

TOOL 3-2 NEBRASKA MIGRANT EDUCATION PROGRAM

LIST OF NEBRASKA'S MPOs AND SOLUTION STRATEGIES – 2020-21 SCHOOL YEAR

MPO	Goal 1.0 – School Readiness	Strategy
1a	By the end of the 2020-21 performance period, 45% of eligible migratory children ages 3-5 (not in kindergarten) will attend preschool or receive MEP-funded preschool services.	1.1: Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, family literacy classes, home-/center-based services, summer programming).
1b	By the end of the 2020-21 performance period, 80% of eligible migratory children ages 3-5 (not in kindergarten) who receive MEP-funded preschool services will score proficient or show a gain of at least 5% on the NePAT or Teaching Strategies GOLD.	1.2: Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migratory preschool-aged children from attending preschool. 1.3: Coordinate/promote and model school readiness strategies to enhance migratory parents' capacity to support their child's development of school readiness skills.
1c	By the end of the 2020-21 performance period, 65% of eligible migratory children ages 3-5 (not in kindergarten) will receive MEP-funded support services that contribute to their development of school readiness skills.	1.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.
1d	By the end of the 2020-21 performance period, 90% of parents of eligible migratory children ages 3-5 (not in kindergarten) who participate in MEP-sponsored Family and Community Engagement (FACE)/PAC opportunities will report increased knowledge of school readiness skills.	
1e	By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.	

MPO	Goal 2.0 – ELA & Mathematics	Strategy
2a	By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.	2.1: Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction). 2.2: Coordinate/provide migratory students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math.
2b	By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.	2.3: Coordinate/provide FACE opportunities that help families support academic development in ELA and math.
2c	By the end of the 2020-21 performance period, 90% of parent/family members of migratory students who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.	2.4: Provide professional learning opportunities to prepare staff to address the unique educational needs of migratory students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and math instruction.
2d	By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.	
MPO	Goal 3.0 – Graduation & Services to OSY	Strategy
3a	By the end of the 2020-21 performance period, 45% of eligible secondary students (grades 9-12) and OSY will receive MEP-sponsored supplemental instructional services.	3.1: Coordinate/provide secondary migratory students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, General Educational Development (GED), college, career, and/or life readiness goals.
3b	By the end of the 2020-21 performance period, 70% of all eligible secondary migratory students (grades 9-12) and OSY will receive MEP-sponsored support services that contribute to their graduation, GED, college, career, and/or life readiness goals.	3.2: Coordinate/provide appropriate needs-based support services to migratory secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals. 3.3: Coordinate/provide needs-based educational services to migratory parents/families to enhance their capacity to support their child's achievement of graduation, GED, college, career, and/or life readiness goals.
3c	By the end of the 2020-21 performance period, 90% of parents of migratory secondary youth who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge of strategies for supporting their child in	3.4: Provide professional learning opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally relevant instruction to increase secondary migratory youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.

	his/her achievement of graduation, GED, college, career, and/or life readiness goals.	
3d	By the end of the 2020-21 performance period, 85% of staff who participate in professional learning will show a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction contributing to the achievement of secondary migratory youth and OSY.	

<p>1e By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the school readiness needs of migratory children.</p>			
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Note: Complete only for the MPOs that were not met.

ACTION PLAN FOR MEP IMPROVEMENT – 2.0: READING/WRITING AND MATH			
Measurable Program Outcome (MPO)	Data indicating the need for Improving Program Quality	Design Solutions	Resources Needed/ Resource Provider
2a By the end of the 2020-21 performance period, 70% of K-12 migratory students who receive MEP-sponsored supplemental instructional services in ELA and/or math will score proficient or show a gain of at least 5% on district pre/post assessments.			
2b By the end of the 2020-21 performance period, 75% of K-8 migratory students will receive MEP-sponsored support services.			
2c By the end of the 2020-21 performance period, 90% of parent/family members of migratory students who participated in MEP-sponsored FACE/PAC opportunities will indicate that they gained knowledge on how to support their children in ELA/math.			
2d By the end of the 2020-21 performance period, 85% of staff who participated in professional learning will have a statistically significant gain on a pre/post survey in their knowledge of evidence-based strategies to address the ELA/math needs of migratory students.			