

2017-2018 Annual Evaluation Report

Nebraska Migrant Education Program



Prepared by



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2017-2018 Evaluation of the Nebraska Migrant Education Program (MEP)

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Acronyms Used in this Report

CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESSA	The Every Student Succeeds Act of 2015
ESU	Educational Service Unit
FACE	Family and Community Engagement
FSI	Fidelity of Strategy Implementation Tool
GED	General Education Development high school equivalency tests
GOSOSY	Graduation and Outcomes for Success for OSY CIG
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IRRC	Identification and Recruitment Rapid Response Consortium
MEP	Migrant Education Program
MPO	Measurable Program Outcome
MSIX	Migrant Student Records Exchange Initiative
NDE	Nebraska Department of Education
NE	Nebraska
NePAT	Nebraska Preschool Assessment Tool
NSCAS	Nebraska Student-Centered Assessment System
OME	Office of Migrant Education
OSY	Out-of-School Youth
P/A	Proficient or Above
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
PK	Prekindergarten
QAD	Qualifying Arrival Date
RE	Resident Only Students
SDP	Service Delivery Plan
UG	Ungraded

1. Executive Summary

The Nebraska Department of Education (NDE) Migrant Education Program (MEP) assists schools in helping migratory students and youth meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Educational services (including supportive services) are designed to facilitate continuity of instruction to eligible students who migrate between Nebraska and other states, within the State of Nebraska, and across international borders.

In 2017-18, Nebraska had 5,252 eligible migratory students (36% were categorized as having priority for services [PFS]). Forty-one percent (41%) [percentage does not include children birth-2] were identified as English learners (ELs), and 5% were identified as having a disability through the Individuals with Disability Education Act (IDEA). Twenty-five percent (25%) had a Qualifying Arrival Date (QAD) occurring within 12 months from the last day of the performance period (8/31/18), with three-fourths of the QADs (67%) occurring during the regular school year.

During the performance period, services were provided to 3,886 migratory students/youth (74% of eligible migratory students). A total of 3,070 migratory students received services during the regular school year (58% of eligible migratory students), and 2,284 received services during the summer (43% of eligible migratory students).

Local migrant projects in Nebraska provided instructional and support services aligned with the State Service Delivery Plan (SDP) and Comprehensive Needs Assessment (CNA) within the three goal areas of: 1) School Readiness, 2) Reading/Writing and Mathematics; and 3) High School Graduation and Services to Out-of-School Youth (OSY). Supplemental instructional services included tutoring and instructional support, summer school, reading and mathematics enrichment activities, graduation enhancement, and career education. Support services were provided to migratory students to eliminate barriers that traditionally inhibit school success. Focused on leveraging existing services during the summer and regular year program, support services included health services, translations and interpretations, advocacy and outreach, family literacy programs, nutrition services, referrals, distribution of educational materials, and transportation. Services also were provided to parents to engage them in the education of their children.

The chart below shows that 14 of the 15 Measurable Program Outcomes (MPOs) (93%) addressed in this evaluation were accomplished this year showing the benefit of MEP services for migratory students, their parents, and educators in Nebraska. The MPO not met addressed the percentage of migratory students entering 11th grade that successfully completed Algebra I or a higher math course.

Nebraska MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
School Readiness		
MPO 1.1a During 2017-18, 38% of eligible 3-5-year-old migratory children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.	Yes	45% of 3-5-year-olds participated in preschool services
MPO 1.1b During 2017-18, 75% of 3-5-year-old migratory children participating in MEP-sponsored preschool instruction, will score proficient or show a 5% increase on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.	Yes	80% of 3-5-year-olds assessed scored proficient or gained by 5%
MPO 1.2 During 2017-18, 80% of parents of preschool-aged migratory children who participated in MEP-sponsored parent/family educational	Yes	100% of the 122 parents responding

Nebraska MEP Measurable Program Outcomes (MPOs)	MPO Met?	Evidence
services will indicate that they gained knowledge of strategies for helping their children be ready for school.		reported gaining knowledge
MPO 1.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in school readiness to benefit PK migratory children.	Yes	85% of the 106 staff responding had a statistically significant gain ($p < .001$)
MPO 1.4 During 2017-18, 65% of all <u>eligible</u> 3-5-year-old migratory children will receive MEP-sponsored support services that contribute to their development of school readiness skills.	Yes	70% of eligible 3-5-year-olds received support services
Reading/Writing and Mathematics		
MPO 2.1a During 2017-18, 60% of K-12 migratory students who receive MEP-sponsored supplemental instructional services aimed at increasing student achievement in reading/writing and/or mathematics, will score proficient or above, or show a 5% increase on pre/post district assessments.	Yes	71% scored proficient or gained by 5% in reading, as did 79% in math
MPO 2.1b During 2017-18, 60% of secondary migratory students entering 11 th grade will have received full credit (equivalent to one year) for Algebra 1 or a higher mathematics course.	No	43% of migratory students entering 11 th grade received credit for Algebra I
MPO 2.2 During 2017-18, 80% of parents of migratory students who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in reading/writing and math.	Yes	100% of the 227 parents responding reported gaining knowledge
MPO 2.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in reading/ writing and/or math to benefit migratory students.	Yes	90% of the 166 staff responding had a statistically significant gain ($p < .001$)
MPO 2.4 During 2017-18, 65% of all <u>eligible</u> migratory students in grades K-8 will receive MEP-sponsored support services that contribute to their achievement in reading/writing and/or math.	Yes	75% of eligible K-8 migratory students received support services
Graduation/Services to OSY		
MPO 3.1b During 2017-18, OSY utilizing OSY lessons (e.g., GOSOSY, ESL, math, reading) will demonstrate an average gain of 5% on OSY lesson assessments.	Yes	17 OSY assessed had an average gain of 43%
MPO 3.1c During 2017-18, an increasing percentage (5% increase per year over the 2014-15 baseline of 22%) of eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services that contribute to their graduation, GED, life skills, and/or career readiness goals. [2017-18 Target=37%]	Yes	46% of migratory students (9-12/ OSY) received instructional services
MPO 3.2 During 2017-18, 80% of parents of secondary migratory youth who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.	Yes	100% of the 144 parents responding reported gaining knowledge
MPO 3.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.	Yes	93% of the 137 staff responding had a statistically significant gain ($p < .001$)
MPO 3.4 During 2017-18, 65% of all <u>eligible</u> secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, life skills, and/or career readiness goals.	Yes	73% of migratory students (9-12/ OSY) received support services

The MPOs met during 2017-18 show the impact of the Nebraska MEP on migratory preschool children's school readiness skills; migratory students' reading/writing and math skills; OSY's skills on content-based and English language assessments; parents' skills for helping their young children be ready for school, helping their school-age children with reading/writing and math, and supporting their secondary age children with graduation, high school equivalency diploma studies, life skills, and/or career readiness goals; MEP staff skills for using evidence-based strategies, promising practices, and culturally-relevant instruction to benefit migratory students and youth; an increase in support services to migratory students; and an increase in migratory children ages 3-5 participating in preschool programming. Other key findings/trends revealed in the 2017-18 evaluation follow.

- ✚ Inter/intrastate collaboration resulted in increased services to migratory students. Local MEP directors reported that their programs collaborated with numerous community agencies and school programs. In addition, NDE collaborated with other states for data collection, transfer, and maintenance of MEP student records, as well as through participation in MEP Consortium Incentive Grants (CIGs).
- ✚ Parents participating in parent activities and events reported that they increased their knowledge of the topics addressed including reading and math, financial aid and scholarships, testing/homework, nutrition, and community partnerships.
- ✚ MEP staff rated the implementation of the Strategies contained in the SDP using the Fidelity of Strategy Implementation (FSI) tool. The average rating for all 13 Strategies was 3.3 out of 5.0, with means for each Strategy ranging from 2.9 to 3.8.
- ✚ Nineteen percent (19%) of migratory students scored proficient or above on the Nebraska Student-Centered Assessment System (NSCAS) English Language Arts (ELA) Assessment, and 21% scored proficient or above on the NSCAS Math Assessment. A comparison of 2016-17 and 2017-18 ELA results shows a decrease of 3% in the percentage of migratory students scoring proficient or above in 2017-18. The 2017-18 NSCAS Math Assessment serves as baseline so no comparison to past years can be made.

In summary, during 2017-18, the Nebraska MEP provided migratory students with individualized, needs-based supplemental instructional and support services that positively impacted their learning and academic achievement. Parents were provided services to improve their skills and increase their engagement in their child's education; MEP staff were trained to better serve the unique needs of migratory students and their parents; community resources and programs helped support migratory students and their families; and local projects expanded their capacity to provide needs-based services to Nebraska's migratory population by conducting local needs assessments and professional learning activities.

The MEP helped students at every level of their education, from preschool to post graduation. Services such as providing school materials, clothing, and free lunches cover the necessities for students so they have more time to focus on their studies. Guidance, youth leadership services, and referrals give students support outside the classroom, making it more possible for them to achieve their academic goals. Instruction in math, reading, social studies, and science prepares students for standardized tests and improve their grades.

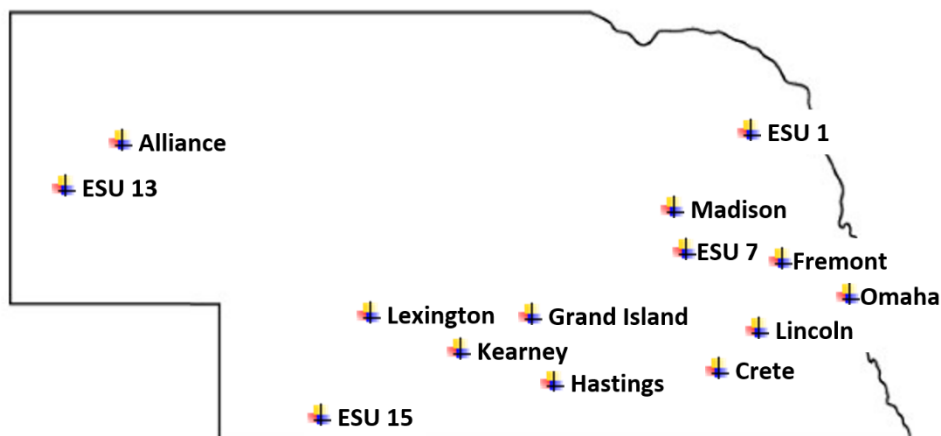
-MEP staff member

2. Program Context

During 2017-18, Nebraska provided services to migratory students at 14 year-round projects (school districts and Educational Services Units [ESUs]) as displayed below.

Exhibit 1
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. Kearney
11. Lexington
12. Lincoln
13. Madison
14. Omaha



Local migrant projects in Nebraska provided instructional and support services aligned with the State SDP and CNA within the three goal areas of: (1) School Readiness, (2) Reading/Writing and Mathematics; and (3) High School Graduation/Services to OSY. The primary components of the Nebraska MEP include supplemental instructional services, support services, inter/intrastate coordination, ID&R, parent involvement, and professional development. These activities are guided by the program applications/sub-granting process, CNA, SDP, and the program evaluation.

SUPPLEMENTAL INSTRUCTIONAL SERVICES - During the regular school year, migratory students are provided with a wide range of supplemental instructional services including the following:

Regular Year Supplementary Instructional Services	
Math Tutoring	Preschool
Reading Tutoring	Pre-GED/GED Preparation
Secondary Credit Accrual	ESL Instruction
Other Instructional Services	Distance Learning
Science/Social Studies Instruction	Prevention Education
STEM/Robotics	

During the summer, migratory students also are provided with a wide range of supplemental instructional services that include those listed below.

Summer Supplementary Instructional Services	
Summer School	Pre-GED/GED Preparation
Math Instruction	Preschool
Reading Instruction	ESL Instruction
Secondary Credit Accrual	Distance Learning
Prevention Education	Services to OSY
Science/Social Studies Instruction	Services to Binational Students

SUPPORT SERVICES - Support services are provided to migratory students to eliminate barriers that traditionally get in the way of school success. Support focuses on leveraging existing services during both the summer and regular year program and include collaboration with other agencies/service providers and referrals of migratory children from birth to age 21 to programs and supportive services. Examples of services include health services (medical and dental screening and referrals), instructional supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, transportation, services to OSY, and family literacy programs. The needs-based support services provided to students throughout the year are listed in the chart below.

Support Services		
Referrals	Youth Leadership	Instructional Supplies
Career Counseling	Life Skills	Extended Learning Opportunities
Guidance Counseling	Health Screenings	Interpreting/Translating
Transportation	Health Services	Free Lunch/Meals

INTER/INTRASTATE COORDINATION - Because migratory students move frequently, a central function of the MEP is to reduce the effects of educational disruption by removing barriers to their educational achievement. The MEP is a leader in coordinating resources and providing integrated services to migratory children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migratory students to communicate and coordinate with one another. In Nebraska, inter/intrastate collaboration in 2017-18 was focused on the following activities:

- providing year round ID&R;
- serving as the lead state for the IRRC CIG and participating as a member state in the GOSOSY CIG;
- participating with Mexico in a binational initiative that includes the Teacher Exchange Program;
- coordinating secondary education coursework needs and completion/credits;
- participating in MSIX to transfer student education and health data to participating states; and
- attending inter- and intra-state MEP meetings.

IDENTIFICATION AND RECRUITMENT - The Nebraska MEP is responsible for the proper and timely ID&R of all eligible migratory children and youth in the State. This includes securing pertinent information to document the basis of a child's eligibility on the Certificate of Eligibility (COE). Ultimately, it is the State's responsibility to implement procedures to ensure that migratory children and youth are both identified and determined as eligible for the MEP.

To achieve this end, certification of eligibility also depends on the recruiter's assessment of key information related to family moves due to agricultural work and then certification by the State that the recruiter's determination is correct. One means to ascertain the extent to which recruiters are confident that various aspects of ID&R are occurring according to the ID&R plan, is to ask them about this. Exhibit 2 shows recruiter ratings of the activities and elements of ID&R that impact the number of migratory students identified in the State as documented on surveys. Ratings are based on a 4-point scale where 1=not at all, 2=somewhat, 4=a lot, and 5=very much. Recruiters from nine programs responded (Alliance, Crete, ESU 1, ESU 7, ESU 13, Fremont, Grand Island, Hastings/Head Start, and Omaha). Of the 24 recruiters responding to the survey, 17 (71%) had more than one year experience, 6 (25%) had one year experience, and 1 (4%) was new to recruiting.

Exhibit 2

MEP Recruiter Ratings of ID&R Activities

To what extent...	N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
Professional development helped you become more knowledge about ID&R	24	0	0	8 (33%)	16 (67%)	3.7
You are confident that you can make eligibility determinations correctly	24	0	0	10 (42%)	14 (58%)	3.6
You can clearly communicate information about the MEP to parents	24	0	0	6 (25%)	18 (75%)	3.8
You know how to locate migratory students and families in your area	24	0	2 (8%)	6 (25%)	16 (67%)	3.6
You made progress toward your professional development goals in your Action Plan	23	0	3 (13%)	9 (39%)	11 (48%)	3.4
You made progress toward your ID&R procedural goals in your Action Plan	23	0	2 (9%)	13 (57%)	8 (35%)	3.3
You made progress toward your quality control goals in your Action Plan	23	0	1 (4%)	15 (65%)	7 (30%)	3.3
You made progress toward your inter/intrastate coordination goals in your Action Plan	23	0	3 (13%)	14 (61%)	6 (26%)	3.1
ID&R was of sufficient scope and quality	20	0	3 (15%)	6 (30%)	11 (55%)	3.4
ID&R was sufficient for finding migratory students	22	0	0	10 (45%)	12 (55%)	3.6

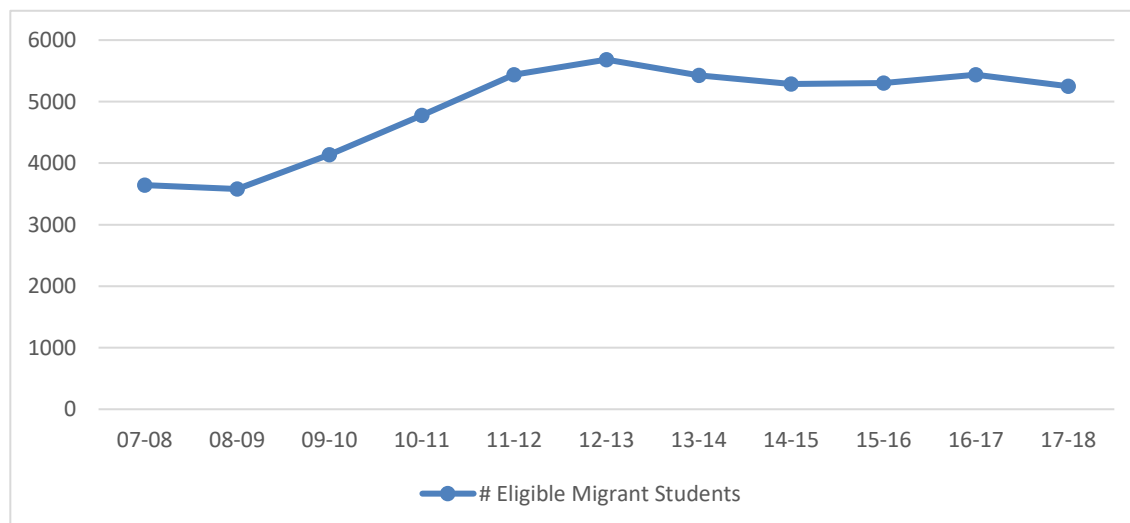
Highest rated was the extent to which recruiters felt that they can clearly communicate information about the MEP to parents (mean rating of 3.8 out of 4.0), followed by the extent to which professional development helped them become more knowledgeable about ID&R (mean rating of 3.7), and the extent to which they are confident that they can make eligibility determinations correctly and know how to locate migratory students/families in their area (mean rating of 3.6 each). All recruiters responding reported that ID&R was sufficient for finding migratory students (mean rating of 3.6) and of sufficient scope and quality (mean rating of 3.4). Recruiters reported that the **most outstanding aspects of ID&R in Nebraska** is the collaboration/cooperation among recruiters in the State and locating migratory families. Following are examples of recruiter comments.

- *Ability to work in new untapped territories; embrace families of distinct cultures; engage large scale employers to access workers; connect with schools to open opportunities for ongoing referrals of newly arrived families; schools using MEP screening survey in the enrollment process; compliance with the rules and regulations (quality control); skilled, experienced recruiters; opportunities for professional growth (training offered by NDE).*
- *All areas of the State are covered. Recruiters are well trained and well equipped with knowledge and resources to effectively identify and recruit.*
- *Awesome teamwork*
- *Being able to find the families and then the ability to help those families.*
- *Coordination with other recruiters.*
- *Great quality control on recruiting.*
- *I get out there and talk to our families. The best recruiting technique is communication. I try to know our local resources and let the families know about them. In return, they refer families that are in need and those often turn out to be migrant families.*
- *Networking and quality control*
- *Teamwork. Working together tours helping our migrant families.*
- *The willingness to help out other projects no matter what.*
- *We are a team that identifies and serves children in a quick matter. We understand the new COE.*
- *I enjoy the ID&R trainings. There's always something new that I learn.*

Migratory Student Demographics - Exhibit 3 shows that during 2017-18, there were 5,252 eligible migratory students in Nebraska -- a slight decrease from 2016-17. The trend over the years shows increasing numbers from 2008-09, with the greatest increase being in 2012-13. *UG = Ungraded*

Exhibit 3
Eligible Migratory Students by Grade Level and Program Year

Age/ Grade	Number of Eligible Migratory Students									
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
0-2	194	238	270	334	343	295	276	286	316	311
3-5	561	699	809	960	1,157	949	930	882	901	842
K	233	237	246	323	166	343	314	359	354	381
1	255	260	302	341	338	300	311	377	367	357
2	207	244	296	307	355	360	297	347	370	343
3	210	248	282	318	288	327	308	318	322	355
4	215	212	272	304	303	314	287	325	324	307
5	203	210	255	290	278	263	268	286	289	313
6	155	217	218	259	287	265	246	280	272	269
7	154	154	218	249	262	249	237	285	275	270
8	147	172	198	209	224	262	237	269	297	267
9	173	214	228	258	218	291	262	293	311	280
10	146	139	196	220	243	218	270	255	247	257
11	99	123	155	207	195	227	187	234	223	209
12	75	85	142	108	176	163	200	174	181	170
UG	0	0	2	1	10	9	0	1	1	1
OSY	553	686	686	750	840	313	269	331	389	320
RE*	--	--	--	--	--	281	387	--	--	--
Total	3,580	4,138	4,775	5,438	5,683	5,429	5,286	5,302	5,439	5,252



Source: CSPR Part II School Years 2008-09 through 2016-17 & MIS2000

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

As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every MEP in every State is required to maintain a list of eligible migratory students, migratory students served, and migratory students designated as having PFS. Determining which migratory students are PFS is put into place through the Service Delivery Plan as part of the State activity in which Nebraska sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of MEP services.

Priority for services is given to migratory children who **(1) have made a qualifying move within the previous 1-year period** and who **(2) are failing, or most at risk of failing, to meet the challenging State academic standards**; or **(3) have dropped out of school** (applies to U.S. schools only). If any of the factors (A1-A11) have been identified within the *Failing or Most at Risk of Failing, to Meet State Standards* and a *qualifying move* within the previous 1-year period are met, the child/youth is designated as PFS. Both sections (1) and (2) must be met in order for a migratory child/youth to be considered PFS.

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

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

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

Exhibit 4 shows that of the 5,252 eligible students in 2017-18, 36% were categorized as PFS [percentage does not include children birth-2], 41% [percentage does not include children birth-2] were identified as being ELs, and 5% were identified as having a disability through the Individuals with Disabilities Education Act (IDEA). Twenty-five percent (25%) had a QAD occurring within 12 months from the last day of the performance period (8/31/18), and 67% of those with a QAD during the performance period (17% of all eligible students) had a QAD during the regular school year. Children birth to age two had the highest percent of QADs during the performance period; and children ages 3-5, kindergarteners, and 12th grade students had the highest percentage of QADs during the regular school year (during the performance period).

Exhibit 4
2017-18 Demographics of Migratory Students by Grade Level

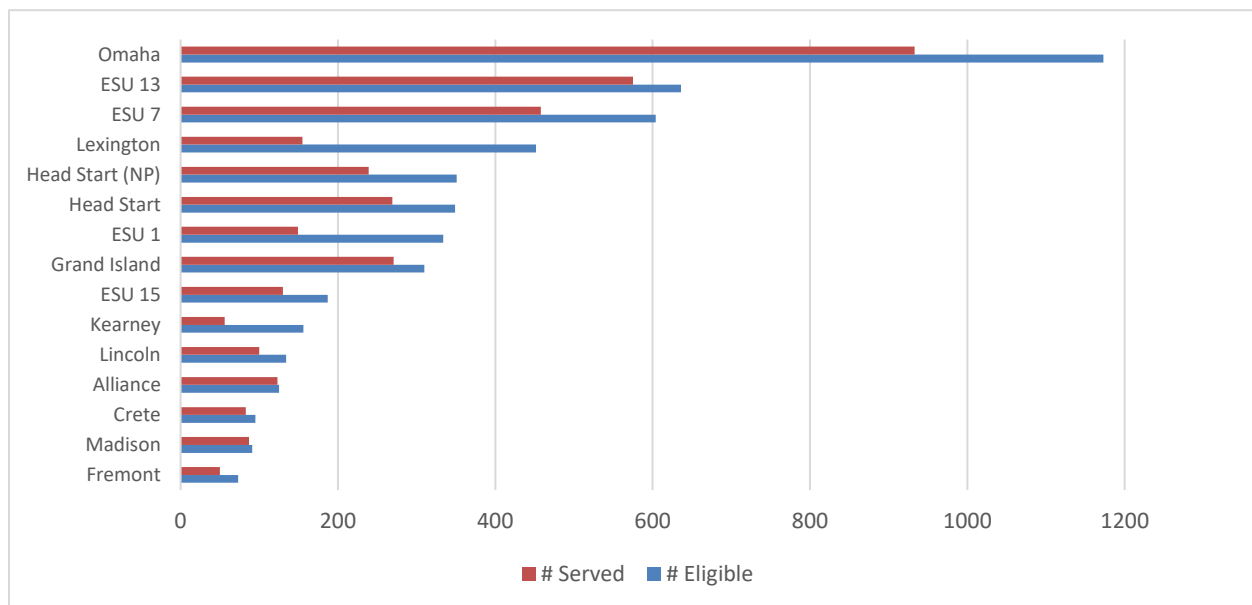
Grade	Total Eligible	PFS		EL		IDEA		QAD w/in 12 months		QAD During Reg Year	
		#	%	#	%	#	%	#	%	#	%*
Birth-2	311	--	--	--	--	1	<1%	154	50%	110	71%
Age 3-5	842	402	48%	202	24%	19	2%	193	23%	156	81%
K	381	144	38%	203	53%	14	4%	104	27%	82	79%
1	357	117	33%	204	57%	11	3%	93	26%	67	72%
2	343	111	32%	192	56%	18	5%	66	19%	47	71%
3	355	117	33%	189	53%	17	5%	89	25%	61	69%
4	307	102	33%	153	50%	20	7%	69	22%	50	72%
5	313	103	33%	160	51%	25	8%	73	23%	51	70%
6	269	90	33%	124	46%	15	6%	58	22%	38	66%
7	270	86	32%	110	41%	15	6%	62	23%	42	68%
8	267	95	36%	115	43%	24	9%	67	25%	33	49%
9	280	116	41%	129	46%	21	8%	72	26%	46	64%
10	257	102	40%	134	52%	18	7%	50	19%	33	66%
11	209	53	25%	100	48%	12	6%	36	17%	19	53%
12	170	43	25%	82	48%	16	9%	14	8%	11	79%
UG	1	0	0%	0	0%	0	0%	1	100%	1	100%
OSY	320	224	70%	52	16%	3	1%	126	39%	47	37%
Total	5,252	1,905	36%	2,149	41%	249	5%	1,327	25%	894	67%

Source: MIS2000

*Percentage of QAD within 12 months, not total eligible

Exhibit 5 shows the number of eligible migratory students and students served at each of the local projects during 2017-18. Actual numbers can be found in Exhibit 8 on page 15.

Exhibit 5
2017-18 Local Project Migratory Child Counts



Source: MIS2000

3. Purpose of the Evaluation

In 1966, Congress included language in the Elementary and Secondary Education Act (ESEA) to help the children of migratory farmworkers and established the Office of Migrant Education (OME). Migrant education programs provide supplemental instruction and support services to children of migratory workers and fishers in nearly all of the States. These programs must comply with Federal mandates as specified in Title I, Part C of the ESEA.

Nebraska has established high academic standards and provides all students with a high quality education to allow them to achieve to their full potential. The Nebraska standards support Title I, Part C, section 1301 of the ESEA, as reauthorized by The Every Child Succeed Act (ESSA) of 2015 to ensure that migratory students have the opportunity to meet the same challenging State content and student performance standards that all children are expected to meet.

States are required to evaluate the effectiveness of the MEP and provide guidance to local MEPs on how to conduct local evaluations. A program's actual performance must be compared to *"measurable outcomes established by the MEP and State performance targets, particularly for those students who have priority for service."* To investigate the effectiveness of its efforts to serve migratory children and improve those efforts based on comprehensive and objective results, the Nebraska MEP conducted an evaluation of its MEP to:

- determine whether the program is effective and document its impact on migratory children;
- improve program planning by comparing the effectiveness of different interventions;
- determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- identify areas in which children may need different MEP services; and
- consider evaluation questions regarding program implementation and results.

EVALUATION QUESTIONS (IMPLEMENTATION)

OME requires that states conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the evaluation addresses questions such as:

- ✓ *Was the program implemented as described in the approved project application? If not, what changes were made?*
- ✓ *What worked in the implementation of Nebraska MEP projects and programs?*
- ✓ *What problems did the project encounter? What improvements should be made?*
- ✓ *How many 3-5-year-old migratory children participated in preschool programming (migrant and non-migrant funded)?*
- ✓ *How many eligible migratory children ages 3-5 are in Nebraska?*
- ✓ *How many migratory preschool children scored proficient or showed a 5% increase on school readiness assessments?*
- ✓ *How many parents participated in MEP-sponsored parent/family educational services related to school readiness?*
- ✓ *What types of parent/family educational services related to school readiness were provided?*
- ✓ *What types of school readiness professional learning was provided to staff?*
- ✓ *How many migratory children ages 3-5 received support services?*
- ✓ *How many migratory students received reading/math instruction?*
- ✓ *What types of supplemental instructional services were provided to students in grades K-8?*

- ✓ *What support is the migrant program providing to facilitate completion of Algebra I and higher math courses?*
- ✓ *What educational services were provided to parents related to reading and math?*
- ✓ *What professional learning was provided to staff related to reading and math?*
- ✓ *What type of support services were provided to migratory students in grades K-8?*
- ✓ *What strategies did projects use to re-engage migratory youth in school?*
- ✓ *Which lessons did OSY find the most success with?*
- ✓ *What types of supplemental instructional services contributed to migratory student success (grades 9-12/OSY)?*
- ✓ *Which MEP-sponsored educational services related to graduation, GED, life skills, career readiness did parents find most useful?*
- ✓ *Which professional learning related to evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY did staff find most useful?*
- ✓ *Which support services did secondary migratory students/OSY find most useful?*

EVALUATION QUESTIONS (RESULTS)

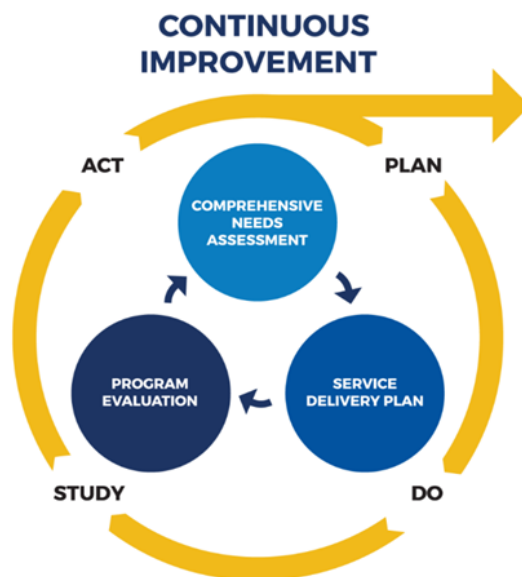
In evaluating program results, the evaluation addresses questions such as:

- ✓ *What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming?*
- ✓ *What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a 5% increase on school readiness assessments?*
- ✓ *What percentage of parents who participated in MEP-sponsored parent educational services related to school readiness showed a statistically significant gain on a pre/post assessment?*
- ✓ *What percentage of staff participating in professional development related to school readiness showed a statistically significant gain on a pre/post assessment?*
- ✓ *What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP-sponsored support services?*
- ✓ *What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or above, or showed a 5% increase on pre/post district reading/math assessments?*
- ✓ *What percentage of secondary migratory students (PFS & non-PFS) entering 11th grade received full credit for Algebra I or a higher mathematics course?*
- ✓ *What percentage of parents who participated in MEP-sponsored parent/family educational services related to reading/math showed a statistically significant gain on a pre/post assessment?*
- ✓ *What percentage of staff participating in professional development related to reading/writing showed a statistically significant gain on a pre/post assessment?*
- ✓ *What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP-sponsored support services?*
- ✓ *What percentage of OSY (PFS & non-PFS) demonstrated an average gain of 5% on OSY lesson assessments?*
- ✓ *What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP-sponsored supplemental instructional services?*
- ✓ *What percentage of parents who participated in MEP-sponsored parent/family educational services related to graduation and postsecondary education/careers showed a statistically significant gain on a pre/post assessment?*
- ✓ *What percentage of staff participating in professional development related to graduation and postsecondary education/careers showed a statistically significant gain on a pre/post assessment?*
- ✓ *What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP-sponsored support services?*

4. Evaluation Methodology

The Nebraska MEP evaluation is part of the State MEP Continuous Improvement Cycle (OME, 2018), as depicted in the figure to the right. In this cycle, each step in developing a program, assessing needs, identifying and implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity.

As required, the evaluation of the Nebraska MEP includes both implementation and results data. It examines the planning and implementation of services based on substantial progress made toward meeting performance outcomes as well as the demographic dimensions of migratory student *participation*; the perceived *attitudes* of staff, parent, and student stakeholders regarding improvement, achievement, and other student outcomes; and the *accomplishments* of the Nebraska MEP.



An external evaluation firm, META Associates, was contracted to help ensure objectivity in evaluating Nebraska's MEP, to examine the effectiveness of services, and to make recommendations to improve the quality of services provided to migratory students. To evaluate the services, the external evaluator and/or project staff had responsibility for:

- ✓ maintaining and reviewing evaluation data collection forms and collecting other anecdotal information;
- ✓ observing the operation of MEPs and summarizing field notes about project implementation and/or participation in meetings and professional development; and
- ✓ preparing an annual evaluation report to determine the extent to which progress was made and the objectives were met.

Data analysis procedures used in this report include descriptive statistics (e.g., means, frequencies, and t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement/enhancement.

In order to gather information about the outcomes and effectiveness of the services provided to migratory students by the Nebraska MEP, the evaluator collected formative and summative evaluation data to determine the level of implementation of the strategies contained in the SDP; the extent to which progress was made toward the State Performance Goals in reading, math, graduation and dropout rates; and the 15 MPOs listed below.

School Readiness MPOs

MPO 1.1a During 2017-18, 38% of eligible 3-5-year-old migratory children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.

MPO 1.1b During 2017-18, 75% of 3-5-year-old migratory children participating in MEP-sponsored preschool instruction, will score proficient or show a 5% increase on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.

MPO 1.2 During 2017-18, 80% of parents of preschool-aged migratory children who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for helping their children be ready for school.

MPO 1.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in school readiness to benefit PK migratory children.

MPO 1.4 During 2017-18, 65% of all eligible 3-5-year-old migratory children will receive MEP-sponsored support services that contribute to their development of school readiness skills.

Reading/Writing and Mathematics MPOs

MPO 2.1a During 2017-18, 60% of K-12 migratory students who receive MEP-sponsored supplemental instructional services aimed at increasing student achievement in reading/writing and/or mathematics, will score proficient or above, or show a 5% increase on pre/post district assessments.

MPO 2.1b During 2017-18, 60% of secondary migratory students entering 11th grade will have received full credit (equivalent to one year) for Algebra 1 or a higher mathematics course.

MPO 2.2 During 2017-18, 80% of parents of migratory students who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in reading/writing and math.

MPO 2.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in reading/ writing and/or math to benefit migratory students.

MPO 2.4 During 2017-18, 65% of all eligible migratory students in grades K-8 will receive MEP-sponsored support services that contribute to their achievement in reading/writing and/or math.

Graduation and Services to Out-of-School Youth (OSY) MPOs

MPO 3.1a During 2017-18, OSY utilizing OSY lessons (e.g., GOSOSY, ESL, math, reading) will demonstrate an average gain of 5% on OSY lesson assessments.

MPO 3.1b During 2017-18, an increasing percentage (5% increase per year over the 2014-15 baseline of 22%) of eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services that contribute to their graduation, GED, life skills, and/or career readiness goals.

MPO 3.2 During 2017-18, 80% of parents of secondary migratory youth who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.

MPO 3.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.

MPO 3.4 During 2017-18, 65% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, life skills, and/or career readiness goals.

5. Implementation Evaluation Results

MEP SERVICES

Exhibit 6 shows that 3,070 migratory students (58% of all eligible migratory students) were served during the regular school year in 2017-18, 36% of which were PFS students (58% of *all* PFS students); and 2,284 migratory students (43% of all eligible migratory students) were served during the summer (2018), 22% of which were PFS students (27% of *all* PFS students).

Exhibit 6
Migratory Students Served during the Regular School Year and Summer (2017-18)

Grade	Regular School Year						Summer					
	All Migratory Students			PFS			All Migratory Students			PFS		
	Eligible	Served		Total # PFS	Served		Eligible	Served		Total # PFS	Served	
		#	%		#	%		#	%		#	%
Birth-2	311	118	38%	--	--	--	311	50	16%	--	--	--
Age 3-5	842	440	52%	402	200	50%	842	371	44%	402	113	28%
K	381	239	63%	144	98	68%	381	197	52%	144	40	28%
1	357	211	59%	117	73	62%	357	184	52%	117	35	30%
2	343	220	64%	111	77	69%	343	168	49%	111	31	28%
3	355	220	62%	117	74	63%	355	199	56%	117	33	28%
4	307	200	65%	102	66	65%	307	162	53%	102	31	30%
5	313	198	63%	103	67	65%	313	152	49%	103	23	22%
6	269	167	62%	90	58	64%	269	141	52%	90	29	32%
7	270	159	59%	86	52	60%	270	122	45%	86	19	22%
8	267	152	57%	95	54	57%	267	129	48%	95	22	23%
9	280	176	63%	116	74	64%	280	120	43%	116	25	22%
10	257	173	67%	102	79	77%	257	134	52%	102	13	13%
11	209	144	69%	53	42	79%	209	90	43%	53	12	23%
12	170	126	74%	43	30	70%	170	17	10%	43	4	9%
UG	1	0	0%	0	0	0%	1	0	0%	0	0	0%
OSY	320	127	40%	224	70	31%	320	98	31%	224	79	35%
Total	5,252	3,070	58%	1,905	1,114	58%	5,252	2,284	43%	1,905	509	27%

Source: MIS2000

Exhibit 7 shows the unduplicated number of participating migratory children who received MEP-funded instructional or support services at any time during the 2017-18 performance period (regular year and summer). Results show that 3,886 migratory students (74% of all eligible migratory students) were served during 2017-18, 39% of which were PFS students (80% of *all* PFS students). One-third (33%) of the migratory students served received instructional services (45% of all eligible migratory students), with 76% of the 1,738 migratory students receiving instruction during the performance period receiving reading instruction, and 76% receiving math instruction.

Exhibit 7
Migratory Students Served during the 2017-18 Performance Period

Grade	All Migratory Students			PFS			Received Instructional Services					
	Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%		#	%	#	%*	#	%**	#	%**
Birth-2	311	126	41%	--	--	--	3	2%	0	0%	1	33%
Age 3-5	842	588	70%	402	280	70%	293	50%	210	72%	209	71%
K	381	298	78%	144	130	90%	165	55%	142	86%	148	90%

Grade	All Migratory Students			PFS			Received Instructional Services					
	Eligible	Served		Total # PFS	Served		Any Instruction		Reading Instruction		Math Instruction	
		#	%		#	%	#	%*	#	%**	#	%**
1	357	282	79%	117	99	85%	146	52%	124	85%	129	88%
2	343	272	79%	111	95	86%	139	51%	116	83%	117	84%
3	355	286	81%	117	99	85%	183	64%	149	81%	162	89%
4	307	255	83%	102	95	93%	164	64%	144	88%	147	90%
5	313	251	80%	103	92	89%	147	59%	107	73%	111	76%
6	269	221	82%	90	80	89%	91	41%	75	82%	79	87%
7	270	199	74%	86	66	77%	77	39%	55	71%	60	78%
8	267	201	75%	95	75	79%	58	29%	44	76%	41	71%
9	280	209	75%	116	94	81%	69	33%	47	68%	43	62%
10	257	204	79%	102	91	89%	75	37%	46	61%	40	53%
11	209	166	79%	53	48	91%	53	32%	24	45%	21	40%
12	170	129	76%	43	31	72%	38	29%	27	71%	12	32%
UG	1	0	0%	0	0	0%	0	0%	0	0%	0	0%
OSY	320	200	6%	224	140	63%	37	19%	6	16%	7	19%
Total	5,252	3,886	74%	1,905	1,515	80%	1,738	45%	1,316	76%	1,327	76%

Source: MIS2000 *Percentage of migratory students served

**Percentage of migratory students receiving any instruction

Exhibit 8 shows the number of migratory students/youth served by each of the 14 local projects during 2017-18 (plus Hastings Non-Project). The number of students served by each project ranged from 50 (Fremont) to 933 (Omaha). Percentages of PFS students served ranged from 48% (ESU 1) to 99% (Alliance). Percentages of non-PFS students served ranged from 16% (Lexington) to 98% (Alliance).

Exhibit 8 Migratory Students Served during 2017-18 by Local Projects

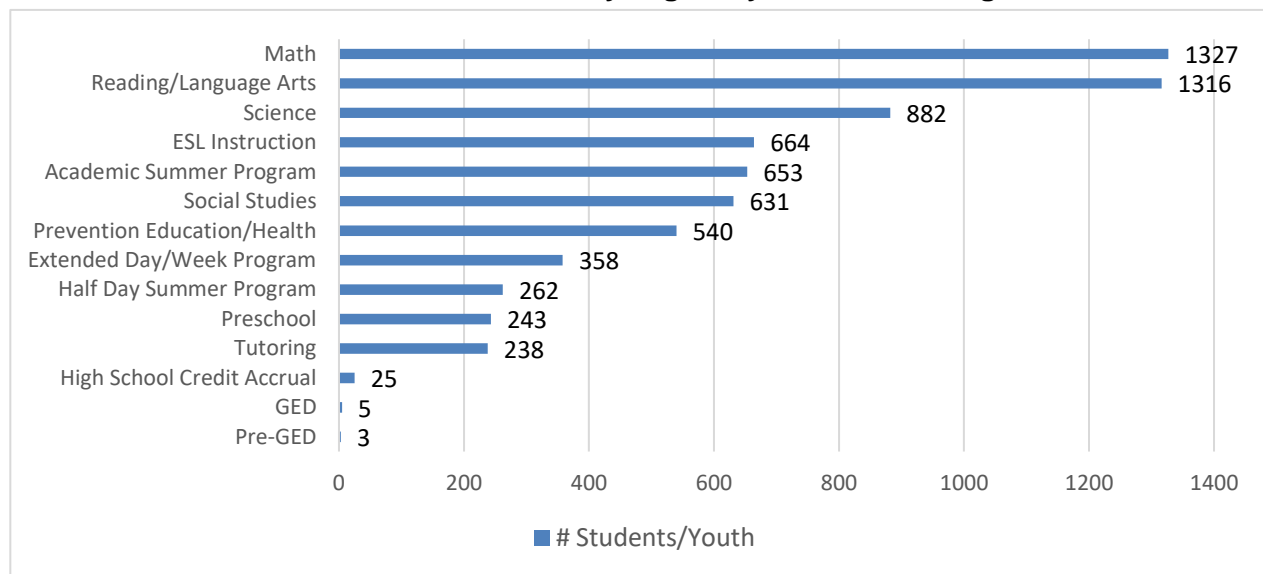
Project	Eligible			PFS				Non-PFS			
	# Students	# Served	% Served	# PFS	% PFS	# PFS Served	% PFS Served	# Non-PFS	% Non-PFS	# Non-PFS Served	% Non-PFS Served
Alliance	125	123	98%	73	58%	72	99%	52	42%	51	98%
Crete	95	83	87%	41	43%	33	80%	54	57%	50	93%
ESU 1	334	149	45%	160	48%	77	48%	174	52%	72	41%
ESU 7	604	458	76%	200	33%	157	79%	404	67%	301	75%
ESU 13	636	575	90%	136	21%	123	90%	500	79%	452	90%
ESU 15	187	130	70%	63	34%	44	70%	124	66%	86	69%
Fremont	73	50	68%	18	25%	11	61%	55	75%	39	71%
Grand Island	310	271	87%	144	46%	130	90%	166	54%	141	85%
Hastings Head Start	349	269	77%	109	31%	91	83%	240	69%	178	74%
Hastings Non-Project	351	239	68%	132	38%	93	70%	219	62%	146	67%
Kearney	156	56	36%	35	22%	22	63%	121	78%	34	28%
Lexington	452	155	34%	155	34%	106	68%	297	66%	49	16%
Lincoln	134	100	75%	39	29%	29	74%	95	71%	71	75%
Madison	91	87	96%	44	48%	43	98%	47	52%	44	94%
Omaha	1,173	933	80%	597	51%	501	84%	576	49%	432	75%
Total	5,070	3,678	73%	1,946	38%	1,532	79%	3,124	62%	2,146	69%

Source: MIS200

Note: The Hastings Head Start Non-Project is an area recruited by Head Start project recruiters, but the migratory students are served by ESU 15 service providers. Hastings Head Start serves all age/grade levels within their project.

Exhibit 9 shows the instructional services received by the 1,738 migratory students and youth during 2017-18. The largest number of migratory students/youth received math and reading/language arts instruction (76% of students served). Fifty-one percent (51%) of the students receiving instruction received science instruction, 38% received ESL instruction, 38% received academic summer instruction, and 36% received social studies instruction. Twenty-five secondary students (11% of the 225 students in grades 9-12 receiving instruction) received high school credit accrual services.

Exhibit 9
Instructional Services Received by Migratory Students during 2017-18



Source: MIS2000

Exhibit 10 shows the number and percent of MEP students receiving support services during 2017-18, including counseling. Ninety-six percent (96%) of the migratory students and youth served received support services (71% of all eligible migratory students). Of those receiving support services, 26% received counseling.

Exhibit 10
Migratory Students Receiving Support Services during 2017-18

Grade	# Eligible	# Served	Received Support Services		Received Counseling	
			N	%*	N	%**
0-2	311	126	113	90%	3	3%
Age 3-5	842	588	562	96%	43	8%
K	381	298	283	95%	34	12%
1	357	282	282	100%	36	10%
2	343	272	254	93%	31	12%
3	355	286	272	95%	48	18%
4	307	255	243	95%	52	21%
5	313	251	238	95%	57	24%
6	269	221	216	98%	75	35%
7	270	199	190	95%	77	41%
8	267	201	191	97%	83	43%
9	280	209	203	97%	87	43%
10	257	204	199	98%	101	51%
11	209	166	164	99%	88	54%
12	170	129	122	99%	70	57%

Grade	# Eligible	# Served	Received Support Services		Received Counseling	
			N	%*	N	%**
UG	1	0	0	0%	0	0%
OSY	320	200	182	91%	59	32%
Total	5,252	3,886	3,714	96%	944	26%

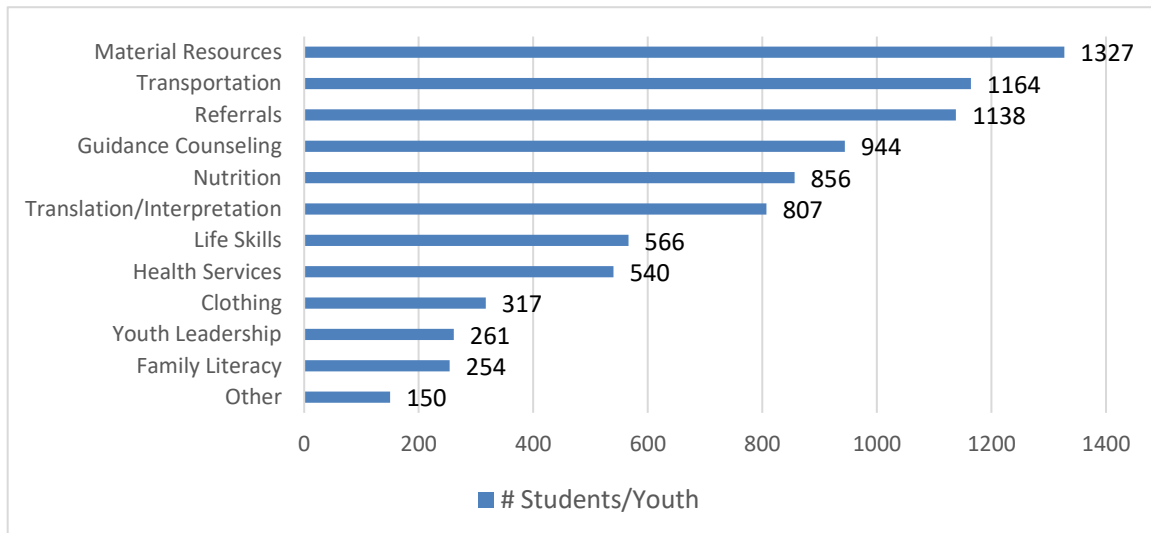
Source: MIS2000 *Percentage of migratory students served

**Percentage of migratory students receiving support services

Thirty-six percent (36%) of the eligible migratory children birth to age two received support services, as did 67% of eligible children ages 3-5, 76% of eligible students in grades K-8, and 70% of eligible migratory students in grades 9-12 and OSY.

Exhibit 11 shows the specific support services received by 3,714 migratory students and youth during 2017-18. The largest number of migratory students/youth received material resources (36% of students served), followed closely by transportation and referrals (31% of students served).

Exhibit 11
Support Services Received by Migratory Students during 2017-18



Source: MIS2000

A total of 143 MEP staff responding to a survey rated the impact of MEP support services on migratory student success. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 12 shows that all staff responding (100%) felt that MEP support services contributed to the success of migratory children, students, and youth (mean rating of 4.4 out of 5.0).

Exhibit 12
MEP Staff Ratings of the Impact of Support Services on Migratory Student Success

Extent to which MEP support services contributed to the success of migratory children, students, and youth						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
143	0	1 (1%)	17 (12%)	53 (37%)	72 (50%)	4.4

Parents indicated the ways in which the Nebraska MEP helped their children – which included both instructional and support services. Support services mentioned by parents included school supplies, parent meetings and trainings, education support, transportation, tutoring, food/meals, clubs, home visits, information regarding scholarships and college applications, field trips, and interpretations.

PARENT INVOLVEMENT

The Nebraska MEP values parents as partners with the schools in the education of their children. As a result, parents take part in regular Parent Advisory Council (PAC) meetings and Family and Community Engagement (FACE) activities. Exhibit 13 shows the PAC meetings and parent activities that occurred during 2017-18. The three goal areas that could be addressed by training include (1) school readiness; (2) reading/writing and math; and (3) graduation and services to OSY. The State MEP hosted four State PAC meetings and four Parent Engagement Meetings during the year via videoconference, and local MEP sites hosted 52 PAC meetings/parent activities at their sites and/or supported parent attendance at local, State, and National conferences. A total of 891 parents (duplicated count) attended these sessions – an average of 14.9 parents per session.

Exhibit 13
Nebraska MEP PAC Meetings/FACE Activities in 2017-18

Date	Location	Goal Area			Topic/Title	# Parents Attending
		1	2	3		
9/13/17	Madison				PAC: Establish annual budget	5
9/20/17	Grand Island				State PAC: MEP changes, eligibility, roles	8
9/23/17	ESU 1	√	√	√	PAC: Saturday in the Park	5
9/27/17	Webinar		√		FACE Meeting: MEP changes, questions during P/T conf.	20
9/28/17	Lexington	√	√		PAC: School Readiness/Child Dev.	5
10/4/17	Madison				Parent/Teacher Conferences	15
10/10/17	Madison			√	FAFSA Information Night	20
10/11/17	Madison				Parent/Teacher Conferences	18
10/16/17	Madison				Latino Summit	10
10/18/17	Hastings				PAC Meeting	2
10/19/17	Lexington	√			School Readiness/Child Development	3
10/20/17	Madison				State Cross Country	7
11/6/17	ESU 15				Family Fun Night/PAC	8
11/9/17	Alliance	√	√	√	Moving State-to-State versus State-Mexico, Reading/Math/Testing	12
11/14/17	Webinar	√	√	√	FACE Meeting: 2017 NE MEP at-a-glance, bullying	38
11/14/17	Madison			√	College Night	15
11/15/17	Kearney				State PAC: Allocation, MEP review, CNA	6
11/17/17	Omaha		√		Robotics Math Lesson/Intro to MEP	56
12/5/17	ESU 7	√	√	√	Hora del Código	1
12/14/17	Madison		√		PAC: Healthy eating habits	21
1/16/18	ESU 15				Family Fun Night/PAC	3
1/16/18	Hastings			√	Junior/Senior Night (Parents/Students)	7
1/18/18	Webinar				State PAC: NE projects, parent surveys	4
1/25/18	ESU 13		√		Parent Café: Helping with Homework	28
1/30/18	Webinar	√	√	√	FACE Meeting: PFS, tips to promote children's native language	18
2/8/18	Alliance		√		Questions to ask during parent/teacher conferences, reminder for testing	9
2/14/18	Madison				Parent/Teacher Conferences	15
2/21/18	Madison				Parent/Teacher Conferences	18
2/22/18	ESU 13			√	Movie Night (Dreams Under Water)	4
3/13/18	Madison				ELL computer basics/Nutrition	12

Date	Location	Goal Area			Topic/Title	# Parents Attending
		1	2	3		
3/27/18	Webinar	√	√	√	FACE: Agriculture worker rights, technology	20
3/28/18	Hastings				State PAC: PFS, instructional and support services, audio resources for parents	6
3/30/18	ESU 15				Family Fun Night/PAC	6
4/5/18	Lexington	√	√	√	PAC: Community Agencies	15
4/11/18	ESU 15				Family Fun Night/PAC	2
4/27/18	Madison				Multicultural Day	76
4/29-5/2/18	Portland	√	√	√	National Migrant Conference	3
5/15/18	Madison				PAC: Summer School & Budget	6
5/24/18	ESU 7		√	√	Programa Juntos – Columbus	1
6/2018	Grand Island			√	Preparing for Success (Grades 8-12)	0
6/2018	Grand Island		√		Public Library Meet Up	2
6/2018	Alliance	√	√	√	Parent surveys and needs assessments	10
6/2018	Kearney				Parent home visits to discuss services	20
6/6/18	Omaha			√	PAC Meeting	37
6/6/18	ESU 1				PAC: Family Night w/Binational Teachers	6
6/19/18	ESU 1				PAC: Family Night w/Binational Teachers	5
6/21/18	ESU 1	√	√		PAC: 2018 Binational Summer Closing	13
6/22/18	ESU 1				PAC: 2018 Binational Summer Closing	20
6/28/18	Kearney	√	√	√	Parent session at end of summer school	20
6/28/18	Kearney	√			Two Rivers, Helpcare Clinic, preschool	20
7/2018	Grand Island	√	√		Sharing our Story (PK-5)	0
7/2018	Kearney				Home visits to determine satisfaction/needs	15
7/9/18	Madison				Visit to Fossils & Fish Hatchery	20
7/10/18	Madison				Zoo visit (life skills/nutrition)	22
7/17/18	Hastings	√	√	√	PAC Meeting	41
7/19-20/18	Madison				PAC: Culture, nutrition, life skills	22
7/19/18	Madison				Parent/student clean-up	12
8/2/18	ESU 13	√	√	√	Farmworker Fair/Backpack Giveaway	175
10/24/18	Madison			√	St. Mary's College visit	3
Total						891

Exhibit 14 shows the mean rating for the sessions evaluated, and the extent to which parents increased their knowledge of the activity topic. Ratings for the sessions are based on a 3-point scale where 1=poor, 2=good, and 3=excellent, and ratings for knowledge gained also are based on a 3-point scale where 1=not at all, 2=somewhat, 3=a lot. Results show that the 19 sessions were rated very highly, with a mean rating of 2.7 out of 3.0. In addition all parents responding (100%) reported that they increased their knowledge of the topics addressed at parent activities (84% a lot, 16% somewhat).

Exhibit 14
Ratings of MEP PAC Meetings/FACE Activities in 2017-18

Date	# Evals	Mean Rating	Increased Knowledge			Mean Rating
			# (%) Not at all	# (%) Somewhat	# (%) A Lot	
9/23/17	3	2.3	0 (0%)	1 (33%)	2 (67%)	2.7
9/27/17	19	2.2	0 (0%)	2 (11%)	17 (89%)	2.9
9/28/17	5	2.8	0 (0%)	0 (0%)	5 (100%)	3.0
10/19/17	1	2.7	0 (0%)	0 (0%)	1 (100%)	3.0
11/9/17	8	2.5	0 (0%)	0 (0%)	8 (100%)	3.0
11/14/17	22	2.8	0 (0%)	0 (0%)	22 (100%)	3.0
11/17/17	52	2.8	0 (0%)	8 (15%)	44 (85%)	2.9
12/5/17	1	3.0	0 (0%)	0 (0%)	1 (100%)	3.0
12/14/17	8	2.9	0 (0%)	0 (0%)	8 (100%)	3.0
1/25/18	26	2.9	0 (0%)	2 (8%)	24 (92%)	2.9
1/30/18	16	2.5	0 (0%)	8 (50%)	8 (50%)	2.5

Date	# Evals	Mean Rating	Increased Knowledge			Mean Rating
			# (%) Not at all	# (%) Somewhat	# (%) A Lot	
2/22/18	3	3.0	0 (0%)	0 (0%)	3 (100%)	3.0
3/27/18	16	2.8	0 (0%)	1 (6%)	15 (94%)	2.9
4/5/18	7	3.0	0 (0%)	1 (14%)	6 (86%)	2.9
5/24/18	1	3.0	0 (0%)	1 (100%)	0 (0%)	2.0
6/6/18	33	2.8	0 (0%)	6 (18%)	27 (82%)	2.8
6/21/18	9	2.9	0 (0%)	3 (33%)	6 (67%)	2.7
6/28/18	11	2.6	0 (0%)	6 (55%)	5 (45%)	2.5
7/17/18	23	2.7	0 (0%)	3 (13%)	20 (87%)	2.9
Total	264	2.7	0 (0%)	42 (16%)	222 (84%)	2.8

On Parent Training Evaluations, parents indicate what they learned. Following are examples of their comments:

Parent Learning about Reading/Writing and Math

- *How to help educate my children.*
- *I learned about math.*
- *I learned about the math and reading programs.*
- *I learned to read more.*
- *Science experiments*
- *The importance of my children obtaining their home language.*

Parent Learning about Graduation and Services to OSY

- *How to encourage a child to stay in school when they want to drop out of school.*
- *How to get credits.*
- *I learned about graduation requirements.*
- *I learned about the importance of graduation from high school and attending college.*
- *I learned how to look up scholarships for my children.*
- *I learned that my children can graduate from college.*
- *The importance of my child having a high school diploma.*

Parent Learning about Parent Engagement/Involvement

- *How to help my children with homework.*
- *How to talk to my child about bullying.*
- *I learned how to look up apps to learn English.*
- *I learned what my daughter learned in school.*
- *Use of the Internet and safety/privacy.*
- *What kinds of questions to ask during one-on-one conferences for children.*

PROFESSIONAL DEVELOPMENT

Professional development supports staff that provide instructional and support services to migratory students. All MEP staff participate in professional learning, allowing them to more effectively and efficiently serve migratory students. Professional development takes many forms including statewide conferences and training, webinars, and workshops.

Exhibit 15 lists the 84 professional development activities in which MEP staff participated during 2017-18 as well as the number of staff attending each session. A total of 725 staff (duplicated count) participated in professional development – an average of 8.6 per session.

Exhibit 15
Professional Development Provided to MEP Staff during 2017-18

Date	Location	Title	# Attend-ing
8/8/17	Lexington	Local CNA/SDP Meeting	16
8/15/17	Alliance	Staff Orientation & Training	6
8/30/17	Zoom	Recruiter Technical Tidbits	3
9/6/17	ESU 15	MIS2000/MSIX/Security Training	1
9/8/17	Lexington	Working with Traumatized Students	3
9/14/17	Zoom	State ID&R Training – COE Updates	23
9/14/17	Zoom	State Data Training	16
9/18-19/17	Louisiana	IRRC CIG Technical Support Team Meeting	1
9/19-21/17	Louisiana	National ID&R Forum	1
9/22/17	Zoom	NE MEP Directors'/Coordinators' Meeting	17
9/28-29/17	Omaha	MidTESOL	1
10/4/17	ESU 7	Project Learning Tree & Project WET	6
10/9/17	ESU 13	Early Development Training	5
10/11/17	Zoom	Binational Meeting	1
10/11/17	Zoom	State Conference Meeting	8
10/12-13/17	ESU 1/7	College Bound: Supporting Migrant Student Success	5
10/16/17	Kearney	Hispanic/Latino Summit	10
10/17/17	Florida	IRRC CIG State Steering Team Meeting	1
10/18/17	Florida	IMEC Membership Meeting	2
10/19-20/17	Florida	IMEC Symposium	2
10/21/17	Omaha	ESL Fall Conference	7
10/23/17	Lexington	Suicide Prevention	3
10/27/17	ESU 13	Bridges Out of Poverty Training	4
11/1-3/17	Iowa	Migrant & Seasonal Farmworker (MSFW) Conference	10
11/7/17	Zoom	NE MEP Directors'/Coordinators' Meeting	17
11/8/17	Lincoln	NE MEP Needs Assessment Committee Meeting #1	23
11/9/17	ESU 7	Code.org	13
11/9/17	Zoom	State ID&R Training	25
11/9/17	Zoom	State Data Training	20
11/13-15/17	Washington, DC	OME Coordination Workgroup Meeting	1
1/2018	Kearney	MEP grant requirements	1
1/5/18	ESU 15	Vocabulary Fun	3
1/9/18	Zoom	NE MEP Directors'/Coordinators' Meeting	13
1/11/18	Zoom	State ID&R Training	4
1/11/18	Zoom	State Data Training	3
1/11/18	Webinar	MSIX: Managing Worklists	12
1/22/18	ESU 13	Agriculture Worker Rights	5
1/24-26/18	Texas	IMEC Membership Meeting	2
1/25/18	Webinar	MSIX: Follow-up	6
1/25/18	Omaha	Buffett ECE Math Training	1
1/29/18	ESU 1	Technical Assistance Training	1
1/29/18	ESU 15	Understanding the Culture of Poverty	1
2/2018	Kearney	Technical Assistance on the MEP	1
2/12/18	ESU 13	Introduction to Google Drive	6
2/19/18	ESU 13	Midwinter ESU 13 Conference	4
2/21/18	ESU 13	Technical Assistance Training	1
2/22/18	Webinar	MSIX: Accounts Management	2
2/26/18	Texas	TMIP Credit Accrual Conference	2
2/27/18	ESU 1	Data Specialist Training	1
2/28/18	ESU 7	Asking the Right Questions	1
3/1/18	Zoom	NE MEP Directors'/Coordinators' Meeting	14
3/2/18	Omaha	Data Specialist Training	1
3/5-7/18	Washington, DC	Annual Migrant Directors' Meeting	1
3/8/18	Zoom	State ID&R Training	23
3/8/18	Zoom	State Data Training	23

Date	Location	Title	# Attend- ing
3/13/18	Lincoln	NE MEP Needs Assessment Committee Meeting #2	17
3/14-15/18	Hastings	MSFW Spring Conference	15
4/2018	Kearney	Consultation with State Recruiter	1
4/4/18	Grand Island	Nutrition and Wellness	2
4/9-11/18	Kearney	Nebraska State MEP Conference	59
4/20/18	Omaha	ID&R Training	5
4/26/18	Lincoln	NE MEP Evaluation Planning Team Meeting	12
4/27/18	ESU 15	Data Retreat	3
4/29-5/2/18	Oregon	National Migrant Conference	35
5/3/18	Alliance	Changes to 18-19 School Year	7
5/7/18	Zoom	NE MEP Directors'/Coordinators' Meeting	15
5/9-10/18	Hastings	State MEP Data & Recruiter Training	36
5/19/18	Alliance	Staff Surveys/Questions/Concerns	8
5/30/18	Hastings	Binational Teacher Training	27
6/1/18	Omaha	Supporting Refugee Students	2
6/5-6/18	ESU 7	EV3 Camp for Coaches	1
6/15/18	Lincoln	Binational Ceremony	3
6/17-22/18	ESU 7	Code.org TeacherCon Training	1
6/18/18	Madison	Binational Teacher Reception	3
6/26/18	Omaha	Promoting the Success of Young Children Learning English	1
7/6/18	Omaha	Migrant/Refugee Summer Training	43
7/10/18	Webinar	Childhood Trauma	4
7/23/18	Hastings	Data Collection Workgroup	2
8/9/18	Fremont	Technical Assistance 3	3
8/13/18	Omaha	Graduation Requirements	1
8/17/18	Omaha	NePAT Assessment Training	6
8/17/18	ESU 13	Suicide Prevention Training	8
8/21/18	Zoom	2018-19 MIS2000 Enrollment	13
8/27/18	ESU 13	Google Training	9
Total			725

Exhibit 16 lists the ratings of 2017-18 professional development. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All sessions evaluated were rated highly with the relevancy of the content rated highest (mean rating of 4.6 out of 5.0), followed closely by the usefulness of the information and the applicability of the content (mean rating of 4.5 each).

Exhibit 16 Ratings of Professional Development during 2017-18

Date	# Evals	Mean Ratings		
		Relevance/ Informative	Applicable	Materials
8/15/17	5	5.0	5.0	5.0
9/6/17	1	5.0	5.0	5.0
9/14/17	11	4.8	4.6	4.7
9/14/17	11	4.6	4.6	4.6
9/19-21/17	1	5.0	5.0	5.0
10/4/17	6	4.0	4.0	4.0
10/9/17	4	4.5	4.3	4.3
10/12-13/17	5	4.8	5.0	5.0
10/16/17	10	4.2	4.3	4.4
10/27/17	4	4.5	4.3	4.8
11/1-3/17	10	4.6	4.4	4.3
11/9/17	13	4.3	4.3	3.5
11/16/17	8	4.4	4.4	4.4
12/10/17	1	5.0	5.0	5.0

Date	# Evals	Mean Ratings		
		Relevance/ Informative	Applicable	Materials
12/14/17	2	5.0	5.0	4.5
1/3/18	2	5.0	4.5	4.0
1/11/18	12	4.1	3.9	4.0
1/12/18	1	4.0	3.0	3.0
1/22/18	4	4.3	4.3	3.5
1/29/18	1	5.0	5.0	5.0
1/29/18	1	5.0	5.0	5.0
2/12/18	6	4.2	4.0	4.2
2/22/18	1	5.0	5.0	5.0
2/28/18	1	3.0	3.0	3.0
3/14-15/18	15	4.7	4.6	4.5
4/4/18	2	5.0	5.0	5.0
4/9-11/18	41	4.4	4.4	4.6
4/20/18	2	5.0	5.0	5.0
4/29-5/2/18	33	4.6	4.6	4.6
5/3/18	7	4.6	4.6	4.6
5/9-10/18	28	4.6	4.6	4.7
5/30/18	21	4.5	4.4	4.3
6/1/18	2	4.0	3.5	4.0
6/26/18	1	4.0	3.0	--
7/6/18	43	4.6	4.6	4.4
7/10/18	4	4.8	4.8	4.7
8/13/18	1	5.0	5.0	5.0
8/17/18	6	4.3	4.5	4.5
Total	327	4.6	4.5	4.5

NDE provided monthly training via Zoom on ID&R and data in addition to statewide face-to-face training for migrant staff. MEP staff and parents attended the National Migrant Education Conference in Portland, Oregon as well as other State and national conferences.

On training evaluations, staff indicated how they plan to use information learned during training. They plan to use strategies/ideas when working with migratory students and parents, connect students and parents to community agencies and programs, improve ID&R, ensure data is complete and accurate, and incorporate knowledge gained about student/family background and culture to MEP services. Following are examples of staff comments.

Application to Instructional Services/Programming

- *I will help students who have been in traumatic situations.*
- *Identifying students who have experienced traumatic separations and partner with schools on what help can be offered.*
- *Implement computer science programming with students and families.*
- *Implement innovative ideas with students.*
- *Incorporate more technology in our services to migratory students.*
- *The resources will help me have a more engaging summer school program.*
- *To enhance learning for our students.*

Application to Services to Secondary Students/OSY

- *Encourage students to attend community colleges as an alternative to a 4-year university.*
- *Financial aid opportunities I can share with students/parents. Ideas about what classes to take in high school for a future career in technology.*
- *Have a better understanding of what students need to graduate and qualify for college.*
- *I learned great information and topics, like money talks for OSY.*
- *Planning dual credit/career & technical programs for secondary students.*

- *This training was great at giving me a focal point and being better directed as we begin working with our students and preparing them for their college/career paths.*
- *To get students registered for college.*
- *To help students to participate in nearby CAMP programs and help with the application process.*

Addressing and Understanding Migratory Student Lives and Needs

- *Better understanding of how children live and learn.*
- *I feel like I understand a bit more where the families are coming from educationally.*
- *I have a little more understanding of the school system in Mexico which I will use to guide my instruction and enthusiasm of education.*
- *I will be able to relate to my students who have been in the educational system in Mexico.*
- *It will help focus on assets of students rather than barriers.*
- *This helps me understand that all students come with varied backgrounds and needs.*
- *To better understand student/parent backgrounds.*

Application to Linkages with Community/Parents/Families

- *I have more knowledge about what do to and who to talk to if a situation doesn't seem right – whether it be about wages, living conditions, or a possible trafficking case.*
- *I will share information about job searching, complaints about work/pay, and legal aid with families.*
- *Improve parent involvement.*
- *Increased knowledge of community services to support students and families.*
- *The information presented will help us when we work with other cultures, especially the Burmese culture.*

Application to ID&R and Data/Reporting

- *Helped to clarify new Non-Regulatory Guidance to help us accurately complete COEs.*
- *I will use the new ESSA scenarios and training ideas to train Nebraska MEP staff on the new eligibility procedures.*
- *This training allowed me to gain experience with MIS2000 and MSIX that I am often to scared to try. Hopefully, the more I use both, the easier it will be to use the data to better plan and project better outcomes for our project.*
- *To recruit more eligible students and organize all leads better.*
- *Use data to provide services to the students.*

Exhibit 17 shows staff growth from professional learning that addressed MEP implementation and administration. Results show that 89% of the 199 staff responding (duplicated count as staff could participate in more than one training) gained knowledge of MEP implementation and administration topics addressed during professional learning. Mean ratings of training addressing MEP implementation and administration were high with staff assigning mean ratings of 4.6 (out of 5.0) to the relevance of the trainings to their roles and responsibilities, and 4.5 to the usefulness and applicability of training.

Exhibit 17
Staff Growth from Professional Learning on MEP Implementation/Administration

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining
199	2.8	4.2	+1.4	<.001	177 (89%)

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to improve staff knowledge and skills related to MEP implementation and administration were assigned during 21 professional development events occurring during 2017-18.

FIDELITY OF STRATEGY IMPLEMENTATION

The **Fidelity of Strategy Implementation (FSI)** was completed by local projects in Nebraska. MEP staff worked in teams to discuss how the Nebraska MEP strategies were implemented in their projects, arrive at consensus on the level of implementation of each strategy, and identify evidence used to determine ratings for their projects. Exhibit 18 lists each of the strategies, the mean ratings assigned by MEP staff for the level of implementation of each of the strategies, and examples of evidence used to document implementation. Ratings are based on a 5-point rubric where 1=not aware, 2=aware, 3=developing, 4=succeeding, and 5=exceeding. A copy of the FSI is included in Appendix B.

All but one of the 13 mean ratings (92%) were below the “proficient” level (succeeding or exceeding). The overall mean rating for all 13 strategies was 3.3 out of 5.0. Highest rated was Strategy 2-4 addressing coordinating with service providers or providing migratory children in grades K-8 with appropriate needs-based support services. Also highly rated were Strategies 1-5 and 3-4 addressing coordinating with service providers or providing appropriate, needs-based support services to preschoolers and secondary migratory youth/OSY.

Exhibit 18
Mean Ratings on the Fidelity of Strategy Implementation (FSI)

Strategies	2017-18 Rating
School Readiness	
Strategy 1-1: Provide migratory preschool children (ages 3-5) with high-quality supplemental instructional services (e.g., preschool programs, in-home preschool services, extended year preschool programs, summer programs) to increase their school readiness skills.	3.0
Strategy 1-2: Implement a statewide MEP pre/post preschool assessment tool for migratory children participating in short-term or non-school-based, MEP-funded school readiness supplemental instructional services.	3.2
Strategy 1-3: Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, video-conferencing/online meetings) to enhance their capacity to support their child's development of school readiness skills.	2.9
Strategy 1-4: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to improve the school readiness skills of migratory preschool children.	2.9
Strategy 1-5: Coordinate with service providers or provide migratory preschool children with appropriate, needs-based support services (e.g., health and nutrition, educational supplies, translations/interpretations, transportation, mobile hotspots) to eliminate barriers to participation/success in preschool services.	3.8
Reading/Writing and Mathematics	
Strategy 2-1: Provide migratory students with high-quality supplemental instructional services (e.g., extended day programs, summer or intersession programs, in-home instruction, online/technology-based programs, individualized learning programs, instructional supports during the school day, intervention support services) to increase their reading/writing and math achievement.	3.4

Strategies	2017-18 Rating
Strategy 2-2: Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, videoconferencing/online meetings) to enhance their capacity to support their child's success in reading/writing and math.	3.4
Strategy 2-3: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase migratory student achievement in reading/writing and math.	3.3
Strategy 2-4: Coordinate with service providers or provide migratory children with appropriate needs-based support services (e.g., health and nutrition; educational supplies, interpretation, transportation, access to technology) to eliminate barriers to participation/success in school.	4.0
High School Graduation and Services to OSY	
Strategy 3-1: Provide secondary migratory students and OSY with high-quality supplemental instructional services (e.g., high school credit accrual, ESL instruction, GED classes, extended learning programs, online educational services) to support their achievement of graduation, GED, and/or career readiness goals.	3.1
Strategy 3-2: Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, college/career ready programs, videoconferencing/online meetings) to enhance their capacity to support their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.	3.3
Strategy 3-3: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, life skills, and/or career readiness goals.	3.3
Strategy 3-4: Coordinate with service providers or provide secondary migratory youth and OSY with appropriate needs-based support services (e.g., health and nutrition; career counseling, life skill lessons, youth leadership programs, interpretation, transportation, regional migrant youth advocates, career interest surveys, industry and college visits, access to technology, learning/graduation plans) to eliminate barriers to accomplishing graduation, GED, life skills, and/or career readiness goals.	3.8

Exhibit 19 lists examples of evidence provided by project for each of the Strategies in the FSI. Evidence includes documentation of services, information about programs provided, and assessments.

Exhibit 19 - Evidence Cited for Strategies on FSIs

Strategy 1-1: Provide migratory preschool children (ages 3-5) with high-quality supplemental instructional services to increase their school readiness skills.	
<ul style="list-style-type: none"> • Binational teachers • Curriculum documents • District preschool program • Documentation on enrollment • Family literacy programming • Home-based services • Information on supplemental instruction provided • Interpreting/translations • Lesson plans 	<ul style="list-style-type: none"> • Lists of services provided • MEP-sponsored full day preschool program • NePAT assessment results • Student work/pictures • Summer program • Teaching Strategies GOLD assessment results • Transportation to/from local preschool programs • Tuition assistance to preschool programs
Strategy 1-2: Implement a statewide MEP pre/post preschool assessment tool for migratory children participating in short-term or non-school-based, MEP-funded school readiness supplemental instructional services.	
<ul style="list-style-type: none"> • Counting 1-10 assessment results • Data-driven instruction 	<ul style="list-style-type: none"> • Home-based services using NePAT • MEP-funded school readiness supplemental instructional services

<ul style="list-style-type: none"> • Documentation of NePAT or other preschool assessment results • Documentation of short-term or non-school-based services provided 	<ul style="list-style-type: none"> • NePAT assessment results • PELI assessment results • Teaching Strategies GOLD assessment results
Strategy 1-3: Implement needs-based educational services to migratory parents/families in their home language to enhance their capacity to support their child's development of school readiness skills.	
<ul style="list-style-type: none"> • Binational exchange teachers • Collaboration with Migrant Head Start, Head Start, and other community resources • Documentation of educational services provided to parents and families • Documentation of parent participation • Examples of materials provided to parents • Family literacy nights/events • Home visits focusing in parent/child lessons • Interpreters • Materials distributed during home visits • Math academic materials 	<ul style="list-style-type: none"> • MEP facilitator tracking forms • MEP service logs • Newsletter for the migrant preschool • PAC meeting attendance records • PAC meetings • Parent advocates/liaisons • Parent training agendas, sign-in sheets, materials • Parent training evaluations • Parent trainings • Parent/child homework activities • Resources for parents to use at home • Student files documenting tools/resources provided
Strategy 1-4: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to improve the school readiness skills of migratory preschool children.	
<ul style="list-style-type: none"> • Agendas, sign-in sheets, and materials • Binational workshop • District early childhood conferences/training • Head Start training • List of PD opportunities provided to staff • MEP Staff Training Evaluations 	<ul style="list-style-type: none"> • NASDME Conference • NePAT training/materials • Statewide MEP Conference • Training materials • Webinars • Weekly MEP staff meetings
Strategy 1-5: Coordinate with service providers or provide migratory preschool children with appropriate, needs-based support services to eliminate barriers to participation/success in preschool services.	
<ul style="list-style-type: none"> • Binational exchange teacher worked in the preschool summer classrooms • Collaboration with childcare providers and community action agencies • Collaboration with early childhood education providers (<i>e.g., Head Start, Early Head Start, Migrant and Seasonal Head Start, family literacy programs, local programs</i>) • Collaboration with IDEA for Special Education, Title I, Title III, Gifted Education, Child Find • Collaboration with other states through the CIGs • Collaboration with public libraries • Description of services provided • Documentation of coordination activities (<i>e.g., emails</i>) • Documentation of support services provided (<i>e.g., family literacy, health, materials, resources [backpacks/ books/supplies], transportation</i>) • Documentation on enrollment • Educational field trips • Educational materials provided to children in preschools and in homes • Information on services and supplies provided • Integration of the local preschool in the MEP preschool program • Life skills lessons 	<ul style="list-style-type: none"> • List of coordinating agencies (<i>e.g., NDE, districts, Head Start, Migrant Head Start, family literacy programs, community agencies</i>) with opportunities provided to children • List of eligible children by school • Materials bags • MEP liaison referrals to local and state services • MEP service logs • MEP tracking form • MIS2000 database • PAC meetings showcasing community agencies • Participation in local school readiness advisory groups • Participation in the Teacher Exchange Program through the Binational Migrant Education Initiative • Pictures of programming/students • Preschool program enrollment/attendance records • Referrals to WIC/food pantry, early childhood education providers (<i>e.g., Head Start</i>), dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS • Service logs and tracking forms • Student files • Weekly MEP staff meetings/minutes
Strategy 2-1: Provide migratory students with high-quality supplemental instructional services to increase their reading/writing and math achievement.	
<ul style="list-style-type: none"> • 4-H Robotics camp • After-school STEM/robotics program 	<ul style="list-style-type: none"> • Middle school extended day science course focused on ELA

<ul style="list-style-type: none"> • After-school tutoring/homework club • Attendance records • Close Up records/documents • Curriculum documents • DIBELS & DIBELS for Math • Documentation of reading and math services • Documentation on enrollment; student work • Enrollment records • ESL paraprofessionals working with students for interpreting and supplemental educational support • Final student summary report • Home-based tutoring • Individual student plans • Information on supplemental instruction • iPad/iPod access when away from the district • Lesson plans • MEP facilitator notes and records 	<ul style="list-style-type: none"> • MobyMax for math instruction in summer school and at home • Paraprofessional services during and after school • Progress monitoring • Reading and math assessment results • School visits • Student records showing identified needs and strengths • Student work • Summer reading and math curriculum • Summer school attendance/progress records • Summer school focusing on math and reading • Tablets/computers • Transportation to/from extended programming • Use of technology • Use of online programming
Strategy 2-2: Implement needs-based educational services to migratory parents/families in their home language to enhance their capacity to support their child's success in reading/writing and math.	
<ul style="list-style-type: none"> • Backpack program for families • Chromebooks for ESL instruction • Educational strategies provided during PAC meetings • Family literacy nights/events • Family literacy programming • Family literacy program attendance records • Home visits • Homework tips for parents • iPad/iPod access when away from district • Math academic materials • Materials provided during home visits • MEP facilitator notes and records • Middle and high school quarterly grade tracking system communicated to parents • Migrant recruiter home visits • MobyMax for students 	<ul style="list-style-type: none"> • Monthly parent meetings • PAC meeting attendance records • PAC meetings • Parent meetings/training • Parent needs assessments • Parent Training Evaluations • Parent training materials • Parent training schedules, agendas, and sign-in sheets • Parent training topics based on parent needs assessment results • Parent/teacher conference records • PowerSchool/Synergy training • Resources for parents to use at home • Title parent involvement meetings • Use of technology
Strategy 2-3: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase migratory student achievement in reading/writing and math.	
<ul style="list-style-type: none"> • Coordinator attends professional learning at local, state, and national level • Emails documenting registrations • Local school/district/ESU professional development • MEP facilitator training (local, state, and national) • MEP Staff Training Evaluations • NASDME Conference • New staff training 	<ul style="list-style-type: none"> • Paraprofessionals attend training at local level • Staff meetings/training • Staff training agendas, sign-in sheets, evaluations • State MEP meetings/conferences/training • Training logs • Training materials • Webinars • Weekly MEP staff meeting agendas and minutes
Strategy 2-4: Coordinate with service providers or provide migratory children with appropriate needs-based support services to eliminate barriers to participation/success in school.	
<ul style="list-style-type: none"> • Backpack program • Binational exchange teachers providing lessons on Mexican culture • Collaboration with adult education programs • Collaboration with Health and Human Services (HHS) for medical/dental coverage • Collaboration with IDEA for Special Education, Title I, Title III, Gifted Education • Collaboration with local agencies (<i>i.e., 4-H, dental clinics, museums, public libraries</i>) 	<ul style="list-style-type: none"> • Immunization assistance (scheduling/transportation) • iPad/iPod access when away from district • Lego League for middle school students • List of coordinating agencies with opportunities provided to students/youth • Lists of services and supplies provided • MEP facilitator notes and records • MEP service logs • Migrant Literacy NET (www.migrantliteracynet.com) • Migrant recruiter home visits • Migrant service provider meetings

<ul style="list-style-type: none"> • Collaboration with local school districts for tutoring and communication with teachers • Collaboration with other states through the CIGs • Collaboration with Stephanie Wessels from UNL to support a family literacy program • Collaboration with Stuff the Bus for school supplies • Community resources sharing • Correspondence with the State • Description of services provided • Documentation of coordination activities (<i>e.g., emails, sign-in sheets, meeting agendas</i>) • Documentation on enrollment • Educational field trips • Educational materials delivered monthly • ESL paraprofessional interprets and provides supplemental education services • Final student summary report documenting student participation 	<ul style="list-style-type: none"> • MIS200 documentation • PAC meetings showcasing local agencies • Participation in the Teacher Exchange Program through the Binational Migrant Education Initiative • Referrals to state and local services (<i>e.g., clinics, food pantry, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS</i>) • School health records • School reports of student needs • State MEP records • Student files • Student performance records • Support services reports • Transportation to/from migrant summer school • Weekly MEP staff meeting minutes
Strategy 3-1: Provide secondary migratory students and OSY with high-quality supplemental instructional services to support their achievement of graduation, GED, and/or career readiness goals.	
<ul style="list-style-type: none"> • After-school program/tutoring • Alternative Secondary School site • Career/college information packets • Close Up records/documents • Collaboration with Migrant Head Start so parents can continue secondary education • Collaboration with Proteus Financial • Collaboration with workforce development • College and career readiness conferences • Curriculum documents • Direct instruction to secondary students/OSY • Documentation on enrollment • Dropout reports • Enrollment in ESL or GED classes without being placed on a waiting list • ESL paraprofessional provides supplemental education support • Final student summary report documenting student/OSY participation • GOSOSY lessons/documentation forms • Graduation records • Hispanic Latino Summit • Home-based tutoring • Information on supplemental instruction provided • Instructional services provided at the high school 	<ul style="list-style-type: none"> • iPad/iPod access when away from the district • Leadership camps • Lists of services provided • MEP facilitator records • Migrant recruiter connection to OSY • Migrant recruiter home visits • Online credit recovery programs • OSY ELL materials (<i>e.g., Step Forward, GOSOSY resources, Rosetta Stone</i>) • Proteus home visits on heat and chemical safety • Referrals to local GED programs • Services provided by the OSY Coordinator • Student exposure to career opportunities • Student performance records • Student records showing identified needs and strengths • Student work • Tablets and computers • THRIVE Leadership Club • Use of technology • Use of online programming • Youth advocate provides services to secondary/OSY • Youth leadership
Strategy 3-2: Implement needs-based educational services to migratory parents/families in their home language to enhance their capacity to support their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.	
<ul style="list-style-type: none"> • Backpack program for all new incoming families • College recruiting accessibility • College visits • FAFSA assistance and contact information • High school college and career fairs • Home visits • Home-based resources • iPad/iPod access when away from the district • MEP facilitator records • Middle and high school quarterly grade tracking system communicated to parents • Migrant recruiter home visits • One-on-one parent consultations 	<ul style="list-style-type: none"> • Parent nights on topics including graduation requirements, credits, FAFSA • Parent Training Evaluations • Parent training materials • Parent training schedules, agendas, sign-in sheets • Parent/OSY presentations • Parent/teacher conference records • Records of home visits • Referrals to GED programs • Secondary parent school poverty training • Statewide PAC webinars • Support services provided (<i>e.g., medical appointments, books to learn English</i>)

<ul style="list-style-type: none"> • OSY mentoring pilot • PAC meeting attendance records • PAC meetings addressing graduation requirements 	<ul style="list-style-type: none"> • Use of technology • Youth leadership letters
<p>Strategy 3-3: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, life skills, and/or career readiness goals.</p>	
<ul style="list-style-type: none"> • GOSOSY modules & website • MEP facilitator training (local, state, and national) • MEP staff attendance at conferences/training • NASDME Conference • National and State conferences • OSY listserves 	<ul style="list-style-type: none"> • Staff meetings/training • State conferences/meetings/training • Training evaluations • Training materials • Training schedules, agendas, and sign-in sheets • Webinars
<p>Strategy 3-4: Coordinate with service providers or provide secondary migratory youth and OSY with appropriate needs-based support services to eliminate barriers to accomplishing graduation, GED, life skills, and/or career readiness goals.</p>	
<ul style="list-style-type: none"> • Collaboration with Adult Education Program to provide ESL & GED classes for OSY students • Collaboration with colleges/universities • Collaboration with IDEA for SPED, Title III • Collaboration with local agencies (e.g., 4-H, Proteus, Department of Labor, Job Corps, HHS for medical/dental coverage) • Collaboration with the State • Collaboration/communication with school/district staff and counselors to ensure graduation requirements are being fulfilled and students are on track • College campus visits and camps/workshops (e.g., University of Nebraska Lincoln and Omaha) • Community resource guides & sharing • Counselor referrals • Description of services provided • Documentation of coordination activities • Documentation on enrollment • Educational materials provided monthly • ESL para provides translations and supplementary educational support • Final student summary report documenting student/OSY participation • GOSOSY workshop materials • Guidance via personal/home visits • Hispanic/Latino Summit attendance • Home visits to determine needs • Interpretations provided for OSY • Life skills instruction via home and school visits • List of coordinating agencies with opportunities provided to students/youth 	<ul style="list-style-type: none"> • Lists of services and supplies provided (e.g., support services, student success plans, career counseling, youth leadership programs, college scholarship opportunities) • MEP facilitator notes and records • MEP service logs • Migrant recruiter home visits and resource sharing • MIS2000 records • PAC meetings showcasing local agencies • Parent/secondary student meetings addressing the importance of connectivity and communication • Referrals to Migrant Head Start for children of OSY • Referrals to state and local services (e.g., clinics, food pantries, college/career conferences, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, job assistance) • Referrals to CAMP programs (e.g., MCC) • Schedules • School health records • State MEP records • Student files • Student needs assessments • Student performance records • Support services (e.g., guidance, health, life skills, material resources, nutrition, transportation) • Thrive Leadership Club • Transportation to summer school • UNL Big Red camps for high school students • Visit with students in small group settings • Weekly MEP staff meetings • Workforce development

6. Outcome Evaluation Results

Migratory Student Achievement of State Performance Goals 1 and 5

Performance Goal 1: Proficiency in Reading and Math

During 2017-18, academic achievement of students attending public school in Nebraska was assessed through with NSCAS ELA and Mathematics Assessments in grades 3-8. The three proficiency levels for the NSCAS include: *Developing* (not yet demonstrating proficiency); *On Track* (demonstrating proficiency); and *College and Career Benchmark* (demonstrating advanced proficiency). The tables and charts to follow show the percent of migratory and non-migratory students scoring proficient or above (P/A) on 2018 NSCAS ELA and Mathematics Assessments, and the difference in the percentage of migratory students scoring P/A compared to the State Performance Targets.

Performance Indicator 1.1: The percentage of students at or above the proficient level each year on the state assessment in ELA.

Exhibit 20
Migratory Students Scoring P/A on 2018 NSCAS ELA Assessments

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	17-18 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	105	10%	80.7%	-71.2%	53.4%
	Non-PFS	203	29%		-51.6%	
	All Migratory	308	22%		-58.3%	
4	PFS	85	14%	80.7%	-66.6%	56.6%
	Non-PFS	170	28%		-53.1%	
	All Migratory	255	23%		-57.6%	
5	PFS	82	6%	80.7%	-74.6%	51.5%
	Non-PFS	174	20%		-61.2%	
	All Migratory	256	15%		-65.5%	
6	PFS	82	1%	80.7%	-79.5%	47.8%
	Non-PFS	155	23%		-57.5%	
	All Migratory	237	16%		-65.1%	
7	PFS	73	10%	80.7%	-71.1%	47.4%
	Non-PFS	145	28%		-52.4%	
	All Migratory	218	22%		-58.7%	
8	PFS	76	8%	80.7%	-72.8%	50.8%
	Non-PFS	128	21%		-59.6%	
	All Migratory	204	16%		-64.5%	
All	PFS	503	8%	80.7%	-72.6%	51.3%
	Non-PFS	975	25%		-55.7%	
	All Migratory	1,478	19%		-61.4%	

Migratory students were 61% short of the Nebraska State Performance Target (80.7%) for ELA proficiency. PFS students were 73% short of the target and non-PFS students were 56% short of the target. For all six grade levels assessed, the 2017-18 target was not met by migratory students (differences ranged from -57% to -65.5%). Largest differences were seen for PFS 6th graders (-79.5%), PFS 5th graders (-74.6%), and PFS 8th graders (-72.8%). In addition, for all grade levels, fewer PFS migratory students scored P/A than non-PFS migratory students, and fewer migratory students scored P/A than non-migratory students. Below is a graphic display of the differences in the percent of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on 2018 NSCAS ELA Assessments.

Exhibit 21
Comparison of 2018 NSCAS ELA Assessment Results

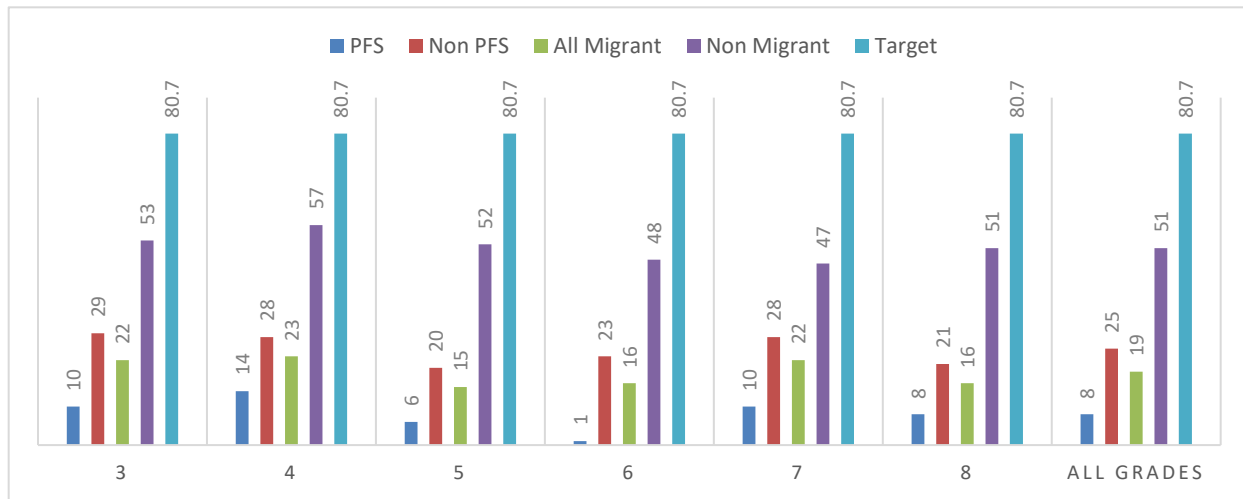
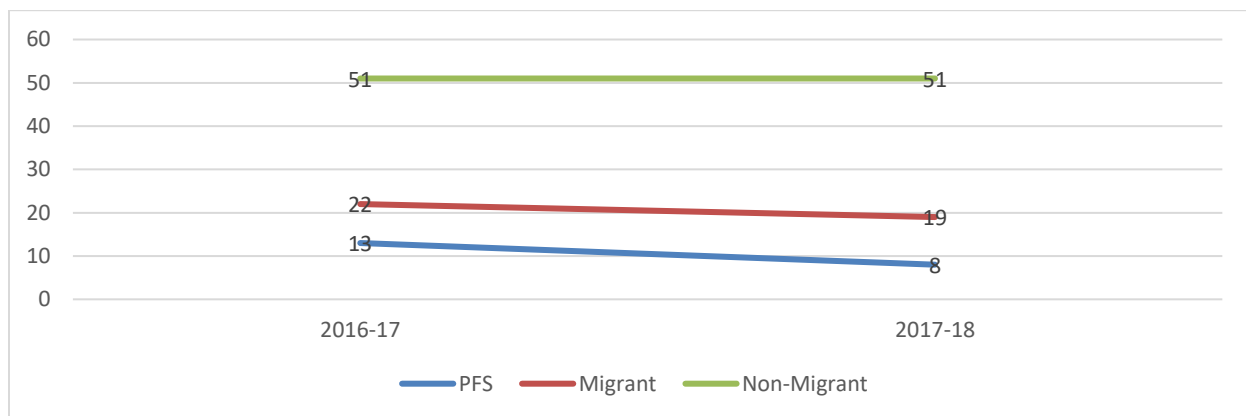


Exhibit 22 provides a comparison of Smarter Balanced ELA results for this year and last. Results show that 3% more migratory students scored P/A in 2017-18 than in 2016-17, however there was a 2% decrease in the percentage of PFS migratory students scoring P/A. Since 2014-15, 4% more migratory students have scored P/A in ELA.

Exhibit 22
Comparison of NSCAS ELA Assessment Results in 2016-17 and 2017-18
(Expressed in Percentages)



Performance Indicator 1.2: The percentage of students at or above the proficient level each year on the state assessment in math.

Exhibit 23
Migratory Students Scoring P/A on 2018 NSCAS Mathematics Assessments

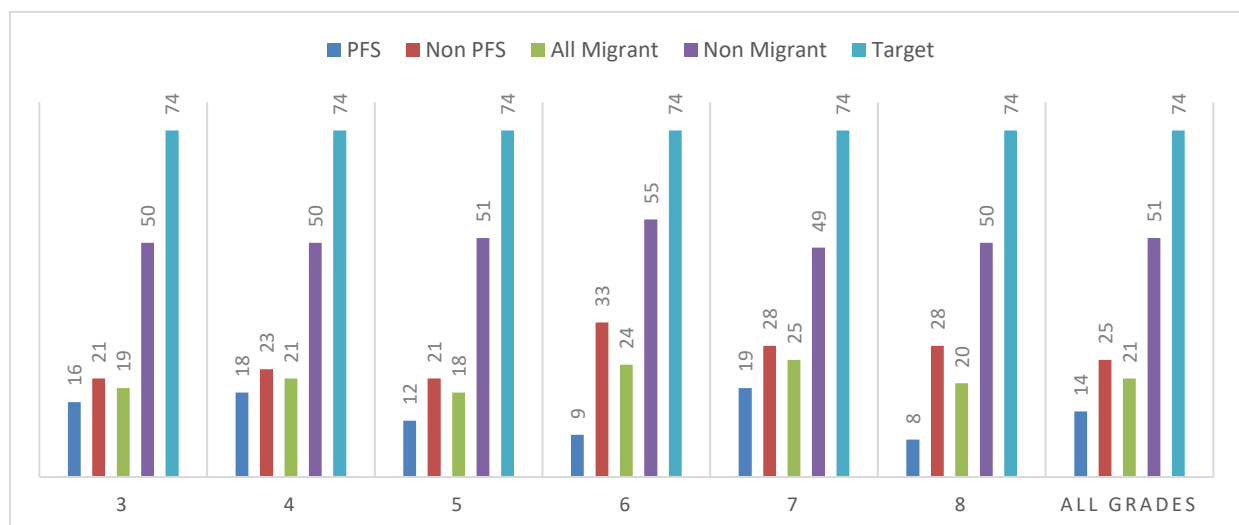
Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	17-18 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
3	PFS	105	16%	74.3%	-58.1%	50.4%
	Non-PFS	203	21%		-53.1%	
	All Migratory	308	19%		-54.8%	
4	PFS	84	18%	74.3%	-56.4%	49.9%
	Non-PFS	169	23%		-51.2%	
	All Migratory	253	21%		-53.0%	

Grade Levels	PFS Status	# Tested	% Migratory Students Scoring P/A	17-18 State Performance Target	Diff (+/-%)	% Non-Migratory Students Scoring P/A
5	PFS	82	12%	74.3%	-62.1%	50.7%
	Non-PFS	173	21%		-53.5%	
	All Migratory	255	18%		-56.3%	
6	PFS	82	9%	74.3%	-65.8%	54.9%
	Non-PFS	153	33%		-41.6%	
	All Migratory	235	24%		-50.0%	
7	PFS	73	19%	74.3%	-55.1%	49.3%
	Non-PFS	144	28%		-46.5%	
	All Migratory	217	25%		-49.4%	
8	PFS	76	8%	74.3%	-66.4%	50.3%
	Non-PFS	126	28%		-46.5%	
	All Migratory	202	20%		-54.0%	
All	PFS	502	14%	74.3%	-60.6%	50.9%
	Non-PFS	968	25%		-49.2%	
	All Migratory	1,470	21%		-53.1%	

Migratory students were 53% short of the Nebraska State Performance Target (74%) for math proficiency. PFS students were 61% short of the target and non-PFS students were 49% short of the target. For all six grade levels assessed, the 2017-18 target was not met by migratory students (differences ranged from -49% to -56%). Largest differences were seen for PFS 8th grade students (-66%) and PFS 6th grade students (-66%). In addition, for all grade levels, fewer PFS migratory students scored P/A than non-PFS migratory students, and fewer migratory students scored proficient than non-migratory students.

On the following page is a graphic display of the differences in the percent of PFS, non-PFS, all migratory, and non-migratory students scoring P/A on the 2018 NSCAS Mathematics Assessment.

Exhibit 24
Comparison of 2018 NSCAS Math Assessment Results

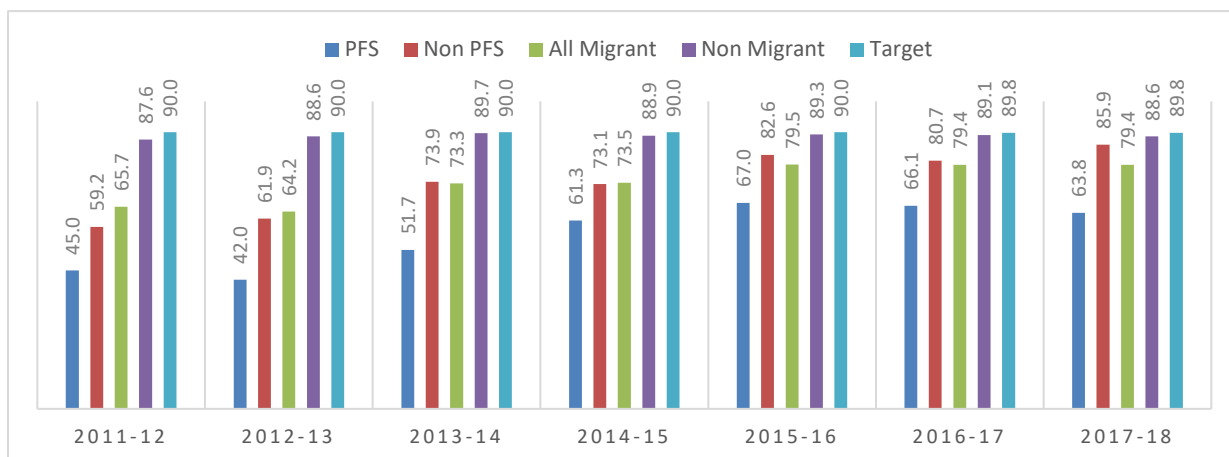


This was the first year in which the new Mathematics Assessment was administered so a comparison to previous years is not appropriate.

Performance Goal 5: High School Graduation

Performance Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.

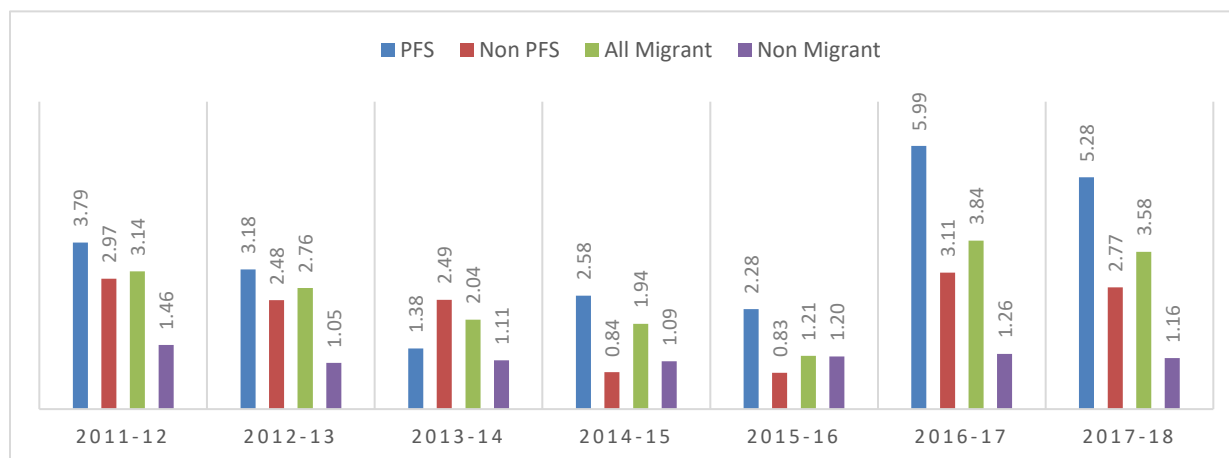
Exhibit 25
Graduation Rates for Migratory and Non-Migratory Students



The 2017-18 Nebraska State Performance Target for high school graduation was 89.8%. Exhibit 25 shows that in 2017-18, the graduation rate for migratory students was 79.4% (10.4% short of the target), compared to the non-migratory student graduation rate which was 88.6% (1.2% short of the target). The graduation rate for non-PFS migratory students was 22.1% higher than the graduation rate of PFS migratory students. The graduation rate for PFS migratory students was 26% short of the state performance target, and the graduation rate for non-PFS migratory students was 3.9% short of the target.

Performance Indicator 5.2: The percentage of students who drop out of school each year.

Exhibit 26
Dropout Rates for Migratory and Non-Migratory Students



Nebraska does not have a State Performance Target for dropout rate. Exhibit 26 shows that the 2017-18 dropout rate for Nebraska migratory students was 3.58% which was a 7% decrease from last year. The dropout rate for non-PFS migratory students was 2.51% lower than it was for PFS migratory students.

Measurable Program Outcomes (MPO) Results

This section provides a summary of program results as indicated by the measurable program outcomes (MPOs). Sources of data include student assessment results, local site performance reports (summer/regular term), demographic data, MEP staff surveys, parent surveys, and student surveys.

SCHOOL READINESS

MPO 1.1a During 2017-18, 38% of eligible 3-5-year-old migratory children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.

Exhibit 27 shows that the Nebraska MEP **met MPO 1.1a** with 45% of the eligible 3-5-year-old migratory children participating in MEP-sponsored or non-MEP-sponsored preschool programming. Non-PFS migratory children met the MPO, but PFS migratory children did not. Migratory children could have participated in more than one type of service (i.e., non-MEP sponsored preschool and received preschool or family literacy services from the MEP), however, this data represents an unduplicated count.

Exhibit 27
Migratory Children (ages 3-5) Participating in Preschool

PFS Status	# Eligible Children Ages 3-5	# (%) Participating in MEP-Sponsored Preschool Programming	# (%) Participating in non-MEP Sponsored Preschool Programming	Total # (%) Participating	MPO Met?
PFS	402	118 (29%)	27 (7%)	145 (36%)	No
Non-PFS	440	120 (27%)	113 (26%)	233 (53%)	Yes
All Migratory	842	238 (28%)	140 (17%)	378 (45%)	Yes

Exhibit 28 shows that three-fourths (67%) of the eligible 5-year-old preschool migratory children participated in preschool programming, as did 37% of eligible 4-year-olds, and 18% of eligible 3-year-olds.

Exhibit 28
Migratory Children (ages 3-5) Participating in Preschool, by Age

Age	# Eligible Children Ages 3-5	# (%) Participating in MEP-Sponsored Preschool Programming	# (%) Participating in non-MEP Sponsored Preschool Programming	Total # (%) Participating
3	210	35 (17%)	3 (1%)	38 (18%)
4	277	67 (24%)	36 (13%)	103 (37%)
5	355	136 (38%)	101 (28%)	237 (67%)

MPO 1.1b During 2017-18, 75% of 3-5-year-old migratory children participating in MEP-sponsored preschool instruction, will score proficient or show a 5% increase on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.

Exhibit 29 shows that the Nebraska MEP **met MPO 1.1b** with 80% of the 3-5-year-old migratory children assessed scoring proficient or showing a 5% increase in literacy skills on the Nebraska Preschool Assessment Tool (NePAT), other school readiness assessments, or Teaching Strategies GOLD; and 77% scoring proficient or showing a 5% increase in math skills on the NePAT or other school readiness assessments. All 10 local projects (and the Head Start Non Project) providing supplemental services to preschoolers, and the State program serving migratory students, provided school readiness data.

Exhibit 29
Preschool Migratory Children's Literacy Assessment Results (Ages 3-5)

Test	PFS Status	# Children Tested	# (%) w/Matched Pre/Post Scores	# (%) Gaining	# (%) Gaining 5% or More	# (%) Scoring Proficient that did not Gain by 5%	# (%) Gaining by 5% or Scoring Proficient	MPO Met?
NePAT & Other	PFS	50	32 (64%)	23 (72%)	21 (66%)	11 (22%)	32 (100%)	Yes
	Non-PFS	104	67 (64%)	54 (81%)	52 (78%)	25 (24%)	77 (74%)	No
	All	154	99 (64%)	77 (78%)	73 (74%)	36 (23%)	109 (71%)	No
GOLD	PFS	49	36 (73%)	36 (100%)	36 (100%)	9 (18%)	45 (92%)	Yes
	Non-PFS	112	95 (85%)	92 (97%)	89 (94%)	8 (7%)	97 (87%)	Yes
	All	161	131 (81%)	128 (98%)	125 (95%)	17 (11%)	142 (88%)	Yes
Both	PFS	99	68 (69%)	59 (87%)	57 (84%)	20 (20%)	77 (78%)	Yes
	Non-PFS	216	162 (75%)	146 (90%)	141 (87%)	33 (15%)	174 (81%)	Yes
	All	315	230 (73%)	205 (89%)	198 (86%)	53 (17%)	251 (80%)	Yes

Of the 283 migratory children with matched pre/post-test literacy scores (or proficiency levels), 89% gained at least 5% or scored proficient. More non-PFS migratory children scored proficient or gained 5% than PFS migratory children (81% compared to 78%). Fewer children gained or scored proficient on the NePAT/other assessments (71% gaining by 5% or scoring proficient) than on the Teaching Strategies GOLD (88% gaining by 5% or scoring proficient).

Exhibit 30 shows preschoolers' math results on the NePAT and other local school readiness assessments. Of the 155 migratory children with matched pre/post-test math scores (or proficiency levels), 77% gained at least 5% or scored proficient. More non-PFS migratory children scored proficient or gained 5% than PFS migratory children (78% compared to 75%).

Exhibit 30
Preschool Migratory Children's Math Assessment Results (Ages 3-5)

Test	PFS Status	# Children Tested	# (%) w/Matched Pre/Post Scores	# (%) Gaining	# (%) Gaining 5% or More	# (%) Scoring Proficient that did not Gain by 5%	# (%) Gaining by 5% or Scoring Proficient	MPO Met?
NePAT & Other	PFS	51	29 (57%)	21 (72%)	21 (72%)	17 (33%)	38 (75%)	Yes
	Non-PFS	104	66 (63%)	49 (74%)	44 (67%)	37 (36%)	81 (78%)	Yes
	All	155	95 (61%)	70 (74%)	65 (68%)	54 (35%)	119 (77%)	Yes

A total of 118 MEP staff responded to a survey item addressing the impact of the MEP on preparing preschool migratory students for school. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 31 shows that all staff

responding (100%) felt that the MEP helped prepare preschool migratory children for school (42% very much, 39% a lot, 17% somewhat, 3% a little).

Exhibit 31
MEP Staff Ratings of the Impact of the MEP on School Readiness

Extent to which the MEP helped prepare preschool migratory students for school						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
118	0 (0%)	3 (3%)	20 (17%)	46 (39%)	49 (42%)	4.2

A total of 111 parents responded to a survey item addressing the impact of the MEP on preparing their preschool children for school. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. Ninety-five percent (95%) of the 111 parents responding felt that the MEP helped their preschool child prepare for school (80% a lot, 15% somewhat).

Exhibit 32
Parent Ratings of the Impact of the MEP on their Child's School Readiness

Extent to which the MEP taught your preschooler skills to prepare them for school				
N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
111	5 (5%)	17 (15%)	89 (80%)	2.8

MPO 1.2 During 2017-18, 80% of parents of preschool-aged migratory children who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for helping their children be ready for school.

Exhibit 33 shows that the Nebraska MEP met MPO 1.2 with all parents (100%) responding to Parent Training Evaluations reporting that they gained knowledge of strategies for helping their children be ready for school (81% a lot, 19% somewhat).

Exhibit 33
Parent Growth in Ability to Help their Young Children Prepare for School

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
122	0 (0%)	23 (19%)	99 (81%)	2.8	122 (100%)	Yes

Parents provided ratings on Parent Training Evaluations during 12 activities addressing school readiness during 2017-18. Parents rated the parent activities/training addressing school readiness and early learning highly with a mean rating of 2.7 out of 3.0 (70% assigned ratings of "excellent", 30% assigned ratings of "good").

MPO 1.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in school readiness to benefit PK migratory children.

Exhibit 34 shows that the Nebraska MEP **met MPO 1.3** with 85% of staff responding to Staff Training Evaluations demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in school readiness to benefit preschool migratory children.

Exhibit 34
Staff Growth from Professional Learning on School Readiness

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining	MPO Met?
106	2.7	4.3	+1.6	<.001	90 (85%)	Yes

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to improve staff skills to support school readiness instruction were assigned during 15 professional development events occurring during 2017-18. Staff ratings of the sessions addressing school readiness and early learning were very high. Highest rated was the relevance of the content presented and usefulness of the materials (mean rating of 4.6 each out of 5.0), followed by applicability for working with migratory students (mean rating of 4.5).

MPO 1.4 During 2017-18, 65% of all eligible 3-5-year-old migratory children will receive MEP-sponsored support services that contribute to their development of school readiness skills.

Exhibit 35 shows that the Nebraska MEP **met MPO 1.4** with 70% (6% increase over 2016-17) of the 2017-18 eligible 3-5-year-old migratory children receiving support services. The MPO was met for PFS migratory children and non-PFS migratory children.

Exhibit 35
Children Ages 3-5 Receiving Support Services Contributing to School Readiness

PFS Status	# Eligible Migratory Children Ages 3-5	# (%) Receiving Support Services	MPO Met?
PFS	402	280 (70%)	Yes
Non-PFS	440	308 (70%)	Yes
All	842	588 (70%)	Yes

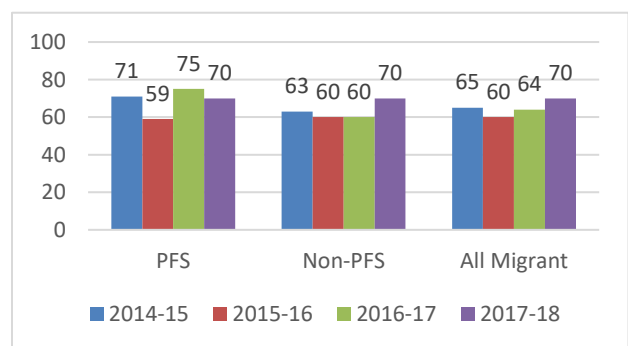


Exhibit 36
Children Ages 3-5 Receiving Support Services, by Age

Age	# Eligible Migratory Children Ages 3-5	# (%) Receiving Support Services
3	210	133 (63%)
4	277	193 (70%)
5	355	262 (74%)

READING/WRITING AND MATHEMATICS

MPO 2.1a During 2017-18, 60% of K-12 migratory students who receive MEP-sponsored supplemental instructional services aimed at increasing student achievement in reading/writing and/or mathematics, will score proficient or above, or show a 5% increase on pre/post district assessments.

Exhibit 37 shows that the Nebraska MEP **met MPO 2.1a** with 71% of K-12 migratory students assessed scoring proficient or gaining by 5% or more in reading, and 79% scoring proficient or gaining by 5% or more in math. For both reading and math, more non-PFS migratory students scored proficient or gained 5% or more than PFS migratory students. All 13 projects operating in 2017-18 (and the Head Start Non-Project) submitted reading and/or math pre/post-test results.

Exhibit 37
Reading and Math Assessment Results of Migratory Students in Grades K-12

	PFS Status	# Students Tested	# (%) With Matched Pre/Post Scores	# (%) Gaining	# (%) Gaining 5% or More	# (%) Scoring Proficient that did not Gain by 5%	# (%) Gaining 5% or Scoring Proficient	MPO Met?
Reading	PFS	351	316 (90%)	258 (82%)	209 (66%)	28 (8%)	237 (68%)	Yes
	Non-PFS	489	442 (90%)	372 (84%)	289 (65%)	70 (14%)	359 (73%)	Yes
	Not Indicated	42	42 (100%)	26 (62%)	26 (100%)	6 (14%)	32 (76%)	Yes
	All Migratory	882	800 (91%)	656 (82%)	524 (66%)	104 (12%)	628 (71%)	Yes
Math	PFS	322	287 (89%)	234 (82%)	199 (69%)	43 (13%)	242 (75%)	Yes
	Non-PFS	437	407 (93%)	335 (82%)	288 (71%)	63 (14%)	351 (80%)	Yes
	Not Indicated	43	43 (100%)	34 (79%)	34 (100%)	6 (14%)	40 (93%)	Yes
	All Migratory	802	737 (92%)	603 (82%)	521 (71%)	112 (14%)	633 (79%)	Yes

Reading assessments administered to migratory students in 2017-18 included DIBELS, NWEA MAP, MobyMax, Fun Fonix, Journeys, NAEP Oral Fluency, summer reading assessments, and teacher-created assessments. District math assessments administered to migratory students during 2017-18 included DIBELS Math, Mammoth Math, NWEA MAP, MobyMax, summer math assessments, and teacher-created assessments.

A total of 136 MEP staff responded to survey items addressing the impact of the MEP on migratory students' reading and math skills. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 38 shows that all 136 staff responding (100%) felt that the MEP helped migratory students improve their reading skills (mean rating of 4.1 out of 5.0) and math skills (mean rating of 4.0).

Exhibit 38
MEP Staff Ratings of the Impact of the MEP on Reading and Math Skills

Extent to which the MEP helped...	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
Migratory students improve their reading skills	136	0 (0%)	3 (2%)	37 (27%)	46 (34%)	50 (37%)	4.1
Migratory students improve their math skills	136	0 (0%)	3 (2%)	35 (26%)	53 (39%)	45 (33%)	4.0

Exhibit 39 shows that 321 parents responded to a survey item addressing the impact of the MEP on their child's reading skills, and 292 parents responded to an item about the impact of the MEP on their child's math skills. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot.

Exhibit 39
Parent Ratings of the Impact of the MEP on their Children's Reading and Math Skills

Extent to which the MEP helped...	N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
Your child improve his/her reading skills	321	18 (6%)	49 (15%)	254 (79%)	2.7
Your child improve his/her math skills	292	19 (7%)	60 (21%)	213 (73%)	2.7

Both items had the same mean rating (2.7), with 94% of parents responding reporting that the MEP helped their child improve his/her reading and math skills.

MPO 2.1b During 2017-18, 60% of secondary migratory students entering 11th grade will have received full credit (equivalent to one year) for Algebra 1 or a higher mathematics course.

Exhibit 40 shows that the Nebraska MEP **did not meet MPO 2.1b** with 43% of the 2017-18 tenth grade migratory students (students entering 11th grade in 2018-19) receiving full credit for Algebra I or a higher math course.

Exhibit 40
Tenth Grade Migratory Students Completing Algebra I or a Higher Math Course during 2017-18 or Before

PFS Status	# 17-18 10 th Grade Migratory Students	# (%) 17-18 10 th graders Receiving Full Credit	MPO Met?
PFS	102	25 (25%)	No
Non-PFS	155	86 (55%)	No
All Migratory	257	111 (43%)	No

A higher percentage of non-PFS migratory students received full credit for Algebra I or a higher math course than PFS migratory students (55% compared to 25%).

MPO 2.2 During 2017-18, 80% of parents of migratory students who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in reading/writing and math.

Exhibit 41 shows that the Nebraska MEP **met MPO 2.2** with all 227 parents (100%) responding to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in reading/writing and math.

Exhibit 41
Parent Growth in Ability to Support their Child's Success in Reading/Writing and Math

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
227	0 (0%)	36 (16%)	191 (84%)	2.8	227 (100%)	Yes

Parents provided ratings on Parent Training Evaluations during 16 parent activities addressing reading/writing and math during 2017-18. Parents rated the parent activities/training addressing reading/writing and math highly with a mean rating of 2.7 out of 3.0 (72% assigned ratings of "excellent", 28% assigned ratings of "good").

MPO 2.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in reading/writing and/or math to benefit migratory students.

Exhibit 42 shows that the Nebraska MEP **met MPO 2.3** with 90% of staff responding to Staff Training Evaluations demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in reading/writing and/or math benefit migratory students.

Exhibit 42
Staff Growth from Professional Learning on Reading/Writing and Math

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining	MPO Met?
166	2.5	4.3	+1.8	<.001	150 (90%)	Yes

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to increase staff skills for providing reading/writing and math instruction were assigned during 15 professional development events occurring during 2017-18. Staff ratings of the sessions addressing reading/writing and math were very high. Highest rated was the relevance of the content presented (mean rating of 4.6 out of 5.0), followed by the usefulness of the materials and the applicability for working with migratory students (mean rating of 4.5 each).

MPO 2.4 During 2017-18, 65% of all eligible migratory students in grades K-8 will receive MEP-sponsored support services that contribute to their achievement in reading/writing and/or math.

Exhibit 43 shows that the Nebraska MEP **met MPO 2.4** with 75% (6% more than 2016-17) of the 2017-18 eligible migratory students in grades K-8 receiving support services. The MPO was met for both PFS migratory students (82%) and non-PFS migratory students (75%).

Exhibit 43
Migratory Students in Grades K-8 Receiving Support Services Contributing to Reading/Writing and Math Achievement

PFS Status	# Eligible Migratory Students K-8	# (%) Receiving Support Services	MPO Met?
PFS	55	45 (82%)	Yes
Non-PFS	2,807	2,107 (75%)	Yes
All	2,862	2,152 (75%)	Yes

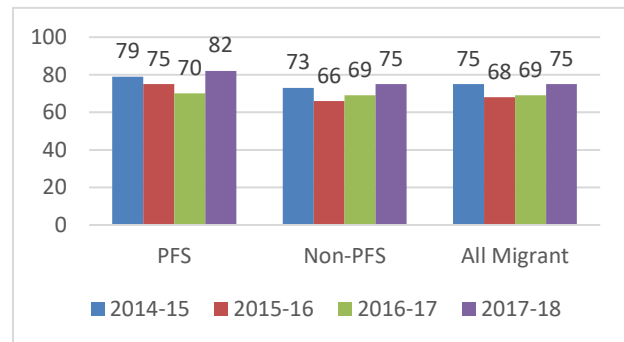


Exhibit 44
Migratory Students in Grades K-8 Receiving Support Services, by Grade

Grade	# Eligible Migratory Students	# (%) Receiving Support Services
K	381	283 (74%)
1	357	265 (74%)
2	343	254 (74%)
3	355	272 (77%)
4	307	243 (79%)
5	313	238 (76%)
6	269	216 (80%)
7	270	190 (70%)
8	267	191 (72%)

GRADUATION AND SERVICES TO OSY

MPO 3.1a During 2017-18, OSY utilizing OSY lessons (e.g., GOSOSY, ESL, math, reading) will demonstrate an average gain of 5% on OSY lesson assessments.

Exhibit 45 shows that the Nebraska MEP **met MPO 3.1a** with the 17 OSY assessed that gained demonstrating an average gain of 43% (48% PFS OSY, 31% non-PFS OSY). Ninety-three percent (93%) of the 15 OSY with matched pre/post-test scores had a 5% gain (91% of PFS OSY, 100% of non-PFS OSY). Assessments completed by OSY included TABE Math, Rosetta Stone, Yates ESL Test, BEST Plus 2.0, and GOSOSY Mini Lessons including Debit and Credit Cards and Banks.

Exhibit 45
OSY Average Gains on Pre/Post Assessments

PFS Status	# OSY Tested	# (%) w/ Matched Pre/Post Scores	# (%) Gaining	# (%) Gaining 5% or More	Average Gain	MPO Met?
PFS	13	11 (85%)	11 (100%)	10 (91%)	48%	Yes
Non-PFS	4	4 (100%)	4 (100%)	4 (100%)	31%	Yes
All Migratory	17	15 (88%)	15 (100%)	14 (93%)	43%	Yes

A total of 106 MEP staff responding to a survey rated the impact of the project on OSY. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much.

Exhibit 46
MEP Staff Ratings of the Impact of the MEP on OSY

Extent to which the MEP helped re-engage OSY in school/GED preparation, and other offerings						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
106	0 (0%)	10 (9%)	37 (35%)	34 (32%)	25 (24%)	3.7

Exhibit 46 shows that 106 staff responding (100%) felt that the MEP helped re-engage OSY in school/GED preparation, and other offerings (mean rating of 3.7 out of 5.0).

MPO 3.1b During 2017-18, an increasing percentage (5% increase per year over the 2014-15 baseline of 22%) of eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services that contribute to their graduation, GED, life skills, and/or career readiness goals.

Exhibit 47 shows that the Nebraska MEP **met MPO 3.1b** with 46% (exceeding the target of 37% by 9%) of the 1,237 eligible secondary migratory students and OSY receiving MEP instructional services during 2017-18. The MPO was met for both PFS migratory students (46%) and non-PFS migratory students (45%).

Exhibit 47
Migratory Secondary Students (Grades 9-12) and OSY Receiving MEP Instructional Services Contributing to Graduation, GED, Life Skills, and/or Career Readiness Goals

PFS Status	# Eligible Migratory Students (9-12/OSY) 2017-18	# (%) Receiving Instruction	MPO Met?
PFS	538	250 (46%)	Yes
Non-PFS	699	314 (45%)	Yes
All Migratory	1,237	564 (46%)	Yes

Exhibit 48 shows the number of secondary migratory students (grades 9-12) and OSY receiving MEP instructional services by grade level. The largest percentage of migratory students/OSY receiving instructional services were 11th graders, followed by 12th graders, 10th graders, 9th graders, and OSY.

Exhibit 48
Migratory Secondary Students (Grades 9-12) and OSY
Receiving MEP Instructional Services, by Grade

Grade Level	# Eligible Migratory Students/ OSY	# (%) Receiving Instruction
9	280	131 (47%)
10	257	138 (54%)
11	209	118 (56%)
12	170	93 (55%)
OSY	320	84 (26%)

A total of 111 MEP staff responded to a survey item addressing the impact of the MEP on preparing high school migratory students for graduation. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. Exhibit 49 shows that all 111 staff responding (100%) felt that the MEP helped prepare high school migratory students for graduation (mean rating of 4.1 out of 5.0).

Exhibit 49
MEP Staff Ratings of the Impact of the MEP on High School Students

Extent to which the MEP helped migratory high school students be more prepared for graduation						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
111	0 (0%)	4 (4%)	28 (25%)	32 (29%)	47 (42%)	4.1

A total of 147 parents responded to a survey item addressing the impact of the MEP on helping their child be successful in high school. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=a lot. All but six of the 147 parents responding (96%) felt that the MEP helped their child be successful in high school (82% a lot, 14% somewhat).

Exhibit 50
Parent Ratings of the Impact of the MEP on their High School Students

Extent to which the MEP helped your child be successful in high school				
N	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating
147	6 (4%)	21 (14%)	120 (82%)	2.8

MPO 3.2 During 2017-18, 80% of parents of secondary migratory youth who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.

Exhibit 51 shows that the Nebraska MEP met MPO 3.2 with all 144 parents responding (100%) to Parent Training Evaluations reporting that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, high school equivalency diploma, life skills, and/or career readiness goals.

Exhibit 51
Parent Growth in Ability to Support Secondary-Aged Children

Number Parents Responding	Increased Knowledge				# (%) Reporting Increased Knowledge	MPO Met?
	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating		
144	0 (0%)	27 (19%)	117 (81%)	2.8	144 (100%)	Yes

Parents providing ratings on Parent Training Evaluations during 12 parent activities addressing graduation, high school diploma equivalency, life skills, and/or career readiness during 2017-18. Parents rated the parent activities/training addressing topics associated with secondary students/OSY highly with a mean rating of 2.7 out of 3.0 (73% assigned ratings of “excellent”, 27% assigned ratings of “good”).

MPO 3.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.

Exhibit 52 shows that the Nebraska MEP **met MPO 3.3** with 93% of staff responding to Staff Training Evaluations demonstrating a statistically significant gain ($p < .001$) in their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction that contribute to the achievement of secondary migratory students and OSY.

Exhibit 52
Staff Growth from Professional Learning on Instruction for Secondary Students/OSY

Number Staff Responding	Mean Pre Rating	Mean Post Rating	Mean Gain	P-Value	# (%) Staff Gaining	MPO Met?
137	2.4	4.2	+1.8	<.001	127 (93%)	Yes

Staff responding to Staff Training Evaluations included administrators, liaisons, teachers, data specialists, recruiters, coordinators, paraprofessionals, and other service providers. Ratings on training designed to build staff skills for supporting the achievement of secondary migratory students and OSY were assigned during 16 professional development events occurring during 2017-18. Staff ratings of the sessions addressing topics associated with secondary migratory students and OSY were very high. Highest rated was the relevance of the content presented and usefulness of the materials (mean rating of 4.6 each out of 5.0), followed by the applicability for working with migratory students (mean rating of 4.5).

MPO 3.4 During 2017-18, 65% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, life skills, and/or career readiness goals.

Exhibit 53 shows that the Nebraska MEP **met MPO 3.4** with 73% of the 2017-18 eligible secondary migratory students/OSY receiving support services (3% more than in 2016-17). The MPO was met for both PFS migratory students (75%) and non-PFS migratory students (72%).

Exhibit 53
Migratory Secondary Students (Grades 9-12) and OSY Receiving Support Services
Contributing to Graduation, GED, Life Skills, Career Readiness Goals

PFS Status	# Eligible Migratory Students (9-12/OSY)	# (%) Receiving Support Services	MPO Met?
PFS	538	404 (75%)	Yes
Non-PFS	699	504 (72%)	Yes
All	1,237	908 (73%)	Yes

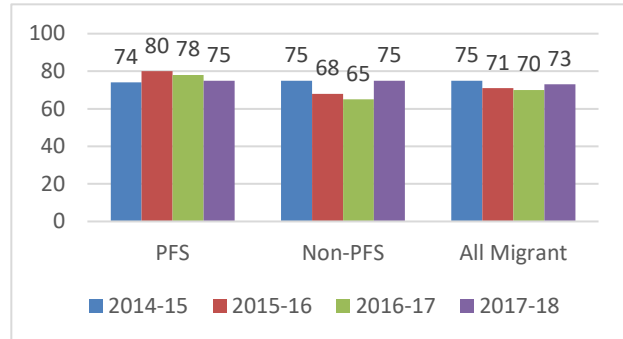


Exhibit 54 shows the percentage of secondary migratory students and OSY receiving support services by grade level. The largest percentage of students/OSY receiving support services were 10th and 11th graders, followed by 12th graders, 9th graders, and OSY.

Exhibit 54
Migratory Secondary Students (Grades 9-12) and OSY
Receiving Support Services, by Grade

Grade	# Eligible Migratory Students	# (%) Receiving Support Services
9	280	209 (75%)
10	257	204 (79%)
11	209	166 (79%)
12	170	129 (76%)
OSY	320	200 (63%)

STAFF AND PARENT COMMENTS ON SURVEYS ABOUT THE IMPACT OF THE MEP ON MIGRATORY STUDENTS

Staff Comments on Surveys - MEP staff reported that the MEP impacted student achievement by improving students' skills in the content areas (reading, writing, math, science); exposing high school students to college campuses; preparing preschool children for school both academically and socially; and providing more one-on-one learning during the summer months to support student learning from the previous school year and prepare students for the upcoming school year. Following are examples of staff comments about the impact of the MEP on migratory student learning and achievement, and the impact on parents of migratory students/youth.

Impact on Students' Reading/Writing and Math Skills

- *The MEP has impacted student achievement by helping students increase their basic knowledge base, focusing mainly on math and reading skills.*
- *Middle school students were given interventions to help close the gaps in their learning.*
- *We screen students with math and reading assessments to help place them in the correct instructional class. Often they receive extra time for interventions to work on closing gaps in their academics.*

- *Based on the data collected from migrant services, the MEP helped students with learning struggles in math and reading.*
- *MEP helped improve students' reading, math, and socialization skills.*
- *Our focus is reading followed by math in the elementary grades. MEP staff are instrumental in ensuring academic success and skill building in these areas to provide total overall success in school.*
- *Students were able to continue their education in the summer. They worked on reading and math daily which allowed them to continue to practice and build on these skills. Additionally, they were able to connect their own experience and culture in and out of the classroom throughout the community.*
- *I believe the one-on-one work with students helped them grow in their math and reading skills.*
- *Students were exposed to hands-on activities during the summer program. Using manipulatives in math impacted student growth in the areas of number sense and place value.*
- *After-school tutoring helped migrant students with limited or interrupted formal education (SLIFE) improve their English, reading, and writing skills. All students improved their reading levels as well as their confidence after five months of tutoring. They also enjoyed the experience and felt more connected and part of a community after tutoring.*

Impact on Students' Learning and Achievement

- *By working one-on-one with students, this program gave them the opportunity to receive additional personal work and feedback. This allowed them to gain and attain important skills for their current classroom content areas.*
- *I have had the opportunity to work with the summer program for the past five summers. I also do after-school homework and tutoring for students in grades K-5. I have seen the tremendous growth of these migrant children in their school environment, both academically and socially.*
- *I think we provide a positive adult role model for students which in turn helps them feel more confident, along with our services and helping as many as we can through tutoring.*
- *MEP helped eliminate the summer slide by keeping students engaged in the learning process.*
- *Some of our students were failing and now they are passing their classes. Also helped students catch up with homework and with their classes. Motivated them to not to give up and work hard to get good grades in their classes.*
- *Students are prepared for next level.*
- *Students were provided tutoring as well as a mentor who checked on their grades and attendance, etc., while also forming relationships that made students want to do better.*
- *Students worked and learned with a lot of hands-on activities. Students were engaged and attentive with their learning.*
- *The MEP impacted student achievement by giving them opportunities to learn new skills outside of school time, to improve their social skills, and to adapt their learning styles to different ways of learning.*
- *The MEP impacted students in various ways. The MEP helped prepare students for kindergarten through the MEP preschool classroom. In the 4th & 5th grade building, with the students who*

Students were given the opportunity to brush up on their math, science, reading, and social skills. It might have only been for five hours a day, but it is more than most students get all summer. They looked forward to coming to class to see what was in store for them that day! They played games, read books, did a lot of hands-on activities, and met new students! The binational teachers were wonderful in keeping the students' attention and keeping them involved in activities that they would not normally learn in school.

-MEP staff member

work with the MEP paraprofessional, there was an increase in MAP scores in the areas of reading and math. Students also increased their life skills, reading abilities, and vocabulary in the High School Adult Living Skills class. Support services also were given to all MEP students when applicable that helped the student be successful.

- *We provide tutoring and supplemental programming to help students improve their academic skills and gain experiences they wouldn't otherwise have. Summer programming helps students retain skills learned the previous year. By allowing students to participate in things like summer camps, Close Up, and clubs, we show the students that the world is so much bigger than the little slice of it that they know and show them that there are so many opportunities out there waiting for them if they get an education.*

Impact on Preschool Students

- *I believe our program helped the students in many ways. Not only did their reading and math skills grow, but it also helped our preschool children by exposing them and getting them used to a classroom setting, showing them school readiness skills like following classroom rules, and social and emotional skills.*
- *I worked in the preschool and believe that socially the kids improved drastically. They started the program afraid of most and were very happy to see and be with their new friends at the end. They experienced things they had never thought about (farm animals, feeding a camel, a female police officer). These things wouldn't have been possible without the MEP.*
- *Lots of growth with our pre-K students who are learning English.*
- *MEP helped preschool migrant children to be ready for school through preschool classes, family literacy classes, and the home visit program.*
- *Students began to identify their letters, numbers, their name, as well as things we talked about in books.*
- *The program showed parents the importance of sending their child to preschool.*
- *This program gave preschool students exposure to being in a preschool program and hopefully a jumpstart to another program in the fall.*

Impact on Secondary Students and OSY

- *By offering supplemental academic support after school to high school students, so they could receive re-teaching in math and/or reading to keep them on level.*
- *I work at a high school so I can clearly see that MEP impacted high school students in many ways. I can see leadership skills through THRIVE leadership club. It prepares student to be good community leaders, to have visions and goals on what they want to go in in lives.*
- *Mentoring helped OSY and high school students see their options and set goals. Students made measurable growth in specific areas where they had gaps in learning.*
- *MEP supports student achievement in multiple ways: through tutoring, grade monitoring, summer school, college readiness, and career exploration. MEP assists in ensuring that students pass the necessary classes to graduate on time.*
- *MEP tutoring services made a difference for high school students.*
- *One-on-one tutoring and summer school provided to high schools students helped them with credit recovery.*
- *Our migrant program worked hard to enroll OSY in our adult education services or re-enroll them in school.*
- *Our OSY were helped to re-enter school, enter the credit accrual process, enter GED or Pre-GED programs, or receive in-home tutoring for support with English and life skill lessons.*
- *The MEP has really helped a lot of high school students stay in school and graduate, all because of the support that they receive.*
- *The middle and high school students started to check their grades every week due to the fact that we were going to talk about it during our visit. This made them more aware of what they needed to do to keep up their grades.*

Impact on Parents/Families

- *By giving parents of migrant students help in becoming greater advocates and supporters of their children's education. Increased family engagement greatly improves student achievement.*
- *Helped families get settled in the community and connect them with services offered in the area and provided translators at school.*
- *The MEP links students and their families with resources in the community. This allows them to focus more on education instead of worrying about meeting their basic needs.*
- *There is constant support of families which makes the MEP a reliable resource for parents and students in the program to benefit from.*

Impact of Enrichment Activities and Support Services on Students

- *The Summer Migrant Program provides many opportunities for all migrant students Pre-K through grade 12 to experience many educational field trips that they have not or would not be able to do.*
- *Providing bus transportation for preschool children ensures that they come to school. Many students come from families with low literacy skills and no English skills and for so many, this is their first exposure to the skills that are essential for their future education.*

Impact on Students' English Language Skills

- *A chance to practice English in a judge-free and comfortable environment.*
- *Students practiced reading in Spanish and were able to read fluently throughout the three weeks of summer school.*

Following are stories MEP staff shared about the impact of the Nebraska MEP on a student, group of students, or family.

Stories about the Impact of Content Area Instruction on Students

- *The girl I worked with was from Iraq and was totally illiterate. She did not even hold a book right side up. She desperately wanted to learn to read but was not making progress in class. She needed specific individual help. During the semester I worked with her and she learned to read. She learned to read fast enough that it made sense. She ended reading at about the 2nd grade level. She was so very excited and happy. She was able to go to summer school and this year she is making progress in the ELL class because she is able to read. She is so very happy to be in school. I am glad to be a part of her success because before this, she was so sad because she just could not figure out how to read.*
- *The student I worked with specifically was unable to read at all. She knew the alphabet a little. During the time I tutored her she learned to read. She was so very excited. This year she is progressing by leaps and bounds because she got over the hump of learning to read. It was very rewarding.*
- *When working with one of the students, I was able to understand his perspective and provide him with the support needed to increase his reading and writing skills.*

Stories about the Impact of Enrichment Activities on Students

- *Most of my students had never experienced the zoo or the Children's Museum, so I felt that was pretty great for them. At the zoo, specifically, my whole group experienced the animals we talked about first hand. It was fun to hear them chatter away while we were walking around.*
- *The best part of this program are the educational field trips we take. Seeing students enjoy nature and their community is heart-warming. I have Somali kids who have never been swimming. It is great to have the opportunity to take them and see them be so happy.*

Stories about the Impact of Support Services on Students

- *Last year a child was given a new backpack for the new school year 2017-2018. The single parent was struggling economically for this new school year 2018-2019 and the child said to the mom. "I still have that backpack with the shark pictures given to me last year from the program and I can use it again." He was aware about mom needing to pay the bills and by using last years' backpack he could help out by not stressing mom any further.*
- *This year, the summer program provided kids with difficult home lives with stability, food, and meaningful relationships. Students shared some huge obstacles they have faced in their lives. The addition of a volunteer counselor intern was a great help for students with trauma.*

Stories about the Impact of Services to Preschool Children

- *The MEP has been great help for a single mother and her three kids – two of which attended the MEP Summer School. The kids were getting a good meal at summer school and loved to be attending and learning in the PK class. MEP summer school was a great help to prepare a first time PK student. He had never attended school so it was hard for him to be there and he would cry. The MEP group came up with a plan to not give up on him, and after three days, he was learning and being part of his class. That really prepared him for his first school year.*
- *This year we started a School Readiness Program for migrant preschoolers that weren't attending to a preschool facility. Throughout the home visits, we provided the children and the families the opportunity and the necessary tools to be ready for the kindergarten experience. The students that participated were able to meet their goals of learning numbers and letters.*

Stories about the Impact of Services to Secondary Students/OSY

- *A 20 year old dropout has received home visits from the MEP and is now going back to school to work on her GED. The MEP is providing tutoring to her.*
- *I am very proud of an OSY student who aged out of school but wanted to continue her studies. The MEP helped her enroll in a pre-GED class as well as receiving ESL instruction at Yates where she received an Outstanding Student award from her teacher. She continues to have exemplary attendance and to work towards her GED.*
- *Last year we had a senior that kept missing school and not doing well at all. When we started to visit with her on getting to school on time and turning in her work, she told me that she was done with school and she did not care about graduation. I kept on going to the high school every week and around prom time, she came to me and asked me about prom, dress code, flowers and the whole thing. She was in a better place and she graduated from high school. It took our time and care to make sure that she finished.*
- *MEP was able to assist an OSY get from the workforce back into school she will be graduating next year 2019.*
- *One of my former MEP students came to the United States alone at the age of 16 and found an uncle he could live with in Nebraska. Not long after, his uncle was deported. The student began working in dairy to support himself and send money back home to his mom and younger sister. When he was enrolled in the MEP he decided to enroll in high school. Because he was under-age and living on his own, he was placed in foster care. He continued going to school and learning English with the help of the MEP and his foster parents. This student graduated from high school in May and just started attending Northeast Community College a few days ago. He says his family back in Guatemala continues to pressure him to quit school and get a job so he can save enough money to buy some land and build his own house in Guatemala, but he is determined to graduate from college because he knows it will pay off in the long run.*
- *One story I would like to share would be personal to me. I taught the high school level in the summer program five years ago and met a sophomore girl in pre-algebra. She was the oldest of seven children who had just moved from Guatemala. The children spoke very little English. I became her Teammate mentor and met with her throughout her high school years and continue to mentor her in college. I am so proud of her accomplishments and her determination to succeed.*

She received many scholarships at graduation time and has attended Northeast Community College for these two years and plans to continue next year at UNL in Lincoln.

- *We had a facilitator at the high school during the 17-18 school year. During the 3rd quarter, eight of the 11 students were on honor roll. I feel that this was in part because there was someone making a connection with these kids and someone to ask about their grades, missing assignments, etc.*
- *We have worked hard at one-on-one tutoring with seniors to ensure that they graduate. We have had some great successes in this the last few years. We have heard great feedback from the schools regarding the tutoring we provide and assistance with graduating from high schools.*
- *With the guidance and support of the MEP, a young lady was able to graduate high school, and receive a 2-year college scholarship to Metro College in Omaha.*

Stories about the Impact on Relationships

- *The only way that I have been able to get Latino families to personally engage with me as an administrator is through the migrant summer program. We develop relationships!*
- *We had a student that at first did not enjoy the MEP because he felt it was regular summer school. By the end of the program, we had built a relationship and he really enjoyed his time connecting with others and participating in the experiences. MEP provides not only educational activities and focus but also community and social experiences that allow these students to come out of their shell and grow. I also think this student really enjoyed connecting with the binational teachers.*

Stories about the Impact on English language skills

- *One of the students in a summer program had been in the area for less than four months. He knew very little English. The teachers from Mexico as part of the Binational Program worked with him and at the Fiesta he read a portion of the presentation in English!*
- *At the beginning, some students didn't speak any English at all. By the end of the year, they spoke English in class a lot.*

Parent Comments on Surveys – Parents reported that the MEP impacted their children by improving their academic and English language skills, self-confidence and social skills, and school readiness skills; supporting high school students to obtain credits and prepare for postsecondary education; and parents reported that the MEP impacted their families by providing training that helped them be more involved in their child's education. Following are examples of parent comments about the impact of the MEP.

Impact on Children's Academic Skills

- *Helped increase my son's interest in learning.*
- *Helped kids be more concerned about their grades.*
- *Helped my children do better in school.*
- *Improved my son's studies.*
- *My children have improved in school in all aspects.*
- *My son likes the games and feels confident. He knows that he's with good people. His self-confidence has improved greatly.*

Impact on Preschool-age Children

- *All day preschool helps the family schedule.*
- *Helped my son learn numbers, shapes, colors, and letters.*
- *Helped prepare my child for kindergarten.*
- *It helped prepare my child for preschool with his name, alphabet, etc.*
- *Thanks to the program, my child was enrolled in Head Start.*

Impact on Secondary Migratory Students

- *Close Up*
- *Helped my child know if you pass high school you can get a better job.*
- *Helped with locating scholarship and complete applications. (2 responses)*
- *Helps to make sure transfer grades are transferred correctly (credits).*

Impact on Children's Reading and Math Skills

- *Improved reading skills (12 responses)*
- *Improved math skills (4 responses)*
- *Improved writing skills (2 responses)*

Support Services that were Impactful

- *Backpacks with school supplies (8 responses)*
- *Free meals (4 responses)*
- *Bus card*
- *Referrals*
- *Referrals to different agencies for various needs, interpretation whenever needed.*
- *Translations*
- *Transportation help*

Impact on Families

- *Helped teach about the importance of technology and of not to lose our traditions.*
- *It has helped a lot with suggestions and tips to help our children.*
- *Kept me informed about grades, rule changes, etc.*
- *Provided information regarding the school.*
- *This program has helped tremendously with support and counseling for the whole family. Excellent staff.*

Impact on Children's English Language Skills

- *Helped improve English language skills (8 responses)*
- *Helps them feel more confident with language.*
- *Helped my children a lot with motivation and English.*
- *Helps with English and school work.*

Impact of Relationships and Communication

- *Good communication.*
- *I am happy with all the counseling.*
- *Showed my children that they are important and supported them with many things.*
- *The migrant program helped my children relate better with friends and teachers.*

Impact on Social Skills

- *Helped him get over his fear of socializing with other children.*
- *Helped them develop and be more independent.*
- *Helped them to behave properly.*
- *Helped with socialization.*
- *It helped with communication skills with classmates.*
- *They are more social and are not afraid of learning new things.*

7. Implications

This section of the report provides progress on recommendations from the previous evaluation and recommendations for action based on the data collected for the evaluation of the Nebraska MEP. Recommendations are summarized based on observations, staff and parent surveys, results of student assessments, and interviews with State and local MEP staff and parents. Recommendations are provided for program implementation as well as for improving services to achieve the State's measurable program outcomes.

PROGRESS ON PREVIOUS RECOMMENDATIONS

2016-17 Recommendations for Program Implementation	Status
MPO 1.4 was not met with 64% of eligible 3-5-year-olds receiving support services which was 1% less than the target of 65%. It is recommended that NDE work with local projects to determine strategies for increasing the number of children ages 3-5 that receive support services.	Increasing the number of students receiving support services was discussed with projects during meetings and professional learning. As a result, 70% of eligible 3-5-year-old migratory children received support services during 2017-18, exceeding the MPO target of 65% by 5%, and increasing the percentage served by 6% from 2016-17.
MPO 3.1c was not met as there was a 1% decrease in the percentage of migratory students in grades 9-12 and OSY receiving MEP instructional services (21%) from 2014-15 to 2016-17. It is recommended that NDE staff work with local MEP staff to determine possible strategies for increasing MEP instructional services to secondary migratory students and OSY and provide professional learning opportunities to build staff capacity for serving this group of students/OSY.	Increasing the number of secondary migratory students and OSY receiving instructional services was discussed with projects during meetings and professional learning. As a result, 46% of eligible migratory students in grades 9-12 and OSY received instructional services during 2017-18, exceeding the MPO target of 37% by 9%, and increasing the percentage receiving instructional services by 25% from 2016-17.
Review and revise the implementation MPOs and Strategies based on the most recent evaluation results presented in this report.	All Strategies and MPOs were reviewed during the May 2018 Evaluation Planning Team meeting in Lincoln based on the results from the 2016-17 evaluation. Revisions were made to targets as needed based on evaluation results.
Consider the professional development topic recommendations and suggestions for professional development made by MEP staff on training evaluations and end-of-year surveys.	Staff suggestions for MEP training were used as a needs assessment when planning training during 2017-18.

2016-17 Recommendations for Results Evaluation	Status
The percentage of migratory students entering 11 th grade in 2017-18 receiving credit for Algebra I or a higher math course was lower than the 60% target (56%). It is recommended that MEP staff be encouraged to monitor 9 th and 10 th grade migratory students to ensure that they are receiving the support they need to be successful in Algebra 1.	During 2017-18, math curriculum, teaching strategies, and assessments were addressed during multiple webinars, trainings, and conference to ensure that staff built their capacity to teach math, provide math instructional services to migratory students, and advocate for migratory students in mathematics.
Once again, a very small number of secondary students (8 of the 1,259 eligible migratory students in grades 9-12) received MEP high school credit accrual services in 2016-17. It is recommended that	NDE MEP staff and a subgroup is doing a data dig to determine what services the MEP should provide to migratory students as many students are already receiving credit accrual through the

2016-17 Recommendations for Results Evaluation	Status
the Nebraska MEP determine if credit-deficient migratory students are receiving credit accrual from other funding sources, and/or if there is more that can be done to meet the credit accrual needs of migratory students in the State.	districts in which they are enrolled (with referrals to these services provided by MEP staff).
The target for MPO 3.1b was to have 5% of the OSY population re-engaged in an educational recovery program, however, 2% were re-engaged during 2016-17. It is recommended that NDE staff work with local MEP staff to determine what additional supports can be provided to staff to increase the number of OSY re-engaging in education (e.g., creating a position of a statewide OSY Coordinator, providing additional training to staff on serving OSY).	Strategies for serving OSY were embedded in MEP webinars, trainings, and conferences to ensure that MEP staff have the knowledge and skills to most effectively support OSY in re-engaging in education.
Review the Strategies and MPOs for the results evaluation based on the evaluation results presented in this evaluation.	All Strategies and MPOs for the results evaluation were reviewed during the May 2018 Evaluation Planning Team meeting in Lincoln based on the results from the 2016-17 evaluation. Revisions were made to targets as needed based on evaluation results.
Review the results of local pre/post reading and math assessments to determine if technical assistance and support is needed for any of the local projects to ensure they are providing MEP services that impact student reading and writing skills, and/or have chosen pre/post-tests that are appropriate for type and duration of instructional services provided to migratory students.	During 2017-18, webinars, trainings, and conferences allowed staff time to discuss pre/post testing with each other to learn about appropriate assessments and discuss issues and solutions.

2017-18 SUMMARY AND IMPLICATIONS – PROGRAM IMPLEMENTATION

Staff ratings on the quality and impact of instructional and support services were consistently high. The vast majority of respondents indicated that the services met their purpose or exceeded expectations. The State has maintained detailed records on the number of students served and the types of services provided which point to high quality services targeted specifically to meet the needs of migratory students.

Parent Involvement: Parents commended the program for the services provided and many indicated that they were happy with the program as it exists and want the program to continue. Following this section are parent suggestions for the Nebraska MEP to consider. During the 2017-18 performance period, the Nebraska MEP met all three MPOs that address parent involvement with all 122 parents of preschool migratory children responding reporting increased knowledge of strategies for helping their children be ready for school; all 227 parents of children in grades K-8 responding reporting increased knowledge of strategies for supporting their child in reading/writing and math; and all 144 parents of secondary students/OSY responding reporting that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.





Professional Development: Ratings of professional development was very high, and staff indicated that MEP professional development helped them deliver MEP services more effectively and appropriately. Through professional development, staff learned about resources and strategies to help migratory students graduate and/or meet their learning needs. MEP staff

suggestions for professional development for the Nebraska MEP to consider are listed at the end of this section. During 2017-18, the Nebraska MEP met all three MPOs that address professional learning with 85% of staff responding reporting a statistically significant gain in their ability to provide school readiness instruction to preschool migratory children; 90% of staff responding reporting a statistically significant gain in their ability to provide reading/ writing and math instruction to migratory students; and 93% of staff responding reporting a statistically significant gain in their ability to support secondary student/OSY learning and academic achievement.

MEP Services: Migratory students received MEP instructional services to increase their learning and academic achievement, and support services to reduce barriers to academic success including guidance counseling, transportation, health and dental services, educational supplies, and transportation provided by the MEP and through collaborations with other programs and service providers. During 2017-18, the Nebraska MEP met the three MPOs addressing support services with 70% of eligible migratory children ages 3-5, 75% of eligible migratory students in grades K-8, and 73% of secondary migratory students in grades 9-12 and OSY receiving support services. The Nebraska MEP also met the MPOs addressing migratory child participation in preschool programming with 45% of 3-5-year-old eligible migratory children participating in preschool programming; and secondary student/OSY participation in instructional services with 46% of migratory students (grades 9-12) and OSY receiving instructional services.

Strategy Implementation: The Fidelity of Strategy Implementation (FSI) tool was completed by local projects to determine their level of implementation of each of the Strategies. The average rating for all 13 Strategies (3.3 out of 5.0) was at the “developing” level. Mean ratings of the Strategies ranged from 2.9 to 3.8.

Recommendations for Program Implementation

-  *All MPOs addressing program implementation (parent involvement, professional development, MEP services) were met during 2017-18, for the first time since the new MPOs were included in the updated SDP. Nebraska MEP staff are commended for their efforts to ensure that parents are provided with activities that increase their skills for supporting their children, that staff are provided with high quality professional development to ensure they have the skills and knowledge to meet the unique needs of migratory students, and most importantly, for the efforts that were undertaken this year to increase instructional and support services provided to migratory students – most notably a 25% increase in the percentage of migratory students in grades 9-12 and OSY receiving instructional services over 2016-17. It is recommended that MEP staff are provided opportunities to work together to determine the strategies implemented to increase services to MEP students to ensure that all projects are implementing these strategies.*
-  *Review and revise the implementation MPOs and Strategies based on the most recent evaluation results presented in this report.*
-  *Consider the professional development topic recommendations and suggestions for professional development made by MEP staff on training evaluations and end-of-year surveys.*
-  *The Nebraska MEP is commended for increasing the percentage of migratory students served in the summer from 37% in 2017 to 43% in 2018. Under the funding formula in ESSA, services during the summer months are factored into a state’s overall allocation. In addition, Nebraska identified needs in the CNA that should be addressed during summer services because of the nature of the needs and the time during which migratory children are present in the State. The Nebraska MEP should continue its center-based programs as these programs demonstrate large magnitude gains, in addition to exploring other options such as leadership institutes/programs*

for secondary migratory students and OSY, distance learning, and home-based models, which have been used successfully with migratory students in other states.





2017-18 SUMMARY AND IMPLICATIONS – RESULTS EVALUATION

Reading/Writing and Mathematics: All local projects provide extensive reading and math instruction to migratory students during the regular school year and the summer. During 2017-18, the Nebraska MEP met one of the MPOs related to reading/writing and math achievement with 71% of K-12 migratory students scoring proficient or gaining in reading by 5% and 79% scoring proficient or gaining by 5% in math. MPO 2.1b was not met with only 43% of the migratory students entering 11th grade in 2018-19 receiving credit for Algebra I or a higher math class (target was 60%). This was the first year in which the NSCAS Math Assessment was administered to students in Nebraska, so comparisons to previous years cannot be made. However, NSCAS ELA results for migratory students show that 3% fewer migratory students scored proficient or above in ELA in 2017-18 than in 2016-17. Twenty-one percent of migratory students scored proficient or above in Math in 2017-18 compared to 51% of non-migratory students.

School Readiness: Services to preschool migratory students are a priority for the Nebraska MEP to ensure that migratory children are prepared to enter kindergarten. During 2017-18, the Nebraska MEP met MPO 1.1b with 80% of preschool students with pre/post-test scores scoring proficient or showing a 5% increase in their school readiness skills.

Graduation and Services to OSY: Services to secondary migratory students and OSY were designed to ensure that students graduate and provide or facilitate services to re-engage OSY in their education. During 2017-18, the Nebraska MEP met the MPO related to OSY achievement with 17 OSY assessed with local assessments demonstrating an average gain of 43% which was 38% higher than the target.

Recommendations for the Results Evaluation

-  *The percentage of migratory students entering 11th grade in 2018-19 receiving credit for Algebra I or a higher math course was lower than the 60% target, and 13% lower than in 2016-17 (43%). It is recommended that MEP staff monitor 9th and 10th grade migratory students to ensure that they are receiving the support needed to be successful in Algebra 1. In addition, it is recommended that the Evaluation Planning Team look at this year and prior year results to recalculate the target for this MPO.*
-  *During the past couple of years, very few secondary students received MEP high school credit accrual services. The Nebraska MEP was able to increase this percentage by 7% from 2016-17 to 2017-18 (4% to 11%). It is recommended that the Nebraska MEP provide opportunities for MEP staff to discuss strategies for providing services to credit-deficient migratory students to ensure that all projects are utilizing the strategies that resulted in increased services to students.*
-  *Review the Strategies and MPOs for the results evaluation based on the evaluation results presented in this evaluation.*
-  *As was recommended in past evaluations, review the results of local pre/post reading and math assessments to determine if technical assistance and support is needed for any of the local projects to ensure they are providing MEP services that impact student skills, and/or have chosen pre/post-tests that are appropriate for type and duration of instructional services provided to migratory students.*

Following are examples of specific suggestions for the MEP made by MEP staff/recruiters, and parents to be considered by the Nebraska MEP and local projects when designing and implementing MEP support and instructional services.

MEP Staff Suggestions

Staff Suggestions Related to Families/Parent Involvement

- *Allowing more of an end-of-summer cultural celebration where parents and family members can contribute with native foods, dances, and celebrations that are unique to their culture and inviting community members to partake in the festivities. I feel this would unite (even more) cultures that otherwise seem separated within our community.*
- *Have a collection of resources to provide to families. Many families arrive in the area with a low budget and can't afford to pay for a school physical or provide enough food. Providing the families with information on clothes closets, food banks, free medical clinics, relieves some of the stress of these families.*
- *I do not participate in the required parent meetings, but my observation is that these could have a greater impact on parents if the topics were more relevant to their needs, such as helping their children plan for and apply to postsecondary education, or how to talk to teachers at school.*
- *It would be great if we could hire Somali personal or Koran-speaking personal to fully support our Somali and Koran speaking families.*
- *Provide more opportunities for parents to be involved and spend time with their children in school.*
- *Strategies for engaging parents who have many responsibilities and aren't very engaged in school for the children.*

Staff Suggestions Related to Professional Learning Opportunities/Topics

- *Continue ID&R trainings whether its Zoom or onsite meetings.*
- *Continue keeping us up-to-date on any changes for ID&R.*
- *Continue with ID&R training and encouraging projects to attend conferences.*
- *Have a Zoom meeting about examples of what other projects provide to migrant students for each of the supplemental codes. Might help projects and data reporting.*
- *I am looking forward to training this year in areas other than ID&R and data, such as PAC meetings, service delivery, etc.*
- *I like networking with other projects to hear what they are doing and their successes. I would just suggest continuing to network through video conferences, the State conference, NASDME, etc. in order to support each other, get ideas, and become even stronger as a State MEP team.*
- *More advanced or complex ID&R scenarios trainings.*
- *More ID&R Zoom meetings.*
- *More time for scenarios at recruiter training and meetings. Scenarios specific for economic necessity and who would qualify and who would not and why.*
- *More training on how to conduct ID&R around ranches and safety training.*
- *More training on ID&R on ranches and what to expect along with roads and gates.*
- *Please make sure that in-services and conference presentations address a broader demographic. The vast majority of our migrant families in Omaha are refugees in the meat-packing industry but none of the professional development opportunities I have attended address this group and their unique needs but rather focus exclusively on Spanish-speaking migratory field workers.*
- *To educate the staff better about what the MEP does for my students.*
- *Training about behavior.*
- *Training about brain development.*
- *Training for parents and staff about how succeed in school.*
- *Would like to see the State training on the Western side of the State.*

Staff Suggestions Related to ID&R

- *A brochure in English and Spanish so I don't have to leave two brochures at a door (don't always know which language to leave).*
- *A memo from NDE to all school districts regarding the federal requirement for states to identify all migrant children, the importance of collaborating with MEP recruiters, and explaining that sharing information with MEP recruiters is allowable under FERPA would be helpful as not all school districts understand that it is ok to share names and PII of potential migrant students with MEP recruiters.*
- *Consistent missed enrollment lists to know where we are missing kids - in what months and towns and plan mass recruitments around them.*
- *Electronic version of purple book so we can search easier. Since it doesn't have an index, it's hard to find what you're looking for sometimes.*
- *Get more people out to the Ranches, if the recruiter wouldn't have come to the ranch we were on we wouldn't even know about this program. It's such a great program we need to advocate for it!*
- *Get out to more rural area ranches and farms.*
- *Help us get into school districts.*
- *I think we need to encourage people to go out to rural areas and ranches. There are families out there to find.*
- *Keep moving, socializing, interacting with people, and talking about the MEP.*
- *More mass recruitments.*
- *Negotiations at the State & regional levels; director and regional coordinators engage in statewide PR with superintendents and school administrators to create a standard referral process. Many schools are afraid or reluctant to provide names/referrals of migrant students due to fear of breach of confidentiality.*
- *Quicker COE approval would benefit the families that come and go more frequently as some of them have already left by the time they are qualified through the appropriate process and more than less these are the families that are in higher need of MEP resources and support.*
- *That when our director speaks to the school's superintendents and principals about all the services that our ESU has to offer, she also speaks about what the migrant program does to help students.*
- *Use the missed enrollment form to help identify areas that need more recruiting support during certain times of the year.*
- *With the way the world is, we may want to think about going out in teams for the safety of all the recruiters and service providers. We also should go out to more rural ranches to try and find families.*

Staff Suggestions Related to Program Implementation/Services

- *Divide classrooms in groups that are closer in age etc. preschool/kindergarten, first/second, third/fourth, fifth/sixth.*
- *I know a lot was done to notify parents about the start of MEP. It just seemed that we had kids drift in the first few days. I just don't want the kids that are signed up for the MEP to miss out on activities and fun!*
- *I think it would be best to provide more experiences outside of the classroom. Migrant students are lacking a lot of foundation and background knowledge. This is difficult to build on without the experiences. Although we were able to attend many field trips aligned with our curriculum, I would like to see a less traditional way of teaching. I would also like to be able to communicate with families more.*
- *I think it would be nice to get some academic information about the students from their buildings before we start the summer program so we can identify areas for improvement to target in our time with them.*
- *It would be amazing to have more time to plan as a whole group to make field trips run smoother.*
- *More flexible instructional materials and/or curriculum.*

Staff Suggestions Related to Program Services for Preschool Students

- *For next summer, it would be nice to have a preschool class separate from the lower grade class. Preschoolers need a lot more help and attention than those students who have already been in the school setting. They are two completely different groups and each need their own time and strategies.*
- *I feel the preschool hours are too long. It's really hard for preschool students to attend school for this many hours every day. I'd like to see the hours shorter or less days for them.*
- *More money for pre-kindergarten and pre-kindergarten transportation.*

Staff Suggestions for NDE MEP Staff

- *Additional funds for full time, year round service providers - perhaps a statewide initiative on this.*
- *Hire additional full time service providers to cover more areas of the State.*
- *I would like to see more cooperation between the MEP and schools. School districts are often hesitant to share information with us. Because of FERPA, schools are not sure what information they can and cannot share with us. It would be nice to be able to communicate more with students' teachers so we knew exactly what skills they need the most help with.*

Staff Suggestions Related to the Binational Teacher Exchange Program

- *The biggest suggestion I would have is the connection between the Binational class and our classes. I'm not sure how to do this!*
- *The binational teacher was such an inspiration to many students and they welcomed her very quickly. In the future, maybe see the demographics of the students in the needed area and coordinate a binational teacher from their culture would be beneficial as well.*

Parent Suggestions

Parent Suggestions for Parent Training Topics

- | | |
|---|---|
| • <i>Agriculture in Nebraska</i> | • <i>How to help my children succeed in high school and attend college.</i> |
| • <i>Behavior</i> | • <i>Internet safety</i> |
| • <i>Children's rights</i> | • <i>Math</i> |
| • <i>Colleges and universities</i> | • <i>Motivation for kids to attend school</i> |
| • <i>Community awareness</i> | • <i>Online learning opportunities/apps for children</i> |
| • <i>Discrimination</i> | • <i>Parent/teacher conferences</i> |
| • <i>Drugs</i> | • <i>Parenting</i> |
| • <i>Education</i> | • <i>PFS</i> |
| • <i>English</i> | • <i>Reading</i> |
| • <i>Health and safety</i> | • <i>Scholarships</i> |
| • <i>Home-based ESL program or parents</i> | • <i>Science</i> |
| • <i>How to find scholarships for students without social security numbers.</i> | • <i>Strategies for supporting my child's education.</i> |
| • <i>How to get children to leave technology and be more active.</i> | • <i>Study skills</i> |
| • <i>How to help my children graduate from high school.</i> | • <i>Technology</i> |

Parent Suggestions for the MEP for their children

- *After school program and tutors (2 responses)*
- *Burmese and Karen books (2 responses)*
- *Help children make decisions for the future*
- *Help with homework*

- *I need MEP to help with more math skills*
- *Longer programs*
- *More activities for the children*
- *More English learning*
- *More help at the beginning of the school year with materials*
- *More help in-class*
- *More help with homework (2 responses)*
- *More home visits with tutoring (7 responses)*
- *More interpreting and translating*
- *More motivation for children*
- *More one-on-one help*
- *My child needs outdoor activities and field trips*
- *Offer more educational programs*
- *Place tutors with children that are not making progress comparable to their peers*
- *Read more books*
- *Sports programs*
- *They only visited once when they recruited me; more regular home visits and not forget us after recruitment*
- *Transportation (4 responses)*
- *Tutoring*
- *Workshops for children*

Parent Suggestions for the MEP for their families

- *Assistance to families*
- *Burmese language class in the summer*
- *English classes after school*
- *Evening meetings and rides to meetings*
- *Have more topics that are interesting*
- *I want to learn and read English books with translation*
- *I want to learn more to help my child more*
- *More communication with families (3)*
- *More events during the year*
- *More meetings in the evening for those of us who are working so we can all benefit evening and morning workers*
- *More monthly activities*
- *More new topics*
- *More training here like the one on bullying we had last year*
- *More trainings*

In summary, during 2017-18, the Nebraska MEP offered individualized, needs-based, student-centered services to migratory students that improved their learning and academic skills. Of the 5,252 eligible migratory students, 74% received MEP services (43% during the summer). One-third of those receiving services received instructional services and three-fourths received support services. In addition, parents were provided services to improve their skills and increase their involvement in their child's education; MEP staff were trained to better serve the unique needs of migratory students and their parents; community resources and programs helped support migratory students; and local projects expanded their capacity to meet the needs of Nebraska's mobile migratory population by conducting local needs assessments and professional learning activities. Following are comments from staff that show their positive feelings about the Nebraska MEP.

- *Nebraska's MEP is a great program, staffed with exceptional people. It operates with honor and integrity and provides high quality educational support, services, and resources to its migrant students!*
- *I am very proud to be a part of the migrant program!*
- *This is an awesome program that supports learning in the summer.*
- *This program is AMAZING!! The families really appreciate it!*
- *This is my first year teaching in the summer program and I am very impressed with how hard the recruiters work to get families involved and interested in their summer camps as well as other events throughout the school year.*
- *Great academic achievement and experiences that will last a lifetime for the students. Great program!*
- *Nebraska has gotten really creative with their services. Every project should be very proud :-)*

Appendix A

2017-18 CNA/SDP/Evaluation
Alignment Chart



Nebraska Migrant Education Program (MEP) 2017-18 CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: SCHOOL READINESS

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

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

Data Summary: Only 30% of migratory children ages 3-5 participated in a preschool program (2013-14). In 2015-16, only 47% of migratory preschool children assessed scored proficient on school readiness assessments.

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

Strategy 1-1: Provide migratory preschool children (ages 3-5) with high-quality supplemental instructional services (e.g., preschool programs, in-home preschool services, extended year preschool programs, summer programs) to increase their school readiness skills.

Strategy 1-2: Implement a statewide MEP pre/post preschool assessment tool for migratory children participating in short-term or non-school-based, MEP-funded school readiness supplemental instructional services.

Strategy 1-3: Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, video-conferencing/online meetings) to enhance their capacity to support their child's development of school readiness skills.

Strategy 1-4: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to improve the school readiness skills of migratory preschool children.

Strategy 1-5: Coordinate with service providers or provide migratory preschool children with appropriate, needs-based support services (e.g., health and nutrition, educational supplies, translations/interpretations, transportation, mobile hotspots) to eliminate barriers to participation/success in preschool services.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 1.1a During 2017-18, 38% of eligible 3-5-year-old migratory children (5% increase over the 2014-15 baseline) will participate in preschool programming to increase school readiness skills.	1.1a.1 What percentage of preschool migratory children (PFS & non-PFS) participated in preschool programming?	1.1a.2 How many 3-5-year-old migratory children participated in preschool programming (migrant and non-migrant funded)? 1.1a.3 How many eligible migratory children ages 3-5 are in Nebraska?
MPO 1.1b During 2017-18, 75% of 3-5-year-old migratory children participating in MEP-sponsored preschool instruction, will score proficient or show a 5% increase on the Teaching Strategies GOLD or the Statewide MEP Preschool Assessment Tool.	1.1b.1 What percentage of 3-5-year-old migratory children (PFS & non-PFS) scored proficient or showed a 5% increase on school readiness assessments?	1.1b.2 How many children scored proficient or showed a 5% increase on school readiness assessments?
MPO 1.2 During 2017-18, 80% of parents of preschool-aged migratory children who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for helping their children be ready for school.	1.2.1 What percentage of parents who participated in MEP-sponsored parent/family educational services showed a statistically significant gain on a pre/post assessment?	1.2.2 How many parents participated in MEP-sponsored parent/family educational services? 1.2.3 What types of parent/family educational services were provided?
MPO 1.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in school readiness to benefit PK migratory children.	1.3.1 What percentage of staff showed a statistically significant gain on a pre/post assessment?	1.3.2 What types of school readiness professional learning was provided to staff?
MPO 1.4 During 2017-18, 65% of all <u>eligible</u> 3-5-year-old migratory children will receive MEP-sponsored support services that contribute to their development of school readiness skills.	1.4.1 What percentage of eligible 3-5-year-old children (PFS & non-PFS) received MEP-sponsored support services?	1.4.2 How many migratory children ages 3-5 received support services?

GOAL AREA #2: READING/WRITING AND MATHEMATICS

State Performance Target: In 2017-18, 80.7% of students will score proficient or above in English Language Arts (ELA) on the NeSA-ELA assessment, and 74.3% will score proficient or above in Math on the NESA-Math assessment.

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

Data Summary: In 2015-16, 56% of migratory students (41% of PFS students) scored proficient or above in reading compared to 82% of non-migratory students; and 45% of migratory students (30% of PFS students) scored proficient or above in math compared to 72% of non-migratory students.

Need Statement: The percentage of migratory students scoring proficient or above on the NeSA needs to increase by 26% (41% for PFS students) in reading, and 27% (42% for PFS students) in math to eliminate the gap between migratory and non-migratory students.

Strategy 2-1: Provide migratory students with high-quality supplemental instructional services (e.g., extended day programs, summer or intersession programs, in-home instruction, online/technology-based programs, individualized learning programs, instructional supports during the school day, intervention support services) to increase their reading/writing and math achievement.

Strategy 2-2: Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, videoconferencing/online meetings) to enhance their capacity to support their child's success in reading/writing and math.

Strategy 2-3: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase migratory student achievement in reading/writing and math.

Strategy 2-4: Coordinate with service providers or provide migratory children with appropriate needs-based support services (e.g., health and nutrition; educational supplies, interpretation, transportation, access to technology) to eliminate barriers to participation/success in school.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 2.1a During 2017-18, 60% of K-12 migratory students who receive MEP-sponsored supplemental instructional services aimed at increasing student achievement in reading/writing and/or mathematics, will score proficient or above, or show a 5% increase on pre/post district assessments.	2.1a.1 What percentage of K-12 migratory students (PFS & non-PFS) scored proficient or above, or showed a 5% increase on pre/post district assessments?	2.1a.2 How many migratory students received reading/math instruction? 2.1a.3 What types of supplemental instructional services were provided?
MPO 2.1b During 2017-18, 60% of secondary migratory students entering 11 th grade will have received full credit (equivalent to one year) for Algebra 1 or a higher mathematics course.	2.1b.1 What percentage of secondary migratory students (PFS & non-PFS) entering 11 th grade received full credit for Algebra I or a higher mathematics course?	2.1b.2 What support is the migrant program providing to facilitate completion of Algebra I and higher math courses?
MPO 2.2 During 2017-18, 80% of parents of migratory students who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in reading/writing and math.	2.2.1 What percentage of parents who participated in MEP-sponsored parent/family educational services showed a statistically significant gain on a pre/post assessment?	2.2.2 What educational services were provided to parents?
MPO 2.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction in reading/ writing and/or math to benefit migratory students.	2.3.1 What percentage of staff showed a statistically significant gain on a pre/post assessment?	2.3.2 What professional learning was provided to staff?
MPO 2.4 During 2017-18, 65% of all <u>eligible</u> migratory students in grades K-8 will receive MEP-sponsored support services that contribute to their achievement in reading/writing and/or math.	2.4.1 What percentage of eligible migratory students in grades K-8 (PFS & non-PFS) received MEP-sponsored support services?	2.4.2 What type of support services were provided?

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

State Performance Target: In 2017-18, 90% of all students will graduate from high school.

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

Data Summary: The migratory student graduation rate for 2015-16 was 79.5% (67% for PFS students) compared to the 90% State Performance Target, and 89.3% for non-migratory students.

Need Statement: The migratory student graduation rate needs to increase by 9.8% (22.3% for PFS students) to eliminate the gap between migratory and non-migratory students, and by 10.5% (23% for PFS students) to meet the State Performance Target.

Strategy 3-1: Provide secondary migratory students and OSY with high-quality supplemental instructional services (e.g., high school credit accrual, ESL instruction, GED classes, extended learning programs, online educational services) to support their achievement of graduation, GED, and/or career readiness goals.

Strategy 3-2: Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, college/career ready programs, videoconferencing/online meetings) to enhance their capacity to support their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.

Strategy 3-3: NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, life skills, and/or career readiness goals.

Strategy 3-4: Coordinate with service providers or provide secondary migratory youth and OSY with appropriate needs-based support services (e.g., health and nutrition; career counseling, life skill lessons, youth leadership programs, interpretation, transportation, regional migratory youth advocates, career interest surveys, industry and college visits, access to technology, learning/graduation plans) to eliminate barriers to accomplishing graduation, GED, life skills, and/or career readiness goals.

Measurable Program Outcomes (MPOs)	Evaluation Questions for Program Results	Evaluation Questions for Program Implementation
MPO 3.1a During 2017-18, OSY utilizing OSY lessons (e.g., GOSOSY, ESL, math, reading) will demonstrate an average gain of 5% on OSY lesson assessments.	3.1a.1 What percentage of OSY (PFS & non-PFS) demonstrated an average gain of 5% on OSY lesson assessments?	3.1a.2 Which lessons did OSY find the most success with?
MPO 3.1b During 2017-18, an increasing percentage (5% increase per year over the 2014-15 baseline of 22%) of eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services that contribute to their graduation, GED, life skills, and/or career readiness goals.	3.1b.1 What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP-sponsored supplemental instructional services?	3.1b.2 What types of supplemental instructional services contributed to student success?
MPO 3.2 During 2017-18, 80% of parents of secondary migratory youth who participated in MEP-sponsored parent/family educational services will indicate that they gained knowledge of strategies for supporting their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.	3.2.1 What percentage of parents who participated in MEP-sponsored parent/family educational services showed a statistically significant gain on a pre/post assessment?	3.2.2 Which MEP-sponsored educational services did parents find most useful?
MPO 3.3 During 2017-18, 80% of staff who participated in professional learning will show a statistically significant gain ($p < .05$) on a pre/post assessment measuring their ability to use evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.	3.3.1 What percentage of staff showed a statistically significant gain on a pre/post assessment?	3.3.2 Which professional learning did staff find most useful?
MPO 3.4 During 2017-18, 65% of all <u>eligible</u> secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, life skills, and/or career readiness goals.	3.4.1 What percentage of eligible secondary migratory students and OSY (PFS & non-PFS) received MEP-sponsored support services?	3.4.2 Which support services did secondary students/OSY find most useful?

Appendix B

2016-17 Fidelity of Strategy
Implementation (FSI) Tool



Migrant Education Program 2017-18 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

PROGRAM: _____

Purposes:

- To measure the level of implementation of each MEP **Strategy** listed in the Nebraska Migrant Education Program (MEP) Application that aligns with the Nebraska MEP Service Delivery Plan
- To inform the implementation evaluation of the Nebraska MEP as required by the U.S. Department of Education, Office of Migrant Education
- To determine the extent to which MEP services are delivered with fidelity
- To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 3 Goal Areas: 1) School Readiness, 2) English Language Arts (ELA) and Mathematics, and 3) High School Graduation and Services to Out-of-School Youth (OSY)

Directions:

- For each Strategy, rate your migrant education project's level of implementation during 2017-18. Gather a group of key staff to discuss each Strategy including ratings and evidence. After reaching consensus, place a checkmark in the rating assigned (or put a checkmark next to "Not Applicable"), highlight in yellow the evidence that is relevant to your project, and cite additional evidence to support the rating. *Please note that projects are only asked to have on file examples of evidence listed under each Strategy. It is not required for projects to have copies of all documentation on all students, parents, events, communication/collaboration, enrollment/participation, etc.*
- Ratings are based on a 5-point scale where 1=Not Aware or Not Applicable (N/A), 2=Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where a rating of Succeeding is considered "proficient".
- **Submit your completed FSI (along with all other evaluation data collection forms) to Benjamin Zink by August 31, 2018**
- Questions? Contact Cari Semivan, Program Evaluator at capan1@aol.com or call (720) 339-5349.

GOAL AREA 1: SCHOOL READINESS

Strategy 1-1	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1-1 Provide migratory preschool children (ages 3-5) with high-quality supplemental instructional services (e.g., preschool programs, in-home preschool services, extended year preschool programs, summer programs) to increase their school readiness skills.	___ N/A: Strategy not selected in SDP • No provision of supplemental instructional services to 3-5 year old migratory children • No child participation • No record keeping	• Inadequate provision of supplemental instructional services to 3-5 year old migratory children • Limited child participation • Inadequate record keeping	• Some provision of supplemental instructional services to 3-5 year old migratory children • Some child participation • Some record keeping	• Sufficient provision of supplemental instructional services to 3-5 year old migratory children • Sufficient child participation • Sufficient record keeping	• Extensive provision of supplemental instructional services to 3-5 year old migratory children • Extensive child participation • Extensive records kept
Place a checkmark (✓) next to the evidence relevant to your project <div> <input type="checkbox"/> Binational teachers <input type="checkbox"/> Information on supplemental instruction provided <input type="checkbox"/> Student work/pictures </div> <div> <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Interpreting/translations <input type="checkbox"/> Summer program </div> <div> <input type="checkbox"/> District preschool program <input type="checkbox"/> Lesson plans <input type="checkbox"/> Teaching Strategies GOLD assessment results </div> <div> <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Lists of services provided <input type="checkbox"/> Transportation to/from local preschool programs </div> <div> <input type="checkbox"/> Family literacy programming <input type="checkbox"/> MEP-sponsored full day preschool program <input type="checkbox"/> Tuition assistance to preschool programs </div> <div> <input type="checkbox"/> Home-based services <input type="checkbox"/> NePAT assessment results </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL AREA 1: SCHOOL READINESS, CONT.

Strategy 1-2	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1-2 Implement a statewide MEP pre/post preschool assessment tool (NePAT) for migratory children participating in short-term or non-school-based, MEP-funded school readiness supplemental instructional services.	<input type="checkbox"/> N/A: Strategy not selected in SDP •No children participating in short-term or non-school-based, MEP-funded instructional services assessed •No documentation of assessment results	•Inadequate number of migratory children participating in short-term or non-school-based, MEP-funded instructional services assessed •Inadequate documentation of assessment results	•Some migratory children participating in short-term or non-school-based, MEP-funded instructional services assessed •Some documentation of assessment results	•Sufficient number of migratory children participating in short-term or non-school-based, MEP-funded instructional services assessed •Sufficient documentation of assessment results	•Extensive number of migratory children participating in short-term or non-school-based, MEP-funded instructional services assessed •Comprehensive documentation of assessment results
Place a checkmark (✓) next to the evidence relevant to your project <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Counting 1-10 assessment results <input type="checkbox"/> Data-driven instruction <input type="checkbox"/> Documentation of NePAT or other preschool assessment results </div> <div> <input type="checkbox"/> Documentation of short-term or non-school-based services provided <input type="checkbox"/> Home-based services using NePAT </div> <div> <input type="checkbox"/> MEP-funded school readiness supplemental instructional services <input type="checkbox"/> NePAT assessment results <input type="checkbox"/> PELI assessment results <input type="checkbox"/> Teaching Strategies GOLD assessment results </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL AREA 1: SCHOOL READINESS, Cont.

Strategy 1-3	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1-3 Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, video-conferencing/online meetings) to enhance their capacity to support their child's development of school readiness skills.	<input type="checkbox"/> N/A: Strategy not selected in SDP •No provision of needs-based educational services to parents of PK children •No documentation of parent/child needs •No documentation of services in parents' home language	•Inadequate provision of needs-based educational services to migratory parents of PK children •Inadequate documentation of parent/child needs •Inadequate documentation of services in parents' home language	•Some provision of needs-based educational services to parents of PK children •Some documentation of parent/child needs •Some documentation of services in parents' home language	•Sufficient provision of needs-based educational services to parents of PK children •Sufficient documentation of parent/child needs •Sufficient documentation of services in parents' home language	•Extensive provision of needs-based educational services to parents of PK children •Comprehensive documentation of parent/child needs •Comprehensive documentation of services in parents' home language
Place a checkmark (✓) next to the evidence relevant to your project					
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Binational exchange teachers <input type="checkbox"/> Collaboration with Migrant Head Start, Head Start, and other community resources <input type="checkbox"/> Documentation of educational services provided to parents and families <input type="checkbox"/> Documentation of parent participation <input type="checkbox"/> Examples of materials provided to parents <input type="checkbox"/> Family literacy nights/events </div> <div style="width: 33%;"> <input type="checkbox"/> Home visits focusing in parent/child lessons <input type="checkbox"/> Interpreters <input type="checkbox"/> Materials distributed during home visits <input type="checkbox"/> Math academic materials <input type="checkbox"/> MEP facilitator tracking forms <input type="checkbox"/> MEP service logs <input type="checkbox"/> Newsletter for the migrant preschool <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meetings </div> <div style="width: 33%;"> <input type="checkbox"/> Parent advocates/liaisons <input type="checkbox"/> Parent training agendas, sign-in sheets, materials <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent trainings <input type="checkbox"/> Parent/child homework activities <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Student files documenting tools/resources provided </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL AREA 1: SCHOOL READINESS, Cont.

Strategy 1-4	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1-4 NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to improve the school readiness skills of migratory preschool children.	<input type="checkbox"/> N/A: Strategy not selected in SDP • No provision of needs-based professional learning (PL) for staff related to school readiness • No documentation of staff needs and PL opportunities provided • No staff participation in PL	• Inadequate provision of needs-based PL opportunities for staff related to school readiness • Inadequate documentation of staff needs and PL opportunities provided • Limited staff participation in PL	• Some provision of needs-based PL opportunities for staff related to school readiness • Some documentation of staff needs and PL opportunities provided • Some staff participation in PL	• Sufficient provision of needs-based PL opportunities for staff related to school readiness • Sufficient documentation of staff needs and PL opportunities provided • Sufficient staff participation in PL	• Extensive provision of needs-based PL opportunities for staff related to school readiness • Comprehensive documentation of staff needs and PL opportunities provided • Extensive staff participation in PL
Place a checkmark (✓) next to the evidence relevant to your project					
<div style="display: flex; justify-content: space-between;"> <div style="width: 33%;"> <input type="checkbox"/> Agendas, sign-in sheets, and materials <input type="checkbox"/> Binational workshop <input type="checkbox"/> District early childhood conferences/training <input type="checkbox"/> Head Start training </div> <div style="width: 33%;"> <input type="checkbox"/> List of professional learning opportunities provided to staff <input type="checkbox"/> MEP Staff Training Evaluations <input type="checkbox"/> NASDME Conference </div> <div style="width: 33%;"> <input type="checkbox"/> NePAT training/materials <input type="checkbox"/> Statewide MEP Conference <input type="checkbox"/> Training materials <input type="checkbox"/> Webinars <input type="checkbox"/> Weekly MEP staff meetings </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL AREA 1: SCHOOL READINESS, Cont.

Strategy 1-5	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1-5 Coordinate with service providers or provide migratory preschool children with appropriate, needs-based support services (e.g., health and nutrition, educational supplies, translations/interpretations, transportation, mobile hotspots) to eliminate barriers to participation/success in preschool services.	<input type="checkbox"/> N/A: Strategy not selected in SDP • No provision of needs-based support services to PK students • No support resources available • No students receive support services • No coordination with outside agencies • No referrals to outside agencies	• Inadequate provision of needs-based support services to PK students • Inadequate support resources available • Limited students receive support services • Limited coordination with outside agencies • Limited referrals to outside agencies	• Some provision of needs-based support services to PK students • Some support resources available • Some students receive support services • Some coordination with outside agencies • Some referrals to outside agencies	• Sufficient provision of needs-based support services to PK students • Sufficient support resources available • Sufficient number of students receive support services • Sufficient coordination with outside agencies • Sufficient referrals to outside agencies	• Extensive provision of needs-based support services to PK students • Extensive support resources available • Extensive number of students receive support services • Extensive coordination with outside agencies • Extensive referrals to outside agencies
Place a checkmark (✓) next to the evidence relevant to your project					
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Binational exchange teacher worked in the preschool summer classrooms <input type="checkbox"/> Collaboration with childcare providers and community action agencies <input type="checkbox"/> Collaboration with early childhood education providers (e.g., <i>Head Start</i>, <i>Early Head Start</i>, <i>Migrant and Seasonal Head Start</i>, <i>family literacy programs</i>, <i>local programs</i>) <input type="checkbox"/> Collaboration with IDEA for Special Education, Title I, Title III, Gifted Education, Child Find <input type="checkbox"/> Collaboration with other states through the CIGs <input type="checkbox"/> Collaboration with public libraries <input type="checkbox"/> Description of services provided <input type="checkbox"/> Documentation of coordination activities (e.g., <i>emails</i>) <input type="checkbox"/> Documentation of support services provided (e.g., <i>family literacy</i>, <i>health</i>, <i>materials</i>, <i>resources</i> [<i>backpacks/ books/supplies</i>], <i>transportation</i>) </div> <div style="width: 33%;"> <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational field trips <input type="checkbox"/> Educational materials provided to children in preschools and in homes <input type="checkbox"/> Information on services and supplies provided <input type="checkbox"/> Integration of the local preschool in the MEP preschool program <input type="checkbox"/> Life skills lessons <input type="checkbox"/> List of coordinating agencies (e.g., <i>NDE</i>, <i>districts</i>, <i>Head Start</i>, <i>Migrant Head Start</i>, <i>family literacy programs</i>, <i>community agencies</i>) with opportunities provided to children <input type="checkbox"/> List of eligible children by school <input type="checkbox"/> Materials bags <input type="checkbox"/> MEP liaison referrals to local and state services <input type="checkbox"/> MEP service logs <input type="checkbox"/> MEP tracking form </div> <div style="width: 33%;"> <input type="checkbox"/> MIS2000 database <input type="checkbox"/> PAC meetings showcasing community agencies <input type="checkbox"/> Participation in local school readiness advisory groups <input type="checkbox"/> Participation in the Teacher Exchange Program through the Binational Migrant Education Initiative <input type="checkbox"/> Pictures of programming/students <input type="checkbox"/> Preschool program enrollment/attendance records <input type="checkbox"/> Referrals to WIC/food pantry, early childhood education providers (e.g., <i>Head Start</i>), dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS <input type="checkbox"/> Service logs and tracking forms <input type="checkbox"/> Student files <input type="checkbox"/> Weekly MEP staff meetings/minutes </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

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

Strategy 2-1	IMPLEMENTATION LEVEL				
	Not Aware or N/A	Aware	Developing	Succeeding	Exceeding
2-1 Provide migratory students with high-quality supplemental instructional services (e.g., extended day programs, summer or intersession programs, in-home instruction, online/technology-based programs, individualized learning programs, instructional supports during the school day, intervention support services) to increase their ELA and math achievement.	___ N/A: Strategy not selected in SDP • No provision of supplemental ELA and math instruction • No progress monitoring to determine student learning needs • No student participation • No record keeping	• Inadequate provision of supplemental ELA and math instruction • Limited progress monitoring to determine student learning needs • Limited student participation • Inadequate record keeping	• Some provision of supplemental ELA and math instruction • Some progress monitoring to determine student learning needs • Some student participation • Some record keeping	• Sufficient provision of supplemental ELA and math instruction • Sufficient progress monitoring to determine student learning needs • Sufficient student participation • Sufficient record keeping	• Extensive provision of supplemental ELA and math instruction • Extensive progress monitoring to determine student learning needs • Extensive student participation • Comprehensive record keeping
Place a checkmark (✓) next to the evidence relevant to your project <div> <div> <input type="checkbox"/> 4-H Robotics camp <input type="checkbox"/> After-school STEM/robotics program <input type="checkbox"/> After-school tutoring/homework club <input type="checkbox"/> Attendance records <input type="checkbox"/> Close Up records/documents <input type="checkbox"/> Curriculum documents <input type="checkbox"/> DIBELS & DIBELS for Math <input type="checkbox"/> Documentation of reading and math services <input type="checkbox"/> Documentation on enrollment; student work <input type="checkbox"/> Enrollment records <input type="checkbox"/> ESL paraprofessionals working with students for interpreting and supplemental educational support </div> <div> <input type="checkbox"/> Final student summary report <input type="checkbox"/> Home-based tutoring <input type="checkbox"/> Individual student plans <input type="checkbox"/> Information on supplemental instruction <input type="checkbox"/> iPad/iPod access when away from the district <input type="checkbox"/> Lesson plans <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> Middle school extended day science course focused on ELA <input type="checkbox"/> MobyMax for math instruction in summer school and at home <input type="checkbox"/> Paraprofessional services during and after school </div> <div> <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Reading and math assessment results <input type="checkbox"/> School visits <input type="checkbox"/> Student records showing identified needs and strengths <input type="checkbox"/> Student work <input type="checkbox"/> Summer reading and math curriculum <input type="checkbox"/> Summer school attendance/progress records <input type="checkbox"/> Summer school focusing on math and reading <input type="checkbox"/> Tablets/computers <input type="checkbox"/> Transportation to/from extended programming <input type="checkbox"/> Use of technology <input type="checkbox"/> Use of online programming </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL AREA 2: ELA AND MATHEMATICS, Cont.

Strategy 2-2	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
2-2 Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, videoconferencing/online meetings) to enhance their capacity to support their child's success in ELA and math.	<input type="checkbox"/> N/A: Strategy not selected in SDP • No provision of needs-based educational services to parents related to ELA and math • No documentation of parent/student needs	• Inadequate provision of needs-based educational services to parents related to ELA and math • Inadequate documentation of parent/student needs	• Some provision of needs-based educational services to parents related to ELA and math • Some documentation of parent/student needs	• Sufficient provision of needs-based educational services to parents related to ELA and math • Sufficient documentation of parent/student needs	• Extensive provision of needs-based educational services to parents related to ELA and math • Comprehensive documentation of parent/student needs
Place a checkmark (✓) next to the evidence relevant to your project					
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Backpack program for families <input type="checkbox"/> Chromebooks for ESL instruction <input type="checkbox"/> Educational strategies provided during PAC meetings <input type="checkbox"/> Family literacy nights/events <input type="checkbox"/> Family literacy programming <input type="checkbox"/> Family literacy program attendance records <input type="checkbox"/> Home visits <input type="checkbox"/> Homework tips for parents <input type="checkbox"/> iPad/iPod access when away from district <input type="checkbox"/> Math academic materials <input type="checkbox"/> Materials provided during home visits </div> <div style="width: 30%;"> <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> Middle and high school quarterly grade tracking system communicated to parents <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> MobyMax for students <input type="checkbox"/> Monthly parent meetings <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meetings <input type="checkbox"/> Parent meetings/training <input type="checkbox"/> Parent needs assessments </div> <div style="width: 30%;"> <input type="checkbox"/> Parent Training Evaluations <input type="checkbox"/> Parent training materials <input type="checkbox"/> Parent training schedules, agendas, and sign-in sheets <input type="checkbox"/> Parent training topics based on parent needs assessment results <input type="checkbox"/> Parent/teacher conference records <input type="checkbox"/> PowerSchool/Synergy training <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Title parent involvement meetings <input type="checkbox"/> Use of technology </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL AREA 2: ELA AND MATHEMATICS, Cont.

Strategy 2-3	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
2-3 NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase migratory student achievement in ELA and math.	<input type="checkbox"/> N/A: Strategy not selected in SDP • No provision of needs-based professional learning (PL) for staff related to ELA and math • No documentation of staff needs and PL opportunities provided • No staff participation in PL	• Inadequate provision of needs-based PL opportunities for staff related to ELA and math • Inadequate documentation of staff needs and PL opportunities provided • Limited staff participation in PL	• Some provision of needs-based PL opportunities for staff related to ELA and math • Some documentation of staff needs and PL opportunities provided • Some staff participation in PL	• Sufficient provision of needs-based PL opportunities for staff related to ELA and math • Sufficient documentation of staff needs and PL opportunities provided • Sufficient staff participation in PL	• Extensive provision of needs-based PL opportunities for staff related to ELA and math • Comprehensive documentation of staff needs and PL opportunities provided • Extensive staff participation in PL
Place a checkmark (✓) next to the evidence relevant to your project					
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Coordinator attends professional learning at local, state, and national level <input type="checkbox"/> Emails documenting registrations <input type="checkbox"/> Local school/district/ESU professional development <input type="checkbox"/> MEP facilitator training (local, state, and national) </div> <div style="width: 33%;"> <input type="checkbox"/> MEP Staff Training Evaluations <input type="checkbox"/> NASDME Conference <input type="checkbox"/> New staff training <input type="checkbox"/> Paraprofessionals attend training at local level <input type="checkbox"/> Staff meetings/training </div> <div style="width: 33%;"> <input type="checkbox"/> Staff training agendas, sign-in sheets, evaluations <input type="checkbox"/> State MEP meetings/conferences/training <input type="checkbox"/> Training logs <input type="checkbox"/> Training materials <input type="checkbox"/> Webinars <input type="checkbox"/> Weekly MEP staff meeting agendas and minutes </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL AREA 2: ELA AND MATHEMATICS, Cont.

Strategy 2-4	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
2-4 Coordinate with service providers or provide migratory children with appropriate needs-based support services (e.g., health and nutrition; educational supplies, interpretation, transportation, access to technology) to eliminate barriers to participation/success in school.	<input type="checkbox"/> N/A: Strategy not selected in SDP • No provision of needs-based support services to students • No support resources available • No students receive support services • No coordination with outside agencies • No referrals to outside agencies	• Inadequate provision of needs-based support services to students • Inadequate support resources available • Limited students receive support services • Limited coordination with outside agencies • Limited referrals to outside agencies	• Some provision of needs-based support services to students • Some support resources available • Some students receive support services • Some coordination with outside agencies • Some referrals to outside agencies	• Sufficient provision of needs-based support services to students • Sufficient support resources available • Sufficient number of students receive support services • Sufficient coordination with outside agencies • Sufficient referrals to outside agencies	• Extensive provision of needs-based support services to students • Extensive support resources available • Extensive number of students receive support services • Extensive coordination with outside agencies • Extensive referrals to outside agencies
Place a checkmark (✓) next to the evidence relevant to your project					
<div> <input type="checkbox"/> Backpack program <input type="checkbox"/> Binational exchange teachers providing lessons on Mexican culture <input type="checkbox"/> Collaboration with adult education programs <input type="checkbox"/> Collaboration with Health and Human Services (HHS) for medical/dental coverage <input type="checkbox"/> Collaboration with IDEA for Special Education, Title I, Title III, Gifted Education <input type="checkbox"/> Collaboration with local agencies (i.e., 4-H, dental clinics, museums, public libraries) <input type="checkbox"/> Collaboration with local school districts for tutoring and communication with teachers <input type="checkbox"/> Collaboration with other states through the CIGs <input type="checkbox"/> Collaboration with Stephanie Wessels from UNL to support a family literacy program <input type="checkbox"/> Collaboration with Stuff the Bus for school supplies <input type="checkbox"/> Community resources sharing <input type="checkbox"/> Correspondence with the State <input type="checkbox"/> Description of services provided </div>					
<div> <input type="checkbox"/> Documentation of coordination activities (e.g., emails, sign-in sheets, meeting agendas) <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational field trips <input type="checkbox"/> Educational materials delivered monthly <input type="checkbox"/> ESL paraprofessional interpreters and provides supplemental education services <input type="checkbox"/> Final student summary report documenting student participation <input type="checkbox"/> Immunization assistance (scheduling/transportation) <input type="checkbox"/> iPad/iPod access when away from district <input type="checkbox"/> Lego League for middle school students <input type="checkbox"/> List of coordinating agencies with opportunities provided to students/youth <input type="checkbox"/> Lists of services and supplies provided <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> MEP service logs <input type="checkbox"/> Migrant Literacy NET (www.migrantliteracynet.com) </div>					
<div> <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> Migrant service provider meetings <input type="checkbox"/> MIS200 documentation <input type="checkbox"/> PAC meetings showcasing local agencies <input type="checkbox"/> Participation in the Teacher Exchange Program through the Binational Migrant Education Initiative <input type="checkbox"/> Referrals to state and local services (e.g., clinics, food pantry, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS) <input type="checkbox"/> School health records <input type="checkbox"/> School reports of student needs <input type="checkbox"/> State MEP records <input type="checkbox"/> Student files <input type="checkbox"/> Student performance records <input type="checkbox"/> Support services reports <input type="checkbox"/> Transportation to/from migrant summer school <input type="checkbox"/> Weekly MEP staff meeting minutes </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL 3: GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

Strategy 3-1	IMPLEMENTATION LEVEL				
	Not Aware or N/A	Aware	Developing	Succeeding	Exceeding
3-1 Provide secondary migratory students and OSY with high-quality supplemental instructional services (e.g., high school credit accrual, ESL instruction, GED classes, extended learning programs, online educational services) to support their achievement of graduation, GED, and/or career readiness goals.	___ N/A: Strategy not selected in SDP • No provision of supplemental instructional services to secondary migratory students/OSY • No progress monitoring to determine learning needs • No student/youth participation • No record keeping	• Inadequate provision of supplemental instructional services to secondary migratory students/OSY • Limited progress monitoring to determine learning needs • Limited student/youth participation • Inadequate record keeping	• Some provision of supplemental instructional services to secondary migratory students/OSY • Some progress monitoring to determine learning needs • Some student/youth participation • Some record keeping	• Sufficient provision of supplemental instructional services to secondary migratory students/OSY • Sufficient progress monitoring to determine learning needs • Sufficient student/youth participation • Sufficient record keeping	• Extensive provision of supplemental instructional services to secondary migratory students/OSY • Extensive progress monitoring to determine learning needs • Extensive student/youth participation • Comprehensive record keeping
Place a checkmark (✓) next to the evidence relevant to your project					
<div> <input type="checkbox"/> After-school program/tutoring <input type="checkbox"/> Alternative Secondary School site <input type="checkbox"/> Career/college information packets <input type="checkbox"/> Close Up records/documents <input type="checkbox"/> Collaboration with Migrant Head Start so parents can continue secondary education <input type="checkbox"/> Collaboration with Proteus Financial <input type="checkbox"/> Collaboration with workforce development <input type="checkbox"/> College and career readiness conferences <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Direct instruction to secondary students/OSY <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Dropout reports <input type="checkbox"/> Enrollment in ESL or GED classes without being placed on a waiting list <input type="checkbox"/> ESL paraprofessional provides supplemental education support </div> <div> <input type="checkbox"/> Final student summary report documenting student/ OSY participation <input type="checkbox"/> GOSOSY lessons/documentation forms <input type="checkbox"/> Graduation records <input type="checkbox"/> Hispanic Latino Summit <input type="checkbox"/> Home-based tutoring <input type="checkbox"/> Information on supplemental instruction provided <input type="checkbox"/> Instructional services provided at the high school <input type="checkbox"/> iPad/iPod access when away from the district <input type="checkbox"/> Leadership camps <input type="checkbox"/> Lists of services provided <input type="checkbox"/> MEP facilitator records <input type="checkbox"/> Migrant recruiter connection to OSY <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> Online credit recovery programs <input type="checkbox"/> OSY ELL materials (e.g., <i>Step Forward</i>, <i>GOSOSY resources</i>, <i>Rosetta Stone</i>) </div> <div> <input type="checkbox"/> Proteus home visits on heat and chemical safety <input type="checkbox"/> Referrals to local GED programs <input type="checkbox"/> Services provided by the OSY Coordinator <input type="checkbox"/> Student exposure to career opportunities <input type="checkbox"/> Student performance records <input type="checkbox"/> Student records showing identified needs and strengths <input type="checkbox"/> Student work <input type="checkbox"/> Tablets and computers <input type="checkbox"/> THRIVE Leadership Club <input type="checkbox"/> Use of technology <input type="checkbox"/> Use of online programming <input type="checkbox"/> Youth advocate provides services to secondary/OSY <input type="checkbox"/> Youth leadership </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL 3: GRADUATION AND SERVICES TO OSY, Cont.

Strategy 3-2	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
3-2 Implement needs-based educational services to migratory parents/families in their home language (e.g., progress monitoring home visits, family literacy programs, parent education, at-home educational programs, college/career ready programs, video-conferencing/online meetings) to enhance their capacity to support their child in his/her achievement of graduation, GED, life skills, and/or career readiness goals.	<input type="checkbox"/> N/A: Strategy not selected in SDP • No provision of needs-based educational services to parents related to graduation, GED, life skills, and/or career readiness goals • No documentation of parent/student needs	• Inadequate provision of needs-based educational services to parents related to graduation, GED, life skills, and/or career readiness goals • Inadequate documentation of parent/student needs	• Some provision of needs-based educational services to parents related to graduation, GED, life skills, and/or career readiness goals • Some documentation of parent/student needs	• Sufficient provision of needs-based educational services to parents related to graduation, GED, life skills, and/or career readiness goals • Sufficient documentation of parent/student needs	• Extensive provision of needs-based educational services to parents related to graduation, GED, life skills, and/or career readiness goals • Comprehensive documentation of parent/student needs
<p>Place a checkmark (✓) next to the evidence relevant to your project</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Backpack program for all new incoming families <input type="checkbox"/> College recruiting accessibility <input type="checkbox"/> College visits <input type="checkbox"/> FAFSA assistance and contact information <input type="checkbox"/> High school college and career fairs <input type="checkbox"/> Home visits <input type="checkbox"/> Home-based resources <input type="checkbox"/> iPad/iPod access when away from the district <input type="checkbox"/> MEP facilitator records <input type="checkbox"/> Middle and high school quarterly grade tracking system communicated to parents </div> <div style="width: 33%;"> <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> One-on-one parent consultations <input type="checkbox"/> OSY mentoring pilot <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meetings addressing graduation requirements <input type="checkbox"/> Parent nights on topics including graduation requirements, credits, FAFSA <input type="checkbox"/> Parent Training Evaluations <input type="checkbox"/> Parent training materials </div> <div style="width: 33%;"> <input type="checkbox"/> Parent training schedules, agendas, sign-in sheets <input type="checkbox"/> Parent/OSY presentations <input type="checkbox"/> Parent/teacher conference records <input type="checkbox"/> Records of home visits <input type="checkbox"/> Referrals to GED programs <input type="checkbox"/> Secondary parent school poverty training <input type="checkbox"/> Statewide PAC webinars <input type="checkbox"/> Support services provided (e.g., <i>medical appointments, books to learn English</i>) <input type="checkbox"/> Use of technology <input type="checkbox"/> Youth leadership letters </div> </div>					
<p>Cite additional evidence here:</p>					
<p>Comments/Follow-up:</p>					

GOAL 3: GRADUATION AND SERVICES TO OSY, Cont.

Strategy 3-3	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware or N/A	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
3-3 NDE and local projects support all school/MEP staff by providing professional learning opportunities (face-to-face and online) aligned with the State SDP to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, life skills, and/or career readiness goals.	<input type="checkbox"/> N/A: Strategy not selected in SDP •No provision of needs-based professional learning (PL) for staff of secondary students and OSY •No documentation of staff needs and PL opportunities provided •No staff participation in PL	•Inadequate provision of needs-based PL opportunities for staff of secondary students and OSY •Inadequate documentation of staff needs and PL opportunities provided •Limited staff participation in PL	•Some provision of needs-based PL opportunities for staff of secondary students and OSY •Some documentation of staff needs and PL opportunities provided •Some staff participation in PL	•Sufficient provision of needs-based PL opportunities for staff of secondary students and OSY •Sufficient documentation of staff needs and PL opportunities provided •Sufficient staff participation in PL	•Extensive provision of needs-based PL opportunities for staff of secondary students and OSY •Comprehensive documentation of staff needs and PL opportunities provided •Extensive staff participation in PL
Place a checkmark (✓) next to the evidence relevant to your project <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> GOSOSY modules & website <input type="checkbox"/> MEP facilitator training (local, state, and national) <input type="checkbox"/> MEP staff attendance at conferences/training <input type="checkbox"/> NASDME Conference </div> <div style="width: 33%;"> <input type="checkbox"/> National and State conferences <input type="checkbox"/> OSY listserves <input type="checkbox"/> Staff meetings/training <input type="checkbox"/> State conferences/meetings/training <input type="checkbox"/> Training evaluations </div> <div style="width: 33%;"> <input type="checkbox"/> Training materials <input type="checkbox"/> Training schedules, agendas, and sign-in sheets <input type="checkbox"/> Webinars </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

GOAL 3: GRADUATION AND SERVICES TO OSY, Cont.

Strategy 3-4	IMPLEMENTATION LEVEL				
	Not Aware or N/A	Aware	Developing	Succeeding	Exceeding
3-4 Coordinate with service providers or provide secondary migrant youth and OSY with appropriate needs-based support services (e.g., health and nutrition; career counseling, life skill lessons, youth leadership programs, interpretation, transportation, regional migrant youth advocates, career interest surveys, industry and college visits, access to technology, learning/graduation plans) to eliminate barriers to accomplishing graduation, GED, life skills, and/or career readiness goals.	___ N/A: Strategy not selected in SDP • No provision of needs-based support services to secondary students/ OSY • No support resources available • No students/youth receive support services • No coordination with outside agencies • No referrals to outside agencies	• Inadequate provision of needs-based support services to secondary students/OSY • Inadequate support resources available • Limited students/youth receive support services • Limited coordination with outside agencies • Limited referrals to outside agencies	• Some provision of needs-based support services to secondary students/OSY • Some support resources available • Some students/youth receive support services • Some coordination with outside agencies • Some referrals to outside agencies	• Sufficient provision of needs-based support services to secondary students/OSY • Sufficient support resources available • Sufficient number of students/youth receive support services • Sufficient coordination with outside agencies • Sufficient referrals to outside agencies	• Extensive provision of needs-based support services to secondary students/OSY • Extensive support resources available • Extensive number of students/youth receive support services • Extensive coordination with outside agencies • Extensive referrals to outside agencies
Place a checkmark (✓) next to the evidence relevant to your project					
<div style="display: flex; flex-wrap: wrap;"> <div style="flex: 1; min-width: 250px;"> <input type="checkbox"/> Collaboration with Adult Education Program to provide ESL & GED classes for OSY students <input type="checkbox"/> Collaboration with colleges/universities <input type="checkbox"/> Collaboration with IDEA for SPED, Title III <input type="checkbox"/> Collaboration with local agencies (e.g., 4-H, Proteus, Department of Labor, Job Corps, HHS for medical/dental coverage) <input type="checkbox"/> Collaboration with the State <input type="checkbox"/> Collaboration/communication with school/district staff and counselors to ensure graduation requirements are being fulfilled and students are on track <input type="checkbox"/> College campus visits and camps/workshops (e.g., University of Nebraska Lincoln and Omaha) <input type="checkbox"/> Community resource guides & sharing <input type="checkbox"/> Counselor referrals <input type="checkbox"/> Description of services provided <input type="checkbox"/> Documentation of coordination activities <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational materials provided monthly <input type="checkbox"/> ESL para provides translations and supplementary educational support </div> <div style="flex: 1; min-width: 250px;"> <input type="checkbox"/> Final student summary report documenting student/OSY participation <input type="checkbox"/> GOSOSY workshop materials <input type="checkbox"/> Guidance via personal/home visits <input type="checkbox"/> Hispanic/Latino Summit attendance <input type="checkbox"/> Home visits to determine needs <input type="checkbox"/> Interpretations provided for OSY <input type="checkbox"/> Life skills instruction via home and school visits <input type="checkbox"/> List of coordinating agencies (e.g., CIGs, Binational Migrant Education Initiative, HEP, CAMP, ABE/GED, Hispanic Latino Summit, Latino American Commission) with opportunities provided to students/youth <input type="checkbox"/> Lists of services and supplies provided (e.g., support services, student success plans, career counseling, youth leadership programs, college scholarship opportunities) <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> MEP service logs <input type="checkbox"/> Migrant recruiter home visits and resource sharing <input type="checkbox"/> MIS2000 records <input type="checkbox"/> PAC meetings showcasing local agencies </div> <div style="flex: 1; min-width: 250px;"> <input type="checkbox"/> Parent/secondary student meetings addressing the importance of connectivity and communication <input type="checkbox"/> Referrals to Migrant Head Start for children of OSY <input type="checkbox"/> Referrals to state and local services (e.g., clinics, food pantries, college/career conferences, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, job assistance) <input type="checkbox"/> Referrals to CAMP programs (e.g., MCC) <input type="checkbox"/> Schedules <input type="checkbox"/> School health records <input type="checkbox"/> State MEP records <input type="checkbox"/> Student files <input type="checkbox"/> Student needs assessments <input type="checkbox"/> Student performance records <input type="checkbox"/> Support services (e.g., guidance, health, life skills, material resources, nutrition, transportation) <input type="checkbox"/> Thrive Leadership Club <input type="checkbox"/> Transportation to summer school <input type="checkbox"/> UNL Big Red camps for high school students <input type="checkbox"/> Visit with students in small group settings <input type="checkbox"/> Weekly MEP staff meetings <input type="checkbox"/> Workforce development </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					

Please document the parent activities held by your migrant education program during 2017-18

[illegible]

Please document the local/state/national staff training supported by the MEP that your Program staff participated in during 2017-18

[illegible]