ OSY with a need for information about options after graduation needs to decrease to	3.5b) Offer information nights to share information about career explorations and post-secondary options 3.5c) Offer summer camps and schools for secondary-aged migrant students 3.5d) Offer college visits, youth leadership opportunities, mentoring, and advocacy	

Concern Statement	Data Source	Need Indicator/Need Statement	Possible Solution Strategies for the SDP	Resources/Experts
		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.		<ul style="list-style-type: none"> • Chamber of Commerce • Youth Leadership • 4H

Appendix B – Needs Assessment Survey Instruments

MIGRANT EDUCATION PROGRAM PARENT NEEDS ASSESSMENT SURVEY

Directions: In each area below, please put an "X" by the top three (3) items that you feel will benefit your children MOST to help them be more successful in school.

1. SUPPLEMENTARY INSTRUCTIONAL SERVICES (Mark *THREE*)

<input type="checkbox"/> more reading/literacy help <input type="checkbox"/> more mathematics help <input type="checkbox"/> summer programs <input type="checkbox"/> pre-school programs <input type="checkbox"/> instructional technology	<input type="checkbox"/> English language services <input type="checkbox"/> H.S. credit programs <input type="checkbox"/> drop-out prevention programs <input type="checkbox"/> Programs for out-of-school youth <input type="checkbox"/> graduation/career activities	<input type="checkbox"/> General diploma (GED) <input type="checkbox"/> Information about the Nebraska education system & requirements <input type="checkbox"/> other _____
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2. SUPPORT SERVICES (Mark *THREE*)

<input type="checkbox"/> interpreting/translating <input type="checkbox"/> locating resources <input type="checkbox"/> books/materials/supplies <input type="checkbox"/> transportation <input type="checkbox"/> mentoring for my child	<input type="checkbox"/> parenting education <input type="checkbox"/> counseling for students <input type="checkbox"/> health referrals (medical/dental/vision) <input type="checkbox"/> referrals to community agencies <input type="checkbox"/> Information on how to help my child in reading and math	<input type="checkbox"/> information for out-of-school youth <input type="checkbox"/> career/postsecondary information <input type="checkbox"/> information on 0-4 yr. old services <input type="checkbox"/> other _____
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3. What TOPICS would you recommend for greater PARENT INVOLVEMENT to help you support your children's learning? (Mark *THREE*)

<input type="checkbox"/> promoting H.S. graduation <input type="checkbox"/> Info on options after H.S. <input type="checkbox"/> helping with homework <input type="checkbox"/> health/nutrition in the	<input type="checkbox"/> school safety (drug/gang awareness) <input type="checkbox"/> increasing family literacy <input type="checkbox"/> finding community resources <input type="checkbox"/> parent rights/school policies	<input type="checkbox"/> ways to help with reading & <input type="checkbox"/> young child school readiness <input type="checkbox"/> services for binational migrant students <input type="checkbox"/> other _____
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COMMENTS:

PROGRAMA DE EDUCACIÓN MIGRANTE

ENCUESTA PARA LOS PADRES

Instrucciones: En cada área a continuación, identifique con “X” los tres (3) elementos que más beneficiarán a sus hijos a tener éxito en la escuela.

1. SERVICIOS EDUCATIVOS SUPLEMENTALES (Marque TRES)

<input type="checkbox"/> más ayuda con la lectura y escritura <input type="checkbox"/> más ayuda con matemáticas <input type="checkbox"/> programas de verano <input type="checkbox"/> programas preescolares <input type="checkbox"/> tecnología	<input type="checkbox"/> clases de inglés <input type="checkbox"/> programas para crédito de High School <input type="checkbox"/> programas para prevenir la deserción de la escuela <input type="checkbox"/> Programas para jóvenes que no asisten a la escuela <input type="checkbox"/> actividades de graduación/carrera	<input type="checkbox"/> programas de GED <input type="checkbox"/> información sobre el sistema educativo y requisitos en el estado de Nebraska <input type="checkbox"/> otros _____
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2. SERVICIOS DE APOYO (Marque TRES)

<input type="checkbox"/> traducción/interpretación <input type="checkbox"/> identificar recursos <input type="checkbox"/> libros y materiales <input type="checkbox"/> transporte <input type="checkbox"/> un mentor para mi hijo(a)	<input type="checkbox"/> educación sobre la crianza de niños <input type="checkbox"/> consejería para estudiantes <input type="checkbox"/> referencia de salud (médica/dental/vista) <input type="checkbox"/> referencia a servicios comunitarios <input type="checkbox"/> Información sobre como ayudar a mi hijo(a) en lectura y matemáticas	<input type="checkbox"/> información para jóvenes que no asisten a la escuela <input type="checkbox"/> información sobre carreras y universidades <input type="checkbox"/> información sobre servicios para niños menores de 5 años <input type="checkbox"/> otros _____
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3. ¿Cuáles TEMAS recomienda usted para incrementar la PARTICIPACIÓN DE PADRES para asistirle en apoyar al aprendizaje de sus niños? (Marque TRES)

<input type="checkbox"/> promover la graduación de la high school <input type="checkbox"/> información sobre opciones después de H.S. <input type="checkbox"/> ayudando con la tarea <input type="checkbox"/> nutrición y salud en casa	<input type="checkbox"/> seguridad en la escuela (conciencia sobre las drogas y pandillas) <input type="checkbox"/> incrementar la alfabetización de la familia <input type="checkbox"/> como identificar recursos comunitarios <input type="checkbox"/> derechos de padres/políticas de las escuelas	<input type="checkbox"/> como ayudar a sus hijos con la lectura y matemáticas <input type="checkbox"/> preparación escolar para niños pre-escolares <input type="checkbox"/> Servicios para estudiantes binacionales <input type="checkbox"/> otros _____
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COMENTARIOS:

NEBRASKA MIGRANT EDUCATION PROGRAM STAFF NEEDS ASSESSMENT SURVEY

Check all that apply

School _____
Grade _____

☐ Migrant, ESL, Title I Teacher ☐ Classroom Teacher ☐ Principal
☐ Paraprofessional/tutor ☐ MEP Non-instructional Staff ☐ Other _____

“I know enough about the Migrant Education Program to answer these questions with confidence.”

4= Totally true ☐ 3= Mostly true ☐ 2= Hardly true ☐ 1= Untrue*

Directions: Please check ☒ the areas that you have found through observation or reviewing data that are needed **MOST** to help **migrant children** succeed in school.

1. What Supplementary INSTRUCTIONAL SERVICES are needed most? *(Check all that apply)*

<input type="checkbox"/> Reading	<input type="checkbox"/> Pre-kindergarten programs	<input type="checkbox"/> Extended-day tutoring
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Out-of-school youth services	<input type="checkbox"/> In-school tutoring
<input type="checkbox"/> Other content: _____	<input type="checkbox"/> PASS or other H.S. programs	<input type="checkbox"/> Summer school services

2. What Supplementary SUPPORT SERVICES are needed most? *(Check all that apply)*

<input type="checkbox"/> Books/materials/supplies	<input type="checkbox"/> Health services-medical/dental	<input type="checkbox"/> Nutrition services
<input type="checkbox"/> Clothing referrals	<input type="checkbox"/> Counseling for H.S. students	<input type="checkbox"/> Locating community resources
<input type="checkbox"/> Transportation	<input type="checkbox"/> Post H.S./Career counseling	<input type="checkbox"/> Out-of-school youth services

3. What topics would you recommend for PROFESSIONAL DEVELOPMENT to increase educators' capacity to meet the needs of migrant students? *(Check all that apply)*

<input type="checkbox"/> Program planning	<input type="checkbox"/> Identification & recruitment	<input type="checkbox"/> Involving migrant parents
<input type="checkbox"/> Program evaluation	<input type="checkbox"/> Health/medical/dental issues	<input type="checkbox"/> Supplemental ESL strategies
<input type="checkbox"/> Student assessment	<input type="checkbox"/> Reading/literacy strategies	<input type="checkbox"/> Other _____
<input type="checkbox"/> Curriculum & instruction	<input type="checkbox"/> Mathematics strategies	<input type="checkbox"/> Other _____

4. What topics would you recommend for MIGRANT PARENTS to help support their children's education/achievement? *(Check all that apply)*

<input type="checkbox"/> Postsecondary, career, workforce readiness	<input type="checkbox"/> Increasing family literacy	<input type="checkbox"/> Keeping your child safe
<input type="checkbox"/> Helping with homework	<input type="checkbox"/> Identifying community resources	<input type="checkbox"/> Other _____

5. What other ideas do you have to IMPROVE SERVICES to migrant students in Nebraska?

NEBRASKA MIGRANT EDUCATION PROGRAM SECONDARY STUDENT/OUT-OF-SCHOOL YOUTH NEEDS ASSESSMENT SURVEY

Check one box: ☐ I am a high school student ☐ I am an out-of-school youth

Check all that apply: I would like help with...			
<input type="checkbox"/>	improving my academic skills	<input type="checkbox"/>	improving my English language skills
<input type="checkbox"/>	enrolling in career/technical education programs	<input type="checkbox"/>	learning about social health issues like STDs, drugs, pregnancy
<input type="checkbox"/>	taking a course to make up for credits I am missing	<input type="checkbox"/>	understanding the importance of staying in school
<input type="checkbox"/>	preparing for my end of course assessments	<input type="checkbox"/>	learning about career options
<input type="checkbox"/>	learning about preparing for college	<input type="checkbox"/>	receiving support services (such as free books, free dental care, free eye exam, etc.)
<input type="checkbox"/>	learning about paying for college		

Check the best answer to the following:

My Learning Experience	Not at all	A little	Some	A lot	Not Applicable
1) I need more help to progress in my studies.					
2) I need more help with learning English to do well in school.					
3) I need more instruction in basic financial tasks like keeping track of a budget or paying bills.					
4) I need more help to earn the high school credits I need to graduate.					
5) I need more information about my options after graduation (such as a career or college).					

What other ways could the Migrant Education Program help you?

What suggestions do you have for improving the services you receive from the migrant education program?

PROGRAMA DE EDUCACIÓN MIGRANTE DEL ESTADO DE NEBRASKA

ENCUESTA PARA ESTUDIANTES

Marque uno: ☐ Soy un estudiante de “high school” ☐ Soy un joven que ha dejado sus estudios

Marca todos los que aplican: Me gustaría ayuda con...			
<input type="checkbox"/>	mejorar mis habilidades escolares	<input type="checkbox"/>	mejorar mi inglés
<input type="checkbox"/>	inscribirme en programas de carrera o educación técnica	<input type="checkbox"/>	aprender sobre temas de salud como enfermedades de transmisión sexual, drogas, y embarazo
<input type="checkbox"/>	tomar un curso que me falta	<input type="checkbox"/>	entender la importancia de terminar mis estudios
<input type="checkbox"/>	preparación con mis exámenes de fin de curso	<input type="checkbox"/>	aprender sobre mis opciones de carrera
<input type="checkbox"/>	preparación para la universidad	<input type="checkbox"/>	recibir servicios de apoyo como libros gratuitos y servicios dentales/visión gratuitos
<input type="checkbox"/>	preparación en financiar en los estudios universitarios		

Marca la mejor respuesta a lo siguiente:

Mi Experiencia Escolar	No de Nada	Un poco	Algo	Mucho	No me aplica
6) Necesito más ayuda para progresar con mis estudios					
7) Necesito más ayuda con el inglés para avanzar en mis estudios					
8) Necesito más instrucción en tareas básicas financieras como mantener un presupuesto o pagar las cuentas					
9) Necesito ayuda para obtener los créditos de high school que necesito para graduar					
10) Necesito más información sobre las opciones que tendré al graduarme (como carrera o universidad)					

¿Cómo más te puede ayudar el Programa de Educación Migrante?

¿Qué sugerencias tienes para mejorar los servicios que recibes del Programa de Educación Migrante?

Appendix C – Nebraska CNA Data Tables

Nebraska Migrant Education Program Data Tables for (NAC) Meeting #1



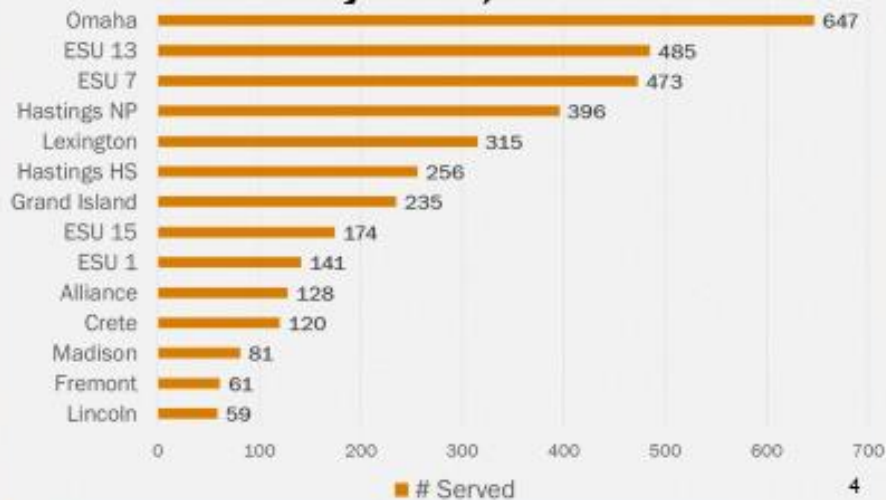
November 8, 2017

Migrant Students Served (2015-16)

- **68%** of eligible migrant students (3,635 students) were served during the performance period
 - 52% of eligible served during the regular year
 - 37% of eligible served during the summer
- **77%** of the 1,334 PFS students served during the performance period
 - 59% of PFS served during the regular year
 - 27% of PFS served during the summer

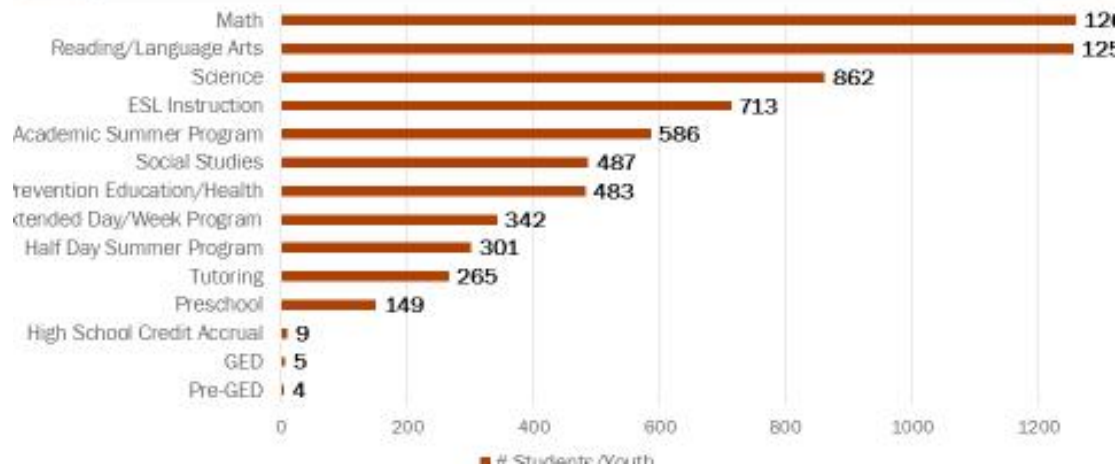
3

Migrant Students Served by Project



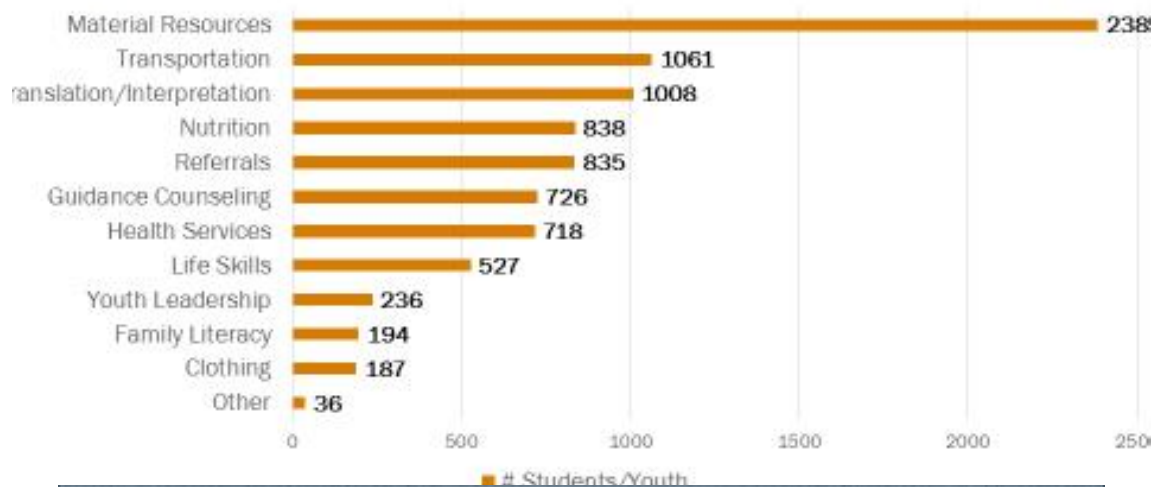
Instructional Services

32% of eligible migrant students (48% of students served) received instructional services during the performance period

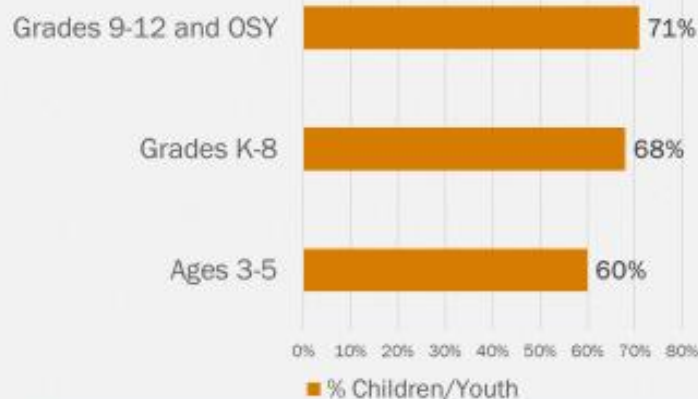


Support Services

66% of eligible migrant students (97% of students served) received support services during the performance period



Support Services Received by Age/Grade Level

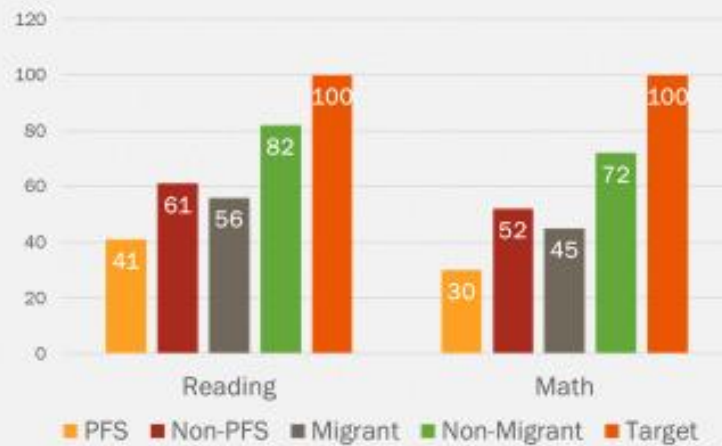


2016 NeSA Scores

Percent Scoring Proficient or Above

1,499
migrant
students
assessed in
reading

1,604
migrant
students
assessed in
math



8

2015-16 Graduation/ Dropout Rates



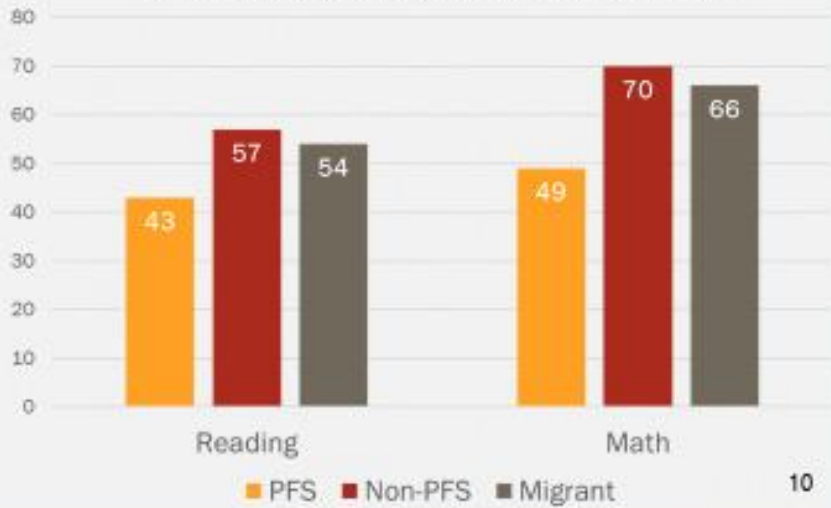
9

Local Reading/Math Assessments

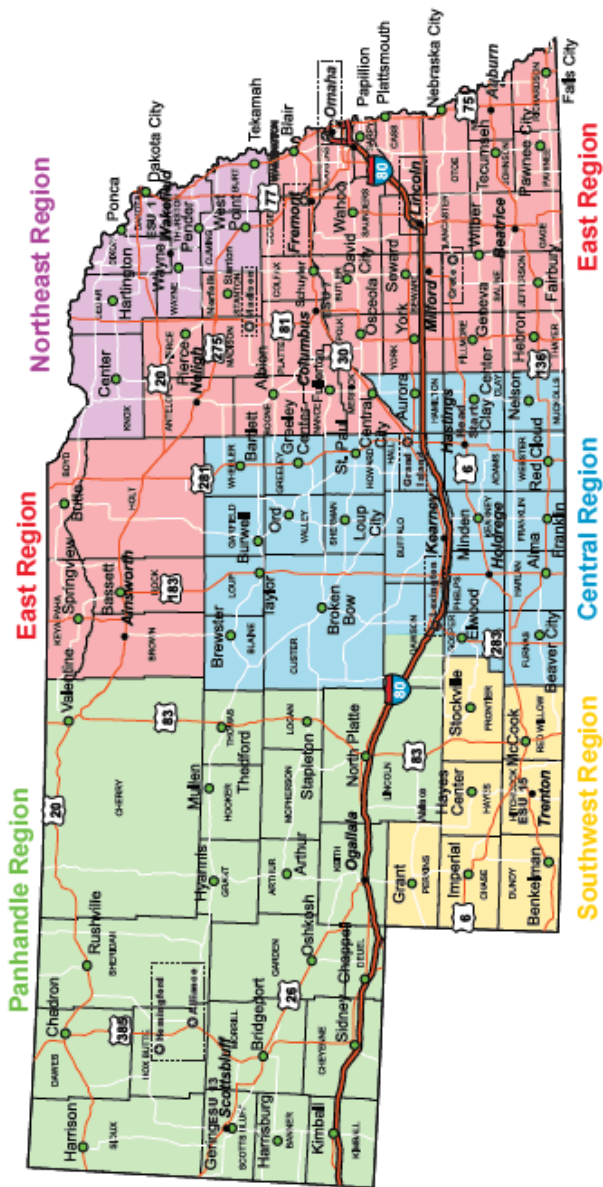
Percent Scoring Proficient or Gaining by 20%

490 migrant students assessed in reading

553 migrant students assessed in math

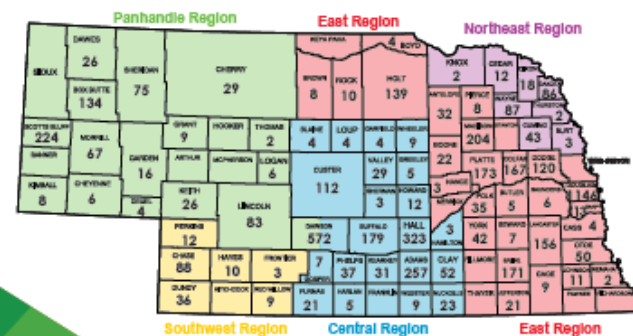


NEBRASKA MIGRANT EDUCATION PROGRAM



NEBRASKA MIGRANT EDUCATION PROGRAM (MEP)

STATE PROFILE 2017-2018



MIGRANT CHILD COUNT



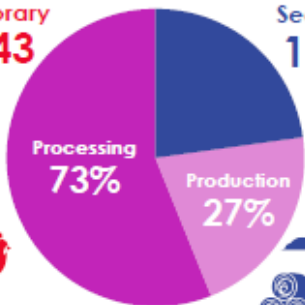
For more information on the Migrant Education Program
please visit: www.education.ne.gov/Migrant

Agriculture



TEMPORARY AND SEASONAL QUALIFYING ACTIVITIES

Temporary
3843



Seasonal
1173



Top Five Seasonal Crops

1. Corn
2. Dry Beans
3. Potatoes
4. Sugar Beets
5. Hay



Migration

STATES FROM WHICH MIGRANT CHILDREN MOVE TO NEBRASKA

Nebraska	Washington	Oregon
Texas	Utah	New Jersey
California	Oklahoma	Rhode Island
Colorado	New York	Alaska
Kansas	Wisconsin	Kentucky
Iowa	Idaho	Louisiana
Florida	North Carolina	Maryland
Arizona	Tennessee	Alabama
Illinois	Pennsylvania	Ohio
Georgia	Wyoming	South Carolina
South Dakota	North Dakota	Connecticut
New Mexico	Michigan	Delaware
Minnesota	Indiana	Massachusetts
Virginia	Nevada	Montana
Missouri	Arkansas	Maine



TOP 10 COUNTRIES FROM WHICH FAMILIES MOVE



Country	# of Children
United States	3519
Mexico	550
Thailand	457
Nepal	139
Guatemala	106
Kenya	44
El Salvador	21
Cuba	18
Malaysia	16
Egypt	15



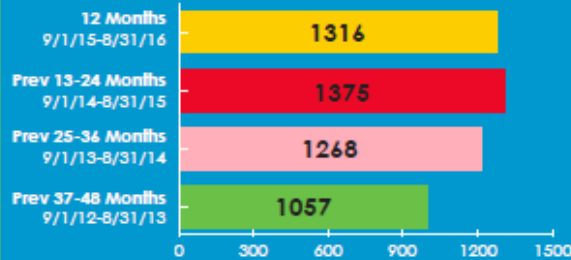
Migrant Children



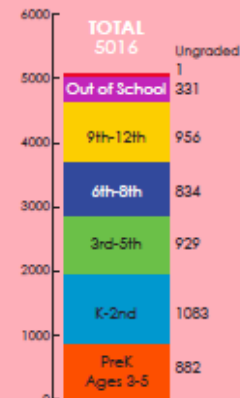
PROGRAM GOALS

1. School Readiness
2. Reading/Writing/Mathematics
3. Graduation & Services to Out-of-School Youth

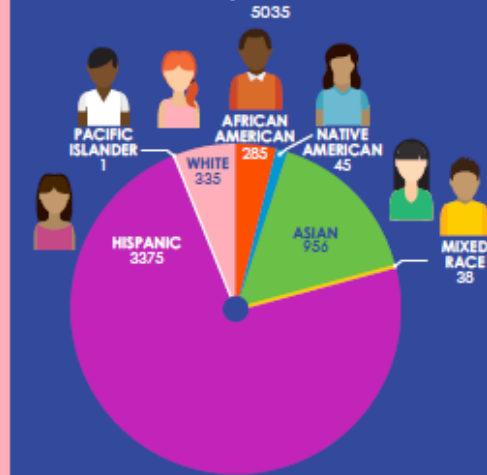
MOBILITY



ELIGIBLE CHILDREN



RACE/ETHNICITY



Appendix D – CNA Meeting Agendas and Meeting Summaries

AGENDA



Nebraska Migrant Education Program Needs Assessment Committee (NAC) Meeting #1 State Office Building, Lincoln, NE - Lower Level Meeting Room B November 8, 2017

- 9:00 – 9:15 Welcome, introductions, overview of the meeting, needs assessment activity
- 9:15 – 9:45 Anchoring the discussion: What is the MEP Comprehensive Needs Assessment (CNA) and the Continuous Improvement Cycle (CIC)?
- 9:45 – 10:00 Activity #1 (Goal Area Groups): Fortune Telling Activity
- 10:00 – 10:15 Review Nebraska MEP Student Demographics and Data
- 10:15 – 10:30 Break
- 10:30 – 11:30 Activity #2 (Goal Area Groups): Where are the gaps? Use existing data to describe the gaps in education migrant students experience. Debrief
- 11:30 – 12:00 Activity #3 (Goal Area Groups): Review concern statements from the 2015 CNA and compare them to the concerns created during the Fortune Telling Activity
- 12:00 – 1:00 Lunch (NDE Cafeteria)
- 1:00 – 2:00 Activity #4 (Goal Area Groups): Draft (revise/add) concern statements. Debrief
- 2:00 – 2:45 Activity #5 (Goal Area Groups): Walkabout to review new/updated concern statements and prioritize. Debrief
- 2:45 – 3:30 Activity #6 (Goal Area Groups): Draft need indicators, data sources, and identify additional data needed for concern statements. Debrief
- 3:30 – 3:45 Wrap-up, review of the meeting objectives, Q&A, next steps

Meeting Objectives

- 1) Understand the MEP CNA process and Continuous Improvement Cycle
- 2) Review data on the needs of Nebraska's migrant students
- 3) Review and revise the concern statements and need indicators
- 4) Identify data sources and additional data needed for concern statements



MEETING SUMMARY

Nebraska Migrant Education Program Needs Assessment Committee (NAC) Meeting #1 Lincoln, Nebraska – November 8, 2017

Meeting Participants

1. Sue Henry (NDE, MEP)
2. Benjamin Zink (NDE, MEP)
3. Kim Larson (NDE, 21st Century Learning)
4. Diane Bruha, MEP Director (Crete)
5. Cheryl Feeken, MEP Coordinator/Data Specialist (Crete)
6. Vanessa Guarcas, MEP Director (ESU 1 – Wakefield)
7. Cynthia Alarcon, MEP Coordinator (ESU 7 – Columbus)
8. Danielle Waite, Statewide MEP Data Coordinator (ESU #7 – Columbus)
9. Melinda Velecela, Service Provider (ESU #7 – Columbus)
10. Darlene Rodriquez, MEP Recruiter (ESU #7 – Columbus)
11. Kiowa Rogers, MEP Director (ESU #13 - Scottsbluff)
12. Shana Rutherford, MEP Service Provider (ESU #13 – Scottsbluff)
13. Perla Garza, MEP Recruiter/Liaison (ESU #13 – Scottsbluff)
14. Rosie Cobos, MEP Recruiter/Liaison (ESU #13 – Scottsbluff)
15. Jamie Garner, MEP Director (ESU #15 - McCook)
16. Veronica Estevez, MEP State PAC, MEP Quality Control (ESU #15 - McCook)
17. Azucena Vera Chávez, Service Provider (ESU #15 – McCook)
18. Kathleen Riley, MEP Director (Head Start - Hastings)
19. Suzanne Hult, MEP Coordinator (Omaha)
20. Mu Poe Loe, Migrant Parent (Omaha)
21. Soe Ka Powlay, Recruiter/Liaison/Service Provider/Parent (Omaha)
22. Rachel Kreikemeier, Case Manager (Proteus)
23. Cari Semivan, Meeting Facilitator, Consultant, META Associates

Meeting Objectives

- 1) Understand the MEP CNA process and Continuous Improvement Cycle
- 2) Review data on the needs of Nebraska's migrant students
- 3) Review and revise the concern statements and need indicators
- 4) Identify data sources and additional data needed for concern statements

Discussion and Activities

About half of the group was part of previous NAC or SDP committees. Sue welcomed the group and thanked them for their participation. The members of the Needs Assessment Committee (NAC) introduced themselves. Next, Cari presented the meeting agenda, objectives, and reviewed the meeting materials. The group did a needs assessment activity.

Cari provided an overview of the Continuous Improvement Cycle (CIC) and the CNA process provided by the Office of Migrant Education (OME) in its CNA Toolkit (2012). The group reviewed the roles and responsibilities of the NAC, and things to consider during the days' discussions including the purposes of the MEP, migrant funds are the "funds of last resort", the Nebraska state performance targets, the Seven Areas of Concern, and Nebraska's priority for services (PFS) criteria. Cari asked participants to choose one of the three goal area groups prior to starting Activity 1. Following is a list of goal group members.

Goal Areas	Group Members
1) School Readiness	Perla Garza, Sue Henry, Suzanne Hult, Mu Poe Loe, Kiowa Rogers, Danielle Waite
2) English Language Arts (ELA)/Math	Cynthia Alarcon, Azucena Vera Chavez, Rosie Cobos, Veronica Estevez, Cheryl Feeken, Jamie Garner, Kim Larson, Benjamin Zink
3) Graduation and Services to OSY	Diane Bruha, Vanessa Guarcas, Rachel Kreikemeier, Soe Ka Powlay Kathleen Riley, Darlene Rodriguez, Shana Rutherford, Melinda Velecela

Small Group Activity #1: The CNA Fortune Telling activity was introduced by Cari. The 3 goal area groups worked at their tables to identify what they think are the main concerns facing migrant students in Nebraska. The groups posted their Fortune Telling sheet on chart paper to be visited later. The concerns predicted follow. We are concerned about . . .

School Readiness

- Getting to know the school and processes (how to enroll, lunches, times, etc.)
- Full preschool – finding placement, getting on a wait list
- Transportation – a lot of districts don't transport preschool children and supplemental transportation can be costly
- English language development – those who attend preschool tend to develop English skills faster

ELA and Math

- Educational continuity
- Engagement
- Background knowledge
- Language
- Gaps in learning
- Different standards, strategies

- Parents disconnected from schools, not confident in communicating
- Poverty, race
- Instruction – need knowledge, adaptability, accommodations
- Homework help
- Mobility

Graduation and Services to OSY

- Advocacy/consistency
- Teen pregnancy barriers
- Differences in state testing
- Lack of motivation (help with motivation/mentors)
- Healthcare/mental health
- Immigration issues/DACA
- Life skills/English lessons
- College guidance
- Credit recovery/lack of credits/differences in districts
- Flexible school schedule/alternative school/GED services
- Education support in the home
- English language services

Cari then directed the group to Handout #2 that provides an overview of the 2015-16 evaluation and student demographics/trends. She then went through slides that showed data results from the 2015-16 evaluation (the most recent evaluation results available).

Small Group Activity #2: Cari introduced this activity by asking the participants to work in their goal area groups to review the data from the slides, Handout #2, and the profiles provided by NDE on the MEP, and identify where students are performing substantially below expectations or comparison groups, and “take-aways”. The following statements reflect the group discussions.

School Readiness Data Gaps/Trends/Take-Aways

821 children 3-5

- 31% enrolled in preschool (Danielle)
- 27% not in preschool received instruction (Danielle)
- 62% of students in preschool are migrant-funded (Danielle)
- 17.5% of children ages 3-5 not in kindergarten received instruction in 2015-16, compared to 18% of students in grades K-12, and 20% of OSY (source: 15-16 instructional services handout)
- Preschool children are still the largest group by grade (source: 15-16 CSPR, profile)
- 77% of preschool children scored proficient or gained 20% on school readiness assessments compared to 61% of students in grades K-12 on reading and math assessments (source: Handout #2)
- 85% of parents that participated in parent/family activities on school readiness reported gains in their skills/knowledge compared to 93% of parents that participated in training on reading and math (source: Handout #2)

School Readiness Data Gaps/Trends/Take-Aways with no data

- No state data on percent of non-migrant children enrolled in prek/Head Start.
- Is there statewide GOLD data for all preschool students? (source: NDE data?)
- MPO 1.1a – 38% of eligible migrant students will participate in preschool programming. How many 3-5 year old children are PS? How many 3-5 years not in preschool received instructional services? (source: MIS2000)

ELA and Math Data Gaps/Trends/Take-Aways

- 56% of migrant students (41% PFS migrant students) scored proficient or above in reading on the NeSA reading assessment compared to 82% of non-migrant students – 26% gap all migrant students, 41% gap PFS migrant students (source: 2015-16 evaluation report)
- 45% of migrant students (30% PFS migrant students) scored proficient or above in math on the NeSA math assessment compared to 72% of non-migrant students – 27% gap all migrant students, 42% gap PFS migrant students (source: 2015-16 evaluation report)
- Delivery of instruction (27% to 32%) (source: NDE MEP data)
- Professional development – gaps in who is receiving PD specifically in math and reading (source: NDE MEP data)
- Local growth in criterion-based assessments is greater than NeSA assessments (source: local MEP)
- Most students do not receive MEP-funded instruction (source: NDE MEP data)

ELA and Math Data Gaps/Trends/Take-Aways with no data

- Other programs that benefit migrant students increase in instruction.
- Parents are unaware of MEP-funded services.
- Gap in quality EL services which determines what MEP services are provided.
- No state test data for migrant Els.
- Rural versus “urban” schools – offering services.
- No writing data
- Poverty factors

Graduation and Services to OSY Data Gaps/Trends/Take-Aways

- The graduation rate for PFS migrant students was 67% compared to 83% for non-PFS migrant students (source: PPT slide 32)
- The graduation for migrant students was 80% compared to 89% for non-migrant students (source: PPT slide 32)
- The dropout rate for PFS migrant students was 2.3% compared to 0.8% for non-PFS students, and 1.2% for non-migrant students (source: PPT slide 32)
- 29% of 11th grade migrant students (10% PFS migrant students) scored proficient or above in reading on the NeSA reading assessment compared to 73% of non-migrant students – 44% gap all migrant students, 63% gap PFS migrant students (source: 2015-16 evaluation report)
- 27% of 11th grade migrant students (10% PFS migrant students) scored proficient or above in math on the NeSA math assessment compared to 63% of non-migrant students – 36% gap all migrant students, 53% gap PFS migrant students (source: PPT slide 31)

Graduation and Services to OSY Data Gaps/Trends/Take-Aways with no data

- Lower academic achievement (source: grades)
- Testing lower on college entrance exams (source: test scores from school)
- Language barrier (source: EL data)
- Attendance (source: school data)
- Parental support and guidance regarding graduation/college (course: parent surveys)

Small Group Activity #3: Cari introduced this activity by asking the participants to work in their goal area groups to review the Concern Statements from the 2015 CNA and compare them to the Concern Statements created during the Fortune Telling activity earlier. NAC members were asked to document similarities/differences, “take-aways”, and “a-ha’s” related to the 3 goal areas.

School Readiness

- Keep 1-1, 1-2, 1-4
- Similarities – transportation, English language development, finding preschool placement
- High percentage of students not enrolled in preschool

ELA and Math

- Support services are affecting ELA
- 2-1 and 2-3 are very similar

Graduation and Services to OSY

- No written observations

Small group activity #4: Cari introduced this activity by asking the participants to work in their goal area groups to review/revise/delete the Concern Statements from the 2015 CNA and add additional Concern Statements based on the group discussion and the Fortune Telling activity. The group was instructed to develop Concern Statements for their group based on the data and their discussions. Concern Statements developed during this activity can be found in the 2017-18 CNA Decisions and Planning Chart attached.

Activity #5 – Walkabout: The activity started with the goal area groups prioritizing their Concern Statements. Then each group moved to the next goal area group, reviewed/edited the Concern Statements, and indicated how they would prioritize the concerns. This rotation occurred twice so each group could review the other two groups’ Concern Statements.

Small group activity #6: NAC members worked in their goal area groups to determine need indicators, identify data sources, and determine if additional data needs to be collected for the new Concern Statements. Need indicators, sources of data, and additional data needs are listed in the 2017-18 CNA Decisions and Planning Chart attached.

Wrap-up, Follow-up, Next Steps, and Timelines

Cari shared the next steps and timelines for the work of the NAC and NDE as captured below.

- NAC Meeting #2 (3/13/18) to fill in data, arrive at consensus about Concern Statements, develop and prioritize solution strategies, and finalize the Nebraska MEP profile
- Ensure that any missing data is ready for the next meeting
- Draft the CNA report (Spring 2018)
- Incorporate NAC feedback/finalize the report

AGENDA



Nebraska Migrant Education Program Needs Assessment Committee (NAC) Meeting #2 Nebraska Council of School Administrators Building, Lincoln, NE March 13, 2018

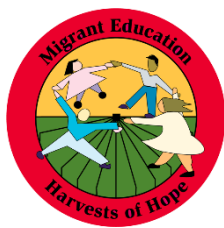
- 9:00 – 9:15 Welcome, introductions, overview of the meeting, needs assessment activity
- 9:15 – 9:30 Quiz - The Planning Cycle: A Review: Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), program implementation, program evaluation. Where are we in the process?
- 9:30 – 10:15 Small group activity #1 (Goal Area Groups): Review and revise the Concern Statements, Data Sources, Need Indicators, and Need Statements
- 10:15 – 10:30 Break
- 10:30 – 10:45 Small group activity #2 (Goal Area Groups): Prioritize Concern Statements
- 10:45 – 11:45 Small group activity #3 (Goal Area Groups): Identify and develop possible solutions to the Concerns and Need Statements
- 11:45 – 12:15 Working Lunch: Four Square Needs Activity
- 12:15 – 12:45 Small group activity #4 (Gallery Walk): Review and suggest additional solutions to the other Goal Area Groups
- 12:45 – 1:15 Small group activity #5 (Goal Area Groups): Prioritize solutions
- 1:15 – 1:45 Small group activity #6 (Goal Area Groups): Identify resources and experts/staff by listing information, materials, and personnel needed to address the concerns.
- 1:45 – 2:00 Break
- 2:00 – 2:30 Small group activity #7 (Gallery Walk): Review and suggest additional resources and experts/staff to the other Goal Area Groups
- 2:30 – 3:00 Whole group activity #8: Review and discuss student profile
- 3:00 – 3:30 Small group activity #9 (Small Groups): “Save the Last Word” Identify loose ends and ways to communicate the CNA to the field.
- 3:30 – 3:45 Wrap-up, review of the meeting objectives, Q&A, next steps

Meeting Objectives

- 1) Finalize concerns, data sources, need indicators, need statements
- 2) Rank concerns for focus during service delivery planning
- 3) Develop solutions for the concern statements
- 4) Rank solutions for focus during service delivery planning
- 5) Identify possible resources and experts/staff to meet migrant student needs
- 6) Review next steps for completion of the CNA and service delivery planning

Meeting Deliverables

- ☐ List of ranked concern statements
- ☐ List of data sources, need indicators, and need statements
- ☐ List of possible solutions
- ☐ List of experts
- ☐ List of resources



MEETING NOTES

Nebraska Migrant Education Program Comprehensive Needs Assessment Meeting #2 Nebraska Council of School Administrators Building, Lincoln, NE March 13, 2018

Meeting Participants

1. Sue Henry (NDE, MEP)
2. Benjamin Zink (NDE, MEP)
3. Kim Larson (NDE, 21st Century Learning)
4. Diane Bruha, MEP Director (Crete)
5. Cheryl Feeken, MEP Coordinator/Data Specialist (Crete)
6. Danielle Waite, Statewide MEP Data Coordinator (ESU #7 – Columbus)
7. Darlene Rodriquez, MEP Recruiter (ESU #7 – Columbus)
8. Jamie Cogua, MEP Director (Omaha)
9. Kiowa Rogers, MEP Director (ESU #13 - Scottsbluff)
10. Shana Rutherford, MEP Service Provider (ESU #13 – Scottsbluff)
11. Rosie Cobos, MEP Recruiter/Liaison (ESU #13 – Scottsbluff)
12. Jamie Garner, MEP Director (ESU #15 - McCook)
13. Veronica Estevez, MEP State PAC, MEP Quality Control (ESU #15 - McCook)
14. Azucena Gamero, Service Provider (ESU #15 – McCook)
15. Kathleen Riley, MEP Director (Head Start - Hastings)
16. Suzanne Hult, MEP Coordinator (Omaha)
17. Andrea Vázquez, Meeting Facilitator, Consultant, META Associates

Meeting Objectives

- 1) Finalize concerns, data sources, need indicators, need statements
- 2) Rank concerns for focus during service delivery planning
- 3) Develop solutions for the concern statements
- 4) Rank solutions for focus during service delivery planning
- 5) Identify possible resources and experts/staff to meet migrant student needs
- 6) Review next steps for completion of the CNA and service delivery planning

Discussion and Activities

Sue welcomed the group and thanked them for their participation. Next, Andrea presented the meeting objectives, gave an overview of the packet materials, and reviewed the agenda.

We continued with a quiz to review the Continuous Improvement Cycle, including Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), project implementation, program evaluation, monitoring, and sub-allocation to local MEPs.

Andrea shared that through this process, we are “getting our ducks in a row,” and that we will be updating the last CNA, which was completed in 2015. Andrea then illustrated how the current work that is being completed for the CNA creates a starting point for the Service Delivery Plan process, which is the next step in OME’s Continuous Improvement Cycle (CIC). The SDP meetings will be conducted in the upcoming school year, 2018-2019 so that the strategies and MPOs can be implemented in school year 2019-2020.

In the first meeting (NAC #1), we explored “what is” and identified major concerns, measurable indicators, data sources, and preliminary priorities. In this meeting (NAC #2), we finalized and prioritized concern statements, made decisions to set priority needs, identified possible solutions, selected solutions, and proposed an action plan. As a next step, META will prepare the final CNA report.

For all meeting activities, participants worked in the following goal areas:

Goal Areas	Group Members
1) School Readiness	Sue Henry, Suzanne Hult, Kiowa Rogers, Danielle Waite
2) English Language Arts (ELA)/Math	Cynthia Alarcon, Azucena Gomero, Rosie Cobos, Veronica Estevez, Cheryl Feeken, Jamie Garner, Kim Larson, Benjamin Zink
3) Graduation and Services to OSY	Diane Bruha, Rachel Kreikemeier, Kathleen Riley, Darlene Rodriguez, Shana Rutherford

During Small Group Activity #1, Andrea requested that participants work in their goal area groups to review and revise the concerns, data sources, need indicators, and need statements and to document the changes on the large posters. All of the changes are reflected in the revised CNA Planning Chart.

Andrea then introduced Small Group Activity #2 to prioritize the concern statements by ranking them by priority. The goal area groups debriefed to the whole group and discussed any revisions that needed to be made. The results of the ranking can be found in the revised CNA Planning Chart.

During Small Group Activity #3 (Identify Solutions), information was shared about identifying solutions to concern statements. Solution strategies in the CNA are the starting point for the strategies that will be included in the SDP. Participants were asked to consider a large range of solutions i.e., instructional services, support services,

program/staff capacity building, State-level initiatives, project-level initiatives, etc. Participants also were asked to consider evidence-based strategies and proven practices. After viewing a few examples, participants worked in their goal area groups to identify solutions for their revised concern statements. The groups recorded their solutions on the large chart papers.

During Small Group Activity #4 (Gallery Walk), participants reviewed the other groups' solutions and made recommendations and/or revisions. Then, they then participated in a whole group discussion about the solutions and made further revisions.

Andrea then introduced Small Group Activity #5 (prioritizing solutions). Participants were asked to work as a focus area group and prioritize their solutions. Each member of the group placed one colored sticky dot next to the solution they felt is most important for each concern statement. The participants were then asked to reach consensus on the prioritized list and report out to the whole group. The results of this activity are found in the CNA Planning Chart.

Small Group Activity #6 (Identify Resources and Experts/Staff): After a discussion about how to garner support for the solutions, participants worked in their goal areas to identify resources and experts/staff to address the concerns and implement solutions. The group recorded their resources and experts/staff on the large chart papers and then reviewed the other groups during the gallery walk (Small Group Activity #7).

During Small Group Activity #8, the group reviewed the Nebraska MEP Student Profile and made recommendations for categories to add, remove, or revise, as well as recommendations for additional data and resources needed. This profile will be part of the CNA report and will provide the reader with a snapshot of the MEP in the State of Nebraska.

Small Group Activity #9 (Save the Last Word): Participants reflected on the process and discussed/documented on white index cards any loose ends, suggestions for the CNA report, or suggestions for future CNA/SDP meetings. Then, they identified and recorded on colored index cards three ways to communicate the CNA to the field. Participants' responses are as follows:

Loose ends, suggestions for the CNA report, suggestions for future CNA/SDP meetings	<ul style="list-style-type: none"> • Maybe we could combine a SDP/CNA or at least a follow-up meeting at the Nebraska Migrant Conference. • The loose ends are after school data and poor attendance • Can the NDE collect/share more information? • For future meetings, cite data sources (i.e., MIS, OSY Profile, etc.) • Clarify data source definitions (i.e., how data is reported/recorded/pulled from MIS2000) • Double-check the data (PK students not being served in PreK program)
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	<ul style="list-style-type: none"> • PD opportunities to better educate schools • How do we professionally develop new administrators and staff in school districts to assist with partnering? Is this a state-level initiative? ESU? • Technology infrastructure in the state...is everyone on? • Migrant Google calendar/information • Maximize PAC meetings by considering school readiness, ELA/math, and graduation/OSY • The current immigration rules that are changing. The current ICE raids and how that will impact the families we serve. • New trends in farmworker population; trends, demographics • Retrieve data for 21st Century after-school program • See concern statements/solution strategies from other states • Include district non-MEP staff for fresh perspective • Include migrant high school students/former students • Is there a review of previous years' CNAs as compared to the current one to reflect on previous focus?
Three ways to communicate the CNA to the field	<ul style="list-style-type: none"> • Have presentations at the Nebraska Migrant Conference (7) • Via webinar or Zoom meeting (7) • Share with migrant staff at team meetings (5) • Website (4) • Emails with link to report on website (4) • Put it on social media (2) • Provide bullet points for MEP staff • Notifications to MEP Coordinators • Share modified version with parents at PAC meeting • Provide bullet points for school staff • Brief synopsis in newsletter • Resource links (online CNA version) where needed citing helpful videos and websites for specific goal areas • Printed copies to projects and then quiz participants • Superintendent and Curriculum and Instruction meetings • Short commercial on NPR/PBS – What is the MEP and why does it matter in Nebraska? • Turnkey presentations for all NE programs to use with different audiences • Email updates • Required MSIX PD • Have program staff share with their families

Andrea then reviewed the day's accomplishments and shared the next steps in the CNA process which include the following:

- Finalize the CNA Decisions and Planning Chart incorporating the work from the 2 NAC meetings
- Draft the CNA report (by May 20, 2018)
- Incorporate NDE and NAC feedback and finalize the report (by June 10, 2018)
- Begin the Service Delivery Planning (SDP) process (2018-19)

Meeting Outcomes

- ☐ List of ranked concern statements
- ☐ List of data sources, need indicators, and need statements
- ☐ List of possible solutions
- ☐ List of experts/resources